



**STUDENTS' PERCEPTIONS ON HOW M-LEARNING
IMPROVES STUDENTS' READING COMPREHENSION**

Thesis

**Submitted as Partial Fulfillment to the Requirement for the
Attainment of the Degree of *Sarjana Pendidikan (S. Pd.)***

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**ENGLISH EDUCATION STUDY PROGRAM
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Students' Perceptions On How M-Learning Improves Students' Reading Comprehension

68 pages, 4 tables, 6 appendices

ABSTRACT

Students' Perceptions on How M-Learning Improves Students' Reading Comprehension. Thesis of English Education Study Program. The Faculty of Educational Sciences, Muhammadiyah University of Jakarta. The objective of this study is to find out the students' perceptions on how M-Learning improves students' reading comprehension. The subjects employed in this research are two English teachers and 31 students of 7A of SMP Paramarta in the academic year of 2021/2022 who have done M-Learning for about a year due to pandemic. The design method used is a descriptive qualitative research since it is comparing data collected from teachers' and students' perception by interviews and questionnaire. The researcher analyzes the data obtained qualitatively by using the theory of perception indicators proposed by Robbin (2003). The results show that the mobile reading class is accepted well by students since based on their sense of hearing, the teachers' explanation is clear, easy to follow, and engages them to participate actively in the classroom. In addition, students understand very well the purpose and content of material delivered by teachers during the M-Learning. Furthermore, it is also inferred from the evaluation indicator that students can optimally apply the lesson which is shown from their ability to make examples of sentence by their own, follow the class activity actively, and become more confident in performing. Therefore, it can be concluded that the M-Learning done by the English teachers are effective in improving students' comprehension.

Keywords: students' perceptions, M-Learning, reading comprehension.

References 38 (1992-2014)

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**Persepsi Siswa Tentang Bagaimana Pembelajaran Seluler
Meningkatkan Pemahaman Membaca Ssiswa**

68 halaman, 4 tabel, 6 lampiran

ABSTRAK

Persepsi Siswa tentang Bagaimana M-Learning Meningkatkan Pemahaman Membaca Siswa. Skripsi Program Studi Pendidikan Bahasa Inggris. Fakultas Ilmu Pendidikan Universitas Muhammadiyah Jakarta. Tujuan dari penelitian ini adalah untuk mengetahui persepsi siswa tentang bagaimana M-Learning meningkatkan pemahaman membaca siswa. Subjek yang digunakan dalam penelitian ini adalah dua orang guru bahasa Inggris dan 31 siswa kelas 7A SMP Paramarta tahun ajaran 2021/2022 yang telah melakukan M-Learning selama kurang lebih satu tahun akibat pandemi. Metode desain yang digunakan adalah penelitian kualitatif deskriptif karena membandingkan data yang dikumpulkan dari persepsi guru dan siswa melalui wawancara dan angket. Peneliti menganalisis data yang diperoleh secara kualitatif dengan menggunakan teori indikator persepsi yang dikemukakan oleh Robbin (2003). Hasil penelitian menunjukkan bahwa mobile reading class diterima dengan baik oleh siswa karena berdasarkan indera pendengarannya, penjelasan guru jelas, mudah diikuti, dan melibatkan mereka untuk berpartisipasi aktif di dalam kelas. Selain itu, siswa sangat memahami maksud dan isi materi yang disampaikan oleh guru selama M-Learning. Selain itu, dari indikator evaluasi juga disimpulkan bahwa siswa dapat menerapkan pembelajaran secara optimal yang ditunjukkan dari kemampuannya membuat contoh kalimat sendiri, mengikuti kegiatan kelas secara aktif, dan menjadi lebih percaya diri dalam tampil. Oleh karena itu, dapat disimpulkan bahwa M-Learning yang dilakukan oleh guru bahasa Inggris efektif dalam meningkatkan pemahaman siswa.

Kata kunci: persepsi siswa, M-Learning, pemahaman bacaan
Referensi 38 (1992-2019)

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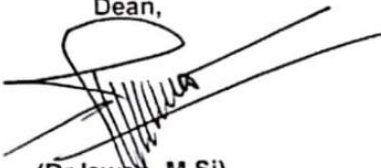
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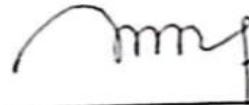
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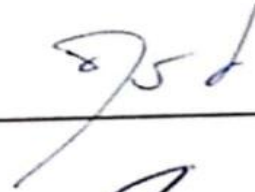
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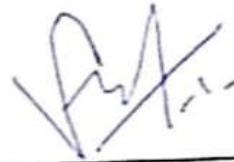
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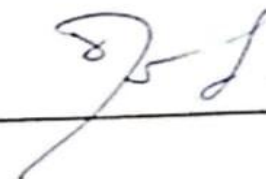
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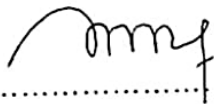
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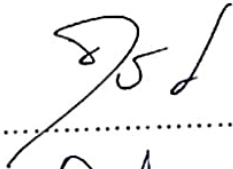
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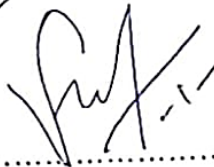
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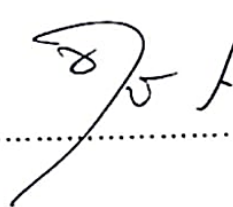
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DEDICATION

I dedicate this thesis to:

*My parents, my brothers, My
beloved son and My bestfriends.*

Thank you so much for your love and support.

MOTTO

“Sesungguhnya bersama kesukaran itu pasti ada kemudahan”

(Q.S Al-Insyirah : 6)

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Tangerang selatan, January 2022

The writer.

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CHAPTER I

INTRODUCTION

This chapter covers background of the study, focus of the problem, limitation of the problem, the objective of the study, and the significance of the study.

A. Background of the Study

English now has become a passport for better career, better pay, advanced knowledge, and for communication with the entire world. English is not only learned for the literature it has, but also for the variety and rich experience it possesses since it is essential. Therefore, Indonesian Government has chosen English as the first foreign language and fundamental subject in Indonesian educational system. English is given as one of the main compulsory subjects from primary to university.

