



Teachers' Perspective towards Using the "Lets View" Application as Innovative Learning Media for Elementary Students in English Foreign Language Classroom

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Abstract

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The advancement of technology has a significant impact on teaching English nowadays. One of the tools that can quickly provide access to language learning is a mobile device. Moreover, the rising use of mobile devices or Mobile Assisted Language Learning (MALL) has been closely linked to the role of EFL teachers. Hence, this study aimed to investigate teachers' perspectives towards using the "Lets View" application for elementary students in the EFL classroom. The study was conducted by implementing a qualitative method. The instrument used in this study was questionnaires and interviews. The subject of this study was six English elementary school teachers who teach using the LV application in a private school in Surabaya. The results showed that using the new learning media, such as the LV application in EFL classrooms, is very useful for teachers. It is due to that this application can use mobile phones or iPad as the second portable blackboard for teaching reading, writing, and vocabulary and giving quizzes for beginner-level students. The researchers also revealed four obstacles EFL teachers face when implementing the LV application: internet connection, time limitation, lack of teachers' competence, and lack of student's English skills. Besides, several ways to increase students' learning engagement include allowing students to raise their hands, playing the game on the application, and guessing English vocabulary by giving pictures that appeared on it. To sum up, teachers viewed the LV application as suitable media for learning English at school.

Keywords:

application, learning media, teacher

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INTRODUCTION

Using technology as a media in teaching and learning has received much attention and importance over the last few decades worldwide. As a result, the advancement of technology requires a shift in the teaching and learning environment (Aprianto et al., 2020). It emphasizes the need for the educational world to adapt to technological developments and incorporate them into the learning process to improve academic quality (Nugraha et al., 2021). Moreover, technological advancement has a significant impact on teaching English. It is in line with Mutiaraningrum and Nugroho (2021), who states that using technology in the English classroom has resulted in long-term progress because it is used as a tool for instructing, controlling, facilitating, utilizing, and creating. In response to this condition, there is a significant opportunity for teachers to shift their teaching method from traditional to technology-integrated.



Regarding technological advancement, one of the specialized tools that can quickly provide access to language learning is a mobile device (Ayuni et al., 2022). In the field of language learning, mobile technology has evolved into the term Mobile Assisted Language Learning (MALL). MALL is a type of language learning that can be accessed or installed on mobile devices, including iPhones, iPods, Androids, and Tablets (Solihin, 2021). Bhestari and Luthfiyyah (2021) also argue that MALL can improve language learning by providing learners easy access to educational resources. Hence, the presence of MALL has the potential to enhance language learning by giving students access to educational materials, which makes it more crucial for EFL teachers to consider its use.

In the last few years, various researchers worldwide have conducted numerous studies examining the use of MALL, particularly for improving English skills. The studies that implemented MALL were conducted by Keezhatta and Omar (2019), Hasan and Islam (2020), and Gharehblagh and Nasri (2020). Keezhatta and Omar (2019) focused on MALL research to improve reading skills in Saudi Secondary School students. The researchers discovered that MALL systems and applications provide a motivating learning atmosphere for teaching reading, positively impacting students' reading English skills in four Saudi public secondary schools. Likewise, Hasan and Islam (2020) investigated the efficacy of MALL on ESL listening skills. According to the findings of this study, the MALL is significantly effective in teaching and learning ESL or EFL listening skills. Gharehblagh and Nasri (2020) also explored the effects of MALL versus paper-based instruction on the development of writing skills in Iranian EFL elementary learners. The findings revealed that participants in both groups improved significantly, and students were enthusiastic about using mobile technology in writing classes. Following the studies mentioned above, MALL can enhance students' English skills in EFL or ESL classrooms and encourages students to be more motivated and enthusiastic in their practice.

Moreover, the rising use of MALL in English learning has been closely linked to the role of EFL teachers. According to Nugroho (2018), English teachers' roles must keep up with the advancement of innovative technology in English language teaching (ELT) by attempting to upgrade their competencies. Nur et al. (2022) also confirm that utilizing technology to teach English can assist teachers in providing instructions, creating innovative materials, and making creative presentations. It is because technological sophistication by teachers can help stimulate student motivation in learning and specify the presentation of messages to enhance learning processes (Boonmoh et al., 2021). In addition, educators nowadays must be more innovative in producing engaging education by applying technology because it may assist the teacher's position in delivering information to students (Mulyati et al., 2022). Therefore, it is essential to examine teachers' perspectives on the use of mobile technology in EFL classrooms. To sum up, the successful implementation of MALL in the English learning process at school depends on teachers' competency in operating various mobile devices.

