



Analysis Students' Perception of Using Mobile Assisted Language Learning (MALL) in Reading Class

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Abstract

This study aims to determine students' perceptions of the use of MALL in the reading class on their learning development using mobile phones as a distance learning medium, especially in the current conditions faced by students such as the corona virus which is to overcome this to maintain the quality of student education or education. lecturers must take advantage of MALL, it aims to create an innovative and creative learning environment with an integrated learning system based on faith and piety, as well as science and technology. This study uses descriptive qualitative research. This research was carried out in the second semester students of the English Department at the University of Muhammadiyah Makassar. sample is 20 students. The findings of this study indicate that the use of MALL in the learning process in the reading class is quite helpful for them, this can be seen from the scale obtained by students based on the results of the Guttman scale analysis, the results of 66% according to the interpretation table are in the range of 0.51 – 0.99, so it can be concluded It is said that the perception of students who use MALL in the reading class is close to appropriate.

Keywords: MALL; Reading Class; Students' Perception

Introduction

Education is one of the most important parts in a nation and educational progress is fast and dynamic. This also affects the quality of human resources, therefore field education also needs to follow technological developments in the status quo especially during the COVID-19 pandemic which forces all learning processes to be carried out through online applications, this situation also forces all stakeholders in the education sector to adapt. towards the 4.0 era that uses technology such as mobile in the online teaching process, especially learning in language or often called Mobile assisted language learning or MALL, especially in English, especially in reading skills.

This is based on preliminary observations made by researchers in several reading classes in semester two that use MALL with various applications that can be used on mobile phones in the learning process in extensive reading courses in English at the Muhammadiyah University campus in Makassar. like there are classes that use the WA application to send reading assignments because WA has a voice recording system, while other classes use more than one application such as google meet and WA where google meet functions as a face-to-face medium to students and lecturers as well as to convey material concerned with reading skills, the use of MALL is very important for the online learning process especially in a pandemic where the learning process must be done remotely. Because online education is becoming an important long-term strategy for many postsecondary institutions. Given the rapid growth of online education and its importance for postsecondary institutions, it is imperative that institutions of higher education provide quality online programs stated by Kim, K. J., & Bonk, C. J. (2006). Because online learning is technology-based because researchers use mobile as a medium of assistance for language learning, especially English learning, especially in reading skills because considering the technology that is always used in everyday life is mobile and mobile also has many features or applications that can be used for teaching or study Many researchers have recently revealed that technology produces positive results for educational purposes especially those related to creations that facilitate active learning (Yudhiantara 2017). Sarangi(2015) stated E-reading has become a part of collaborative learning process, a breakthrough booming technology for acquisition of learning and the concept of learning through those devices has become more widespread in their user.

Based on those experts, technology holds the impact in developing reading skill from traditional learning into the modern learning. It proves by Bayani's research (2015) stated "E learning has challenged the traditional learning method". There is an urgent need for a blended learning program to give reading a whole new brilliant experience. E learning has proved to be cost effective that meets our learning needs. E learning is a dynamic process and the youth especially are more inclined to it. People's attitude change with time is true for e learning had played a major to give reading a breathtaking experience. It could be called as a new wave for an intellectual movement." As the result, technology so useful in learning process it can help the students in improving their knowledge especially in reading. Technology makes it easy the students to access any content and information. One of the technologies that can support the learning process is MALL (Mobile-Assisted Language Learning). Kukulska-Hulme et al. (2012) stated mobile learning is a learning mediated via handheld devices which is potentially available anywhere and anytime. There are some experts that have researched about MALL. The first research by Shi et al. (2017), stated Mobile-assisted language learning using WeChat instant messaging. Using the pretest posttest control group design method with the following results, the results showed that students in the WeChat group significantly improved in English proficiency.

The results suggest that mobile-assisted language learning helps to create language immersion, which effectively motivates the learners further. The second research by Yudhiantara & Nasir (2017), stated Toward mobile- assisted language learning (MALL): Reaping mobile phone benefits in classroom activities. This study used questionnaire and observation. The results showed that students had positive perceptions and attitudes towards cell phones to support class activities.

