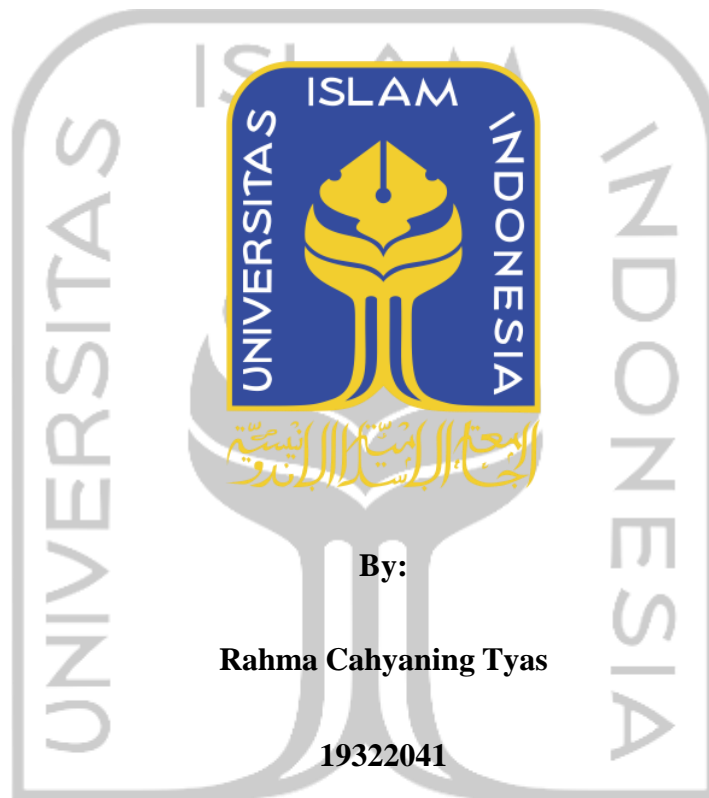# PRE-SERVICE TEACHER'S PEDAGOGICAL CHALLENGES OF USING MOBILE TECHNOLOGY TO TEACH ENGLISH

A Thesis

Presented to the Department of English Language Education as Partial Fulfillment of the Requirements to Obtain the *Sarjana Pendidikan* Degree in English Language Education

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STATEMENT OF ORIGINALITY

This thesis was written by me originally. I honestly that it does not have any people is work or statement copied or cited without quotation and reference on it. It is scientific paper originally created without plagiarism.

Yogyakarta, 16 August 2023

Rahma Cahyaning Tyas

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MOTTO

"Kalau bukan kamu, siapa lagi?"

DEDICATION

Gratefully and thankfully, I dedicated this thesis to my parents of course and myself.

ACKNOWLEDGEMENT

Yogyakarta, 08 August 2023

Rahma Cahyaning Tyas

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PRE-SERVICE TEACHERS' PEDAGOGICAL CHALLENGE OF USING MOBILE TECHNOLOGY TO TEACH ENGLISH

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ABSTRACT

The purpose of this study is to investigate challenges that pre-service teachers face through the integration of mobile technology for the teaching process focusing on the context of the pedagogical knowledge. The participant of this study is a pre-service teacher who has done practicing observation class teaching in one of the Senior High Schools in Yogyakarta. The method of this study uses a theory from Jie & Sunze (2021) with mobile assisted language teaching and learning as the instrument for technology pedagogy learning. The data was analyzed using thematic analysis; descriptive qualitative method with in-depth interviews by discovering participant is data experiences on technological usage more complex. The result showed that there are four themes regarding the pre-service teacher's challenge in using technology mobile learning tools during their experience in practicing observation class.

Keyword: *Pre-service teacher, qualitative study, technology mediation, pedagogical challenges*

CHAPTER I

INTRODUCTION OF THE STUDY

This chapter presents the introduction of the study. It covers the introduction, research question, and theoretical framework.

1.1 Introduction

Nowadays, technology has increased to be used in variant ways, moreover for the education of English language teaching class. Alimyar & Lakshmi (2021) conducted a study on the use of mobile technology in teaching language. The activities that were held in class with face-to-face learning were conducted and turned into digital meetings through online media platforms such as Zoom, Google Meet, and Padlet. This research interpreted language teacher preparedness by using technology tools to bolster teaching activities in the years of the pandemic. Jie & Sunze (2021) examined teacher needs a guidance in the use of mobile technologies especially on the tools of the application usage and the lack of technology tools recommendations is affected by the differential ages of teachers. Teachers were newly recognizing the experience with the media itself. English language teachers were required and chalked up by the fact that they could adapt to the tools of the applications for supporting the learning process.

This reason adapted due pre-service teacher often having limited concentration due to their parent's interference during an online class. Thus

were the problems that appeared from the teacher's glance opinion and a few students' perspectives. In contrast to the fact that English language teachers were more easily adapted to the tools of the applications in media used. In the practical problems, Mobile Assisted Language Learning has been widely used in educational programs, but MALL (Mobile Assisted Language Learning) was not a moveable device and is different when compared with technologies nowadays. Unfortunately, Ali & Kassem (2018) stated that technology was instantly blamed for the lack of practice, the network maintenance, and the unexpectedly high price. MOOCs were seized with the topic of the research due to MOOCs being the tools for the student's teacher for the media that assists teachers in online classrooms by using *Coursera, Udemy, Audacity*, and other local online course applications. MOOCs were mentioned due to the applications of the online course media affecting teachers' pedagogical skills in using online media courses.

Research conducted by Hashemi (2021) examined the mostly lack of teaching process were the internet access, power outages and facilities especially LCD projectors, smartphone and tablets. The research finding showed that the first 230 respondents still faced a lack of internet access. Power outages were affecting teachers in using media platforms and online applications. Some of the correspondents concluded that similar to the necessity of computer devices, infrastructure was a common challenge in the category. Moreover, factors of bustling and the lack of self-confidence affected the teacher too. The last factor is where the teachers admit that they need support from the schools and a trainer for tutoring several kinds of educational technology. Another challenge that appeared was the

malfunctions of the media platform and forgotten password cases. The result concludes that the teachers need a mentor for tutoring some of the media that look unfamiliar with their pedagogical knowledge. Teachers were puzzled by the media that they cannotrecognize yet.

