## CHAPTER TWO

## LITERATURE REVIEW

### 2.1    Previous Studies

The researcher references the following previous reasearch in regards to using MALL to improve reading comprehension in teaching narrative text.

The first research is "The Efficacy of Mobile-Assisted Language Learning in Improving Learners' conducted by Sudiatama (2023). This study endeavours to assess the application of MALL and its impact on students' reading skills by conducting both qualitative and quantitative research. Data collection methods in this study include observation, documentation, and field notes. The study involved one problematic class, to which researchers implemented the MALL application, followed by tests and interviews of the study. The results indicate a significant increase in students' reading skills, along with ease of learning during the pandemic.  Thus, this study highlights the efficacy of the MALL approach in improving students' reading skills and adapting to the pandemic-induced new teaching-learning process.

The second research entitled "The Influence of Mall on Enhancing Students' Literacy Skills" conducted by Harmanto (2021). This study investigates the influence of MALL (Mobile Assisted Language Learning) on enhancing students' literacy skills in the international program of accounting. The mobile-phone platforms worked as media of interaction with the students in the learning-teaching and outside the classroom. The mobile phone is used as a medium for practising both reading and writing. This research was a quantitative study using

an experimental design. The population of the study was the students of the International Program of Accounting department. The result showed that Sig. (2-tailed) .197 > 0.05 which means there was no significant effect in the use of MALL to enhance the students' literacy skills in general. Instead, the use of MALL has a significant effect in improving the spelling which was Sig. (2-tailed) 0.043 < 0.05, and grammar for the plural and singular parts for Sig. (2-tailed) 0.025<0.05.

The third research is "Analysis Students' Perception of Using Mobile Assisted Language Learning (MALL) in Reading Class" conducted by Hardyansah (2021). This study aims 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 current conditions faced by students such as the corona virus which is to overcome this to maintain the quality of student education or education. Lecturers must take advantage of MALL, it aims to create an innovative and creative learning environment with an integrated learning system based on faith and piety, as well as science and technology. This study uses descriptive qualitative research. This research was carried out in the second semester students of the English Department at the University of Muhammadiyah Makassar.

The fourth research titled "Mobile Assisted Language Learning (MALL) On Students Reading Comprehension at Senior High School" conducted by Jafar (2022). This study was conducted to determine the implementation of MALL on students' reading comprehension, students' perceptions of MALL and also the impact of using MALL on students' reading comprehension. This research uses

qualitative research. This study was conducted to determine the use of MALL on students' reading comprehension such as students' perceptions of the use of MALL on students' reading comprehension, students' MALL implementation and the impact of MALL on students' reading comprehension. The researcher said that using MALL provided efficiency in the learning process, to practicality because using MALL they could immediately know the meaning of the reading by directly translating the entire reading text or the assigned text.

The studies describe previously suggested that the MALL is effective to teach English especially in reading. The present research attempts to replicate previous studies in terms of using MALL in an experimental class. This study focused more on the effectiveness of MALL in improving students' reading comprehension of narrative texts in the eleventh grade at SMAN 1 Trimurjo.

## 2.2 Theoretical Framework

### 2.2.1 The Concept of Reading

Reading comprehension, according to Faris and Carol (2004), is a redundant statement because reading does not occur without comprehension. This means that reading and comprehension are inextricably linked. In this sense, readers develop understanding when they can find information from the material they are reading. Furthermore, according to Farris (2004), "the essence of reading is the transaction between the writer's words and the reader's thinking, where meaning is built." That is, the main purpose of teaching reading should be comprehension

The concept of reading is important because it is the foundation for acquiring knowledge, communicating effectively, developing critical thinking skills,

fostering personal growth, achieving academic success, and supporting lifelong learning. According to Linse (2005) in principle the purpose of reading is as first reading for information, namely reading done to get useful information to add insight and knowledge. Second, reading for pleasure, namely reading done for pleasure alone. So that reading is the ability of an individual to identify information to add insight and knowledge. Reading comprehension can be interpreted as a series of processes carried out by readers to find information and understand the information contained in a reading text.

