

The Implementation of MALL as Tool for Reading Class

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ABSTRACT

Using mobile technology in English learning and teaching has been on rise all over the world especially in Indonesia. Mobile learning is experiencing a drastic change. Accordingly, by using mobile learning students are gradually motivated by their personal learning needs, including those that arise greater mobility and traveling activities. This study aims to explore whether Mobile Assisted Language Learning (MALL) is effective in basic reading class to the students of university-level English language program and could better enhance students' reading ability. Qualitative research method was used in this study. The results indicated that MALL is meaningfully efficacious in teaching/learning ESL/EFL reading skill. Therefore, using appropriate strategies could positively contribute to bringing about better learning. Besides outlining a brief students overview of MALL, the study also recommends some practical and useful strategies of MALL in teaching reading task/activities.

Keywords: MALL (Mobile Assisted Language Learning), basic reading class, reading skill.

INTRODUCTION

Reading skill is one of four language skills that students must master in learning English. But sometimes students are lazy to practice their reading skills because reading requires bringing books. Whereas, mastering English language is not an easy thing especially for ESL and EFL learners since English language is not their mother tongue. In Indonesia itself English language has been taught since elementary school due to the emergency of mastering English language. Literacy skill, as part of the language, play significant roles in students' language development. Since each student may have a different ability in coping with skill learnt in language learning such as reading, writing, speaking and listening (Harmanto, 2021). But unfortunately reading skill still become student's problem in learning English. Students' sometimes faces the problem relate to many aspects such as English skill, unfamiliar vocabulary, and grammar. Reading skill in second language is known in a world to gain knowledge (Dewi & Santosa, 2022), through reading students can enhance their vocabulary, get some information from a text and understand about impied meaning of a text. Therefore, for ESL and EFL students reading skill is very important to be mastered.

Using technology in teaching and learning of English has received much importance and attention over the last few decades. The integration of many sophisticated devices in education has initiated many technology-based approaches and methods which have broadly helped learning come-out of the constraints of time and place, thus enabling learners to study whenever and wherever possible (Islam & Hasan, 2020). Because of incredible improvements in mobile communication systems and wireless technologies, mobile phones have proved to be the most useful communication mode that can also act as a language learning and teaching tools. MALL thus draws on improved mobility, smooth accessibility, and flexibility provided by mobile technologies. At the same time, the features of mobile technologies such as texting, voice and video recording, access to the internet, and cameras eventually empower learners with abilities with which they can increase their communicative abilities and get access to reliable resources. Teaching or learning through mobile phones also uses the context, which not only positively influences the learning style but also acts as a catalyst in the overall learning/teaching process. Therefore, MALL has opened up the possibility to download and use free electronic materials, specific applications, and programs of the English Language that may aid students in developing language skills and knowledge on grammar and vocabulary

Numerous previous studies have demonstrated that conducting language learning instructions through mobile applications that make use of mobile media resources can help develop literacy skills such as vocabulary, grammar, reading, and writing. A study on the use of MALL in enhancing students' literacy were conducted by Margaretha (2021) showed that by using mobile-phone platform can enhance the students' literacy skill in general. Instead, the use of MALL has a significant effect in improving the spelling and grammar for the plural and singular parts. Another study by Krashen (2020) concluded that using digital tools positively impacts teaching. Many applications can be integrated into reading comprehension with teaching strategy. Some researchers also focus on students perception of using mobile assisted language learning (MALL), this study indicate that the used of MALL in learning process in the reading class is quiet helpful for the students, it can be seen from the scale obtained by the student result of the Guttman scale analysis, the result of 66% according to the interpretation table are in the range of 0,51, so it can be concluded the use of MALL in the reading class is close to appropriate (Hardyansyah, 2021). Another research were conducted by Zain (2021), he said that previous studies that employed various theoretical and conceptual frameworks such as Zone of Proximal Development (ZPD), Technology Acceptance Model (TAM), and The

Community of Inquiry (CoI). The majority of the studies focused on the effectiveness of MALL on students' language proficiency development which further revealed their pedagogic benefits and perceptions, as well as emerging issues for learning implementation.

LITERATURE REVIEW

a. Definition of MALL

Mobile Assisted Language Learning (MALL) is an approach to the process of language learning supported and enriched through handheld mobile tools (Islam & Hasan, 2020). This mode of learning occurs when the students frequently change his place of leaning and is not in a static setting. According to Kukulska (Amalia, 2020) defined a MALL is an on-going need for greater language competence with strategies and techniques at the forefront of mobile learning, providing timely, personalized, contextualized support for modern language learning. MALL is utilized in language learning to foster new possibilities in providing more useful and attractive learning activities (Ekinci, 2020). Sharples (Hardyansyah, 2021) viewed mobile learning as a process of coming to know through continous conversation across multiple context among people and interactive technologies which raises the issues where the ownership lies.