Abraham et.al, (2022) examined teaching training with ICT-assisted pedagogical knowledge for secondary school teachers. In total, 22 teachers (n = 22) were selected from three government secondary schools. The researcher finds that technology has affected teachers' pedagogical aspect of knowledge, especially in the aspect of the teaching-learning process. It is proven that English language teachers would benefit from the technology itself. The fact that English language teachers had more convenience in accessing the application tools due to their basic knowledge of the language itself. These factors are supposed to be the main key to a language teacher's teaching professional competence, due to ease in adeptness with the tools of the media. Abraham et.al, (2022) conducted technologies that were affecting teachers' pedagogical knowledge instantaneously.

While Hashemi (2018) stated that this fact completes the gap between the requested mentors by the teacher theyneed to increase their pedagogical knowledge, especially for the teacher's teaching fluency. PCKg or Pedagogical Content Knowledge is the big issues that teacher faced, PCKg was related with this research due to the fact that pedagogy was the one of the crucial problems from the teacher in teachingthe materials. Pedagogical knowledge meaning was a teacher is adequate tobe labeled as an instructor when the teacher is capable of some of the internal and external knowledge

that is mostly obtained from the teacher's past background.

Jie & Sunze (2021) examined a language teacher's challenge in using mobile technologies to affect teachers' pedagogical skills for their students' material development. In the context of the utilization of technological tools, teachers frequently get problems from signal or technical failure from the computer itself. Technologies assist the teacher's materials to become more interactive, this was the positive impact of technology for decreasing students' bored feelings during class sections. Another challenge was the new fact that teachers felt anxious about their students' technology skills. This problem occurs due to the differential gap between teachers' new technological experience, compared with students that are more knowledgeable about the technology. Teachers admit that they have less knowledge in using technological tools than their students had. Thus, not all teachers need a tutor for increasing their media literacy and pedagogy skills. Instead, there is such a differential age between those who understand technology clearly and those who have difficulties based on their lack of experience with technology itself.

Pre-service teachers should learn the technology first before adapting them to the classroom for the purpose of gaining experience. From those experiences, they can adjust the materials into the tools of the technology that would be used in more easy ways due to their own basic skill. Jie & Sunze (2021) stated that pedagogical skill has a crucial part that affects the teacher, those previous research was supported by a research from Abraham et.al (2023) which examined that pedagogical aspect is the main key for the integration of technological application usage for English language teaching

process. This factor can be seen in one of the types of research that discusses the correlation between ICT and PCKG. Meanwhile, Hashemi (2021) stated that the facilities are the main bridge that is needed by the pre-service teacher for increasing technology pedagogical knowledge. Otherwise, Crompton et.al (2017) concluded that nowadays learning can be accessed through multiple contexts, whether between social or interaction or moreover using personal electronic devices.

Unfortunately, there are still some factors that affect mobile assisted language learning technology. Where, the problem mostly appears from the technology itself, such as the lack of computer use, facility and signal, and teacher's internal beliefs. Jie & Sunze (2021) concluded the way teachers feel anxious with their students is due to the gap in the technological media knowledge between them. In the end, Hashemi (2021) established that schools need to help the teacher with the facilities, infrastructure, signal, and other appointments that teachers need for the teaching and learning process, especially for increasing teacher pedagogical content knowledge skills. This study aims to investigate the major pedagogical challenge faced by pre-service teachers during the integration of mobile technology to teach English.

1.2 Research Question

The study addresses the following research question:

1. What are the challenges of a pre-service teacher in using mobile technology to teach English?

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CHAPTER II

LITERATURE REVIEW

2.1 Literature Review

2.1.1 The Integration of Technologies in Classroom

The adaptation of technology for an educational process is widely used nowadays. Ammade et.al., (2018) researched ICT or Information and Communication Technology shown, by integrating technology into teaching can improve student-teacher experience and improve students in learning. Moreover, Pogorskiy (2015) mentioned that technology helps the teacher personalize the learning process for the students. Those the further research from Banares et.al., (2021) examine that Technology Enhanced Learning facilitates the teacher in monitoring the learner's status, organizing the feedback system and monitoring teacher's situation. Technology developments were increased due to the phenomenon of COVID-19 pandemic, which changed the way traditional face-to-face meetings turns into full online learning. Those facts would affect a student teacher's pedagogical knowledge, especially in technological tools usage.

EFL schools teachers need extra support from the government moreover for teachers with no background in online media teaching. As shown in Barrett et.al., (2018) stated that in minimizing the pressure on teachers, the government should act on the learning process while the education aspect changes to become fully online learning. Some of them were facing culture

shock due to the sudden changing climate, the climate that came from the traditional learning process becoming fully online in just one month due to the pandemic session. The government has undertaken these situations, especially in the context of educational purposes. Due to cover the deficiency, the government would not permit educational purposes to discontinue in that situation. Therefore online mobile teaching started to be used in the era. This study aimed to find out about English language teachers' challenges during the sudden change of the educational traditional method that switched to technology mobile learning in the past 2 years of the pandemic.

With time, Tomar (2016) stated that technology have change the educational system's growth into funny learning that focuses on the learner's love of language learning. Student-teachers, helped by technology and devices, congregate interest in learning and change significant attitudes against the student's teacher's attitude or even the student itself. During that time, Massive Open Online Courses MOOCs emerged as the project that provided affordable and flexible ways to learn some new skills and deliver a quality educational experience. MOOCs were taught by Dave Cormier from the University of Prince Edward Island in administering a course called Connectives and Connective Knowledge. MOOC was affecting the tools for an educational activity that is divided into two kinds of meetings, asynchronously and synchronously. First, for the asynchronous by writing assistant tools such as using social platforms like *WhatsApp, Facebook,*

Instagram, Quora, and Telegram for searching specific materials and or *Google Sites, Google Classroom, Canvas, and Google Docs* for learning management systems. Last, Huang et.al (2020) examined that the synchronous version or the virtual meeting platforms such as Zoom, Google Meet, Skype, etc. can be accessed as tools for synchronous meeting platforms.

2.1.2 The Adaptation of Pedagogy Technology Learning from Mobile-Assisted Language Learning

Technology integrations also need infrastructure, hardware, software, and or even a movable device (Will et.al., 1993 p. 31). Digital learning mobile technology can be adapted in the school from hardware tools such as *i-Pad*, smartphones, or a tablet and complimentary important objects such as *Wifi* or LAN that can support the learning process. In this paper, the researcher decided on digital learning technology by using *i-Pad*, smartphones, and tablets that can be easily adapted to the classroom process. Those are the appliances that persist as accessible tools to be adapted for both classroom and research needs.

