

CHAPTER II

LITERATURE REVIEW

This chapter discuss about the concept of perception, the concept of MALL, the advantages and disadvantages of using MALL, the concept of reading skill, the concept of reading skill using MALL, the kind of MALL, and also previous related study.

A. Theoritical Framework

1. The Concept of Perception

Perception is an important psychological aspect for humans in responding to the presence of various aspects and symptoms around them. Perception contains very broad definition, including internal and external. Various experts have provide various definitions of perception, although in principle they contain the same meaning. According to Nurdin, (2016) The teacher's perception is divided into two views, namely narrow and broad views, narrow views defines perception as seeing, how? someone sees something, while the view is broad interprets it as how someone perceives or mean something. Mostly from individuals realizing that the world as it is seen is not always the same as reality, so it is different from the approach narrow, not just looking at something but more at understanding of something.

Triska (2007, p.8) perception has meaning in a narrow sense and a broad sense. In the narrow sense, perception is vision: how someone sees

something, and in the broadest sense of perception, namely: view or understanding, how someone perceives or interprets something. Walgito (2008, p.70) states that perception is a process of organizing, interpreting stimuli received by an organism or individual so that it becomes something meaningful, and is an activity that is integrated within the individual. Response as the results of perception can be taken by individuals in various forms. Stimulation which one will get a response from the individual depends on the attention of the individual concerned. Based on this, feelings, thinking abilities, experiences The experiences that individuals have are not the same, so in perceiving a stimulus, the results of the perception may be different from one individual to another.

Everyone has a tendency to see the same objects in different ways. These differences can be influenced by many factors, including knowledge, experience and point of view. Perception is also related to how a person views a particular object in different ways by using the sensory tools they have, then trying to interpret them. Perceptions, both positive and negative, are like files that have been neatly stored in our subconscious mind. The file will immediately appear when there is a stimulus that triggers it, there is an event that opens it. Perception is the result of the brain's work in understanding or assessing things that happen around it (Waidi, 2006, p.118).

Anggari (2018), Perception was the process by which people transelate sensory impression into a coherent and unified view of the world

around them. Though necessarily based on incomplete and unverified (or unreliable) information, perception was equated with reality for most practical purposes and guided human behavior in general.

As explained by Wagner and Hollenbeck (Kalahatu, 2021), every human being is endowed with five types of senses with different functional characteristics that can be used according to their function. This is the idea that perception according to Wagner and Hollenbeck is information obtained from what is seen, then felt and represented to describe what is experienced. Perception actually comes from the influence of our five senses working together to observe and transmit a problem that we are facing.

According to Slameto (2015, p.102), perception can be explained as a process that involves receiving information by the human brain. The opinion of Setiadi et al (2014, p.33) supports this by explaining that perception consists of : a. sensory perception, which occurs without using human senses, b. telepathic perception, the ability to understand the mental activities of other individuals, and c. clairvoyance perception, the ability to see events in other places far from the location of the person concerned.

Therefore, the center for entering information into the human brain can involve various existing abilities. From the concept of perception, it can be concluded that perception is a process in which individuals use information received through the five senses to select, organize and translate information. Each individual's perception or view of something

can be different because each person has characteristics that suit their judgment and personality in seeing things. This opinion is in line with Tarmiji (2016, p.45) which states that there are several factors the roles that play a role are: the object or stimulus that is perceived, the sense organs, nerves, and the central nervous system which is the physiological nerve.

Based on the opinions of the experts above, it can be concluded that the influencing factors Perception is 1) the object being perceived, 2) the sense organs, and 3) attention. There are several indicators contained in perception, as stated by Walgito (2017), indicators that influence perception include the following: a) The level of understanding of the object that determines perception in the brain.

This description will be interpreted in the form of understanding and thought patterns so as to form a perception of the events that occurred. b) An individual's assessment of an object related to this understanding is compared with the reality that occurs in the field to form an assessment that is formed subjectively, in other words, perception is individualistic because the assessments are individual and have differences from each other. c) External stimulation that individuals receive from outside to form acceptance that determines perception.

This stimulus is received by the five senses and provides an image or impression in the brain. Based on the explanation above, it can be concluded that in perception there are indicators, namely the stimulus that

the individual absorbs from outside himself, the individual's understanding of an object or phenomenon, and the individual's assessment of the object. Perception can be different from one person to another.

