

# Assessing Students' Vocabulary through Mobile Technologies on Vocabulary Mastery for English Foreign Language Students

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## ABSTRACT

English learning for foreign language learners is very necessary to get the learning process with or through technology that is developing at this time especially in the current Covid-19 pandemic. This procedure becomes a compulsory protocol of learning for the teachers, especially an English teacher in this pandemic situation era. This will be very meaningful and have a positive impact on effective learning especially in maintaining social distance as an anticipatory step in dealing with a pandemic. The aim of the research was to find out the influence of the use of Edmodo program multimedia and technology in teaching vocabulary as learners of English as a Foreign Language Learning. Total of 42 high school students in Serang City, Banten Province, Indonesia were taken as samples in this study which were divided into 2 groups. The vocabulary is chosen as many as 87 words taken from the textbook. Edmodo program content and multimedia were used in this research. Vocabulary tests and student responses were examined and the results analyzed with 61.23 pretest and 71.01 posttest with [ $t_{(39)} = 2.745, p < 0.05^*$ ]. For the conclusion from this research, it was found that the students' vocabulary skills improved from pre-test and post-test and students' responses about the use of multi-media technology using Edmodo program received a positive response. As the implication from this research, the teachers should be aware of their roles as guides and facilitators of their learners' learning and the teachers should find the ways that technology can help them towards learner-centered instruction as opposed to teacher-centered instruction. Learners should use technology to enhance their language skills because it has as a crucial role in developing learners' creativity and provides them with interesting, enjoyable, and exciting alternatives to study English language teaching situation.

*Keywords: Mobile learning technologies; English Foreign Language Learners; teaching vocabulary; student's vocabulary mastery.*

## 1. INTRODUCTION

Language is one of the significant elements that affect international communication activities. Students utilize different parts of English language skills such as listening, speaking, reading, and writing for their proficiency and communication [1]. TEFL stands for "Teaching English as a Foreign Language," also known as TESOL, which stands for Teaching English as a Second or Other Language. Both work for the same purpose, they are just different ways of naming the field. Many believe that TEFL courses are merely a prerequisite to teaching English abroad. But actually, a certificate will open a completely new world of education mixed with travel. There are plenty of reasons why many are choosing to teach English abroad because of the amazing experience and opportunities available. Teaching in another country makes room for enlightenment with different cultural customs, various dialects, and historical landmarks all over the world.

The use of technology has become an important part of the learning process in and out of the class. Every language class usually uses some form of technology. Technology has been used to both help

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and improve language learning. Technology enables teachers to adapt classroom activities, thus enhancing the language learning process. Technology continues to grow in importance as a tool to help teachers facilitate language learning for their learners.

The application of modern technology represents a significant advance in contemporary English language teaching methods. Electronic teaching programs have become the predominant preference of instructors since they arguably boost positive student engagement with teachers and incentivize overall English language learning. Most contemporary English language teachers now actively incorporate a range of technological aids designed to facilitate optimum teaching delivery. Not only did the app provide a feasible path for the students moving from individual learning to cooperative learning, it also bolstered their confidence in learning, ultimately promoting positive attitudes toward EFL learning [2].

The current research therefore addresses various elements of the technology used in English teaching by devising innovative curricula which harnesses recent scientific and technical developments, equip instructors with the technological skills to ensure effective and quality subject delivery, provide technical media such as audio-visual and modern technical programs, and create student-teacher platforms which maximize positive language learning outcomes. For the purposes of this study, the relevant literature has been reviewed, technology defined linguistically and conventionally, and correlation with modern teaching skills fully evaluated. In light of this, the researcher outlines the fundamental research problem, elucidates the significance of the research objectives and hypotheses, and presents the findings. The paper concludes by offering a number of recommendations which may further contribute to the improvement of teaching methods by advancing the widespread application of modern technology [3].

The use of technology has become an important part of the learning process in and out of the class. Every language class usually uses some form of technology. Technology has been used to both help and improve language learning. Technology enables teachers to adapt classroom activities, thus enhancing the language learning process. Technology continues to grow in importance as a tool to help teachers facilitate language learning for their learners [4].