There are four skills to master in English learning including reading, listening, speaking, and writing. Among them, reading is considered as one of the essential skills that everyone needs to learn in order to enrich their knowledge. Reading refers to an activity done by readers to get specific information or general ideas through written signs or symbols. In daily life, most people read a lot of sources containing information written in English such as journal articles, newspapers, advertisements, novels, magazines, and websites. The purpose of reading them is to gain all the information needed in life. In different situations, some people often read for pleasure. They select the reading topics which interest them the most and read them without any compulsion.

Furthermore, in the academic setting, reading is an important skill affecting students' success in learning English. Students are supposed to engage in reading activities for it helps them in dealing with their

assignments and other academic demands. Yukselir (2014) considers that reading is a central means for enhancing new information and obtaining access to alternative explanations and interpretations. It also functions as the foundation for synthesis and critical evaluation skills. Having good reading skills is required to be successful students. In addition, helps them in mastering target language they learn.

Regarding the importance of reading, in Surah Al - Alaq Allah SWT revealed as follows:

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ① خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ② أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ③
 الَّذِي عَلَّمَ بِالْقَلَمِ ④ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ⑤

“Read! in the Name of your Lord Who created (1) created humans from a clinging clot (2) Read! And your Lord is the Most Generous, (3) who taught by the pen— (4) taught humanity what they knew not. (5)” This verse tells the importance of reading. Allah SWT commands all humans to read so that they will gain more knowledge.

Most frequent issues people concern in reading activity is reading comprehension. It refers to a thinking process of how students can use their background of knowledge or experience to identify and understand ideas conveyed in texts. Otherwise, they will not be able to make inferences from the text. There are a lot going on in reading, Qrquez and Rashid (2017) mention that students find difficulties in their reading comprehension where they encounter ambiguous words, unfamiliar vocabulary, and limited available time to process the text cognitively.

In this era, technology plays an important role in enhancing and facilitating English language teaching and learning (Jassim, et al, 2019). It encourages teachers applying technology into their classroom. When it is

used, technology has its own influence for students not only in terms of providing educational information but also how it can also be incorporated into the teaching learning process. With the technology assistance, numerous possible strategies that can be adopted in the process of improving students' English skill are easy to access. Most schools in Indonesia have changed the teaching learning process into an online mode during the pandemic due to Government instructions to work and study from home.

This integrative literature review follows some of our previous work in this area, namely developed by Aresta, Pedro & Santos (2015) but in this one we focused our analysis on the review of meta-analytical studies about m-learning published since 2010 in order to present a snapshot of the existing research in this field. The keywords used in searching articles in the SCOPUS database were m-learning and meta-analy* and we limited the search to articles from 2010 to 2017. A staged review was conducted, beginning with an initial review of all the abstracts, followed by an in-depth review of selected articles according to the relevance of the journals in which they were published. This review shows that the m-learning is an emerging field of research, showing a steady increase in terms of number of publications since the beginning of the 2000 decade. Some meta-analytical papers in the past years (Chee, Yahaya, Ibrahim, & Noor Hassan, 2017; Al-Zahrani & Laxman, 2016; Hung & Zhang, 2012; Wu et al., 2012; Hwang Pedro et al. *International Journal of Educational Technology in Higher Education* (2018) 15:10 Page 2 of 15 & Tsai, 2011) show this progression and reveal the focus on studies related to the effectiveness of m-learning followed by m-learning system design (Chee et al., 2017).

These trends and foci are somewhat expected, as pointed out by Hung and Zhang (2012), because they reveal a predictable path since the introduction of a technology to its adoption and integration. According to these authors, "e-learning research is at the early majority stage and foci have shifted from comparing the effectiveness of e-learning to developing

models for e-learning environments and for teaching and learning strategies within various e-learning environments. If m-learning articles follow a similar path, we may expect more research studies on strategies and framework (...) in the near future.” (Hung & Zhang, 2012: 13). However, one of the first issues that pretty much every study in this field tries to establish is a stable definition of m-learning. Being a relative new field of study and witnessing some technological breakthroughs in its early existence, several definitions have been suggested since the early 2000s. For instance, some authors identified m-learning as a natural consequence of the e-learning evolution, but more recent definitions position m-learning as a method that intersects mobile computing and e-learning (Chee et al., 2017), that adopts the use of mobile technology to achieve anytime, anywhere, ubiquitous learning (Hung & Zhang, 2012) and that emphasizes learners’ mobility and personalized learning (Vázquez-Cano, 2014). Djamarah, et al (2010) define learning media as any tools performing as a knowledge distributor to optimally achieve the goals of the learning. One of the recent technology that is widely becoming popular is mobile learning (M-Learning), it is a learning method where users learn through mobile platforms (Rezai, Mai, & Pesaranghader, 2013).

A Mobile Phone is defined as a wireless handled device that allows users to make and receive calls. While the earliest generation of mobile phones could only make and receive calls, today’s mobile phones do a lot more accommodating web browsers, games, cameras, video players, and navigational systems. Mobile phones now have also an impact on how students learn, especially in the case of foreign language learning. As mobile phones currently have integrated into people’s life and become an important part, it is strongly believed that learning English using mobile phones is convenient, fast, and brings high efficiency so it could be beneficial for students. Students’ retentions and achievement are offered by the use of these portable and readily-available devices.

Based on the background above, the researcher intends to find out the students' perception if the use of M-Learning can improve students' reading comprehension. In this case, the writers employ English teachers and seventh graders of SMP Paramarta in the academic year of 2021/2022 who have done M-Learning to be the subject of the study.

B. Focus of the Problem

Based on the background, the study only focuses on identifying the students' learning process by using mobile phone in order to improve their reading comprehension.

C. Limitation of the Problem

The writer limits the study on how junior high school students respond on the use of M-Learning in the reading class.

D. The objective of the Study

The objective of the study is to investigate if M-Learning is effective in improving students' reading comprehension by collecting their responses.

E. Significance of the Study

This study aims to provide significances both theoretically and practically:

1. Theoretical Significance

The result of the study is expected to give new insight for English teachers to take advantage of *Mobile Phones* as a teaching technique in enhancing students' reading comprehension.

2. Practical Significance

a. English teachers and lecturers

The results of this study hopefully can be an option for EFL teachers and lecturers as well to implement M-Learning in teaching students reading comprehension.

b. Students

The researcher hopes that the study will motivate students to use mobile phones not only for entertaining purposes but also as a medium in learning language.

c. Other Researchers

This study is expected to be used as the reference for other researchers in conducting further research especially on reading comprehension.

