CHAPTER 2
LITERATURE REVIEW

This chapter provides a brief overview of some theories that support the research. The theories concern mobile-assisted language learning, MALL in the TELL class, the principle of MALL, students' perceptions, and the study of relevant research.

2.1 Mobile-Assisted Language Learning (MALL)

Mobile Assisted Language Learning (hereinafter MALL) is a language learning technique that has gained popularity not just academically but also socio-culturally. the existence of the MALL cannot be separated from the presence of smartphones that are used to learn English both in class and outside the classroom. The use of MALL in Technology Enhance Language Learning (TELL) becomes one of the shreds of evidence of the use of MALL in English language learning classes. Furthermore, below are. the definition of MALL, the principles of MALL in language learning, the benefits and drawbacks of MALL, and the procedures of MALL in language learning.

2.1.1 Definition of MALL

Mobile-assisted language learning is a self-paced learning supported and /or facilitated by mobile devices that can be used while language learning and teaching (Sun et al. 2017, cited in Kamasak 2021). Stockwell (2022) describes MALL as the usage of mobile devices (smartphones, tablets, MP4) to aid in (language) learning. As a result, the devices in concern might include a personal digital assistant (PDA), a standard mobile phone now most commonly a smartphone. A precise definition of mobile-assisted language learning is necessary for this thesis. Davie (2015) MALL is defined as the use of smartphones as one of the mobile devices in mobile-assisted language learning. Furthermore, Stockwell (2022) MALL refers to the use of mobile devices (smartphones, tablets, MP4) in the classroom, enabling learners to perform specific learning tasks or activities, typically requiring an interface with another mobile device via internet connection and digital mobility.

Waerden (2019) discusses digital mobility, where learning is facilitated through Information and Communication Technology (ICT) rather than physical transportation. ICT enables virtual meetings and global connectivity, saving time and resources. This type of communication is related to several factors, including personal communication networks, distances, and digital communication modes. Numerous properties (frequency, location, duration, and so on) are shared by the two types of mobility. This leads to an important aspect that could be included in the definition of mobility coined by Stockwell (2022) defines mobility as learner interaction with resources through mobile phones and/or smartphones and also how learners can use mobile phones and/or smartphones in a way that evolves with their long term. This means that learners can use them as ongoing tools at all times quickly and easily at any time that they choose, and the *interactivity* of the device with the surroundings, other devices, or people. This is an aspect of MALL that has received very little attention (Lyddon, 2016). Mobile-assisted language learning can be considered the next generation of e-learning. Mobile devices do not substitute for existing learning devices, but they serve as extensions for learning in new environments, and new capabilities, particularly in English classroom contexts. The use of Mobile phones among higher students as a tool for language learning in the classroom has evolved and is highly underrated. Therefore, Botero (2019) states that students prefer to use mobile phones for learning due handy and flexibility, as everything in a study is related to technology. In line with Rao (2019) using mobile devices in the classrooms not only enhances the learner's learning but also leads them to be independent learners.

2.1.2 Principles of MALL

Stockwell (2022) Theories related to perceptions and attitudes towards mobile technologies should implemented in the integration of MALL. Therefore, the researcher used the theory of the Technology Acceptance Model (TAM). Davis (2003) TAM concept includes; first, system design

features, which refer to the various characteristics and functionalities that a technology offers to its users. These design features can include ease of use, efficiency, reliability, security, and customization options, among others. By understanding and evaluating these design features, researchers and designers can better understand how users perceive and interact with technology. The second is perceived usefulness refers to the extent to which users believe that a technology will enhance their performance or make their tasks easier. It is an important factor in determining user acceptance and adoption of new technologies. By studying the perceived usefulness of a technology, researchers can gain insights into how users perceive its potential benefits and whether it aligns with their needs and goals. Additionally, perceived usefulness can also influence users' perceptions towards using the technology, which in turn affects their intention to continue using it in the long run. The third is, perceived ease of use, which refers to the user's perception of how effortless it is to learn and operate technology. It plays a crucial role in shaping users' attitudes and intentions towards using the technology. A technology that is perceived as easy to use is more likely to be adopted and utilized by users, as it reduces the perceived effort and complexity associated with learning and using it. The fourth is, that attitudes toward using the technology vary greatly among individuals and can be influenced by a multitude of factors. Some people embrace technology wholeheartedly, viewing it as a powerful tool that enhances their lives and enables them to stay connected and efficient. They appreciate the convenience and opportunities it offers, often adopting new technologies as soon as they become available. On the other hand, some approach technology with caution or even resistance. They may have concerns about privacy, security, or the potential negative impacts of excessive screen. The last is actual system use, which refers to the current software or hardware that is being utilized by an organization or individual for their technology needs. It could include operating systems, databases, applications, and other infrastructure components. The choice of the actual system is crucial as it directly impacts