MALL includes several traits that are deemed essential to facilitate meaningful learning activities. It can serve as a supporting asset for the current learning practice with newly development innovation through a learning network that allows collaborative, outdoor, and gamified learning models. Practicality and engagement as crucial element of mobile language learning. Practicality refers to the idea that students are recently becoming more familiar with the use of mobile devices, especially smartphones Brooks (Zain & Bowles, 2021). Moreover, more mobile application software is specially developed for language learning purposes that incorporates and combines ideas from teachers or educational practitioners. Below are kinds of MALL:

1. Google zoom
2. Whatsapp
3. Tiktok
4. Instagram
5. X

b. Definition of Reading

RAND Reading Study Group (Hardyansyah, 2021) defined reading as the process of extracting and constructing meaning through interaction and involvement with written language. They proposed that reading comprehension occurs through interaction among the reader, the text, the activity, and the larger sociocultural context. Farida Rahim cited by Erlidawati (2016) stated reading is essentially a complex thing that involves many things, not just reciting writing, but also involved visual, thinking, psycholinguistic, and metacognitive activities. As a visual process of reading is the process of translating words (letters) into spoken words. As a thought process, reading includes word recognition activities, literal understanding, interpretation, critical reading, and creative understanding. Word recognition can be in the form of reading words using a dictionary. Woolley cited by Mustika (2020) argued "Reading comprehension is the process of making meaning from text. It is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated word or sentences".

Zhang (2018) Stated Reading comprehension perceived as a constructive process in which the text, the reader, and the context interact. The process of reading is actually no different from the process when someone is thinking and reasoning. Reading process involved aspects of thinking such as remembering, understanding, discriminating, comparing, finding, analyzing, organizing, and finally applying what is contained in the reading.

1. The Types of Reading

There are the some types of reading. Patel et. al. (2019)

- a. Intensive reading : Intensive reading is an activity that is carried out carefully and thoroughly on the text that is read. reading will provide a basis for explaining structural difficulties and for expanding vocabulary and idiom knowledge. This will also provide material for developing greater language control in speech and writing. Intensive reading is reading a text or reading a part. In reading this students read the text to get knowledge or analysis.
- b. Extensive Reading : Extensivereading is a technique use to get a general understanding of a subject and includes reading longer discourse texts for pleasure. Readers are curious about something. Readers do not care about specific or important information after reading. Usually peopleread so that they keep updating.

- c. Aloud Reading : Aloud reading is basic form of classroom disciplines and organization. In reading aloud, the students are confronted with written sentences that haven't ever been spoken before. The purpose of reading aloud is an ability or achievement of better speaking and pronunciation of students.
- d. Silent Reading : Silent reading is a silent reading technique which is a very important skill in teaching English. This type of reading is usually used to increase reading skills among students. Silent reading is done to get a lot of information. The teacher must make them read calmly and when they can read without difficulty. This is a kind of habit where students can read without sound that can interfere with reading.

2. The Technique of Reading.

There are two reading techniques. It is summarized as follows:

- a. Skimming: Grabe & Stoller cited by Mambua (2020) stated that skimming is a specialized type of reading in which the reader reads quickly for general understanding of the text and for the gist of the passage. Skimming gives the readers the advantage of being able to predict the purpose of the passage, the main topic or message and possibly some of the developing or supporting ideas.
- b. Scanning : Brown cited by Mambua (2020) stated scanning is the process of quickly searching for particular piece or pieces of information in a text. So, scanning is a fast reading technique to obtain information without reading the others

RESEARCH METHOD

This study uses descriptive qualitative research. It aims at describing perceptions of students in using MALL in basic reading class in the second semester of UNINDRA Jakarta. The data of the research took from the students in Basic Reading class second semester in English Department at Universitas Indraprasta PGRI Jakarta. The researcher chose the sample regarding to the characteristics or required criteria.

Questioner is used to collect the data. There are 20 closed ended questions or statements, which are used to know the students' perceptions about MALL in basic reading class. The tools that researchers use for enhancing the students' reading skill is TikTok. Yunus (ZULKIFLI et al., 2022) highlighted that using social media such as TikTok app in ESL classroom breaks the barrier in learning English reading skill and it converts into a constructive learning atmosphere.

Integration of TikTok enable the students to learn better and improve their reading skill process and performance. This is becoming TikTok assisted the students to learn new things and gain the appropriate knowledge to scrutinize their reading skill.

