REFERENCES

Afrianto. (2018). Being a professional teacher in the era of industrial revolution 4.0: Opportunities, challenges and strategies for innovative classroom practices. *English Language Teaching and Research*, *2*(1), 1–13.

Aldrich, S. T. (2017). *Students' and teachers' perception of the use of mobile technology in University preparation classes*. Massey University.

Ali, R. A., & Arshad, M. R. M. (2016). Perspectives of students' behavior towards mobile learning (M-learning) in Egypt: An extension of the UTAUT model. *Engineering, Technology & Applied Science Research*, *6*(4), 1109–1114.

Alsied, S. M. (2019). The role of mobile phones as effective tools for language learning by Libyan EFL learners. *Journal of English Education and Linguistics Studies*, *6*(2), 135–163.

Azli, W. U. A. W., Shah, P. M., & Mohamad, M. (2018). Perception on the usage of mobile assisted language learning (MALL) in English as a second language (ESL) learning among vocational college students. *Creative Education*, *9*(1), 84–98. https://doi.org/10.4236/ce.2018.91008

Balci, E. (2017). Perceptions of blended learning in an EFL setting. *Cambridge University Press Teacher Research Programme*.

Blagoeva, K. T., & Mijoska, M. (2017). Applying TAM to study online shopping adoption among youth in the Republic of Macedonia. In *Management International Conference* (pp. 543–554).

Cakici, D. (2016). The use of ICT in teaching English as a foreign language. *Participatory Educational Research*, *4*, 73–77.

Cakir, R., & Solak, E. (2014). Exploring the factors influencing e-learning of Turkish EFL learners through TAM. *The Turkish Online Journal of Educational Technology (TOJET)*, *13*(3), 79–87.

Candiasa, I. M. (2010). *Statistic univariat dan bivariat disertai aplikasi spss*. Singaraja: UNDIKSHA.

Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. *Educational Research* (Vol. 4). https://doi.org/10.1017/CBO9781107415324.004

Dalita, R., Imelwaty, S., & Kemal, E. (2015). Students' perception toward lcd projector in learning english at the classroom. *Jurnal Ilmiah Mahasiswa STKIP PGRI Sumbar*, 1–4. Retrieved from http://jim.stkip-pgri-sumbar.ac.id/jurnal/download/5990

Davis, F. D. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology. *MIS Quarterly*, *13*(3), 319–340. https://doi.org/10.2307/249008

Derbel, F. (2017). Blended learning: Concept, emerging practices and future prospects. In *16th European Conference on eLearning* (pp. 142–149).

Doan, N. T. L. H. (2018). Influences on smartphone adoption by language learners. *Computer Assisted Language Learning Electronic Journal*, *19*(2), 47–60.

Embi, M. A., & Mistar, I. B. (2016). Students' perception on the use of whatsapp as a learning tool in ESL classroom. *Journal of Education and Social Sciences*, *4*, 96–104.

Gamble, C. (2017). Exploring EFL University students' acceptance of e-learning using TAM. *Kwansei Gakui University Humanities Review*, *22*, 23–37.

Gangaiamaran, R., & Pasupathi, M. (2017). Review on use of mobile apps for language learning. *International Journal of Applied Engineering Research ISSN*, *12*(21), 11242–11251. Retrieved from http://www.ripublication.com

García, S., & Fombona, J. (2015). Approach to the phenomenon of m-learning in English teaching. *Digital Education Review*, (28), 19–36.

Gleason, N. W. (2018). Higher education in the era of the fourth industrial revolution. In *The Fourth Industrial Revolution and Higher Education* (pp. 207–229). Aliso Viejo: Soka University of America. https://doi.org/10.1007/978-981-13-0194-0

Godwin-Jones, R. (2018). *Using mobile devices in the language classroom: Part of the Cambrige Papers in ELT series*. Cambridge: Cambridge University Press.