After the technology was adapted for the learning process, language learning researchers adapted MALL for the easiest learning process of teaching. Pogorskiy (2015) stated that MALL (Mobile Assisted Language Learning) is preferred when adapted to technology for the learning process, especially in the context of the easiest ways for teachers in monitoring the

student progress from a distance. MALL ascetically have an assemblage of theme, the researcher adapted MALL impartial only for the technology learning which adapted from the pre-service teacher who has experience in mobile learning integration in the classroom.

Pogorskiy (2015) examined that MALL exists and suddenly inundates OER (Open Educational Resource) from a worldwide spatiality of students around the world. More than that, again MALL affecting the formation of MOOC (Massive Open Online Course) as the bassist university systems and operations. The researcher was neither adapting to the MALL, OER, or MOOC. Besides, the inception of those three important learning methods was the concept of the researcher in conducting the technology pedagogy learning that the construct currently adapted from the Mobile learning for the teaching process.

Through the case, Kukulska-Hulme et al., (2015) stated that there are four boundaries of technological learning which are not able to be separated from the pedagogical experience of the adult learners (EFL pre-service teachers) due to those both factors having identical ability to enhance the experience skills. The first boundaries are the Teacher Wisdom who is releasing the teacher to make the collaboration of the materials and the tools of technology by their own widest creativity. Second, Device Features discuss the challenge that pre-service teacher face during the technology integration for language teaching in the classroom. The third boundaries is Learner Mobilities which concludes the fact concerning the benefit of technology

which available to be accessed in various ways among the time or place. Last, Language dynamics is when the m-learning technology plays an important role in English language education programs.

2.1.3 Factors Affecting Teachers' Pedagogical & Technological Knowledge

Glasersfeld (1991) stated that the main methods of possessing pedagogical knowledge are a generalization of comprehension of experience. Knowing was measured by training of teaching from behavioral experiences, and or understanding in the conceptual autonomous. Where, in the context of pedagogical content knowledge (PCKg), Cochran, DeRuiter & King (1993) concluded that teachers were integrated into studying the fourth component such as subject matter content, characteristics of the students, and environmental context for the learning progress.

Mishra & Koehler (2006) examined a study of the integration from technology was the key between technology and teaching that transformed the concept of teacher education practices, teacher training, and teacher professional development. PCKg was born to assemble the pedagogical content knowledge for the function of advancing teachers in critical thinking. Shulman's (1986) concluded a research which PCKg is the collaboration theory between pedagogy and content that concerns how certain aspects of subject matter were organized, adapted, and applied in the learning process. PCKg was required for the teaching and learning process, especially for EFL pre-service teachers that in a great measure were using mobile technology in the learning process.

Briefly, PCKg is when pre-service teachers can accept new knowledge and absorb them into their memories and subsequently teach the context to

the learners in possible ways the learners can be able to know about the materials clearly while the teacher is explaining the method. The steps in how teachers understand the component of understanding with their students is working with them. Cochran, DeRuiter & King (1993) concluded that PCKg emphasizes two-component of teacher pedagogical knowledge. The teacher should understand the students first and learn the environmental context. For the result, Jie & Sunze (2021) examined that the correlations between pre-service teachers' pedagogical challenge and mobile technology usage in the teaching-learning process were the appearance of a fact that teachers feel less reliable in teaching their students because of the differential knowledge of mobile technology than the pre-service teacher's students.

Sadik (2006) stated that another fact concludes that teachers with technological pedagogy skills would frequently integrate technology used in the classroom activity. That factor was having relatable connections with EFL students that had favorable attitudes toward Google Classroom, Mobile phones, and computers as learning tools (Al-Mekhlafi 2020). Supporting the previous research, Karaya (2010) concluded Technology has increased innovations between the students and the teacher in the context of innovations and interactions.

2.2 Theoretical Framework

Challenges that EFL pre-service teachers face during the sudden changing of teaching methods, from the traditional method turned to technological learning method or ICT in the context of Technology Pedagogy Mobile Learning. The research was adapted the definition of pedagogical knowledge around the technological mobile tools teaching from Kukulska –Hulme et., al (2015).

Pre-Service Teachers' Pedagogical Challenge of Using Mobile Technology to Teach English

Pedagogical knowledge for English Language Teaching aims to enhancing adult learners for the widest experience in learning using technology that include four domains (Kukulska-hulme etal.,2015)

TeacherWisdom — Devices Features — Learner Mobilities — Language Dynamic
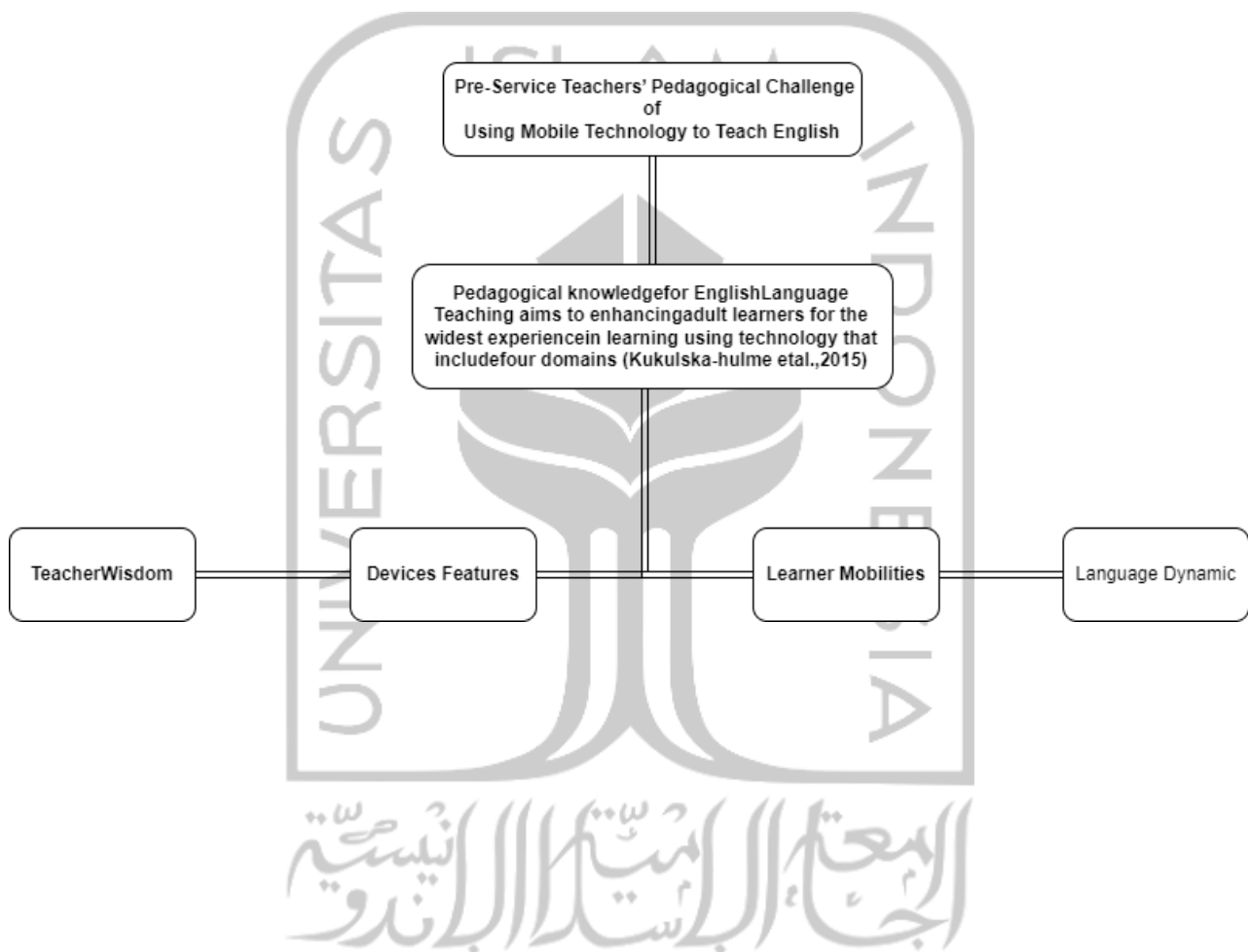
CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research was adapted from a design from Cresswell (2012) concerning descriptive qualitative research. These designs were most suitable for a study that uses theory in-depth and aims in describing participant's processes, actions, or interactions in the use of mobile learning MALL. The data was collected by interviewing the process of using technology for m-learning from the problems and factors that affected language learning mobile technology.