English has become a language that must be learned by the world's population today. English has become the language of communication media used by all countries that have different languages. In Indonesia, learning English from an early age at a high class level in elementary school. In fact, English has become a mandatory language of instruction for students at the initial level of lectures at various universities. English has also become a medium of social and business and communication [5].

English is divided into 4 skill parts, namely, listening, speaking, reading and writing. In Indonesia these four skills are learned and taught. In addition, language components such as vocabulary mastery also become the main target. Vocabulary is an important language component in English because with optimal vocabulary, other language skills will be possessed. Sometimes there is something wrong with learning English in Indonesia, many students who have studied English for a long time have even taken intensive courses but are still skilled at communicating well. Thus, vocabulary learning becomes important and becomes the main focus in this language learning research system. This media is used to improve students' interest by giving attention to their teacher's vocabulary learning. English vocabulary that is considered challenging to study for students, it is the most crucial aspect of learning EFL [6].

Vocabulary learning as a component of English language needs to be learned in different, unique, and varied ways in the form of techniques and learning media. This vocabulary needs to be studied from various aspects and sides. By understanding these various vocabularies, it is easy for language learners to learn English as a foreign language. Teaching English has developed dramatically in the recent years. Because globalization impact and everyone should understand English as their International language. The development of English education can also be seen in Indonesia, in which English starts to be taught earlier to young learner. There are four skills that should be mastered by students in learning English. They are speaking, listening, reading, and writing. Besides the four

English skills, to support the mastery of the four language skills the students should have well understanding of English components such as vocabulary, pronunciation, and grammar. Vocabulary is core component of listening, speaking, reading and writing. Vocabulary is very important to be learned by the students who want to master a language. English vocabulary as one of the language skill elements has an important role for young learners in learning foreign languages. In presenting English, especially vocabulary, the teacher should be creative in choosing materials and able to stimulate the student's interest. The teacher needs to manipulate some strategies to support the teaching and learning process [7].

## **2. LITERATURE REVIEW**

Language is one of the significant elements that affect international communication activities. Students utilize different parts of English language skills such as listening, speaking, reading, and writing for their proficiency and communication. Computers are regarded as an important instructional instrument in language classes in which teachers have convenient access, are sufficiently prepared, and have some freedom in the curriculum. Computer technology is regarded by a lot of teachers to be a significant part of providing a high-quality education [8].

Student's English book is one of media that use by the teacher. Student's English book is very needed by the teachers and also by the students. Student's English book contains the material that the teacher uses in teaching. The Student's English book or student's supplementary book from the other. In addition, the students also more interest with the lesson if the teacher uses multimedia in the class. The use of LCD also makes the students do not feel bored in learning English, even they look more active during the lesson. It can be seen when the teacher teaches thing in the bedroom. The teacher uses LCD to show their video. That is the reason why the teachers need to combine among the media.

Two different views about how to integrate technology into the class. First, in the cognitive approach, learners get the opportunity to increase their exposure to language meaningfully and make their own knowledge. Second, in the social approach, learners must be given opportunities for authentic social interactions to practice real life skills. This objective can be obtained through the collaboration of learners in real activities [9].

Technology helps learners and teachers in studying the course materials owing to its fast access. Advancements in technology have a key role in preparing learners to use what they learn in any subject matter to finding their place in the world labor-force. Technology facilitates learners' learning and serves as a real educational tool that allows learning to occur [10].

Textbooks, online learning materials, and technology combined with Edmodo platform are learning tools that are integrated as a medium and mobile learning device [11]. The main purpose of this tool is to help students to master vocabulary easily and in motion. The vocabulary learned is presented in a related and integrated way with textbooks. This activity is also very useful for implementing health protocols in the Covid-19 period which required maintaining social distance. Students work with Edmodo platform and see vocabulary or images related to textbooks [12].

Edmodo is an educational technology company offering a communication, collaboration, and coaching platform to K-12 schools and teachers. The Edmodo network enables teachers to share content, distribute quizzes, assignments, and manage communication with students, colleagues, and parents. Edmodo is an educational website that takes the ideas of a social network and refines them and makes it appropriate for a classroom. Using Edmodo, students and teachers can reach out to one another and connect by sharing ideas, problems, and helpful tips. Edmodo is a global education network that helps connect all learners with the people and resources needed to reach their full potential.