the efficiency, effectiveness, and overall performance of the organization's technological operations. It is important for organizations to regularly evaluate and update their actual system to ensure it aligns with their evolving needs and technological advancements. In addition, another theory from Elias (2011), the principles of MALL are equitable use, flexible use, lenience for error, and instructional use**.**

  a. Equitable use

  The course material should be accessible to people with a wide range of abilities and in a variety of settings. It refers to materials and tasks that can be accessible on numerous devices.

  b. Flexible use

  In this situation, course design should take a variety of individual preferences, schedules, connectivity levels, and content preferences into account. According to Rinanda et al. (2019), the mobile application can support learning in both formal and informal settings. Students can also learn English vocabulary through mobile technology because this program has a variety of educational materials (Aminatun & Oktaviani, 2019). Because MALL includes a variety of important materials, it may be used anywhere and at any time.

  c. Lenience for error

  In this situation, establishing language learning environments for mobile phones should allow for mistakes. Furthermore, since applications and learning settings can reduce this inaccuracy, students can feel more at ease during the learning process.

  d. Instructional

  What is meant by the instructional is how students are taught in the course with a mobile phone. For instance, Canvas, quizzes, games, and notifications are used to help students, particularly in online TELL classes.

2.1.3 The Benefits and Drawbacks of MALL

Mehdipour and Zerehkafi (2013) outline the several benefits and functionalities that MALL offers. Below is a summary of them:

   a. Portability

   Mobile technologies can be used everywhere and at any time because of their portability and lightweight. MALL devices are less weight than PCs. As a result, they can use both inside and outside of the classroom.

   b. Interaction and Engagement

   MALL enhances learner participation by allowing students to participate in learning activities while accommodating varied learning styles. MALL compose students become more involved, better grasp what they have learned, more inclined to communicate with other students or the instructor outside of class and value the faculty member as a result of mobile technology (Fisher & Baird, 2006). Then, digital technology enables students to participate in a variety of activities, particularly those that need students to communicate with one another and share their knowledge (Hwang et al., 2014). As a result, the participants can learn more.

   c. Motivation

   Mobile technology settings will increase student motivation, promote fluency in dispersed ways of language learning, and allow for a wide range of emotions and experiences (Fisher & Baird, 2006). As a result, students become more motivated when they are introduced to new technologies.

   d. Collaboration

   Through the distinctive feature of mobile device functions, students may cooperate on their work. For example, several students from various places can take part in the same activity. They may also exchange data, movies, games, and a wide range of instructional resources.

On the other hand, according to Saalek (2014), there are several drawbacks of MALL to be applied in language learning.

   a. Small screen size

A smaller screen limits the amount of stuff that can be viewed at once. this may need additional scrolling, which is especially annoying while reading papers, publications, or browsing websites. Furthermore, smaller displays can make typing more difficult. When messaging or emailing, the virtual keyboard keys may be tight, resulting in additional typing mistakes or discomfort, additionally, small displays hinder the capacity to multitask thus due to the restricted area, using numerous programs at the same time or displaying two apps side by side might be difficult.

b. Reliance on Internet connectivity

In areas with poor network coverage or limited data plans. The reliance on internet connectivity for accessing online resources can be a hindrance in areas with poor network coverage or limited data plans. A loss of connectivity might make it difficult to retrieve crucial information, work with colleagues, or use cloud-based services, which reduces productivity.

2.1.4 The Procedure of MALL in the TELL class

The pattern of the implementation of MALL in English language learning depends on the specific educational institution or programme. Some institutions may incorporate MALL to complement traditional classroom instruction, using mobile devices and apps to enhance language learning activities. Others may opt for a fully online or blended learning approach, where students primarily engage with language learning materials and interact with instructors through digital platforms (Godwin, 2017). However, the use of MALL (Mobile-Assisted Language Learning) in the TELL class is as a device to assist online and the blended learning approach. Here is a procedure of how MALL in the TELL class, the first in the subject of technology-enhanced language learning students are required to use technology such as language learning apps, online dictionaries, and interactive language learning platforms. These tools provide students with opportunities to practice their language skills dynamically and engagingly.

