

CHAPTER II

LITERATURE REVIEW

A. Students' Perception

1. Definition of Students Perception

According to Mulyana (2005: 167-168), perception is an internal process that allows us to choose, organize and interpret stimuli from our environment and the processes that affect us. From this Mulyana explanation it can be concluded that perception determines which message we choose and ignores the other messages.

Perception is a process that is preceded by sensing. Sensing here is a process received from the stimulus by individuals through the receiver. But the process does not stop there, in general the stimulus is passed on by the nerves to the brain as the central nervous system and the next process is a process of perception (Walgito 2004: 124).

From this point of view, it could be inferred that perception cannot be done to emptiness. It depends on some background information that will trigger a reaction. Perception may be energized by both the present and past experience, individual attitude at a particular moment, the physical state of the sense organ, the interest of the person, the level attention, and the interpretation given to the perception (Adediwura and Bada Tayo, 2007: 166)

Students' perception according to McGoldrick and Caffrey (2009, cited to Akande, 2009:32), can be understood as the students' ability to justify their own opinions and distinguish it from research being presented in the class.

2. Factors Affecting Perception

Everyone has different tendency in seeing same thing. The difference can be affected by many factors, including internal and external factors (Robbins (2004: 164)

a. Internal factors

Internal factors comes from an individually, especially depends on psychological factors such as: thought, feeling, willingness, needs, gender, attention and motivation. Every human being just different characteristic and temperature also shaped by individuals' family and individuals' environment.

b. External factors

This factors comes outside of an individual, the external factors are also affected someone's perception, stimulus is an internal factor in monitoring process. The process of stimulus will through the sense of organ receptor such as: sight, sounds, hearing, etc. It can be concluded that the individuals' sense organ is a connector between individual and the object in the world.

3. Process of Perception

Perception is the process where message or information enters to human brain. Through perception, human being continually connects with the environment. It's done through five senses. Robbins (2004: 167) stated the following steps show the process of perception :

a. Stimulus

Perception arises because of the response to the stimulus. The first step of the perceptions is sensation. All of the sensations enter through humans' senses. Sensation will influence the stimulus.

b. Registration

The stimulus will be transferred by nerve to brain. Then it will processed by brain. In the process, human being recognizes the stimulus.

c. Interpretation

Stimulus entering into the brain will be interpreted, construed, and given meaning through a complicated process.

B. The Role of Technology in the World of Education

The results of technology have long been used in education. The discovery of paper, printing machines, radio, film, TV, computers and others was used for education. In essence these tools are not specifically made for educational purposes, but these tools can actually be utilized in the world of education.

The development of information technology that is increasingly rapid in the era of globalization is now unavoidable influence on the world of education.

Global demands require the world of education to always and constantly adjust technological developments towards efforts to improve the quality of education, especially adjusting the use of information and communication technology for the world of education, especially in the learning process.

According to H. Hamzah B. Uno and Hj. Nina Lamatenggo, (2011, 61) in Budiman (2017). Said that the trend of education in Indonesia in the future is as follows:

1. The development of open education with distance learning mode. Then to hold open and distance education needs to be included as the main strategy;
2. Shared resource together between educational / training institutions in a library network and other educational instruments (teachers, laboratories) changes function to become a source of information rather than just a bookshelf;
3. The use of interactive information technology devices, such as multimedia CD-ROMs in education gradually upsets television and video. With the development of technology and information in the world of education, at that time it was already possible to hold distance learning by using internet media to connect students with their lecturers, view student grades online, check finances, see lecture schedules, send assignment files given lecturer and so on.

Changes in demands are make the world of education require innovation and creativity in the learning process because many people propose in education, especially learning, but very few people talk about solutions to problem solving about the process of learning and teaching in accordance with the current global demands of the 21st century.

In addition to teachers, technology also has its own role for students, for example the role of technology for students:

1. as an online learning media (darling).
2. as a medium of online learning with a wider scope as a substitute for books and replaced by electronic book technology.
3. as a media learning group, because smartphone technology equipped with messenger applications such as whatsapp can make group between students easier to conduct group discussions without having to gather.
4. With the technology for learning methods students will have broader knowledge for example the search engine Google that has lots of articles and knowledge in it that we can access.
5. The role of technology for other students as a medium to get announcements from a teacher or class leader if there is homework or announcements for holidays via smartphone.
6. More concise in learning because the material listed on Google search engine technology shows what we are looking for and greatly facilitates

us in finding an answer without taking a long time and can shorten the time in searching articles or discourses for student learning

The development of information and communication technology has influenced the world of education, especially in the learning process. According to Rosenberg in G. Gunawan (2009) in Sudibyo (2011), with the development the use of information and communication technology, there are five change in the learning process, namely:

- 1) from training to appearance,
- 2) from classrooms to where and at any time,
- 3) from paper to "online" or channel,
- 4) from physical facilities to network facilities,
- 5) from cycle time to real time.