3.2 Data Preparation

There are several aspects that the researcher needs to accomplish for the research. Those aspects were participant, subject, respondent of the progress, data type, source of the data, and informed consent.

3.3 The setting and participant

The setting of this study was conducted at a private university. The participants taken in this study were one female pre-service teacher that is a student from the English Education Department fields. The qualifications of the pre-service teachers are those who learned technological tools of mobile technology such as the application usage for supporting the classroom activities for the learning process. The researcher chooses a qualified pre-service teacher from the university that has been practicing teaching

observation in high school to be interviewed. Recorded sessions would be the main tools for the researcher in cultivating the main data for getting the result. Meanwhile, the researchers used only one participant to find out about the participant's pedagogical skills in the technological m-learning experience. The reason the researcher only took one of three candidates' participants to be processed into the data is dueto the rest of the two of them not consisting of the main topic that theresearcher concluded. Finally, the researcher decided to choose only one participant.

3.4 Type and Source of Data

In these steps, the researcher focuses on qualitative data research and adapting the semi-structured interview method and observation method study. First, the researcher collected the participant qualifications. The qualified participant here was an English Foreign Language Teacher who has experienced teaching observation programs on practicum practice (PPL). Second, the researcher performed an interview section with three participants qualified. Last, the researchers build the form of observation and transcript into a narration form. The process of collecting the data was from Zoom that is being recorded.

3.5 Informed Consent

The next process after deciding the setting and participant, type of data, and source of the data, should be done by creating a set of informed consent. In these sections, the researcher needs the participant's story in the process of creating the result for the research. In order to accomplish it, the researcher should inform the participant that the researcher is conducting research. The participant has two electors, whether to be involved or not. The participant requested to fill out the informed consent of the research with the title EFL Pre-service Teachers Challenge in Using Mobile Technology including name, position, address, organization, email address, and the last signing of the paper. By signing the paper, the researcher conducted that the participant is ready to be interviewed and the researcher should classify the information. The researcher will record the interview section using the self-designed protocol for convenience in collecting the data.

3.6 Data Collection Technique

The data collection technique is used to get rich data since it determines the validity of the study. The data collection techniques can be divided into two types. First, primary data is when the researcher can use them indirectly. Secondly, there was secondary data that the researcher gets the data indirectly. This study uses the interview method by interviewing pre-service teachers' experience in using m-learning in the classroom. The data collection was through interviews with these questions:

Table 1. Interview Questions

No	Construct	Components	Question
	Kukulska-Hulme et al., (2015) Pedagogy can be integrated in mobile learning technologies for the appropriate strategies in enhancing the student-teacher is more effectively in teaching learning English. Those pedagogy m-learning factor creating four components among teacher wisdom, device features, learner mobilities and language dynamics.	1. Teacher Wisdom 2. Devices Features 3. Learners Mobilities 4. Language Dynamics	1. How do you use technology in activities in the classroom? 2. What are the challenges in using mobile technology during the class session? 3. What are the problems that often occurs when you used/ using technology for m-learning activities? 4. What are the benefits of using technology to teach English?

3.7 Data Analysis Technique

The data was gathered from interviews and this study adapted thematic analysis for flexibility approach in investigating the qualitative data. The researcher uses a thematic analysis interview aimed to identify the scheme and

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themes from the data gathered which adapts the research (Braun & Clarke, 2006). Thematic analysis is also a useful method for reporting participants' centered viewpoints on this study, with the researcher adding the open-ended-question method for getting complex data from the interviewer. For the result, the data would be processed into several coding systems from the interview which specified and analyzed into more specific subthemes (Cresswell, 2014).

3.8 Trustworthiness of the Data

Trustworthiness in qualitative research reverses to rigor. Morrow (2005) stated trustworthiness is a study that discusses the based theory for paradigm in the context of disciplines of some science fields where some investigation was believed. The function of trustworthiness for the data is to make the argument inquired is important to be noted (Lincoln & Guba, 1985). In addition, the data were using is credibility, transferability, dependability, and conformability. First, for getting the credible data, the research finds the data from the participant qualified whose have a relate experience with the research needs. Second the research ascertains that the participant was experiencing previous field study. Third, the collected data will process into certain sub themes depends on the themes. Last, the researcher conducting the research based from the data. Those steps were the several criteria that adapted by the researcher in getting the validity of the data.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presenting includes the finding and the discussion of the research finding.

