



INTEGRATING SMARTPHONES IN ENGLISH CLASS AT ELEMENTARY SCHOOL LEVEL: A STUDY ON INDONESIAN ELEMENTARY SCHOOL TEACHER'S PERCEPTION

Resti Purnamasari¹, Metty Agustine Primary², Yuyus Saputra³, Rahmat⁴

^{1,2,3,4}English Education Department, Universitas Siliwangi, Tasikmalaya, Jawa Barat, Indonesia

¹resti.purnamasari87@gmail.com, ²mettyagustine@unsil.ac.id, ³yuyussaputra@unsil.ac.id, ⁴rahmat@unsil.ac.id

PENGINTEGRASIAN SMARTPHONES DALAM KELAS BAHASA INGGRIS DI TINGKAT SEKOLAH DASAR: SEBUAH PENELITIAN MENGENAI PERSEPSI GURU SEKOLAH DASAR INDONESIA

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ABSTRACT

Abstract: Due to the COVID-19 outbreak, it requires that the learning process, including teaching English at the elementary school level, is carried out with an online learning system. Implementing an online learning system is closely related to the use of technology. Smartphone is one of the technology tools that are widely used in facilitating the online learning process. Hence, the study in this article was to see the perception of an elementary school teacher in integrating smartphones during the English teaching process. Based on the research, the researchers used a case study as a research design, semi-structured interviews, and online observations in collecting the data. Then, the data were analyzed by using thematic analysis, which was also elaborated with the TPACK framework from the theory of Mishra and Koehler in 2006. The study reveals two responses related to the teacher's perception of using smartphones, namely negative and positive responses. In the negative response, three perceptions generated were (1) ineffective delivery of subject materials, (2) the issue in managing students, and (3) internet access problems. In addition, the positive responses include (1) smartphones as an adequate teaching medium, (2) an affordable platform for smartphones to teach, and (3) YouTube channels as a fun way to learn for young learners. In conclusion, using smartphones in teaching English to students at the elementary school level certainly raised the negative and positive reactions from the teacher during the teaching process. Thus, teaching English to young learners required the teacher's role to teach technological, pedagogical, and content knowledge adequately.

Keywords: English for young learners, TPACK framework, smartphones

Abstrak: Adanya wabah COVID-19, mengharuskan proses pembelajaran, termasuk pengajaran bahasa Inggris di tingkat sekolah dasar dilakukan secara daring. Dengan diterapkannya pembelajaran daring tentu sangat erat kaitannya dengan penggunaan teknologi. Smartphones merupakan salah satu jenis teknologi yang banyak digunakan dalam memfasilitasi proses pembelajaran daring. Oleh sebab itu, penelitian pada artikel ini bertujuan untuk mengetahui persepsi seorang guru sekolah dasar dalam mengintegrasikan smartphones pada saat proses pengajaran Bahasa Inggris. Pada penelitian tersebut, peneliti menggunakan studi kasus sebagai desain penelitian serta menggunakan teknik wawancara semi struktur dan observasi daring dalam pengambilan data. Kemudian, data dianalisis menggunakan tematik analisis yang juga diselaraskan dengan TPACK framework dari Mishra dan Koehler pada 2006. Dari penelitian tersebut, dihasilkan dua respon terkait persepsi guru dalam penggunaan smartphones, yakni respon negatif dan respon positif. Pada respon negatif dihasilkan tiga persepsi yakni, (1) tidak efektifnya dalam proses penyampaian materi, (2) masalah dalam mengatur siswa, dan (3) kendala dalam akses internet, kemudian pada respon positif meliputi (1) smartphones sebagai salah satu media pengajaran yang memadai, (2) smartphones sebagai salah satu media pengajaran yang dapat mengakses WhatsApp sebagai aplikasi yang terjangkau dan (3) smartphones dapat mempermudah dalam mengakses YouTube untuk mencari video pembelajaran yang menarik. Kesimpulannya, dengan digunakannya smartphones dalam pengajaran Bahasa Inggris untuk siswa tingkat sekolah dasar, hal ini tentu memunculkan reaksi negatif dan positif dari guru selama proses pengajaran berlangsung. Oleh karena itu, dalam melakukan proses pengajaran bahasa Inggris untuk siswa pada tingkat sekolah dasar sangat diperlukan peran seorang guru yang cukup memadai dalam menguasai



pengetahuan terkait teknologi, pedagogis, dan konten.

