

**MOBILE ASSISTED LANGUAGE LEARNING (MALL) ON EFL
STUDENTS' WRITING PROFICIENCY AT
UNIVERSITAS MUHAMMADIYAH MAKASSAR**



A THESIS

*Submitted to Faculty of Teacher Training and Education Universitas
Muhammadiyah Makassar in Partical Fulfillment of the Requirement for Degree
of Education in English Education Department.*

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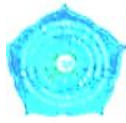
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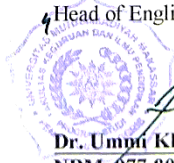
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Day / Date	Chapter	Note	Sign
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	iv	Restructure the results of analysis	<i>[Signature]</i>
Thu / Jul 31	iv	Interpret the raw data properly	<i>[Signature]</i>
	v	Conclusion	<i>[Signature]</i>
	v	Conclusion referring to analysis result	<i>[Signature]</i>
Mon / Aug 4	iv	Reconsider the points / items of challenges	<i>[Signature]</i>
	ii	Conclusion - too long	<i>[Signature]</i>
Thu / Aug 7		References	<i>[Signature]</i>
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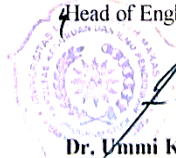
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MOTTO AND DEDICATION

Motto

"Knowledge is the lantern that lights the path; it shall never fade for those who seek
without ceasing."

"Allah does not burden a soul beyond its capacity; every trial is a path to
strength and maturity."

(QS. Al-Baqarah: 286)

Dedications

I dedicated this thesis to my beloved parents for their endless love, prayers, and
unwavering support.



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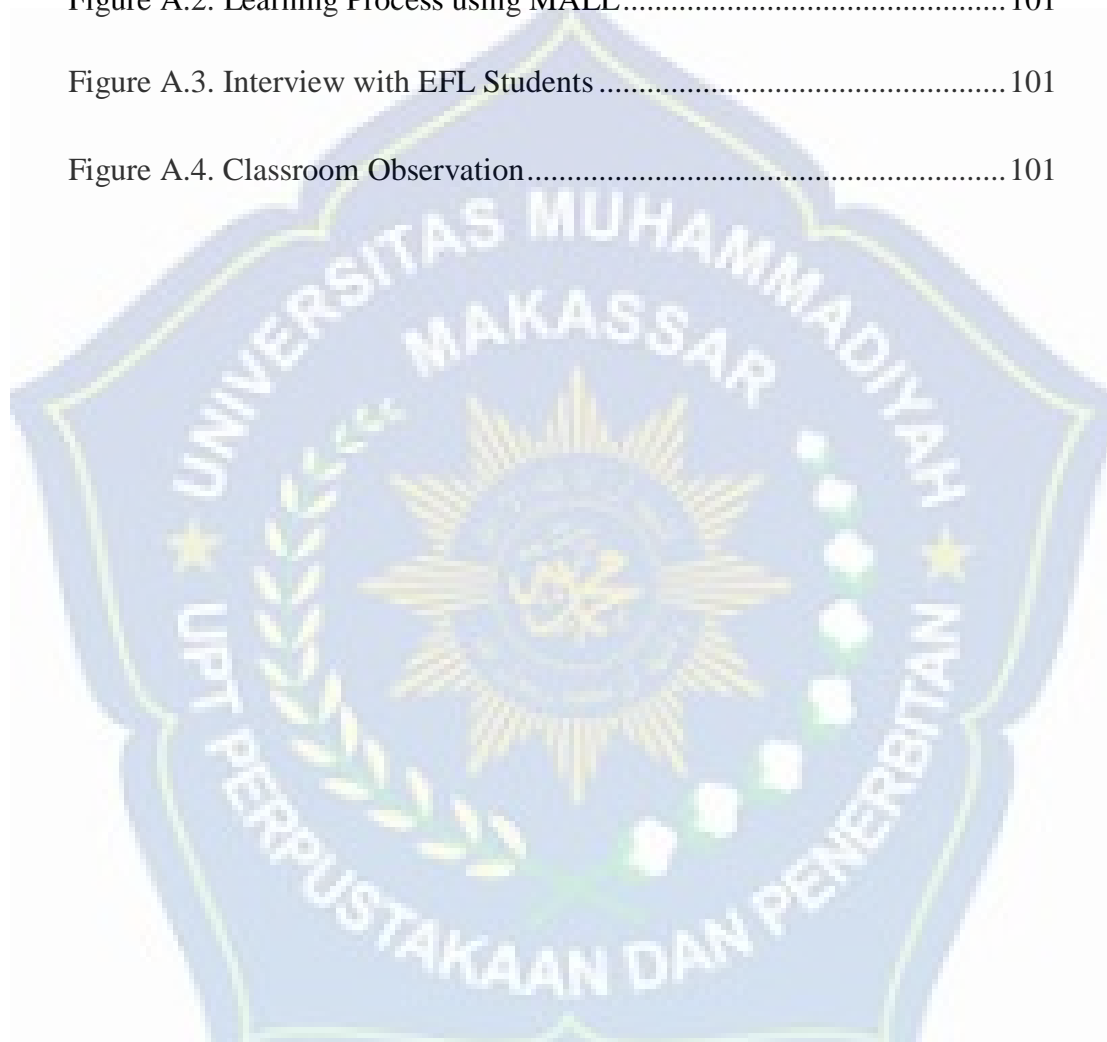
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ABSTRACT

Mir’atul Aeni, 2025, “*Mobile Assisted Language Learning (MALL) on EFL Students' writing proficiency at Universitas Muhammadiyah Makassar*”. Department of English Education. Faculty of Teacher Training and Education. Universitas Muhammadiyah Makassar. Supervised by Ardiana and Ika Sastrawati.

This study explores the impact of Mobile-Assisted Language Learning (MALL) on EFL students' writing proficiency at Universitas Muhammadiyah Makassar. Using a qualitative descriptive approach, data were gathered via interviews and classroom observations. Students utilized tools like Grammarly, Google Translate, and Gemini.ai during Harmer’s writing process: planning, drafting, revising, and editing. These tools improved grammar, vocabulary, and organization while fostering independent learning. However, challenges such as poor internet connectivity and distractions emerged, consistent with previous research. The study concludes that MALL is effective when critically used with lecturer guidance, supporting its integration into academic English writing instruction.

Keywords: *MALL, Writing Process, EFL Students, Writing Proficiency, Qualitative research*

ABSTRAK

Mir'atul Aeni, 2025, “Mobile Assisted Language Learning (MALL) terhadap Kemampuan Menulis Mahasiswa EFL di Universitas Muhammadiyah Makassar”. Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Ardiana dan Ika Sastrawati.

Penelitian ini mengkaji dampak *Mobile-Assisted Language Learning* (MALL) terhadap kemampuan menulis mahasiswa EFL di Universitas Muhammadiyah Makassar. Dengan menggunakan pendekatan deskriptif kualitatif, data dikumpulkan melalui wawancara dan observasi kelas. Mahasiswa memanfaatkan berbagai aplikasi seperti Grammarly, Google Translate, dan Gemini.ai dalam tahapan proses menulis menurut Harmer: perencanaan, penulisan draf, revisi, dan penyuntingan. Penggunaan aplikasi-aplikasi ini membantu meningkatkan tata bahasa, kosakata, dan keteraturan tulisan, sekaligus mendorong kemandirian belajar. Namun, terdapat tantangan seperti koneksi internet yang buruk dan gangguan dari aplikasi lain, sesuai dengan temuan penelitian sebelumnya. Penelitian ini menyimpulkan bahwa MALL efektif apabila digunakan secara kritis dengan bimbingan dosen, serta mendukung integrasinya ke dalam pengajaran menulis akademik bahasa Inggris.

Kata Kunci: *MALL, Proses Menulis, Mahasiswa EFL, Kemampuan Menulis, Penelitian Kualitatif*

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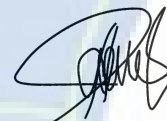
moments into unforgettable memories. The story of our friendship, perseverance, and shared dreams will always be a cherished part of my life.

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Makassar, July 2025

The Researcher



Mir'atul Aeni

CHAPTER I

INTRODUCTION

A. Background

In today's digital era, technology has become an inseparable part of various aspects of life, including education. The rapid advancement of digital tools has triggered innovation in language learning, notably through Mobile-Assisted Language Learning (MALL). MALL, as a learning approach that utilizes mobile devices such as smartphones and tablets, has opened new opportunities to enhance language skills, particularly in writing. Through various mobile-based learning platforms, students have broader and more flexible access to practice and improve their writing proficiency. These platforms offer interactive experiences, automatic feedback, and access to rich linguistic resources, all of which contribute to the development of students' writing quality.

Despite the increasing integration of MALL into education, writing remains one of the most complex skills to master in the context of English as a Foreign Language (EFL). Issues related to grammar, organization, coherence, and lexical richness still pose challenges. A study conducted by Maharani et al. (2024) highlighted that MALL-based applications provide interactive exercises and instant feedback, allowing learners to better understand grammatical structures and refine their writing coherence. Their findings indicated that MALL significantly supports the development of both general writing proficiency and specific components such as syntax and cohesion, which are essential for academic writing. This is

particularly relevant for EFL learners at the university level, who are expected to produce structured, clear, and contextually appropriate written discourse.

In addition to grammar-focused assistance, MALL also offers flexibility that supports independent and self-paced learning. Arsari et al. (2023) emphasized that mobile phone technology plays a significant role in facilitating various aspects of English learning, including writing skills. The anytime-anywhere accessibility of mobile devices enables students to engage with writing tasks beyond classroom boundaries, making consistent practice more achievable. However, this flexibility also raises concerns about overdependence on technology. When students rely heavily on automated suggestions or corrections, there is a risk that their critical thinking and creative writing processes may be diminished.

Research by Rajendran and Yunus (2021) further supports the notion that MALL encourages increased frequency and consistency in language practice. Although their study focused on speaking, similar mechanisms can be applied to writing. Mobile applications that provide structured writing prompts, progress tracking, and feedback systems can stimulate students to write more regularly and reflect on their improvements. This repeated practice is essential for strengthening learners' abilities and achieving better writing outcomes. Nonetheless, the effectiveness of MALL depends on how it is implemented in learning activities and the extent to which students engage actively with its tools.

In the area of writing assessment, MALL also demonstrates potential to support more standardized and objective evaluation methods. Research conducted by Jeh-do et al. (2024) explored writing assessment frameworks aligned with the Common European Framework of Reference for Languages (CEFR) and found that

digital tools help establish consistent criteria for evaluating students' writing performance. This can lead to more reliable assessments and enable instructors to tailor their teaching strategies based on detailed insights into learners' strengths and weaknesses. The integration of MALL into assessment processes thus not only enhances instruction but also ensures that evaluation reflects actual writing development.

Another significant factor is students' perception of and dependence on MALL in the writing process. Habibie (2021) found that learners tend to believe that using gadgets in combination with traditional learning methods enhances language acquisition. This indicates that while MALL offers various benefits, it should be used to complement, not replace, conventional instruction. A balanced, blended learning model where technology is integrated with teacher-led guidance ensures that students develop both technical writing skills and deeper language understanding. When instructors remain involved in evaluating written work, students are more likely to apply learned concepts critically and constructively.

The issue of overreliance on MALL is becoming increasingly relevant. Students may depend too much on features such as grammar checkers, sentence reformulators, or even AI-generated writing assistance. While these tools help reduce errors, they may also limit learners' opportunities to develop writing skills independently. Therefore, understanding the degree of students' reliance on MALL is crucial in determining its long-term impact on writing proficiency. This study explored how students at Universitas Muhammadiyah Makassar utilized MALL in their writing process, whether as a supportive aid or as a primary writing mechanism and how this affected their overall skill development.

Beyond structural accuracy, MALL contributes to improving other aspects of language performance. Fatimah (2021) reported that MALL-based applications enhance EFL learners' pronunciation skills, a core component of speaking, which suggests that similar digital support can be extended to writing. In the writing context, this includes the use of advanced vocabulary, idiomatic expressions, and stylistic variation, allowing students to produce more nuanced and expressive texts. This is particularly valuable in academic settings, where writing tasks require not only clarity but also rhetorical effectiveness.

Additionally, vocabulary knowledge is fundamental in writing. Ait Hammou et al. (2023) noted that lexical and phraseological proficiency strongly correlates with writing quality among EFL learners. MALL applications that emphasize vocabulary enrichment, collocation practice, and contextual learning can foster students' ability to express complex ideas clearly and effectively. This highlights the broader role of mobile technology in supporting high-level writing performance beyond mechanical correctness.

Furthermore, Bijani et al. (2023) examined the impact of teachers' academic background and experience on writing assessment in the classroom. Their findings underscored the importance of fair and data-driven feedback in developing writing skills. In this regard, MALL-based platforms offer personalized feedback, error analysis, and progress tracking that support individualized instruction and equitable evaluation. When used effectively, MALL can provide students with a structured and motivating learning environment that meets diverse learning needs.

Based on previous studies, several important questions remained unanswered regarding how students perceived the usefulness of Mobile-Assisted

Language Learning (MALL) in improving their writing proficiency, and how MALL was implemented in writing activities to support such development. Therefore, this study investigated the impact of MALL on the writing proficiency of EFL students at Universitas Muhammadiyah Makassar by focusing on two primary aspects: students' perceptions and the implementation of MALL in writing activities.

By thoroughly exploring these issues, the study aimed to contribute to the optimization of MALL in English writing instruction. The findings are expected to offer practical insights for educators and institutions to integrate MALL more effectively, ensuring that technology enhances rather than hinders students' writing development. Ultimately, this research intends to support the creation of more innovative, balanced, and learner-centered approaches in digital language education.

B. Problem Statements

1. How do Students perceive the use of Mobile-Assisted Language Learning (MALL) in their writing?
2. How is Mobile-Assisted Language Learning (MALL) implemented in writing activities to support students' writing proficiency?

C. Objectives of the Research

This study aimed to analyze the use of Mobile-Assisted Language Learning (MALL) in improving the writing skills of EFL students at Universitas Muhammadiyah Makassar. The objectives of this study can be summarized into two main points:

1. Students' Perceptions of Using MALL

This objective focused on investigating how students perceived the usefulness of MALL applications in enhancing their writing proficiency. It explored students' attitudes toward various tools, such as Grammarly, Google Translate, and Gemini.ai, in terms of improving grammar accuracy, vocabulary enrichment, sentence organization, and overall confidence in writing. The study also examined whether students considered MALL to be effective, easy to use, and supportive of their learning needs, while at the same time acknowledging possible challenges.

2. The Implementation of MALL

This objective aimed to analyze how MALL was practically applied during different stages of the writing process, including planning, drafting, revising, and editing. It highlighted how students integrated mobile tools into their writing activities. In addition, this objective also identified the strategies students used to maximize the benefits of MALL while minimizing challenges, showing the role of mobile technology as a complementary aid in the development of writing proficiency.

D. Significance of the Research

This research is expected to provide meaningful contributions to lecturers, students, researchers, and educational institutions. For lecturers, the study offers valuable insights into how Mobile-Assisted Language Learning (MALL) can be effectively integrated into writing instruction. The findings may help them design more innovative, practical, and student-centered strategies by combining traditional

teaching methods with digital applications, thereby enhancing the overall quality of English language teaching.

For students, the study raises awareness of the potential benefits of mobile-based learning technologies in developing their writing proficiency. By showing how applications such as Grammarly, Google Translate, Gemini.ai, and Google Docs can support grammar accuracy, vocabulary enrichment, organization, and confidence in writing, the study encourages students to optimize their use of these tools not only as corrective aids but also as means of fostering independent learning and critical engagement with their writing tasks.