Additionally, technology allows for personalized learning experiences, as students can access resources tailored to their specific needs and interests. Generally, lecturers and students utilize laptops, yet the use of smartphones is a reference for some students to help them facilitate their assignments in this class. Furthermore, smartphones enable students to easily access educational resources and materials, such as e-books and online articles, which can enhance their understanding of the language. Additionally, the use of smartphones can promote collaboration among students through features like group messaging or video conferencing, allowing them to communicate and practice their language skills with peers even outside of the classroom. Second, MALL helps achieve the objectives of the TELL course, in which the goal of the TELL course, students are expected to be able to demonstrate good knowledge and understanding of the concept of education, technology, and language learning (theory), explore technological apps and tools designed for both education and non-education purposes (practice), design learning materials by establishing a framework to guide in planning the educational technology (practice), utilize technological apps and tools to enhance the knowledge and skills of learners (practice), manage the use of the apps and tools in different domains and their effects on the learning outcomes. Third, in the TELL class, several applications are used as learning media such as WA, Zoom, Websites, and Canvas. One tool that is intensely used in this class is Canvas. Canvas is a versatile online platform that allows teachers to create interactive lessons, assign and grade assignments, and facilitate discussions among students. Canvas also provides a convenient way for students to access course materials and resources from anywhere. Fourth, Students download and install learning media on their smartphones, which allows them to access educational content anytime and anywhere. This enhances their learning experience by providing a convenient and portable platform for studying and reviewing materials. Next, although the use of smartphones as personal device assistants are used to operate all online learning media. Canvas, a popular learning management system, stands out in this class as it provides a

centralized platform for students and instructors to access course materials, submit assignments, and engage in discussions. To explore the features and functionalities of each language learning app and familiarize themselves with the app's interface, options, and available resources, students log in Canvas LMS app on their smartphones to access course materials and participate in online discussions. This allows them to conveniently stay connected with their coursework and engage with their peers and instructors. Additionally, the app provides notifications for important updates and due dates, ensuring that students never miss any crucial information. Last, the implementation of MALL in the TELL class has enhanced the learning experience for students. MALL, or Mobile-Assisted Language Learning, utilizes mobile devices and applications to support language learning both inside and outside the classroom. This integration has allowed students to access interactive language exercises, authentic materials, and real-time feedback, making their language learning more engaging and effective. Additionally, MALL has provided opportunities for personalized learning as students can choose activities based on their individual needs and interests.

2.2 MALL in the TELL class

Technology enhance language learning is one of the subjects in the English Language Education study program, at one of the state universities in Tasikmalaya, with the class specifications as follows:

2.2.1 Course Description

This course focuses on integrating technology (apps and tools) to improve the language learning experience of 21st-century language learners. The course covers a wide variety of topics, from emerging issues on TELL to its practical use in language classrooms. With the 6 points of ability, the course equips student-teachers with the ability to:

a. Explore technological apps and tools designed for both educational and non-educational purposes

b. Design learning materials by establishing a framework to guide in planning the educational technology

c. Utilize the apps and tools to enhance the knowledge and skills of learners

d. Manage the use of the apps and tools in different domains and their effects on the learning outcomes

e. Critically evaluate the use of the apps and tools by monitoring, assessing and giving judgment on the use in achieving the expected outcomes

f. Educate others on how to find, evaluate, and use apps and tools to enhance the language learning experience.

2.2.2 Course Objectives

By the end of the course, students are expected to be able to demonstrate good knowledge and understanding of the concept of education, technology, and language learning (theory), explore technological apps and tools designed for both education and non-education purposes (practice), design learning materials by establishing a framework to guide in planning the educational technology (practice), utilize technological apps and tools to enhance the knowledge and skills of learners (practice), manage the use of the apps and tools in different domains and their effects on the learning outcomes (practice), critically evaluate the use of the apps and tools by monitoring, assessing and giving judgment on the use in achieving the expected outcomes (practice) and educate others on how to find, evaluate, and use apps and tools to enhance the language learning experience (praxis).