RESULT AND DISCUSSION

1. Result

A total of 45 students were questioned about the function of TikTok in reading practice. The students do self-perceived reading text test from TikTok platform. They choose the text from TikTok account. The student should read the text clearly and fastly through the running text from TikTok. Additionally, the majority of the students (95%) reported that they like to practice reading skill through running text in TikTok platform compare to those that prefer do reading practice from book (5%) students. The following tables highlight the preferness of being use MALL as tool on learning and conventional tools. The reason 5% of students choose books as teaching materials is because they are often hampered by signals and they also have to stay connected to the internet, which requires additional costs for learning.

The majority of the respondents strongly agree (80%) or somewhat agree (15%) that they learn something new about the function of TikTok as a reading practice. Most of the student reported an increase ability in reading after they used TikTok for practice. The following table highlight the self-perceived reading test with concept of MALL.

	Learned something new about reading practice in TikTok	Increase ability in reading skill from TikTok	Increase the material in learning English through MALL
Strongly agree	80%	90%	90%
Somewhat agree	15%	10%	5%
Neither agree or disagree	5%	0%	5%
Somewhat disagree	0%	0%	0%
Strongly disagree	0%	0%	0%
Total	100%	100%	100%

The result of the research showed that Mobile Assisted Language Learning (MALL) is beneficial to be implemented in developing test for readding skill. Furthermore, TikTok apps can support assessment in reading test. Continous monitoring and regular assessment

provide students with ongoing feedback and enabling them to identify areas that require improvement in reading.

2. Discussion

MALL provides a platform for language learners to access language learning material anytime and anywhere. This flexibility allows learners to engage in language learning activities at their convenience, making MALL a useful tool in developing reading skill more effective. Relate with that kind of situation, the teacher in basic reading class chose platform Tiktok as a tool in enhancing students' reading skill. One example of MALL-tool reading practice is Tiktok platform. It is an online platform that offers a range of tool to practice reading skill. Tiktok provide a wide range of customizable templates and texts for EFL student.

The use of social media has penetrated many segments of society, including education. Social media can be classified into four categories known as experience-and resource-sharing tools, media-sharing tools, social networking tools and communication tools (ZULKIFLI et al., 2022). Social media include Facebook, X, Youtube and TikTok. Foremost, TikTok is one of the social media application that became a global success, where it recorded more than 3 billion downloads worldwide as of 2022 (Oktavia & Hanifah, 2023). Here are some of TikTok site that the students can choose for reading practice.

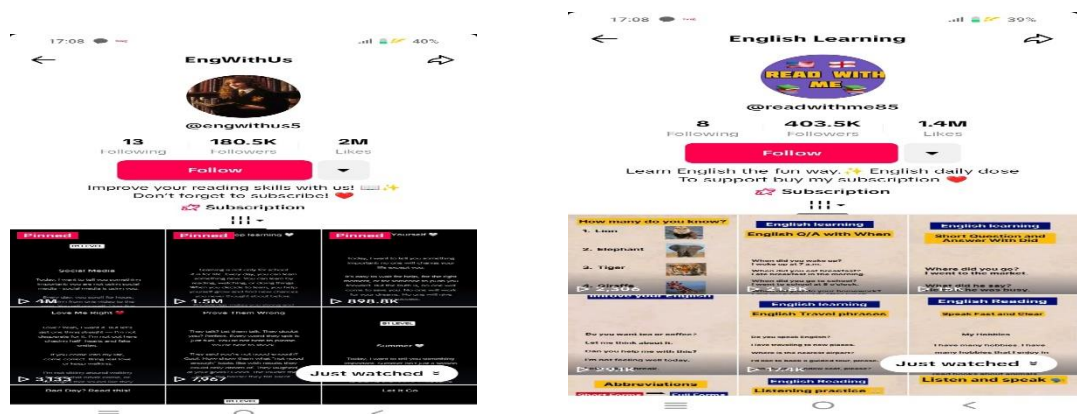


Figure 1 TikTok Account that use in basic reading class for practice reading



CONCLUSION

Finally, mobile device and apps have been included in the teaching of English as a foreign language. While the limitation of implementing MALL relate with the invorentment and cost of connection. As a result, MALL should be implemented in Indonesia as a developing country while keeping in mind the obstacles that it may provide to all stakeholders. Furthermore, in order to foresee the challenges that would come with their implementation in teaching and learning English, the collaboration between the government, teachers, students, and other EFL stakeholders should be prioritized. The government can assist by developing legislation and giving funding for MALL implementation. The provision of power should be a top priority. Teachers and students may help by always attempting to comprehend and improve their abilities to use apps and mobile devices. Other stakeholders can help by offering support in the home and in the community.

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