

CHAPTER II

LITERATURE REVIEW

This chapter presents a brief explanation of some theories and previous studies that support the research. The theories are related to the concept of Anitales, Perceptions, Digital Story Telling and how Anitales can be used in EFL classroom.

2.1 Mobile Assisted Language Learning (MALL)

The development of technology in education has been increasing, even there are a lot of application in Mobile phone has been applied to support students' learning or become the learning method for the teacher itself. As stated by Miangah and Nezarat (2012), "MALL can be considered an ideal solution to language learning barriers in terms of time and place" (p. 309). MALL is also used in any education level such as in higher education, "Mobile technologies provide new possibilities for students in higher education with important features to the learners" (Kondala, 2016, p.112). Besides, it is offered many benefits in language learning, in line with Khaddage, Muller, and Flintoff (2016), There are some benefits that provided by MALL especially for University learning because they are easy, convenient, efficient, flexible tools for collaboration, coordination, and communication.

Moreover, MALL in language learning has a good influence to support students' learning in enhancing their English Skills. For instance, Ahn and Lee (2013) found that mobile speaking applications could improve students' speaking skill. Sun et al (2017) finds that social media combined with mobile technology might positively impact EFL oral performance, even in the lower grades of

elementary school. Then Hsu (2013) found that the participants agreed that MALL is a potential tool for constructivism in EFL Learning. Moreover Ataeifar, Sadighi, Bagheri, and Behjat (2019) investigating the impacts of mobile assisted instruction on improving Iranian female EFL Learners' speaking skill and exploring their perceptions of the experience with the participants are 90 female students at Higher Education in Iran. They found that Mobile Assisted instruction played a prominent role in improving learners' speaking skill. The interview showed that the majority of their participants had positive perceptions toward mobile learning. Their study proves that both voice thread ad Twitter can be used to assist the students in enhancing their English Skill. Another study from Kapucu, Eren, and Avci (2014) they investigated the pre-service science teachers' opinion about using GoAnimate to create animated videos. The result of research reported that most of pre-service teachers mentioned that educational animations prepared using GoAnimate software were engaging and could popularize science among students but they had some difficulties on using it.

From those studies, it proves that mobile learning has a good influence in the quality of teaching learning process in the class or as the tool to support the students' learning in enhancing their English skills. Therefore, the researcher feels interested to explore students' perception on different tool or application called Anitales in Digital Story Telling class.

2.2 Digital Story Telling in EFL Context

Digital Story Telling (DST) is an example of how technology can be applied in education. DST is a process of creating a story by combining and editing

multimedia elements such as text, animation, music, image, and narration related to a particular topic (Hava, 2019). “In modern education systems, storytelling is used in many disciplines and at many class levels, including higher education” (Heo, 2009; Tahriri, Tous, & Movahedfar, 2015 as cited in Hava, 2019). DST is the way to make students engage with material in the classroom. The use of digital stories encourages children to participate in different learning tasks, enhance students’ collaboration skill, students can practice their English language in integrated and creative ways and think creatively of how these resources hang together to communicate the intended message (Lestariyana, Widodo, 2018). Furthermore, the creation of digital story telling can use mobile application or computer software.

In EFL context especially Indonesia, most of the ELT practices in primary schools center on rote learning/memorization and drilling (e.g., vocabulary and grammar exercises) as reported by Hawanti (2014), Hardman and A-Rahman (2014), and Widodo (2016). It means DST in EFL context is rarely used in the classroom. Moreover, teacher still teaching by depends on the textbook that given by the government. Hawanti (2014) stated that English teachers still use these books to teach children. Nevertheless, Recent studies reported regarding the use of DST in Indonesia. For instance, Lestariyana and Widodo (2018), they engaged the young learners in Indonesia with digital stories. Their experiences reported that the use of DST in the classroom has positive perceptions toward students’ creativity, critical thinking, digital literacy, confidence, etc. Another study by Juvrianto, Atmowardoyo, Weda (2018) that concerned with the use of DST in teaching listening comprehension in one of secondary school in Indonesia finds that students

agree that learning English by using digital story is a good in assisting their learning since they've used it for about four weeks in the process of teaching and learning.