4.1 Finding

The data were gathered through in-depth interview using thematic analysis method by accessing open-ended-question to the participant concerning for getting the occupying research theme. The interview conducted in online by Zoom meeting with EFL pre-service teacher as the participant of this research. It consists of one section in 11 minutes. There are 30 recorded statements gathered from the participant. The data was analyzed by performing 6 lexical coding phases including; familiarizing the data by listening and re-reading the most important parts, transcribing the data and giving them the initial codes based from the construct (**Appendix 3. Interview Transcriptions**), given the themes to the codes so the data can be easier to be found, re-checking the themes to ensure the codes were suitable or not, defining the name of the themes and produced the data based from the themes. Table below are the themes and codes presenting the data.

Table 1. Themes and Coding (Participant 1)

N o	Pedagogical Frameworks	Components Codes	Data Number	Theme	Sub Code
1	Teacher Wisdom	**TW**	02, 11, 21	EFL teacher experience on learning platform, learning strategies and task planning	TW 02, TW 11 & TW 21
2	Devices Features	**DF**	07, 14, 16	Challenge faced by EFL learners in utilizing technologies in classroom	DF 07, DF 14 & DF 16
3	Learners Mobilities	**LM**	05, 25, 27	Comfort ability in accessing the technology tools in ubiquitous way	LM 05, LM 25, & LM 27
4	Language Dynamics	**LD**	24, 28	The beneficial of technology especially for language teaching	LD 24, & LD 28

The researcher concluded four themes from 30 statements that had been transcribed previously. Transcripts of the interview were written in English from the *Bahasa* version of the arrested interview for the easiest ways in organizing according to the themes. The following is an example of an interview that has been translated. The themes above were containing the codes that were previously discussed. Several codes were mentioned by the researcher in the statement; for example, TW 02 & DF 07. Due to the codes built from the constructs, the codes concise of Teacher Wisdom (TW), Devices Features (DF), Learners Mobilities (LM), and Language Dynamics (LD). More than that, the numbers that follow the codes are also coded by the interview number. TW 02 stands for Teacher

Wisdom interview data number 002 and DF 04 stands for Devices Features is interview data number 004. **(See Table 1. Themes and Coding)**

The first theme concerns Teacher Wisdom by focusing on the pre-service teacher experience in using application platforms by using mobile such as *Kahoot, Quiziz*, and even a website such as *Google Form* (TW 02). Moreover, the strategies and task planning from the pre-service teacher in minimizing the lack of technological mobile tools experience (TW 11) and student is blasé environment during the class (TW 21).

"Me, for me actually... Emm... I used technology because nowadays students already use hand phones for doing the task and so on. So for me, mobile learning is just like a bridge for the learners besides using them for just browsing but also working on Quizzes or an assignment from the software itself" **(TW 02)**

"Yes, like with the tools and or like we don't know if there are another easiest way for accessing the application if there's some bug like the CTRL codes and so on" **(TW 11)**

"The topic also, if they were not getting interested with the topic, you know?" **(TW 21)**

The second show the Device Features challenge faced by the pre-service teachers during the technology mobile integration in the classroom, the challenge is divided into two sections, internal and external challenges. The internal challenge shows the process of the pre-service teacher in the process of adaptation to the technological mobile tools (DF 07), besides the external challenge emerging the crucial challenge in which affecting how mobile technology work is getting trouble from the signal (DF 14)

and glitch from the application (DF 16)

"The challenge... Emm... it's between hard and easy compliments with each other. There are a bunch of applications that can be used such as *Kahoot, Quiziz*, and now the appearance of Google Forms. How do we adapt to those applications like the tools that are very complicated? Such as Quiz, there are some tools that we as pre-service teachers cannot access, that as student and teacher tools. We did not have access to the evaluation part just because we were still a pre-service teacher" **(DF 07)**

"Ouhh.. Nothing I think, maybe the environment and the student's signal when we are teaching. That's it" **(DF 14)**

"Emm.. I think less or more just the signal. More than it, maybe the trouble from the application like the application suddenly getting on glitch and hang" **(DF 16)**

Thirdly, the third themes deal with learners' mobility which mobile technology can be accessed in ubiquitous ways. Students are more choosing to write their notes on I-pad instead of writing on paper nowadays (LM 05), whether or not still mobile technology were beneficial in facilitating both of the students or pre-service teacher (LM 25) and (LM 27).

"because like, emm… all of the aspects nowadays were mostly using technology right? And using a paper for finishing the work nowadays was rare to be found around us, it's not just like… It cannot, but well you know?"

"And to be honest, our mobile phones were facilitating us in the easiest way. As for example, if today we are not already finishing the work, we can just bring those work and submitted later at the application education platform, and that's absolutely helping us a lot" **(LM 05)**

"What else… 'Those books are on our grasp' I think that's the metaphor because from the mobile, all of the things that we search are available" **(LM 25)**

"For the language learning, when we used a mobile phone, there are application that providing a private remote class from daring that the student can just joining

it from the applications, such as *Duolingo, Mesmerize* and emm… I forgot for the rest" **(LM 27)**

As a part of the final theme is the dynamical of mobile technology in the context of language teaching. Those are including the beneficial of technology for language teaching on facilitating English learning (LD 24) and teaching (LD 28) for both the students and the pre-service teacher.

"Ehh… Okay… besides in the context of making the teaching process more easy, but also mobile teaching is not like we brought some big dictionary and we can just bring a phone. Moreover, using Google translate for searching the meaning of the words was helping both the teacher and the learners. The easiest ways to browsing an information" **(LD 24)**

"And for the last I think, besides *Duolingo*, we also have access to searching for novels or comics in the English language. So, that can be tools for learning English with mobile technology" **(LD 28)**

From the interview transcript above, the researcher conclude there a four domain. Those domains are including Teacher Wisdom (TW) examining the experience of pre-service teacher in using the technological mobile learning tools and their strategies for the learning process. Device Feature pointing on the way of the utilizing tools usage, Learner Mobility focusing on the comfort ability in using the application in ubiquitous ways, and the last is Language Dynamic which featuring on the technology

function and benefit for English language learning.

4.2 Discussion

4.2.1 Pre-service Teacher Learning Strategies and Task Planning in Technological Learning

The important key on teaching is adjusting the modals with the students' behavior by appropriating the needs of different types of the students (Marzano et.al, 2005). Moreover, education were grow up for a decades, uttering new method of learning that synergistically with technological tools integration in the hybrid classroom (Arigusman et.al, 2018). Additionally, by reviewing the modules and the tools of technology application usage, pre-service teacher is required to use their own past experience on technological usage especially by integrating pedagogical, content and technological competencies in classroom (Koehler & Mishra, 2005). The experience pre-service teacher among the technological utilization is important for the technological learning activities besides from only preparing the appropriate materials which suitable for the student's needs.

