

ANALYSIS STUDENTS' PERCEPTION OF USING MOBILE ASSISTED LANGUAGE LEARNING(MALL) IN READING CLASS

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Abstract

This study aimed 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 4.0 era and because of the current conditions faced by students such as the advances in technology that must be overcome to maintain the quality of education or education. student. lecturers must take advantage of MALL, this has been aimed at creating an innovative and creative learning environment with an integrated learning system based on faith and piety, as well as science and technology. This study used descriptive qualitative research, because this study was intended to explain and control symptoms, how much influence the use of smart phones or mobile phones has on improving students' academic reading in the reading class, data collection in this study was intended to obtain strong and relevant data, data collection techniques used by researchers was a questionnaire. This research was carried out in the sixth semester students of the English Department at the University of Muhammadiyah Bengkulu. The sample is twenty students Apart from the rapid development of technology, one of the factors supporting the used of MALL in the teaching system in the reading class by lecturers because of the corona virus which requires students to study remotely or study online. The findings of this studied 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 68% 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 good enough.

Keywords: Reading Class, MALL, Students' perception

A. INTRODUCTION

One of a country's most crucial components is education, and it is developing quickly and dynamically. Given that the COVID-19 pandemic forces all learning processes to be conducted through online applications, forcing everyone involved in the education sector to adapt, field education also needs to keep up with technological advancements in the current state. This is especially true as we move toward the 4.0 era, which uses technology such as mobile in the online teaching process, especially learning in language or frequently encountered material.

it is expected that the continuous emergence of new variants of COVID-19 will lead to strict lockdowns in the future, making it necessary to prepare, especially in the educational sector. Therefore, it is crucial to investigate students' views and experiences with online assessment to effectively deal with the unpredictable situation. The readiness to learn online, known as E-learning, as mandated by the government, is almost non-existent.

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 Bengkulu. The use of MALL is crucial for the online learning process, especially in a pandemic where the learning process must be accelerated. Some classes 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 serves as a face-to-face medium to students and lecturers as well as to convey material concerned with reading skills. because many postsecondary institutions are beginning to prioritize online education as a long-term strategy. It is essential that higher education institutions offer impressive online programs given the online education sector's rapid development and the significance it has for postsecondary institutions. stated by Kim, K. J., & Bonk, C. J. (2006).

Considering that mobile technology is always used in daily life and that it has an extensive variety of features and applications that can be used for teaching and research, researchers have used mobile as a medium to assist with language learning, especially English learning and reading skills. Based on recent findings from several studies, technology is effective for educational objectives, particularly when used to create tools that encourage active learning (Yudhiantara,2017). E-reading is now a

component of the collaborative learning process, according to Sarangi, (2015); it is a ground-breaking, booming technology for the acquisition of knowledge, and the idea of learning through such gadgets has grown in popularity among its users.

Based on those experts, technology holds an impact on developing reading skills from traditional learning into 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 can be known as a new wave for intellectual motion. As the result, technology is so useful in learning manner it could help the students in improving their information mainly in analyzing. technology makes it easy the college students to access any content material and information. one of the technologies that can assist the learning procedure is MALL (mobile-Assisted language learning). Kukulska-Hulme et, al. (2012) said mobile learning is learning mediated via handheld devices which is potentially to be had anywhere and every time. There are some specialists that have researched MALL. the first study by Shi et, al. (2017), said Mobile-assisted language studying using WeChat on the spot messaging. the usage of the pretest-posttest managed organization layout method with the following consequences, the results showed that students in the WeChat institution significantly improved English talent.

The results recommend that mobile-assisted language learning enables the creation of language immersion, which successfully motivates the learners in addition. the second one studies by Yudhiantara & Nasir (2017), stated mobile-assisted language learning (MALL): Reaping mobile phone benefits in classroom activities. This study used a questionnaire. The effects showed that students had positive perceptions and attitudes closer to cell phones to help activities.

The third research by Mihaylova et, al. (2020), said A meta-analysis on mobile-assisted language learning applications reveals moderate learning benefits and significant e-book bias. The fourth research using Darmawati (2018) said. Improving speaking skills through Mobile-Assisted Language learning (MALL). This study became a classroom action study, which turned into performed in three cycles. based the findings, it confirmed that Mobile-Assisted Language learning could improve college students' speaking capability in terms of pronunciation, grammar, vocabulary, fluency, and

comprehension. The more the students practice their speaking although MALL the better their speaking potential.

Mobile- Assisted Language learning using user-centered design. This paper ambitions to increase a mobile-assisted language learning (MALL) application for English intensive path (EIC) using a person-focused layout method. The end result shows that users (students) experience that the MALL application can help college students to study and understand the EIC material. college students can use the MALL application for self-study, outside and inside the classroom, whether idle or mobile. For the teachers, the MALL application is very helpful in the teaching and mastering process. Nuraeni, C, Carolina, I, Supriyatna, A, Widiati, W., & Bahri, S. (2020, November). stating that using mobile phones in learning English still has obstacles so that it cannot be shown as the main learning media.