In addition, this research contributes to the academic literature on MALL in language learning, particularly in the area of writing skills. The findings can serve as a useful reference for future researchers who wish to further explore the role of technology in English language instruction or to investigate its application across different language skills and educational settings. Finally, for educational institutions, the study highlights the importance of adopting technology-based learning approaches within the curriculum. By understanding the practical benefits and challenges of MALL, institutions can develop policies and programs that support the meaningful integration of digital tools in the classroom, ensuring that teaching and learning remain relevant in today's digital era.

E. Scope of the Research

This study aimed to investigate the use of Mobile-Assisted Language Learning (MALL) in enhancing the writing of EFL students at Universitas Muhammadiyah Makassar by exploring students' perceptions of its usefulness and how it was implemented in writing activities. The focus was on students who

actively used MALL applications such as Grammarly, Google Translate, Gemini.ai, Duolingo, Microsoft Word Mobile, Google Docs, and Notion. The scope of this study was limited to specific MALL applications commonly used to support students' writing development.



CHAPTER II

REVIEW OF LITERATURE

A. Previous Research-Related Findings

Darsih and Asikin (2020) examined the perceptions of EFL learners towards the use of mobile applications in English language learning. The results of their study showed that most learners had a positive view of MALL because it provided more flexible and interactive access to improve their English language skills. However, they also encountered challenges such as limited device availability and internet access, which hindered the optimal use of technology. This is relevant to the first research question regarding students' perceptions of MALL in writing. Compared to the current study, which focused specifically on writing proficiency at Universitas Muhammadiyah Makassar, their research was broader and did not explore how MALL impacted actual writing tasks in a structured academic environment.

In another study, Nuraeni et al. (2020) explored students' perceptions of mobile-based learning and the challenges they faced. Although students generally welcomed MALL as an innovative learning method, several obstacles were noted, including impaired concentration due to access to social media and a lack of digital literacy in using learning applications effectively. These findings indicated that while MALL offered benefits, several factors limited its effectiveness in improving writing skills. The present study built upon these insights by not only investigating perceptions but also exploring how they aligned with actual classroom implementation and outcomes in writing performance.

Similarly, Nafa (2020) investigated the use of MALL in English learning among fourth-semester students at IAIN Samarinda. The study revealed that mobile technology significantly contributed to improving students' writing skills, especially in grammar and vocabulary. However, learning motivation and discipline were key factors that influenced the effectiveness of MALL. This finding was relevant to the second research question regarding how MALL was implemented to support specific writing components. While Nafa's study focused on grammar and vocabulary, the present study explored broader writing aspects, including coherence, organization, and idea development.

Kartika et al. (2024) explored the use of MALL technology in English classes and found that mobile-based applications helped improve students' writing skills by providing greater access to learning resources, auto-correction tools, and online interaction. However, their study also emphasized the importance of appropriate learning strategies to ensure effective use of technology, rather than overreliance on app features. This was closely related to how students used MALL in writing and the extent of their reliance on it. The present study further examined this reliance, particularly in a university context, and considered how strategy-based learning influenced writing outcomes.

Neto et al. (2021) focused on the readiness and practices surrounding the use of MALL in English language teaching and learning. Their study showed that although mobile technology had been widely adopted by both teachers and students, not all educational institutions provided sufficient infrastructure to support its optimal use. Therefore, they emphasized the importance of teacher training in integrating MALL effectively into the learning process. Institutional readiness and

support influenced students' reliance on MALL in writing. While acknowledging institutional factors, the present study primarily explored implementation from the students' perspective and its practical effect on their writing activities at Universitas Muhammadiyah Makassar.

Shortt et al. (2023) conducted a literature review examining the gamification elements in MALL through studies on Duolingo from 2012 to early 2020. Their findings suggested that gamification increased student motivation, vocabulary retention, and engagement in learning. However, they also warned that without appropriate pedagogical guidance, gamification might lead to reliance on reward mechanisms rather than fostering deep language understanding. This highlighted that dependence on MALL could be a critical factor in assessing its effectiveness for writing development. While their focus was on gamified applications like Duolingo, the present research examined a wider variety of mobile tools used in academic writing contexts, offering a more comprehensive view of MALL in formal instruction.

Jeong (2022) studied how MALL facilitated self-directed learning and found that mobile applications enabled students to take control of their learning, select materials based on their needs, and gradually improve their writing skills. The study also emphasized the importance of application design that responded to learners' needs. This research provided insight into how students relied on MALL in their writing processes. In comparison, the current study went beyond learner autonomy by also examining collaborative writing, feedback mechanisms, and structured academic writing activities supported by mobile technology.

In summary, previous studies confirmed the potential of MALL in supporting English language learning, especially in improving grammar, vocabulary, learner autonomy, and motivation. However, most earlier research focused on general language skills or specific writing parts and was conducted in different settings. This study set itself apart by specifically examining how MALL was perceived and used in academic writing classes at Universitas Muhammadiyah Makassar, and how it directly affected students' writing skills. It also aimed to identify practical and pedagogical factors that influence the effectiveness of MALL in supporting structured writing outcomes. Therefore, this study fills existing gaps by providing a detailed analysis of how MALL contributes to EFL students' writing development in terms of both perception and real-world practice.

B. Some Pertinent Ideas

1. Concept of Writing

a. Definition of Writing Proficiency

Writing proficiency refers to an individual's ability to produce clear, coherent, and contextually appropriate written texts across different genres and purposes. It goes beyond the mere ability to write; it involves a high level of competence in various sub-skills such as grammar, vocabulary, sentence structure, coherence, cohesion, and the ability to tailor language to suit both audience and purpose. Writing proficiency encompasses not only linguistic accuracy but also communicative effectiveness how well the writer conveys ideas, organizes information, and fulfills the intended communicative goals.

According to Ait Hammou et al. (2023), writing proficiency is strongly influenced by lexical and phraseological competence. The ability to select precise vocabulary and construct meaningful, natural phrases plays a crucial role in enhancing the clarity and sophistication of writing. Additionally, mastery of grammar and syntactic structures, along with the effective use of cohesive devices, contributes to the overall flow and unity of a text. Without such competence, written work may lack precision, logical development, and communicative clarity.

In the context of English as a Foreign Language (EFL), writing proficiency serves as a key indicator of language development. It reflects not only a student's linguistic ability but also higher-order thinking skills, including analysis, synthesis, and evaluation. Bijani et al. (2023) reported that various factors, such as instructional methods, the fairness of assessment, and the quality of teacher feedback, significantly influenced students' writing development. Hence, improving writing proficiency requires more than attention to linguistic form; it necessitates an integrated instructional approach that fosters critical thinking, planning, organization, and revision.

Furthermore, writing proficiency develops through a recursive process involving planning, drafting, revising, and editing. Proficient writers are characterized by their ability to reflect critically on their work, implement purposeful revisions, and refine their texts to improve clarity, coherence, and communicative impact. This developmental process is supported through consistent practice, constructive feedback, and

exposure to a wide range of text types, writing conventions, and stylistic variations.

In academic and professional settings, writing proficiency is considered a fundamental skill. Academically, it enables students to construct arguments, engage with scholarly discourse, and demonstrate mastery of subject matter. Professionally, it facilitates effective communication in contexts such as reporting, documentation, correspondence, and proposal writing. Individuals with strong writing proficiency are better equipped to convey their ideas persuasively, influence decisions, and establish credibility.

In conclusion, writing proficiency represents more than just the technical ability to write; it is an advanced skill requiring linguistic precision, strategic organization, and a deep understanding of communicative intent. To foster this skill, learners must engage in sustained writing practice, actively seek and respond to feedback, and cultivate an understanding of writing as a structured yet flexible process. As such, writing proficiency stands as a cornerstone of academic success and professional excellence.

b. Aspect of Writing

According to Hughes (2003), writing proficiency is defined as the ability to produce coherent and meaningful texts that demonstrate a clear understanding of audience, purpose, and cohesion. It encompasses several interconnected components that are fundamental to effective written communication. These components include:

1. Content Development

Content development refers to the ability of a writer to generate and elaborate on relevant ideas that directly address the writing prompt or task. It involves presenting meaningful and well-structured information that reflects critical thinking and a thorough understanding of the topic. Proficient writers are expected to support their arguments with relevant explanations, examples, and details, thereby enhancing the depth and richness of the content.

2. Organization

An organization focuses on the logical structure and sequencing of ideas within a written text. A well-organized piece of writing typically consists of an introduction, body, and conclusion. Each paragraph should begin with a clear topic sentence, followed by supporting details. Additionally, the use of appropriate transitions and connectors contributes to a coherent progression of ideas, allowing readers to follow the writer's train of thought with ease.

3. Vocabulary Usage

Vocabulary usage involves the selection of appropriate words and expressions that accurately convey the intended meaning. A wide-ranging vocabulary enables writers to articulate ideas more precisely and vividly while avoiding redundancy. Moreover, effective vocabulary usage includes awareness of collocations, tone, connotation, and register, which contribute to

clarity, style, and suitability for the intended audience.

4. Grammar and Mechanics

Grammar and mechanics relate to the correct application of linguistic rules and writing conventions. As stated by Harmer (2004), this includes sentence structure, verb tenses, subject-verb agreement, punctuation, capitalization, and spelling. Proper use of grammar and mechanics ensures clarity of meaning and prevents miscommunication. Persistent grammatical errors may distract readers and reduce the perceived quality of the writing.

5. Coherence

Coherence refers to the logical connection between ideas and the overall unity of the text. According to Oshima and Hogue (1999), coherence can be achieved through the consistent use of pronouns, repetition of key nouns, transitional expressions, and logically sequenced ideas. Even grammatically accurate writing can be difficult to comprehend if it lacks coherence, making this aspect essential for effective communication.

c. Writing Process

Writing is not merely about putting words on paper; it is a structured process that involves multiple stages to ensure clarity, coherence, and effectiveness. A well-developed writing process helps writers organize their thoughts, refine their ideas, and produce polished written work. According to Harmer (2004), writing is a recursive process that includes

planning, drafting, revising, and editing. Each stage plays a crucial role in developing a well-structured and meaningful text.

1. Planning (Pre-Writing Stage)

The first stage of the writing process is planning. It involves generating ideas, outlining the structure, and identifying the main purpose of the text. Effective planning allows writers to determine key points and arrange them in a logical order. Common techniques at this stage include mind mapping, listing, and freewriting. Writers also consider the target audience and the purpose of the writing, whether to inform, persuade, or entertain, to guide the overall direction of the text.

2. Drafting (Writing the First Version)

After planning, writers begin the drafting stage, where ideas are transformed into coherent sentences and paragraphs. This stage emphasizes content development rather than grammatical accuracy. The main goal is to express ideas fluently and logically. Writers focus on building connections between paragraphs and maintaining the flow of thought. The initial draft often contains imperfections, which are addressed in the next stages of revision and editing.

3. Revising (Improving Content and Organization)

Revising involves reviewing the draft to enhance clarity, coherence, and overall effectiveness. Writers analyze the organization of ideas, adjust sentence structures, and remove

redundant or irrelevant content. This stage improves the content by strengthening arguments, refining the main points, and ensuring logical transitions between sections. Feedback from peers or instructors often contributes valuable insights during the revision stage.

4. Editing and Proofreading (Final Refinements)

In the final stage, editing and proofreading are conducted to ensure linguistic accuracy and professionalism. Editing focuses on correcting grammar, punctuation, spelling, and sentence structure. Proofreading involves identifying minor errors, inconsistencies, and formatting issues. Writers may use digital tools to detect mistakes, but manual proofreading remains essential for accuracy. This stage ensures that the final version of the text is polished, error-free, and ready for publication or submission.

d. Writing in EFL Context

Writing in the context of English as a Foreign Language (EFL) encompasses several fundamental aspects, including grammar, vocabulary, organization of ideas, coherence, and clarity of expression. These elements are essential in producing well-structured and effective written communication. Unlike speaking, which allows for immediate clarification and correction, writing requires careful planning, revision, and attention to detail. As a result, writing is often considered a complex skill that necessitates continuous practice, constructive feedback, and structured learning. According to Gharehblagh & Nasri (2020) and Sari

et al. (2024), Mobile-Assisted Language Learning (MALL) plays a crucial role in supporting the writing process by providing digital tools that assist students in revising their work, checking grammar, and organizing their ideas more efficiently.

The development of writing proficiency in EFL learners is influenced by various factors, including student motivation, access to learning resources, and the availability of feedback mechanisms. Motivation is a key driver in language learning, as highly motivated students tend to engage more actively in writing activities. Furthermore, access to structured learning materials and effective feedback plays a significant role in improving writing skills. Research by Puebla et al. (2022) highlights that MALL enhances writing instruction by offering diverse learning opportunities tailored to different age groups. Through MALL, students gain access to structured writing exercises, interactive applications, and personalized feedback, which collectively contribute to a more engaging and effective writing experience.

In addition to providing direct support for writing, MALL also contributes to the improvement of reading comprehension, which indirectly enhances writing proficiency. Li (2022) explains that exposure to well-structured texts through mobile learning applications helps students develop a stronger grasp of sentence structure, vocabulary usage, and discourse organization. By engaging with digital reading materials, students not only expand their vocabulary but also internalize effective writing techniques that they can apply in their own

compositions. This integration of reading and writing through on MALL underscores its role as a comprehensive learning approach that supports multiple language skills simultaneously.

Given these advantages, the incorporation of MALL in EFL writing instruction presents an opportunity to create a more student-centered and interactive learning environment. By leveraging digital tools, students can receive immediate feedback, refine their writing strategies, and develop greater confidence in their ability to express ideas effectively. However, despite these benefits, challenges such as students' over-reliance on technology and varying levels of digital literacy must also be considered. Addressing these issues requires a balanced approach that combines traditional writing instruction with technology-assisted learning to ensure that students gain both foundational writing skills and technological competencies essential for academic success.

e. Challenges in EFL Writing

Writing in English as a Foreign Language (EFL) is a demanding skill that requires mastery of various linguistic, cognitive, and rhetorical elements. According to Asnas (2022), EFL faces multiple challenges in academic writing, which impact their ability to produce coherent and grammatically accurate texts.. These challenges can be categorized into linguistic difficulties, structural and organizational problems, psychological barriers, and feedback-related issues.

1. Linguistic Difficulties

One of the most significant challenges in EFL writing is mastering the linguistic aspects of English, including grammar, vocabulary, and sentence structure. Many students face difficulties with verb tenses, subject-verb agreement, word order, and prepositions, which can lead to unclear or incorrect sentences. Additionally, limited vocabulary makes it difficult for students to express their ideas effectively, causing them to rely on repetitive words and phrases. This lack of lexical diversity affects the overall quality of their writing and limits their ability to engage with academic discourse.

2. Structural and Organizational Problems

Effective writing requires not only correct grammar but also proper organization and coherence. Many EFL students have difficulty structuring their essays, paragraphs, and arguments logically. Some students struggle to develop clear thesis statements, topic sentences, and supporting arguments, which leads to poorly organized texts. Additionally, maintaining cohesion within a paragraph by using appropriate transition signals and linking words is often a challenge. Without proper structure and organization, the reader may find it difficult to follow the writer's train of thought.

3. Challenges in Feedback and Revision

Receiving and incorporating feedback is an essential part of the writing process, but many EFL learners find this step challenging. The points out that some students struggle to understand or implement the feedback provided by instructors. If feedback is too vague or focuses only on grammatical errors without addressing content and structure, students may not know how to improve their writing effectively. Additionally, the revision process is often overlooked, as students might see writing as a one-time task rather than an ongoing process that includes drafting, revising, and editing.