Based on the interview transcript from (TW 02), it is show that the participant is engaged in integrating technology for the learning tools in the classroom. At the first attempt, the researchers ensured that participants were interested in teaching using technology before the researcher started to perform an interview. As mentioned before, this

statement is amplified by research done by Arendtsz et.al, (2011), some factor that may engage students in learning is they have interest with the materials or the experience with the materials. The position of pre-service teacher was a student-teacher who has experience utilizing technology in the classroom, and the pre-service teachers have used several technological features after they practice in the field. Since the participant has a background interest in the technological teaching method and knowing some of the applications for learning. Thus, it can be said that the Teacher Wisdom (TW) are proof from the participant that has created learning modules and task planning that are tailored to students' abilities with the technological learning application usage.

As we can see from the statement (TW 11), (see the **Appendix 3. Interview Transcriptions**). The participant showed the difficulties of having limited knowledge about technology in the context of coding system of the application. That factor has a meaning by pedagogy levels of the technology were flawed, however bug system on application were the problems that occurs beyond the control of the participant. Moreover, coding system data modules were not the course which pre-service teacher studies previously, those materials were not available for the language education students and predominantly expected for students of Information and technology (IT). An article from Bachelor of Computer (Informatics), Islamic University of Indonesia (2022) mentioned Data Science, Enterprise Information Systems, Digital Forensics, and Medical

Informatics were the main subject that IT students student receive.

Another statement related with the Teacher Wisdom was the (TW 21) related to challenge that occurs from the learners factors. The effective and easiest ways in transferring the knowledge in between the teacher and students is by exhibiting students' emotional objectivity (Marzano et.al, 2005). The fact that every material from the curriculum of the schools is same with the subject materials discussed previous semesters, such for example: students of class 1, 2, and 3 are getting the materials about Newspaper text every semester. By that fact, the learner's feels bored with the continuous repeated materials given, whether the pre-service teacher have used the interesting tools of application as the modules to support the learning process for build an interest environment in the classroom.

4.2.2 Challenge Faced by Pre-service Teacher in Utilizing Technologies in Classroom

Integrating technology for educational purpose was one of the most crucial things for the teacher. In other words, at the first attempt, teacher have to prepare the materials first by selecting the application whether using *Quziziz, Mentimeter, Duolingo, Mesmerize* or any application to support the learning, then inserting the modules into the application that would be used, and adapted with the tools from the application for the fluencies teaching in classroom. Therefore, pre-service teacher have to figuring out device features first before the collaboration among

multimedia, finesse and authenticity (Kukulska-Hulme et al, 2015). This also experienced by the participant during the utilization of the technology in the classroom.

As we can see from the statement with code (DF 07), the participant tries to optimize her progress on teaching with technology which the researcher gather it and separated into two aspects. The aspect was simplified into both of the internal and external problems. Internal context were the adaptation of the application tools (DF 07) this one is the steps in how the pre-service teacher deals with their pedagogical skills, on the other hand the highest level of signal trouble that impossible to be prevent is including the external problems (DF 14). Moreover, bug on the application was one of the enormous external problems which affecting teacher is work in less minimizing the debilitated time (DF 16). The article from Future education (2021) showed the advantages and disadvantages of integrating technology for lesson programs. The number of the disadvantages in using technology was the fact that using technology was often time consuming, especially when both the software and hardware which were used as tools were getting some sudden troubles.

4.2.3 Comfort Abilities Factors in Accessing Technology Tools in Ubiquitous Ways

Kukulska-Hulme et al., (2015) concluded a theme that can be identified from the data was the learners' mobility of technology which can be applied everywhere and anytime, whether it can be a place, times, context, culture, learner goals. Therefore, a research from De Pasquale et.al., (2003) examined that teachers should adjust the use of technology with the curricula so that the learners can adapt the benefit of the technology until they are older.

Based on the transcript (LM 05), participants feel helped by the technological assisted language learning which facilitates participant learning in more ubiquitous ways by acquiring the work in any matters with application using mobile phone based. Moreover, (LM 25) the participant stated that by using the internet, an assembled information from any generous field is convenient to be used which simplifies the learners mobility access. Last, (LM 27) learners' comfort ability is accessed from the participant who is experiencing the daring classroom which is accessed from numerous applications, while benefiting the students which can join the class from the link that is accessible with the session given from their teacher.

4.2.4 The Benefit of Technologies for Language Teaching

Similar to the other subject, technologies for language learning are used for helping the language teacher around delivering materials and the task. Technology is very necessary for education due to the facilities for example playing a video in English language song, movie, or even the theater show. By that, technology is presenting a better lesson for the students (Altun & Khurshid, 2021).

From the statement of the participant (LD 24), the researcher concludes that same with the previous topic before, technology was successfully helping the teacher for the language teaching context. The theme was the beneficial from language dynamic of technology in the context of communication diversity in responding to language use. The positive statement from codes (LD 24) examines that teaching a language nowadays is becoming easier with the access of Google Translate which facilitates both of the learners and teacher for searching the keywords given with less time consuming compared with the traditional dictionary method. Additionally, a statement from (LD 28) confirmed that the wide internet searching access helping the learners in accessing more materials which suitable and related with the English language materials for example the English novel for drilling language skill of the students. Dynamic resource engaging the learning experience and remove the barriers of space and time (Altun, M., & Ahmad, H.K, 2021).

CHAPTER V

CONCLUSION & SUGGESTION

5.1 Conclusion

Based on the previous discussion, this study highlights that the participants were facing some challenges during the integration of mobile technology for the language teaching process in the classroom. From the point of view of the participant, the participant was optimized and performing well in building the strategies and task planning.

This factor is affected due to the participants' motivations in learning the technological tools are high and the demands as the pre-service teacher in maximizing the skill for teaching process. Unfortunately, the emerging problems are still over. Those are the external and internal problems which several of them were easier to be handled and the rest of them were impossible to be handled. Still, the advantages of technology were more substantial than the disadvantages of it, as for example technology can be used anywhere, anyplace and anytime with the immeasurable reference out of the world. In conclusion, this research has four themes regarding the pre-service teacher's challenge in using technology mobile learning tools during their experience in practicing observation class. Those are EFL teacher experience in the learning platform, challenges faced by the EFL during the integration of

technological mobile learning during the class, comfort ability in using the technological tools for the education programs, and the beneficial of technology for language teaching context.