CHAPTER II

LITERATURE REVIEW

This chapter discusses some related theories which are the underlying requirement to support this research. Chapter 2 provides some theories dealing with the variables used in the study.

A. Reading Comprehension

a. Definition of Reading

Reading comprehension is the ability to process text, understand its meaning, and to integrate with what the reader already knows. Fundamental skills required in efficient reading comprehension are knowing meaning of words, ability to understand meaning of a word from discourse context, ability to follow organization of passage and to identify antecedents and references in it, ability to draw inferences from a passage about its contents, ability to identify the main thought of a passage, ability to answer questions answered in a passage, ability to recognize the literary devices or propositional structures used in a passage and determine its tone, to understand the situational mood. conveyed for assertions, questioning, commanding, refraining etc. and finally ability to determine writer's purpose, intent and point of view, and draw inferences about the writer.

There are many reading strategies to improve reading comprehension and inferences, including improving one's vocabulary, critical text analysis and practicing deep reading. Ability to comprehend text is influenced by readers' skills and their ability to process information. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read.

People learn comprehension skills through education or instruction and some learn by direct experiences. Proficient reading depends on the ability to recognize words quickly and effortlessly. It is also determined by an individual's cognitive development, which is "the construction of thought processes".

There are specific characteristics that determine how successfully an individual will comprehend text, including prior knowledge about the subject, well-developed language, and the ability to make inferences from methodical questioning & monitoring comprehension like: "Why is this important?" and "Do I need to read the entire text?" are examples of passage questioning.

Instruction for comprehension strategy often involves initially aiding the students by social and imitation learning, wherein teachers explain genre styles and model both top-down and bottom-up strategies, and familiarize students with a required complexity of text comprehension. After the contiguity interface, the second stage involves gradual release of responsibility wherein over time teachers give students individual responsibility for using the learned strategies independently with remedial instruction as required and this helps in error management. The final stage involves leading the students to a self-regulated learning state with more and more practice and assessment, it leads to overlearning and the learned skills will become reflexive or "second nature". The teacher as reading instructor is a role model of a reader for students, demonstrating what it means to be an effective reader and the rewards of being one.^[11]

In the process of learning English, a student certainly has experienced problems or obstacles in learning, not only found in Primary, Secondary and Higher education but will continue to University. Especially, in learning reading comprehension. Reading is one of the language skills and concurrently of the basic subjects of the English Department. Meanwhile, reading is the procedure result from an exchange of meaning between the content and its reader. Reading maybe defined as one of the skills that a person must process in obtaining information from a written text. According to Eskey and Dubin, Reading is receptive language process. There is process in which readers try to get more information from what is encoded by the author in the text. Then, it can be understood that there is an

interaction between a reader and a text in that reading process. It also supported by Harmer Reading is not passive skill. Is an active occupation. It involves many skills as guessing, predicting, checking, and asking oneself question.

Furthermore, Harmer (2015) explains that reading is an activity involving eyes to catch message and information by reading text and processing received information so new knowledge is enhanced. When readers read, they will search some information available in their brain matching the new information. In short, the readers' brain receives new messages, tries to interpret them, and save them.

b. Reading Comprehension Levels

Reading comprehension involves two levels of processing, shallow (low-level) processing and deep (high-level) processing. Deep processing involves semantic processing, which happens when we encode the meaning of a word and relate it to similar words. Shallow processing involves structural and phonemic recognition, the processing of sentence and word structure, i.e. first-order logic, and their associated sounds.

Comprehension levels are observed through neuroimaging techniques like functional magnetic resonance imaging (fMRI). fMRI is used to determine the specific neural pathways of activation across two conditions, narrative-level comprehension and sentence-level comprehension. Images showed that there was less brain region activation during sentence-level comprehension, suggesting a shared reliance with comprehension pathways. The scans also showed an enhanced temporal activation during narrative levels tests indicating this approach activates situation and spatial processing. In general, neuroimaging studies have found that reading involves three overlapping neural systems: networks active in visual, orthography-phonology (angular gyrus), and semantic functions (anterior temporal lobe with Broca's and Wernicke's areas). However, these neural networks are not discrete, meaning these areas have several other functions as well.

The Broca's area involved in executive functions helps the reader to vary depth of reading comprehension and textual engagement in accordance with reading goals.

To conclude, reading is a process of recognizing message delivered by writers in a text involving readers' eyes and brain. Reading is not simply about how to translate the meaning of every word in sentences, but it is more to comprehend what the writer intends to convey in the text. In addition, reading is also the most effective way to both get new information and expand people's knowledge.

c. Types of Reading

There are four types of reading, according to Patel and Jain (2008), including intensive reading, extensive reading, reading aloud, and silent reading.

1) Intensive Reading

A way of reading in which students read the text in order to acquire knowledge and gain a deeper understanding of text is called intensive reading. It will focus on sentence structure employed in the text and the reading purpose itself for extending knowledge of vocabulary and idioms instead of read for fluency. Intensive reading can be the basis of classroom activity under teacher's guidance because students will not only read the material but also will discuss and analyze it in detail.

2) Extensive Reading

This reading type has different purpose with the previous one. Students usually do extensive reading to read books or texts they like. In other words, it is reading for pleasure. Teachers usually apply this kind of activity to train students to read confidently and fluently by providing suitable and interesting material to ensure students do not struggle in reading and understanding the text.

3) Reading Aloud

It is an activity in which students read text loudly. Reading aloud enables students to develop their reading skill by speaking or expressing ideas which can improve their pronunciation as well.

4) Silent Reading

Silent reading is a way of reading without making any voice. This kind of activity is the reading we do the most. It should be introduced by teacher in the classroom when students have already mastered the basic structure, comprehended the message and pronounced words accurately.

d. Reading Comprehension

Reading comprehension is the ability to understanding of the text. According to McKeown (2019) reading comprehension knowing how to read words has ultimately little value if the students is unable to construct meaning from text supported by Janette Klinger reading comprehension is the process of constructing meaning by coordinating a number of complex process that include word reading, word and world knowledge, and fluency. It means reading comprehension is understanding the contents of the text on reading, if the readers are not able to understand the contents of the text will get low value. Reading comprehension is very important in reading. Without comprehension students cannot get information completely.

