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THE UTILIZATION OF MOBILE LEARNING TECHNOLOGY

IN TEACHING ENGLISH PROCEDURE TEXTS

AT MAN 2 BANYUWANGI



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THESIS

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This is to Certify that The Thesis of Senja Salsa Kahfila Has Been Approved by The Board of English Department Faculty of Tarbiya and Teachers Training Universitas KH. Mukhtar Syafaat Examiners on 22th june 2026

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MOTTO AND DEDICATION

MOTTO:

"And He taught humanity that which they did not know." (QS. Al-' Alaq: 5)

Like an endless ocean, knowledge is a vast sea upon which the human mind sets sail. A thesis is not merely a written work; it is a testament to perseverance, the healing of hardships, and the realization of dreams.

DECICATION:

With deep gratitude and boundless love, I dedicate work to:

1. My beloved parents, whose endless love has been the light that guides me through every step of my journey, whose sincere prayers have strengthened me in moments of doubt and challenge, whose sacrifices have paved the way for my dreams to grow, whose unwavering support has given me the courage to keep moving forward, and to whom I dedicate this achievement with all my gratitude, respect, and love.
2. To my respected thesis advisor, who has patiently guided me throughout this academic journey, whose valuable advice and constructive feedback have helped me overcome many challenges, and whose support has played an important role in the completion of this thesis.
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DECLARATION OF AUTHENTICITY OF THESIS

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I hereby declare that this thesis entitled "The Utilization of Mobile Learning Technology in Teaching English Procedure Texts at MAN 2 Banyuwangi" is my original work. To the best of my knowledge, this thesis contains no material previously published or written by another person, except where appropriate acknowledgment is made in the text. I also declare that this thesis has not been submitted for any degree or diploma at any other institution.

I take full responsibility for the content of this thesis and the accuracy of the information presented herein. Any ideas, findings, or quotations from the work of others have been properly cited and referenced in accordance with academic standards. If any violation of academic integrity is found in the future, I am willing to accept the consequences in accordance with the regulations of the university.

Banyuwangi, 09 Juni 2026





Declaration,

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ABSTRACT

Senja Salsa Kahfila. 2026. The Utilization of Mobile Learning Technology in Teaching English Procedure Texts at MAN 2 Banyuwangi. Thesis. English Education Department. Faculty of Tarbiya and Teachers Training. Universitas KH. Mukhtar Syafaat (UIMSYA) Blokagung Banyuwangi. Advisor: Dr. Zulfi Zumala Dwi Andriani, M.A.

Keywords: *mobile learning technology, procedure text, learning outcomes, EFL classroom.*

The rapid development of digital technology has created new opportunities for integrating devices into English language learning. This study aimed to explore mobile the utilization of mobile learning technology in teaching procedure texts and its implications for students' learning outcomes in an EFL classroom. The study was grounded in the concept of Mobile Learning (m-learning), which emphasizes the use of mobile devices to facilitate flexible and accessible learning experiences. A qualitative case study design was employed to gain an in-depth understanding of the phenomenon. The research was conducted in Class X G of MAN 2 Banyuwangi, involving one English teacher and several students as participants. Data were collected through classroom observations and semi-structured interviews. The data were analyzed using the stages of data reduction, data display, and conclusion drawing, while source and technique triangulation were applied to ensure data validity. The findings revealed that mobile learning technology, implemented through Google Classroom, learning videos, WhatsApp Group, and Quizizz, functioned as a facilitator of procedure text instruction. Furthermore, the use of mobile learning technology supported students' understanding of procedure texts, particularly in identifying generic structures and language features, and contributed to students' learning outcomes by improving task completion abilities and promoting independent learning. In conclusion, mobile learning technology served not only as an instructional tool but also as a meaningful learning medium.

ABSTRAK

Kata Kunci: *mobile learning technology, procedure text, hasil belajar, kelas EFL*

Perkembangan teknologi digital yang pesat telah membuka peluang baru dalam pemanfaatan perangkat mobile sebagai media pembelajaran bahasa Inggris. Penelitian ini bertujuan untuk mengeksplorasi pemanfaatan *mobile learning technology* dalam pembelajaran *procedure text* serta implikasinya terhadap hasil belajar siswa di kelas EFL (*English as a Foreign Language*). Penelitian ini didasarkan pada konsep *Mobile Learning* yang menekankan penggunaan perangkat mobile untuk mendukung proses pembelajaran yang fleksibel dan mudah diakses. Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus untuk memperoleh pemahaman yang mendalam mengenai fenomena yang diteliti. Penelitian dilaksanakan di kelas X G MAN 2 Banyuwangi dengan melibatkan satu guru bahasa Inggris dan beberapa siswa sebagai partisipan. Data dikumpulkan melalui observasi dan wawancara semi-terstruktur. Analisis data dilakukan melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan, sedangkan keabsahan data dijaga melalui triangulasi sumber dan triangulasi teknik. Hasil penelitian menunjukkan bahwa *mobile learning technology* yang diimplementasikan melalui Google Classroom, video pembelajaran, WhatsApp Group, dan Quizizz berfungsi sebagai fasilitator dalam pembelajaran *procedure text*. Selain itu, penggunaan teknologi mobile mendukung pemahaman siswa terhadap *procedure text*, khususnya dalam memahami *generic structure* dan *language features*, serta berkontribusi terhadap hasil belajar siswa melalui peningkatan kemampuan menyelesaikan tugas dan berkembangnya kemandirian belajar. Dengan demikian, *mobile learning technology* tidak hanya berfungsi sebagai media pembelajaran, tetapi juga sebagai sarana yang mendukung terciptanya pengalaman belajar yang lebih bermakna serta meningkatkan hasil belajar siswa dalam pembelajaran *procedure text*.

Kata Kunci: *mobile learning technology, procedure text, hasil belajar, kelas EFL*

FOREWORD

Alhamdulillah, all praise be to Allah SWT, this thesis can be completed thanks to His grace, blessings, and love.

May peace and blessings always be upon the Prophet Muhammad SAW, who is a role model for his people.

The author fully realizes that the successful completion of this thesis cannot be separated from the support of various parties. Therefore, the author would like to express his deepest gratitude and appreciation to:

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No ivory is cracked, and no human being is perfect. This thesis is also not free from shortcomings. Therefore, with great humility, the author greatly expects constructive suggestions and criticisms. The author also apologizes for any errors that may be contained in the writing of this thesis, as a weak human being.

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Banyuwangi, 09 juni 2026

Senja Salsa Kahfila

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CHAPTER I
INTRODUCTION

1.1 Research Background

The development of digital technology has had a significant impact on the learning process in various educational institutions, including Madrasah Aliyah Negeri (MAN) 2 Banyuwangi. In recent years, the development of digital technology has brought significant changes to the world of education, including in madrasah environments(Ali et al., n.d.). The implementation of mobile learning, which utilizes mobile devices such as smartphones and tablets, is one of the innovations widely discussed in the context of English language teaching. However, its implementation in madrasah environments is not yet fully optimal.

Based on previous studies, mobile learning has been widely recognized as an effective tool in English language teaching, particularly in enhancing students' engagement and participation in learning activities, it was found that some teachers had already used learning applications such as Google Classroom, Quizizz, and video interactive, but their use is still limited to assigning tasks or distributing materials. The potential of interactive features that can encourage active student participation has not yet been fully utilized. Additionally, some teachers also expressed constraints such as limited time, technical skills, and uneven internet access within the school environment. This situation indicates that although the opportunities for implementing mobile learning are vast, a deeper understanding is still needed regarding how this technology is truly utilized in English language learning practices in madrasah.

Nationally, the digital education transformation policy has become a priority for the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek). In the Indonesia Digital Education Outlook 2024 report, it is stated that 82% of teachers in Indonesia have used mobile devices in the post-pandemic learning process, but only 46% utilize this technology integrated with active learning models. This shows that technology adoption is not always directly proportional to its effectiveness in improving learning outcomes (El-Sofany & El-Haggar, 2020). In the context of English language learning, especially within the procedural text genre, students' ability to understand structure, imperative vocabulary, and the sequence of

steps is highly dependent on a contextual and interactive learning approach.

Mobile learning can support these needs through visual media, audio, and interactive simulations that facilitate a gradual understanding of processes (Santoianni et al., 2022). However, without a well-planned teaching strategy, technology can become a distraction for students (Eleazer, 2020). This phenomenon underscores the need for qualitative research to explore how teachers and students interpret and utilize mobile learning technology in the context of teaching procedural texts, particularly in madrasah with religious and social characteristics like MAN 2 Banyuwangi.

Globally, the integration of mobile learning in English language teaching has been a major research topic over the last decade. According to a UNESCO report (2024), approximately 74% of Southeast Asian countries have implemented mobile-assisted language learning (MALL) policies as part of their language education digitalization strategies. Research by Sato et al., (2020) confirms that mobile learning can enhance learner autonomy and situated learning, particularly for foreign language learners who require repeated and contextual practice. On the other hand, some studies, such as those by Nikolopoulou et al., (2021) and Insorio, (2021), show that the effectiveness of mobile learning is highly dependent on instructional design, teacher support, and infrastructure readiness. Thus, local empirical research at MAN 2 Banyuwangi becomes relevant because it can confirm the extent to which these global findings apply in the context of Indonesian madrasah, which have unique challenges such as limited facilities, differences in students' socioeconomic backgrounds, and strong Islamic educational values.

Several studies in Indonesia have examined the implementation of mobile learning in English language instruction, but most of them still focus on the context of public schools or universities. Thus, local empirical research at MAN 2 Banyuwangi becomes relevant because it can confirm the extent to which these global findings apply in the context of Indonesian madrasah, which have unique challenges such as limited facilities, differences in students' socioeconomic backgrounds, and strong Islamic educational values. For example, a study by Hadina et al., (2023) at SMP Muhammadiyah Padang Panjang showed that using the Duolingo application increased student motivation by 25%, while research by Butarbutar, (2021) found that teachers still experienced difficulties integrating mobile

learning with a task-based learning approach. However, studies specifically discussing the use of mobile learning in teaching procedural texts in madrasah are still very limited. These studies generally stop at the user perception level and have not explored in depth the dynamics of interaction between teachers, students, and technology within the social and cultural context of Islamic educational institutions. This gap is what this research aims to fill through a qualitative approach that highlights the real experiences of teachers and students at MAN 2 Banyuwangi.

Based on previous phenomena and findings, several key issues can be identified: (1) the integration of mobile learning in teaching procedural texts is not yet optimal, (2) teachers' utilization of interactive features is low, (3) there is a gap between educational digitization policies and teacher readiness in madrasas, and (4) there is a lack of in-depth understanding of how mobile learning affects students' learning processes within the sociocultural context of madrasah. The urgency of this research lies in the need to comprehensively understand how mobile learning is implemented in English language learning oriented toward procedural texts, not only from a technical perspective but also from pedagogical and social perspectives. By exploring the experiences of teachers and students, this research is expected to provide a comprehensive overview of the factors that support or hinder the use of technology in learning at MAN 2 Banyuwangi, while also offering a new perspective on the development of digital learning models in madrasah.

Although various studies show the great potential of mobile learning in increasing student engagement and learning flexibility, its implementation in madrasah environments like MAN 2 Banyuwangi is expected to face a number of unique challenges. Based on similar research findings in the Indonesian secondary education context Mahesti et al., (2025) and Landa, (2025) frequently encountered obstacles include teachers' limited knowledge of digital pedagogy, uneven technical skills, and diverse perceptions regarding the effectiveness of technology-based learning. In the context of madrasah, social and religious factors can also influence the acceptance of technology, for example, concerns that smartphone use can lower study discipline or open access to content that is not in line with school values.

Additionally, according to data from the Indonesia Digital Education Outlook 2024, approximately 37% of religious educational

institutions in Indonesia reported difficulties with stable internet access, particularly in semi-urban areas like Banyuwangi. This condition has the potential to limit the implementation of mobile learning, which requires high connectivity. Thus, it can be estimated that teachers and students at MAN 2 Banyuwangi may face similar challenges in utilizing mobile learning technology for teaching procedural texts, both in terms of infrastructure readiness, digital skills, and attitudes toward learning innovation. Therefore, this research is important to deeply examine how these challenges arise and are interpreted by education stakeholders, in order to find relevant and contextual strategies for madrasah in Indonesia.

If we review the existing literature, there are still research gaps regarding the utilization of mobile learning in the context of madrasas and for procedural text types. Most previous research in Indonesia has focused on improving vocabulary mastery (Zuhairi & Mistar, 2023), listening comprehension (Putri et al., 2024), or reading fluency (Islam et al., 2024), while research on writing and understanding procedural texts is still very limited (Zai, 2023).

In fact, procedural text is one type of text that requires understanding the sequence of steps and imperative language, which can be enriched with interactive media. Additionally, the majority of previous studies used a quantitative approach that emphasized learning outcomes rather than the learning process or experience itself. Thus, this study attempts to fill this gap thru a qualitative approach that focuses on the meaning, perceptions, and real practices of teachers and students in using mobile learning technology. This approach allows researchers to capture the social context, religious values, and school culture that may influence the effectiveness of technology-based learning in madrasah.

In the institutional context, MAN 2 Banyuwangi has its own distinctive approach to implementing mobile learning technology. Unlike many schools that allow students to use mobile devices freely in the classroom, MAN 2 Banyuwangi enforces a policy restricting the use of Android smartphones during instructional hours, whereby the devices are collected at the beginning of the learning session. The use of mobile phones is only permitted when the lesson specifically requires a mobile device and must follow procedures established by the madrasah authorities. This policy ensures that the utilization of mobile learning technology is carried out in a more controlled and purposeful manner in alignment with instructional objectives. This

situation is particularly interesting to study, as it demonstrates that mobile learning technology can still be effectively integrated into the teaching of English procedural texts, even within a madrasah environment that upholds strict rules and discipline.

Based on the description above, this study aims to deeply describe how teachers and students at MAN 2 Banyuwangi utilize mobile learning technology in English language learning, specifically in teaching procedural texts. This research aims to identify the strategies, perceptions, and barriers that arise during the mobile-based learning process.

The theoretical benefits of this research are to provide a new contribution to the literature on mobile-assisted language learning in the context of Islamic education in Indonesia, by highlighting the interaction between technological, pedagogical, and madrasah cultural factors. Meanwhile, the practical benefits are to provide recommendations for English teachers in optimizing the effective and meaningful use of mobile learning, as well as for educational institutions to strengthen policies and infrastructure supporting digital learning. Thus, this research not only provides a descriptive understanding of the phenomena that are occurring, but also offers a conceptual basis for technology-based language learning innovation in madrasas, which aligns with the national education transformation policy direction toward adaptive and inclusive 21st-century learning.