The third research by Mihaylova et al.. (2020), stated A meta-analysis on mobile assisted language learning applications reveals moderate learning benefit and significant publication bias. The fourth research by Darmawati (2018) stated. Improving Speaking Skill Through Mobile-Assisted Language Learning (MALL). This study was a classroom action research, which was carried out in three cycles. Based on the findings, it showed that Mobile-Assisted Language Learning could improve students' speaking ability in terms of pronunciation, grammar, vocabulary, fluency, and comprehension. The more the students practice their speaking though MALL the better their speaking ability.

The last research by Manda et. Al. (2018) Stated development of Mobile-

Assisted Language Learning Using User Centered Design. This paper aims to develop a mobile-assisted language learning (MALL) application for English intensive course (EIC) using user centered design method. The result shows that users (students) feel that the MALL application can help the students to study and comprehend the EIC material. Students can use the MALL application for self-study, inside and outside the classroom, whether in idle or mobile. For the lecturers, the MALL application is very helpful in teaching and learning process. Nuraeni, C., Carolina, I., Supriyatna, A., Widiati, W., & Bahri, S. (2020, November). Stating that the use of mobile phones in learning English still has obstacles so that it cannot be confirmed as the main learning media.

This study can initiate the development of MALL for English language learning. The fact that MALL has entered the learning process in the classroom is undeniable. The difference between these researchers and this research is that their research focused on using methods for MALL or using applications for MALL, whereas researchers focus on using MALL to determine students' perceptions in the reading class without limiting the methods or the use of applications while this research will only analyze the perception of students' of using mobile assisted language learning (MALL) in reading class. Based on the researcher's observation in university, the researcher found that some lecturer using MALL in learning process such as google classroom, google meet, website, and social media. During this pandemic, all learning process are in online class which means it uses MALL including learning process in UNISMUH Makassar in English education department. MALL also very helpful for lecturers in the learning process considering the government prohibits outdoor activities including the learning process at school as stated in Circular Number 2 of 2020 concerning the Prevention and Handling of Covid-19 in the Ministry of Education and Culture and Circular Number 3 of 2020 concerning the Prevention of Covid- 19 in the Education Unit to decide the spread of the corona virus.

Online learning is basically distance learning (PJJ). The distance learning system is a system that has existed since the mid-18th century. Since its inception, distance learning has always used technology for the implementation of its learning, starting from the simplest technology to the latest. In brief, the history of the development of distance learning can be grouped based on the dominant technology it uses. Taylor (2000) for example, classifies the generation of distance learning into

five (5) generations, namely: (1) correspondence model, (2) multi-media model, (3) tele-learning model, (4) flexible learning model, and (5) The Intelligent Flexible Learning Model. In the fourth and fifth generations of PTJJ, jargons were born that were very popular in society such as e-learning, online learning, and mobile learning which further popularized the PJJ phenomenon.

As mentioned, online learning was born from the fourth generation after the Internet. So, online learning is learning that is done via the internet network. Therefore, in Indonesian online learning is translated as 'network learning' or 'online learning'. The term online learning is often synonymous with other terms such as e- learning, internet learning, web-based learning, tele-learning, distributed learning and so on (Ally, 2008). In recent years, online learning has also been frequently associated and used as a synonym for mobile learning or m-learning, which is online learning through mobile communication devices such as tablet computers and smart phones. Learning learning is not just sharing learning material on the internet network. In online learning, in addition to online learning material, there is also an online teaching and learning process. So, the main difference between online learning and just online learning material is the interaction that occurs during the learning process. Interaction in learning consists of interactions between learners and teachers and / or facilitators, with other learners, and with the learning material itself (Moore, 1989). The three types of interactions that occur in online learning will create a learning experience.

Kukulska et al. (2016) stated mobile learning is a learning mediated via handheld devices which is potentially available anywhere and anytime. Moreover, according to Sharples et al. (2016) viewed mobile learning as a process of coming to know through continuous conversation across multiple contexts among people and interactive technologies which raises the issues where the ownership lies. Below are kinds of Mall:

1. Google zoom

I Made (2020) Explained the zoom application is one of the recommended options for use in online lectures. The Zoom application as a video conference application is very adequate for use in online lectures and The advantages of using the Zoom application are the atmosphere of the lecture is still like in a classroom, lecturers and students can do and see presentations like face-to-face meetings in class, and the quality of video conferencing is very good with various features of the choice.