Comprehension is the ability to understand completely and be familiar with a situation, facts, etc. It supported by Jane Oakhill Comprehension is consider comprehension of different units of language: understanding single words, sentences and connected prose, and outline what readers (and listeners) have to do to successfully understand an extended text. To sum up, reading comprehension is an important activity involving students' capacities, abilities, and knowledge to gain information from a text then understand and finally interpret both explicit and implicit messages delivered

by the writer. However, it belongs to a complex process of decoding and analyzing word by word to construct meaning and connect the ideas included in the text using students' background knowledge, vocabulary knowledge, and personal experience.

B. Online Learning

a. Definition of Online Learning

Online Learning is learning method when the learners learn with the access of the internet. Guo (2012) contended that authentic materials from the internet are highly valuable because those materials can generate greater interest among teacher and students than traditionally structured materials do. Another reason for using internet resources is that the internet can provide readers easy access to a large quantity of reading materials. The unpredictable situation as the Covid-19 outbreak forced the students and teachers to use any available online learning media, applications, and materials to substitute face-to-face learning. The successful implementation of online learning Students' Perception also depends on how the students utilize their internet devices and technology skills. Lack of practical training regarding the use of online learning systems or applications is also the cause to adjust to online learning (Oyedotun, 2020).

b. Characteristics of Online Learning

The characteristics of Online Learning which differentiate online learning from conventional learning activities as follow:

- 1) The students' understanding of the topic or material does not fully depend on the teacher, because students build their knowledge independently through the teaching materials shared on the website;
- 2) The source of knowledge is broad and accessible for anyone connected to it;
- 3) Teachers only function as mediators or mentors;

- 4) For optimal learning achievement, restructuring for educational system, curriculum, and management policies supporting the utilization of technology is really suggested.

Bernacki, M. L., Greene, J. A., & Crompton, H. (2020) The Advantages Of Online Learning

1. Efficiency

Online learning offers teachers an efficient way to deliver lessons to students. Online learning has a number of tools such as videos, PDFs, podcasts, and teachers can use all these tools as part of their lesson plans. By extending the lesson plan beyond traditional textbooks to include online resources, teachers are able to become more efficient educators.

2. Accessibility Of Time And Place

Another advantage of online education is that it allows students to attend classes from any location of their choice. It also allows schools to reach out to a more extensive network of students, instead of being restricted by geographical boundaries. Additionally, online lectures can be recorded, archived, and shared for future reference. This allows students to access the learning material at a time of their comfort.

Thus, online learning offers students the accessibility of time and place in education.

3. Affordability

Another advantage of online learning is reduced financial costs. Online education is far more affordable as compared to physical learning. This is because online learning eliminates the cost points of student transportation, student meals, and most importantly, real estate. Additionally, all the course or study materials are available online, thus creating a paperless

learning environment which is more affordable, while also being beneficial to the environment.

4. Improved Student Attendance

Since online classes can be taken from home or location of choice, there are fewer chances of students missing out on lessons.

5. Suits A Variety Of Learning Styles

Every student has a different learning journey and a different learning style. Some students are visual learners, while some students prefer to learn through audio. Similarly, some students thrive in the classroom, and other students are solo learners who get distracted by large groups.

The online learning system, with its range of options and resources, can be personalized in many ways. It is the best way to create a perfect learning environment suited to the needs of each student.

What Are The Disadvantages Of Online Learning?

1. Inability To Focus On Screens

For many students, one of the biggest challenges of online learning is the struggle with focusing on the screen for long periods of time. With online learning, there is also a greater chance for students to be easily distracted by social media or other sites. Therefore, it is imperative for the teachers to keep their online classes crisp, engaging, and interactive to help students stay focused on the lesson.

2. Technology Issues

Another key challenge of online classes is internet connectivity. While internet penetration has grown in leaps and bounds over the past few years, in smaller cities and towns, a consistent connection with decent speed is a problem. Without a

consistent internet connection for students or teachers, there can be a lack of continuity in learning for the child. This is detrimental to the education process.

3. Sense Of Isolation

Students can learn a lot from being in the company of their peers. However, in an online class, there are minimal physical interactions between students and teachers. This often results in a sense of isolation for the students. In this situation, it is imperative that the school allow for other forms of communication between the students, peers, and teachers. This can include online messages, emails and video conferencing that will allow for face-to-face interaction and reduce the sense of isolation.

4. Teacher Training

Online learning requires teachers to have a basic understanding of using digital forms of learning. However, this is not the case always. Very often, teachers have a very basic understanding of technology. Sometimes, they don't even have the necessary resources and tools to conduct online classes. To combat this, it is important for schools to invest in training teachers with the latest technology updates so that they can conduct their online classes seamlessly.

5. Manage Screen Time

Many parents are concerned about the health hazards of having their children spend so many hours staring at a screen. This increase in screen time is one of the biggest concerns and disadvantages of online learning. Sometimes students also develop bad posture and other physical problems due to staying hunched in front of a screen.

A good solution to this would be to give the students plenty of breaks from the screen to refresh their mind and their body.

C. Mobile Phone Learning (M-Learning)

Many teachers are looking up to technological devices and applications to enhance their classes and promote active learning practices in their students, there are not so many studies that try to understand the integration and the actual results of m-learning practices from the teacher standpoint. Baran (2014), for instance, reports on the use of m-learning in teacher education which is a good sign but, still, reports more on preservice teacher's perceptions and attitudes and not on the integration of m-learning by real practitioners on the field. Mobile devices can be an appropriate mediating tools in the teaching and learning process during which the learners, teachers and content interact with each other.

Regarding digital devices use in education, Gikas & Grant (2013: 18) acknowledge that "(...) there is little applied research into how these tools are actually being used to support teaching and learning with few descriptions of how mobile computing devices and social media are used by university students". Gikas & Grant (2013, 25) report that being always connected with their mobile devices allowed students to access course information and also gave them the opportunity to interact with the content, potentially contributing to tear apart the existing barrier between learning and real life. Could it be the case that we may be missing something? According to Lepp, Barkley, and Karpinski (2015), some recent findings suggest a careful consideration of the relationship between cell phone use, and foremost the use of social media, and academic performance.

Regarding the educational contexts of m-learning studies, Chee et al. (2017) report that when those contexts are revealed, informal learning contexts are predominant, followed by formal contexts and a combination of both. This result is consistent with results reported by other authors, namely by Vázquez-Cano (2014). Together with the

predominance of informal educational contexts in m-learning published research, Hwang and Tsai (2011) also report that most studies do not focus on a particular learning domain but rather present results related to motivation, perceptions and attitudes of students towards m-learning. Once again, the perceptions and attitudes of teachers are seldom found. These results are aligned with the ones also reported by Chee et al. (2017) in a more recent analysis. It soon becomes clear that research is supposed to focus more on the learners' mobility rather than on the device. M-learning characterizes the use of personal, portable devices which facilitate new ways of learning, emphasize continuity or spontaneity of access and interaction across different contexts of mobile technology use. The important thing to note is that there is only one of various types of technology and interaction employed.