Kata Kunci: *bahasa Inggris untuk pembelajar muda, kerangka TPACK, smartphones*

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INTRODUCTION

In the digital era, smartphones as a kind of technology are no longer a rare thing in society. Concerning the teaching and learning process in the pandemic of COVID-19 situation, teachers have widely used smartphones to support the teaching process. This statement is in line with several experts who said that smartphone use as a model of mobile devices is actively played in the technology-based learning process in pandemic COVID-19 condition (Biswas et al., 2020). Also, Dweikat and Hasan (2021) said that under the COVID-19 pandemic, which is ongoing, smartphones had been used to support the process of teaching and learning. Like the teacher who teaches English at a primary school level in Garut, West Java, Indonesia, the teacher has integrated smartphones to support the teaching process. In her practice on the integration of smartphones, the teacher conducts the teaching process by taking some pictures of the material taught and then sharing it with the WhatsApp group. In addition, if the material relates to the examples of English pronunciation, the teacher sends a link to the video that becomes an example from YouTube.

Related the issue of the integration of smartphones that can support the teaching and learning process, it is proved by several experts who also said about it. For example, Anshari et al. (2017) noted that integrating smartphones with the multitasking function enables the teacher and the learners to explore the information and knowledge through internet connection easily, and they can interact with each other. In addition,

implementing smartphones can offer learners outside the classroom the opportunity for getting access to and gathering information as well as a real context of the learning process can also be supported by it (Shuler, 2009; Twum, 2017). Additionally, by using smartphones, the teacher can carry out the teaching and learning process in an unfixed time and place (Traxler and Kukulska-Hulme, 2005; Annamalai and Kumar, 2020). Hence, the teaching and learning process can be conducted with flexibility. Furthermore, regarding the English language teaching context, according to Alzubi (2019), smartphones can support English language teaching because teachers can access the internet and utilize educational apps. Therefore, the learners can be motivated to learn with variations in the teaching process.

Due to the issue of teaching English to young learners nowadays, according to Sulistiyo et al. (2019), has been a global phenomenon connected to the neoliberalist globalization of education and economics. Nevertheless, in the Indonesian context, English is taught at the primary school level as the local content subject. Moreover, it has been proved by curriculum 2013 that the English subject at primary school is only applied as an optional lesson (The Ministry of National Education, 2006; Lestariyana and Widodo, 2018; Sulistiyo et al., 2019). Hence, the English subject at the Indonesian primary education level is not a compulsory subject.

Furthermore, the previous studies have analyzed integrating smartphones into the teaching and learning process. For example, Şad et al. (2020) have analyzed the integration

of smartphones in teaching English in the context of Turkey, and it is applied as a foreign language. That study shows that the integration of smartphones in English learning has no harmful effects, although the participants said that they are more frequently engaged only in listening and speaking activity rather than reading and writing activities. Another study from Wrigglesworth (2020) analyzed the utilization of smartphones to expand interaction activities even outside the EFL class. The result showed that the participants successfully engaged in some tasks to interact with other people outside the EFL context through smartphones, and they assumed that it helped them learn a language.

However, several studies above that discussed integrating smartphones in English language teaching were carried out at the higher school level, and the studies did not focus on a framework for examining the things that become the essential points of those studies. Thus, to fill the gaps, the present study will be carried out at the primary school level and will use the TPACK framework from Mishra and Koehler (2006) that is focused on investigating the teacher's knowledge of technological, pedagogical, and content to know about the teacher's perception on integrating smartphones when teaching English to young learners. With the objectives of this study, it is hoped that all available data can contribute significantly to the teachers who carry out the teaching process using smartphones to improve the quality of their teaching based on the knowledge about technological, pedagogical, and content knowledge.