2. Concept of Mobile-assisted Language Learning (MALL)

a. Definition of MALL

Mobile-assisted language Learning (MALL) is a learning approach that utilizes mobile technology to support and enhance language acquisition, particularly in English as a Foreign Language (EFL) contexts. Kukulska-Hulme (2009) defines MALL as the use of handheld mobile technologies in language learning that provides opportunities for learners to study beyond the classroom, supporting both formal and informal learning contexts. She emphasizes that MALL not only improves accessibility but also encourages autonomous learning, allowing students to practice and develop language skills in authentic, real-life situations.

This approach allows students to access learning materials anytime and anywhere, making the learning process more accessible and interactive.

According to Mortazavi et al. (2021) and Sholekhah & Fakhurririana (2023), MALL contributes significantly to language skill development, particularly in writing, by offering features such as automatic feedback and interactive, innovative learning materials that facilitate a more engaging learning experience.

The integration of MALL in writing instruction involves various technological tools, including mobile applications, online platforms, and interactive exercises. These tools assist students in developing their writing proficiency by providing real-time feedback and structured learning pathways. Research by Putri & Degeng (2024) highlights that MALL helps reduce writing anxiety among EFL students, allowing them to write with greater confidence and efficiency. Moreover, Lei et al. (2022) emphasize that MALL promotes independent learning, enabling students to monitor their progress and evaluate their writing development autonomously. This independence fosters a sense of responsibility in students, encouraging them to engage more actively in the writing process.

The implementation of MALL in English writing education is further supported by advancements in mobile technology. Devices such as smartphones, tablets, and AI-driven applications, including Learning Management Systems (LMS), have become essential tools in assisting students to develop their writing skills more effectively. MALL offers high accessibility and flexibility, allowing students to engage with learning materials at their own pace. Interactive features within MALL-based applications help students improve their comprehension of language

structures, grammar, and vocabulary (Losi, 2022; Chitprarop, 2024). These aspects make MALL an invaluable approach in modern language learning environments, particularly for EFL students who require continuous exposure to English writing practices.

In the academic sphere, the rapid growth of MALL has been driven by the increasing availability of digital learning applications such as Grammarly, QuillBot, and Google Docs. These applications provide students with essential writing support, enabling them to draft, edit, and receive instant feedback on their written texts. Beyond correcting grammatical and vocabulary errors, these platforms also enhance students' understanding of sentence structures and academic writing conventions. Consequently, students can refine their writing skills through repeated practice and immediate corrective feedback, leading to improved writing proficiency over time.

Beyond digital applications, MALL also encompasses technology-driven social interactions that enhance language learning experiences. Online discussion forums, collaborative writing activities through social media, and AI-based platforms facilitate peer interaction and cooperative learning. According to Benlaghrissi & Ouahidi (2024), students who engage with MALL-based collaborative tools experience significant improvements not only in their writing skills but also in overall communication competence and linguistic comprehension. This collaborative aspect of MALL highlights its role in fostering both

individual and group learning, making it a versatile tool for language education.

In the context of EFL learning, MALL encourages students to become more autonomous in their language learning process. Using mobile technology, students can access a variety of learning resources tailored to their individual needs and preferences. Bhestari & Luthfiyyah (2021) argue that MALL allows for personalized learning experiences, enabling students to select methods that best suit their learning styles. This personalization is essential for improving engagement and motivation, especially in writing, where students often struggle to organize their ideas clearly and cohesively.

Despite its numerous advantages, MALL also presents several challenges that must be addressed. One of the primary concerns is students' over-reliance on technology, which may hinder the development of critical thinking and problem-solving skills in writing. Additionally, limited internet access and insufficient digital literacy among some students pose barriers to fully utilizing MALL's potential. To mitigate these issues, educators must ensure that students are equipped with the necessary digital competencies while integrating MALL into classroom instruction. Furthermore, maintaining a balance between traditional writing methods and technology-based learning is essential to maximize the effectiveness of MALL in improving students' writing proficiency.

Given these considerations, this study aims to explore the extent to which MALL influences EFL students' writing skills, identifying the

specific aspects most impacted by mobile-assisted learning. Furthermore, the research seeks to understand how students' dependence on technology affects their writing development, examining both the benefits and potential drawbacks of integrating MALL into language education. By addressing these questions, this study contributes to a deeper understanding of the role of mobile technology in shaping EFL students' writing proficiency and provides insights into optimizing its implementation in language learning environments.

b. Characteristics of MALL

Mobile-Assisted Language Learning (MALL) is a form of technology-enhanced language learning that utilizes mobile devices such as smartphones, tablets, and other portable gadgets to facilitate language acquisition. It integrates the principles of Mobile Learning (m-learning) and Computer-Assisted Language Learning (CALL), providing an adaptable and interactive approach to learning. The key characteristics of MALL, as outlined by Kukulska-Hulme & Shield (2008) and Stockwell & Hubbard (2013), include mobility, accessibility, interactivity, personalization, and multimodality.

1. Mobility

One of the primary advantages of MALL is its mobility, enabling learners to engage with language learning resources anytime and anywhere. Unlike traditional classroom-based learning, MALL supports *ubiquitous learning*, where students are not bound by specific locations or schedules. Accessibility

2. Accessibility

MALL ensures learners have instant access to a wide range of language-learning tools, such as digital dictionaries, translation applications, grammar exercises, and multimedia content. Students can retrieve information, practice skills, and communicate with teachers or peers at their convenience, which enhances learning opportunities.

3. Interactivity

MALL emphasizes interactivity, encouraging active participation rather than passive learning. Interactive features such as gamification, real-time quizzes, and AI-driven tutors engage students and motivate them to actively practice their language skills. Mobile platforms also support both synchronous and asynchronous communication, allowing for real-time discussions, collaborative writing, and peer feedback. This promotes deeper engagement, as students can interact with content and peers in meaningful ways, which fosters motivation and enhances language learning.

4. Personalization

MALL offers personalized learning experiences by adapting to individual students' needs and proficiency levels. Mobile apps often incorporate artificial intelligence (AI) to analyze user performance and customize learning tasks based on their strengths and weaknesses. This personalized approach allows learners to target

specific areas for improvement, set learning goals, and track progress through customized feedback and assessments.

5. Multimodality

MALL integrates various modes of communication, including text, audio, video, and images, to create a richer and more diverse learning experience. This multimodal approach caters to different learning styles, making language acquisition more engaging and effective. For example, learners can develop listening skills through podcasts, improve pronunciation with speech recognition tools, and enhance writing proficiency using text-based exercises.

c. MALL in Higher Education

Mobile-assisted language Learning (MALL) has become an integral part of higher education, particularly in English as a Foreign Language (EFL) instruction. It offers innovative approaches to language learning by leveraging mobile technologies such as smartphones, tablets, and laptops, enabling students to access learning materials beyond the confines of traditional classrooms. MALL provides flexibility, interactivity, and personalization, making it a valuable tool for improving both receptive and productive language skills.

1. The Role of MALL in Higher Education

MALL in higher education serves as a bridge between formal learning environments and independent, self-regulated learning. It enables students to practice language skills through various digital platforms, such as learning applications, online courses, and

interactive exercises. According to Mortazavi et al. (2021), MALL creates a sustainable learning environment that enhances students' productive and receptive language skills. Their study highlights that integrating MALL into university curricula leads to improved language acquisition and better engagement among learners.

Additionally, MALL facilitates vocabulary acquisition and self-regulated learning. Lei et al. (2022) found that mobile-assisted learning significantly impacts students' attitudes toward vocabulary learning, increasing their motivation and self-regulatory capacity. The ability to personalize learning experiences allows students to progress at their own pace and focus on areas that require improvement, leading to better retention of language concepts.

2. Enhancing Speaking and Communication Skills

One of the key benefits of MALL in higher education is its role in improving speaking skills. Sari et al. (2024) conducted research on EFL students and found that MALL significantly enhances speaking proficiency by providing real-time feedback, interactive activities, and opportunities for practice. Mobile applications such as voice recognition software, pronunciation guides, and language exchange platforms allow students to refine their speaking abilities interactively and engagingly.

Moreover, MALL is not only effective for younger learners but also benefits older students and adult learners. Puebla et al. (2022) explored the application of MALL in older adult learners and found that mobile-based learning tools can foster language acquisition

while presenting unique challenges, such as digital literacy barriers. However, when properly implemented, MALL provides lifelong learning opportunities, making language learning more accessible for students of all ages.

3. Challenges and Considerations

Despite its advantages, the implementation of MALL in higher education comes with challenges. One of the main concerns is students' reliance on technology and the potential for distractions. Instructors must design structured learning activities that maximize engagement while minimizing the non-educational use of mobile devices. Additionally, the availability of technology and internet connectivity can impact students' access to MALL resources, particularly in developing regions.

Furthermore, the effectiveness of MALL depends on educators' willingness to integrate technology into their teaching methodologies. Universities must provide adequate training and support to instructors to ensure that MALL is used efficiently to enhance learning outcomes.

d. MALL in Writing Proficiency

1. How MALL Affects Different Aspects of Writing

Mobile-assisted language Learning (MALL) significantly impacts various aspects of English as a Foreign Language (EFL) students' writing skills. Writing in English requires not only grammatical accuracy but also the ability to choose the right vocabulary, organize ideas coherently, and adapt writing styles to

different contexts. According to Soleimani et al. (2020), the most affected aspects of writing through MALL include grammar, vocabulary, organization of ideas (cohesion & coherence), and writing style.

Below are the key aspects of writing that are influenced by MALL:

a) Grammar Improvement

MALL has a significant impact on improving students' grammar skills, particularly in addressing common challenges such as sentence structure, tenses, and subject-verb agreement. Many EFL students struggle with these aspects, making it difficult to produce grammatically correct writing. However, MALL-based applications like Grammarly and Microsoft Editor assist students in identifying and correcting errors automatically. One of the most beneficial features of these tools is instant feedback, which allows students to receive real-time corrections and learn from their mistakes immediately.

Additionally, these applications help students recognize recurring error patterns, enabling them to gradually improve their grammatical accuracy over time. Moreover, MALL enhances students' ability to construct more complex sentences while ensuring correctness and clarity. By providing continuous guidance and error analysis, these tools contribute

to the overall development of students' writing proficiency, allowing them to write with greater confidence and precision.

b) Vocabulary Expansion

MALL plays a crucial role in expanding students' vocabulary, which is essential for effective writing. A broad vocabulary allows students to express their ideas more clearly and precisely. MALL-based applications provide various features that enhance lexical knowledge, making it easier for students to find appropriate words for their writing. Many of these applications offer built-in digital dictionaries and synonym suggestions, enabling students to replace repetitive words with more precise alternatives.

Additionally, some apps provide context-based suggestions by showing examples of word usage in different contexts, helping students understand the correct application of words and avoid misuse. This feature is particularly beneficial in ensuring that students use words appropriately in both formal and informal writing. Furthermore, by incorporating a diverse range of vocabulary, students can improve the lexical variety in their writing, making their texts more engaging and sophisticated. Through continuous exposure to new words and their proper usage, MALL significantly enhances students' ability to write with clarity and fluency.

c) Organization of Ideas (Cohesion & Coherence)

One of the biggest challenges for EFL students in writing is ensuring that their ideas flow logically and coherently. MALL provides various tools to support the organization of ideas, making it easier for students to structure their writing effectively. Some applications include text models and writing analysis features that help students identify weaknesses in paragraph structure and logical connections between ideas. These tools provide suggestions on how to organize content more clearly, ensuring that each paragraph contributes meaningfully to the overall text.

Additionally, MALL highlights the use of transition words by identifying missing links between sentences and suggesting appropriate conjunctions, which enhances text cohesion. Furthermore, features such as mind mapping and outlining allow students to plan their writing before drafting, ensuring a more structured and systematic approach. By improving cohesion and coherence, MALL enables students to produce well-structured, logical, and easily understandable texts, ultimately enhancing their writing proficiency.

d) Writing Style Adaptation

Writing style adaptation is essential for students, as different types of writing, academic, business, or creative require distinct approaches. MALL applications help students develop

their writing style by providing various tools and resources. Some applications include writing models and templates that serve as guidelines, allowing students to structure their work according to specific writing conventions.

Additionally, MALL tools offer tone adjustment features that provide feedback on aspects such as formality, clarity, and overall appropriateness, ensuring that students use language suited to their intended audience. Furthermore, exposure to diverse writing styles through digital resources enables students to analyze and learn from different examples, helping them refine their ability to switch between styles as needed. By utilizing these MALL features, students can enhance their writing versatility and effectively adapt their writing to different contexts and purposes.

2. Enhanced Writing Proficiency

MALL has significantly contributed to the enhancement of writing, particularly in educational settings where structured and formal writing is essential. Research by Del Mar Sánchez-Pérez (2023) indicates that students who incorporate MALL-based tools into their writing practice demonstrate greater progress compared to those who rely solely on traditional learning methods. One of the key reasons for this improvement is the increased engagement that technology-driven learning offers, encouraging students to practice writing more frequently.

Additionally, MALL provides access to a wide range of learning resources, such as writing guides, grammar lessons, and interactive exercises, which help students refine their writing techniques. Moreover, MALL promotes independent learning by allowing students to take control of their writing development, enabling them to progress at their own pace and focus on specific areas that require improvement. Through these advantages, MALL empowers students to develop stronger academic writing skills and become more confident writers in an academic context.

3. Concept of Students' Perception

a. Definition of Perception

Perception is the process by which individuals select, organize, and interpret information from their environment to give meaning and shape their responses. According to Robbins & Judge (2017), perception is not a passive reception of stimuli but an active interpretation shaped by past experiences, expectations, and attitudes. Similarly, Schunk (2020) explains that in learning contexts, perception influences how students interpret teaching strategies, learning resources, and instructional environments. Therefore, perception is highly subjective and plays a key role in shaping student engagement and performance.

b. Students' Perception in Education

Students' perception refers to how learners view, evaluate, and respond to the learning process, instructional methods, and tools provided by educators. As Schunk, Pintrich, & Meece (2014) argue, students'

perceptions are closely linked to their motivation, self-efficacy, and willingness to participate in learning. A positive perception leads to higher engagement and better achievement, while negative perceptions can hinder participation. In the context of technology-based learning, Teo (2019) emphasizes that students' perception of digital tools determines their acceptance and effective use. Thus, in language learning, students' perception of MALL is essential in evaluating whether mobile applications truly support their writing development.

c. Dimensions of Students' Perception

The Technology Acceptance Model (TAM) developed by Davis (1989) is one of the most widely used theories to explain how individuals perceive and adopt technology. In educational research, including language learning, this model is particularly relevant because it focuses on users' perceptions as the main factor influencing their willingness to use technology. TAM highlights that students' perceptions toward any learning tool or application can be explained through two core dimensions: Perceived Usefulness (PU) and Perceived Ease of Use (PEOU). However, recent studies on educational technology acceptance have expanded these dimensions to also include Perceived Effectiveness and Perceived Challenges to capture a more comprehensive view of students' experiences.

1. Perceived Usefulness (PU)

Perceived Usefulness (PU) refers to the degree to which students believe that using a specific application will enhance their academic

performance. In the context of this study, usefulness means that students perceive MALL applications such as Grammarly, Google Translate, or Gemini.ai as helpful in improving their writing proficiency. For example, Grammarly is considered useful when it corrects grammar errors and improves sentence accuracy, while Google Translate is viewed as useful when it helps students understand unfamiliar vocabulary or express ideas in English. If students feel that these applications truly contribute to producing better writing, their perception of usefulness will be positive, and they will be more motivated to continue using them.