Reflecting on the commercial priorities of most social media applications, Friesen and Lowe (2011) argue that the use of these applications could harm education, precisely because they are positively bounded to likeness and agreement, possibly jeopardizing important learning strategies that imply critical inquiry, confrontation, disagreement and dissent. They argue that the "adoption of these platforms would threaten educational dialogue as a process that is central to collaborative learning.

Therefore, learning experience is the key to understand an M-Learning practice, especially on how learners interact with mobile devices rather than the technology itself. In short, it is the human experience and perception, cognitive, psychological and affective leading to understand the new mode of learning. So far, on the other hand, there is only a little discussion about the adult learners and so this study will focus on this particular group of learners.

The main advantages of mobile learning

The Millennial generation has grown up with digital devices. So Mobile learning is tailored to the way millennials work and think. But there are so many advantages with M-learning that all generations can benefit from it. Let's take a look at some of the advantages of M-learning.

a. Learn wherever and whenever you want

M-learning enables learners to take their learning materials with them. Your employees or customers don't have to be at a specific place or to learn at the same time. Their learning content is available for them in their pockets. Waiting time such as waiting for a plane or flight time can be used for more productive tasks like learning something new. Come on! It's even possible to take an online course or complete a survey while lying in bed!

b. More motivation

Employees can feel more motivated to learn something new or to take online training if they know they can take their learning materials everywhere with them. That is especially the case if they don't have time to learn during their regular work hours.

c. Real-time feedback

Mobile Learning facilitates (and speeds up) any feedback you may want to receive from your team. Since it's much easier for your employees to access the content you are sharing, you can expect higher completion rates for your training courses and faster results and statistics from your online tests!

d. Long-distance is not a problem

Reach scattered employees that are always on the go and need easy access to content. Content such as product updates, customer personas, compliance updates, and sales pitches can easily be made available with just a few clicks.

The main disadvantages of mobile learning

a. Distraction

Mobile devices can be a great distraction. Mobile Learning can be distracting if your users get constantly interrupted with text messages and notifications. Therefore, it requires self-discipline and focus. However, if you can make your training interactive and fun, the other applications available on mobiles won't be a distraction for your learners.

b. Lack of Internet connection

Using mobile devices for e-learning could be an issue if your participants don't have an Internet connection or electricity readily available. Despite that, data gathered by GSMA intelligence indicates that there are now more mobile devices than there are people in the world. Considering the enormous growth of mobile devices, a lack of Internet connection, poor connection quality, and restricted access to electricity will become problems of the past.

c. Screen too small

Mobile learning might not work very well for certain types of content you want to share. Technical topics with detailed images may not be legible on a small screen, for example. The same goes for complicated mathematical equations or even long essays. For those tasks that require more visualization, a bigger screen may work better.

D. Perceptions

a. Definition of Perception

According to Desiderato (as quoted by Huda) state perception is an experience about an object, an event that has already happened and even what is happening, or it can be a relationship that is obtained to be able to deduce information or interpret a message contained therein. Perception can also be interpreted as a process about

various things that are highly relevant senses or past experiences that aim to provide a structured picture and also have meaning in certain situations.¹ BimoWalgito states that perception is a process that is preceded by a sensing process, also known as the process of receiving a stimulus by an individual through sensory organs, also called a sensory process. But the process didn't just stop, because the stimulus received will be continued into a continuous process, namely the process of perception. Therefore, we can observe that perception cannot be separated from the sensing process of an individual and sensing is the initial center of the perceptual process. Therefore, sensing can occur at any time when an individual receives a stimulus through the individual's sense organs such as through the eye as a visual tool, through the ear as a hearing aid, through the tongue as a taste tool, through the nose as a means of smell and also the last one, namely through skin as a means of touching. ² Hamachek defines perception as how individuals experience stimuli by the sensory receptors, from the world around them. What is experienced consciously is not always the same as what is experience auditority, visually or tactically. People's perception is affected by the way in which they view the world around them. Therefore individual's interpretation of sensory stimuli will be affected by their own view.³ All of this is an individual sense organ that is used to receive a stimulus from outside the individual, for example, such as the surrounding environment. Furthermore, the stimulus obtained from the individual's sensing is then organized and interpreted so that the individual can realize and understand what he gets from his senses and that is what is called the perceptual process

sensing. Because perception is a integrated activity in an individual, than what is Walgito Bimo, PengantarPsikologiUmum. (Yogyakarta: Andi, 2010), 70. 3Hamacheck.Psychology in teaching and growth,

This study was to identify the constraints of the online teaching and learning process at home due to the unprecedented situation with the pandemic Covid-19. The challenges related to students were: limited communication and socializing among students, a higher challenge for students with special education needs, and longer screen time.

Another research was done by Mishra, Gupta & Shree (2020) to find out the students' and teachers' perception in higher education on the online learning process during the pandemic. The study reveals that as time goes by, both teachers or lecturers, and students get used to the online learning system, though it is still early to conclude whether this method can be effective or not in the future. These difficulties stated above could be the factors that influence students in online English learning.

This literature aims to present some overview from various research studies on students' perception of factors affecting students' performance in online English learning.