5.2 Recommendation & Suggestion

In the context of EFL learners in utilizing technology for educations in the class, this finding imply that the appearance of some pedagogical challenge in the process of integrating technology for language education purpose were not breaking the EFL learners motivation in building the excellent materials for the students. However these studies are still limited for students' perspective in one of the higher institution in Indonesia. Thus, for other studies, some view are required from others EFL perception in diverse to enriching the studies of pre-service teacher pedagogical challenge of using mobile technology for teaching English.

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APPENDIX

Appendix 3. Interview Transcriptions

Interviewer: Rahma Cahyaning Tyas

Participant: PB

Time: 21 March 2023

Place: Zoom (Daring)

Length of interview: 14:16 – 14:40

Coding and Themes

Element of Technology Integration	Code	Sub Element	Sub Code
Teacher Wisdom	TW	Pre-service teacher is experience, learning strategies and task planning	TW 02
		Trouble from the application and the pedagogical factors	TW 11
		The modules and curricula which affecting learners is engagement	TW 21
Device Features	DF	The challenge from the effect of integrating technology in the classroom	DF 07
		The internal problems that coming from technology integration	DF 14
		The external problems that coming from technology integration	DF 16

Learners Mobilities	LM	The beneficial of accessing technology for teaching and learning	LM 05
		Technology making the easiest access in wide references	LM 25
		Technology can be accessed in anywhere and anyplace	LM 27
Language Dynamics	LD	Technology assist the practice teaching and learning	LD 24
		Technology giving access to wide range of materials to be accessed	LD 28

Themes	Sub Codes
Learning Strategies and Task Planning in Technological Learning	TW 02, TW 11, TW 21
Challenge faced during the integration of technology in the classroom	DF 07, DF 14, DF 16
Technology mobility factors supporting learning in ubiquitous ways	LM 05, LM 25, LM 27
The beneficial of technology usage for language learning purposes	LD 24, LD 28

Transcription

Participant   : PB
Time   : 14.16 - 14.40
Date   : Tuesday, 21th of March, 2023
Place   : Daring (Zoom)

I   : Interviewer
R   : Respondent 1

Subject	Data Number	Interview	Data Reduction	Coding	Sub Coding
I		"*Okay, jadi langsung kita mulai saja ya interviewnya. Sebelumnya sudah pernah menggunakan technology m-learning kan ya?*"	Teacher Wisdom refers to teacher freedom in making the modules based on their creativity with the technological access given.	TW (Teacher Wisdom)	**(TW 02)** Pre-service teacher is experience, learning strategies and task planning
R	1	"*Iya, sudah pernah*"			
I		"*Kenapa kamu menggunakan teknologi mobile untuk pembelajaran di kelas?*"			**(TW 11)** Trouble from the application and the pedagogical factors
R	2	"*Aku? Aku memakai technologi karena saat ini rata-rata siswa menggunakan*	Device Features means by the challenge which pre-		

		handphones untuk mengerjakan tugas dan hal lain. Jadi, menurutku teknologi mobile learning itu sama seperti jembatan untuk siswa disamping digunakan untuk browsing tetapi juga mengerjakan quiz dan tugas lain melalui perangkat tersebut"(TW 02)	service teacher face during the technological used in the context of technological tools usage	**(DF) Device Features**	**(TW 21)** The modules and curricula which affecting learners is engagement
I		*"Oh… jadi kamu menyesuaikan era juga ya, tapi bukannya itu pakai kemampuan pedagogik ya?"*	Learners Mobilities refers to thebeneficial of wides access of technology experienced by the learners and pre-service teacher during the integration of mobile learning		**(DF 07)** The challenge from the effect of integrating technology in the classroom
R	3	*"Iya"*			**(DF 14)** The internal problems that coming from technology integration
I		*"Okay baik, apakah ada yang lain?"*			
R	4	*"Kurang lebih seperti itu"*			
I		*"Kamu bilang sebelumnya kalau penggunaan teknologi khususnya untuk pembelajaran itu sudah marak sekarang dan itu tidak lepas hubungannya dengan pedagogik. Begitu? Jadi, kenapa harus teknologi?"*	Language Dynamics refers to the use of technology which is adapted in language learning context.	**(LM) Learners Mobilities**	**(DF 16)** The external problems that coming from technology integration
R	5	*"Karena, sekarang itu apa-apa sudah pakai teknologi, ya kan? Dan*			

				(LD) Language Dynamics	**(LM 05)** The beneficial of accessing technology for teaching and learning
		menyelesaikan tugas dengan menulisnya di atas kertas itu sudah jarang dilakukan sekarang. Bukan berarti kita tidak memakai kertas tapi kamu tau kan maksudku?" *"Dan sejujurnya, pembelajaran berbasis teknologi ini sangat memudahkan kita dalam mengajar. Seperti contohnya, kalau hari ini tugas kelas kita belum selesai, kita bisa mengerjakannya di rumah tanpa harus khawatir telat dikumpulkan, karena bisa dikumpulkan lewat aplikasi pembelajaran tertentu dan itu sangat amat membantu"***(LM 05)**			**(LM 25)** Technology making the easiest access in wides references **(LM 27)** Technology can be accessed in anywhere and anyplace **(LD 24)** Technology assist the practice teaching and learning
I		*"Okay, jadi bisa dibilang teknologi mobile itu sangat menguntungkan untuk digunakan disesuaikan dengan era sekarang dan pastinya untuk pembelajaran juga"* *"Pertanyaan selanjutnya. Tantangan apa yang sering dijumpai sebagai Pre-service teacher selama praktikum mengajar menggunakan pembelajaran teknologi kemarin?"*			

R	6	*"Emm… sebenarnya itu gampang-gampang susah ya"*			**(LD 28)** Technology giving access to wide range of materials to be accessed
I		*"Baik"*			
R	7	*"Challengenya itu… Emm… gampang-gampang susah kaya kan banyak ya aplikasi buat menunjang pembelajaran seperti Kahoot, Quiziz, sama mungkin ya Google form lah gampangannya. Cara kita beradaptasi dengan aplikasi tersebut yang lumayan susah. Contohnya Quizizz, di Quizizz itu ada beberapa fitur yang enggak bisa kita akses karena harus berlangganan dan bayar. Jadinya kita tidak leluasa dalam mengakses aplikasi tersebut"* **(DF 07)**			
I		*"Okey baik"*			
R	8	*"Dalam hal beradaptasi cukup sulit sih. Terlebih lagi untuk Quzizizz, contohnya kaya fitur yang bisa dan nggak bisa di akses sama siswa dan guru pre-service"*			
I		*"Ya pasti itu bikin susah sih"*			