METHOD

Research Design

The research method used in this research was a descriptive case study. According to Yin (2018), a descriptive case study is a case study used to identify the phenomenon and the context of a real-life situation. Therefore, this research was appropriate because the researchers have reported on the teacher's perceptions of the

integration of smartphones in the English young learner classroom.

Participant

The participant of this research was an Indonesian primary school teacher. The participant is female, and she is about forty years old. The researcher chooses her because the participant's background knowledge is primary school teacher education, so the researcher is sure that the participant knows well how to teach young learners. Besides, the participant is one of the teachers who is quite intense on integrating smartphones where at the beginning till the end of the teaching process, she is consistent using smartphones. In her practice, the teacher has carried out the teaching process by taking pictures of the material taught and then sharing them with the WhatsApp group. If the material relates to examples of English pronunciation, then the teacher shares a video link as an example from YouTube. In streamlining the learning process, the learners are asked to take pictures of their learning activities; then, at the end of the semester, the learners are asked to collect all documents evidence of their learning process for one semester.

Data Collection

This research collected the data by conducting a semi-structured interview and online observations. As Adams (2015) said, a semi-structured interview is a process of interviewing conducted more relaxed but still relates to the topic, and the questions are usually mixed between closed- and open-ended questions. Here, the interview was carried out in three sessions, and the duration of each session was thirty minutes. Regarding the indicator in conducting the interview process, the researchers asked some questions that related to the teacher's knowledge of technology, pedagogy, and content when using smartphones in teaching English for young learners. Besides using a semi-structured interview, this study also used online observations to collect the data. According to Norskov and Rask (2011), online observation is a technique of collecting data by utilizing interactive internet-based communities. In this technique, the researchers have joined the

WhatsApp group as a form of online observation. This method was relevant to be carried out because of today's phenomenon that all activities should be conducted in an online setting.

Data Analysis

The researchers used thematic analysis from Braun and Clarke (2006), which was elaborated on the TPACK framework from Mishra and Koehler (2006). The researchers manually transcribed, verified, and analyzed the original data thematically using three critical stages: familiarization, categorization, and classification. During the familiarization step, the researchers read and re-read the transcribed data to take notes on any early concepts that may develop. Following the note-taking procedure, the researchers applied and reapplied codes to be separated and categorized. All codes were classified into main headings and labelled based on the appearances of subclasses

RESULTS AND DISCUSSION

This section demonstrates the discovered findings that have been extended to the adjustment that is directly related to the study's focus. The study's general interview data is analyzed in the following themes: 1) negative responses and 2) positive responses.

Results

Negative Responses

Ineffective delivery of subject materials

The subject material is one of the essential things in the teaching and learning process. Related to this, the participant, a teacher, stated that when she conducted the English language teaching for students at the primary school level by integrating smartphones, it turned out that she could not convey all the materials to students. As the data showed:

If the material is for memorizing vocabulary, it can still pass through a WA group or something else, but if the material is for a conversation, it is a bit difficult if it does not do face-to-face directly with students. (Interview Data)

As shown above, the participant stated that when she was going to deliver English material, especially the material related to the conversation, she felt difficult and did not feel free in delivering the material. She mentioned that if the material is related to the conversation, it requires face-to-face interaction between the teacher and students to convey the material effectively.

The issue in managing students

In carrying out the teaching process, a teacher must be able to manage students so that they can follow the learning process properly. However, after the researcher interviewed a teacher, she stated that not all students in the class could be actively involved during the learning process.