Edmodo, as a form of technological development for educational purposes, is believed to be of assistance for teachers in language classrooms. Edmodo is designed very modestly, almost similar to

Facebook, and provides space for teachers, students, and even parents to maximize teaching and learning process [13].

Edmodo is a facility for the teachers to make their teaching-learning process more interesting. By using Edmodo's features the teacher can give assignments, quizzes, share the materials, and give feedback for students' work directly. Therefore, social media is not only as the place to share the opinions but also it can be useful in teaching-learning process. The students can access their work in and/or out of the class easily. Besides, by the interesting learning the students will get more understanding what they have learned, because they learn enjoyably. In other words, Edmodo gives benefits for teachers to organize quality resources for students [14]. From the analysis of the experts above, it can be considered that Edmodo platform is a path and gateway to be used in the media and teaching situation, in the digital era especially also to against the Covid-19 pandemic. In the term of online learning situation. It was a willingness to have a social distancing to gains Covid-19 virus.

The Use of technology in improving learners' reading and writing skills. The results of this study indicated that technology tools enhanced learners' reading and writing skills because they are user-friendly, and learners can learn at a faster and more effective way. The other finding of this study was that learners learn more effectively when they use technology tools instead of traditional teaching method because the Internet provided a favorable learning environment for learners' learning, facilitated a new platform for learners who can have a convenient access to learning lesson (Peregoy, 2012).

In the field of education, technology is very beneficial for use as an educational tool. Especially in learning, technology such as computers or mobile phones can be used as a tool to convey information or ideas contained in the learning material delivered to students. In addition, computers or mobile phones can be used as a medium that allows students to learn independently in understanding subject matter. This is very possible because these two technological tools have the ability to combine text, images, video, sound, motion and color and create an intelligence that presents an interactive process [15].

The use of technologies has the great potential to change the existing language teaching methods. Through using technology, learners can control their own learning process and have access to many information over which their teachers cannot control. Technology has an important role in promoting activities for learners and has a significant effect on teachers' teaching methods. If teachers do not use technologies in their teaching they will never be able to keep up with these technologies. Thus, it is very important for teachers to have a full knowledge of these technologies in teaching language skills [16].

Technology has always been an important part of teaching and learning environment. It is an essential part of the teachers' profession through which they can use it to facilitate learners' learning. When we talk about technology in teaching and learning, the word 'integration' is used. With technology being part of our everyday lives, it is time to rethink the idea of integrating technology into the curriculum and aim to embed technology into teaching to support the learning process. That is to say, technology becomes an integral part of the learning experience and a significant issue for teachers, from the beginning of preparing learning experiences through to teaching and learning process [17].

The combination of information technology combined with English text is used to improve students' appropriate vocabulary understanding. And specific texts or readings discussed [18]. Reading material that can be accessed by a cell phone that discusses reading texts that are focused on vocabulary. The advantage of this device is that it can be used in mobile and dynamic learning for students.

The most important of learning English fluently is mastering the vocabulary. By having a lot of vocabularies, we can improve our English. As Vocabulary building is very important in any language learning not only because it has a close correlation with the intellectual maturity of the learners but also the fact that it helps a great deal in improvement of the four language skills of the students [19].

Vocabulary can be defined as " words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary) [20]. "Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than just a single word: for example, post office, and mother-in-law, which are made up of two or three words but express a single idea [21]. There are two types of vocabulary; they are active and passive vocabulary. While learning new words, people need a lot of practice and context connections to learn them well, store the vocabulary in the memory and recall it when speaking or writing. Thus two main groups of person's vocabulary are active and passive vocabulary [22].

In learning a foreign language, children and adults have different perceptions because they have different characteristics. Children are more enthusiastic than adults. Moreover, they like to please their teacher but they can lose their interest easily in the materials given. Children have a number of characteristics that teachers of English need to keep in mind when they are planning to set up activities. They are high motivated, enthusiastic and lively learners [23].