Furthermore, several studies have investigated teachers' perspectives on using MALL applications to support the English teaching and learning process. Quizizz (Lim & Yunus, 2021); WhatsApp (Nsabayezu et al., 2020; Suryana et al., 2021); Kahoot (Nguyen & Yukawa, 2019); Zoom (Sanjaya et al., 2021); and

Youtube (Albahlal, 2019) were among the learning media in the mobile application used by researchers to support the effectiveness of English learning process based on the teachers' perspectives. Moreover, most of the previous studies above researched the teachers' views at the Senior High School level (e.g., Albahlal, 2019; Nsabayezu et al., 2020; Sanjaya et al., 2021) and at the University level (e.g., Nguyen & Yukawa, 2019; Suryaman et al., 2020). These explanations demonstrate how MALL is becoming a valuable information source for EFL students at all levels.

Recently, the world of education has witnessed the emergence of an innovative learning media known as the "Lets View" application. This learning media is a screen mirroring application that can be installed on a mobile device. It also enables users to reflect their devices to other devices such as iOS, computers, televisions, and other Android devices. This learning innovation includes brighter screen mirroring, remote sharing, and bringing people closer together to interact (Wangxutech, 2021). Moreover, this application can make the students edit, such as write or circle directly. Hence, this innovative mobile learning technology in the EFL classroom can allow teachers to present more efficiently and motivate their students to engage in the learning process.

In response to the explanations above, the present researchers are fascinated to explore teachers' perspectives towards using the "Lets View" application in the EFL classroom because this learning media is a sophisticated application to develop students' English skills. To the best of the researcher's knowledge, none of the previous studies analyzed the use of "Lets View" mobile application in EFL classrooms. It is due to that the "Lets View" mobile application is a newly discovered technology in language learning. Besides, most previous studies researched the teachers' perspective on mobile applications in high schools and universities during the Covid-19 pandemic. Meanwhile, this study will analyze the teacher's perspective at the elementary level towards using the "Lets View" application done directly in the EFL classroom. Besides, several studies have only explored the teachers' perspective in using certain media, yet few have explored the EFL teachers' obstacles when implementing a learning media.

In addition, the researchers chose to analyze teachers' perspectives because teachers play an essential role in developing the personality of students. Thus, to improve teaching performance, teachers must be willing to recognize the need for new information, comprehend new skills, and be motivated to keep learning. Teachers must also thoroughly understand the technology used in teaching and learning (Mirdayanti et al., 2022). Consequently, the current researchers want to deeply investigate teachers' perspectives toward using the "Lets View" application in the EFL classroom.

On the other hand, this study is essential to investigate because it can provide information regarding school educators' experience using the "Lets View" mobile application as innovative learning media currently trending and suitable for learning English at the school. Through this study, the researchers hope to increase the reader's knowledge regarding using particular technology for the beginner level of students in teaching and learning because nowadays, teachers need to keep wired and connected with technology development. Besides, the result of this study is expected to be used as a reference in designing efforts to

enrich the teacher's ability and understanding related to the use of learning media, especially the "Lets View" application, to implement the technology successfully and can increase the students' learning engagement.

Hence, this present study aims to investigate how teachers perceive the use of the "Lets View" application for the English teaching and learning process at the beginner level. Then, the researchers want to determine the obstacles EFL teachers face when implementing the "Lets View" application in their language classrooms. Last but not least, the researchers would like to explore how students' learning engagement is increased through implementing the "Lets View" application in the EFL classrooms.

METHODS

This study explored the teachers' perspective on using the "Lets View" application as an innovative learning media for beginner students in EFL classrooms. Moreover, the researchers applied a qualitative research method in this present study. Specifically, qualitative research focuses on detailed descriptions of data, starting for meaning, the intention of action performed, and the relationship of these actions with the subject's context issued by them (Sofia, 2017). Hence, the qualitative method was chosen as the research design to obtain description and comprehension in analyzing the data.

The subject of this study was six English elementary school teachers who teach using mobile learning media to beginner-level students in the same school. Moreover, the participants are from a private elementary school in Surabaya. The participants were selected using a convenience sampling technique because they all had the same experience using the "Lets View" application in the same school. They taught English to beginner-level students in that private school for around three to five years. In this study, all participants are female English teachers because most teachers are female rather than male teachers in that school. The researchers decided to collect data from a private elementary school in Surabaya because the teachers at that school have used various innovative learning media for beginners to motivate students to learn English. It helps the researchers to analyze the data from them. Due to their privacy, the researchers wrote the participants' names alphabetically.