1.2 Research Problem

1.2.1 How is mobile learning technology utilized in teaching English procedure texts at MAN 2 Banyuwangi?

1.2.2 How does mobile learning technology contribute to students' learning outcomes in teaching procedure texts at MAN 2 Banyuwangi?

1.3 Research Objectives

1.3.1 To describe and analyze in depth how mobile learning technology is utilized in teaching English procedural texts at MAN 2 Banyuwangi.

1.3.2 To investigate how mobile learning technology contributes to students’ learning outcomes in teaching procedure texts at MAN 2 Banyuwangi.

1.4 Research Significances

This research is expected to provide both theoretical and practical contributions to the development of science, the improvement of learning quality, and the advancement of education in the madrasah environment. These contributions are detailed as follows:

1.4.1 Theoretical Benefits

Theoretically, this research is expected to contribute to the development of knowledge in the field of English language education, particularly in the study of mobile-assisted language learning (MALL). It also expands the understanding of how mobile learning technology can be effectively applied in procedural text learning, which has rarely been the focus of research in Indonesia, especially in the context of madrasah education. Thus, this research can contribute to the development of the concept of integration between digital pedagogy, language teaching strategies, and madrasah learning culture, which is an important issue in addressing the challenges of 21st-century educational transformation.

1.4.2 Practical Benefits

For students, the results of this research are expected to provide a more engaging and interactive learning experience through the utilization of mobile learning technology. With the implementation of mobile-based learning applications, students have the opportunity to learn more flexibly, anytime and anywhere, without being constrained by formal classroom boundaries. The use of this technology also allows students to access a variety of learning resources, practice independently, and actively participate in procedural text learning activities. Through technology-based learning experiences, students are expected to enhance their learning motivation, independence, and critical thinking skills in understanding and applying the instructional steps found in English procedural texts. Additionally, this research is also expected to encourage students to use digital technology responsibly and purposefully as a means of developing language skills and digital literacy.

For teachers, this research is expected to provide input for developing more innovative and relevant learning strategies that align with the times. By understanding the results of this research, English language teachers can gain insights into how to effectively integrate mobile learning technology into the teaching process, particularly in procedural text learning. The results of this research can also help teachers recognize the potential and constraints that may arise in using digital learning applications, such as internet network limitations, differences in students' digital abilities, or time management in the learning process. Thus, this research can serve as a reference for teachers in designing more creative learning, utilizing the interactive features of the application, and fostering active student participation in the digital classroom.

For future researchers, the results of this study can serve as a reference for conducting a more in-depth study on the utilization of mobile learning technology in English language instruction, from pedagogical, technological, and sociocultural aspects. This research can provide an initial overview of the potential, challenges, and opportunities for technology integration in learning within the madrasah environment. This, in turn, can inform further research to develop more comprehensive learning models, explore the effectiveness of specific media, or compare the implementation of mobile learning in other educational contexts. The results of this research are expected not only to contribute to teaching practices but also to enrich academic studies in the fields of educational technology and English language teaching.

1.5 Definition of Terms

1.5.1 Mobile Learning

Mobile learning or mobile-based learning, is a form of education that utilizes mobile technology such as smartphones, tablets, or other portable digital devices as the primary medium for teaching and learning activities. According to Husnita et al., (2023), mobile learning allows the learning process to happen anytime, anywhere due to the flexibility of access to materials and digital

interaction. In the context of English language education, mobile learning is used to support more independent, interactive, and contextual learning thru various applications such as Google Classroom, Quizizz, and video interactive. In this study, the term "mobile learning" refers to the use of mobile device-based technology by teachers and students at MAN 2 Banyuwangi in the process of learning English procedural texts, both inside and outside the classroom.

1.5.2 Learning English Procedure Texts

Procedure text is one type of functional text in English language learning that aims to provide instructions or steps for doing something. According to Takdir et al., (2023) procedural texts have a general structure consisting of a goal, materials, and steps, and use imperative language and logical order in their presentation. The goal of teaching procedural texts in the context of secondary education is for students to be able to understand and produce texts that explain the steps of a process in a sequential and clear manner. In this study, teaching English procedural texts is defined as a learning process that focuses on students' ability to understand, write, and present procedural texts with the help of mobile learning media.

CHAPTER II
REVIEW OF RELATED LITERATUR

2.1 Theoretical Review

This chapter discusses Mobile Learning Technology, Mobile-Assisted Language Learning (MALL), Procedure Text, the Integration of Mobile Learning and Procedure Text Instruction.

2.1.1 Mobile Learning Technology

a. Definition of Mobile Learning Technology

Mobile learning technology is a form of learning that utilizes advances in technology, such as smartphones or tablets, to support the learning process by functioning as instructional media. Mobile learning (m-learning) is the result of the evolution of the e-learning concept, which first emerged as a computer- and internet-based learning system. According to Ghoulam & Bouikhalene (2024) in *Exploring the Impact of Mobile Devices in E-Learning*, m-learning is "a form of e-learning that uses portable technologies to make learning ubiquitous and personal." This indicates a paradigm shift from online classroom-based learning toward learning that can be accessed anytime and anywhere.

According to Quinn (2011), mobile learning is a learning process that utilizes portable electronic devices such as smartphones, tablets, or laptops, which can be used anytime and anywhere. In line with this view, Ahmad et al. (2025) in *Mobile Learning of Islamic Studies: A Comprehensive Review* define m-learning as "a learning system that utilizes mobile devices to enable learning anytime and anywhere," or a learning system that employs mobile devices to facilitate learning without spatial and temporal limitations. This concept emerged as a direct evolution of e-learning, which previously relied on computers and fixed internet connections.

Holozsai and József (2024) emphasize that the fundamental difference between e-learning and m-learning lies in their mobility and flexibility. E-learning tends to be synchronous and structured, whereas m-learning enables spontaneous, context-based learning. De Vega, Basri, and Nur (2024) refer to this phenomenon as the *Pocket*

Classroom—a virtual learning space that is always within learners' reach.

b. Characteristics of Mobile Learning

According to Traxler (2007; 2009), mobile learning represents a new paradigm in education that utilizes mobile devices to expand access, flexibility, and interactivity in learning. He emphasizes that m-learning has four main characteristics: portability, flexibility, interactivity, and contextuality.

1. Portability

   Portability refers to the ability of mobile devices to support learning anytime and anywhere without spatial constraints. This characteristic makes m-learning aligned with the concept of ubiquitous learning, which enables the continuity of learning beyond the classroom.

2. Flexibility

   Flexibility in m-learning gives learners the freedom to determine their own learning time, pace, and style. Traxler (2007) emphasizes that this flexibility strengthens self-directed learning and lifelong learning.

3. Interactivity

   This characteristic creates two-way communication between educators and learners. Through applications such as Google Classroom or Edmodo, students can engage in real-time discussions, provide feedback, and actively participate in the learning process.

4. contextuality

   Traxler emphasizes that contextual learning makes learning more meaningful because it is connected to learners' real-life situations—for example, through the use of GPS, cameras, or environmental sensors that link theoretical concepts with real-world practice. Thus, when we write something, we have chosen one of the three purposes listed above to ensure that the audience understands the point of the writing. Every person has a purpose in writing so that others can understand what they are writing. The primary goal of writing is communication.

The characteristics of m-learning, according to Traxler, illustrate a significant shift in education toward learning that is more dynamic, personalized, and relevant to learners' lives in the digital era.

c. Types of Mobile Learning Technology

Mobile learning technologies have developed rapidly, supporting the integration of digital pedagogy into both formal and non-formal education. According to (Sharples et al., 2010) and (Ally, n.d.), mobile learning applications function as pedagogical tools that enhance accessibility, interactivity, and learner autonomy. In Indonesian schools and madrasahs, several mobile applications are commonly used to facilitate teaching and learning processes.

1. Google Classroom

   Developed by Google LLC, Google Classroom is a cloud-based platform that enables teachers to distribute assignments, provide feedback, and encourage real-time collaboration. According to (Omirzak et al., 2022), Google Classroom simplifies workflow and improves teacher–student interaction through mobile integration. Its compatibility with Android devices makes it ideal for blended learning in madrasah.

2. Quizizz

   Quizizz offers gamified quizzes that support formative assessment and student engagement. (Katual et al., 2023) highlights that this platform promotes active learning through real-time feedback and competitive game design, which aligns with Traxler's (2007) concept of interactive mobile learning.

3. Advantages Mobile Learning

   Mobile learning offers several pedagogical advantages that redefine how learners' access, engage with, and control their learning experiences. According to (Barmon & Singh, 2025)), mobile learning promotes personalized, flexible, and ubiquitous learning, which enhances educational inclusivity and learner empowerment.

a) Accessibility

One of the most significant strengths of mobile learning is its accessibility. Learners can access educational materials anytime and anywhere using smartphones or tablets. Ally (2009) argues that this “anytime learning” feature reduces geographical and temporal barriers, making education more inclusive for students in remote or underserved areas. In the context of madrasahs in Indonesia, accessibility through mobile devices supports equitable access to digital Islamic learning resources, such as Qur’an recitation applications or Google Classroom–based tafsir lessons.

b) Engagement

Mobile learning encourages higher levels of engagement through interactive and gamified environments. (Qadir, 2024) highlights that mobile platforms foster participation through multimedia, quizzes, and real-time feedback. Applications such as Quizizz and Duolingo use gamification to stimulate intrinsic motivation, transforming passive learners into active participants. This aligns with constructivist learning theory, in which engagement leads to deeper understanding and better retention.

c) Learner Autonomy

Sharples et al. (2007) explain that mobile learning promotes learner autonomy by enabling personalization and self-regulated exploration. Learners control their own pace and learning pathways, constructing knowledge through authentic experiences—a process consistent with mobile constructivism. In madrasah environments, students use mobile applications to independently review hadith or Arabic language materials, thereby fostering reflective and spiritual growth.

2.1.2 Mobile Assisted Language Learning (MALL)

a. Definition Of MALL

Mobile-Assisted Language Learning (MALL) is a branch of Computer-Assisted Language Learning (CALL)

that emphasizes the use of mobile devices in language learning. According to Zhang, (2024), MALL evolved from CALL in response to the need for more flexible, contextual, and personalized learning. While CALL focuses primarily on the use of computers and language laboratories, MALL expands its scope to devices such as smartphones and tablets.

Kukulska-Hulme and Viberg (2022) assert that MALL integrates the theories of ubiquitous learning and situated learning, enabling learning to take place anytime and anywhere. The relationship between the two is hierarchical: CALL serves as the technological foundation of language learning, while MALL represents its evolutionary form oriented toward mobility and learner autonomy. According to Iftikhar, (2025), which states that MALL represents a new phase of digital integration in language teaching. Thus, MALL does not replace CALL, but rather extends its potential to support.

b. Role of Mobile Learning in English as a Foreign Language (EFL) Teaching

In the context of English as a Foreign Language (EFL) teaching, MALL functions as a supportive tool for blended learning that enhances student engagement and instructional effectiveness. According to Thi & Thi (2024), the primary role of MALL in EFL is to provide authentic and interactive learning environments through applications such as Duolingo and BBC Learning English. The use of mobile devices enables teachers to design context-based learning that emphasizes real-life communication.

Sabani, (2025) explain that MALL strengthens the Communicative Language Teaching (CLT) approach by providing learners with opportunities to practice language outside the classroom through text messaging, voice recordings, and digital project-based tasks. In a recent study, Siraj & Zain (2021) confirmed that MALL improves learning time efficiency and provides instant feedback, which significantly enhances learning outcomes. Therefore, in EFL instruction, MALL serves as a bridge between

formal and informal learning while supporting a learner-centered educational paradigm.

c. Benefits of MALL in Enhancing Motivation, Learner Autonomy, and Learning Performance

Mobile-Assisted Language Learning (MALL) provides multidimensional benefits in improving learners' motivation, autonomy, and language learning performance. Numerous recent studies indicate that these benefits arise from the integration of mobile technology with learner-centered approaches grounded in Self-Determination Theory Gilal et al., (2018) and Constructivist Learning Theory (Efgivia et al., 2021).

1. Motivation

   MALL enhances both intrinsic and extrinsic motivation through gamification elements such as reward systems, levels, and instant feedback. Fadhilawati et al., (2022) found that applications such as Quizlet and Memrise foster sustained engagement and enjoyment in learning. The interactivity of mobile-based tasks also fulfills learners' psychological needs for competence and relatedness, as explained in Deci and Ryan's motivational theory.

2. Learner Autonomy

   According to Khan et al., (2024), MALL promotes learner autonomy by allowing learners to independently determine learning materials, time, and pace. Mobile-based learning environments enable students to monitor progress, reflect on their learning, and self-assess outcomes.

3. Language Performance

   Through a meta-analysis, Guo et al., (2024) found that MALL significantly improves vocabulary acquisition, speaking, and writing skills compared to conventional instruction. This improvement is attributed to features such as microlearning, real-time correction, and continuous exposure to authentic language input.

Thus, MALL strengthens motivation, autonomy, and learning performance by combining technological interactivity with cognitive engagement, making it a vital component of modern language pedagogy.

4. Challenges: Infrastructure, Digital Literacy, and Teacher Training
   a) Infrastructure

      One of the major challenges in implementing Mobile-Assisted Language Learning (MALL) is the availability of adequate technological infrastructure. In many developing countries, including Indonesia, unstable internet connections, limited network coverage, and unequal access to digital devices remain significant barriers to effective mobile learning implementation. Gupta and Hayath (2022) argue that inadequate infrastructure limits students' opportunities to access learning materials consistently and affects the effectiveness of technology-enhanced learning. Similarly, Kormos (2021) emphasizes that the digital divide between urban and rural areas creates unequal learning opportunities, making the successful implementation of MALL highly dependent on the availability of reliable technological facilities.

   b) Digital Literacy

      Another important challenge is the level of digital literacy among teachers and students. Effective implementation of MALL requires users to possess adequate digital competencies in operating mobile devices, navigating digital platforms, and utilizing online learning resources. However, many teachers still experience difficulties in integrating mobile technology into classroom instruction due to limited technological knowledge and confidence. According to Gupta and Hayath (2022), insufficient digital literacy reduces teachers' ability to maximize the educational potential of mobile technology. Therefore, improving digital competence has become an essential requirement for successful MALL implementation.

   c) Teacher Training

      Teacher training is another critical factor influencing the successful integration of MALL in English language teaching. Siraj and Zain (2021) state that many EFL teachers still have limited understanding of mobile-based instructional design

and effective pedagogical strategies for integrating technology into language learning. In addition, Alemdag et al. (2019) argue that continuous professional development programs are necessary to help teachers move beyond using mobile technology merely as a supplementary tool and instead integrate it meaningfully into classroom instruction. Consequently, comprehensive teacher training plays an essential role in ensuring that MALL supports meaningful, student-centered learning experiences.