In more recent research, Hava (2019) investigating about Exploring the role of digital storytelling in student motivation and satisfaction in EFL education specifically in turkey. It also investigates students' opinions on the use of digital storytelling in learning environments. She used pre experimental study, a group of pre-service teachers created three digital stories about countries, nature, and sports in a 9-week implementation process. There are various editing software that used to create the digital story. The motivation scale and digital storytelling satisfaction questionnaire were used as data collection tools. At the beginning and the end of the implementation process, the students were assessed on their motivation level of self-confidence, personal use, and attitude domains. However, the results showed that there were significant improvements in students' self-confident and personal use after digital storytelling activity.

2.3 Students Perceptions

Through human's senses, people can see, and feel everything around them and that causes what is called perceptions. "Perception is man's primary form of cognitive contact with the world around him" (Efron, 1969, p.137). It means perceptions is shaped because of there is a cognitive contact with something or object that feels by the human's senses. "Your world is what your senses tell you" (Coren, Ward and Enns, 1999 in Lewis, 2001, p.276).

What makes perceptions shaped in human's brain is there is a perceiver and something that is being perceived. According to lewis (2001) It is called as the

fundamental element of perceptions which involves an experiencing person and object, person, situation or relationship is being perceived. However, the context of situation is another factor that caused perceptions being shaped. As stated by Lewis (2001) “There is the context of the situation in which objects, events or persons are perceived and finally, there is the process nature of perception starting with the experiencing of multiple stimuli by the senses and ending with the formation of percepts” (p.275). Moreover, everyone has their own perceptions, according to Randolph and Blackburn (1989) there are three factors that makes people has different perceptions, the individual has previously learnt, as well as the motivation and the personality of the perceiver (p.87). There are 3 processes of perception by Ou Qiong (2017), those are selection, organization, and interpretation.

1. Selection

It is the first phase in the process of perception, on this stage, we convert the environment stimuli into meaningful experience. After we sense around us then we will get some informations in our mind. This phase only focus on some information that may be because of our interest of seeing that part of information.

2. Organization

The second phase in perception process is organization. This stage is achieved by putting the object that we see into categories. Then we construct our general knowledge about the object that we sense.

3. Interpretation

This phase refers to the process of attaching meaning to the selected stimuli.

When the selected stimuli have been categorized into structured and stable patterns, then we can interpret it to a particular meaning.

Additionally, perceptions in educational research has been produced by many researcher. For instance, Gorra and Bhati (2016), investigated about Students' Perceptions on the use of technology in the classroom at higher educations institutions in Philipina. They observed the students' perceptions after giving the students a treatment to use technology in the classroom. The result showed that most of students have negative consequences using mobile internet. Another study by Ekinici and Ekinici (2017), investigated about perceptions of learners about using mobile application for English language learning. Result showed that mobile applications might be enlightening for EFL learners by providing advantages and disadvantages of using them.

In the context of this research, the author endeavor in investigating the Students Perception on Anitales Application in Digital Story Telling class using a theory by Ou Qiong (2017), they are selections, organization, and implemenation. Recently, the participants are those who have used Anitales in digital story telling class, surely they have their own perceptions about it.

2.4 Anitales as part of MALL

Technology has become an important part of education. Moreover, many teachers has been integrated technology to the classroom, for instance the use of mobile learning to assist the students in enhancing their English skills. In line with

Kondal (2016), the integration of mobile technology in teaching learning may increase the use of effective methods to achieve knowledge of language skills.

A lot of mobile learning or application has been used by both students and teachers in the classroom, for instance GoAnimate. It provides a web platform for users to make an animated videos (Stratton, 2014). Same as GoAnimate, Anitales is one of applications that can assist students in improving their English skills. It is an android application to read and create animated story in which it can be encourages the users to create their own story by using their imagination and can improve user's creative writing skills. ("Anonymous," n.d). The researcher believes Anitales will become one of popular platforms to use in the classroom since it is a practical application and provides a lot of unique features. Furthermore, the researcher will detail the functionality, the disseminations features, and how Anitales can be integrated in the classroom.