b. Characteristics of Perception

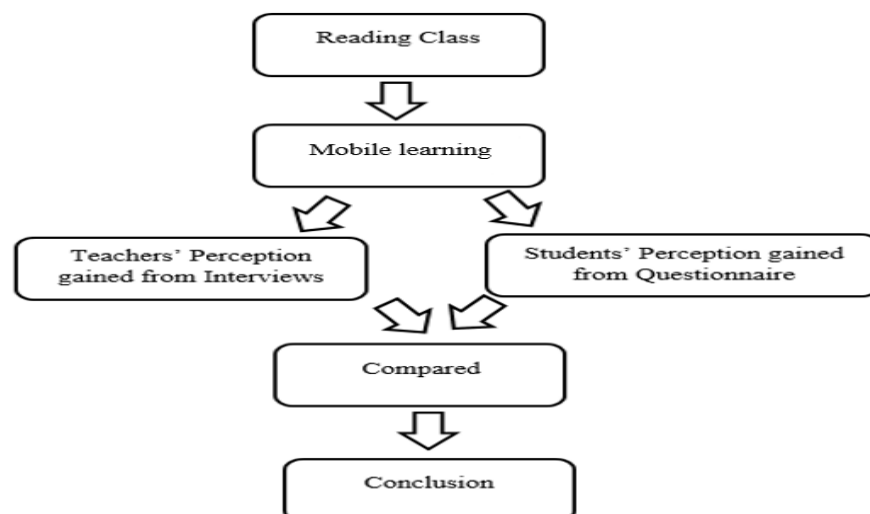
In order for a perceptual process to be produced by a meaningful sensing, the following are general features that exist in the perception process among other: a. Modality : a stimulus received must be in accordance with the modality of each individual sensing such as basic sensory properties. Including : light for sight, smell of smelling, temperature for feelers, sound to the ear, the nature of the surface as a touch and so forth. b.

Spatial dimensions : perceptual processes have spatial dimensions that can provide a place or space such as high and low, foreground and background, up and down, broad and narrow or others. 4Walgito Bimo, Intruction to General Psychology, (Yogyakarta: C.V Andi, 2010), 86. 15 c. Time dimension : perceptual process also has a time dimension where perhaps this will be very important because it can give certain circumstances such as slow, fast, young, old or others. d. The structure of context or it can also be called the whole that is united in perception: all objects and also symptoms in the world of observation must have a structure that is very integrated with their connections, therefore in this case structure and context are a unified whole. e. A meaningful world: in the process of perception, we tend to or are more dominant in making observations on various symptoms that are very meaningful to our lives and also those that have to do with our own lives. Therefore perception is a world that is full of meaning.⁵

E. Theoretical Frame Work

Figure 2.1

Theoretical Framework of the Study



CHAPTER III

METHODS AND PROCEDURES

This chapter presents research design, subjects of the study, data collection instrument and technique, and data analysis technique.

A. Research Design

In this study, the researcher applies a descriptive qualitative research. Qualitative research involves collecting and analyzing non-numerical data (e.g., text, video, or audio) to understand concepts, opinions, or experiences. It can be used to gather in-depth insights into a problem or generate new ideas for research.

Qualitative research is commonly used in the humanities and social sciences, in subjects such as anthropology, sociology, education, health sciences, history, etc.

B. Research Variables

Variables are properties with varying values to research (Kerlinger, 2006). Two variables are used in this research, independent and dependent variable. An independent variable is the one influencing an outcome, while a dependent variable belongs to an attribute which is influenced by the independent one. The details can be seen in table 3.2.

Table 3.2
Research Variables

No.	Variables	Indicators
1	Independent (X):	Mobile Phone Learning
2	Dependent (Y):	Students' Reading Comprehension

C. Subject of the Study

Selecting the sample is the process of choosing small numbers of the population to help the researcher in collecting data. The subjects taken should be the ones really close to the variables studied in order to gain valid and reliable results. The subjects are also expected to have the ability to state their thoughts clearly and also to communicate effectively with the researcher.

The participants of this research are two English teachers and 31 students of 7A of SMP Paramarta in the academic year of 2021/2022. The participants have had M-Learning for more than a year due to pandemic. The researcher uses random sampling technique in selecting the sample to use in this research.

C. Data Collection Instrument

a. Observation

A qualitative observation is in the form of notes the researcher takes on the behavior and activities of individuals at the research site. Qualitative observers may also engage in roles varying from a nonparticipant to a complete participant. In this research, the researcher acts as a nonparticipant, so the researcher only observes the online teaching and learning activity done by the English teacher and 7A students of SMP Paramarta by Google Meet and Google Classroom Platforms.



b. Interview

One of techniques of gathering data directly from people is by asking them list of questions and getting them to react verbally. In this study, the researcher uses semi-structured approach involving to ask structured questions followed by clarifying unstructured or open-ended questions. The unstructured questions provide wider explanation and understanding of the responses to the structured questions. Thus, a combination of both objectivity and depth can be obtained, and results can be measured as well as explained.

The interview is done right after the online class observation to find out the effective strategies in the reading class. There are five questions in Indonesian to ask the participants. The questions relate to effectiveness mobile phone learning in improving students reading skill. Due to pandemic, the interview is done through WhatsApp video calls which are recorded. The data obtained are then qualitatively analyzed.

c. Questionnaire

The aim of distributing questionnaire to students is to get the supportive data about their opinions, interests, feelings, responses toward the strategies applied by their English teachers. The questionnaire shared by the researcher is in the form of Google Form Link which is filled by students from home. Likert Scale Questionnaire consists of a series of statements which are related to a particular target. The respondents are asked to indicate the extent to which they agree or disagree with each item or statement by marking one of the responses ranging from 4 meaning 'strongly agree' to 1 meaning 'strongly disagree'. There are 15 questions contained in the questionnaire used by the researcher.

D. Data Analysis Technique

The data analysis technique chosen by the researcher is an interactive model of analysis. four steps of verification.

1) Data Collection

After identifying the problems of the research, the researcher collects the data by interviewing two English teachers and 31 students of 7A of SMP Paramarta to gain more supporting data. Both the interviews and the questionnaire are done online due to pandemic situation. The researcher transcribes the interview to ease the data analysis.

2) Data Reduction

In this step, the researcher eliminates data from the interviews which are not needed or not related to the limitation of the study in order to keep the data results valid and reliable.

3) Data Display

Data display means to present or systematically organize the data. The researcher organizes the results of the questionnaire into a new table based on certain categories, then sum all the numbers gained to conclude. In order to investigate whether the strategies employed by the teacher using Mobile Phone learning is effective in learning process, the answers of the teachers being interviewed are compared to students' responses to the questionnaire.

4) Conclusion Drawing and Verification

Finally, the results of the study are presented descriptively. The last step, the researcher draws conclusion and suggestion based on the results of data analysis obtained.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The researcher conducts in SMP Paramarta, Tangerang Selatan for two months. The writer collects the data from 30 students of 7A students and two English teachers of SMP Paramarta. The research was done in August 24th to October 20th 2021.

SMP Paramarta (Junior High School Paramarta) is a private school that was founded in 2001. This school has a vision to create a generation with good character, achievement, mastering science and technology and caring with environment. While the missions are: (1) To increase faith and devotion to the one and only God, (2) Carry out competence, creative, and effective learning innovative in IT-based academic and non-academic fields, (3) Develop character education, and (4) Increase school community awareness of environment.