5. Studies on the Effectiveness of MALL in Vocabulary, Grammar, and Writing Acquisition

Numerous recent studies demonstrate that Mobile-Assisted Language Learning (MALL) is highly effective in improving vocabulary mastery, grammar competence, and writing skills. These findings reinforce Task-Based Language Learning theory (Ellis et al., 2020) and the Mobile Learning Framework (Megjhani et al., 2019), which emphasize the importance of contextual and collaborative technology-based learning.

1. Vocabulary Acquisition

Ketola, (2019)found that the use of applications such as Quizlet and Duolingo increased learners' vocabulary mastery by up to 32% compared to conventional methods. This improvement is attributed to features such as spaced repetition and automated feedback, which support long-term retention.

2. Grammar

Parsa & Anjomshoa (2021)reported that MALL-based grammar instruction helps students understand sentence structures through contextual exercises and interactive visualizations. Mobile versions of applications such as *English Grammar in Use* allow learners to study independently with guided instruction and automatic evaluation.

3. Writing Skills

Ebadi (2025) found that mobile-based peer feedback systems improve the quality of EFL students' academic writing. Through digital collaboration and peer feedback, students are better able to revise

grammar, cohesion, and ideas in their writing. Sutrisna (2025) also emphasizes that integrating task-based learning theory into MALL facilitates more natural and contextual language production.

In conclusion, the effectiveness of MALL lies in its ability to integrate mobile technology, interactivity, and task-based learning principles to enhance overall language competence.

2.1.3 Learning English Procedure Texts

a. Definition of Procedure Texts

Procedure text is a type of factual text designed to describe how something is accomplished through a series of sequential steps. The main purpose of this text is to instruct the reader or listener to carry out an activity correctly and efficiently. It belongs to the informative genre, which aims to help readers achieve a goal or produce an outcome. According to Hyland (2021), procedure texts are characterized by a focus on *how-to-do* processes such as how to make, operate, or perform something and they rely heavily on logical ordering and clarity of instruction.

Furthermore, Gerot and Wignell (2020) emphasize that a procedure text must have a clear goal, specific materials or ingredients, and a set of ordered actions to ensure the reader's understanding. In language learning, particularly in Indonesia's *Kurikulum Merdeka*, this text is taught to enhance students' ability to use imperative verbs, connectors, and time sequencing devices appropriately.

In pedagogical contexts, procedure texts serve not only as a means of teaching language structure but also as a way to develop critical thinking, organization skills, and practical literacy. They bridge linguistic competence with real-life application, making learning more meaningful and contextualized (Knapp & Watkins, 2020). Thus, procedure text plays a crucial role in building communicative competence by combining linguistic accuracy with procedural clarity.

b. Generic Structure of Procedure Text

According to Widuri (2019) a procedure text has three essential structural elements: Goal, Materials, and Steps**.** These components form the framework that allows

the text to achieve its communicative purpose guiding readers through a process in a clear and systematic way. Each element plays a specific role and must be presented in a logical order to ensure the text is easily understood.

1. Goal

   The goal indicates the purpose or results to be achieved after completing the procedure. It answers the question *"What will be made or done?"* For instance, in "How to Make Fried Rice," the goal is to prepare a plate of fried rice. The goal provides orientation for the entire text and gives readers a clear expectation of the outcome (Derewianka, 2020).

2. Materials

   This section lists the items, ingredients, or tools required. It can include quantities and specific materials depending on the activity. In educational contexts, this helps students build vocabulary related to objects and measurement (Hyland, 2021).

3. Steps

   The steps section describes actions in a sequential and imperative form. Each step should begin with an action verb and maintain chronological order. Logical connectors such as *first, then, next,* and *finally* ensure clarity and coherence (Knapp & Watkins, 2020).

Table 1.1
Example of Procedure Text

How to make a cup of tea	Goal
1 teaspoon of tea, 1 cup of hot water, sugar, milk	Materials
1. Boil the water 2. Put the tea into the cup 3. Pour hot water into the cup 4. Add sugar and milk as you like 5. Stir well and serve	Steps

A well-structured procedure text ensures the reader can replicate the process correctly and reflects the writer's ability to organize ideas logically — an important skill in both academic and practical communication.

c. Language Features of Procedure Texts

The language features of procedure texts function to clarify instructions so that readers can follow the steps in a logical order. Based on Systemic Functional Linguistics (SFL) theory by Halliday (2014) and Gerot and Wignell (1994), procedure texts have several key characteristics.

1. Use of Imperative Verbs

   Imperative verbs such as *cut, mix, boil, turn on,* and *pour* are used to give direct instructions. Gerot and Wignell (1994) state that this form reflects the action-oriented nature of procedure texts, which focus on practical activities.

2. Connectors and Temporal Conjunctions

   Procedure texts use sequencing connectors such as *first, then, next, after that,* and *finally* to indicate the chronology of actions. According to Derewianka (2011), temporal conjunctions help maintain textual coherence and cohesion so that the steps are logically organized.

3. Simple Present Tense and Technical Vocabulary

   Sentence structures typically use the simple present tense because they describe general procedures or habitual actions. In addition, technical vocabulary relevant to the field such as *ingredients, tools,* or *settings* is used to suit the context.

d. Pedagogical Aproaches

Pedagogical approaches in teaching procedure texts play a crucial role in helping students understand the structure, function, and social context of language. Three main approaches are particularly relevant: the genre-based approach (GBA), task-based language teaching (TBLT), and the communicative approach (CA).

1. Genre-Based Approach

   According to Hyland (2020), the genre-based approach emphasizes understanding the social structure and communicative purpose of a text. In the context of procedure texts, GBA guides students through four stages: *building knowledge, modelling,*

   Ellis (2020) asserts that TBLT positions students as active participants in task-based activities that resemble real-life situations, such as creating recipes or experiment

manuals using procedural steps. This approach enhances critical thinking and collaborative skills.

2. Communicative Approach

The communicative approach emphasizes the function of language as a tool for real communication. In teaching procedure texts, CA encourages students to use language meaningfully through activities such as giving instructions or conducting demonstrations.

2.1.4 Integration Mobile Learning and Procedure Text

a. Concepts Integration Mobile Learning and Procedure Texts

The integration of mobile learning in teaching procedure texts has become an effective strategy for increasing student engagement and conceptual understanding. Based on the theories of Multimodal Learning (Mayer, 2024) and Mobile-Assisted Language Learning (MALL) (Guillén & Sawin, 2025), learning through mobile devices enables students to actively interact with various digital media that support visual, auditory, and kinesthetic learning styles.

1. Digital Puzzles

Applications such as Wordwall or LearningApps can be used to create digital puzzles containing fragmented procedural steps. Students are required to arrange the steps according to the structure of the text (goal–materials–steps).

Through Quizizz, teachers can provide multiple-choice exercises related to imperative verbs, connectors, and temporal conjunctions. The gamification elements of this platform, according to (Hellín et al., 2023)enhance student motivation and engagement due to competitive features and immediate feedback.

2. Interactive Videos

Interactive videos created using Edpuzzle or Canva Video facilitate demonstration-based learning, such as *"How to Make Fried Rice."* According to Mangena (2021)this medium strengthens procedural understanding through concrete visualization and expands contextual learning experiences.

b. Impact of Mobile Learning on Student Engagement and Comprehension

The implementation of mobile learning through puzzles, Quizizz, and interactive videos has been proven to positively impact student engagement and comprehension in learning procedure texts. Based on Active Learning theory (Vanhorn et al., 2019) and the Cognitive Theory of Multimedia Learning (Mayer, 2024), the combination of interactivity and digital visualization promotes increased attention, retention, and emotional engagement.

1. Impact on Angagement

The integration of gamified platforms such as Quizizz increases active participation and intrinsic motivation. In the context of procedure texts, students become more enthusiastic when arranging procedural steps through digital puzzles or competing in language quizzes on Quizizz due to point systems and instant feedback.

2. Impact on Comperehesion

Interactive videos deepen conceptual understanding through real-life visualization and situational context. Students can watch, pause, and replay key parts of demonstration videos (e.g., how to prepare food or conduct simple experiments), which helps them grasp the structure of procedure texts (goal–materials–steps) more concretely.

c. Benefits and Limitations Observed in Similar Studies

Recent studies indicate that the application of mobile learning in teaching procedure texts offers significant benefits but also presents certain limitations that need to be considered in the Indonesian EFL classroom context.

1. Benefits

According to Kacetl and Klímová (2021), the use of media such as Quizizz and digital puzzles enhances engagement, motivation, and learning outcomes through enjoyable and interactive learning experiences. that mobile learning supports independent and collaborative learning, as students can study anytime and revisit materials as needed. In teaching procedure

texts, interactive videos help students visually understand steps and sequences of actions, in line with Multimedia Learning theory (Mayer, 2024).

2. Limitations

Nevertheless, several limitations remain. Kacetl and Klímová (2019) highlight dependence on internet connectivity and personal devices, which are not always available in all schools. In addition, Amaniampong, (2025)found that teachers require adequate digital literacy training to design mobile-based materials that are not merely entertaining but also pedagogically meaningful and well-structured.

2.2 Previous Study

The researcher identified several previous studies that share similarities with the current research, which focuses on the utilization of mobile learning technology in teaching English procedure texts. The following are five related studies published between 2020 and 2025 that provide valuable insights into the effectiveness, challenges, and pedagogical implications of mobile learning in English language education.

First, a study conducted by Murtiningsih, Wati, and Haryadi (2024) examined the effectiveness of mobile learning applications in improving the grammar skills of EFL students in Indonesia. The main objective of this study was to assess the extent to which the use of mobile applications could enhance grammar mastery compared to conventional teaching methods. The research was carried out at a private junior high school in Yogyakarta involving 45 students, who were divided into an experimental group and a control group. The experimental group was taught using the *Grammar Ninja* application, while the control group learned through conventional grammar exercises using printed worksheets.

This study employed a quantitative experimental design with pre-tests and post-tests to measure learning improvement. The data were statistically analysed to compare score differences between the two groups. The results showed no statistically significant difference

between the experimental and control groups, indicating that short-term use of mobile applications did not directly improve grammar learning outcomes. However, classroom observations revealed increased student engagement and motivation during the learning process. The researchers concluded that the effectiveness of mobile learning depends on the duration of use, teacher guidance, and the suitability of the application to learning objectives. Therefore, the integration of mobile applications into EFL instruction should be conducted systematically and sustainably.

Second, a study by Sato, Murase, and Burden (2020) investigated the impact of Mobile-Assisted Language Learning (MALL) on vocabulary retention and learner autonomy among EFL students in Japan. The primary aim of this research was to explore how the integration of mobile applications in blended learning could support vocabulary retention and independent learning habits. The researchers employed a mixed-method design combining vocabulary tests, interviews, and student learning journals. The participants consisted of 60 intermediate-level university students who used vocabulary learning applications such as Quizlet and Anki over an eight-week period.

Quantitative data analysis using paired-sample t-tests showed a significant improvement in vocabulary retention. Meanwhile, interview results and learning journals revealed that students perceived mobile applications as providing flexibility and convenience, allowing them to study anytime and anywhere. They also felt more motivated to learn independently. However, the researchers noted challenges such as distractions from non-academic mobile phone use and limited teacher supervision. The study concluded that MALL can enhance vocabulary acquisition and learner autonomy when integrated with teacher feedback and structured instructional support. Thus, mobile learning holds strong potential to complement traditional teaching methods and create more interactive learning experiences.

Third, a study conducted by Butarbutar (2021) aimed to investigate students' perceptions of difficulties in technology-mediated Task-Based Language Teaching (TBLT). The background of this study was the increasing use of mobile applications such as Google Classroom and Edmodo in English language instruction. This research employed a qualitative descriptive approach involving 20 senior high school students as participants. Data were collected through classroom observations, in-depth interviews, and students' reflective journals over a six-week instructional period.

The findings indicated that most students perceived mobile-based learning as interesting and motivating due to its flexibility and interactive learning experiences. Students also appreciated digital collaboration and easy access to learning materials. However, several challenges emerged, including limited internet connectivity, low digital literacy, and insufficient teacher feedback. In addition, some students experienced difficulty maintaining focus due to distractions from mobile device use. The study concluded that task-based learning supported by technology can enhance student participation and creativity when accompanied by well-designed instruction and strong teacher competence in technology use. This study highlights the importance of teacher readiness and technical support in the effective implementation of mobile learning in English classrooms.

Fourth, a study by Hadina, Sari, and Yoni (2023) analyzed students' perceptions of using Duolingo as a mobile-based English learning application. The purpose of this study was to understand how a gamified learning platform influences EFL students' motivation and learning experiences. The research involved 50 junior high school students in Padang Panjang, Indonesia, and employed a quantitative descriptive method. Data were collected through questionnaires measuring students' attitudes toward mobile learning, perceived usefulness of the application, and self-reported language development.

The results showed that more than 80% of students responded positively to the use of Duolingo. They perceived

the application as interactive, enjoyable, and helpful in enriching vocabulary and improving sentence structure. Learning motivation increased by up to 25%, and many students reported that learning became more flexible and engaging. However, challenges included limited internet access, inconsistent application use, and a lack of teacher guidance. Students who learned without supervision tended to experience difficulties in understanding more complex grammatical structures. The researchers concluded that applications such as Duolingo are effective as supplementary media for English learning, particularly for vocabulary development. Nevertheless, successful implementation requires active teacher involvement to provide guidance and monitoring to optimize learning outcomes.

Fifth, a study by Mahesti, Khamla, and Daovanh (2025) examined teachers' perceptions of the challenges and opportunities in implementing digital technology and mobile-based learning in the era of educational transformation. This study involved 15 English teachers from various educational levels in Indonesia, Laos, and Thailand, using a qualitative case study approach. Data were collected through semi-structured interviews and focus group discussions (FGDs).

The findings revealed that teachers generally viewed mobile learning as a positive innovation that enhances student engagement and learner autonomy. Applications such as Google Classroom, Zoom, and Edmodo were considered effective in creating more interactive and learner-centered learning environments. However, the main challenges faced by teachers included limited digital literacy, insufficient professional training, and inadequate technological infrastructure. Teachers in rural areas also experienced difficu lties in accessing stable internet connections and supporting devices.

The researchers concluded that the success of technology-based learning largely depends on teacher competence and institutional support. Therefore, continuous professional development and investment in digital infrastructure are necessary to ensure that mobile

learning integration can be implemented effectively and equitably across diverse educational contexts.