While the shortcomings in the use of the zoom application in online lecture include limited quality internet networks for all areas, limited hardware ownership according to minimum specifications by students, limited internet quota, and wasteful costs.

2. Whatsapp

Hannani based on Rachmitasari research (2020) stated, WhatsApp has several advantages, like WhatsApp groups, educators and students can ask questions or have a more relaxed discussion without having to be limited to educators such as classroom learning which often creates fear of mistakes and shame in students, learning through WhatsApp can be creative in providing materials and assignments to students and participants.

Students can easily send work results in the form of direct comments (group chat), pictures, videos or other soft files related to learning. Other than that online learning via WhatsApp not only has advantages but also has some disadvantages. Like wasteful of quota is different from other messenger applications, if the user wants to see the images, videos, or audio that is sent, they must download it first. This method is of course quite wasteful because if you want to open a photo, for example, then the user must download it, requires a good connection.

The RAND Reading Study Group (2002) defined reading as “the process of extracting and constructing meaning through interaction and involvement with written language”. They proposed that reading comprehension occurs through interactions among the reader, the text, the activity, and the larger sociocultural context. The essential differences between this and the 1985 definition are: (a) a greater emphasis on the text and the activity, in addition to the reader and (b) more attention to the broader sociocultural contexts in and through which reading occurs.

More recently, Purcell-Gates, Duke, and Stouffer (2016) argued that definitions of reading must go further by attending to the process as it occurs in the context of “socioculturally constructed literacy practices” (p. 1218), including the values, beliefs, and power relations that characterize those practices, such as those related to language, gender, ethnicity, religion, economics, and geopolitics. We concur with this expanded definition and propose that such a perspective requires a shift in focus from reading to literacy.

Nunan cited by hafids et al. (2018) stated that reading is to build meaning from a process of combining information from a text with their own background

knowledge. Commonly, teachers give a certain text for students to read as the main activity in a reading classroom.

Farida Rahim cited by Erlidawati (2016) stated reading is essentially a complex thing that involves many things, not just reciting writing, but also involved visual, thinking, psycholinguistic, and metacognitive activities. As a visual process of reading is the process of translating words (letters) into spoken words. As a thought process, reading includes word recognition activities, literal understanding, interpretation, critical reading, and creative understanding. Word recognition can be in the form of reading words using a dictionary.

Woolley cited by Mustika (2020) argued "Reading comprehension is the process of making meaning from text. It is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated word or sentences".

Zhang (2018) Stated Reading comprehension perceived as a constructive process in which the text, the reader, and the context interact. The process of reading is actually no different from the process when someone is thinking and reasoning. Reading process involved aspects of thinking such as remembering, understanding, discriminating, comparing, finding, analyzing, organizing, and finally applying what is contained in the reading.

3. The types of reading

There are the some types of reading. Patel et. al. (2019)

a. Intensive reading

Intensive reading is an activity that is carried out carefully and thoroughly on the text that is read. reading will provide a basis for explaining structural difficulties and for expanding vocabulary and idiom knowledge. This will also provide material for developing greater language control in speech and writing. Intensive reading is reading a text or reading a part. In reading this students read the text to get knowledge or analysis.

b. Extensive Reading

Extensive reading is a technique use to get a general understanding of a subject and includes reading longer discourse texts for pleasure. Readers are curious about something. Readers do not care about specific or important information after reading. Usually people read so that they keep updating.

c. Aloud Reading

Aloud reading is basic form of classroom disciplines and organization. In

reading aloud, the students are confronted with written sentences that haven't been spoken before. The purpose of reading aloud is an ability or achievement of better speaking and pronunciation of students.

d. Silent Reading

Silent reading is a silent reading technique which is a very important skill in teaching English. This type of reading is usually used to increase reading skills among students. Silent reading is done to get a lot of information. The teacher must make them read calmly and when they can read without difficulty. This is a kind of habit where students can read without sound that can interfere with reading.