According to Kendeou et al. (2016) reading is not just taking written information on printed material but as a process of extracting meaning as a link to the essence of the act of reading. This indicates that reading not only obtains information in a direct way but also processes it in the mind in order to comprehend its meaning. Furthermore, the process cannot be observed directly.

In line with the discussion above, according to Tarigan (2008) the main purpose of reading is seeking and obtaining information, including content, understanding the meaning of reading. Meanwhile, according to Abidin (2010), in principle the purpose of reading can be classified as first reading for knowledge, which is done to find various knowledge or useful information in order to develop insight and knowledge in a person. Second reading for product, which is done to bring in financial (business) profit. Third reading for entertainment, namely reading done to get enjoyment, freshness, and pleasure from the reading material he reads.

Based on the description above, reading activities have many benefits, especially for students in seeking and understanding knowledge during the learning process

and outside the learning process. Therefore, teachers are expected to be able to assist students in developing reading skills, by using methods, techniques, and reading strategies that are appropriate and in accordance with the required goals.

According to the Rubin (1989), the definition of reading is to see and understand the contents of the reading, and can do it verbally or silently. As an outline, there are two important aspects in reading, namely skills that are mechanical (mechanical skills)**.** Which can be considered to be in a lower order (lower order). This aspect includes in the early stages of reading development, learners typically engage in activities that target lower-order skills. These skills include letter shape recognition, where learners learn to identify and distinguish different letters of the alphabet. It forms the basis for letter-sound correspondence and word recognition.

Another important aspect at this level is the introduction to linguistic elements. Learners are introduced to phonemes (individual speech sounds) and graphemes (written representations of those sounds), as well as words, phrases, clause patterns, and sentences. Students begin to understand the relationship between these linguistic elements and how student combine to form meaningful language. Recognizing the correspondence between spelling and sound patterns is also a key focus. Learners develop the ability to vocalize written material, often referred to as "barking at print." Student start associating the sounds they hear with the letters or letter combinations they see, gradually building their decoding skills.

To do a comprehension or understanding of a text clearly, it is necessary to have points that can become a workflow. According to Haeri (2017) these important points are referred to as aspects of reading which include:

1. Identifying Main Idea

Main idea is the main idea or core of a discourse. Determining the main idea we usually start by reading the title, looking at the picture in the text, and reading the sentences in the first paragraph which usually represent the whole idea.

2. Understanding Vocabulary

The second stage is getting an understanding of the vocabulary. Understanding the words written makes us all understand better the meaning of the text as a whole. However, the problem is when we don't find a dictionary, and then have to understand a vocabulary, then it is a difficult situation.

3. Identifying Details

After looking for difficult words and then understanding them, the next thing to do is to understand the various details of the information. Of course, this information is important information such as the characters in the text, the location of the events, and the sequence of events themselves.

4. Identifying Reference

Reference means a reference where a reader must know who the owner of the pronoun or pronoun is in the text. An example of a reference can be found in the sentence, "Frendika is a student of Junior High School and he never comes late." The pronoun he is used to replace Frendika. Thus, he refers to or has a reference to Frendika.

5. Making Inference

Making inference is making assumptions about various things about the text. For example, about what events happened next, what was the purpose of the author in making the text. All the presumptions that you have to guess are basically intended to improve your understanding of the text.

In the important points above, reading comprehension is an activity of reading a text by not just reading, but doing other activities in the form of interaction with the text, for example finding the main idea and writing events in the text with the aim of getting a much better understanding.

## 2.2.2. The Concept of Teaching Reading

Teaching is a complex process of activities, which does not only provide information from the teacher to students. In the teaching and learning process there are several activities that can be carried out, especially during teaching and learning activities in the classroom. According to Jeremy Harmer, teaching is not an easy job, but teaching is one of the most valuable jobs when the teacher sees the progress of students and knows that the teacher has helped students achieve their achievement targets. It is true that some students are sometimes difficult and stressed, but it must also be remembered that the best teaching can also be very fun (Harmer, 2008).

In the class teacher should prepare several teaching strategies and principles to teach students so that they can understand well and correctly what the teacher was

teach in the classroom. Teachers can choose one or two principles as appropriate with student needs because the right principle affects student achievement.