2. The concept of Mobile Assisted Language Learning (MALL)

Recently, mobile phones have become a must-have item for people living in the era of the digital revolution. Mobile phones are equipped with multitask functions such as wireless computer activity, phone function, camera function, memo function, and personal information management function without time and space restrictions. In addition, a lot of activities are possible with mobile phones, such as listening to music, watching video clips, using a navigator in driving, taking photos and videos, checking an e-calendar, taking notes, reading an e-book, and playing mobile games.

MALL includes several traits that are deemed essential to facilitate meaningful learning activities. Several studies highlighted the combination of practicality and engagement as crucial elements of mobile language learning. Practicality refers to the idea that students are recently becoming more familiar with the use of mobile devices, especially smartphones (Brooks, 2016). Moreover, more mobile application software is specially developed for language learning purposes that incorporates

and combines ideas from teachers or educational practitioners (Huang et al., 2016).

Furthermore, it offers practical assistance for students to put what they learn into practice in a real-world setting through a scientific learning approach (Taradi & Taradi, 2016).

Therefore, it can be said that mobile phones can be utilized as a new educational tool that can accelerate a new type of mobile learning environment (Godwin-Jones, R. 2017).

Moreover, the characteristics of portable digital devices enable learner-centered education by enabling cooperative learning through ubiquitous interaction beyond face-to-face relationships in the classroom (Wu, Q.2015, p 170-179).

a. The advantages of using Mobile Assisted Language Learning (MALL)

According to (Davis 1989, p. 320) cited in Ningrum And Arrasyid (2021), there are two Perceptions toward Mobile Assisted Language Learning (MALL) in reading learning process, those are Ease of Use and the Usefulness of using Mobile Technology. Ease of use refers to the degree to which a person believe that using a particular system would be free of effort. Meanwhile usefulness refers to which a person believes that using a particular system would enhance his or her performances.

Research results Lazaro and Duarte. (2023) show that m-learning significantly improves learning efficiency, research purpose,

communication and collaboration between students and teachers, and interaction in content creation.

In one study (Pham and Truong. 2023), the students stated that the most useful aspects of m-learning are a simple approach to course resources and materials and improved communication with other students and teachers. In addition, m-learning helps students develop analytical and note-taking skills. M-learning provides a fast and flexible approach to various educational content types and information sources, anytime, anywhere. This characteristic of m-learning provides students with the possibility of choosing the place, time and dynamics of learning in acquiring and applying knowledge. Similar results were obtained in other studies.

The most important characteristics that recommend mobile devices as a support for learning are: portability, collaboration, ubiquity, usability, perception and acceptance (Criollo and Mora. 2017). Chetri. (2020) emphasizes the following possibilities of m-learning: it enables personalized learning (e.g. content and assignments are sent to students on a personalized level), it enables individualized (student-oriented) and collaborative learning, which is tailored to students' individual needs and interests, it promotes students' problem-solving skills, communication, creativity, and motivation because they can use this tool everytime they need especially in their free time.

Martina & Indra (2020) also examined the use of MALL applications as a learning media in teaching reading. They found MALL applications that could be used as a learning media besides as a communication tool. They also found that MALL applications assists teachers and students to communicate and discuss the reading material before going to the class.

According to, Altweer (2022) Most of the student participants (73%) also added that using technology in reading classes had positive impacts not only on improving their pronunciation, spelling and grammar but also to expand their vocabulary, improved their writing skills and increased their creativity. In addition, 75% of the students stated that technology in reading classes eased their communication with their teachers.

Altweer (2022) Based on the results obtained from this study, it is recommended that technology should be integrated in teaching all language skills and teachers should encourage their students to use technology for improving their language skills. The educational authority has also a great responsibility for integrating technology in the teaching and learning processes. It should offer all the facilities at University and school, such as smart boards, computer laps, high-speed internet, educational software, e-books and others that assist teachers to give special course to use technology.