2. Perceived Ease of Use (PEOU)

Perceived Ease of Use (PEOU), on the other hand, refers to the degree to which students believe that using a particular tool is simple and requires little effort. In the case of MALL, this dimension explains whether students find mobile applications easy to access, practical, and user-friendly in their daily writing activities. For instance, applications like Microsoft Word Mobile and Google Docs are perceived as easy to use because they are already familiar to students and can be accessed anytime and anywhere via smartphones. When students feel that the applications are not complicated, do not require advanced technical skills, and can be used conveniently, their perception of ease of use will also be positive.

3. Perceived Effectiveness (Learning Outcomes)

This dimension extends TAM by focusing on how far students feel technology truly supports their learning development. According to Teo (2019), effectiveness is a crucial factor in educational technology acceptance. In the context of writing, applications such as Gemini.ai or Duolingo are perceived as effective if they not only correct mistakes but also enhance vocabulary mastery, idea generation, sentence structure, and students' confidence in writing. Effectiveness reflects the long-term benefits of MALL beyond immediate corrections.

4. Perceived Challenges (Barriers)

Based on Venkatesh et al. (2016, UTAUT2), students' behavioral intention is also shaped by barriers or facilitating conditions. Perceived challenges include issues such as unstable internet connections, distractions from social media while using mobile devices, and the risk of over-reliance on applications that may weaken critical thinking or originality. These challenges influence how students balance the advantages of MALL with its limitations in practice.

d. Relevance to This Study

In this research, students' perception is very important to understand the role of Mobile-Assisted Language Learning (MALL) in improving writing skills. The study looks at how students perceive the benefits of MALL applications such as Grammarly, Google Translate, Gemini.ai,

Duolingo, Microsoft Word Mobile, Google Docs, and Notion in supporting their grammar, vocabulary, and idea organization. At the same time, the study also analyzes students' perceptions of the challenges, such as internet instability, distractions from social media, or the risk of relying too much on applications.

By exploring students' perceptions, this research can give valuable insights for teachers and institutions to design better strategies so that MALL is used wisely: not as a replacement for traditional learning, but as a support system to help students write better.

C. Conceptual Framework

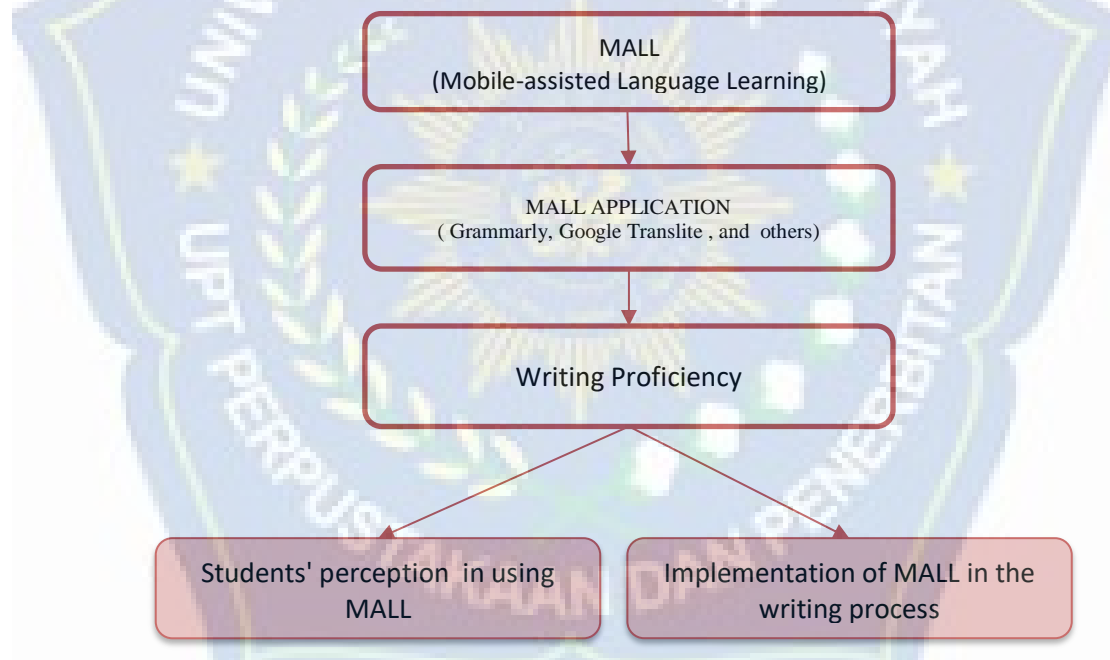


Figure 2.1.conceptual framework

The conceptual framework of this study illustrates the relationship between the use of Mobile-Assisted Language Learning (MALL) and the writing proficiency of EFL students at Universitas Muhammadiyah Makassar. This framework focuses on the integration of MALL applications, specifically Grammarly, Google

Translate, and other mobile-based tools as support systems to enhance students' writing skills. In the current digital learning environment, mobile platforms offer broad access to writing resources, real-time feedback, and opportunities for independent learning. Accordingly, MALL is positioned in this study as a central technological approach that potentially improves students' writing performance.

This study considers selected MALL applications as core instruments for writing development. Grammarly is used by students to identify grammatical errors, refine sentence structure, and improve clarity and tone. Through its corrective suggestions, Grammarly contributes to students' awareness of writing conventions and accuracy. Meanwhile, Google Translate is commonly utilized by students to comprehend unfamiliar vocabulary and to transform ideas from their native language into English, thereby aiding basic comprehension. In addition to these tools, other mobile applications that support writing are also acknowledged, depending on the students' individual preferences and learning contexts.

To ensure meaningful learning, this study highlights the importance of using these tools responsibly. Grammarly should be employed as a means for learning through guided correction and revision rather than as a tool for full dependency. Google Translate should assist in understanding vocabulary and conveying ideas, but students must critically review and revise the translated output to maintain originality and accuracy. Other applications are also expected to serve as supplementary tools that support writing improvement without diminishing students' independent thinking.

Writing proficiency in this study, as the dependent variable, includes several key dimensions: content, organization, vocabulary, grammar, and mechanics.

Content refers to the clarity and relevance of ideas; organization pertains to the logical flow of writing; vocabulary includes the appropriateness and variation of word choice; grammar involves sentence construction and accuracy; and mechanics refer to the correct use of punctuation, capitalization, and spelling. The consistent and appropriate use of MALL tools is expected to support the development of these five components.

This study is guided by two research questions. The first investigates students' perceptions of using MALL in their writing development. This will be explored through semi-structured interviews that aim to capture students' experiences, motivations, challenges, and overall views toward MALL usage. The second question focuses on how MALL is implemented in classroom writing activities, which will be examined through classroom observations. These observations aim to document the integration of mobile tools in learning tasks, the ways students interact with them, and the extent to which these tools support or hinder writing performance.

In conclusion, the conceptual framework of this study positions students' perception and the classroom implementation of MALL as key analytical elements that influence writing proficiency. The effectiveness of MALL is seen not only in the functionality of the tools themselves but also in how students engage with them and how instructors incorporate them into the learning process. This framework provides a structured foundation for understanding the role of mobile technology in supporting academic writing among EFL learners, offering insights for educators and institutions in developing technology-based instructional structures.

CHAPTER III

RESEARCH METHOD

A. Research Design

This study employed a descriptive research design with a qualitative approach to examine the impact of Mobile-Assisted Language Learning (MALL) on the writing proficiency of EFL students at Universitas Muhammadiyah Makassar. A qualitative approach was chosen to gain a deeper understanding of students' experiences and perspectives regarding the use of mobile applications in writing instruction. The qualitative theory that underpinned this research was Creswell's (2013) Qualitative Research Theory, which emphasizes understanding the meaning and experiences of individuals within their natural context. According to Creswell, qualitative research seeks to explore how people interpret their experiences and make sense of the world around them. This framework guided the study in uncovering the deeper meanings and patterns related to the impact of MALL on students' writing proficiency.

B. Research Subject

The subjects of this study were EFL (English as a Foreign Language) students at Universitas Muhammadiyah Makassar who actively used Mobile-Assisted Language Learning (MALL) tools to support their writing activities. The subjects were selected based on their experience with mobile learning tools such as grammar checkers, writing apps, and other mobile platforms used for drafting and editing English texts. This study specifically targeted fourth-semester students who

had integrated MALL tools into their writing process, provided that they actively used these MALL applications in their writing practices. Participants were selected through purposive sampling to ensure that only those with relevant MALL experience were included, allowing for an in-depth exploration of the role of MALL in writing development.

C. Research Instrument

In this study, two primary data collection instruments were used: interviews and classroom observations. These instruments were selected to gain a comprehensive understanding of how Mobile-Assisted Language Learning (MALL) influenced students' writing proficiency and how it was implemented in writing activities.

1. Interviews

The interview instrument was designed to address two key aspects of the research focus: students' perceptions of Mobile-Assisted Language Learning (MALL) and its implementation in writing activities. Using a semi-structured format, the interviews allowed students to share their experiences freely while ensuring that essential areas were covered. The questions guided students to describe the types of mobile applications they commonly used, such as Grammarly, Google Translate, Gemini.ai, Duolingo, Microsoft Word Mobile, Google Docs, and Notion, and to explain the reasons for choosing these tools. The interviews also explored when and where the applications were used, whether in class, at home, or

during group collaboration, as well as how students first became familiar with them, for example, through teachers, peers, or social media.

The interviews further examined how students integrated MALL into each stage of the writing process, including planning, drafting, revising, and editing, and which features were most useful, such as grammar checkers, translation tools, paraphrasing options, and collaborative functions. Students were encouraged to express their perceptions of how useful, easy, and effective these applications were in supporting grammar accuracy, vocabulary enrichment, organization, and writing confidence. At the same time, they reflected on challenges such as unstable internet connections, inaccurate application outputs, social media distractions, or over-reliance on technology. To gain a complete picture, students also described the strategies they used to overcome these problems, such as cross-checking results, limiting distractions, or combining MALL with traditional writing methods. Altogether, these indicators ensured that the interviews captured both the benefits and challenges of MALL in enhancing EFL students' writing proficiency.

2. Classroom Observations

The second method involved classroom observations, which were conducted to directly assess how Mobile-Assisted Language Learning (MALL) was incorporated into actual writing activities. These observations were guided by a structured observation sheet that covered four main areas: the integration of MALL tools, the support provided for writing activities,

student engagement, and potential challenges or barriers. Regarding tool integration, the observation focused on how students used smartphones to access various writing-related applications, such as Grammarly and Google Translate, and whether they could operate these tools independently or required assistance.

The observations also examined how these applications were utilized across different stages of the writing process, including planning, drafting, revising, and editing. Student engagement was evaluated through their level of active participation, peer collaboration, and interaction using digital features like comments or suggestions. Additionally, the researcher identified both technical issues (such as unstable internet connections or app malfunctions) and behavioral challenges (such as distractions from non-academic applications), as well as how students managed these obstacles. The results of the classroom observations provided practical insights into the real-life application of MALL in the writing classroom and served to triangulate the findings from the interviews, thereby enhancing the overall validity and reliability of the study.

D. Data Collection Procedures

The data collection for this study was conducted in two main phases: interviews and classroom observations. These procedures align with the research instruments previously described and were aimed at obtaining a comprehensive and practical understanding of how Mobile-Assisted Language Learning (MALL) influences students' writing proficiency and how it is applied in real academic

settings.

1. Interviews

The first phase involved interviews with students who were purposively selected based on their familiarity with and frequent use of mobile tools in writing tasks. The interview protocol focused on two primary areas: students' perceptions of Mobile-Assisted Language Learning (MALL) and their actual implementation of mobile tools in their writing activities. The procedures of the interview phase were as follows:

- a. Interviews were conducted with students to verify the active use of mobile tools such as Grammarly, Google Translate, and other relevant applications in writing instruction and practice.
- b. The purpose of the research was clearly explained to each participant prior to the interview, and informed consent was obtained to ensure ethical standards were upheld.
- c. The interview sessions were arranged at times that were convenient for the participants to ensure a comfortable and focused response environment.
- d. Open-ended questions were used in the interviews, based on a validated interview guide. The questions explored various aspects, including types of mobile tools used, purposes of use, learning context, source of recommendation, perceived benefits, improvements, challenges faced, and strategies to overcome those challenges.

- e. Interview responses also provided insights into the stages of the writing process where MALL was typically applied, such as brainstorming, drafting, revising, and editing, as well as whether these tools were used independently or collaboratively.
- f. All interviews were audio-recorded with the participants' consent and later transcribed to facilitate thorough analysis and interpretation.

2. Classroom Observations

The second phase involved classroom observations aimed at capturing the authentic use of Mobile-Assisted Language Learning (MALL) during writing instruction. These observations served to validate the interview findings by focusing on real-time interactions between students and mobile tools within classroom contexts. The observation process was conducted as follows:

- a. Observations were conducted during selected writing sessions where students were known to utilize mobile applications to support their writing activities.
- b. Observations were conducted during selected writing sessions where students were known to utilize mobile applications to support their writing activities.
- c. The data collection involved detailed note-taking on how students interacted with mobile tools such as Grammarly, Google Translate,

and others throughout the stages of writing, including idea generation, drafting, revising, and editing.

- d. Observational notes also included student behavior and engagement, such as their ability to operate mobile applications independently, their collaboration with peers, and how they managed technical issues or potential distractions.
- e. Multiple observation sessions were carried out to enhance reliability and to capture a broader range of activities and patterns of mobile tool usage in different classroom contexts.
- f. The field notes obtained from these sessions were analyzed thematically to identify recurring patterns of MALL integration, observed benefits, common challenges, and strategies employed by students to address those challenges.

E. Technique of Data Analysis

The data collected through interviews and classroom observations in this study were analyzed using the qualitative data analysis model proposed by Miles and Huberman (1994). This model includes three main interactive and cyclical stages: data reduction, data display, and conclusion drawing/verification. Each of these stages was systematically applied to explore patterns, themes, and interpretations relevant to the research focus on Mobile-Assisted Language Learning (MALL) and students' writing proficiency.

1. Data Reduction

Data reduction is the process of selecting, simplifying, and organizing raw data from interviews and classroom observations. This study involved transcribing the recorded interviews and compiling detailed field notes from classroom observations. The data were then reviewed thoroughly to remove irrelevant information and focus on meaningful insights related to students' use of MALL in writing instruction. Key phrases, recurring patterns, and important behaviors reflecting student engagement, challenges, perceptions, and progress in writing were highlighted and categorized into thematic codes.

2. Data Display

In this phase, the reduced data were systematically arranged to facilitate analysis. The researcher presented the data using thematic matrices, charts, and descriptive summaries. Similar codes were grouped together to form emerging themes, such as students' attitudes toward mobile applications, the effectiveness of tools like Grammarly, and the specific aspects of writing (e.g., content development, grammar accuracy, vocabulary use) impacted by MALL. The organized visual display of data allowed the researcher to clearly see relationships and draw preliminary insights.

3. Conclusion, Drawing, and Verification

In this final stage, the researcher interpreted the organized data to derive meaningful conclusions in response to the research questions.

Patterns and connections were identified across data sources (interviews and observations), and findings were verified through triangulation and comparison with previous studies and relevant theories. Any anomalies or contradictions were carefully examined. This verification process ensured the accuracy, consistency, and credibility of the research conclusions regarding the influence of MALL on students' writing proficiency and its implementation in academic writing contexts.



CHAPTER IV

FINDINGS AND DISCUSSIONS

A. FINDINGS

This section outlines the major findings of the research concerning the use of Mobile-Assisted Language Learning (MALL) in the context of EFL students' writing activities at Universitas Muhammadiyah Makassar. The findings are derived from in-depth interviews with students and direct classroom observations. The presentation of the findings focuses on how MALL is implemented throughout the stages of the writing process, as well as how students perceive its use in supporting their learning process.