Harmer (2007) presents several principles of reading instruction that can guide teachers in promoting effective reading practices. Firstly, teachers should encourage students to engage in reading frequently and extensively. By fostering a reading habit, students have more opportunities to develop their reading skills and expand their knowledge.

Secondly, it is crucial for students to actively involve themselves with the texts they read. They should not simply passively consume the content but rather interact with it, question it, and make personal connections. This active engagement enhances comprehension and critical thinking skills. Additionally, teachers should encourage students to respond to the content of the text and explore their emotional reactions towards it. It is essential for students to go beyond analyzing the structure of the text and delve into their thoughts and feelings evoked by the reading material.

Prediction plays a significant role in reading, as noted by Harmer (2007). Teachers should guide students in predicting what they was encounter in the text based on their prior knowledge and contextual clues. This strategy promotes anticipation, engagement, and comprehension. When assigning intensive reading texts, teachers need to carefully match the topics with the interests and needs of the students. By selecting relevant and meaningful texts, teachers can enhance students' motivation and engagement with the reading materials. Finally, good teachers fully utilize reading texts as valuable resources. They employ various

techniques to exploit the content of the texts, such as using them for vocabulary development, language analysis, or generating discussions and writing activities.

By following these principles, teachers can create a rich reading environment that encourages frequent reading, active involvement, personal responses, prediction, topic relevance, and effective utilization of reading texts. Implementing these strategies enhances students' reading skills, comprehension abilities, and overall enjoyment of the reading process (Harmer, 2007).

### 2.2.3 The Concept of MALL (Mobile Assisted Language Learning)

Mobile learning is defined by Quinn (2000) as: Crossroads between mobile computing and elearning: accessible resources wherever you are, strong searchability, rich interaction, strong support for effective learning, and performance-based assessment. E-Learning does not depend on location in space or time.

MALL is a component of Computer Assisted Language Learning (CALL) used for language learning through mobile devices or mobile (learning). Computer-Assisted Language Learning (CALL) refers to the use of technology, particularly computers, in the teaching and learning of languages. It encompasses a wide range of digital tools, software, and online resources designed to enhance language learning experiences (Turner & Taylor, 2000).

The concept of Mobile Assisted Language Learning (MALL) has evolved alongside technological advancements, encompassing various approaches and methodologies. MALL involves integrating technology into language teaching and learning processes, utilizing multimedia materials, interactive software, online

platforms, mobile applications, and virtual environments. Its goal is to enhance language learning opportunities and provide engaging and interactive experiences for learners.

Kukulska-Hulme & Perisai (2008) defines MALL in terms of "the use of personal, portable devices that support new ways of learning, the initiation of continuous or spontaneous internet access and the variety of uses". "Mobile-assisted language learning (MALL) is a branch of technology-enhanced learning that can be implemented in various forms including face-to-face, distance or on-line modes" (Baleghizadeh & Oladrostam, 2010).

Ally (2009) defines mobile learning as the delivery of electronic learning materials on mobile computing tools so that they can be accessed from anywhere and anytime. In general, mobile devices are digital cellular phones and PDAs. However, more generally it can be defined as any device that is small enough, can work alone, can be carried at any time in everyday life, and which can be used for some form of learning. Hajim (2012) stated that using a mobile device help student to have easy access to get the information they need. Therefore, this device is used as a tool that supports the can improve student performance in class.

Mobile Assisted Language Learning (MALL) refers to the integration of mobile devices, such as smartphones and tablets, into language learning and teaching processes. MALL leverages the affordances of mobile technology to enhance language acquisition and support learners' engagement and interaction with the language. It allows learners to access language learning resources, practice

language skills, and receive feedback anytime and anywhere, thus extending learning beyond the confines of the traditional classroom.

Moreover, the concept of MALL recognizes the transformative potential of mobile technology in language learning, providing learners with fleeleventh gradebility, autonomy, and personalized learning experiences to improve their language proficiency and intercultural competence.