Yes, that is the problem. However, unfortunately, not all students can be actively involved. (Interview Data)

Based on the data above, the teacher stated that not all students could be actively involved when the English language teaching process occurred. Thus, it causes the atmosphere of the teaching process carried out online through WhatsApp groups to be less communicative. Further, the less communicative classroom atmosphere caused by not all students being active in the learning process can also be seen in the picture below

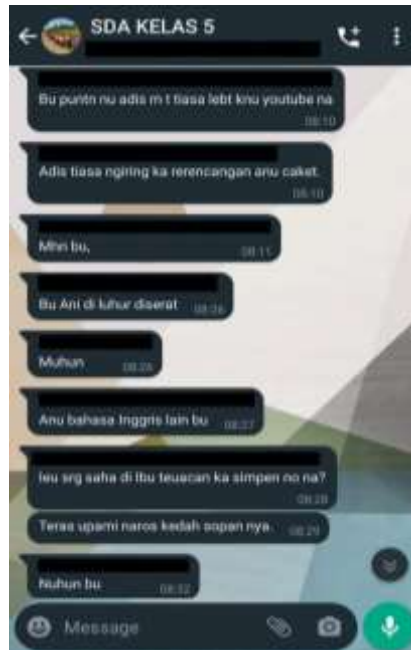


Figure 1. Classroom Atmospheres in the WhatsApp group

From the picture above, only two students tried to ask the teacher. From student 1, he asked, "Excuse me, ma'am. I cannot enter YouTube." Here, the student intended to ask the teacher for a solution. In addition, student 2 also asked, "Is the picture you sent previously should be written?"

Further, the rest of them were silent without responding to anything. As the participant said that not all students could be actively involved, this is true. Therefore, it can be concluded that when not all students can respond and are actively involved in the learning process, the process of managing students is not carried out well.

Regarding the issue, in teaching English which was carried out through WhatsApp groups, there was a student attendance list seen from anyone who filled in the attendance list provided by the teacher previously in the group. However, when the teacher instructed students to submit the assignments she had given, only some students collected the assignments. This finding showed that the number of student data present on that day and students who collected assignments was inappropriate.

All of the students fill the attendance list, 20 students. However, the students who report the assignment are only half of them, or 15 students. The rest of them do not know where. I have contacted them, but they seldom answer. (Interview Data)

In connection with the data, the participant shared that when she instructed students to fill out the attendance list, all students filled out, but when she instructed them to submit assignments, not all students did it.

Internet access problem

Today, internet access has become everyone's attention because of its crucial role in almost everything. It is no exception for the participant who also integrates smartphones in teaching English to young learners. However, when the researcher conducted the interview, the participant mentioned that one of the obstacles she often encountered when she wanted to teach was internet access. As the participant described:

Yes, of course, there are times when it feels so tricky when the signal does not support. (Interview Data)

Positive Responses

Smartphones as an adequate teaching tool

In this case, a teacher participant revealed that she used smartphones as a supporting tool in the process of teaching English. The participant claimed that using smartphones to support the English teaching process can facilitate students following the learning process because almost all the students she has taught have smartphones. As the data showed:

Because the school's location is rural, for example, if I use a laptop or other media, it is less effective because not every student has the device. So, what I use is a smartphone because almost every student has a device. (Interview Data)

Therefore, when all students have tools to support the learning process, they can easily follow it.

An affordable platform in smartphones to teach

When the teaching and learning process is carried out online, technology is used to support the process. Here, the participant said that when she conducted English language teaching, she chose smartphones that also used WhatsApp as the platform to teach. Likewise, in her practice, she said that when implementing WhatsApp in the teaching process, the process was carried out well because the type of the WhatsApp application was straightforward, and every student could use it easily.

Yes, because it is easier to use and more efficient. Then, if the teaching process uses other applications, not all students can follow. I think the WhatsApp group is more straightforward. (Interview Data)

According to the data, the participant said that in teaching English, she used one of

the social media, namely WhatsApp, because it was considered more straightforward and easier to use than other applications. In addition, she also expressed that if she used other applications besides WhatsApp, it was feared that not all students could engage in the learning process.

YouTube channel as a fun way to learn for young learners

The participant stated that she also used YouTube as the media to facilitate the English language teaching process. When YouTube is used in teaching and learning, the teacher can search for some videos that relate to the materials.