1. Students' Perception of Using MALL

This finding illustrates students' perceptions of using Mobile-Assisted Language Learning (MALL) in their English writing activities. These perceptions encompass both the perceived benefits and the challenges encountered while using mobile-based applications during the academic writing process.

a. Perceived benefits

1) Enhancing Vocabulary and Sentence Structure

The majority of students reported that the use of Mobile-Assisted Language Learning (MALL) helped them expand their vocabulary and improve sentence structure. Applications such as Grammarly and Google Translate were the most commonly used tools, as they were considered effective for checking

grammar, suggesting appropriate word choices, and enriching vocabulary variation in their writing.

Several students utilized Grammarly's automatic correction features to fix grammatical errors and receive alternative word suggestions. Meanwhile, others turned to Google Translate to explore different word options, stating that the application significantly supported their vocabulary development.

As expressed by Participant 6:

"Grammarly helps me correct grammar and gives me more varied word choices."

This was reinforced by Participant 7:

"The improvement I gained was that my vocabulary became richer, and my writing became more structured."

This stage illustrates that MALL functions not only as a technical aid for correcting writing but also as a learning tool that enables students to understand vocabulary in context and enhance the accuracy of sentence construction. With features such as synonym suggestions, sentence rephrasing, and structural recommendations, students were better able to compose writing that is more coherent, varied, and aligned with academic writing conventions.

Furthermore, this practice demonstrates that students are now capable of independently revising their writing, something that previously required feedback from lecturers or peers. MALL

fosters a reflective and autonomous learning process, which contributes significantly to improving the overall quality of students' written work.

2) Improving Efficiency and Flexibility in Writing

Students reported that the use of Mobile-Assisted Language Learning (MALL) had a positive impact on both time efficiency and flexibility in the writing process. They were no longer constrained by specific times or locations to develop their English writing skills. Applications such as Grammarly, Google Translate, and AI-based platforms like Gemini.ai were accessible anytime at home, in the classroom, or even while traveling, allowing students to engage in independent learning outside of formal class hours.

Several students mentioned that they could practice writing whenever they felt ready, including during late-night hours or while off campus. As noted by Participant 2:

"I can practice writing at midnight using the app because it can be used anytime and anywhere."

Additionally, students expressed that they no longer needed to carry physical dictionaries or printed references, as digital applications provided everything they needed quickly and conveniently. This further saved time and supported more efficient learning. Participant 4 shared:

“I use the app all the time. For example, when I hear something I don’t know, I immediately search for it in the app to expand my vocabulary.”

This point was reinforced by Participant 6:

“I use the app anywhere, depending on the situation. For example, earlier in the debate class, I used it to get ideas and improve my grammar.”

These findings indicate that the flexibility offered by MALL strengthens students’ learning autonomy. They no longer need to wait for direct guidance from instructors to begin or improve their writing. Instead, they are able to manage their own time, space, and learning pace according to their preferences.

This flexibility also creates a more inclusive and adaptive learning environment, accommodating diverse learning styles. It lays an essential foundation for successful learning in the digital age, where independence, accessibility, and efficiency are key to academic achievement.

3) Facilitating Real-Time Error Identification and Correction

One of the most tangible advantages of using Mobile-Assisted Language Learning (MALL) is its ability to help students identify and correct errors in real time during the writing process. Applications such as Grammarly not only flag grammatical mistakes but also provide specific suggestions for improvement, including sentence structure, word choice (diction), and even stylistic appropriateness.

Many students found these applications extremely helpful in automatically and instantly correcting their writing. This made the learning process both more efficient and educational, as students could immediately understand their mistakes and make corrections without having to wait for feedback from their instructors.

As expressed by Participant 6:

“If there’s a grammar mistake when writing an essay, Grammarly detects it immediately.”

This was supported by Participant 4:

“With the app, we can tell whether our sentence structure is correct or not.”

Other students also mentioned that the application allowed them to identify ineffective sentence patterns, avoid repetitive vocabulary, and write more varied and natural expressions. As stated by Participant 7:

“Grammarly gives alternative words with the same meaning, so our vocabulary isn’t monotonous.”

This point was further supported by Participant 3:

“The app helps me improve sentence structure because I can instantly see what’s wrong.”

Using correction tools like Grammarly fosters a more reflective and independent learning process. Students are not only writing, but also actively evaluating the quality of their own work through automated feedback systems. This practice

encourages the development of critical thinking skills in writing, which is essential in academic settings.

Moreover, the real-time corrections offered by digital tools accelerate the revision process, allowing students to spend more time refining their ideas and content rather than being stuck on technical errors. In this way, MALL functions not merely as a technical aid but as a responsive learning partner that supports students in continuously improving the quality of their writing.

b. Challenges

Although the use of Mobile-Assisted Language Learning (MALL) provides numerous benefits, students still face several challenges in its implementation. Nevertheless, they have also developed specific strategies to overcome these difficulties.

1) Technical Issues: Internet Connectivity and Limited Features

One of the most common obstacles students face when using Mobile-Assisted Language Learning (MALL) is technical disruptions, particularly related to internet connectivity. Online-based applications such as Grammarly and Gemini.ai require a stable internet connection to function optimally. When the connection is slow or unstable, the writing process is often hindered, and several important features become inaccessible or ineffective.

As stated by Participant 1:

“When I’m working on my assignments, the internet connection is sometimes problematic.”

This concern was echoed by Participant 3:

“If using offline apps, some features cannot be accessed.”

To overcome these challenges, students demonstrated adaptability and resourcefulness. Some students resolved the issue by requesting a hotspot connection from friends with better internet access. Others chose to go to public places such as cafés that provide free Wi-Fi to continue accessing writing applications smoothly. Meanwhile, several students opted to use offline dictionaries or applications, despite acknowledging that offline versions often have limited features compared to their online counterparts.

Participant 2 stated:

“I usually go to cafés and use the Wi-Fi to get internet connection because the internet at my home is bad.”

These responses illustrate that students possess a high level of digital adaptability and technological awareness when dealing with technical issues. Rather than waiting for external solutions, they actively seek alternatives to remain productive in their learning. This flexibility reflects not only independent learning skills but also academic responsibility, which are essential in technology-integrated learning environments.

Thus, although internet connectivity and limited application features are real challenges in the use of MALL, students are still able to maintain the continuity of their writing process through practical and context-sensitive strategies that suit their circumstances.

2) Distractions from Non-Academic Applications

In addition to technical issues, students also face considerable digital distractions while using Mobile-Assisted Language Learning (MALL). Since MALL applications such as Grammarly and Google Translate are accessed through the same devices as entertainment platforms like TikTok, Instagram, or YouTube, students often find themselves distracted by notifications or tempted to open non-academic applications. These distractions can significantly reduce their concentration and effectiveness in completing writing tasks.

As expressed by Participant 2:

“When using mobile apps, sometimes distractions like TikTok or Instagram appear.”

To cope with these interruptions, some students attempted to avoid internet connection or switched to offline application modes to stay more focused and resist the urge to open unrelated apps. By doing so, they hoped to carry out the writing process without external disturbances. However, this strategy is not

entirely effective, as most writing support tools still require an internet connection to access their full features.

As stated by Participant 3 :

“I use offline apps, but the features are limited.”

This digital multitasking phenomenon presents a unique challenge in implementing MALL. While technology brings many advantages, its coexistence with entertainment sources on the same device makes students more prone to losing focus. Nonetheless, students' growing awareness and efforts such as using offline modes or limiting internet usage reflect a conscious effort to maintain academic concentration.

These initiatives indicate that the effective use of educational technology requires not only technical proficiency but also self-regulation and the ability to set priorities in learning. Therefore, strengthening digital literacy and time management skills becomes essential to ensure that MALL is used productively and supports students' academic performance to its fullest potential.

3) Inaccurate or Irrelevant App Results

Another common challenge in using Mobile-Assisted Language Learning (MALL) is the inaccuracy or irrelevance of suggestions produced by certain applications. While tools like Google Translate, Grammarly, ChatGPT, and Gemini.ai help improve writing, students found that these apps occasionally

produce unclear, inaccurate, or contextually inappropriate suggestions.

As noted by Participant 4 :

“Sometimes the search results from the app are not what we want and not well organized.”

Similarly, Participant 7 said :

“Sometimes the app (Grammarly) gives wrong answers.”

Students also mentioned that Grammarly’s free version has limited features and often misses more advanced or contextual grammar issues, making it less reliable for complex academic writing.

These problems can lead to confusion and potentially weaken the quality of students’ work. To address this, many students have developed strategies such as cross-checking with multiple apps, using manual dictionaries, or seeking clarification from peers or lecturers. This shows increasing digital literacy and critical thinking, as students no longer rely solely on one tool, but evaluate and refine suggestions before applying them.

In conclusion, although inaccurate or limited app results present a challenge, they also encourage students to become more active, critical, and reflective in their writing process.

2. The Implementation of MALL

This section presents the research findings on the implementation of Mobile-Assisted Language Learning (MALL) in supporting the writing

process of EFL (English as a Foreign Language) students at Universitas Muhammadiyah Makassar. Based on interviews and classroom observations, mobile-based applications have been integrated into nearly every stage of the students' writing process. The analysis is organized according to the stages of writing proposed by Harmer (2004), namely: planning, drafting, revising, and editing, as previously discussed in Chapter II.

a. Planning

At the initial stage of the writing process, students actively utilized several mobile-based applications such as Duolingo, Gemini.ai, and Google Translate to support idea development and vocabulary enrichment. These tools were primarily used as brainstorming aids and linguistic resources to prepare students before engaging in the actual drafting of their writing. Classroom observations conducted on June 9, 2025, revealed that students consistently accessed these applications during the planning phase, either individually or in pairs, as they prepared to formulate arguments or descriptions for their assigned tasks.

Duolingo was mostly used to review and expand vocabulary through interactive exercises, helping students recall relevant words and phrases related to specific themes. This application proved particularly useful for students who wanted to reinforce basic vocabulary in an engaging and gamified format.

Gemini.ai, on the other hand, played a more creative role. Students used it to search for background knowledge and generate ideas on topics. By inputting prompts or keywords into Gemini.ai, they could retrieve sample ideas, argumentative points, or descriptive sentences that served as inspiration for their writing outlines. This indicates that students were not solely dependent on textbook models or teacher input, but were able to explore various perspectives independently using artificial intelligence.

As expressed by Participant 4:

"I usually use Gemini.ai, for example, if I want to know something for writing, I search for ideas there."

Google Translate served as both a vocabulary and a translation tool. Students did not use it merely to translate isolated words, but also to understand how these words functioned in complete sentences. The application helped clarify unfamiliar terms and contextualize vocabulary for better comprehension and more accurate usage in academic writing.

As Participant 5 added:

"I use Google Translate to translate and also to find additional ideas before writing."

These findings suggest that mobile applications provided accessible digital support that encouraged autonomous exploration, allowing students to prepare content and language resources in advance. This stage shows that MALL (Mobile-Assisted Language Learning) plays an essential role not only in language development

but also in stimulating critical thinking and creativity at the pre-writing stage. By engaging in independent research and idea generation, students build a stronger conceptual and lexical foundation for the writing that follows.

b. Drafting

The drafting stage is marked by the students' process of transforming ideas into written form. Based on classroom observations conducted on June 12, 2025, students were seen actively composing their drafts using digital platforms such as Google Docs, Microsoft Word Mobile, and Notion. These platforms not only allowed students to type efficiently but also enabled them to shift between applications to support their writing needs in real-time.

In addition to these writing platforms, students also used Google Translate to confirm sentence structure accuracy and ensure the appropriateness of word choices. More notably, many relied on DPL (*Digital Paraphrasing Lab*) to convert their ideas from Indonesian into English during the initial drafting phase.

As expressed by Participant 6:

"I use DPL to build my draft from the initial translation, and then I refine it using other apps."

This statement highlights the role of DPL as a foundational tool for bridging students' native language with the target language, helping them to initiate their writing more confidently. DPL

functioned not merely as a translator, but as a scaffolding tool that supported paraphrasing and sentence construction in English, which students could later enhance using other grammar or editing applications.

The drafting process, therefore, was not linear but dynamic and digitally integrated. Students moved between apps depending on the task checking sentence structure with Google Translate, refining grammar with Grammarly, or organizing content with Notion or Google Docs. This fluid use of digital tools reflects a more interactive and multitasking approach to writing, where drafting and revising occur simultaneously.

Moreover, this stage shows how MALL empowers students to take control of the writing process. With immediate access to a variety of resources, they are no longer dependent on a single source of instruction. Instead, they actively make decisions about which tools to use, how to phrase ideas, and how to develop their drafts step by step.

In conclusion, mobile-assisted drafting tools not only support students in converting ideas into text but also help them refine linguistic structures, improve fluency, and increase their confidence in expressing complex thoughts in English.

c. Revising

In the revising stage, students re-evaluated the content and organization of their writing based on feedback from lecturers or peers. During the classroom observation conducted on June 9, 2025, students were actively engaged in reviewing their drafts using Google Translate to find more appropriate vocabulary and Grammarly to address overlooked structural issues in their sentences.

Participant 4 explained:

“Before using Grammarly, I didn’t know whether my sentence structure was correct. But after using it, I received feedback and was able to revise.”

Meanwhile, Participant 2 shared

“I often use Google Translate to find better word choices. For example, if I’m unsure, I compare a few versions before making a change.”

This stage demonstrates that students have begun to develop more independent evaluative skills. Rather than relying solely on external corrections, they reviewed and revised their work through personal reflection and assistance from digital tools. The act of comparing different versions of sentences or vocabulary shows that students are thinking critically and making informed linguistic decisions.

Moreover, the use of Grammarly and Google Translate during revision enabled students to improve both the clarity and

accuracy of their texts. Grammarly helped them refine syntax and coherence, while Google Translate supported vocabulary refinement by providing lexical alternatives in context.

Overall, this phase reflects a growing autonomy in academic writing, where students demonstrate responsibility for improving the quality of their own work. It also indicates their increasing understanding of the standards of academic writing, particularly in relation to clarity, precision, and appropriate word use. Through MALL, students are not just revising reactively, but engaging in a more reflective and self-directed learning process, essential for their development as competent academic writers.

d. Editing

In the editing stage, students focused on refining sentence structure, enhancing vocabulary variety, and improving stylistic coherence. Based on classroom observations conducted on June 12, 2025, it was found that students effectively utilized Grammarly to detect grammatical errors and punctuation mistakes. Additionally, they also employed AI-based tools, such as Gemini.ai, for paraphrasing, ensuring sentence restructuring, varied expression, and preservation of academic meaning.

As stated by Participant 7:

"I think Grammarly is helpful because it corrects grammar. For example, if the word choice is incorrect, the app suggests a more appropriate one."

Meanwhile, Participant 3 shared:

"I use Gemini.ai for paraphrasing so the writing doesn't sound monotonous and becomes more academic."

The integration of AI tools at this stage indicates a shift in the students' approach from merely correcting surface-level errors to engaging in more reflective and stylistically aware editing. Students began to assess not only correctness but also the tone, academic register, and rhetorical structure of their writing.

By using Gemini.ai, students experimented with sentence variation and lexical substitution, enabling them to avoid repetition and elevate the quality of their writing. On the other hand, Grammarly served as a foundational tool for grammatical accuracy and punctuation clarity.

These practices reflect a growing sense of autonomy in academic editing. Rather than relying solely on instructor feedback, students used multiple digital tools to self-edit and refine their work in real-time. The presence of these editing technologies empowered them to make conscious linguistic choices and engage in the higher-order thinking processes essential for academic writing.

Overall, the editing phase in a MALL context demonstrates how technology fosters not only error correction but also critical linguistic awareness, helping students develop more polished, precise, and stylistically appropriate written texts.

