

ABSTRACT

This study examines how pre-service teachers implement Mobile-Assisted Language Learning (MALL) in teaching writing skills during their teaching practicum. It further analyzes their perceptions regarding the benefits and challenges encountered while utilizing MALL for teaching. The primary aim of this research is to investigate the nature of MALL implementation in teaching writing skills across various teaching stages, and to examine the benefits and challenges faced, as well as strategies for overcoming these challenges. By providing detailed insights into the findings, the study seeks to contribute to the broader field of language education and support the development of MALL integration in teaching English, especially for pre-service teachers.

This study uses a qualitative method and narrative inquiry design. Data were collected through interviews, supported by document analysis, including teaching videos recorded during teaching practicum and lesson plans. Analyzing the participants' stories involves first data preparation and organization, exploring and coding the data to build descriptions and themes, and presenting a retold story that conveys participants' experiences. This methodology allowed for an in-depth exploration of the use of the MALL process and its benefits also challenges.

Findings showed that the richness of sources and flexibility in MALL media help pre-service teachers in planning their lessons, delivering material in teaching, and evaluating student writing. Thus, MALL is also impactful for students in gaining their attention and motivation to write, giving self-exploration experiences while grouping, fostering creativity, and supporting them to conduct sentences using MALL tools in practice writing. The findings will provide insights for pre-service teachers in using mobile media during their teaching practice and guide institutions in delivering practical MALL training.

Keywords: Mobile-Assisted Language Learning, Pre-Service Teachers, Teaching Writing.