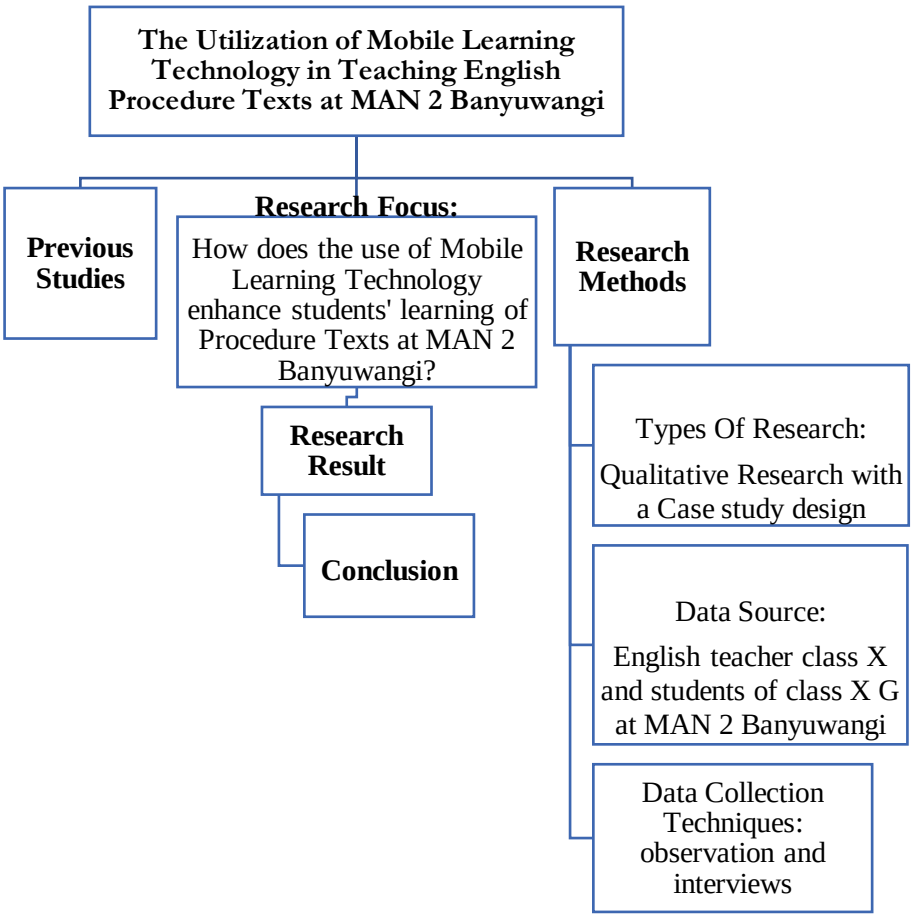
2.3 Research Thought Flow

This research, entitled *"The Utilization of Mobile Learning Technology in Teaching English Procedure Texts at MAN 2 Banyuwangi,"* focuses on exploring how mobile learning technology supports the teaching and learning process of procedure texts in English classrooms. The study aims to analyze how teachers implement mobile-based applications such as Google Classroom, Quizizz, Duolingo, and Puzzle to enhance students' understanding, engagement, and performance in learning procedure texts. Through these digital tools, students can access materials flexibly, interact with content dynamically, and learn anytime and anywhere, reflecting the essence of modern mobile-assisted language learning (MALL) in education.

Several previous studies support the foundation of this research. Al Zieni (2019)emphasized that mobile learning increases student engagement and autonomy in EFL contexts. Kacetl & Klímová (2019) highlighted that integrating smartphones and educational applications improves language retention and motivation. Fitriani (2022) found that digital media, particularly mobile platforms, enhance procedural writing and comprehension. Similarly, Vanhorn et al., (2019)noted that the use of technology in teaching genres promotes active learning and contextual understanding. These findings collectively strengthen the rationale for implementing mobile learning in teaching English procedure texts.

This study employs case study design, with data obtained from English teachers and students at MAN 2 Banyuwangi. Data collection techniques include observation, interviews, and documentation. The research investigates how mobile learning platforms are applied in real classroom contexts and how they affect students' participation and understanding of procedure texts. The expected results indicate that mobile learning not only improves students' comprehension of text structures—such as goal, materials, and steps—but also enhances their motivation, creativity, and autonomy. Therefore, this research concludes that mobile learning technology is an effective innovation in teaching

English, fostering a more interactive, accessible, and meaningful learning environment for students at MAN 2 Banyuwangi.



CHAPTER III
RESEARCH METHOD

3.1 Research Design

This study employs a qualitative research approach using a case study design to investigate the utilization of mobile learning technology in teaching English procedure texts at MAN 2 Banyuwangi. A case study design allows the researcher to explore a bounded system in depth, namely the implementation of mobile learning technology within a specific English classroom context. This design is appropriate because the study focuses on understanding how mobile learning technology is integrated into teaching procedure texts, rather than measuring its effectiveness quantitatively.

Qualitative research is particularly suitable for addressing "how" and "why" questions related to instructional practices and technology integration in language learning. In this study, the qualitative approach enables the researcher to gain an in-depth understanding of how English teachers utilize mobile learning technology, how learning activities are conducted through mobile devices, and how students respond to the use of mobile learning in learning procedure texts. Data are collected through classroom observations, semi-structured interviews with English teachers. These multiple data sources support data triangulation and provide a comprehensive understanding of the research phenomenon.

The researcher employed content analysis as a data analysis technique to interpret the data collected from observations and interviews. Content analysis is a qualitative approach that focuses on identifying patterns, meanings, and themes within communication.

According to Furidha (2023), qualitative research is a research procedure that produces descriptive data in the form of written or spoken words and observable behavior. This definition is relevant to the present study, as the researcher aims to describe teaching practices, classroom interactions, and the process of integrating mobile learning technology in teaching procedure texts. Similarly, Dźwigoł, (2024) states that qualitative research seeks to understand social phenomena and human behavior in their natural settings rather than through numerical analysis. Therefore, this study seeks to explore how mobile learning technology is utilized in English instruction and how it influences the teaching and learning of procedure texts at MAN 2 Banyuwangi.

3.2 Location and Time of Research

This research was conducted at MAN 2 Banyuwangi, located in Banyuwangi Regency, East Java. The school was selected as the research site because it actively supports the integration of technology in learning and encourages the use of mobile devices as instructional media in English language teaching. This context makes MAN 2 Banyuwangi a relevant setting for examining the utilization of mobile learning technology in teaching English procedure texts.

The research was carried out during the 2025/2026 academic year in accordance with the English teaching schedule. Data collection was conducted during regular English learning activities to ensure that the utilization of mobile learning technology was observed in its natural classroom context. This timing enabled the researcher to capture authentic teaching practices and students' learning experiences related to procedure text instruction using mobile learning technology.

3.3 Research Subjects

The subjects of this study were one English teacher and the students of Class X G at MAN 2 Banyuwangi in the 2025/2026 academic year, consisting of 34 students. This class was selected because it implemented the teaching of procedural texts by utilizing mobile learning in accordance with the madrasah's policy. In collecting interview data, the researcher employed a purposive sampling technique by selecting six students as informants, comprising three students with high interest and three students with low interest in the use of mobile learning. The categorization of interest levels was determined based on the results of initial observations and teacher recommendations, taking into account the students' level of activeness and engagement during the learning process. The selection of these informants aimed to obtain in-depth and diverse data regarding the implementation of mobile learning in instruction.

3.4 Informant

Informants in qualitative research are individuals or groups who provide rich and meaningful information related to the phenomenon being studied. They function as the primary sources of data that enable researchers to interpret social processes, behaviors, and experiences within a particular context. According to (Bazen et

al., 2021), informants in qualitative research are selected based on their direct involvement and knowledge of the research setting, allowing researchers to obtain in-depth insights grounded in real experiences. Through direct interaction, such as interviews and observations, researchers are able to capture the informants' perspectives in a detailed and contextual manner.

In this study, the informants were selected purposively to ensure that they were directly involved in the utilization of mobile learning technology in teaching English procedure texts at MAN 2 Banyuwangi. The informants consisted of students and an English teacher who actively participated in mobile-based English learning activities.

a. Student

The main informants in this study were tenth-grade students of MAN 2 Banyuwangi who were directly involved in learning English procedure texts through mobile learning technology. These students provided information related to their learning experiences, engagement, and perceptions regarding the use of mobile devices and applications in English instruction.

The students were selected purposively because they actively participated in classroom activities that integrated mobile learning technology, such as accessing digital learning materials, completing tasks through mobile applications, and engaging in interactive learning activities. Through students' responses, the researcher was able to explore how mobile learning technology influenced their understanding of procedure texts, learning motivation, and participation during English lessons.

b. English Teacher

Another key informant in this study was the English teacher who taught the selected tenth-grade class at MAN 2 Banyuwangi. The teacher provided essential information regarding the planning, implementation, and evaluation of English procedure text instruction using mobile learning technology.

Furthermore, the teacher shared insights into instructional strategies, classroom management, and challenges encountered during the integration of mobile learning in English teaching. The teacher's perspectives also contributed to understanding students' responses, levels of engagement, and learning outcomes when mobile learning technology was utilized. This information was valuable in explaining how mobile learning

technology functioned as a supportive tool in teaching English procedure texts.

3.5 Data and Source Data

This study utilizes two types of data, namely primary data and secondary data, to obtain a comprehensive understanding of the utilization of mobile learning technology in teaching English procedure texts at MAN 2 Banyuwangi.

a. Primary Data

Primary data are data obtained directly from the research participants and the natural research setting(Ajayi, 2023). In this study, Primary data were collected through classroom observations and semi-structured interviews involving tenth-grade students and the English teacher at MAN 2 Banyuwangi. The collected data were then analyzed using content analysis to identify patterns and meanings.

The primary data of this study were obtained directly through classroom observations and semi-structured interviews. Classroom observations were conducted to investigate the implementation of mobile learning technology in teaching procedure texts, while interviews with the English teacher and six students were carried out to explore their experiences, perceptions, and responses toward the use of mobile learning technology in the EFL classroom. These primary data provided in-depth insights into the instructional process and students' learning experiences.

b. Secondary Data

The secondary data were obtained from supporting documents related to the implementation of mobile learning technology in teaching procedure texts. These documents included teaching materials uploaded to Google Classroom, screenshots of Google Classroom and Quizizz activities, classroom photographs, and students' learning assignments. The secondary data were used to complement the primary data, provide contextual information, and strengthen the credibility of the research findings by confirming the consistency between the observation and interview results.

3.6 Data Collection Procedure

In this study, data were collected through two main methods: observation and interviews. The data collection process was conducted systematically to obtain comprehensive, credible, and in-depth data related to the utilization of mobile learning technology in teaching English procedure texts at MAN 2 Banyuwangi.

a. Interviews

Interviews were employed to obtain in-depth information regarding participants' experiences, perceptions, and responses toward the utilization of mobile learning technology in teaching English procedure texts. This study applied semi-structured interviews, which allow the researcher to use predetermined guiding questions while providing participants with the flexibility to elaborate on their responses. Semi-structured interviews are widely used in qualitative educational research to explore instructional practices, technology integration, and learning experiences in depth.

However, in collecting data through interviews, the researcher did not interview all students instead, a purposive sampling technique was used to select informants representing different levels of interest in the use of mobile learning. The selected informants consisted of six students (three males and three females) including those with high interest and those with low interest. The categorization of interest levels was based on the results of initial observations and teacher recommendations, considering students' levels of activeness and engagement during mobile learning–based instruction. This approach aimed to obtain in-depth and varied data regarding students' experiences and perspectives on the implementation of mobile learning within the context of learning at the madrasah.

The interview questions in this study were adapted from previous studies related to mobile learning, technology-enhanced language learning, and English instruction. Therefore, the questions were not developed independently by the researcher but were modified to fit the research context of teaching English procedure texts using mobile learning technology at MAN 2 Banyuwangi. As qualitative interview guidelines adapted from established studies, the questions do not require statistical validity

testing, as their credibility is supported by theoretical foundations and prior empirical research.

The interview with students was conducted in a semi-structured format to explore their experiences in learning English procedural texts through mobile learning technology. The questions focused on students' use of mobile applications, their perceptions and motivation, as well as the difficulties they encountered during the learning process.

The interview with the teacher was also conducted in a semi-structured format to obtain in-depth information about the implementation of mobile learning technology in teaching English procedural texts. The questions covered the strategies used, the selection of learning applications, students' responses, and the challenges faced during the teaching process.

b. Observations

Observation is a data collection technique in which the researcher systematically observes and records behaviors, activities, and interactions that occur naturally in the research setting in order to gain a deeper understanding of the learning process. Spradley emphasizes that careful and systematic observation is essential to capture social activities and learning behaviors within a particular context (Loft et al., 2022).

In this study, the researcher employs non-participant (indirect) observation, meaning that the researcher does not take part in the teaching and learning activities but observes the classroom process as it naturally occurs. This method allows the researcher to obtain authentic data regarding how mobile learning technology is utilized in teaching English procedure texts at MAN 2 Banyuwangi.

The observations are conducted during several teaching sessions in which mobile learning technology, such as smartphones and mobile-based learning applications, is integrated into the instruction of procedure texts. The researcher focuses on students' learning activities, participation, interaction with digital learning materials, collaboration with peers, and responsiveness to the teacher's instructions. Additionally, attention is given to how mobile learning technology supports students' understanding of procedure text structures and language features. All observed data are recorded in detailed field notes to support the analysis of the

implementation and effectiveness of mobile learning technology in the classroom.

3.7 Data Validity

The methods used to verify the validity of data in this study are careful observation and triangulation. Observation plays a central role in qualitative research because it enables the researcher to directly understand students' learning behaviors, interactions, and responses during the teaching and learning process. Through systematic observation, the researcher can examine learning activities, interpret classroom conditions, and transform the findings into meaningful data. In the context of data validation, careful observation involves seeking consistent interpretations supported by multiple techniques and continuous analytical reflection. To strengthen the credibility and accuracy of the data, this study employs triangulation.

According to Sauerwein et al., (2019), triangulation is a qualitative cross-validation technique used to test data reliability by comparing information obtained from various sources and through different methods. Meanwhile, Donkoh & Mensah, (2023) classifies data validity checking into several categories, which include source triangulation, technique triangulation, and theory triangulation.

a. Source Triangulation

Source triangulation is conducted by verifying data through comparison of information provided by different informants. In this study, the researcher compares information obtained from students, the English teacher, and classroom learning situations related to the utilization of mobile learning technology in teaching English procedure texts. This comparison is carried out to ensure the consistency and accuracy of the data regarding the implementation of mobile learning technology at MAN 2 Banyuwangi.

b. Technique triangulation

Technique triangulation involves comparing data collected through different data collection methods, namely interviews and observations. By comparing findings obtained from these two techniques, the researcher ensures the credibility and consistency of the data. This triangulation helps verify information related to the implementation of mobile learning technology, classroom

learning activities, and students' learning outcomes in procedure text instruction.