Based on the findings , the implementation of Mobile-Assisted Language Learning (MALL) has positively contributed to each stage of the students' writing process, helping them plan, draft, revise, and edit their work more independently and effectively. Various applications like Grammarly, Google Translate, Gemini.ai, and Google Docs supported both technical accuracy and idea development, promoting more flexible and interactive learning.

Students' perceptions of MALL were also generally positive. They appreciated the benefits such as improved vocabulary, grammar correction, increased writing confidence, and the flexibility of time and place. However, they also acknowledged some challenges, including Inaccurate or Irrelevant App Results, technical issues like unstable internet connections, and distractions from non-academic apps.

In summary, MALL is a valuable learning tool that can enhance writing proficiency when used wisely. Its successful integration into writing activities depends not only on the features of the applications but also on students' digital awareness, self-discipline, and critical thinking.

B. DISCUSSIONS

This discussion outlines and analyzes the research findings related to the implementation of and students' perceptions toward Mobile-Assisted Language Learning (MALL) in the process of learning English writing. Each finding is compared and aligned with existing theories and previous research studies.

1. Students' Perceptions of Using MALL

Most students reported that MALL helped them expand their vocabulary and improve sentence structure. Applications like Grammarly and Google Translate were the main tools used in this process. These findings are consistent with Rahmawati and Rachmijati (2022), who found that students felt more motivated to write because the automatic corrections provided by these applications boosted their confidence. The use of synonym suggestions and writing style recommendations also contributed to producing more academic texts.

In addition, MALL provided time efficiency and location flexibility. Students could write outside class hours or even off campus. This aligns with Satar and Akcan (2020), who stated that MALL supports autonomous learning. The use of AI-based applications like Gemini.ai further encourages context-based learning, as mentioned by Siregar et al. (2022).

Another key advantage of MALL is its ability to detect errors in real time. Features such as grammar checking and rephrasing allow students to immediately understand and correct their mistakes. This supports the view of Aminatun and Oktaviani (2021), who argued that Grammarly's automatic correction offers instant, educational feedback and enhances students' understanding of language structure.

Despite its many benefits, students also faced several challenges when using MALL. One major issue was dependence on applications. Some students felt that they became too comfortable and lazy to think

independently. This corresponds with the warning from Putri et al. (2020), who noted that excessive use of translation apps can reduce critical thinking skills.

Technical issues, such as unstable internet connections and limited features in offline applications, were also significant obstacles. Grammarly and Gemini.ai, for instance, require a stable internet connection. This is consistent with Nuryani et al. (2023), who highlighted connectivity as a major barrier to maximizing MALL's potential.

Furthermore, distractions from entertainment apps like TikTok and Instagram posed another challenge. Since students used the same devices for both academic and non-academic purposes, they were often tempted to access unrelated content. This finding supports Rahmawati and Rachmijati's (2022) study, which stressed the importance of digital literacy and time management to ensure that technology use does not disrupt academic focus.

Overall, students' perceptions of MALL reflect a generally positive view of its role in enhancing their writing abilities. They recognize its benefits in vocabulary development, grammar improvement, and writing flexibility. However, the challenges they experience, such as overdependence, technical issues, and digital distractions, highlight the importance of balanced and mindful use. Therefore, while MALL serves as an effective educational tool, its success depends on students' digital

responsibility and ability to integrate technology wisely into their learning process.

2. The Implementation of MALL

The research findings reveal that the implementation of Mobile-Assisted Language Learning (MALL) has been integrated into all stages of the students' writing process, from planning to revising. This aligns with Harmer's (2004) theory, which outlines four main stages of writing: planning, drafting, revising, and editing. Through the use of applications such as Google Translate, Gemini.ai, Grammarly, and Google Docs, students were able to generate ideas, compose drafts, edit, and revise their writing independently and effectively.

In the planning stage, students utilized applications like Duolingo, Gemini.ai, and Google Translate to enrich their vocabulary and explore initial ideas. This aligns with the findings of Satar and Akcan (2020), who stated that MALL provides learners with flexible access to language resources at any time and supports critical thinking. The use of Gemini.ai for idea generation also reflects the findings of Siregar et al. (2022), who emphasized that AI-based applications help students effectively construct and expand their ideas.

During the drafting stage, students used applications such as Google Docs, Notion, and Microsoft Word Mobile to compose paragraphs. Most of them also relied on Grammarly as an automatic correction tool. This supports the findings of Melvina and Asnur (2021), who found that

Grammarly significantly improves EFL students' writing skills, particularly in sentence structure and grammar. Writing has become less linear and more simultaneous, with drafting and editing happening at the same time.

The editing and revising stages involve content development and structural refinement. Students used applications to revise their sentences based on feedback from lecturers or peers. These findings reinforce the views of Aminatun and Oktaviani (2021), who stated that the corrective features of applications like Grammarly help students enrich their vocabulary and better understand sentence structure. This reflects an increase in learning autonomy and the strengthening of academic writing skills.

Therefore, the implementation of MALL among EFL students at Universitas Muhammadiyah Makassar is consistent with existing theories and previous research. Technology supports a more interactive, reflective, and flexible writing process.

The discussion in this study indicates that the implementation of Mobile-Assisted Language Learning (MALL) has been actively integrated into all stages of students' writing processes, from idea planning to editing and revising. Applications such as Grammarly, Google Translate, Gemini.ai, and Google Docs have proven to provide not only technical support but also encourage autonomous learning.

Furthermore, students' perceptions of using MALL are generally positive. They reported clear benefits such as improved vocabulary, better sentence structure, increased flexibility in learning time and location, and greater motivation to write. However, some challenges were also identified, including overdependence on digital tools, technical issues such as unstable internet connections, and distractions from non-academic apps.

Therefore, MALL is proven to be an effective tool in supporting English writing learning among EFL students. However, its effectiveness can only be fully realized when students use technology in a balanced and responsible manner while continuing to develop critical thinking skills throughout the writing process.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the findings and analysis of this research, two main conclusions can be drawn regarding the role of Mobile-Assisted Language Learning (MALL) in supporting students' writing proficiency:

1. Students' Perceptions of Using MALL

The study revealed that students generally held positive perceptions of Mobile-Assisted Language Learning (MALL) in supporting their writing development. They considered applications such as Grammarly, Google Translate, ChatGPT, Gemini.ai, and others to help correct grammar, enrich vocabulary, and improving sentence structure. Moreover, students felt that MALL increased their confidence, motivation, and engagement in writing tasks. However, they also recognized certain challenges, including unstable internet connections, distractions from social media, and the risk of becoming too dependent on applications. Despite these obstacles, students expressed that MALL remained a valuable tool in enhancing their writing proficiency when used critically and responsibly.

2. The Implementation of MALL

The findings showed that MALL was effectively implemented across all stages of the writing process planning, drafting, revising, and editing. Students used different applications for different purposes, such as

brainstorming ideas, checking grammar accuracy, paraphrasing, and polishing their final drafts. This integration of digital tools not only improved the overall quality of their writing but also supported independent learning and collaboration with peers. Although challenges such as technical issues sometimes arose, students managed these by seeking alternative tools, combining online and offline resources, and applying self-regulation strategies. Therefore, the implementation of MALL in writing classrooms has proven to be both practical and relevant in today's digital learning environment, particularly when supported by appropriate teaching guidance.

B. Suggestions

Based on the findings and conclusions of this study, the following suggestions are proposed for various relevant stakeholders:

1. For Educators and Educational Institutions

Educators and institutions are encouraged to meaningfully incorporate MALL into writing instruction through structured guidelines and relevant teaching methods. Digital literacy training is crucial for helping students understand both the advantages and limitations of these tools. Additionally, clear classroom policies should be put in place to ensure proper and ethical use of mobile applications, especially AI-based tools.

It is also recommended to connect students' informal digital habits, such as using applications for academic needs in creative ways. This

strategy can foster more contextual and engaging learning experiences aligned with current student behavior.

2. For Students

Students should view MALL as a support system rather than a replacement for critical thinking. Tools like Grammarly or Google Translate must be used to enhance writing quality not to replace the thinking process. Balancing technological help with independent effort is key to academic growth.

Students should also be aware of distractions from non-academic apps. To stay focused, they are advised to choose quiet environments and disable notifications during study sessions. Collaborating and sharing strategies with peers is also encouraged to build a productive digital learning culture.

3. For Future Researchers

Future research should explore the long-term impact of MALL on students' writing performance and anxiety levels, particularly across various proficiency levels. Additionally, specific tools like Gemini.ai or Perplexity should be examined in relation to creativity, critical thinking, and academic integrity.

Comparative studies between formal (classroom-based) and informal (self-directed) MALL usage will also provide insights into how these practices can be aligned for effective digital pedagogy.

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APPENDIX 1

FIELD NOTES TABLE

Research Title : Mobile Assisted Language Learning (MALL) on EFL

Students' Writing Proficiency At Universitas Muhammadiyah Makassar.

Observation Location :

Observation Date :

No.	Observation Dimention	Indikator	Notes
1.	Integration of MALL Tools	Students use mobile devices (smartphones/tablets/laptops) during writing activities	
		Writing-related apps/platforms are clearly used (e.g., Grammarly, Google Docs, Notion, etc.)	
		Students switch between apps if needed	
		Students can use the apps without asking for help	
2.	Writing Activity Support	Students use mobile tools for planning (brainstorming ideas, outlining)	
		Students use mobile tools for composing (drafting, typing, formatting)	
		Students use mobile tools for revising/editing (grammar checks, peer feedback)	
		Students revisit and improve their drafts after feedback	
3.	Student Engagement	Students show active participation and interest when using mobile tools	
		Students interact meaningfully with peers through digital tools (e.g., commenting, suggestions)	
		They give helpful feedback to each other	

		They enjoy writing more with mobile tools	
4.	Challenges and Barriers	Technical issues observed (e.g., internet connection, app crashes)	
		Signs of distraction or misuse of mobile tools (e.g., opening unrelated apps)	
		Students need technical help using some features	



APPENDIX 2

INTERVIEW SHEET

Research Title : Mobile Assisted Language Learning (MALL) on EFL

Students' Writing Proficiency At Universitas Muhammadiyah Makassar.

Interviewers Name :

Location Date :

Interview Date :

No	Interview Question
1	What kinds of mobile applications or tools do you usually use to help improve your writing in English?
2	Why do you choose to use mobile devices or apps when working on your writing tasks?
3	When did you start using mobile tools as part of your writing practice?
4	Where do you usually use mobile learning tools inside the classroom, at home, or elsewhere? Why?
5	Who usually recommends or introduces mobile apps/tools to support your English writing (e.g., teachers, friends, social media)?
6	How do mobile tools help you in organizing, editing, or improving your writing?
7	What improvements have you noticed in your writing since using mobile-assisted learning tools?
8	Why do you think mobile learning tools affect your writing proficiency positively or negatively?
9	What challenges or problems have you faced while using mobile-assisted learning tools for writing?
10	How do you overcome distractions or limitations when using mobile apps for writing purposes?

APPENDIX 3

OBSERVATION RESULT

CLASS OBSERVATION 1

FIELD NOTES TABLE

Research Title : Mobile Assisted Language Learning (MALL) on EFL

Students' Writing Proficiency At Universitas Muhammadiyah Makassar.

Observation Location : Universitas Muhammadiyah Makassar

Observation Date : 07 July 2025

No.	Observation Dimension	Indikator	Notes
1.	Integration of MALL Tools	Students use mobile devices (smartphones/tablets/laptops) during writing activities	Students used mobile phones during debate activities to search for ideas and arguments.
		Writing-related apps/platforms are clearly used (e.g., Grammarly, Google Docs, Notion, etc.)	Students used applications like Grammarly, Google Translate, and ChatGPT during the debate preparation and delivery.
		Students switch between apps if needed	Students moved smoothly between different apps to find supporting materials or check grammar.
		Students can use the apps without asking for help	Most students used the apps independently, but a few asked friends for help with unfamiliar features.
2.	Writing Activity Support	Students use mobile tools for planning (brainstorming ideas, outlining)	Students used mobile apps to find and generate arguments before presenting them during the opening session.
		Students use mobile tools for composing (drafting, typing, formatting)	Some students drafted and structured their arguments through mobile apps before speaking.
		Students use mobile tools for revising/editing (grammar checks, peer feedback)	Students used Grammarly to check grammar and improve the clarity of their sentences.

		Students revisit and improve their drafts after feedback	After the debate, the lecturer gave suggestions such as including clearer arguments and complete explanations; students reflected on these to improve.
3.	Student Engagement	Students show active participation and interest when using mobile tools	Students actively participated in debates and were engaged in searching and using materials from mobile apps.
		Students interact meaningfully with peers through digital tools (e.g., commenting, suggestions)	Students collaborated by discussing and even sharing mobile data/hotspots to support each other.
		They give helpful feedback to each other	Students exchanged ideas and corrected each other during the debate, both in person and through support apps.
		They enjoy writing more with mobile tools	The use of mobile tools made the activity more engaging and supported their confidence in presenting arguments.
4.	Challenges and Barriers	Technical issues observed (e.g., internet connection, app crashes)	Some students faced connection issues but solved them by using campus Wi-Fi or asking for a friend's hotspot.
		Signs of distraction or misuse of mobile tools (e.g., opening unrelated apps)	No significant signs of distraction were observed; students mostly focused on debate preparation.
		Students need technical help using some features	A few students required assistance from their peers to utilize unfamiliar features in the apps they were using.

APPENDIX 4

CLASS OBSERVATION 2

FIELD NOTES TABLE

Research Title : Mobile Assisted Language Learning (MALL) on EFL

Students' Writing Proficiency At Universitas Muhammadiyah Makassar.