Barhoumi (2015, P.5) stated, “ Mobile learning is used in a blended course strategy. In a blended mobile lecture, mobile applications such as MALL applications are preferred over face-to-face, in-class discussion in regard to completing course activities.”

b. The disadvantages of Mobile Assisted Language Learning (MALL)

According to Sikirit (2020), the most significant obstacle faced by students when learning online is the lack of internet access and electronic devices. Because not all students have these learning facilities, especially for families whose parents are experiencing economic difficulties, losing their jobs, and areas that are still difficult to reach for internet access. The availability of learning facilities such as mobile phones / laptops and internet data quotas and internet networks are very important in the implementation of learning.

Network instability resulting in frequent delays, teachers' voices and teaching materials are out of sync, they cannot take classes when wi-fi is not connected so that interaction is not possible and the quality of the educational environment is poor, content is not delivered accurately, direct interaction is not possible, insufficient data provision, dissatisfaction with task changes, constraints on team projects, reduced academic achievement, Unprepared classroom design, reduced classroom understanding, class dissatisfaction, assessment dissatisfaction, administrative dissatisfaction, dissatisfaction with relationship formation, and dissatisfaction with the educational environment.

The use of cellular devices in the realm of education faces opposition from both the social and educational spheres, resulting in their prohibition in numerous academic establishments (Jovanović. 2020)., or educators reluctantly advocate for students to utilize mobile devices for educational purposes.

Moreover, it has been discovered that barriers to the integration of mobile technologies in education can be classified into six categories: adverse impact on students' personal growth (health concerns, sedentary lifestyles), technological challenges (technology dependency, biases against mobile learning), information reliability and authenticity, diminished interpersonal and communication skills, detrimental effects on the academic process, as well as economic, environmental, and ethical drawbacks (Măță and Dobrescu. 2022).

According to Craig, p.23, (2009) m-learning can make addictive. The use of social networks can spend a day of the day in front of the computer, gadgets due to addiction. So that making time productivity decreases and failing to focus because of the most only used to play on social networks.

The utilization of mobile devices in the realm of education is also linked with the emergence of certain behavioral issues among young individuals, such as academic dishonesty, disruption, cyberbullying, unauthorized access to and dissemination of inappropriate content, and similar challenges (Barbosa, et al. 2018). .

c. Kind of Mobile Assisted Language Learning (MALL) in this research.

After conducting pre-observations on students with using questionnaire, it was discovered that they used a variety of different tools and application to learn :

1) Tools

a. Smartphone

According to Oxford online Dictionary (2015) A mobile phone that performs many of the functions of a computer, typically having a touchscreen interface, internet access, and an operating system capable of running downloaded apps. Based on observations made, it is known that the entire population uses personal smartphones to learn independently in mastering English reading, and a small portion of them also use a second device, namely a laptop/computer.

b. Computer

According to Roblyer (2023, p.356), a computer is "a system of interconnected devices designed to collaborate in executing input and output functions to fulfill tasks desired by a user". Consequently, the computer functions based on the input-process-output paradigm.

2) Applications

a. Online dictionaries

Based on the answers from observations of the populations, it was found that 16% of students used online dictionaries to learn to read in English.

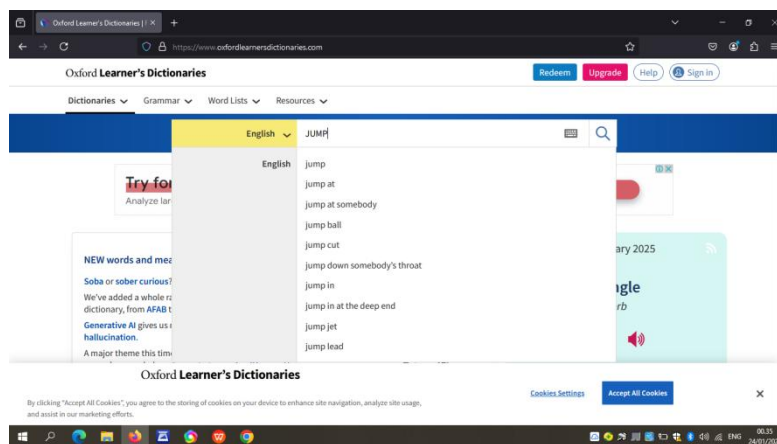


Image 1. Oxford Dictionary

Source: Oxford dictionary

b. Google translate

Like an online dictionary, based on the answers from observations of the populations, it was found that almost 52% of students used Google Translate to learn to read in English.