4. The Technique of Reading.

There are two reading techniques. It is summarized as follows:

a. Skimming

Grabe & Stoller cited by Mambua (2020) stated that skimming is a specialized type of reading in which the reader reads quickly for general understanding of the text and for the gist of the passage. Skimming gives the readers the advantage of being able to predict the purpose of the passage, the main topic or message and possibly some of the developing or supporting ideas.

b. Scanning

Brown cited by Mambua (2020) stated scanning is the process of quickly searching for particular piece or pieces of information in a text. So, scanning is a fast reading technique to obtain information without reading the others.

This research can initiate the development of MALL for learning English. The fact that MALL has entered the learning process in the classroom is undeniable. The difference between this researcher and this study is that their research focuses on using methods for MALL or using applications for MALL, while researchers focus on using MALL to determine students' perceptions of learning. Reading class without limiting the method or use of applications while this study will only analyze students' perceptions of the use of mobile-assisted language learning (MALL) in reading classes.

Method

This research uses descriptive qualitative research. It aims at describing perceptions of students in using MALL in reading class in the second semester of Students in English Department at Muhammadiyah University of Makassar.

The participant in this study takes one of class at the second semester English student at Universitas Muhammadiyah Makassar that using technology as media to learn in reading class. The researcher chooses the sample regarding to the characteristics or required criteria. It can be selected from survey data, or other.

There are some criteria of participants for this researcher, as show in table below (1) the participants are English Department students in Muhammadiyah University of Makassar (2) students who become participants in this study is the second semester in reading class (3) The students use MALL in learning process in reading class (4) The students who active in class

Researcher use questioner to collect the data. Students has to answer honestly what they feel about the statements or questions. The researcher will use close ended question. There are 20 questions consists of 10 positive statements and 10 negative statements, which use to know the students' perceptions about MALL in reading class.

The Procedure of Collecting Data are (1) Collecting data Researcher collected the data from questionnaire. (2) Classifying Researcher classified the result of question that has been collected. (3) Analyzing Researcher will analyze the percentage of questionnaire (4) Concluding Researcher made conclusion after analyzed the result the data that has been (5) Collected Concluding Researcher made conclusion after analyzed the result the data that has been collected. Then, the technique of Data Analysis of **data from questionnaire**. There were some steps in analyzing data for document checklist: (1) Collecting data Researcher collected the data from questionnaire. (2) Classifying Researcher classified the result of question that has been collected. (3) Analyzing Researcher will analyze the percentage of questionnaire (4) Concluding Researcher made conclusion after analyzed the result the data that has been Collected (5) Concluding Researcher made conclusion after analyzed the result the data that has been collected.

X value interpretation table

| X Value | Interpretation |
|-------------|--------------------------------|
| 0 | Not in Accordance (NA) |
| 0,01 – 0.49 | Approaching Inappropriate (AI) |
| 0,50 | Quite Appropriate (QA) |
| 0,51 – 0,99 | Close to Fit (CF) |
| 1 | In Accordance (A) |

Sugiono (2012)

Skala guttman : $0 \leq X \leq 1$

Yes = 1

No = 0

Results

Type of research used in this research is descriptive qualitative research. This research used Questionnaire to find the opinion of the students on using Mall application in reading class. With the results of data collection through a questionnaire with a number of respondents as many as 20 students using a measuring instrument that is using the Guttman scale to respondents containing 20 questions and respondents answering these questions by ticking or writing yes or no to the selected answers, and the results of the questionnaire are as in the table below.

Tabel 4.1 Result of Data Collection

| No | Criteria | Total | Average | Percentage |
|----|----------|-------|---------|------------|
| 1 | Yes (1) | 274 | 12,4 | 66% |
| 2 | No (0) | 126 | 2,6 | 0% |

Based on the table 4.1 results, a total score of 274 was obtained from the total number of students who answered yes and the average obtained from the total number of answers "yes" from the total percentage is 100% divided by the total frequency, namely the total number of students and times the average, the results for the scale are 62 % and converted into nominal form to 0.62% after getting the results, place the scale according to the interpretation table below.