2.4.1 Funcionalidad

Anitales's appearance is appealing, it is full of color which can attract user's attention, it is also accessible for users since the interface of Anitales from the login menu until the process of creating the animated story is easy to use and not confusing. After the users have prepared the story, monologue and dialogue, Anitales will leads them to choose the theme and title of their story. Then they will be provided by some features to customize the setting, character, monologue, dialogue, even add some voices to each of characters and background music. Below are the detail steps by steps of creating animated story in Anitales.

1. Choose the Log in Options and the Theme of the Story

There are some options for you to log in in Anitales, if you want to make new account just choose new user or Facebook log in, but if you don't want to create account you can choose guess visit. Then you will see the homepage of Anitales, there are some features you can use, to create new story choose new Anitales. Before start writing, it is essential to begin with choosing the theme of the story, it depends on your story and after that you can write the title, then click the green button in the right corner.

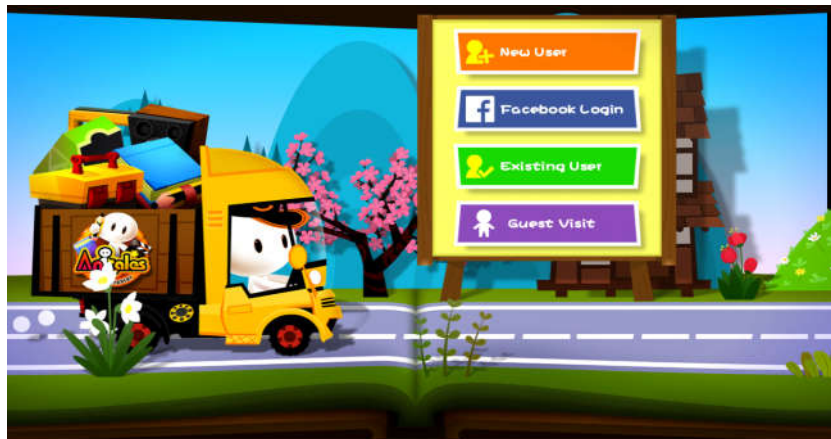


Figure 1 *Choose the Login option*



Figure 2 *The Homepage of Anitales*

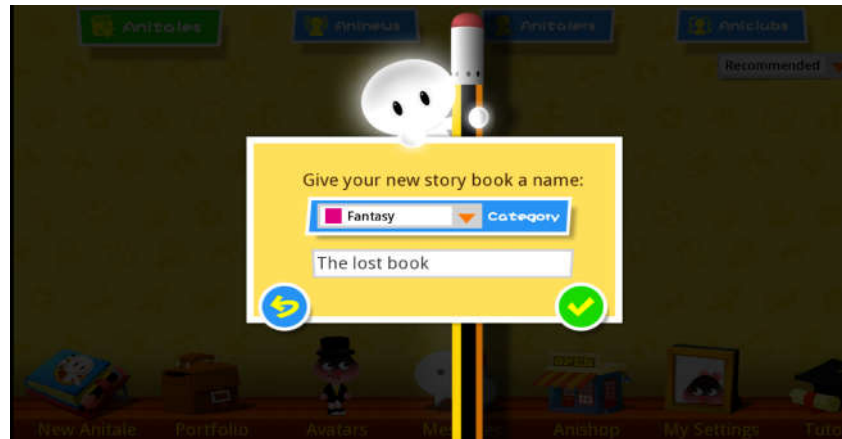


Figure 3 Choose the story theme and write the title of the story

2. Set the Setting and Characters

In this section, you will see a variety of interesting features in Anitales. You can choose the setting, character, properties, sky or weather even music depends on your story, you can also add the movement to each of the characters and add your own voice.



Figure 4 Choose setting, whether, character, properties and music.