The researchers used open questionnaires and interviews to collect all of the data. The first instrument was questionnaires. The researchers created the questionnaire using Google Forms and contained 12 questions regarding the teachers' perspectives on using the "Lets View" application in EFL classrooms. The questionnaire was distributed online through WhatsApp due to the reason that has been mentioned before. The second instrument was the interview. The interview question was related to the "Lets View" application, and the participants could answer in their own words. Then, the researchers can ask additional questions for clarification. The interview was conducted via WhatsApp with the participants' permission to obtain detailed information. Besides, it took two weeks for the researchers to collect the data, from November 23 to December 7, 2022.

Furthermore, the researchers analyzed the data qualitatively after receiving responses from the questionnaire and interview. According to Yin (2016), there are five steps to analyzing qualitative data: compiling, disassembling, reassembling, interpreting, and concluding. In the first step, the researchers collect the data from the questionnaire and interview via WhatsApp chat. In the following step, the researchers assign color codes to data categories to make recognizing them easier. The third step is reorganizing and recombining the questionnaire results and all color codes related to the research questions, followed by appropriate and related answers. This step allows the researchers to easily read and distinguish the solution based on its research questions. The next step is interpreting, which involves reassembling new material to create a new narrative as the draft manuscript's key. The final step is concluding, which is derived from the entire study.

RESULTS & DISCUSSION

The use of "Lets View" application as learning media is new in Indonesian education, particularly in learning English at the beginner level. Learning with new media technology certainly provides unique challenges for teachers. Therefore, it is critical to comprehend the teachers' perspective towards using the "Lets View" application in the EFL classroom for beginner-level students.

How the Teachers Perceive the Use of the "Lets View" Application for Learning English at the Beginner Level

In this part, the researchers presented answers to the first research question related to the teachers' perspectives on using the LV application for the beginner level in a private elementary school. Below are the results the researchers found through the questionnaire and interview section.

Teacher A wrote:

"The Lets View app is useful software for teaching English at the beginner level. Using portable mobile phones, tablets, and other devices can become the second portable blackboard for teaching English. Implementing this application can make the English class more interesting, and the beginner students can have new experiences." (A)

The result above showed that the LV application makes the teachers easy to teach because this application can use mobile phones or tablets as the second portable blackboard for teaching English. By using the LV application for beginner students, the teachers viewed it as very useful for them, and the beginner students can be motivated to learn English. Moreover, beginner-level students can increase their excitement and bravery to be more active in the classroom and have a new experience in studying English using technology.

Teacher S said:

"In my opinion, by using the LV app in the classroom, the students can easily use the media to learn Basic English vocabulary. Besides, the students can easily

circle the suitable answer on the Ipad that has already installed the application and directly show the correct answer to their friends in the class." (S)

The reasons above highlighted the perspectives from teacher S regarding the use of LV application in English classrooms, mainly when teaching Basic English vocabulary at the beginner level. The teacher argued that using this application is very helpful for beginner students to answer the teacher's questions directly. This application makes it easy for students to show their correct answers to their classmates. Besides, this private school also provides an Ipad as another medium for students when learning English.

Teacher T wrote:

"Implementing the Lets View app in the English Classroom is useful since students nowadays are used to many gadgets. The teacher will not use this app daily, but if they use it in their English class, students' responses are delighted since it is so fun. It is because using the LV app can create the game, and the students sometimes feel bored with traditional ways." (T)

The reason teacher T indicated that students nowadays use many gadgets is due to technology's development. Using the LV application as learning media in that private school makes the students more enthusiastic about learning English since this application is so fun for them. Through this application, the teachers can create several games for their students so they do not feel bored studying English. Teacher T also viewed that using this application can improve students' engagement in English class rather than traditional ways such as textbook orientation for beginner-level students.

Teacher P said:

"All teachers can use their cell phones to cast the screen to smart large-screen devices to display courseware and exercise. Furthermore, using this application, students may make their writing more visually appealing and adjustable to the line. The students also can erase the words easily if they are wrong." (P)

Furthermore, teacher P argued that all of the teachers in her school used the LV application during the English class. This application gives the teachers many advantages because it can display multimedia files such as courseware and exercises, and students can write alternately on the Ipad as the whiteboard. Furthermore, teacher P considers that this application will make it feasible for beginner-level students to write their answers to the teacher's questions correctly, and they can easily erase it using the Ipad if their answer is incorrect. This application can foster students' enthusiasm to try to answer a challenge the teacher gives.