An online learning system, of course, experiences a lot of constraints, like a teacher should be able to teach the distance that has to use technology, and then a teacher must be ready to design learning models and teaching materials and media. Online learning systems, have changed learning access with direct interactions into indirect interaction learning.

His 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 programs for MALL, whereas researchers focus on using MALL to determine students' perceptions in the analyzing class without limiting the methods or the use of applications while this research will best analyze the perception of students' of using Mobile-assisted language learning (MALL) in analyzing class. based on the researcher's observation in the university, the researcher found that some lecturers use MALL in the learning process along with google classroom, google meet, website, and social media.

Considering the observation, the researcher is interested to look at students' perceptions of online learning through MALL as an alternative to increasing the student's interest in learning for the duration of this pandemic where academics and students are required to apply online lectures to complete government programs to eliminate the spread of the coronavirus without stopping the teaching and learning method.

B. Research Methodology

This research will use research design, population and sample, research instrument, procedure of collecting data, and technique of data analysis.

This research will use descriptive qualitative research. It aims to describe perceptions of students in using MALL in reading class in the sixth semester of Students in English Department at Muhammadiyah University of Bengkulu. Participants in this study took classes with English students in the sixth semester of the 2023/2024 academic year at the Muhammadiyah The University of Makassar used technology as a medium of learning in reading classes. Researchers select samples by taking into account the characteristics or criteria needed. Can be selected from survey data, or others. 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.

In collecting data, the researcher present some procedures, as follows the researcher will meet the lecturer of reading class who use MALL application in the his/her class to ask permission to conduct the research. The researcher will meet or contact the students of reading class who use MALL and give the explanation about the purpose of the research, questionnaire and the researcher will explain how to answer the questionnaire. The researcher give the questionnaire to the students. Students submit their answers to the researcher. The researcher analyzes the data based on the students' answers.

Data from questionnaire, there were some steps in analyzing data for document checklist Collecting data Researcher collected the data from questionnaire. Classifying Researcher classified the result of question that has been collected. Analyzing Researcher will analyze the percentage of questionnaire by using formula below Concluding Researcher made conclusion after analyzed the result the data that has been.

1. collected

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Table X value interpretation table

X value	Interpretation
0	Very poor
0,01-0,49	Poor
0,50	Fair
0,51-0,99	Good enough
1	Very good

Sugiono(2012)

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

Yes = 1

No = 0

C. Findings

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

Table of Data Collection Result

No	Criteria	Total	Average	Percentage
1	Yes	274	13,7	68 %
2	No	126	2,6	0 %

Based on above results, a total score 274 was obtained from the total number of students who answer yes and average obtained from the Total number of answers" yes" from the total percentage 100% divided by total frequency, namely the total number of students and times the average, the results for the scale are 68% and converted into nominal from to 0.68% after getting the result, place the scale according to the interpretation table below

X Value	Interpretation
0	Very Poor
0,01 – 0.49	Poor
0,50	Fair

0,51 – 0,99	Good Enough
1	Very Good

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 questionnaire which was calculated, it was placed on the percentage scale as follows, the YES answer score was "1" and the answer NO, the answer score was "0" with a total of 274 "yes" answers. 13.7% because the value of the answer "no" is 0 then it does not need to be calculated, the average value of students 13.7% researchers changed it into a percentage so that it could be placed on the Guttman scale by means of an average value of 13.7 with a simple formula that is 100% divided by the number of students which is 20 multiplied by the average result, the percentage of results obtained by students who choose the answer "yes" is 68% and is converted into nominal form to 0.68%. is in the range of 0.51 – 0.99, so it can be said that the perception of students who have used the mall in class is on the "good enough" scale in the interpretation table.

D. Discussion.

Based on the results of the analysis of the guttman scale, the results related to the interpretation table on the "good enough" scale, meaning that the perception of students who use MALL in reading class is that students have positive perceptions. This means that according to students, the use of applications on the MALL or MALL itself in the reading class is good enough or enough to help them in the learning process, both in receiving the material and in making assignments given to them through the application given on the advice of the lecturer and the atmosphere is quite interactive. and MALL flexibility for academic purposes. Another thing because the scale obtained by students' opinions about MALL in the reading class is that it is good enough, 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 good enough, 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 and 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 good enough 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 good enough scale also shows that the learning environment.

By a good enough scale also shows that the learning environment 43 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 good enough. The results show that students have positive perceptions and attitudes towards MALL to support classroom activities. In 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 tha students had positive perceptions and attitudes towards cell phones to support class activities.

E. Conclusion

Based on the results of the analysis of the guttman scale, the results related to the interpretation table on the "good enough" scale, meaning that the perception of students who use MALL in reading class is that students have positive perceptions. This means that according to students, the use of applications on the MALL or MALL itself in the reading class is good enough or enough to help them in the learning process, both in receiving the material and in making assignments given to them through the application given on the advice of the lecturer and the atmosphere is quite interactive. and MALL flexibility for academic purposes.

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