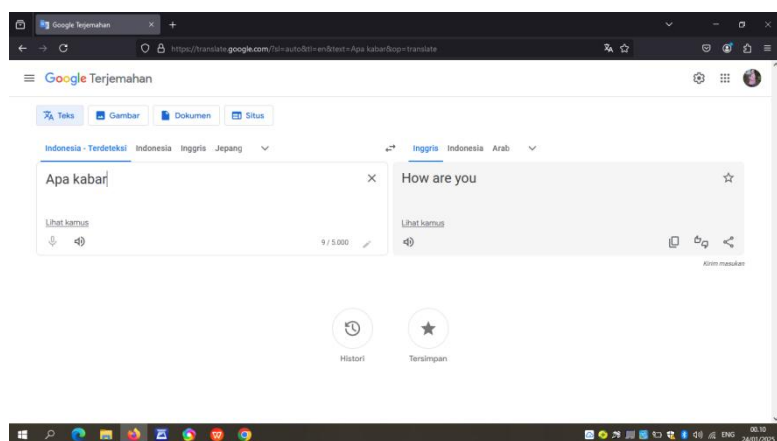


Image 2. Google Translate

Source : Google translate

c. AI Applications

From the answers to the questionnaire distributed to the populations, it is not only online dictionaries and Google Translate that students use to learn to read English, but also several AI applications such as Elsa speak, Chat GPT, Preplexity, Scribd, Gemini, and Alreader.

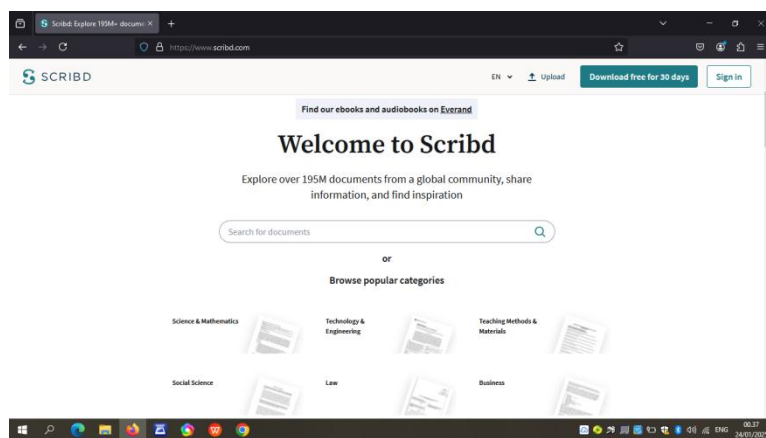


Image 3. Scribd

Source : Scribd

d. Online fiction books

From the answers to the questionnaire distributed to the public, it is not only online dictionaries and Google Translate that students use to learn to read English, but also several AI applications such as Webtoon & Fizzo.

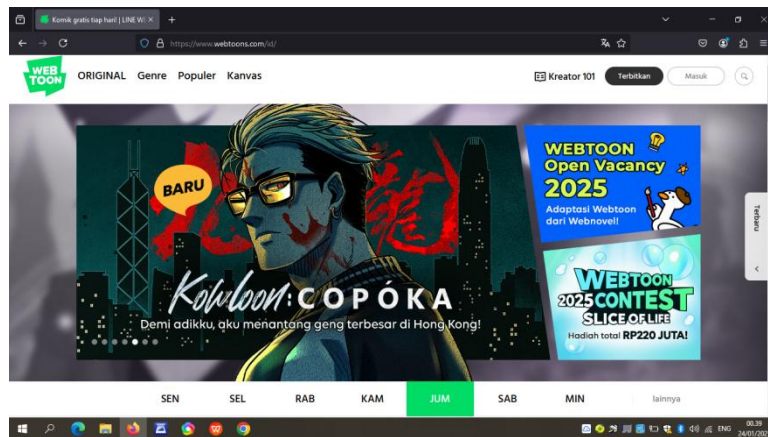


Image 4. Webtoon

Source : Webtoon

e. Youtube

Based on the answers obtained from questionnaires distributed to the population, apart from online dictionaries, Google Translate, AI applications and online fiction books, students also learn to read through videos on YouTube.