Realizing the visions and missions of the school, it makes sustainable improvements to make it a standardized school. It has a bilingual learning program. The Geographical Location of SMP Paramarta is at Jombang Street, Gg. Taqwa No. 70, Ciputat, Tangerang Selatan, Banten.

a. The Results of Observation

The class is start with the Googe Meet, and the link is shared by the teacher via WhatsApp Class Group , the teacher begin the class with the explanation of the lesson, then after the discussion , the teachers ask the students to read the text. In this learning activity, the researcher conclude that the student are not interested to the class,

because from the 31 students of the class, there is only 5-10 students join the class. Also the teachers are not ask the students to be more active in the class.

After the Google Meet finished the teacher share the task by Google Classroom include 5-10 question. The students have to submit their homework before the next class begin. Almost all of the student submitted the task on time but theres also students hat submitted the task late. Based on the observation of the online teaching and learning activity done by the researcher, it is found that students are interested in the reading class, it can be seen on how they respond to teachers' questions, how they are confident in performing to read sentences or text teacher instructs. However still, they often look confused on getting the idea of text. Most students like the Mobile Phone learning, but they still do not agree that M-Learning is more effective than the offline one.

b. The Results of Interview

The details can be seen in table 4.1.

Table 4.1 Data Results of Teachers' Interview.

<i>Teachers' Interview</i>	<i>Answers</i>
1. <i>Permasalahan apa yang guru alami dalam mengajar reading secara online atau daring? (What problems do teachers experience in teaching reading online?)</i>	T1: <i>Kesulitannya adalah karna kurangnya vocabulary atau kosa kata yang dimengerti oleh para murid, jadi mereka lebih sering bertanya arti dari sebuah kata (minta tolong untuk diterjemahkan), tapi ada juga beberapa murid yang sudah menguasai kosa kata, tapi sayangnya jumlah murid yang menguasai kosa kata lebih sedikit dibandingkan dengan yang kurang menguasai kosa kata. (The difficulty is due to the lack of vocabulary students</i>

	<p>understand, so they often ask the meaning of a word (asking for help to translate), but there are also some students who have mastered the vocabulary, unfortunately only few of them compared to those who lack vocabulary mastery.)</p> <p>T2: <i>Kendala atau permasalahan yang biasanya dihadapi adalah pada susah nya sinyal. Waktu pelaksanaan Zoom Meeting atau Google Meet juga tidak bias lama. Selain itu masih ada siswa yang belum mengerti tentang materi yang disampaikan.</i> (Constraints or problems faced are the internet connection. The time available for the Zoom meeting or GoogleMeet meeting is also short. Consequently, there are students who still do not understand the material presented.)</p>
<p>2. Strategi apa yang guru gunakan untuk memperbaiki kemampuan reading murid? (What strategies do teachers use to improve students' reading skills?)</p>	<p>T1 : <i>Biasanya saya kasih materi di Google Classroom, tapi masih saya jelaskan lagi agar lebih paham. Untuk strategi mengajar, setiap kelas diterapkan strategi yang berbeda. Jika sekiranya strategi tersebut kurang efektif maka, dipertemuan selanjutnya akan mengganti strategi yang diterapkan .</i> (I Usually provide the material in Google Classroom, but I still add more explanation so that they understand better. In terms of the teaching strategies, I apply differently for each class. If one strategy is not</p>

	<p>effective to apply, I will change into another in the following meeting.)</p> <p>T2 : <i>Tidak ada strategi khusus, biasanya setelah saya share materi melalui Google Classroom , lalu saya jelaskan via Whatsapp dan meminta murid memberikan contoh sesuai dengan yang saya jelaskan,lalu membuat sebuah kalimat.(There is no special strategy, after I share the material through Google Classroom, usually I explain more via WhatsApp and ask students to give examples according to what I explain then make a sentence.)</i></p>
<p>3. Apakah murid menjadi lebih aktif setelah guru menggunakan strategi tersebut? (Did the students become more active after the teacher used the strategy?)</p>	<p>T1: <i>Ya, murid menjadi lebih aktif karn sudah menggunakan strategi yang tepat.(Yes, students become more active because we use the appropriate strategy.)</i></p> <p>T2: <i>Kebetulan murid menjadi lebih aktif via Whatsapp. Saya biasanya memberikan materi melalui Google Classroom dan Whatsapp tapi murid lebih aktif bertanya di Whatsapp. (Incidentally, students become more active via WhatsApp. I usually give material through Google Classroom and Whatsapp but students are more active in asking questions on WhatsApp.)</i></p>
<p>4. Selama proses pembelajaran online berlangsung, apakah murid dapat</p>	<p>T1: <i>Memang tidak setiap kegiatan belajar ini menghasilkan pembelajaran</i></p>

<p><i>menerima pelajaran dengan baik dan proses belajar mengajar tersebut mencapai tujuan yang diharapkan?</i> (During the learning process, can students receive lessons well and the teaching and learning process achieves the expected goals?)</p>	<p><i>yang mudah dipahami oleh murid, tetapi syukur lebih sering murid dapat menerima materi yang disampaikan melalui Google Classroom, tentu dengan bantuan bimbingan melalui grup kelas, jadi mereka paham betul dengan materi yang sedang dibahas .</i> (Indeed, not every learning activity produces easy for students to understand, but thankfully, students often can receive material presented through Google Classroom, of course with the guidance through WhatsApp group, so they understand very well the material being discussed.)</p> <p>T2: <i>Murid dapat mengerti dan menerima pelajaran yang sudah dibagikan melalui Google Classroom tapi terkadang juga mereka perlu bantuan dengan adanya pembahasan lanjut melalui Whatsapp.</i> (Students can understand lessons shared through Google Classroom but sometimes they need help with further discussions via WhatsApp.)</p>
<p><i>5. Apakah pembelajaran menggunakan mobile phone atau online membuat murid lebih mudah mengerti materi yang disampaikan?</i> (Does learning using mobile phones or online make it easier for students to understand the material presented?)</p>	<p>T1: <i>tentu , tetapi tetap dibantu dengan menggunakan strategi yang tepat dalam pembelajaran online ini , murid menjadi lebih mengerti dengan pelajaran yang disampaikan.</i> (sure, but still needs the assistance of appropriate strategies in this M-Learning, students can be more aware of the lessons delivered..)</p>