Vocabulary is knowledge of words and word meanings. However, vocabulary is more complex than this definition. First, words come in two forms: oral and print. Oral vocabulary includes those words that we recognize and use in listening and speaking. Print vocabulary includes those words that we recognize and use in reading and writing. Second, word knowledge also comes in two forms, receptive and productive. Receptive vocabulary includes words that we recognize when we hear or see them. Productive vocabulary includes words that we use when we speak or write. Receptive vocabulary is typically larger than productive vocabulary, and may include many words to which we assign some meaning, even if we don't know their full definitions and connotations-or ever use them ourselves as we speak and write [24].

Vocabulary is a core component of language proficiency and provides much of the basis for how well learner speaks, listen, read, and write. There are three approaches to vocabulary teaching and learning; Incidental learning (i.e., learning vocabulary as a byproduct of doing other thing such as reading or listening), explicit instruction, and independent strategy development [25].

### **3. RESEARCH METHODS**

The focus of this research is an effort to improve students' vocabulary mastery by using technological tools in learning English as a foreign language. Researchers measured the increase in students' vocabulary mastery as a result of the treatment of the use of media technology in learning. In literature studies and relevant studies a lot of talking about the impact of social media tools for increasing student vocabulary [26] the use of media in the form of videos, both those used online and offline. This study tries to find answers to the research questions, is there a significant difference between the pre-test results and the post-vocabulary mastery results? What is the response of students regarding the use of technology tools and Edmodo platforms in the learning of student vocabulary mastery.

Mixed methods are used in the study of the impact of technological media for students' vocabulary mastery. Mixed research is a research method that uses qualitative and quantitative methods in a study [27]. The term "mixed methods" refers to an emergent methodology of research that advances the systematic integration, or "mixing," of quantitative and qualitative data within a single investigation or sustained program of inquiry. The basic premise of this methodology is that such integration permits a more complete and synergistic utilization of data than do separate quantitative and qualitative data collection and analysis [28]. Mixed methods research originated in the social sciences and has recently expanded into the health and medical sciences including fields such as nursing, family medicine, social work, mental health, pharmacy, allied health, and others. In the last decade, its procedures have been developed and refined to suit a wide variety of research questions [29].

In this study as many as 40 students who were divided into 2 groups were purposively random sampling. The selected students are High Schools in Serang Banten Indonesia. This selection is adjusted to get a target that is suitable for the purpose of the study. In this case each individual is chosen entirely by chance and each member of the population has an equal chance, or probability, of

being selected. One way of obtaining a random sample is to give each individual in a population a number, and then use a table of random numbers to decide which individuals to include [30].

## 4. RESULTS AND DISCUSSION

### 4.1 Students' Pre-test Post-test Scores

From the result of the research of the students' pre-test and post-test of vocabulary achievement or vocabulary mastery, this analyzed from t-test by using statistical formula on students achievement. The researchers found the significant difference among pre-test and post-test from the analysis of the results of the research, they were [ $t_{(39)} = 2.745, p < 0.05^*$ ] [31]. The complete data were shown in the table of student's pretest and student's posttest in vocabulary mastery and achievement.

Table 1. Students' pre-test post-test

	n	X	S	Sd	t*	p
Pre-test	42	62.23	19.751	40	-2.567	0.007
Post-test	42	71.01	20.621			

\*p<0.05

In Table 1, it were shown that there as a significant difference students' vocabulary achievement, from the phase of before having a treatment ( $X=62.23, S=19.751$ ) and the results after the treatment given ( $X=71.01, S=20.621$ ). The technology and media with Edmodo platform gave a significant increase on students' vocabulary mastery especially for the significant different.

### 4.2 Students' Opinions on the Uses of Technology on Vocabulary Mastery

Based on the finding to answer the research question, it were found that the benefit of using mobile technology on students' vocabulary achievement. The students' responses on these questioners were given in the in Table 2 about the students' responses on the uses of technology on vocabulary achievement or mastery.

Table 2. Students' responses on the uses of technology on vocabulary achievement

Opinion	Frequency(f)	Percentage (%)
Consult the words, definition, and related objects	14	31.5
Determine the words with the pictures	14	38.5
Independent study	14	30
<b>Total</b>	<b>40</b>	<b>100</b>

From this data of the research, it can be seen that the pictures or media used that are related to the text and vocabulary that are lined up contribute to the learning of students' vocabulary mastery or achievement [32]. In addition, as found from the data of this research, the students who learn vocabulary by using text, images and media that are appropriate make children remember vocabulary better and more effectively [33]. The advantage of this learning is that it integrates text, images, media and technological devices together and moves and provides a dynamic learning situation [34].