Teacher J wrote:

"At first, the teacher wanted a new learning style after two years of the pandemic. The school gave us the Ipad, so we decided to create a new style for kindergarten students. We have used it as a mobile learning media until now." (J)

According to the reason above, teacher J confirmed that her school implemented the LV application in English classrooms after the COVID-19 pandemic. All teachers at the school are enthusiastic about creating a new style for

teaching English at the beginner level by using the LV application in their classes. Teacher J views that using the unique style of mobile learning has received good responses from all students, especially in teaching English. It is because the schools also help facilitate technology to increase students' enthusiasm for learning after going through the Covid-19 pandemic.

Teacher K said:

"In implementing the LV application, the class can be more conducive. The students have a traditional learning experience using flashcards and sometimes get bored since they can only use the card limitedly. But, through this application, the students pay more attention to something new. Besides, we usually do the writing task a lot. Usually, the kids write on the book, but now they can have new experiences using this app as the writing tool." (K)

Based on the result above, teacher K confirmed that students get more excited when she implements the LV application in her class. Teacher K also showed the differences between using the LV application and traditional learning, such as a flash card, in her classroom. Meanwhile, if she used the LV application, the students would get more attention and be more excited. It is because students usually write several tasks in the textbook. But now, they can quickly write the assignment on the iPad using the LV application during teaching and learning.

After the researchers explained several data related to the first research problem, the researchers highlighted that using the new style of mobile learning media, such as the "Lets View" application in EFL classrooms, is very useful for teachers. It is due to that this application can use mobile phones or tablets as the second portable blackboard for teaching reading, writing, and vocabulary and giving quizzes for beginner-level students. Since this private elementary school in Surabaya provides an Ipad as other media, it can improve students' engagement in English class rather than traditional ways such as textbook oriented for beginner-level students.

The Obstacles that EFL Teachers Face when Implementing the "Lets View" Application in Their Language Classrooms

After getting all data, the researchers revealed four obstacles EFL teachers face when implementing the "Lets View" application in English classrooms. Here is a table of data findings related to EFL teachers' barriers.

Table 1. Aspects of the Obstacles that EFL Teachers Face when Implementing LV Application

Aspects	Frequency
Internet Connection	6
Time Limitation	5
Lack of Teachers' Competence	4
Lack of Students' English Skill	2

The table above shows the result of the obstacles that teachers face when implementing the "Lets View" application in EFL classrooms. Six English school teachers who become the participants in this study can choose more than one

aspect of the obstacles they have faced when using the LV application. The participants gave deeper information about each element of their selected challenges in the interviews section. The results are explained below.

Internet Connection

The researchers discovered why the internet connection is the most significant barrier teachers face when applying the LV application. Here is the result found by the researchers.

Teacher A said:

"The obstacle I have faced when using the LV application is the internet connection. Since this application should connect to the Wifi provider, I am often annoyed when using this application in English class, suddenly the internet is disconnected and blackout." – A

The other similar statement from teacher S, who said:

"The obstacle is the internet connection. If the internet and Wifi are an error, I cannot use this application. So, before using this application, we need to make sure the internet connection is first." – S

And the other reason comes from teacher P:

"The obstacle that I often face is the internet connection. It is because the LV application should be connected to the internet and sometimes makes learning a little hampered if the internet is not available." - P

The results from teachers A, S, and P above showed that internet connection is a chief obstacle teachers face when implementing the LV application in the English classroom since this application should connect to the internet or wifi provider. The obstacle that this teacher often faces makes the teachers need to ensure the internet connection before learning. If the internet connection is unstable during learning, it can hamper teaching and learning process activities.

Time Limitation

The next aspect of teachers' obstacles when implementing the "Lets View" application in EFL classrooms is the time limitation. Here are some reasons from the teachers' perspective regarding the time limitation.