3.8 Data Analysis

This study applies an interactive qualitative data analysis model, which consists of three main steps: data reduction, data presentation, and conclusion drawing. Data collected from classroom observations and interviews related to the use of mobile learning technology are organized systematically to gain a clear understanding of how mobile learning technology is utilized in teaching English procedure texts at MAN 2 Banyuwangi.

1. Data Reduction

   Data reduction focuses on selecting, simplifying, and categorizing the most relevant data related to the utilization of mobile learning technology in the teaching of procedure texts. The researcher identifies key aspects such as students' learning activities, interaction with mobile devices, participation in learning tasks, and responses toward mobile-based learning materials, while eliminating irrelevant or repetitive data. This process is conducted continuously before, during, and after data collection to sharpen the focus of the analysis.

2. Data Presentation

   After the data are reduced, they are presented in organized forms such as narrative descriptions, tables, and thematic categorizations to facilitate interpretation. According to Nasution, data presentation aims to provide clarity and coherence so that the researcher can visualize how mobile learning technology is implemented in the classroom and how it supports students' understanding of English procedure texts. This stage helps reveal patterns and relationships among the collected data.

3. Conclusion Drawing

   Conclusion Drawing follows the principle proposed by Miles and Huberman, which states that conclusions in qualitative research are tentative and may change as new data emerge during the research process. The conclusions become more credible and valid as consistent patterns are identified across data obtained from observations and interviews. In this study, the conclusions explain how mobile learning technology supports the teaching of English procedure texts and how effectively it facilitates students' learning activities in the classroom.

CHAPTER IV
FINDING AND DISCUSSION

4.1 Research Finding

This chapter presents the findings and discussion of the research conducted in class X G MAN 2 Banyuwangi regarding the utilization of mobile learning technology in learning procedure text. The findings in this chapter are presented based on the research problem formulation, namely the utilization of mobile learning technology in learning procedure text and student learning outcomes through the use of mobile learning technology. In addition, the researcher also discusses how mobile technology is applied during the learning process, the learning media used by the teacher, student participation during the learning process, and the impact of mobile learning on student learning outcomes in learning procedure text.

4.1.1 The Utilization of Mobile Learning Technology in Learning Procedure Texts.

The findings revealed that mobile learning technology played an important role throughout the teaching process of procedure texts through the use of Google Classroom, learning videos, WhatsApp Group, Quizizz and Puzzle. These digital platforms were not merely used as technological tools but also functioned as learning resources that supported students' understanding of procedure texts in a more interactive and meaningful way.

The first observation was conducted during the initial meeting, where the teacher introduced the concept of procedure texts to students. At the beginning of the lesson, the teacher explained the learning objectives and asked students to access Google Classroom using their mobile devices. Through Google Classroom, students were introduced to the definition, social function, generic structure (goal, materials, and steps), and language features of procedure texts. During the lesson, most students actively accessed the uploaded materials using their smartphones while listening to the teacher's explanation. This observation indicated that Google Classroom was utilized as the primary platform for introducing the basic concepts of procedure texts and preparing students for subsequent learning activities. This finding was reinforced by the interview with teacher, who stated:

"I usually share the procedure text materials through Google Classroom before the lesson begins so that students already have an

initial understanding of the topic. Therefore, when the lesson starts, they are already familiar with the content and structure of procedure texts."

This statement suggests that Google Classroom was not only used to distribute learning materials but also to prepare students for learning by providing them with prior knowledge. Similarly, one student stated:

"If the material has already been uploaded to Google Classroom, I can read it before the lesson starts, so it is easier for me to understand the teacher's explanation." (S1)

Another student added:

"I usually reopen the materials in Google Classroom when I am still confused about the goal, materials, or steps." (S2)

Based on these findings, it can be understood that Google Classroom helped students develop a better understanding of the basic concepts and structure of procedure texts because they were able to access and review the learning materials independently whenever needed.

In addition to Google Classroom, the teacher also utilized learning videos to help students understand the content and structure of procedure texts The second observation focused on the use of interactive learning videos in teaching procedure texts. The teacher played an instructional video demonstrating a procedural activity. Students carefully watched the video and were asked to identify the goal, materials, and steps presented in the video. Most students appeared actively engaged throughout the activity and were able to connect the visual demonstration with the generic structure previously learned through Google Classroom. This observation showed that learning videos helped students understand procedure texts more concretely through real-life examples. This finding was supported by teacher statement:

"If students only read the text, some of them find it difficult to imagine the content of the procedure text. However, when they watch a video, they can directly understand the goal, materials, and steps presented in the text."

This statement indicates that learning videos helped bridge the gap between theoretical concepts and real-life applications. The findings were also supported by students' responses. One student stated:

"Videos make it easier for me to understand procedure texts because I can directly see the steps." (S3)

Another student said:

"I can remember the goal, materials, and steps more easily after watching the video." (S4)

These findings suggest that learning videos helped students understand the generic structure of procedure texts more concretely because students were not only reading the text but also observing how the procedures were carried out in practice.

The third observation emphasized the teacher's explanation of the generic structure and language features of procedure texts. The teacher reviewed the concepts of goal, materials, and steps while explaining imperative sentences, action verbs, and sequence markers found in sample texts. Students participated by identifying these language features and asking questions whenever they encountered unfamiliar vocabulary. Some students independently searched for word meanings using their smartphones, demonstrating that mobile technology supported autonomous learning during classroom instruction.

During the learning process, mobile learning technology was also utilized to help students understand the language features of procedure texts. Based on classroom observations, the teacher asked students to pay attention to imperative sentences, action verbs, and sequence markers that appeared in both the videos and the examples uploaded to Google Classroom (see appendix 5, picture 7, page 68). When students encountered unfamiliar vocabulary, some of them used their smartphones to search for the meanings of words independently. This activity demonstrates that mobile learning technology supported students in understanding the language features of procedure texts by providing immediate access to additional information. One student stated:

"If I find a word that I do not understand, I usually search for its meaning using my phone." (S5)

This finding indicates that mobile technology was not only used to access learning materials but also functioned as a tool that enabled students to independently explore vocabulary and language usage within procedure texts.

The fourth observation was conducted during the evaluation session using Quizizz and Puzzle. Students completed quizzes related to the generic structure, language features, and content of procedure texts using their smartphones. During the activity, students appeared

enthusiastic and actively participated in answering the questions (see appendix 5, picture 5, page 67). After completing the quiz, the teacher discussed the answers and provided feedback to help students understand their mistakes. This observation demonstrated that mobile learning technology was effectively used to evaluate students' understanding while maintaining high levels of engagement.

The use of mobile learning technology was also evident during practice and evaluation activities. Based on classroom observations, the teacher used Quizizz to assess students' understanding of procedure texts. The questions focused on identifying the generic structure, recognizing imperative sentences, arranging procedural steps in the correct order, and understanding the content of procedure texts. During the activity, students actively answered questions and appeared motivated to achieve high scores. After the quiz session, several students discussed the correct answers with their classmates.

Teacher explained:

"Quizizz and Puzzle helps me determine whether students have understood the procedure text material because the results can be seen immediately."

This statement indicates that Quizizz and Puzzle served as an effective assessment tool that enabled the teacher to monitor students' understanding of procedure texts. The finding was also supported by a student who stated:

"When using Quizizz and puzzle, I can immediately find out which answers are correct and which are incorrect." (S6)

Based on the observation and interview data, it can be concluded that Quizizz and puzzle was not only used as a technology-based evaluation tool but also helped students reinforce their understanding of important concepts related to procedure texts.

Overall, the findings indicate that mobile learning technology was utilized throughout all stages of teaching procedure texts, including introducing the basic concepts, understanding the generic structure, learning the language features, and conducting practice and evaluation activities. Google Classroom helped students gain initial understanding of the material, learning videos facilitated a deeper understanding of the structure and content of procedure texts, and Quizizz and puzzle supported both assessment and reinforcement of students' learning. Therefore, mobile learning technology in this study was not merely used as a digital tool but functioned as an instructional medium that

effectively supported the teaching and learning of procedure texts in a more interactive, flexible, and meaningful manner.

4.1.2 Student Learning Outcomes through the Use of Mobile Learning Technology in Procedure Text Learning.

Based on the data reduction process, the researcher selected observation and interview data that explicitly reflected students' learning outcomes following the implementation of mobile learning technology in teaching procedure texts. The analysis focused on identifying changes in students' knowledge, understanding, and learning performance throughout the learning process. Data unrelated to learning outcomes were excluded to maintain alignment with the second research question. Through the coding and categorization process, four major themes emerged as indicators of students' learning outcomes: understanding of the generic structure of procedure texts, understanding of language features, ability to complete procedure text tasks, and development of independent learning. These themes represent the learning achievements demonstrated by students after participating in mobile learning-based instruction.

Based on the observation results, one of the most prominent learning outcomes was the improvement in students' understanding of the generic structure of procedure texts. In teaching the topic of the generic structure of procedure texts, the teacher utilized Google Classroom and instructional videos to help students understand the main elements of procedure texts through several examples, such as *How to Make Fried Rice* and *How to Make a Cup of Tea*. Before the lesson began, students were asked to study the materials uploaded to Google Classroom and then watch videos that directly demonstrated the food preparation processes described in the texts being studied(see appendix 5, picture 7 and picture 4, page 68 and 66) .

At the initial stage, some students still experienced difficulties in distinguishing the sections of *goal*, *materials*, and *steps*. Some even mixed information about the ingredients with the procedural steps that needed to be followed. However, after participating in the learning activities and analysing the texts using the digital materials and videos provided, most students were able to identify each part of the text structure more accurately, explain the function of each section, and connect the goal, materials, and steps as an integrated whole that forms a complete procedure text.

These findings indicate that the use of mobile learning technology not only helps students recognize the structure of procedure texts theoretically but also enables them to understand the practical application of that structure in real-life contexts through the visualization of procedures presented in the videos. Therefore, the learning outcomes achieved by the students were not limited to the ability to identify the *goal*, *materials*, and *steps* sections, but also included the ability to understand the functions and relationships among these components in constructing a coherent and complete procedure text.

This finding was supported by Teacher, who stated:

"After using videos and digital materials, students found it easier to identify the parts of a procedure text. They could explain which part was the goal, which part contained the materials, and which part showed the steps."

Similarly, one student explained:

"Now I understand that the goal tells us what we want to make or do, while the steps explain how to do it." (S1)

Another student stated:

"Before, I only read the text, but now I can identify each part of the procedure text more easily." (S2)

These findings indicate that the learning outcome achieved by students was not merely the ability to memorize the structure of a procedure text but the ability to understand the function and relationship of each component within the text. Such understanding reflects a deeper level of learning because students moved beyond simple recognition toward conceptual comprehension.

Another significant learning outcome identified in this study was students' improved understanding of the language features commonly used in procedure texts. Classroom observations revealed that students became more aware of imperative sentences, action verbs, and sequence markers after participating in learning activities supported by mobile learning technology. During text analysis activities, students were able to identify command forms such as *mix*, *cut*, *pour*, and *stir*, and explain their role in giving instructions. Furthermore, students showed a better understanding of sequence markers such as *first*, *next*, *then*, and *finally*, which are essential in organizing procedural steps logically. This improvement suggests that students were not only exposed to language forms but were also able

to recognize how these language features contribute to the construction of a procedure text.

The teacher explained:

"Students became more familiar with imperative verbs and sequence markers because they repeatedly encountered them in videos, examples, and classroom exercises."

This statement was reinforced by a student who said:

"The videos helped me understand why words like first, next, and finally are important in procedure texts." (S3)

Another student commented:

"Now I know that imperative verbs are used to tell people what to do." (S4)

These findings suggest that mobile learning technology contributed to meaningful language learning because students were able to connect grammatical features with their communicative functions within authentic texts. Consequently, the learning outcome was reflected not only in students' knowledge of grammatical forms but also in their understanding of how those forms operate within procedure texts.

The findings also revealed that students demonstrated an improved ability to complete learning tasks related to procedure texts. Based on classroom observations, students were able to answer comprehension questions, identify text structures, arrange procedural steps in the correct sequence, and complete evaluations delivered through Quizizz. More importantly, students were observed applying the knowledge they had acquired rather than merely recalling information. For example, when asked to rearrange jumbled procedural steps, most students successfully organized the instructions into a logical sequence. Similarly, when completing Quizizz activities, students were able to justify their answers during classroom discussions. This indicates that students had developed the ability to apply their understanding of procedure texts in practical learning situations.

The teacher stated:

"Students became more confident when answering questions about procedure texts because they already understood the material through the videos and digital exercises."

One student explained:

"Quizizz helped me understand my mistakes because I could immediately see the correct answer." (S5)

These findings demonstrate that mobile learning technology supported not only knowledge acquisition but also the development of procedural understanding and problem-solving skills. Students were able to transfer what they had learned into classroom tasks, which is an important indicator of learning outcomes.

Another important learning outcome emerging from the data was the development of independent learning habits. Observations showed that students frequently revisited learning materials through Google Classroom when they needed clarification. Several students also independently searched for vocabulary meanings, checked examples online, and reviewed learning videos without direct instruction from the teacher. These behaviors indicate that students became more actively involved in managing their own learning process. Rather than relying entirely on teacher explanations, they utilized available digital resources to overcome learning difficulties and strengthen their understanding of procedure texts.

One student stated:

"If I do not understand something, I usually open Google Classroom again and read the material by myself." (S6)

This finding suggests that mobile learning technology encouraged students to become more autonomous learners. The ability to independently access, review, and utilize learning resources represents an important learning outcome because it reflects the development of lifelong learning skills beyond the immediate classroom context.

Overall, the findings indicate that the use of mobile learning technology resulted in several meaningful learning outcomes in teaching procedure texts. Students demonstrated a deeper understanding of the generic structure of procedure texts, improved mastery of language features, greater ability to complete learning tasks, and stronger independent learning habits. More importantly, the findings show that learning outcomes were reflected not only in what students knew but also in what they were able to understand, apply, and perform throughout the learning process. Therefore, mobile learning technology functioned not merely as a digital tool but as a learning medium that facilitated meaningful learning and supported students' development of knowledge and skills related to procedure texts.