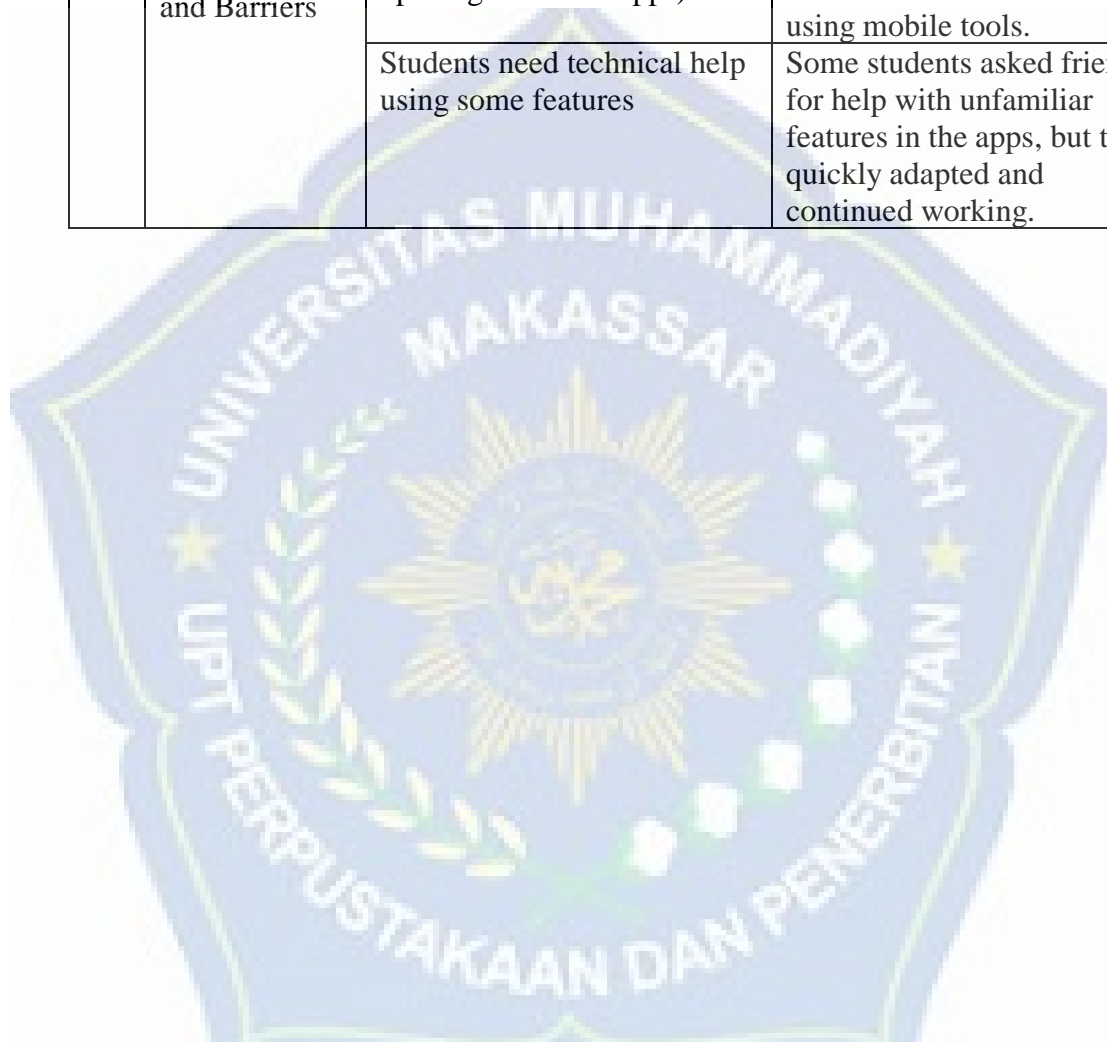
Observation Location : Universitas Muhammadiyah Makassar

Observation Date : 09 July 2025

No.	Observation Dimension	Indikator	Notes
1.	Integration of MALL Tools	Students use mobile devices (smartphones/tablets/laptops) during writing activities	All students used their smartphones to complete the writing assignment given by the lecturer.
		Writing-related apps/platforms are clearly used (e.g., Grammarly, Google Docs, Notion, etc.)	Students used various applications, such as Google Translate, Grammarly, Neoprompt, ChatGPT, DeepL, and Bravolow, to help them with their writing tasks.
		Students switch between apps if needed	During the activity, students switched between different apps to help with translation, grammar checking, idea generation, and editing. Some students used only one app, while others used several.
		Students can use the apps without asking for help	Most students seemed confident in using the apps independently, although a few asked their peers for help when they encountered difficulties.
2.	Writing Activity Support	Students use mobile tools for planning (brainstorming ideas, outlining)	Students used apps like ChatGPT and Perplexity.ai to find ideas and organize their thoughts before writing.

3.		Students use mobile tools for composing (drafting, typing, formatting)	Students typed their writing directly on their smartphones using the apps, completing the task from start to finish on mobile devices.
		Students use mobile tools for revising/editing (grammar checks, peer feedback)	Students used Grammarly to check their grammar and tools like Google Translate or DeepL to help with translation. Some apps also offered vocabulary suggestions and writing improvement tips.
		Students revisit and improve their drafts after feedback	Students received feedback from the apps, such as grammar corrections and vocabulary suggestions. Some used comment features to share suggestions with group members.
	Student Engagement	Students show active participation and interest when using mobile tools	Students were highly engaged and showed enthusiasm during the activity. They actively explored and used different mobile tools to support their writing.
		Students interact meaningfully with peers through digital tools (e.g., commenting, suggestions)	Some students used comment or suggestion features within the apps to give feedback to their peers.
		They give helpful feedback to each other	In addition to using app-based feedback, students also shared suggestions and helped each other during the task.
		They enjoy writing more with mobile tools	The mobile apps helped students stay focused and made the writing process more enjoyable. Many of them typed continuously and remained focused on their screens throughout the session.

4.	Challenges and Barriers	Technical issues observed (e.g., internet connection, app crashes)	A few students experienced short internet disruptions, but they solved it by connecting to campus Wi-Fi or asking friends for a hotspot.
		Signs of distraction or misuse of mobile tools (e.g., opening unrelated apps)	No signs of distraction were observed. Students stayed focused on their tasks while using mobile tools.
		Students need technical help using some features	Some students asked friends for help with unfamiliar features in the apps, but they quickly adapted and continued working.



APPENDIX 5

INTERVIEW TRANSCRIPT

PARTICIPANT 1

1. What kinds of mobile applications or tools do you usually use to help improve your writing in English?
ANSWER: “ I usually use Duolingo. I use it to increase my vocabulary, for writing and speaking.”
2. Why do you choose to use mobile devices or apps when working on your writing tasks?
ANSWER: “It makes writing easier. With the app, we can know or check our writing mistakes, like grammar errors.”
3. When did you start using mobile tools as part of your writing practice?
ANSWER: “I started using the application in semester 1.”
4. Where do you usually use mobile learning tools—inside the classroom, at home, or elsewhere? Why?
ANSWER: “I usually use the apps at home, and sometimes in class.”
5. Who usually recommends or introduces mobile apps/tools to support your English writing (e.g., teachers, friends, social media)?
ANSWER: “My friends recommend the apps to me, and I also see them on social media. For example, my friend recommended Grammarly to fix grammar, and Google Translate.”
6. How do mobile tools help you in organizing, editing, or improving your writing?
ANSWER: “The app helps me in writing. For example, when writing a paragraph or essay, we can use Grammarly to check if our writing is correct or not.”
7. What improvements have you noticed in your writing since using mobile-assisted learning tools?
ANSWER: “The improvement I got from using apps is in my vocabulary and a little improvement in grammar.”
8. Why do you think mobile learning tools affect your writing proficiency positively or negatively?
ANSWER: “I think using application tools in the writing process is positive because they improve writing in practice.”
9. What challenges or problems have you faced while using mobile-assisted learning tools for writing?
ANSWER: “The challenge is the internet. When I’m doing assignments, sometimes the internet suddenly has problems.”
10. How do you overcome distractions or limitations when using mobile apps for writing purposes?
ANSWER: “I try to find better internet, like using my friend’s hotspot.”

PARTICIPANT 2

1. What kinds of mobile applications or tools do you usually use to help improve your writing in English?

ANSWER: "I am using Duolingo. It helps with my pronunciation and also supports my writing."

2. Why do you choose to use mobile devices or apps when working on your writing tasks?

ANSWER: "I choose to use apps because they can check grammar or vocabulary mistakes."

3. When did you start using mobile tools as part of your writing practice?

ANSWER: "I started using apps to help me write in 2023 when I was still in high school."

4. Where do you usually use mobile learning tool inside the classroom, at home, or elsewhere? Why?

ANSWER: "I usually use the apps at home and sometimes in class."

5. Who usually recommends or introduces mobile apps/tools to support your English writing (e.g., teachers, friends, social media)?

ANSWER: "I got recommendations from friends, teachers, and from social media. For example, when scrolling through apps like TikTok, I usually find good writing app recommendations."

6. How do mobile tools help you in organizing, editing, or improving your writing?

ANSWER: "There are some apps that help improve my writing and vocabulary, like Grammarly and Google Translate."

7. What improvements have you noticed in your writing since using mobile-assisted learning tools?

ANSWER: "The improvement I got from using apps is making the learning more advanced and engaging, vocabulary building, and helping with practical comprehension to focus on writing."

8. Why do you think mobile learning tools affect your writing proficiency positively or negatively?

ANSWER: "In my opinion, using apps helps. For example, even late at night, I can learn writing using an app because they can be used anytime and anywhere."

9. What challenges or problems have you faced while using mobile-assisted learning tools for writing?

ANSWER: "The challenge is distraction from other apps. When using mobile apps, others like TikTok or Instagram sometimes pop up."

10. How do you overcome distractions or limitations when using mobile apps for writing purposes?

ANSWER: "I go to a café with Wi-Fi because my internet at home is usually bad."

PARTICIPANT 3

1. What kinds of mobile applications or tools do you usually use to help improve your writing in English?

ANSWER: "I am using Bravolol. I use it as my dictionary."

2. Why do you choose to use mobile devices or apps when working on your writing tasks?

ANSWER: "My reason for using apps is first, efficiency, and second, they can identify nouns, words, and everything."

3. When did you start using mobile tools as part of your writing practice?

ANSWER: "I started using apps in 2022."

4. Where do you usually use mobile learning tools—inside the classroom, at home, or elsewhere? Why?

ANSWER: "I usually use apps in class or at home. I use them when I want to know something, like vocabulary, and they help me fix my writing when there's an assignment."

5. Who usually recommends or introduces mobile apps/tools to support your English writing (e.g., teachers, friends, social media)?

ANSWER: "I got recommendations from my lecturer, like Bravolol, which helps me find words, translations, and everything in English. That's why I use it for writing."

6. How do mobile tools help you in organizing, editing, or improving your writing?

ANSWER: "The apps I use help a lot in improving my vocabulary, editing my writing like grammar, and finding the meaning of words."

7. What improvements have you noticed in your writing since using mobile-assisted learning tools?

ANSWER: "The improvement I got from using apps is understanding word meanings and fixing sentence structure, because the app acts like a dictionary and helps me create sentences."

8. Why do you think mobile learning tools affect your writing proficiency positively or negatively?

ANSWER: "In Positive, they explain word meanings and fix sentence structure, and for negative, sometimes the words given are not specific or clear, sometimes they're ambiguous."

9. What challenges or problems have you faced while using mobile-assisted learning tools for writing?

ANSWER: "The challenge is when using the app offline, some features don't work."

10. How do you overcome distractions or limitations when using mobile apps for writing purposes?

ANSWER: "I use the app offline, but some features can't be used."

PARTICIPANT 4

1. What kinds of mobile applications or tools do you usually use to help improve your writing in English?

ANSWER: "I use AI, like Gemini.ai. If we want to know something, like finding more ideas, we can use it."

2. Why do you choose to use mobile devices or apps when working on your writing tasks?

ANSWER: "I use apps because they help me easily find materials or things I don't know."

3. When did you start using mobile tools as part of your writing practice?
ANSWER: "I just started using apps recently when AI came out. Before that, I used media like watching movies."
4. Where do you usually use mobile learning tools inside the classroom, at home, or elsewhere? Why?
ANSWER: "I use apps anytime. For example, when I hear something not specific, I can search for it in the app, so I can add to my vocabulary."
5. Who usually recommends or introduces mobile apps/tools to support your English writing (e.g., teachers, friends, social media)?
ANSWER: "I got recommendations from social media. I saw it on Instagram and Facebook. They suggested apps because it's easier to get information, like pronunciation. With the app, we can learn the correct pronunciation."
6. How do mobile tools help you in organizing, editing, or improving your writing?
ANSWER: "Apps help improve my writing. For example, if I need extra ideas while writing. They help. When I watch a movie and find a word I don't know, I use an app to help me."
7. What improvements have you noticed in your writing since using mobile-assisted learning tools?
ANSWER: "Before using apps, we didn't know if our sentence structure was correct or not. But with apps, we can fix it with their help."
8. Why do you think mobile learning tools affect your writing proficiency positively or negatively?
ANSWER: "In my opinion, apps are helpful because we don't need to open a dictionary anymore. It saves time. But the negative is that we become too dependent and can't control ourselves. We could still think on our own."
9. What challenges or problems have you faced while using mobile-assisted learning tools for writing?
ANSWER: "The challenge is we need a stable internet connection. If the internet is slow, the app responds slowly. Also, search results are sometimes not what we want and not well organized because the app isn't perfect."
10. How do you overcome distractions or limitations when using mobile apps for writing purposes?
ANSWER: "I bring a dictionary. If the network is bad, I use offline dictionary apps."

PARTICIPANT 5

1. What kinds of mobile applications or tools do you usually use to help improve your writing in English?
ANSWER: "Usually, I use Transcript DPL. I use that app to translate."
2. Why do you choose to use mobile devices or apps when working on your writing tasks?
ANSWER: "I use apps to get more ideas and to translate sentences and their synonyms."
3. When did you start using mobile tools as part of your writing practice?
ANSWER: "I use apps when I start writing, for example when doing assignments."

4. Where do you usually use mobile learning tools inside the classroom, at home, or elsewhere? Why?

ANSWER: "I usually use apps more often at home when doing any task, especially writing."

5. Who usually recommends or introduces mobile apps/tools to support your English writing (e.g., teachers, friends, social media)?

ANSWER: "My friends recommended it, and I saw it on social media."

6. How do mobile tools help you in organizing, editing, or improving your writing?

ANSWER: "I think they're quite good because we don't just focus on one word. We can vary the word classes, so the vocabulary is richer. For example, words with the same meaning but different forms."

7. What improvements have you noticed in your writing since using mobile-assisted learning tools?

ANSWER: "The improvement I got from using apps is having a more varied vocabulary, improving grammar, and fixing my writing."

8. Why do you think mobile learning tools affect your writing proficiency positively or negatively?

ANSWER: "In Positive, improves grammar and for negative I rarely open dictionaries and rely too much on the app."

9. What challenges or problems have you faced while using mobile-assisted learning tools for writing?

ANSWER: "The challenge is sometimes the app is slow and the results are not what we expect."

10. How do you overcome distractions or limitations when using mobile apps for writing purposes?

ANSWER: "I use a dictionary."

PARTICIPANT 6

1. What kinds of mobile applications or tools do you usually use to help improve your writing in English?

ANSWER: "Usually, I use Google Translate and Grammarly. I use Google Translate to translate, and Grammarly to fix my grammar."

2. Why do you choose to use mobile devices or apps when working on your writing tasks?

ANSWER: "I use apps to check grammar mistakes. For example, when writing an essay, Grammarly can detect errors right away."

3. When did you start using mobile tools as part of your writing practice?

ANSWER: "I use apps when working on scientific writing tasks."

4. Where do you usually use mobile learning tools inside the classroom, at home, or elsewhere? Why?

ANSWER: "I use apps anywhere, depending on the situation. For example, I use apps to get ideas, like earlier during debate class, I used the app to get ideas and fix grammar."

5. Who usually recommends or introduces mobile apps/tools to support your English writing (e.g., teachers, friends, social media)?

ANSWER: "I got recommendations from YouTube, and for Grammarly, I saw it on social media like TikTok."

6. How do mobile tools help you in organizing, editing, or improving your writing?

ANSWER: "I think it's good because with Grammarly we can get different words with the same meaning, so our word choices are not repetitive and the writing is more varied."

7. What improvements have you noticed in your writing since using mobile-assisted learning tools?

ANSWER: "The improvement I got from using apps is making my grammar better and helping me correct it, so it's more relevant."

8. Why do you think mobile learning tools affect your writing proficiency positively or negatively?

ANSWER: "It helps me understand writing, but the negative is I become too dependent and lazy to think. Writing needs ideas."

9. What challenges or problems have you faced while using mobile-assisted learning tools for writing?

ANSWER: "The challenge is with myself. I become too dependent and lazy to think. But writing needs idea development."

10. How do you overcome distractions or limitations when using mobile apps for writing purposes?

ANSWER: "I use offline apps, but the features are limited."

PARTICIPANT 7

1. What kinds of mobile applications or tools do you usually use to help improve your writing in English?

ANSWER: "Usually I use Grammarly."

2. Why do you choose to use mobile devices or apps when working on your writing tasks?

ANSWER: "I use apps to check my grammar."

3. When did you start using mobile tools as part of your writing practice?

ANSWER: "I started using apps last semester."

4. Where do you usually use mobile learning tools inside the classroom, at home, or elsewhere? Why?

ANSWER: "I usually use apps in class and at home. I use them when writing essays or grammar tasks, like making sentences. I usually use Grammarly."