In the education process, communication is carried out using communication media such as telephone, computer, internet, e-mail, and so on. The interaction between teacher/ lecturer and students/students is not only done through face to face relationships, but also by using these media. With the existence of information technology now teachers/lecturers can provide learning without having to deal directly with students/students. Likewise students can obtain information in a wide range from various sources through cyber space or virtual space using computers or the internet. The most recent thing is the development of what is called "cyber teaching", namely the teaching process that is carried out using the internet. Another term that is increasingly

popular nowadays is e-learning, which is a learning model using communication and information technology media, especially the internet.

Information technology in education can be understood as a complex, integrated process that involves people, ideas, tools, and organizations to analyze problems, find ways to solve problems, implement, assess, and manage solving problems that cover all aspects of human learning (Sukadi, 2008) in Sudibyo (2011). In line with that, the birth of information technology in education begins with problems in education itself. The problems of education that are sticking out now include equitable opportunities to obtain education, improvement in the quality / quality of education, relevance and efficiency of education. The serious problem that is still felt by the world of education in Indonesia from basic education to higher education is the problem of "quality". For that there are three basic principles in educational technology as a reference for their development and utilization, namely: a system approach, student-oriented, and the use of learning resources.

C. Definition of Mobile Assisted Language Learning (MALL)

Mobile assisted language learning (MALL) – is a subarea of the growing field of mobile learning and deals with the use of mobile technology in language learning (Czerska : 2016).

Mobile Assisted Language Learning it means, learning with the aid of handheld technology like mobile phones, pods, pads and any other similar portable devices which are handy.

D. Types of Mobile Assisted Language Learning (MALL)

MALL can be any type of language learning using portable devices. That are the following: PDAs, phones, smartphones, pads, pods and other handheld devices which are used for: voice calling, making short messages, video chat, listening to audio MP3, MP4, Mpeg, web surfing, playing game, electronic dictionaries, watch video etc. (Kukulska-Hulme & Shield, 2008).

E. Advantages and Disadvantages of Mobile Assisted Language Learning (MALL)

1. Advantages of Mobile Assisted Language Learning

Mobile assisted language learning has several advantages especially for students:

- 1) Mobile can enhance classroom learning process.

“Mobile devices can be used to enhance classroom learning. Some of the useful features include the ability to access information, record data, and create podcasts” (Chartrand, 2016).

- 2) Mobile can help students to collect, exchange data, and collaborate with other.

“Mobile phone can also be used as a way to gather data for classroom presentations and enhance interactivity in large classroom settings” (Scomavacca Huff, and Marshall 2009).

- 3) Through application in mobile phone can easily to check students pronounce.

The ability to easily record and playback a student's voice and compare it to a native speaker's voice is a great learning tool for the language learner. Moreover, the ability to record and playback videos, is another asset for learning a language. Listening to music and watching videos are very popular exercises for students as well. The ability to create and listen to podcasts is another advantage for language learning (Chartrand, 2016).

- 4) Students can control their own learning time and learning methods according to their conditions.

Access to the Internet gives students the ability to search for and receive information about any topic. "Searching the Internet Movie Database (IMDB) provides answers about movies and cast. Accessing YouTube allows students to watch and listen to music videos and movie clips. Online dictionaries and other information gathering tools are used widely by students inside or outside language classroom (Chartrand, 2016).

- 5) Through social media students can use English to express their thoughts.

Using social media websites such as Facebook and Twitter can be a positive way for students to share information, thoughts and ideas on a variety of subjects. Some students who may be shy in a classroom, may do much better in a social media (Chartrand, 2016).

- 6) Through applications in mobile phone students can know the development of the language they master.

Digital Devices can offer immediate feedback to students. Students can answer questions on a survey, do exercises, a quiz, or a test. Specialized systems such as MOARS can automatically calculate scores and inform students and their instructors of their progress (Robert Chartrand, 2016).

2. Disadvantages of Mobile Assisted Language Learning

Besides having advantages, the mall also has disadvantages, such as :

- 1) Can distract learning process in classroom.

Some educators, however, disagree that mobile devices should be allowed in the classroom. Some concern exists about the distraction caused by the use of mobile devices. Students may spend time texting, surfing websites or chatting online with their friends, which means that they are not paying attention to the teacher (Tindell& Bohlander, 2012).

- 2) Reduce the quality of students learning.

Research shows that test performance is significantly lower for the students who are distracted by mobile devices during a lesson, indicating that there is a loss of concentration if students are doing non class-related tasks (Chaklader & Bohlander 2009, Rosen et al., 2011).

3) Provide opportunities for students to cheat.

Another concern relates to test cheating. The news media have reported a number of cases of students using cell phones to cheat on entrance exams in Japan (Fackler, 2011). The technology available through mobile phones allows an individual to send answers to multiple-choice questions to other test takers or send pictures of test questions to friends who send back the response. With web-browsing devices, it is possible to look up answers to questions, use dictionaries and other sources of information.

4) Make students become individualists and not socialize with each other.

Some educators believe that students spend too much time with digital devices, which contribute to an alienation of students in the classroom. They believe that language students should spend time in a classroom doing group activities that contribute to social interaction (Chartrand, 2016).