4.2 Discussion

Research findings indicate that mobile learning technology was utilized through Google Classroom, instructional videos, WhatsApp Groups, and Quizizz in teaching procedure texts to Grade X students at MAN 2 Banyuwangi. The use of these technologies not only functioned as a medium for delivering learning materials but also supported students in understanding the concepts, structure, and language features of procedure texts. Through Google Classroom, students could access learning materials before the lesson began, while instructional videos helped them directly observe the implementation of the steps contained in procedural texts. In addition, Quizizz was used as a tool for practice and assessment to measure students' understanding of the material they had learned. These findings demonstrate that mobile technology has been integrated into various stages of the learning process, from content delivery to evaluation. These results are consistent with the mobile learning theory proposed by Kukulska-Hulme (2013), which states that mobile technology enables students to access learning more flexibly without limitations of time and place. In the context of this study, such flexibility was evident in students' ability to revisit learning materials anytime through their personal devices.

Furthermore, the findings revealed that the use of mobile learning technology contributed to improving students' understanding of the generic structure of procedure texts, namely goals, materials, and steps. The use of instructional videos enabled students to directly observe the relationship between objectives, materials, and procedural steps, allowing them to understand the concepts not only theoretically but also through concrete visual representations. These findings indicate that mobile technology helps students develop a better conceptual understanding of text structure. The results support Mayer (2024) Cognitive Theory of Multimedia Learning, which explains that learning becomes more effective when information is presented through a combination of text and visuals. These findings are also consistent with the study by Kacetl & Klímová (2019), which found that mobile-based applications can increase student engagement and facilitate language learning. However, the present study contributes a different perspective by specifically demonstrating how mobile technology helps students understand the structure of procedure texts within the context of English language learning in an Islamic school (madrasah).

In addition to supporting students' understanding of text structure, this study also found that mobile learning technology enhanced students' comprehension of the language features used in procedure texts, such as imperative sentences, action verbs, and sequence markers. Through instructional videos and digital materials available on Google Classroom, students could observe the use of these language features in authentic contexts. Easy access to learning materials allowed students to review lessons whenever they encountered difficulties understanding vocabulary or specific language forms. These findings suggest that mobile technology not only helps students obtain information but also facilitates the process of knowledge construction through independent exploration. The results support the study by Martínez et al (2025), which explained that Mobile-Assisted Language Learning (MALL) can increase students' learning opportunities through broader access to learning resources. Therefore, the use of mobile technology in this study played a significant role in helping students understand the linguistic aspects that characterize procedure texts.

The findings also showed that the use of mobile learning technology contributed to students' learning outcomes, as reflected in their ability to complete learning tasks and participate in assessments related to procedure texts. After participating in mobile-based learning, most students were able to identify text structures, answer comprehension questions, arrange procedural steps logically, and explain the reasons behind their chosen answers. Furthermore, the use of Quizizz provided immediate feedback, helping students recognize mistakes and improve their understanding. These findings indicate that students' learning outcomes were not limited to remembering information but also included the ability to understand and apply acquired knowledge. The results are in line with the studies of Malik (2023) and Dewi et al. (2023), which found that technology-based learning can enhance student engagement while supporting academic achievement. Moreover, this study revealed the development of students' independent learning habits, as they became accustomed to revisiting learning materials independently through their mobile devices.

Although mobile learning technology provided various benefits in teaching procedure texts, several challenges were identified during its implementation. Based on classroom observations and interviews, some students experienced difficulties related to internet connectivity,

limited access time to mobile devices due to school regulations, and differences in digital literacy levels. In addition, the teacher needed to manage classroom activities carefully to ensure that mobile devices were used for educational purposes. Despite these challenges, the teacher was able to minimize potential obstacles by providing guidance and selecting accessible digital platforms, allowing the learning process to continue effectively. One of its strengths lies in the use of source triangulation and technique triangulation, which enabled data to be collected from multiple perspectives, including teachers, students, and classroom observations.

In addition, the study was conducted in a madrasah context where smartphone use is subject to relatively strict regulations, providing a unique perspective on the implementation of mobile learning technology in a controlled educational environment. However, the study also has limitations because it involved only one teacher and one class, meaning that the findings cannot yet be generalized to broader contexts. Furthermore, students' learning outcomes were analysed through observation and interviews without the use of quantitative measurements such as pre-tests and post-tests. Therefore, future studies may involve a larger number of participants or adopt a mixed-methods approach to provide a more comprehensive understanding of the impact of mobile learning technology on students' learning outcomes. Overall, the findings of this study demonstrate that the use of mobile learning technology in teaching procedure texts not only supports the learning process but also contributes to achieving more meaningful learning outcomes for students.

CHAPTER V
CONCLUSION AND SUGESSTION

5.1 Conclusion

Based on the results of the research conducted on the utilization of mobile learning technology in the learning of procedure text in class X G MAN 2 Banyuwangi, it can be concluded that the research objectives have been achieved and both problem formulations have been answered through the results of observations and interviews conducted during the research process.

This research shows that the utilization of mobile learning technology in the learning of procedure text is not only related to the use of digital devices or applications in teaching and learning activities, but also relates to changes in how students acquire and build understanding of the learning material. The presence of mobile technology allows the learning process to take place more flexibly as students no longer rely entirely on face-to-face interaction in the classroom to obtain information. In the context of learning procedure text, technology serves as a bridge that connects learning material with more concrete learning experiences, allowing students to understand the concepts being studied through various forms of representation, whether text, visual, or interactive activities.

The findings of this research also indicate that the learning outcomes are not only reflected in the students' ability to understand the content of the material, but also in the development of their ability to construct knowledge independently. Through access to various digital learning resources, students have the opportunity to review, explore, and verify information according to their individual learning needs. Thus, the use of mobile learning technology not only helps students acquire knowledge about procedure text, but also encourages the formation of more active and reflective learning habits. This indicates that the learning process is no longer understood as an activity of receiving information from the teacher, but rather as a process of building understanding through interaction with various available learning resources.

More broadly, this research provides an understanding that the effectiveness of mobile learning technology does not lie in the sophistication of the technology used, but in how that technology is integrated into the learning process to support the learning objectives that are to be achieved. Therefore, technology should be viewed as a

pedagogical tool that can expand students' learning opportunities, rather than as the goal of learning itself. This finding emphasizes that when technology is used purposefully and is relevant to learning needs, it can contribute to creating a more meaningful learning experience for students.

5.2 Limited Research

This research has several limitations that need to be considered in understanding the research results. First, the research was conducted in one class within one school context, so the findings obtained are greatly influenced by the characteristics of the learning environment, school policies, and the teaching practices implemented by the teacher who participated in the research. Therefore, the results of this study are not intended to be generalized to all contexts of English language learning that use mobile technology.

Second, this research focuses on the experiences and learning processes observed through observations and interviews. Although this approach allows researchers to gain a deep understanding of the phenomena being studied, this research has not been able to quantitatively describe the extent of improvement in student learning outcomes. In other words, this research explains more about how and why a phenomenon occurs rather than measuring the magnitude of the influence produced.

Third, this research was conducted within a limited timeframe, so it has not been able to capture changes in students' learning behaviours in the long term. There may be other developments that arise after the use of mobile learning technology becomes more intensive and sustainable, but this is beyond the scope of this research.

5.3 Suggestion

Based on the findings and limitations of this study, several suggestions are proposed for future researchers interested in exploring the use of mobile learning technology in English language teaching and learning.

Since this study was conducted in a single class and focused on the teaching of procedure texts, future researchers are encouraged to involve a larger number of participants and investigate different educational contexts to obtain more comprehensive insights into the implementation of mobile learning technology. Conducting similar studies at different educational levels or in schools with diverse

characteristics may provide a broader understanding of how mobile learning technology is integrated into English language instruction.

In addition, this study employed a qualitative case study design that focused on understanding the implementation of mobile learning technology and its implications for students' learning outcomes. Therefore, future researchers are recommended to adopt mixed-methods or quantitative approaches to complement qualitative findings and provide a more comprehensive understanding of the relationship between mobile learning technology and students' learning outcomes. The inclusion of quantitative instruments, such as pre-tests and post-tests, may help measure students' progress more systematically and provide stronger empirical evidence regarding the effectiveness of mobile learning technology in language learning.

Furthermore, this study focused specifically on the teaching of procedure texts. Future research may explore the use of mobile learning technology in teaching other text genres, such as descriptive, narrative, recount, or report texts, as well as different English language skills, including speaking, listening, reading, and writing. Such investigations may contribute to a deeper understanding of how mobile learning technology can support various aspects of English language learning.

Considering the rapid development of educational technology, future researchers are also encouraged to examine the use of emerging digital platforms and innovative learning tools, including Artificial Intelligence (AI)-based applications, adaptive learning systems, and interactive mobile learning platforms. Exploring these technologies may provide valuable insights into how digital innovations can enhance English language learning experiences and support students' learning outcomes in increasingly technology-driven educational environments.

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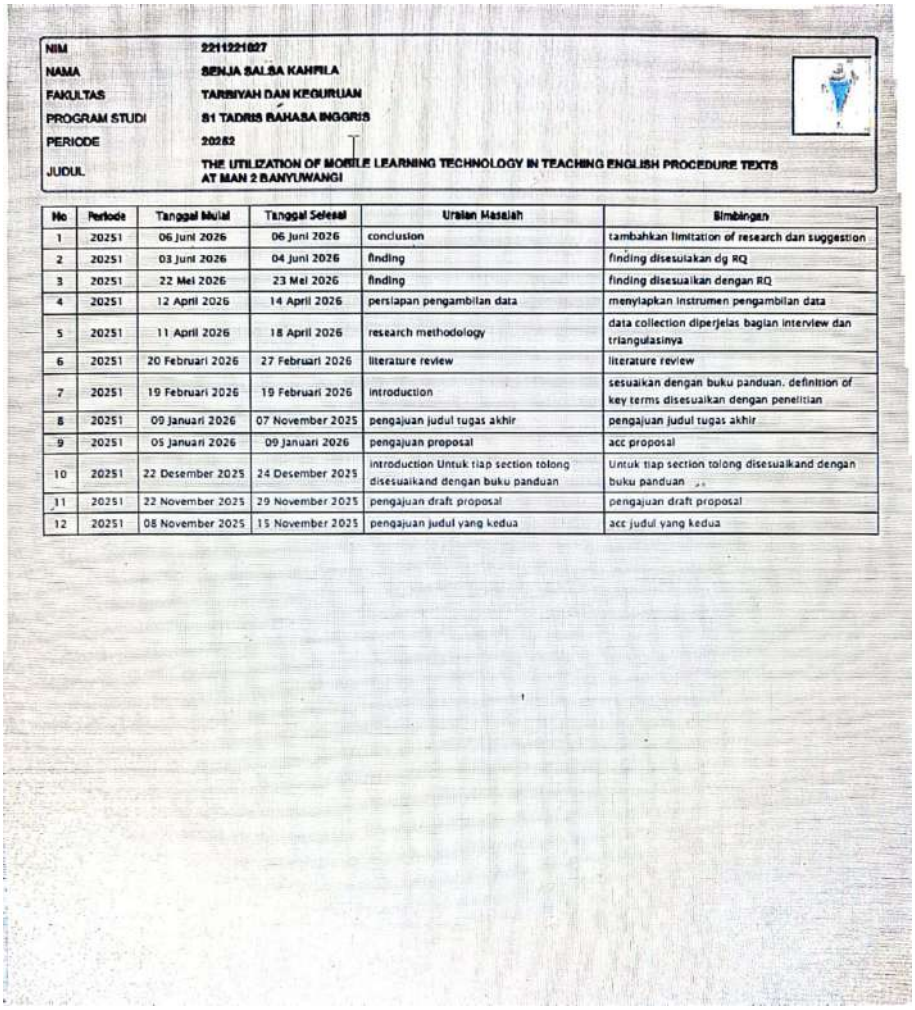
APPENDICES

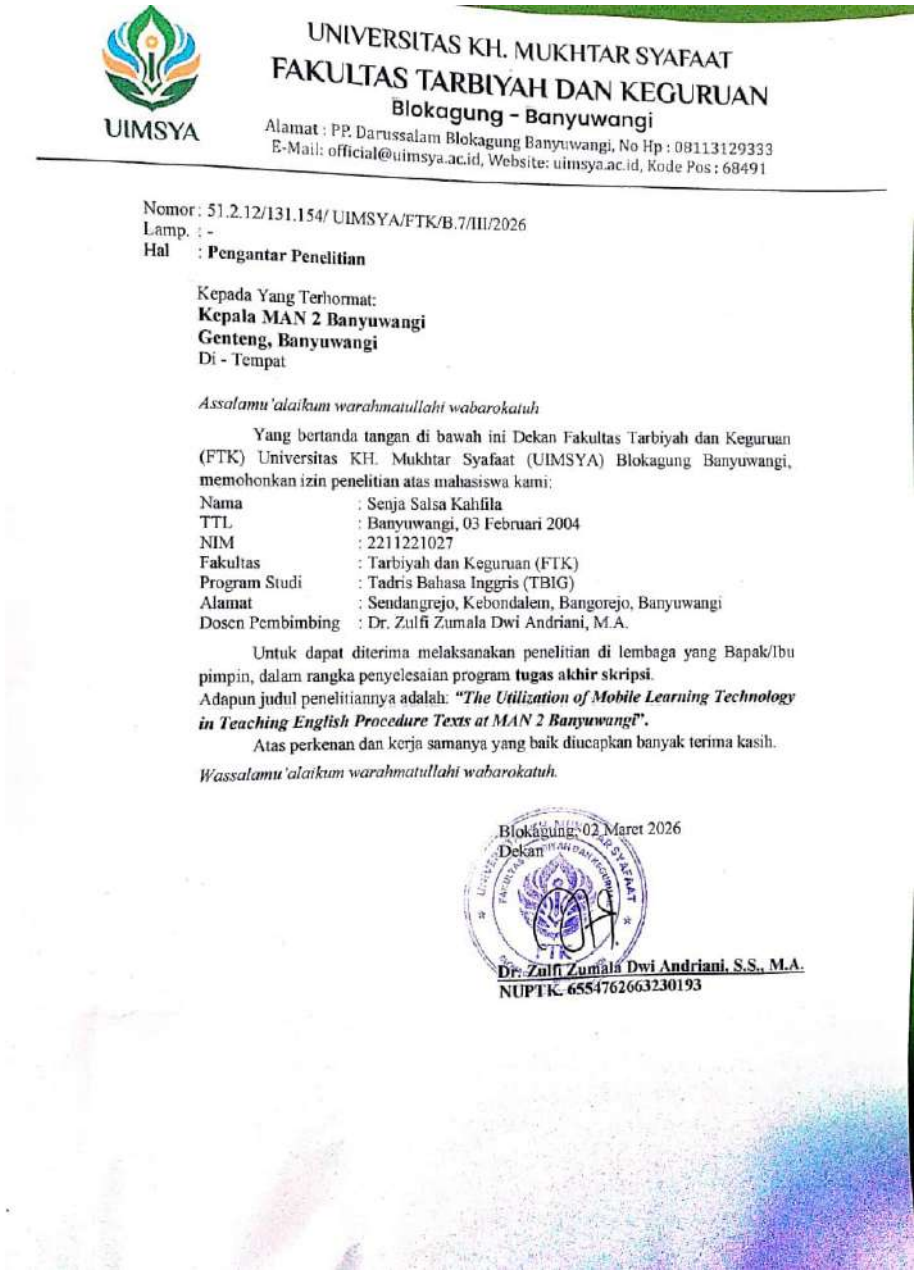
APPENDIX 1: Guidance Card



NIM	2211221027
NAMA	SENJA SALSA KAHFILA
FAKULTAS	TARBIYAH DAN KEGURUAN
PROGRAM STUDI	S1 TADRIS BAHASA INGGRIS
PERIODE	20252
JUDUL	THE UTILIZATION OF MOBILE LEARNING TECHNOLOGY IN TEACHING ENGLISH PROCEDURE TEXTS AT MAN 2 BANYUWANGI