### 2.2.3.1 Advantages and Disadvantages of MALL (Mobile Assisted Language Learning)

MALL can see the development of students' abilities. This method can be designed to improve group study activities and can also involve students in production and usage activities. According to Kukulska-Hulme & Perisai (2008) there are several advantages and disadvantages in the MALL include:

**a. The Advantages of MALL**

**Accessibility and Convenience:** Mobile devices are portable and widely accessible, allowing learners to engage in language learning activities anytime and anywhere. Learners can conveniently access language resources, practice exercises, and receive feedback, making learning more fleeleventh gradeble and fitting into their daily routines.

**Authentic and Real-World Language Use:** MALL provides access to authentic language materials, such as news articles, videos, podcasts, and social media platforms. Learners can engage with real-world language use, cultural content, and current events, enhancing their language proficiency and cultural awareness.

**Personalization and Adaptability:** MALL offers personalized learning experiences by allowing learners to select language learning apps, resources, and activities that match their interests, needs, and proficiency levels. Learners can tailor their learning path, pace, and focus, promoting individualized and learner-cantered language acquisition.

**Interactive and Engaging Learning Activities:** Mobile devices offer interactive features, such as touchscreens, multimedia capabilities, and gamified interfaces, making language learning more engaging and interactive. Learners can participate in interactive exercises, language games, simulations, and multimedia content, fostering active involvement and motivation.

**Autonomy and Self-directed Learning:** MALL empowers learners with autonomy, as they can independently choose, explore, and navigate through language learning resources and activities. Learners can set their learning goals, manage their progress, and take ownership of their language learning journey.

**b. The Disadvantages of MALL**

**Technological Constraints and Technical Issues:** MALL relies on technology, and technical constraints such as limited internet connectivity, device compatibility issues, and software glitches may hinder the smooth implementation of language learning activities. Learners may face difficulties in accessing resources or experience interruptions in their learning process.

**Distractions and Lack of Focus:** Mobile devices are multifunctional tools, and learners may be susceptible to distractions from unrelated applications,

notifications, or social media. Maintaining focus and discipline while using mobile devices for language learning can be a challenge for some learners.

**Limited Face-to-Face Interaction:** MALL primarily focuses on individual learning and may limit face-to-face interaction and communication opportunities with peers and instructors. Language learning involves social interaction and negotiation of meaning, which may be reduced in MALL settings.

**Lack of Monitoring and Guidance:** Without proper monitoring and guidance, learners may struggle to assess their progress accurately and address their weaknesses effectively. MALL requires self-regulation and self-assessment skills, which may be challenging for some learners without sufficient guidance.

**Inequality in Access and Resources:** Not all learners may have equal access to mobile devices or reliable internet connectivity, leading to disparities in access to MALL resources. This digital divide can hinder equitable access to language learning opportunities and resources.

It is important to note that the advantages and disadvantages of MALL can vary depending on factors such as learners' proficiency levels, technological infrastructure, and instructional support. Addressing the challenges the benefits of MALL often require a well-designed pedagogical framework, learner support, and ongoing professional development for teachers and instructors.

### 2.2.4   The Concept of Narrative Text

In the Merdeka curriculum, high school students engage with a variety of text types, one of which is narrative text. Narrative text serves as a medium for

presenting either fictional or non-fictional sequences of events. According to Anderson (2003), narrative text serves the purpose of storytelling, aiming to captivate and entertain the reader. Moreover, its primary objective is to convey a story crafted by the author and impart a moral lesson to the reader through the narrative's content. Contends that narratives are structured events that follow a schematic arrangement, allowing readers to anticipate the moral message embedded within the narrative. The typical structure of narrative text encompasses orientation, complication, and resolution.

However, different kinds of writing require different kinds of organization. In constructing narrative text, students are need to determine generic structure and some story elements. According to Knap, Watkins, Watkins (2005), there are several parts of narrative text that should be considered in order to construct a narrative text with an effective structure. Anderson (2003) have categorized narrative types, including Myth, Fairy tales, Historical accounts, Fiction, Romance novels, Mystery stories, Fables, Legends, and Folktales.