5. Who usually recommends or introduces mobile apps/tools to support your English writing (e.g., teachers, friends, social media)?

ANSWER: "I also got recommendations from social media, like TikTok."

6. How do mobile tools help you in organizing, editing, or improving your writing?

ANSWER: "I think it's good because it fixes our grammar. For example, if we use the wrong word, Grammarly can correct it according to proper grammar."

7. What improvements have you noticed in your writing since using mobile-assisted learning tools?

ANSWER: "The improvement I got from using apps is getting more and varied vocabulary and helping make my sentences more structured."

8. Why do you think mobile learning tools affect your writing proficiency positively or negatively?

ANSWER: "It improves writing, but the negative is we get too comfortable and too dependent on the app."

9. What challenges or problems have you faced while using mobile-assisted learning tools for writing?

ANSWER: "Sometimes it's the access, and sometimes the app gives wrong answers."

10. How do you overcome distractions or limitations when using mobile apps for writing purposes?

ANSWER: "I use offline apps and I use a dictionary."



APPENDIX 6

SURAT KETERANGAN BEBAS PLAGIAT



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN

Alamat kantor: Jl. Sultan Alauddin NO.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 8665588

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Mir'atul Aeni
Nim : 105351100721
Program Studi : Pendidikan Bahasa Inggris
Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	8 %	10 %
2	Bab 2	7 %	25 %
3	Bab 3	6 %	15 %
4	Bab 4	3 %	10 %
5	Bab 5	4 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 14 Agustus 2025
Mengetahui

Kepala UPT- Perpustakaan dan Penerbitan,

Nursyah S.Hlm. M.I.P.
NPM. 964 591

APPENDIX 7

LOA



Lampung, 11 Agustus 2025

Letter of Acceptance (LoA)

No: 100/SMART/Vol.XI, No.1/2025

To: Mir'atul Aeni, Ardiana, Ika Sastrawati

Dear Author,

We are pleased to inform you that your paper entitled "*Mobile Assisted Language Learning (MALL) on EFL Students' Writing Proficiency at Universitas Muhammadiyah Makassar*" has been accepted for publication in **SMART**. It is scheduled to be published in the **August–September 2025** edition.

ISSN (Print): 2356-2048 | ISSN (Online): 2356-203X

Website: <https://ejournal.umpri.ac.id/index.php/smart/index>

Thank you for choosing to publish with SMART. We truly value your contribution and believe that our collaboration plays an important role in advancing global knowledge creation and sharing. To proceed, please ensure that your manuscript follows the journal's required template. Once your final submission meets the formatting guidelines, we will move forward with the publication process.

Additionally, we kindly request that you confirm your agreement by settling the publication fee of **IDR 500,000** (which covers editing, reviewing, and online publication processing).

Please transfer the fee to the following account:

Bank Name: Bank Rakyat Indonesia (BRI)

Account Name: Rahmatika Kayyis

Account Number: 772401005770530

Kindly send proof of payment via WhatsApp to **0899-7418-448**. Should you have any questions or need further assistance, please don't hesitate to reach out.

We look forward to receiving your final publication package.

Sincerely,

Rahmatika Kayyis, M.Pd.


Journal of English Language
Teaching and Applied Linguistics
e-ISSN: 2356-203X, p-ISSN: 2356-2048
Chief Editor

SMART: Journal of English Language Teaching and Applied Linguistics

APPENDIX 8

SURAT KETERANGAN PENGAJUAN JUDUL/DRAFT



MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Abdulin No. 259 Makassar
Telp : 0811762101
Email : prodiibg@unismuh.ac.id
research@unismuh.ac.id
Website : ibg.unismuh.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**SURAT KETERANGAN
PENGAJUAN JUDUL/DRAF PENELITIAN MAHASISWA**
Nomor: 008/2021-BG-FKIP/Research/XI/1446/2024



Assalamu Alaikum Warahmatullahi Wabarakatuh.

Melalui surat ini, Prodi Pendidikan Bahasa Inggris FKIP Unismuh Makassar dalam hal ini Ketua Prodi menerangkan bahwa telah menerima judul beserta draf penelitian yang saudara(i) ajukan pada tanggal 8 November 2024. Dengan keterangan dan pertimbangan di bawah ini:

Nama Mahasiswa	: MIR'ATUL AENI
Research Issue	: CALL
NIM	: 105351100721
Dosen Penasihat Akademik	: Dr. Nunung Anugrawati, S.Pd., M.Pd.
Judul Penelitian	: THE DEPENDENCY OF WRITING PROFICIENCY ON MOBILE-ASSISTED LANGUAGE LEARNING (MALL): A CASE STUDY OF EFL STUDENTS AT UNIVERSITAS MUHAMMADIYAH MAKASSAR

Hasil Turnitin/Plagiarism Checker:

Originality Report

Similarity Index (max. 35 %)	Internet Sources	Publications	Student Papers
16%	Merged	Merged	Merged

Pembimbing I & II:

1. Ardiana, S.Pd., M.Pd.
2. Ika Sastrawati, S.Pd., M.Hum.

Hal-hal yang perlu diperhatikan:

1. Apabila dalam kurun waktu 6 (enam) bulan, mahasiswa tidak melakukan proses bimbingan proposal sejak dikeluarkannya surat ini. Maka harus mengajukan judul dan draf kembali.
2. Memperbanyak referensi dalam bentuk jurnal ilmiah (Nasional terakreditasi dan internasional terindeksasi)
3. Lebih teliti dalam melakukan penulisan / pengetikan (gunakan *grammar checker* atau sejenisnya)
4. Gunakan *reference manager* dalam membuat sitasi atau referensi (*Mendeley*, atau sejenisnya)
5. Buat dan miliki akun akademik (*Researchgate*, *Orcid*, *Academia.edu*, *Researcher ID*, atau sejenisnya), silakan *upload / Posting* proses penelitian anda pada akun akademik yang anda buat, dan tambahkan (*add*) dosen pembimbing anda pada proyek penelitian tersebut.

Demikian surat ini dikeluarkan untuk dipergunakan pada proses selanjutnya. Terima kasih.

Wassalamu Alaikum Warahmatullahi Wabarakatuh.

Makassar, 23 Jumadil Awal 1446 H
25 Nopember 2024 M

Menyetujui,
Ketua Jurusan
Prodi Pendidikan Bahasa Inggris



Dr. Umni Khaerati Syam, S.Pd., M.Pd
NBM 977 807



APPENDIX 9

SURAT PERUBAHAN JUDUL PENELITIAN



MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

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Email : prodiibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بسم الله الرحمن الرحيم

BERITA ACARA

Perubahan Judul Penelitian Mahasiswa

Kepada Yang Terhormat, **Ketua Program Studi Pendidikan Bahasa Inggris**, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Di tempat.

Assalamualaikum Warahmatullahi Wabarakatuh,

Semoga segala aktifitas kita senantiasa selalu bernilai ibadah di sisi Allah SWT. Amin.

Pada hari ini, tanggal 15, bulan Februari, tahun 2025 kami selaku pembimbing tugas akhir mahasiswa (Proposal/Skripsi), dengan identitas:

Pembimbing 1 : Ardiana, S.Pd., M.Pd.

NIDN : 0923098902

Pembimbing 2 : Ika Sastrawati, S.Pd., M.Hum.

NIDN : 0903058701



Akan menyampaikan perubahan judul pada penelitian mahasiswa bersangkutan beserta alasan yang menguatkan, baik secara teori maupun praktik, dengan identitas di bawah ini:

Nama Mahasiswa : Mir'aul Aeni

Nomor Induk Mahasiswa : 105351100721

Judul lama: The Dependency of Writing Profeciency on Mobile Assisted Language Learning (MALL) A Case Study of EFL Students at Universitas Muhamadiyah Makassar.

Berikut informasi perubahan judul yang dimaksudkan di bawah ini:

No.	Perubahan Judul	Alasan (theoretical/practical)	Paraf
	Mobile Assisted Language Learning (MALL) on EFL Students Writing Proficiency at Universitas Muhammadiyah Makassar.	The reason I changed the title is that after I discussed it with my supervisor there was a slight change related to the title, my reasons are as follows: A. This title is made more general so that it can cover several research questions that are more relevant to the title. B. In the previous title there was the word "Case Study" which indicates that the title is qualitative research while my research plan is quantitative research.	Pembimbing 1:  Pembimbing 2: 

(gunakan lembar tambahan jika tidak cukup)

Demikian penyampaian kami, sebagai laporan dan konfirmasi kepada Kaprodi Pendidikan Bahasa Inggris untuk ditindak lanjuti dan dipergunakan sebagaimana maksud dan tujuannya.

*Coret yang tidak sesuai



APPENDIX 10

SURAT PENGANTAR PENELITIAN



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Sultan Alauddin No. 259 Makassar
Telp : (0411) 890837/890132 (Rax)
Email : fkip@unismuh.ac.id
Web : https://fkip.unismuh.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Nomor : 0477 /FKIP/ A.4-II/VI/1446/2025
Lamp : 1 Rangkap Proposal
Perihal : Pengantar Penelitian

Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar
Di,

Tempat

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa benar mahasiswa tersebut di bawah ini:

Nama : Mir'atul Aeni
NIM : 105351100721
Prodi : Pendidikan Bahasa Inggris
Alamat : Jl. Sultan Alauddin No.6 Makassar
No. HP : 085175183643
Tgl Ujian Proposal : 17 Mei 2025

akan mengadakan penelitian dan atau pengambilan data dalam rangka tahapan proses penyelesaian Tugas Akhir Kuliah (Skripsi) dengan judul :
"Mobile Assisted Language Learning (MALL) on EFL Students' Writing Proficiency At Universitas Muhammadiyah Makassar"

Demikian Surat Pengantar ini kami sampaikan kepada Bapak/Ibu, atas perhatian dan kerjasamanya ucapkan terima kasih
Jazaakumullahu Khaeran Katsiraan.

Wassalamu Alaikum Warahmatullahi Wabarakatuh.

29 Dzulhijjah 1446 H
Makassar -----
25 Juni 2025

Dekan
Unismuh Makassar,

Dr. H. Baharullah, M.Pd
NBM. 779 170



| Terakreditasi Institusi

APPENDIX 11

PERMOHONAN IZIN PENELITIAN



UNIVERSITAS MUHAMMADIYAH MAKASSAR
LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
Jl. Sultan Alauddin No. 259 Telp. 866972 Fax. (0411) 865588 Makassar 90221 e-mail: lp3m@unismuh.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Nomor : 37/LP3M/05/C.4-VIII/VI/1446/2025
Lampiran : 1 (satu) rangkap proposal
Hal : Permohonan Izin Pelaksanaan Penelitian

Kepada Yth:
Bapak Kepala Lembaga
Perpustakaan dan Kearsipan Universitas Muhamamdiyah Makassar
di-
Makassar

Assalamu Alaikum Wr. Wb
Berdasarkan surat: Dekan Fakultas Keguruan dan Ilmu Pendidikan, nomor: 477 tanggal: 25 Juni 2025, menerangkan bahwa mahasiswa dengan data sebagai berikut.

Nama : MIR'ATUL AENI
Nim : 105351100721
Fakultas : Keguruan Dan Ilmu Pendidikan
Prodi : Pendidikan Bahasa Inggris

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan laporan tugas akhir Skripsi dengan judul :
"MOBILE ASSISTED LANGUAGE LEARNING (MALL) ON EFL STUDENTS' WRITING PROFICIENCY AT UNIVERSITAS MUHAMMADIYAH MAKASSAR"
Yang akan dilaksanakan dari tanggal 27 Juni 2025 s/d 27 Agustus 2025.
Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

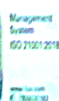
Demikian, atas perhatian dan kerjasamanya diucapkan jazakumullahu khaeran katziraa.
Billahi Fii Sabilil Haq, Fastabiqul Khaerat.
Wassalamu Alaikum Wr. Wb.

Makassar 29 Zulhijjah 1446
26 Juni 2025

Ketua LP3M Unismuh Makassar,

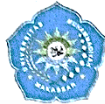


Dr. Muh. Arief Muhsin, M.Pd.
NBM. 112 7761



APPENDIX 12

SURAT KETERANGAN MENELITI



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Sultan Alauddin No. 279 Makassar
Telp. 0411 860837/860132 (Kantor)
Email: fkip@unismuh.ac.id
Web: http://fkip.unismuh.ac.id



SURAT KETERANGAN PENELITIAN

Nomor : 0101/FKIP/A.4-II/VIII/1447/2025

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa mahasiswa tersebut namanya di bawah ini :

Nama : Mir'atul Aeni
NIM : 105351100721
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan


Adalah benar telah melaksanakan penelitian di Fakultas Keguruan dan Ilmu Pendidikan Tahun Akademik 2024/2025 terhitung sejak 7 Juli 2025 s.d 9 Juli 2025, dalam rangka penyusunan Skripsi dengan judul:

"The Dependency of Writing Proficiency on Mobile Assisted language Learning (Mall): A Case Study of EFL tudents At Universitas Muhammadiyah Makassar"

Demikian Surat Keterangan ini dibuat dengan sesungguhnya untuk dapat dipergunakan sebagaimana mestinya.

19 Syafar 1446 H
Makassar
13 Agustus 2025 M

Dekan,
FKIP Unismuh Makassar,


Dr. H. Baharullah, M. Pd.
NIM 170170170



| Terakreditasi Institusi

APPENDIX 13

KARTU KONTROL PENELITIAN



MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 3782303 (Secretary)
Email : prodiing@unismuh.ac.id
Web : ing.fkip.unismuh.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Mir'atul Aeni
NIM : 105351100721
Judul Penelitian : The Dependency of Writing Proficiency on Mobile Assisted Language Learning (Mall) : A Case Study Of EFL Students At Universitas Muhammadiyah Makassar.
Tanggal Ujian Proposal : 17 Mei 2025
Tempat/Lokasi Penelitian : Universitas Muhammadiyah Makassar.

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Senin/07/Julai/2025	Observation	Mam Drl Eka Prabawati Ram	
2	Senin/07/Julai/2025	Interview	Mam Drl Eka Prabawati Ram	
3	Rabu/09/Julai/2025	Observation	Mam Audiana	
4				
5				



MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

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Makassar, ..., 18 Agustus 2025

Mengetahui,

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PROGRAM STUDI
PENDIDIKAN BAHASA INGGRIS
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Figure A.1: Classroom Observation



Figure A.2: Learning Process using MALL



Figure A.3: Interview with EFL Students Observation



Figure A.4: Classroom Observation

CURRICULUM VITAE



The researcher, Mir'atul Aeni, was born in Bantaeng on April 07, 2003. She is the third child of three siblings and the daughter of Drs. H.M. Jam'an HR., MM., and Hj. Sahruni HB. From 2007 to 2009, she attended Aisyiyah Bustanul Athfal Kindergarten, where she began her early education and developed a foundation for her academic journey. In 2009, she continued her education at SD Inpres Asaya and successfully graduated in 2015. She then pursued her junior high school education at SMPS Al-Furqan from 2015 to 2018, followed by vocational high school at SMK Negeri 1 Bantaeng, from which she graduated in 2021. In the same year, she was accepted as a student at Universitas Muhammadiyah Makassar, where she majored in English Education at the Faculty of Teacher Training and Education. Throughout her study, she actively participated in academic and research activities, demonstrating a strong commitment to her field of study. As part of her graduation requirement, she completed her undergraduate thesis entitled *"Mobile Assisted Language Learning (MALL) on EFL Students' Writing Proficiency at Universitas Muhammadiyah Makassar"* with dedication, persistence, and a passion for contributing to the field of English language education.