No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	20251	06 Juni 2026	06 Juni 2026	conclusion	tambahkan limitation of research dan suggestion
2	20251	03 Juni 2026	04 Juni 2026	finding	finding disesuiakan dg RQ
3	20251	22 Mei 2026	23 Mei 2026	finding	finding disesuaikan dengan RQ
4	20251	12 April 2026	14 April 2026	persiapan pengambilan data	menyiapkan instrumen pengambilan data
5	20251	11 April 2026	18 April 2026	research methodology	data collection diperjelas bagian interview dan triangulasinya
6	20251	20 Februari 2026	27 Februari 2026	literature review	literature review
7	20251	19 Februari 2026	19 Februari 2026	introduction	sesuaikan dengan buku panduan. definition of key terms disesuaikan dengan penelitian
8	20251	09 Januari 2026	07 November 2025	pengajuan judul tugas akhir	pengajuan judul tugas akhir
9	20251	05 Januari 2026	09 Januari 2026	pengajuan proposal	acc proposal
10	20251	22 Desember 2025	24 Desember 2025	introduction Untuk tiap section tolong disesuaikand dengan buku panduan	Untuk tiap section tolong disesuaikand dengan buku panduan
11	20251	22 November 2025	29 November 2025	pengajuan draft proposal	pengajuan draft proposal
12	20251	08 November 2025	15 November 2025	pengajuan judul yang kedua	acc judul yang kedua

APPENDIX 2: Research Permit Request Letter



UNIVERSITAS KH. MUKHTAR SYAFAAT
FAKULTAS TARBIYAH DAN KEGURUAN
Blokagung - Banyuwangi
UIMSYA
Alamat : PP. Darussalam Blokagung Banyuwangi, No Hp : 08113129333
E-Mail: official@uimsya.ac.id, Website: uimsya.ac.id, Kode Pos : 68491

Nomor : 51.2.12/131.154/ UIMSYA/FTK/B.7/III/2026
Lamp. : -
Hal : **Pengantar Penelitian**

Kepada Yang Terhormat:
Kepala MAN 2 Banyuwangi
Genteng, Banyuwangi
Di - Tempat

Assalamu'alaikum warahmatullahi wabarokatuh

Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah dan Keguruan (FTK) Universitas KH. Mukhtar Syafaat (UIMSYA) Blokagung Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:

Nama	: Senja Salsa Kahfila
TTL	: Banyuwangi, 03 Februari 2004
NIM	: 2211221027
Fakultas	: Tarbiyah dan Keguruan (FTK)
Program Studi	: Tadris Bahasa Inggris (TBIG)
Alamat	: Sendangrejo, Kebondalem, Bangorejo, Banyuwangi
Dosen Pembimbing	: Dr. Zulfi Zumala Dwi Andriani, M.A.

Untuk dapat diterima melaksanakan penelitian di lembaga yang Bapak/Ibu pimpin, dalam rangka penyelesaian program **tugas akhir skripsi**.
Adapun judul penelitiannya adalah: ***"The Utilization of Mobile Learning Technology in Teaching English Procedure Texts at MAN 2 Banyuwangi"***.

Atas perkenan dan kerja samanya yang baik diucapkan banyak terima kasih.

Wassalamu'alaikum warahmatullahi wabarokatuh.

Blokagung, 02 Maret 2026
Dekan

Dr. Zulfi Zumala Dwi Andriani, S.S., M.A.
NUPTK. 6554762663230193

APPENDIX 3: Certificate of Having Conducted Research

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN BANYUWANGI
MADRASAH ALIYAH NEGERI 2 BANYUWANGI
Jl. Kh. Wahhid Hasyim 06 Gentong
Telepon (0333) 845019 ; Faksimile (0333) 845019 .
Website : http://man2banyuwangi.sch.id ; Email : mangtg1656@gmail.com

SURAT KETERANGAN
Nomor : 783/Ma.13.30.02/PP.00.6/05/2026

Yang bertanda tangan di bawah ini :

Nama	: Dra. Saeroji, M.Ag.
NIP	: 19680202 200112 1 003
Pangkat/Gol	: Pembina Tk.I (IV/b)
Jabatan	: Guru Ahli Madya dengan tugas tambahan sebagai Kepala MAN 2 Banyuwangi

Menerangkan dengan sebenarnya :

Nama	: SENJA SALSA KAHFILA
NIM	: 2211221027
Jurusan	: Tadris Bahasa Inggris

Adalah mahasiswa Universitas KH. Mikhtas Syafaat Blokagung yang telah selesai melaksanakan Penyelesaian skripsi dengan judul "The Utilization of Mobile Learning Technology in Teaching English Procesure Texts at MAN 2 Banyuwangi" pada tanggal 20 April 2026 - 04 Mei 2026 di MAN 2 Banyuwangi.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Banyuwangi, 12 Mei 2026
Kepala

Saeroji

APPENDIX 4: Certificate of Plagiarism



skripsi senja cek plagiasi.docx

PANITIA TUGAS AKHIR
Fakultas KH. Mukhtar Syafaat
Trokagung - Banyuwangi

ORIGINALITY REPORT

16%	9%	11%	3%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Trongtortam, Suparawadee. "A Decision Support Model for Mobile Technology Enhanced Teaching.", Liverpool John Moores University (United Kingdom), 2021 Publication	2%
2	"Mobile Learning in Higher Education in the Asia-Pacific Region", Springer Science and Business Media LLC, 2017 Publication	1%
3	ore.exeter.ac.uk Internet Source	1%
4	www.academypublication.com Internet Source	1%
5	Montenegro Sanchez, Ana Marcela. "Select Secondary Costa Rican Teachers' Perceptions of Their Experiences About the Incorporation of Mobile Devices in the Classrooms.", Sam Houston State University, 2020 Publication	<1%
6	Communications in Computer and Information Science, 2015. Publication	<1%

APPENDIX 5: Research Documentation



Picture 1. Interview with English Techer of MAN 2 BANYUWANGI



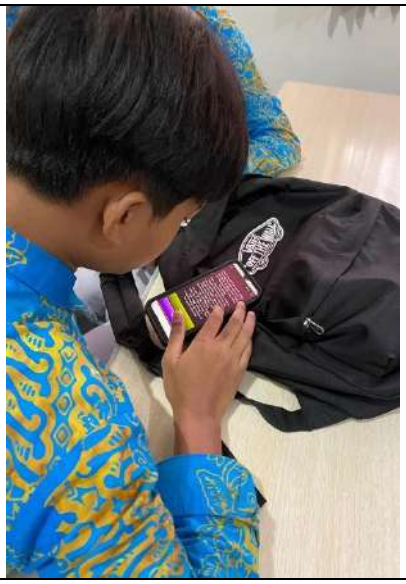
Picture 2. Interview with Student of MAN 2 BANYUWANGI



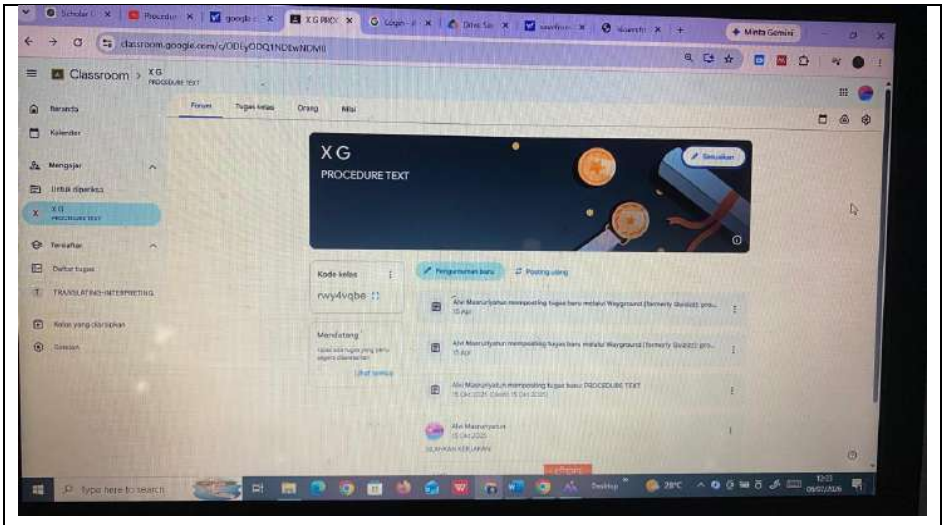
Picture 3. Observation day 1 in Class X G



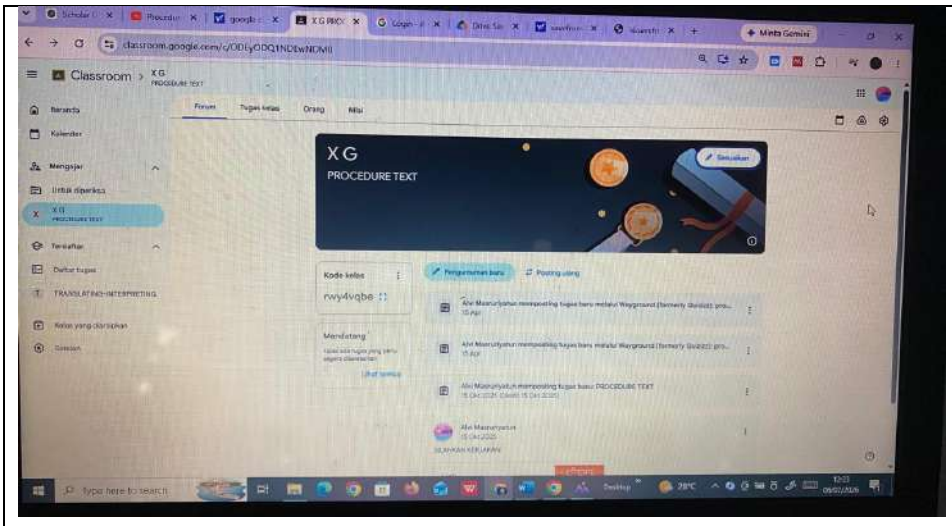
Picture 4. Observation day 2 Student watching video interactive



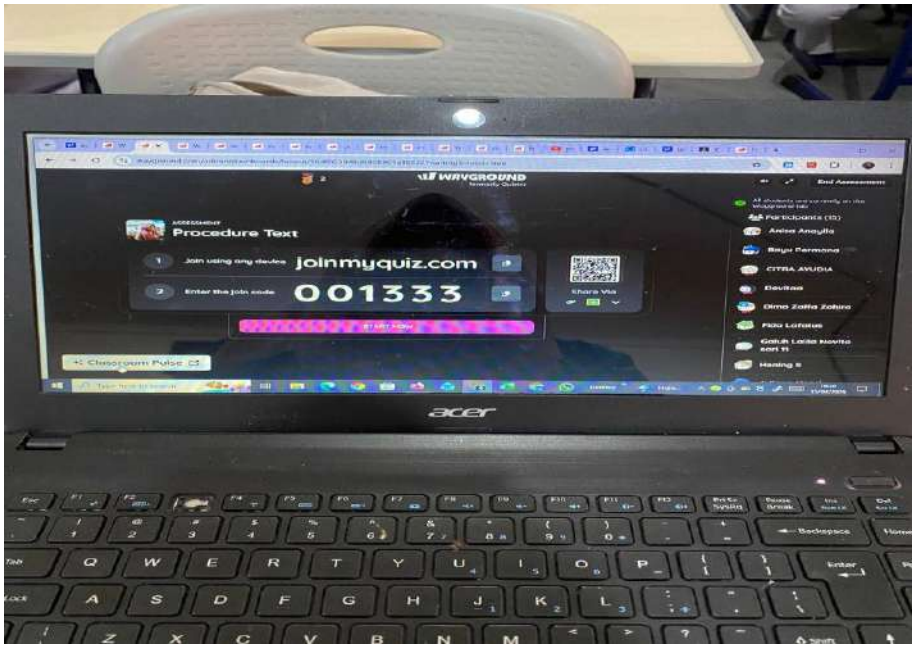
Picture 5. Student learning using application



Picture 6. Learning in Google classroom



Picture 7. Assigments via Google Classroom



Picture 8. Assigments in quizizz (Wayground)

APPENDIX 5: Interview Guidelines

Research Title: The Utilization of Mobile Learning Technology in Teaching English Procedure Texts at MAN 2 Banyuwangi

Purpose of Interview: The interview was conducted to obtain in-depth information regarding the utilization of *mobile learning technology* in teaching *procedure texts* and its contribution to students' learning outcomes. Through interviews with the teacher and students, the researcher sought to explore how mobile technology was integrated into the teaching and learning process, the digital platforms utilized, students' experiences during technology-assisted learning, and their perceptions of the use of mobile technology in the classroom. In addition, the interviews aimed to investigate the contribution of *mobile learning technology* to students' understanding of the *generic structure* and *language features* of *procedure texts*, their ability to complete learning tasks, and the development of their independent learning skills. The data obtained from the interviews were used to complement and strengthen the observation findings, providing a more comprehensive understanding of the utilization of *mobile learning technology* and its implications for students' learning outcomes in *procedure text* instruction.