Hussain, S. Z., & Awan, A. G. (2017). The impact of MALL than CALL on EFL students in the universities of the Southern Punjab. *Global Journal of Management, Social Sciences and Humanities*, *3*(3), 440–457.

Kalati, E. A. (2014). Mobile assisted language learning. In *Annual Scientific Conference: Path of Imagination - Imagination and Creativity in Linguistics, Translation Studies and Didactics* (pp. 1–21).

Karmila, I., Goodwin, R., & Mooney, C. (2015). Teachers and mobile learning perception: Towards a conceptual model of mobile learning for training. *Procedia - Social and Behavioral Sciences*, *176*, 425–430. https://doi.org/10.1016/j.sbspro.2015.01.492

Khodarahmi, Z., & Heidari-Shahreza, M. A. (2018). Effect of MALL on the acquisition of word stress patterns of English by Iranian EFL learners: The case of telegram. *Journal of Applied Linguistics and Language Research*, *5*(1), 40–55.

Khoiriyah, I., & Safitri, N. S. (2017). Students' perceptions on the use of english vlog (video blog) to enhance speaking skill. *Asian Academic Society International Conference Proceeding*, 240–247.

Komail, V., Malini, V., & Nalini, V. (2015). The role of ICT in higher education 21st century. *International Journal of Science Technology and Management*, *4*(12), 286–292.

Koyan, I. W. (2012). *Statistik pendidikan teknik analisis data kualitatif*. Singaraja: Undiksha Press.

Lekawael, R. F. J. (2017). The impact of smartphone and Internet usage on English language learning. *Journal of English Education*, *5*(2), 255–262.

Lubis, A. H. (2018). ICT integration in 21st-century Indonesian English language teaching: Myths and realisties. *Jurnal Cakrawala Pendidikan*, (1), 11–21. https://doi.org/10.21831/cp.v37i1.16738

Mamattah, R. S. (2016). *Students' perceptions of e-learning*. Linköping University.

Mcdonald, S. M. (2012). Perception: A concept analysis. *Internationl Journal of Nursing Knowledge*, *23*(1), 1–9.

Miangah, T. M., & Nezarat, A. (2012). Mobile-assisted language learning. *International Journal of Distributed and Parallel Systems (IJDPS)*, *1*(1), 309–319. https://doi.org/10.1002/9781405198431.wbeal0768

Pahmi. (2016). Students ' perceptions of using mobile phones and smart phones in language learning. In M. F. Ansyari, A. Hadi, & M. Syafi'i S (Eds.), *Developing Curriculum, Teacher and Instruction for Quality English Linguistics, Literature and Education* (pp. 11–30). Pekanbaru: Kreasi Edukasi.

Permana, I. G. Y., & Santosa, M. H. (2018). The effect of blended learning with schoology on students' writing. In *iTELL Conference 2018: CALL & MALL to Enhance the Thinking Process* (pp. 254–257). Surakarta: Satya Wacana University Press.

Pourabad, A. F. (2016). *Attitudes of ELT students towards the usefulness of mobile-assisted language learning (MALL) for learning English*. Eastern Mediterranean University.

Rozina, A. G., Shima, T. P. T. N., Shah, M. I. A., Rahmah, L. Y., & Hafiza, A. (2017). Mobile assisted language learning (MALL) in developing second language learners' understanding of grammar. *Journal of Academia UiTM Negeri Sembilan*, *5*, 187–208.

Saputra, E. R. (2018). Students' learning engagement in a mobile assisted language learning context. In *Call and Mall to Enhance the Thinking Proces: Innovative, Practical Solution, and Enhanced Sustainability* (pp. 76–79). Solo: Satya Wacana University Press.

Sari, F. M., & Wahyudin, A. Y. (2019). Undergraduate students' perception toward blended learning through instagram in English for business class.