2.3 Students' Perceptions

The students' perceptions are a process of how students value and see the phenomenon which is influenced by their experience and knowledge throughout the process. Asrori (2009) states that perceptions are an individual who organizes, interprets, and gives meaning to the stimulus that comes from the environment, as the result of the learning process and experience.

Furthermore, the importance of perception could influence the advancement of learning, Entwistle et al (2002) researched the significance of perceptions in learning and found that rather than the teaching method itself, students'

perception of teaching has a greater impact on their learning, and also affect how students view learning materials and their choice of learning and learning strategies.

However, because people interpret information and phenomenon differently (Cherrstrom et al., 2019) there are positive and negative perceptions, Rahmat (2005) state that human will have a positive perception if the information or phenomenon fits with their preferences and can be accepted both personally and logically, meanwhile, the perceptions will be regarded negatively if the perceived information or the phenomenon doesn't fit with their preferences. The terms positive and negative is discussed whether the phenomenon accepted or not by participants, Cherrstorm et al. (2019) Positive perception is a person's assessment of material with a positive view, meanwhile, negative perception is when a person views information or phenomenon negatively and against what is commonly perceived or established rules.

2.5 Study of the Relevant Research

Various parties are continuing to conduct studies to discover new truths across numerous science domains pertinent to this research. The implementation of MALL in English language teaching and learning was conducted by Miangah & Nezarat (2012) observing several previous research entitled Mobile-Assisted Language Learning. In this paper, researchers examine the benefits and drawbacks of adopting mobile technology for students and professionals by looking at several m-learning applications and some instances of various elements of it. It highlights the advantages of utilizing mobile devices. The result of the study found that MALL can be considered an ideal solution to language learning barriers in terms of time and place since learners experience a greater sense of flexibility, so they can take advantage of spare time to learn a second language when and where they are.

In another research conducted by Ali et al. (2019)) entitled Pakistani Learners' Perceptions Regarding Mobile Assisted Language Learning in ESL Classroom, the quantitative paradigm was employed as the research design. The study's population consisted of Intermediate students enrolled in Lahore's public-

sector institutions. From this demographic, 60 students from six public sector institutions in Lahore were chosen using simple random sampling. A closed-ended questionnaire was used to collect data. SPSS was used to examine the data that was obtained. The findings revealed that Pakistani students had a pleasant attitude regarding MALL use in ESL courses. The study also emphasizes another element of MALL: it not only facilitates and comforts learning but also stimulates learners to learn in a collaborative environment. The research also mentions that If MALL is applied correctly in Pakistani schools, it has the potential to be a powerful instrument for language acquisition.

In line with Rao's (2019) conducted research entitled "The use of mobile phones in English classrooms among higher students". This research begins by emphasizing the significance of the most recent technological advancements in a variety of sectors. Second, it focuses on educational developments that have occurred. Finally, this research investigates the impacts of utilizing technological equipment, particularly mobile technology. This research discusses the use of Mobile Assisted Language Learning (MALL) in English classroom teaching and learning, as well as how to utilize it effectively to improve learners' performance. This research reveals that most students rely on their mobile phones to keep them organized in classroom activity, in addition, the study also finds that students frequently use Mobile phone features such as cameras, alarms, calendars, and applications that support their learning. Based on its findings, the study recommends that mobile devices are excellent learning tools for subject thought in the classroom. Another study conducted by Abilene Christian University found that learners were more motivated to complete their lessons on mobile devices than through traditional textbooks and workbooks, furthermore, Mobile phones help students to get authentic materials through the internet easily.

Nuraeni et al. (2020) conducted a study entitled Mobile-Assisted Language Learning (MALL):" Students' Perception and Problems Toward Mobile Learning in the English Language" This study concentrated on as follows: 1) Students' perspectives on utilizing mobile phones in the English language

learning classroom activities; 2) the issue of using mobile phones to support classroom activities, particularly in English language learning classroom activities learning. The research approach was quantitative, with 70 students serving as study subjects. A 5-point Likert Scale questionnaire was used to collect the data. The study discovered that, first, the majority of students had a favourable opinion of the use of MALL to enhance classroom activities, particularly in English language development. Second, one of the most significant issues that students encountered when utilizing MALL in the English language classroom was a lack of internet access. MALL, on the other hand, is hoped to be employed as one of the teaching tools.