For questions of the research about the benefits of technology combined with text, and textbooks and pictures in supporting vocabulary learning. Analysis of the responses from these questions was posed to students and presented in Table 3 about the responses of the students on mobile technologies devices program.

As thought that has already mentioned in the theoretical section, Edmodo technology is useful for learning that integrates online and offline systems that are accompanied by mobile and image technology tools and in accordance with the text or book being studied. In addition, this technological

tool is also useful for or as an anticipatory strategy for the learning of vocabulary especially during the Covid-19 Pandemic period which requires a social distance between learners. And also foster curiosity among students in learning vocabulary. The student determined the dynamic consideration when they interacted with the motions and pictures related to the objects given. The students also predicted the meaning and the various term in using this vocabulary in accordance with the text and situation in the grammatical patterns or structure.

**Table 3. Responses of the students on mobile technologies devices program**

<b>Opinion</b>	<b>Frequency(f)</b>	<b>Percentage (%)</b>
Accessible	25	62.5
Direct login	10	25
Mobile activities	5	12.5
<b>Total</b>	<b>40</b>	<b>100</b>

In particular the findings of this study, there is a significant difference between learning using integrated technology media between images, text, and Edmodo platforms that are presented dynamically and cars with learning with conventional devices. This is evidenced by the difference in the post-test and pre-test scores. Besides the opinions or opinions of students regarding the use of technology in vocabulary learning have a good and positive impact and foster students' curiosity about English vocabulary.

The students also responded and gave a lecture that vocabulary learning equipped with technological devices was very interesting and fostered students' curiosity in learning English especially vocabulary, so that vocabulary learning was far more interesting and dynamic. It can be used anywhere and anytime, especially in maintaining physical and social distance as an anticipatory measure in the Pandemic Covid-19 period around the world.

Edmodo learning devices with platforms are equipped with features that can be used to connect digital material. Edmodo also makes it possible to integrate textbook devices or material digitally and online. This is very useful because it is digitally scanned and reduces errors [35]. With Edmodo, material can be accessed quickly online. All features at Edmodo are very safe to use and foster student curiosity in learning especially about English vocabulary. So that the learning situation and learning atmosphere for the students in English language teaching will be joyful learning and the students were motivated to study about English vocabulary mastery or achievement.

## **5. CONCLUSION AND IMPLICATIONS**

The statistical data shown that 61.23 pretest and 71.01 posttest with  $[t_{(39)}=2.745, p<0.05^*]$ . It was found that the students' vocabulary skills improved from pre-test and post-test and students' responses about the use of multi-media technology using Edmodo received a positive response. From the results of the research, the researchers concluded that there was significant improvement on students' vocabulary mastery and there was a positive response of the students on the mobile learning in teaching learning of vocabulary mastery. As implication of this research finding, to improve language acquisition, EFL students need supplemental or differentiated activities. The available technological resources are useful in improving EFLs reading ability, specifically vocabulary knowledge [36]. Technology has been used to both help and improve language learning. Technology enables teachers to adapt classroom activities, thus enhancing the language learning process. Technology continues to grow in importance as a tool to help teachers facilitate language learning for their learners [37]. Teachers should be aware of their roles as guides and facilitators of their learners' learning and the teachers should find the ways that technology can help them towards learner-centered instruction as opposed to teacher-centered instruction. Learners should use technology to enhance their language skills because it has as a crucial role in developing learners' creativity and provides them with interesting, enjoyable, and exciting alternatives to study about English language learning. So that, the students learning atmosphere and learning situation will be fun and enjoy and students were motivated to learn about vocabulary mastery or achievement.

## COMPETING INTERESTS

Author has declared that no competing interests exist.

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**Any other remarkable point(s):** Executive Board of Partnerships Consortium of Indonesian University and Pittsburgh University under USAID DBE 2 Project of USA.

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