International Journal of Language Education, *3*(1), 64–73. https://doi.org/10.26858/ijole.v1i1.7064

Sarica, G. N., & Cavus, N. (2009). New trends in 21st century English learning. *Procedia - Social and Behavioral Sciences*, *1*(1), 439–445. https://doi.org/10.1016/j.sbspro.2009.01.079

Schwab, K. (2016). *The fourth industial revolution*. Switzerland: World Economic Forum.

Shadiev, R., Hwang, W., & Huang, Y. (2017). Review of research on mobile language learning in authentic environments. *Computer Assisted Language Learning*, *30*(3–4), 284–303. https://doi.org/10.1080/09588221.2017.1308383

Sharndama, E. C. (2013). Application of ICTs in teaching and learning English (ELT) in large classes. *Journal of Arts & Humanities*, *2*(6), 34–39. Retrieved from https://theartsjournal.org/index.php/site/article/viewFile/148/142

Stosic, L. (2015). The importance of educational technology in teaching. *International Journal of Cognitive Research in Science, Engineering and Education (IJCRSEE)*, *3*(1), 111–114. https://doi.org/10.1016/j.ijedudev.2012.01.006

Sutirman. (2018). Inovasi pembelajaran kearsipan digital di era revolusi industri 4.0, 1–20. Retrieved from https://www.researchgate.net/profile/Sutirman_Sutirman/publication/327049 611_Inovasi_Pembelajaran_Kearsipan_Digital_di_Era_Industri_40/links/5b7 4d8b745851546c9090cf9/Inovasi-Pembelajaran-Kearsipan-Digital-di-Era-Industri-40.pdf?origin=publication_detail

Venkatesh, V., & Bala, H. (2008). Technology acceptance model 3 and a research agenda on interventions. *Decision Sciences Institue*, *39*(2), 273–315. https://doi.org/10.1111/j.1540-5915.2008.00192.x

Venkatesh, V., & Davis, F. D. (2000). A theoretical extension of the technology acceptance model: Four longitudinal field studies. *Management Science*, *46*(2), 186–204. https://doi.org/10.1287/mnsc.46.2.186.11926

Wang, Y. (2007). On the cognitive processes of human perception with emotions, motivations, and attitudes. *International Journal of Cognitive Informatics and Natural Intelligence*, *1*(4), 1–13.

Warni, S., Aziz, T. A., & Febriawan, D. (2018). The use of technology in English as a foreign language outside the classroom: An insight into learner autonomy. *Language and Language Teaching Journal*, *21*(2), 148–156. https://doi.org/10.24071/llt.2018.210203

Weng, T.-H., & Chen, Y.-J. (2015). Students' perceptions towards the use of smart phone applications for English learning. *International Journal of Educational Science and Research (IJESR)*, *5*(3), 1–10. Retrieved from

http://www.tjprc.org/view-archives.php?year=2015&id=49&jtype=2&page=2

Widiana, P. A., Santosa, M. H., & Myartawan, I. P. N. W. (2018). Tenth grade students' perception toward mobile assisted language learning (MALL) in learning English in Buleleng regency in academic year 2017/2018. *E-Journal JPBI Universitas Pendidikan Ganesha*.

Yudiantara, R. A., & Nasir, I. A. (2017). Toward mobile-assisted language learning (MALL): Reaping mobile phone benefits in classroom activities. *Language & Language Teaching Journal*, *10*(1), 12–28. https://doi.org/http://dx.doi.org/10.18326/rgt.v10i1.12-28

Zainuddin, Z., & Keumala, C. M. (2018). Blended learning method within indonesian higher education institutions. *Jurnal Pendidikan Humaniora*, *6*(2), 69–77.

Zou, B., & Li, J. (2015). Exploring mobile apps for English language teaching and learning. In *Critical CALL – Proceedings of the 2015 EUROCALL Conference, Padova, Italy* (pp. 564–568). Dublin: Research-publishing.net. https://doi.org/10.14705/rpnet.2015.000394