Yes, when I teach about a hobby, I search for videos that relate to it. Then, for another example, when I teach about the classroom, I search for videos related to the classroom. So, it is adjusted to the subject materials. (Interview Data)

Regarding the data above, the participant claimed that when she teaches about a material, that material could be combined with the videos found previously on YouTube. Here, the participant shared the video that connected with the material about a family from *the Aksara Ceria* YouTube channel when the material was shared. Hence, when the material is combined with the video, it will attract more students to learn English.

Discussion

In connection with the teacher's perception of integrating smartphones in teaching English to young learners, the findings showed two responses from the teacher, namely negative and positive responses. First, in the negative response, the teacher shared three things: ineffective delivery of subject materials, the issue in managing students, and internet access problem. Then, in the positive response, it was broken down into three: smartphones as an adequate teaching tool, an affordable platform



in smartphones to teach, and YouTube channel as a fun way to learn for young learners.

Related to ineffective delivery of subject materials becomes a negative response from the teacher because there is a limitation in delivery. The teacher stated that it is hard to convey if the material relates to the practice because it requires face-to-face contact. In line with the statement from Lei and So (2021), in the subjects that require practice, it becomes problematic when the teaching-learning process is carried out online because it needs direct demonstration. Efriana (2021) also stated that when the English online teaching takes place that relates to speaking material in which there will be an interaction between the teacher and students, it is known that students find it difficult when they want to imitate what the teacher has exemplified, and the teacher feels that it is not optimal when training students to speak English. Thus, it becomes an obstacle for the teacher because she must have the additional skills in the process of delivering material. In connection with Mishra and Koehler (2006), a teacher must have good skills in delivering material to students so that all learning objectives can be adequately achieved.

Meanwhile, the teacher could still deliver the material even online when teaching vocabulary. However, the teacher is not very reliable in attracting students' attention because the delivery process is only done by sharing the vocabulary retyped and photographed. When young learners learn English, it requires techniques that can attract students' interest. Because basically, the characteristics of young learners are getting bored quickly, loving to play, and paying less attention when following the learning process (Anggraini, 2021). Then, so that students can enjoy and engage in following the English learning process, especially when the material relates to vocabulary, the teacher could use games integrated through technology (Anggraini, 2021). This evidence can undoubtedly make the learning process much better and not monotonous.

Another teacher's negative response to implementing smartphones in teaching English to young learners is the issue of managing students. The teacher said that when she conducted the English teaching process, not all students could participate in when teaching-learning process took place. Hence, this makes the teacher find it difficult to manage students to be active during the online learning process. In contrast with the statement from Kurt (2021), the English language teaching carried out to young learners by integrating technology, one of which is smartphones, could develop young learners' attitudes to be favorable to the English language classroom. If it is related to the theory of Mishra and Koehler (2006) regarding the pedagogical knowledge that must be possessed by a teacher, the teacher's ability is still quite lacking because she has not been able to manage her students to be active in the classroom. Not only that, but the teacher also revealed that students are often underhand. It could be seen when they filled out the attendance list. At that moment, all of the students filled out the attendance list. However, when the teacher asked to submit assignments, not all students had done it. This issue also becomes a big problem for the teacher because she has not been able to guide her students properly, as stated by the theory of Mishra and Koehler (2006); besides, the teacher must know content and technology; the teacher must also have the ability in the pedagogical knowledge, one of which is in managing their students well.

Moreover, the internet access problem also becomes a negative response of the teacher on using smartphones as the tool for teaching English at the primary school level. Internet access became an essential factor in conducting online English teaching because, in the realization, the teacher also used WhatsApp as the media for the teaching process, which means accessing the internet is needed. As stated by La Hanisi et al. (2018), so that users can send messages to each other, the use of WhatsApp requires an internet

connection. Regarding the internet quota, Efriana (2021) pointed out that the problems that are often encountered when online learning is implemented are the lack of facilities and the absence of internet quotas, which causes the learning process to be hampered because students cannot access the internet. In addition, the teacher also said that the school where she taught was located in a rural area, so sometimes internet connection was hampered. It is in line with a statement from Nashruddin et al. (2020) that some students live in remote rural areas, so the internet connection is often interrupted because the connection is not too accessible. Hence, if internet access has problems, English online teaching cannot smoothly. Because as stated by Laksana (2020), good access to the internet can have a good influence on the achievement of the learning process carried out online.