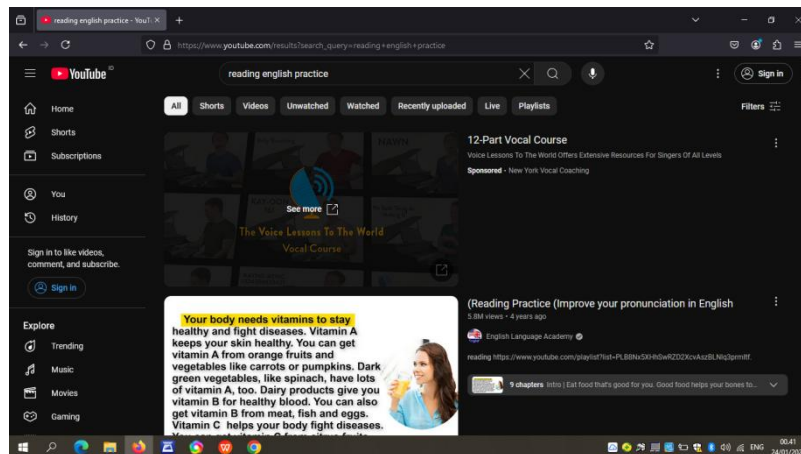


Image 5. Youtube

Source : Youtube

3. The concept of Reading Skill

According to (Sheeba and Ahmad, 2018), the purpose for reading also determines the appropriate approach to reading comprehension. A person who needs to know whether she can afford to eat at a particular restaurant needs to comprehend the pricing information provided on the menu, but does not need to recognize the name of every appetizer listed.

In learning English, there are four main skills that must be mastered: reading, listening, speaking, and writing. Among these skills, reading is considered a crucial skill that needs to be learned to enrich one's knowledge. Reading involves the activity of obtaining information or ideas through written signs or symbols (Fadhilah, 2018). In daily life, many people read various sources of information in English such as journal articles, newspapers, advertisements, novels, magazines, and websites (Hardyansyah, 2021).

A person reading poetry for enjoyment needs to recognize the words the poet uses and the ways they are put together, but does not need to identify main idea and supporting details. In brief, reading activity is activity which aims to achieve main information. Reading is a very complex process. It requires concentration. The purpose of reading activities is to obtain the information necessary in life. In some situations, people read for personal pleasure, choosing topics that interest them without coercion (Riyadi et al., 2015; Barus et al., 2021). In an academic environment, reading is an important skill that affects students' success in

learning English. Reading activities help students in completing assignments and meeting their academic demands (Yuliarsih et al., 2022).

Reading is visual thing. The printed words must produce meaningful thought units, not only must the readers see and identify the symbols in front of him, but he must also interpret what he is reading in the light of his own background, associates it with past experience, and projects beyond this terms of ideas a judgments, application and conclusion (Habibullah, 2012, p.223).

Pointedly, reading is a complex activity because it need in-depth comprehension. Reading is an interactive process in which readers construct a meaningful representation of a text using effective reading strategies. Effective reading strategies are considered as significant skills that have received the special focus on students' reading comprehension proficiency (Sabouri, 2016, p.229). In short, reading is an imaginary activity to do a long with significant strategies in doing it. However, reading comprehension is often a problem, as students face difficulties such as ambiguous words, unfamiliar vocabulary, and limited time to process texts (Pasaribu, 2021, Qrquez et al., 2017).

4. The concept of Reading Skill using MALL

Technology plays a crucial role in improving and facilitating English language teaching and learning (Jassim et al., 2019). The use of

media can increase students' interest, motivation, and participation in learning (Alim et al., 2019).

E-Learning offers the benefits of using portable devices to support the various needs of the digital generation. This allows learners to have mobile access to electronic learning materials, resources, and others (Alghabban et al., 2016). Online learning involves the use of new multimedia technologies and the internet to improve the quality of learning by facilitating students' access to facilities, services, as well as remote exchange and collaboration (Kuimova et al., 2018).