Teacher T argued:

"The problem I face when using the LV application is the time limitation, which occurs when there is no internet connection in class. So that it can have an impact on lesson time. In addition, schools only enforce the use of this application just two days a week." – T

In line with teacher T, teacher K also confirmed that:

"Time limitation is one of the obstacles that I face because the school policy limits the use of this application not every day but only two days a week. This challenge causes students sometimes ask when it's time to play this app again." - K

The statements from teachers T and K above showed that the second obstacle teachers often face when implementing the LV application in EFL classrooms is time limitation. Two things affect this obstacle: the effect of internet connection and the school policy. Internet Connection can affect time limitation because internet constraints can hamper learning time in class so that time will be wasted. In addition, the result of the school policy makes students ask when it's

time to play the LV application. Supposedly, schools can provide a lot of time, about 3 or 4 times a week, so students can get used to the presence of technology and improve students motivation in learning.

Lack of Teachers' Competence

The third obstacle that teachers face is the lack of teachers' competence. Here are some reasons from the teachers' perspective regarding the lack of teachers' competence.

Teacher T argued that:

"The obstacle I have also faced when using the application is the lack of competence. It is because I have never used this application before. Therefore, I need to master the app first before using it in class." - T

Teacher A also confirmed:

"Regarding the lack of teachers' competence, at first, I was still not familiar with the use of technology in the class, so if playing with lets view cannot be done, I do plan b, which is played without any application, for example using the flash card, or using the board as learning media." - A

Based on the results above, the researchers can be seen that teachers A and T have experienced a lack of teacher competence when using the LV application in EFL Classrooms. It is influenced because the teacher is still not accustomed to using technology applications as learning media in class and is only accustomed to using traditional learning media such as flash cards. In addition, teachers have not used the previous LV application, so teachers need to master the app first before using it in class.

Lack of Students' English Skill

The last obstacle teachers face when implementing the LV application in EFL classrooms is the lack of student's English skills. Here are some reasons from the teachers' perspective regarding the lack of students' English skills.

Teacher P confirmed:

"One student in an EFL classroom cannot understand when the teacher speaks in English, so he is always lagging when the teacher presents the material using this LV application. Therefore, I mixed English and Indonesian." - P

According to the results above, the researchers highlighted that teacher P has obstacles related to the lack of students' English skills when using the LV application in EFL classrooms. It is due to that there are students who only speak and understand Indonesia in the EFL class. Meanwhile, school policy applies that teachers must use English in EFL classes. It aims to make students enthusiastic and try to understand the English vocabulary through the teacher's words. Therefore, the teachers mix their language so students are not left behind when using the LV application in the EFL classroom.

According to the results of the second research problem, the researchers concluded that 6 participants decided the internet connection was the dominant obstacle teachers faced when implementing the LV application. Moreover, 5 participants agreed that the next obstacle teachers met was time limitation. Then, 4 participants in this study decide the lack of teachers' competence, and 2 choose the lack of students' English skills as the other aspect of teachers' obstacles.

Therefore, with the emergence of learning technology media, teachers must be more creative and innovative in teaching and can provide the best solutions when facing various obstacles.

How Students' Learning Engagement is increased through Using the "Lets View" Application in the EFL Classrooms

In this section, the researchers revealed several ways to increase student engagement using the "Lets View" application in EFL classes. Here are some data to answer the third research problem from the teacher's perspective.

Allowing Students to Raise Their Hands

Teacher A argued that:

"Through using the LV application in the class, the teachers allow the student to answer the teacher's question that appeared in the LV application. The response is so amazing because students keep raising their hand and try to actively ask and answer the teacher's question regarding the material in the application and rapidly circle their answers on the iPad." - A

The results above showed that the teacher allows students to raise their hands to increase their engagement to actively participate in the teaching and learning process. It is evidenced by teacher A that students keep raising their hands and trying to answer the teacher's questions. In addition, students are motivated to respond quickly and correctly on the iPad connected to the application.

Playing the Game on the Application

Teacher T confirmed:

"When I use this application in class, the students get more enthusiastic about learning English. So I created an English vocabulary game for them, and they always requested to play the game more and more. Their academic skill is improved especially in reading and writing skill." – T

According to the results above, the researchers can be seen that students can play the game through the LV application to enhance the students' engagement in the EFL classroom. Based on teacher T, students' academic skills improved, particularly in reading and writing. It is because playing games can improve students' reading and writing skills. Through the game, students can write the appropriate answer according to the teacher's question on the iPad connected to the application.

Guessing English Vocabulary by Giving Pictures that Appeared on the Application

Teacher K confirmed that:

"In the learning process, the teacher sometimes invites students to guess English vocabulary through pictures in the LV application. It aims to review the material passed and train their memory. Through this activity, the students have a good academic score, students can memorize almost 90% of Basic English vocabulary, and the grade they got is better than last year before using this app." - K

Based on the findings above, the researchers underlined that teacher K invites students to guess English vocabulary through the pictures in the LV application. This activity can increase students' learning engagement and has several benefits for students learning English. The benefits are students can memorize almost 90% of Basic English vocabulary and have better academic scores than without using the LV application.