5) There is a possibility of technical problems.

Some technical problems may arise during class such as network failures and individual students having problems with the hardware require the instructor to troubleshoot the issues as well as instructing individual students on how to resolve problems (Chartrand, 2016).

3. Areas of Mobile Assisted Language Learning (MALL)

MALL deals with the use of mobile technology in language learning. This connection is where there are several mobile phones that support language learning especially for developing English skills such as: listening, writing, reading and speaking.

Areas of mobile based language learning are diverse among which the most common ones are vocabulary, listening, grammar, phonetics, reading comprehension, etc.

a. Learning Vocabulary

The type of activities focusing on vocabulary learning via mobile phone differs from one research project to another, depending on the level of language proficiency of the learners. Sending e-mail or SMS to students is a common way of learning new vocabulary based on the lessons covered in the classroom. In a study Kennedy and Levy gave the learners the option to receive messages covering known words in new contexts through SMS to their mobile phones amounting nine or ten messages per week. The results indicated that the messages were very helpful for learning vocabulary

b. Listening Comprehension

Listening exercises may be considered the first stage in learning a second language. With the advent of the second generation of

mobile phones, it is now possible to design a mobile multimedia system for learning listening skills through listening exercises.

According to Huang and Sun (International Journal of Distributed and Parallel Systems (IJDPS) Vol.3, No.1, January 2012) they create media with two subsystems, the first is a multimedia website that can manage or upload videos, the second is where from the site students can listen repeatedly to practice their listening skills.

Nowadays, applications are emerging that can develop listening comprehension. One of them is YouTube. Through the YouTube application available on mobile phones, students can listen to and watch English-language videos and they can choose the topic of the video as they wish.

c. Learning Grammar

Grammatical points can be learnt through a specifically designed program installed on mobile devices, in which grammatical rules are taught, followed by multiple-choice activities where learners select the correct answer from the given alternatives. Grammatical exercises can be in the form of 'true-false' or 'fill-in the blanks' which are to be responded by the learners. Grammatical explanations may also be presented to learners via vocal service or short message service.

d. Pronunciation

The second generation of mobile devices enable their users to access multimedia functions including listening and speaking ones. A good m-learning service should consist of speech facilities for transmitting voice. At present, there are now several dictionary applications available that are equipped with how to pronounce the correct words, with as well as students being able to speak the correct pronunciation of vocabulary that they never hear

Mobile devices with multimedia function give the learners the opportunity to record their own voice. Then, teachers are able to make a better assessment of the students' weaknesses in pronunciation. This way, by enhancing various functions of the system like providing a dictionary for looking up unfamiliar words and their correct phonetic form, the pronunciation as well as speaking skills of the learners can be well improved.

e. Reading Comprehension

Reading practices help learners to enhance their vocabulary, and vocabulary knowledge, in turn, helps them to promote reading comprehension. Reading activities can be offered to learners either via a well-designed learning course installed on the mobile devices or through SMS sent.

Nowdays there are applications to develop students' reading comprehension because students can read article, news or any informations related they like or they hobby.

F. Previous Research

Each study will certainly have its own style in accordance with the wishes of the researchers. Starting from the subject to be examined, research methods to retrieve data and draw conclusions from the results of the research.

In here, the researchers conducted a study on how students' perceptions of mobile assisted learning were very influential or not on the development of their language skills, especially students of Universitas Muhammadiyah Purwokerto in the 4th semester.

In this research, researchers have their own style. Starting from determining the research subject, how to retrieve data until the final part is the conclusion. But there is an underlying researcher doing research that is based on researchers first.

The research underlying the researchers conducting research on students' perceptions of Mobile Assisted Language Learning is based on the journal from Tayebeh Mosavi Miangah and Amin Nezarat with the title Mobile-Assisted Language Learning (Vol.3, No.1 January 2012). In the journal, it was explained that learning languages by using several mobile phone applications does require a long time, but learning languages by using a mobile phone application makes students feel freedom, students do not feel stressed or even

stressed. Also explained in the journal that learning by using a mobile phone students can determine their own ways of learning such as listening to music, videos, watching movies and so on. In addition, students can also determine the time to study because they are not bound by the rules of the school. Besides learning to use a mobile phone because of its small size so students can learn wherever they are because it is easy to carry.

G. Basic Assumption

In everyday life, language learning is very much needed, especially the author is a student of English language department which everyday deepens about English. Language learning cannot be done quickly. It requires a long and continuous process.

As students who study language, language is not only used in class, or is learned only when students are in class, but learning English can be done at any time. How to learn Language is also diverse and many media can be used.

One example of learning English can use a mobile phone which we commonly call Mobile Assisted Language Learning, which is language learning with the help of several applications on a mobile phone. According to researchers, learning using a mobile phone is very effective, because almost every time students even everyone holds a mobile phone, with mobile phones students can learn in their own way, for example by listening to English songs, they can add vocabularies by watching videos , read articles, play games, and so on. Although learning languages with mobile phones requires time that tends

to be longer, in this way students are not stressed and they can set their own time for them to learn.