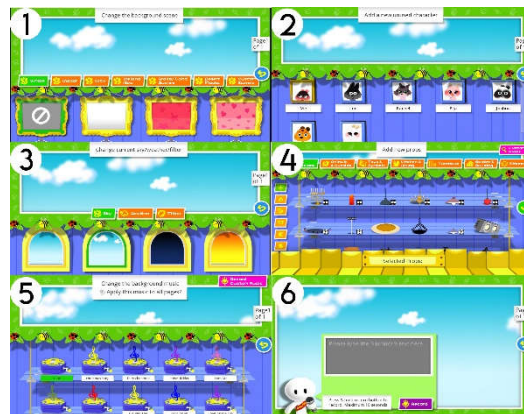


Figure 5 Features of Anitales you can use

3. Finishing

If you have finished in creating the story, click the green button on the left side to see you work, and click the home button to exit. Then you can see you work in the book as your collection, others can see or read your story.



Figure 6 Replay your animated story and exit

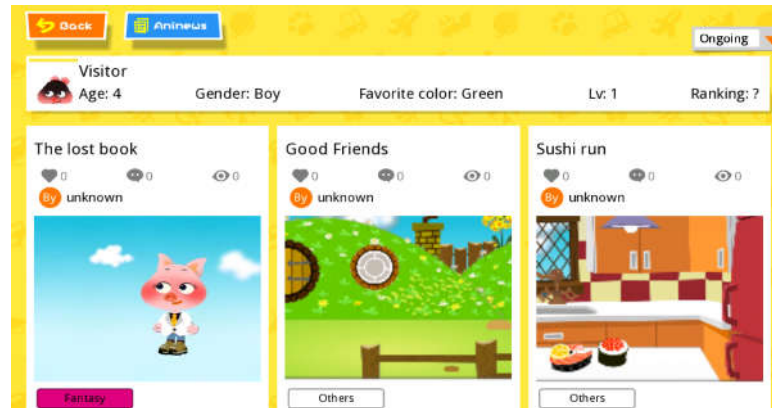


Figure 7 *Your work will be shown in the collection*

More unique features need to be purchased therefore users could more explore the features in Anitales. The Anitales is similar to another animation maker such as GoAnimate, Toontastic used by a lot of users especially in android phone to mix text and audio become a digital story telling project. For instance, users can choose the background, character, wheather, basic emotional expressions for each character response. Users may also incorporate a lot of characters in the scene interaction and can personalize the characters such as hair, race, gender, clothes, and facial features. The characters' voice can also be filled by users' voice. Last, all of the scenes created by the users of Anitales can be exported to become a single video.

2.4.2 Dissemination Features

Anitales is easy to use not as complex as other video animations maker. Even the developer has created a feature named Anitales club that filled by plenty of users to watch, share, and comment on their work. After users finished their work, it will be saved automatically and they have the options to choose whether they want to make it as a public story or a private one, they can access, edit, and preview easily

whenever they want. This feature displays all the users' work and give chances to users to edit the privacy, change the story titles, etc. Besides, Anitales provides integration with Youtube to allow users to post their work.

2.4.3 Use in the Classroom

Anitales has a lot of unique features and similarities with others' platform. The researcher believes that with a lot of unique features provide by Anitales, it can be suitable for both students and teachers in the teaching learning process. Moreover, It may expand the pedagogical approach to them as well. Once Anitales was used by a group of students in one of universities in Tasikmalaya, they used it to accomplish the assignment given by their lecturer in digital story telling class. The target learning of digital story telling class was writing and speaking skills. At first, they presented the Anitales in front of the class and show their work, and in the end of semester the lecturer told them to make a final project of making a digital story telling. Most of the students used Anitales as their media to finish their final project. Besides, the target of digital story telling class are writing and speaking skills, in line with the function of Anitales is to support the students' language learning in improving their writing and speaking skills.

The researcher believes that with a lot of unique features provide by Anitales, it can be suitable for both students and teachers in the teaching learning process. Because of its benefits, Anitales is the chance for the teachers to give understanding to the students regarding the course material deeply and easily. For instance, teachers in secondary or senior high schools wants to deliver material about a conversation of agreement in English, students may get bored with the explanation

given by the teachers or ask the students to read the example in the book. Yet, they can use Anitales as the media to deliver the material and use their voices to fill the character's audio, it will be more fun and challenging for both students and teachers. Students can also use Anitales as their media of presentation, they can use it to show the dialogues in English or any other languages, moreover kind of text in English like descriptive text can be explained by using Anitales. Thus Anitales is not only for higher education since it can be used for any other classes and for any levels