According to the third research problem, the researchers concluded that there are several ways to increase students' learning engagement, including allowing students to raise their hands, playing the game on the application, and guessing English vocabulary by giving pictures that appeared on the application. Moreover, students are motivated to answer quickly and correctly on the iPad that is connected to the application. The teacher also can create creative material or exercises to increase the student's engagement in the EFL classroom. Therefore, the researchers highlighted that the "Lets View" application is a suitable medium for learning English at school.

DISCUSSION

The present study was an effort to examine the elementary teachers' perspective and the obstacles while implementing the "Lets View" application in the EFL classroom for beginner-level students. Moreover, this study also revealed several ways to increase student engagement using the "Lets View" application in EFL classes based on the teacher's view. Based on the results of this study, the researchers established that EFL teachers approve reasonably positive perceptions of implementing Lets View as the learning media in EFL classes. The results of this study support Gharehblagh and Nasri (2020), who stated that the effects of mobile learning could improve students' motivation, and students were enthusiastic about using mobile technology in their English classes. Therefore, all of the participants in this study confirmed that using the LV application as mobile technology can foster the student's enthusiasm for learning English, and they can have a new experience in studying English using technology.

On the other hand, the results of this study also identified several obstacles that EFL teachers face when implementing the "Lets View" application in English classrooms, including internet connection, time limitation, lack of teachers' competence, and lack of student's English skills. The results concluded that all participants decided the internet connection was the teachers' chief obstacle when implementing the LV application. The results of this study support Sanjaya et al. (2021), who affirms that teachers also face the same challenges, such as the internet connection when they are using the Zoom application to teach English, particularly teachers who live in remote place where the connection or signal is poor and unstable. As a result of the development of learning technology media, teachers must be more innovative and imaginative in their teaching to provide the best solutions when confronted with various obstacles.

Furthermore, the results also demonstrated various ways to improve student's learning engagement using the "Lets View" in EFL classes, including allowing students to raise their hands, play the game on the application, and guess

English vocabulary by giving pictures that appeared on the application. This way can improve students' learning engagement and enhance the beginner level students' English academic skills, including speaking, reading, and writing. The finding of this present study supported the statement from Nur et al. (2022), who argue that using technology to teach English currently can engage students' academic skills and help teachers provide directions, create creative materials, and make innovative presentations. From this discussion, it can be inferred that EFL teachers can apply LV as an innovative media technology in English learning, particularly for beginner-level students because it is beneficial and has several advantages. In addition, the Lets View application is very suitable to be applied to learning English for beginner-level students since students nowadays are more fascinated with learning English using technology rather than traditional ways such as textbook oriented.

CONCLUSION

Based on the data analysis and discussion results, the researchers concluded that teachers have a positive perspective on using the "Lets View" application as innovative learning media in EFL classrooms. It is due to that this application is beneficial and gives several advantages for educators. Besides, this application can use mobile phones or tablets as the second portable blackboard for teaching reading, writing, and vocabulary and giving quizzes for beginner-level students. Since this private elementary school in Surabaya provides an Ipad as other media, it can improve students' engagement in English class rather than traditional ways for beginner-level students. Moreover, this study concluded that all elementary educators decided the internet connection was the chief obstacle faced when implementing the LV application. In addition, this study showed several ways to improve students' learning engagement using the "Lets View" in EFL classes, including allowing students to raise their hands, play the game on the application, and guess English vocabulary by giving pictures that appeared on the application.

Furthermore, the present study has several limitations, including a lack of participants, the setting of the research just conducted in one private elementary school, and a need for more data. Therefore, there are still many opportunities for further study, particularly those who want to investigate related to the teachers' perspectives on using MALL applications to support the English teaching and learning process. Besides, the researchers propose that upcoming researchers can complement the shortcomings of this study and could reveal the effect of using the Lets View application on students' motivation in specific English skills. Last but not least, the researchers hope this study can increase the reader's knowledge regarding using particular technology for beginner-level students in teaching and learning. Finally, the result of this study is expected to be used as a reference in designing efforts to enrich the teacher's ability and understanding related to the use of the "Lets View" application, so they can successfully implement this technology in their English classes.

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