Tabel 4.2 Table Interpretation

| X Value | Interpretation |
|-------------|--------------------------------|
| 0 | Not in Accordance (NA) |
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| 0,51 – 0,99 | Close to Fit (CF) |
| 1 | In Accordance (A) |

. Guttman scale research is research that wants to get a firm answer to a problem for assessing the answer given a value of 1 for a positive score and 0 for a negative score then if the value is converted to a percentage then the answer agrees to $1 \times 100\% = 100\%$ and disagrees becomes $0 \times 100\% = 0\%$

To find out the percentage of "yes" answers obtained from the calculated questionnaire, placed on a percentage scale as follows, the score for YES answers is "1" and the answer is NO, the answer score is "0" with a total of 274 "yes" answers. 12.4% because the value of the answer "no" is 0 then there is no need to calculate, the average value of students is 12.4% the researchers changed it into percentage form so that it could be placed on the Guttman scale by means of the average value of 12.4 by means of the formula simple, that is 100% divided by the total number of students, which is 20 and multiplied by the average result, the percentage results obtained from students who choose the answer "yes" is 62% and converted into nominal form it becomes 0.62%. is in the range of 0.51 – 0.99, so it can be said that the perception of students who have used malls in reading class is close to fit.

Discussion

Based on the result above based on the results obtained above through the Guttman scale, it is close to fit, which means that based on students' opinions, the use of MALL is enough to help them in the learning process and make assignments given to lecturers, even though there are many problems faced by students in the learning process using MALL, but in a pandemic situation the use of MALL is one way out to overcome the problem of learning through online. Another thing because the scale obtained by students' opinions about MALL in the reading class is that it is close to fit, the meaning is quite easy to use because of its flexibility which can be used anytime and anywhere as long as it is reached by the internet. another thing because the scale obtained by students' opinions about MALL in the reading class is

that it is close to fit, the meaning is quite easy to use because of its flexibility which can be used anytime and anywhere as long as it is reached by the internet and also MALL is also quite helpful for students for academic purposes such as studying independently they can use MALL to help them learn on their own, even though it's not optimal because there are many paid applications or websites.

With a close to fit scale also indicates the learning environment created is good enough for students to receive or participate in the learning process and the interaction between lecturers and students or fellow students is quite fulfilled for a pleasant learning atmosphere or it can be said that even though they do not face to face directly MALL is quite able to live an interactive learning environment. With a close to fit scale also shows that the learning environment created is good enough for students to receive or participate in the learning process and interactions between lecturers and students or fellow students are quite fulfilled for a pleasant learning atmosphere or it can be said that although not face to face MALL quite able to turn on an interactive learning atmosphere based on the results of a scale close to fit. The results show that students have positive perceptions and attitudes towards MALL to support classroom activities.

This research in line with Yudhiantara & Nasir (2017), stated toward mobile-assisted language learning (MALL): Reaping mobile phone benefits in classroom activities. This study used questionnaire and observation. The results showed that students had positive perceptions and attitudes towards cell phones to support class activities also in line with stated by Kim, K. J., & Bonk, C. J. (2006). Because online learning is technology-based because researchers use mobile as a medium of assistance for language learning, especially English learning, especially in reading skills because considering the technology that is always used in everyday life is mobile and mobile also has many features or applications that can be used for teaching or study Many researchers have recently revealed that technology produces positive results for educational purposes especially those related to creations that facilitate active learning

Conclusion

Based on the results of the analysis of the Guttman scale, the results related to the interpretation table are close to fit, meaning that the perception of students who use MALL in reading classes is that students have positive perceptions. This means that according to students, the use of applications on MALL or MALL itself in reading classes is good enough or enough to help them in the learning process, both in receiving material and in making assignments given to them through applications given on the advice of lecturers and a fairly interactive atmosphere. and MALL flexibility for academic purposes.

Considering the result of this research, the researcher offer suggestion as follow : The lecture should be able to further optimize applications that are in accordance with the material being taught and not be monotonous using the same application in teaching or giving assignments in order to increase interest in learning, lecturers must also pay attention to the learning environment using MALL in order to produce an interactive learning environment between lecturers and students and fun so that students enjoy online learning. as good.

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