In conclusion, one of the genres taught in senior high school is narrative literature. The resolution of difficult occurrences is another function of narrative. The text's primary goal is to keep the reader entertained. To make it simpler for the reader to recognize narrative text, several elements of narrative text are offered. But different forms of arrangement are needed for different kinds of writing. A writer needs to be well-organized in order to compose a tale effectively. Students must identify some basic characteristics of tale construction. The ability of the readers to comprehend the reseacher's notion in the story is the most crucial factor for a

writer. As a result, it's critical to follow a clear framework when writing a text and to include every significant component of narrative text.

*The example of Narrative text:*

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**Sangkuriang and Dayang Sumbi**

Once upon a time, a happy family lived in a kingdom in Priangan Land. They were a father in the form of a dog, his name was Tumang, a mother who was called Dayang Sumbi, and a child who was called Sangkuriang. One day, Dayang Sumbi asked her son to hunt with his lovely dog, Tumang. After hunting all day, Sangkuriang became desperate and worried because he hunted no deer. Then he thought of shooting his dog. After that, he took the dog's liver and carried it home.

Soon, Dayang Sumbi found out that it was not deer lever but Tumang's dog. So, she was furious and hit Sangkuriang's head. In that incident, Sangkuriang got wounded, and a scar was cast away from their home.

Years passed, and Sangkuriang traveled to many places and finally arrived at a village. He met a beautiful woman and fell in love with her. When they were discussing their wedding plans, the woman looked at the wound on Sangkuriang's head. It matched her son's wound, who had left several years earlier. Soon she realized that she had fallen in love with her son.

She couldn't marry him, but how to say it? Then, she found the way. She needed a lake and a boat to celebrate their wedding day. Sangkuriang had to make them one night before sunrise. He built a lake. With dawn just a moment away, the boat was

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almost complete. Dayang Sumbi had to stop it. Then, she lit up the eastern horizon with flashes of light. It made the cock crowded for a new day.

Sangkuriang failed to marry her. He was outraged and then kicked the boat. It felt over and became the mountain of Tangkuban Perahu Bandung.

And this is the generic structure of narrative text and the explanation from the example:

1. Orientation: Orientation is also known as introduction. "Once upon a time, a happy family lived in a kingdom in Priangan Land. They were a father in the form of a dog, his name was Tumang, a mother who was called Dayang Sumbi, and a child who was called Sangkuriang". The sentence is indicate to orientation.

2. Complication: Complication is the description of the problem in the character. "Soon, Dayang Sumbi found out that it was not deer lever but Tumang's dog. So, she was furious and hit Sangkuriang's head. In that incident, Sangkuriang got wounded, and a scar was cast away from their home. Years passed, and Sangkuriang traveled to many places and finally arrived at a village. He met a beautiful woman and fell in love with her. When they were discussing their wedding plans, the woman looked at the wound on Sangkuriang's head. It matched her son's wound, who had left several years earlier. Soon she realized that she had fallen in love with her son. She couldn't marry him, but how to say it? Then, she found the way.

She needed a lake and a boat to celebrate their wedding day. Sangkuriang had to make them one night before sunrise."

3. Re-Orientation: It felt over and became the mountain of Tangkuban Perahu Bandung.

4. Language Features:

Simple Past Tense: A happy family lived in a kingdom in Priangan Land.

Action verb: Took, carry.

Thinking verb: Think, though.

Conjunction of time: Before (pargraph 1), after (paragraph 4)

Adjective: Happy family (paragraph 1), beautiful (paragraph 3)

Noun: Priangan Land, Dayang Sumbi, Sangkuriang..

## 2.2.5 Teaching Reading Narrative Text with MALL (Mobile Assisted Language Learning)

Ally (2009) defines mobile learning as the delivery of electronic learning materials on mobile computing tools so that they can be accessed from anywhere and anytime. In general, mobile devices are digital cellular phones. However, more generally it can be defined as any device that is small enough, can work alone, can be carried at any time in everyday life, and which can be used for some form of learning.

In this study researcher use specific app namely quizzes app and Canva app during her research. Quizizz is an online platform that allows teachers to create

engaging quizzes and learning games for their students. Teachers can create their own quizzes or access a library of pre-made quizzes created by other educators. Students can participate in Quizizz quizzes using their own devices, such as smartphones, tablets, or computers. They join the quiz by entering a unique code provided by the teacher, and they can complete the quiz at their own pace. The platform incorporates ramification elements, such as leader boards and funny memes, to make the learning experience more enjoyable and engaging for students.