R	9	*"Iya kan? Itu bikin bingung banget, dan kamu tahu? Meskipun kita membuat Quizz, kita tidak bisa full mengakses fitur-fitur pentingnya karena ya ada perbedaan diantara akun guru dan siswa-guru. Sementara kalau kita punya akun guru, kita bisa dengan mudah memonitor progress siswa kita"*			
I		*"Setuju, jadi singkatnya akses kita jadinya cuman setengah-setengah ya kan? Karena kita cuman bisa akses dikit aja, dan kita juga nggak nggak ada E-mail dari instansi tersebut yang biasanya berbayar jadinya bisa dipakai buat buka aplikasi secara gratis"*			
R	10	*"Dan ini juga, ada beberapa hal yang merepotkan dalam penggunaan teknologi itu sendiri"*			
I		*"Ouh, what do you mean by adapting? With the tools like you said before or anything more?"* *"Oh yang mana? Adaptasi? Atau fiturnya? Atau yang lain?"*			

R	11	*"Ya, seperti toolsnya,* tapi lebih ke kita itu nggak tau apa yang harus kita lakuin kalau aplikasinya tiba-tiba bug gitu" **TW 11)**			
I		*"Oh baik, setuju sih"*			
R	12	*"Tapi tetep aja adaptasi si yang paling susah"*			
I		*"Emm… jadi singkatnya. Sebenarnya kita punya motivasi untuk belajar teknologi tapi kalau untuk bug sistem kita nggak bisa nanganin karena ya kita bukan murid IT yang bisa tau basic coding. Gitu?'*			
R	13	*"Iya! Bener banget!"*			
I		*"Okay, jadi ada tambahan lagi? Mungkin dari prosesnya, atau yang lain selain fiturnya?"*			
R	14	*"Sejauh ini belum ada. Mungkin lebih ke lingkungan dan koneksi troubel ketika mengajar"*(**DF 14)**			
I		*"Koneksi ya?"*			

R	15	*"Alhamdulilah, terakhir kali pas ngajar siswanya aman terkendali dan mungkin menurutku masalahnya masih soal teknikal"*			
I		*"Fitur sama masalah teknik ya? Okey, habis ini pertanyaannya mirip seperti pertanyaan yang nomor dua tadi. Masalah apa yang sering muncul ketika menggunakan teknologi mobile di kelas?"*			
R	16	*"Kurang lebih ada di sinyal. Tambahannya paling ya pas aplikasinya tiba-tiba nge glitch terus ngehang"* **(DF 16)**			
I		*"Oh ngelag ya?"*			
R	17	*"Iya, nge-lag itu ngeganggu banget"*			
I		*"Setuju sih, itu yang paling dikhawatirkan setiap mengajar di kelas"*			
R	18	*"Bener banget"*			

I		*"Jadi singkatnya itu kan teknologi. Kalau dari sisi siswanya gimana? Ada masalah atau enggak?"*			
R	19	*"Kalau buat siswanya paling ya beberapa dari mereka tertarik sama materinya, tapi sisanya biasa aja"*			
I		*"Ouhh okey"*			
R	20	*"Mungkin karena mereka udah paham sama materinya makanya biasa aja, tapi udah aman terkendali sih. Masalahnya berarti masih di teknikal aja"*			
I		*"Ouh so you mean by their motivations depends on the school's curriculum and the schools right?"* *"Oh jadi motivasi belajar mereka tergantung sama kurikulum dari sekolahnya ya?"*			
R	21	*"Topiknya juga, kadang mereka nggak tertarik sama topik yang kita bawain, jadi ya?" (**TW21**)*			

I		*"Atau mungkin mereka bosan sama materi yang selalu diulang-ulang di kelas?"*			
R	22	*"Iya, benar banget"*			
I		*"Okay, jadi ini pertanyaan terakhir. Keuntungan apa yang kamu dapatkan selama menggunakan pembelajaran berbasis teknologi untuk mengajar dikelas, terutama dalam konteks untuk pembelajaran Bahasa Inggris?"*			
R	23	*"Keuntungannya ya…"*			
I		*"Iya, keuntungannya"*			
R	24	*"Ehh.. okey, mungkin ini ya, memudahkan kita dalam mengajar dikelas, dan praktis. Apalagi kita kan guru bahasa yang notabennya dulu selalu bawa kamus gede kemana-mana, sekarang kita bisa cuma bawa HP. Habis itu buka Google Translete buat nyari arti kata tertentu, itu memudahkan guru dan juga siswanya sih. Juga kemudahan mencari informasi via internet."* (**LD 24**)			

I		*"Okay, ada lagi mungkin?"*			
R	25	*"Yang lainnya mungkin dari peribahasa 'buku ada di genggaman kita' nah ini itu kaya majas metamor dimana seiring berjalannya zaman bukunya berubah jadi pembelajaran teknologi, yang mana kita nyari apa aja itu ada"* **(LM 25)**			
I		*"Bener juga, di buku kita cuman bisa ngeakses pengetahuan yang kita tulis aja yang mana referensi glosariumnya juga dikit kan? Tapi kalau kita pake internet buat nyari informasi jangkauannya itu bakal luas banget"*			
R	26	*"Bener, semua hal itu bakal jadi bermanfaat kalau kita ngegunainnya bener juga"*			
I		*What about using mobile phones for language learning. Is there any insight?"* *"Terus kalau pakai Handphone buat ngajar Bahasa Inggris di kelas gimana*			

		menurut kamu?"			
R	27	*"Kalau buat ngajar Bahasa Inggris di kelas ya bisa, di di HP kan ada aplikasi yang nyediain kelas jarak jauh (kelas online) yang mana siswa bisa menghadiri pertemuan kapanpun dan dimanapun. Contohnya semisal Duolingo, Mesmerize dan lainnya, aku lupa sisanya"* **(LM 27)**			
I		*"Okay, jadi kurang lebih itu ya?"*			
R	28	*"Dan terakhir, kalau menurutku, selain Duolingo dan aplikasi lainnya. Kita bisa belajar Bahasa Inggris dari baca komik yang pakai subtitle berbahasa Inggris. Itu salah satu cara belajar bahasa Inggris dari teknologi mobile"* **(LD 28)**			
I		*"Jadi singkatnya, kita bisa belajar Bahasa Inggris langsung dari pembicara nativenya dari mobile teknologi?"*			
R	29	*"Iya, kurang lebih gitu"*			
I		*"Okay, jadi gitu aja interviewnya. Terimakasih banyak atas kesempatannya"*			

R	30	*"Baik, terimakasih kembali"*			