Place: Man 2 Banyuwangi

Interviewer: Senja Salsa Kahfila

A. Interview Guidelines for Student'

1. Bagaimana pengalaman Anda menggunakan aplikasi atau teknologi digital selama pembelajaran bahasa Inggris?
2. Aplikasi apa saja yang pernah digunakan guru dalam pembelajaran bahasa Inggris?
3. Menurut Anda, apa perbedaan antara pembelajaran menggunakan aplikasi dan pembelajaran menggunakan papan tulis atau metode pembelajaran biasa?
4. Apakah penggunaan aplikasi membantu Anda memahami materi bahasa Inggris, khususnya *procedure text*? Jelaskan.
5. Apakah Anda mengalami kesulitan atau kendala saat menggunakan aplikasi dalam pembelajaran bahasa Inggris?
6. Ketika belajar menggunakan aplikasi, apakah Anda lebih suka belajar secara individu atau berkelompok? Mengapa?
7. Bagaimana pendapat Anda tentang penggunaan aplikasi dalam pembelajaran bahasa Inggris?

B. Interview Guidelines for Student'

1. Aplikasi atau platform digital apa saja yang Ibu gunakan dalam pembelajaran *procedure text*?
2. Bagaimana cara Ibu mengintegrasikan teknologi mobile dalam pembelajaran *procedure text*?
3. Mengapa Ibu memilih menggunakan aplikasi tersebut dalam pembelajaran *procedure text*?
4. Bagaimana respon siswa ketika pembelajaran dilakukan menggunakan teknologi mobile?
5. Apa manfaat penggunaan *mobile learning technology* dalam pembelajaran *procedure text*?
6. Apa kendala yang Ibu hadapi saat menggunakan teknologi mobile dalam pembelajaran?
7. Apakah penggunaan *mobile learning technology* membantu siswa memahami *generic structure* (*goal, materials,* dan *steps*) pada *procedure text*?
8. Apakah penggunaan *mobile learning technology* membantu siswa memahami *language features* seperti *imperative sentences, action verbs,* dan *sequence markers*?
9. Bagaimana kemampuan siswa dalam menyelesaikan tugas *procedure text* setelah menggunakan teknologi mobile?
10. Apakah terdapat perubahan pada kemandirian belajar siswa setelah menggunakan teknologi mobile?
11. Menurut Ibu, bagaimana kontribusi *mobile learning technology* terhadap hasil belajar siswa dalam pembelajaran *procedure text*?

APPENDIX 5: Interviews Guidelines

GUIDELINES WITH TEACHER

Researcher: What digital applications or platforms do you use in teaching *procedure texts*?
Teacher: I use several digital platforms, such as Google Classroom to share learning materials and assignments, learning videos to provide visual examples of procedures, WhatsApp Group for communication, and Quizizz for assessments and evaluations.
Researcher: How do you integrate mobile technology into the teaching of *procedure texts*?
Teacher: Usually, I upload the learning materials to Google Classroom before the lesson begins so that students can read and prepare themselves in advance. During the lesson, I use learning videos to explain examples of *procedure texts*. After that, students' complete exercises or evaluations through Quizizz.
Researcher: Why do you choose to use these applications in teaching *procedure texts*?
Teacher: I choose these applications because they are easy for students to use and help make the learning process more engaging. Learning videos, in particular, help students see the steps of a procedure directly, making the material easier to understand.
Researcher: How do students respond when mobile technology is used in the classroom?
Teacher: Most students become more enthusiastic and actively participate in learning activities. They seem more interested because the technology is familiar to them and closely related to their daily lives.
Researcher: What are the benefits of using *mobile learning technology* in teaching *procedure texts*?
Teacher: Mobile learning technology allows students to access learning materials anytime and anywhere. It also enables them to review the materials repeatedly whenever they need additional understanding, making learning more flexible and effective.
Researcher: What challenges do you face when using mobile technology in the classroom?
Teacher: The main challenge is internet connectivity. Some students experience unstable internet access, which sometimes affects their ability to access materials or complete assignments on time.

Researcher: Does the use of *mobile learning technology* help students understand the generic structure (*goal, materials,* and *steps*) of *procedure texts*?
Teacher: Yes, it does. After using learning videos and digital materials, students become better at identifying the *goal, materials,* and *steps* of a *procedure text*. They can also explain the function of each part more clearly.
Researcher: Do *mobile learning technology* help students understand language features such as *imperative sentences, action verbs,* and *sequence markers*?
Teacher: Yes. Through the examples provided in videos and digital materials, students can more easily recognize and understand the use of *imperative sentences, action verbs,* and *sequence markers* in *procedure texts*.
Researcher: How would you describe students' ability to complete *procedure text* assignments after using mobile technology?
Teacher: I noticed that students' complete assignments more confidently. They can review the learning materials whenever necessary, which helps them perform better in completing tasks related to *procedure texts*.
Researcher: Have you observed any changes in students' independent learning after using mobile technology?
Teacher: Yes, definitely. Students have become more independent learners. They often revisit materials in Google Classroom, search for the meanings of unfamiliar vocabulary, and try to find answers on their own before asking for help.
Researcher: In your opinion, how does *mobile learning technology* contribute to students' learning outcomes in *procedure text* instruction?
Teacher: In my opinion, *mobile learning technology* contributes positively to students' learning outcomes. Students not only understand *procedure texts* better, but they also become more active in learning, perform tasks more effectively, and demonstrate greater independence in their learning process.

GUIDELINES WITH STUDENT

1. **tudent 1 (S1)**

Researcher: How was your experience using digital applications during English learning?

S1: Learning with applications is more interesting because there are games and the activities are more varied.

Researcher: What applications have you used during English lessons?

S1: I have used Quizizz.

Researcher: What is the difference between learning through applications and learning through the whiteboard or conventional methods?

S1: I prefer learning through applications because the display is more attractive and not boring.

Researcher: Does using applications help you understand English materials, especially *procedure texts*?

S1: Yes, I feel that I understand the material better when learning through applications.

Researcher: Do you experience any difficulties when using applications in English learning?

S1: I sometimes have difficulty understanding some English vocabulary.

Researcher: Do you prefer studying individually or in groups?

S1: I prefer studying in groups because I can communicate and discuss with my friends.

Researcher: What is your opinion about the use of applications in learning?

S1: Applications make learning more interesting and less boring.

2. **Student 2 (S2)**

Researcher: How was your experience using digital applications during English learning?

S2: It was enjoyable, and I felt more motivated to learn when using applications.

Researcher: What applications have you used during English lessons?

S2: I have used Quizizz.

Researcher: What is the difference between learning through applications and conventional learning?

S2: I feel more enthusiastic when learning through applications than when only listening to explanations on the board.

Researcher: Does using applications help you understand *procedure texts*?

S2: Yes, learning through applications makes the material easier to understand.
Researcher: Do you experience any difficulties?
S2: Sometimes I have difficulty because I do not fully understand English yet.
Researcher: Do you prefer studying individually or in groups?
S2: I prefer group learning because I feel more comfortable learning with friends.
Researcher: What is your opinion about the use of applications in learning?
S2: Applications make students more enthusiastic about learning.

3. **Student 3 (S3)**

Researcher: How was your experience using digital applications during English learning?
S3: Using applications such as Quizizz is fun and enjoyable.
Researcher: What applications have you used during English lessons?
S3: I have used Quizizz.
Researcher: What is the difference between learning through applications and conventional learning?
S3: I prefer applications because they are more enjoyable and easier to understand.
Researcher: Does using applications help you understand *procedure texts*?
S3: Yes, I understand the material better when learning through applications than through traditional learning.
Researcher: Do you experience any difficulties?
S3: No, I do not experience any significant difficulties when using applications.
Researcher: Do you prefer studying individually or in groups?
S3: I prefer studying individually because I feel more comfortable learning by myself.
Researcher: What is your opinion about the use of applications in learning?
S3: Learning through applications is more fun and enjoyable.

4. **Student 4 (S4)**

Researcher: How was your experience using digital applications during English learning?
S4: Using applications such as Quizizz makes learning easier and more enjoyable.
Researcher: What applications have you used during English lessons?

S4: I have used Quizizz.
Researcher: What is the difference between learning through applications and conventional learning?
S4: I prefer learning with applications because I do not have to write too much and only need to choose answers.
Researcher: Does using applications help you understand *procedure texts*?
S4: Yes, applications help me understand the lessons more easily.
Researcher: Do you experience any difficulties?
S4: No, I do not experience difficulties when using learning applications.
Researcher: Do you prefer studying individually or in groups?
S4: I prefer individual learning because I can focus better.
Researcher: What is your opinion about the use of applications in learning?
S4: Applications help make learning easier to understand.

5. **Student 5 (S5)**

Researcher: How was your experience using digital applications during English learning?
S5: Learning through applications is enjoyable and makes students more active in class.
Researcher: What applications have you used during English lessons?
S5: I have used Quizizz and Google Classroom.
Researcher: What is the difference between learning through applications and conventional learning?
S5: Applications make students more active and encourage more interaction in class.
Researcher: Does using applications help you understand *procedure texts*?
S5: My understanding is almost the same, but learning through applications is more interesting.
Researcher: Do you experience any difficulties?
S5: Sometimes there are internet or Wi-Fi connection problems during lessons.
Researcher: Do you prefer studying individually or in groups?
S5: I prefer studying in groups because friends can help each other when someone does not understand the material.
Researcher: What is your opinion about the use of applications in learning?
S5: Applications make students more active during the learning process.

6. **Student 6 (S6)**

Researcher: How was your experience using digital applications during English learning?
S6: I enjoyed learning through applications because it was not boring and included game-like activities.
Researcher: What applications have you used during English lessons?
S6: I have used Quizizz.
Researcher: What is the difference between learning through applications and conventional learning?
S6: I prefer learning that includes games because it is more interesting and not boring.
Researcher: Does using applications help you understand *procedure texts*?
S6: Yes, it helps me understand the material better.
Researcher: Do you experience any difficulties?
S6: No significant difficulties, except sometimes internet connectivity issues.
Researcher: Do you prefer studying individually or in groups?
S6: I prefer studying independently because sometimes group members do not cooperate well and I have to repeat explanations.
Researcher: What is your opinion about the use of applications in learning?
S6: Applications make learning more enjoyable and help students stay engaged during lessons.

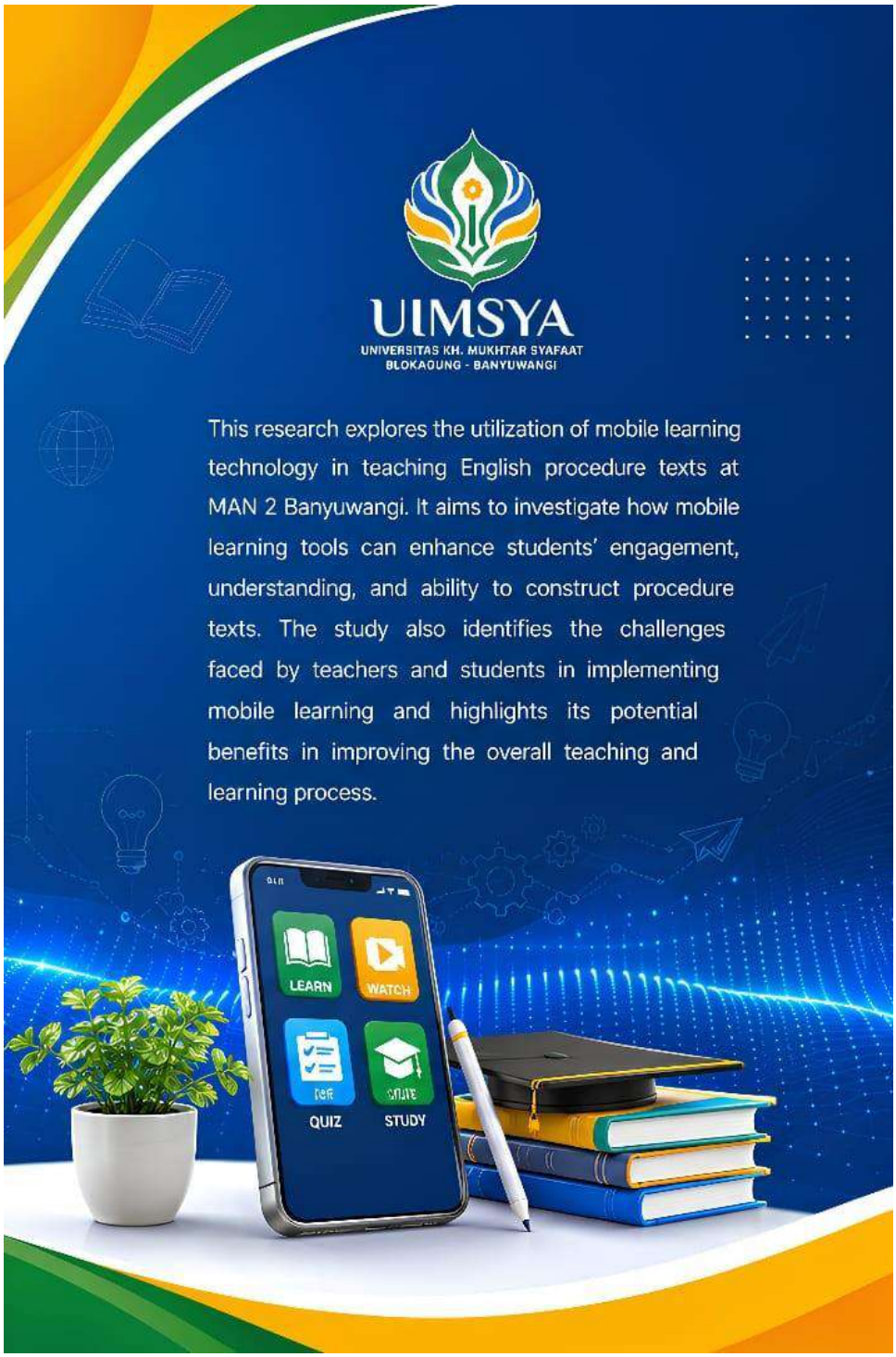
HISTORY LIST LIFE



Nama	: Senja Salsa Kahfila
NIM	: 2211221027
TTL	: Banyuwangi, 03 Februari 2004
Jenis Kelamin	: Perempuan
Agama	: Islam
Prodi	: Tadris Bahasa Inggris (TBIG)
Alamat	: Kebondalem, Bangorejo, BWI

Riwayat Pendidikan:

1. TK Sunan Kalijaga (2007 – 2010)
2. SDN 3 Bangorejo (2010 – 2016)
3. SMPN 2 Bangorejo (2016 – 2019)
4. SMK Darussalam (2019 – 2022)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BLOKAGUNG - BANYUWANGI
This research explores the utilization of mobile learning technology in teaching English procedure texts at MAN 2 Banyuwangi. It aims to investigate how mobile learning tools can enhance students' engagement, understanding, and ability to construct procedure texts. The study also identifies the challenges faced by teachers and students in implementing mobile learning and highlights its potential benefits in improving the overall teaching and learning process.
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