Canva is very suitable for learning basic competencies of functional texts, including functional texts to make brochures, flyers, announcements, letters, CVs, or resumes. The stage is performed by editing the text using the Canva application and changing the text with words requested by the teacher. It is expected that Canva can develop and grow students' creativity in digital designs by adding texts, images, or photos. Canva application is conveniently practiced and suitable for Informatics students who want to learn simple, creative, and innovative graphic designs.

Teaching narrative text with the Quizizz app and Canva app as part of Mobile Assisted Language Learning (MALL), can be an effective and engaging approach. Here's the researcher can utilize Quizizz and Canva to enhance the teaching and learning of reading narrative text: Preparing Quizizz Activities: Create interactive quizzes on Quizizz that focus on reading report texts. Design questions that assess comprehension, vocabulary, and critical thinking related to the specific features and structures of rep text. Include multiple-choice, true/false, and open-ended questions to cater to different learning objectives and levels of difficulty.

Introducing narrative text features begin by introducing the key features of narrative text, such as the structure, language features, and purposes. Provide examples and explanations to familiarize students with the characteristics of narrative texts. Use Quizizz as a pre-reading activity by incorporating a short quiz to assess students' prior knowledge about narrative text.

In the study, the researcher used Canva as part of MALL. The researcher began conducting the study on August 10, 2023. A thorough introduction to Canva was provided, and students were asked to create an account on Canva. Students were guided through the account creation process. After the students created their accounts and logged in, the researcher introduced the features of Canva, explaining that everything in Canva is in English. Students were then given examples of how to write narrative text in Canva. They were taught how to write narrative text and use some of the features in Canva. After that, the researcher provided a Google Drive link for students to submit their work.
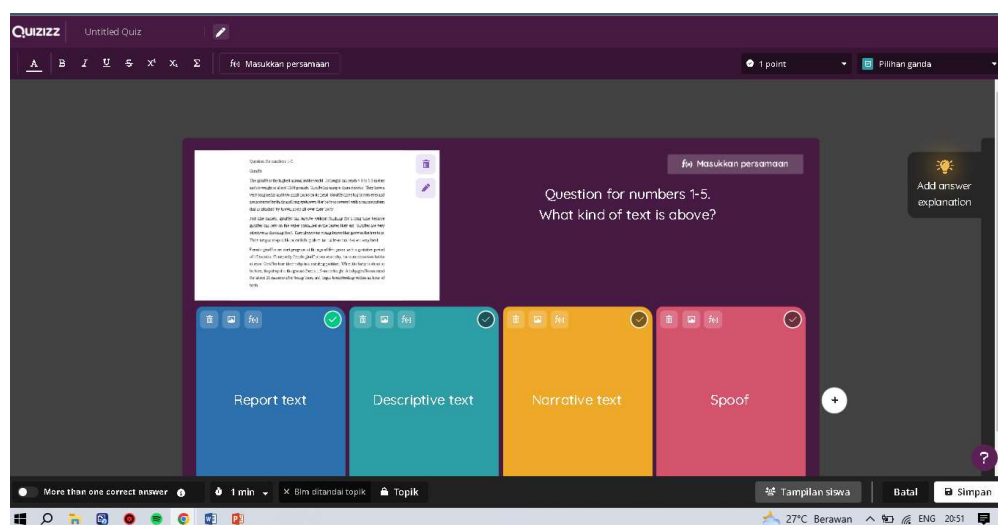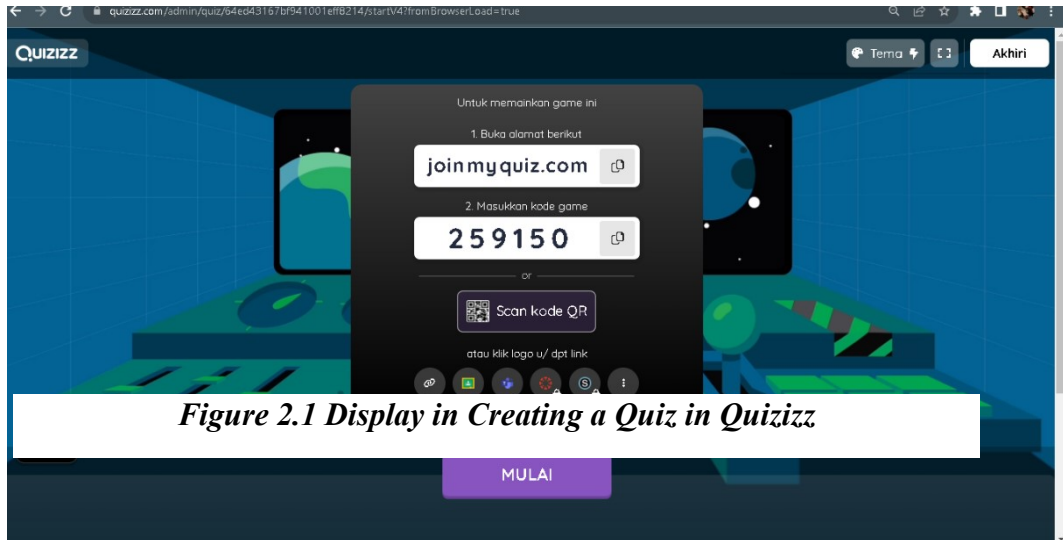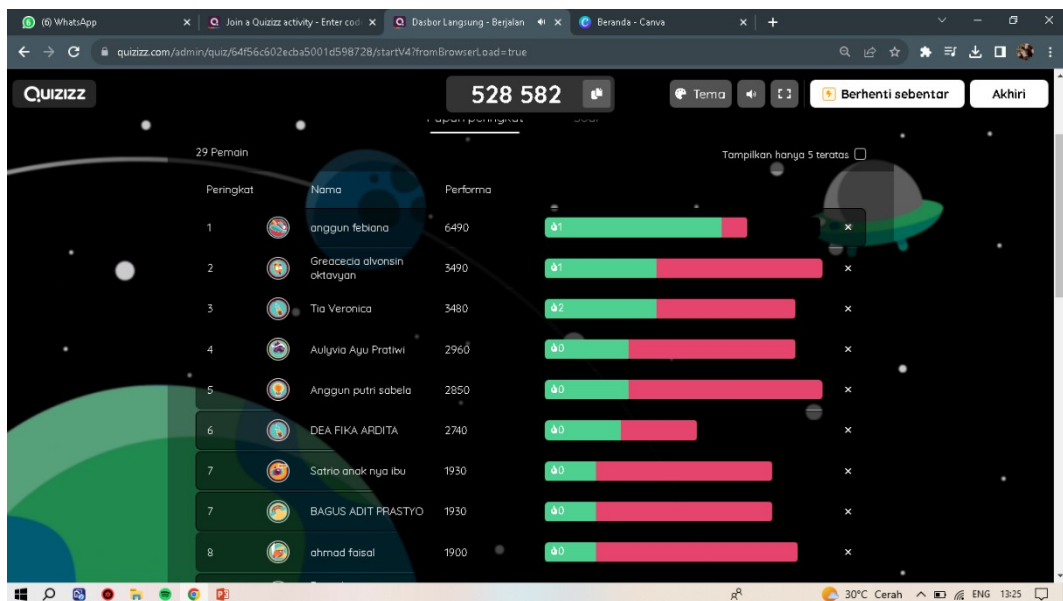
*Figure 2.1 Display in Creating a Quiz in Quizizz*

*Figure 2.2 Example of Quiz Display*

### 2.3.6 Research Hypotheses

This research applied two kinds of hypotheses. The hypotheses are as follows:

1. Null Hypothesis (Ho): MALL is not effective for teaching reading comprehension of narrative text for the eleventh grade students of SMA Negeri 1 Trimurjo.

*Figure 2.3 Students Peformance in Quizizz*

2. Hypothesis (Hα): MALL is effective for teaching reading comprehension of narrative text for the eleventh grade students of SMA Negeri 1 Trimurjo.