On the other hand, the teacher also stated her positive responses to integrating smartphones in teaching English to young learners. The teacher said that when she was going to teach English to students at the primary school level, she decided to use smartphones because almost all the students she taught had smartphones to support the learning process. When all students already have facilities that can be used as supporting tools, the English online teaching process can be carried out without any obstacles that can interfere with the process. According to Wahyono et al. (2020), in conducting the online teaching-learning process, several things must be considered, such as human resources, technical implementation of learning, and the availability of infrastructure to achieve the learning objectives planned previously. In addition, using smartphones in the English teaching and learning process can be carried out flexibly. This proof is under the statement from some experts that learning a language, including English, can be developed inside or outside the classroom environment by utilizing smartphones (Demouy et al., 2016; Wrigglesworth and Harvor, 2017). Therefore, the English online teaching-learning could still

be done by students and teachers by utilizing smartphones because it is very affordable.

Afterward, the ability to apply WhatsApp as a teaching medium is also a positive response from the teacher on integrating smartphones in the English online teaching process for primary school students. The teacher expressed that by utilizing WhatsApp as a medium for teaching English to young learners, it could be easy to use, and this application is effortless. According to Suroto et al. (2021), WhatsApp is one social media that can facilitate the English learning process for primary school students, which is very easy to apply. So that students do not find it difficult when follow the English learning process. Regarding the technological knowledge stated by Mishra and Koehler (2006), a teacher must know how to integrate technology into the teaching process. Here, the participant is quite concerned about implementing smartphones as a form of technology in online English teaching for primary school students.

Furthermore, the use of YouTube, which can be integrated through smartphones, is also one of the positive responses of the teacher to the use of smartphones in the process of teaching English to young learners. The teacher stated that using YouTube, which facilitates various kinds of videos, can support the learning process to be more interesting. The teacher can connect the material with a video to make students interested in learning. Wang and Chen (2019) pointed out that the learning resources that can attract students' interest in learning English can be explored through YouTube. Then, the teacher also claimed that when she used YouTube in the process of teaching English, students would not feel bored because they had been facilitated by videos related to children. This finding follows Almurashi (2016), who believes that the process of teaching English using YouTube as one of the media can make the teaching-learning process fun and meaningful. Dewi (2019) also stated that by using YouTube, students' motivation could be developed to learn English. Therefore, when

students have fun and have the motivation for learning English, the process of English language teaching will be easier to conduct. Related to the statement from Mishra and Koehler (2006), a teacher must be able to utilize technology to support the teaching process. Here, the participant proved that she could use technology by accessing YouTube to help the English language teaching process for primary school level students with a variety of videos available there that can attract students' attention to follow the learning process.

CONCLUSIONS AND RECOMMENDATIONS

Based on the findings of this research, the researchers found some responses from a primary school teacher who teaches English in that school. Some of the responses are based on the policy on online teaching-learning to minimize the spread of the COVID-19 outbreak. Here, the teacher chose smartphones as a supporting tool for the teaching process and applied WhatsApp as the teaching platform. Furthermore, regarding several previous theories, teaching English to young learners combined with technology would positively impact that process. This phenomenon is also the same as some of the responses from the teacher.

On the other hand, the teacher revealed her negative responses, namely the hampered internet connection commonly felt by people recently. Furthermore, enforcing online learning causes the English materials not to be fully delivered due to the limitations of the delivery process. Lastly, the online learning situation also makes it hard for the teacher to manage students during the learning process since they still adapt to learning English as a foreign language. Therefore, teaching English to young learners requires the teacher's role to teach technological, pedagogical, and content knowledge adequately.

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