E-Learning brings the integration of language learning closer to the needs of daily communication and cultural experiences (Asep, 2019). Therefore, mobile devices are considered an efficient tool in the language learning process, providing support in comprehension and communication and accommodating different learning styles (Yusoff, 2023).

In other words, online learning refers to learning that is supported by electronic media or devices (Zakaria et al., 2019). In practice, many teachers use audio, video, computer devices, or a combination of all three in online learning. Many education experts believe that online learning can be very beneficial because of its practicality and reliability (Sadeghi, 2019). According to Lifana, et al (2024) Reading is among the various daily activities that has been digitized. Initially, individuals frequently perused news in the newspaper; however, nowadays, online media is the preferred medium. Even the youthful readers who once delved into books on paper

have now transitioned to digital books. Reading on a digital device proves to be more advantageous than traditional paper reading, especially for the present generation of tech-savvy youngsters. Mobile learning serves as a valuable tool for acquiring diverse English skills.

Meanwhile, from the results of pre-observation obtained that 100% of students use Google Translate as a MALL application in their English reading learning process. The way Google Translate works as a MALL application that they use is as follows which was adopted from, Djuharie (2005, p.13) explained at length that oral and written translations put more emphasis on the meaning or message conveyed, so that the most important thing in translation is that the translation result has the exact same intention and meaning as the message of the source language.

According to a linguist named Levy in a collection of essays "To Honor Roman Jakobson: Essays on the Occasion of His Seventieth Birthday II", explained that translation is from the perspective of teleology: translation is a communication process, which has the purpose of conveying information from the source language to the readers of the target language.

5. Previous Relate Study

There are some previous studies taken by some researchers around the world related with this research. The following is a comparison of the research results with previous research. The first research was conducted

by Susanti, Student at the Faculty of Teacher Training and Education Muhammadiyah University of Jember with the research title “The Teachers’ Perception of Mobile Assisted Language Learning (MALL) In Banyuwangi” 2021. Susanti’s research method used decriptive qualitative to analyze the data.

The researcher use an open questioner to gather the data. The research analyze information from the data gathered through 1) Familiriazing and organizing, 2) coding and reducing, 3) interpreting and representing which were collected from the 3 teacher of SMK Muhammadiyah 4 Glenmore, and 4 teacher of SMK N 1 Glenmore. Based on the data the researcher find there where 4 teachers already used language learning aplication in their teaching learning process and 3 teachers only used general aplication such as google meet, and zoom. The similarity between the previous study and this research is that both seek to identify the perceptions’ about Mobile Assisted Language Learning.

The second research title is written by Nafa (2020), with the title “The use of Mobile Assisted Language Learning in English learning of fourth semester English department student at IAIN Samarinda”. Nafa’s research method used decriptive qualitative to analyze the data. The researcher use a google form for online interview to gather the data. The research analyze information from the data gathered through following the concept given by Miles and Huberman (1994) is an activity that includes data reduction, data display, and data conclusions are drawn/verification.

The data collected from English Department students at IAIN Samarinda. The researcher said, Based on the data finding, showed that MALL are indeed useful and bring advantages for students. They share their experience in using MALL for English learning to facilitate, save time and energy, easy theory learning and information access, and improve motivation.

However, besides the advantages MALL can provide, it also has its disadvantages. The students share their experience of disadvantages using mobile phone for English learning. They say that the mobile phone is too small so that it is difficult to type, the application of online classes is not yet perfect, the source of material that cannot be trusted completely and the difficulty of internet Access because not everyone has the same economy so that at the internet that requires a data packet or wifi connection cannot reach everyone. The similarity between the previous study and this research is that both seek to identify about used a Mobile Assisted Language Learning in students learning activity. .

The third research written by Chenda et al, (2024). With the title “Students Perceptions toward Utilizing Technology to Help Reading Skills: A Case Study of IFL Students in One Public University in Battambang”. Her research method used Mix Method to analyze the data. The researcher use a Questionnaire to gather the data. The research analyze information from the data gathered through following the concept given by Faber and Fonseca, The data were examined with Percentage. The data

collected from University of Battambang. The researcher said, based on the data finding, showed that the Technology are also known to be able to improve students' reading skills. The similarity between the previous study and this research is that both seek to identify about used a Mobile Assisted Language Learning in students learning and both using the Quantitative as a method.