	<p><i>T2:., ya, murid menjadi lebih mengerti dengan apa yang disampaikan dan murid juga menjadi lebih aktif dalam kegiatan belajar mengajar apabila penyampaian materi yang saya lakukan sesuai dengan kemampuan murid dalam memahami materi tersebut, saya juga sebisa mungkin menyampaikan materi dengan cara yang ringan dan jelas agar murid dapat mengerti.(Yes, students understand more of what is conveyed and students also become more active in teaching and learning activities if the delivery of material I did is suitable with the students' ability level, I convey the material in a light and clear way so that students can understand.)</i></p>
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Based on the interview results with the English teachers, it can be understood that both the English teachers use WhatsApp and Google Classroom application to improve students' reading comprehension, but each applies different strategies in teaching reading online, also each student responds differently to teaching strategies employed.

c. The Result of Questionnaire

The questions included are developed based on the research questions. The data results from the questionnaire are used to support the main data from the interview. It is to confirm and to find out the students' responses toward their teachers' strategies used in the online reading class. The results of the questionnaire is presented in Appendix .

Each item presented in the questionnaire has been proven valid and reliable based on the SPSS 22.0 computation. To conclude the data results descriptively, the researcher groups the questionnaire questions into three categories: students' interest in learning English, students' interest in reading class, students' response on online class. The details can be seen in table 4.2.

Table 4.2
Questionnaire Results based on Different Categories

NO	Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
First Category: Students' Interest in Learning English					
1	<i>Mata pelajaran Bahasa Inggris merupakan pelajaran yang harus dipelajari di sekolah.</i> (English subject is compulsory subject at school)	6	14	6	5
2	<i>Mata pelajaran Bahasa Inggris yang disampaikan oleh guru sulit di pahami.</i> (The English subject delivered by teachers is complicated)	4	5	10	12
3	<i>Saya selalu merasa tertantang untuk mengerjakan soal Bahasa Inggris yang sulit.</i> (Difficult English questions)	6	14	6	5

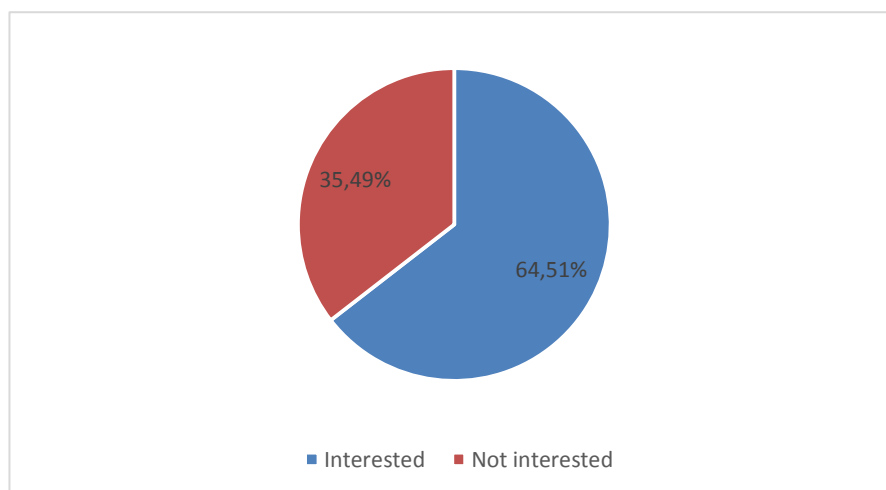
	are challenging to me)				
4	<i>Saya senang jika guru memberikan kesempatan untuk bertanya mengenai materi Bahasa Inggris yang kurang dipahami. (It's good when teachers offer QnA time to ask what students don't understand)</i>	6	14	6	5
5	<i>Saya merasa kurang puas dengan metode pembelajaran yang diberikan oleh guru. (The teachers' method used is not satisfying)</i>	3	6	13	9
	Total	25	53	41	36
Category 2: Students' Interest in Reading Class					
6	<i>Saya sangat senang terhadap pembelajaran membaca (reading) dalam Bahasa Inggris (I like reading class.)</i>	6	14	6	5
7	<i>Saya merasa kesulitan saat memahami suatu bacaan dalam</i>	2	4	12	13

	<i>Bahasa Inggris</i> (It is difficult in understanding text in English)				
8	<i>Saya dapat memahami materi pelajaran membaca (reading) dengan cara pengajaran yang selama ini dilakukan oleh guru.</i> (I follow reading class the teachers give very well)	6	14	6	5
9	<i>Saya merasa belajar dengan teknik membaca (reading) sangat membosankan.</i> (Reading class is boring)	2	4	12	13
10	<i>Saya merasa belajar dengan metode membaca (reading) dapat memperbaiki kemampuan Bahasa Inggris saya.</i> (Reading class can improve my English skill)	6	14	6	5
	Total	22	50	42	41
Category 3: Students' Response on Online Class					
11	<i>Saya merasa pembelajaran</i>	6	14	6	5

	<i>Bahasa Inggris secara daring sangat menyenangkan. (Online English class is fun)</i>				
12	<i>Materi yang disampaikan oleh guru secara daring sulit di pahami. (The material teachers deliver online is confusing)</i>	2	11	9	9
13	<i>Saya merasa pembelajaran daring dalam belajar Bahasa Inggris lebih efektif. (Online class is more effective)</i>	2	11	9	9
14	<i>Saya tidak tertarik pada metode pembelajaran daring dalam belajar Bahasa Inggris. (I'm not interested in online English class)</i>	4	5	10	12
15	<i>Pengunaan pembelajaran daring dalam Bahasa Inggris membuat saya menjadi lebih percaya diri. (Online English class makes me more confident)</i>	6	14	6	5
	Total	20	55	40	40

From the table, it can be seen that students realize the importance of studying English and they find their teachers' class is quite good and understandable. They love to engage in the English class. Dealing with reading class, students find it interesting and the way teachers teach can also drag their attention. The last one, most of them think online class is more interesting and effective and it improves their confidence as well. Overall, their responses can be summarized in the following charts:

Figure 4.3
Students' Interest in Online Reading Class



A. Discussion

The researcher analyzes the data results based on the perception indicators proposed by Robbin (2003).

a. Acceptance

Based on this indicators, it is necessary for the researcher to find out if students' perception is based on their five senses individually or altogether. The sense implied from their responses is hearing, it can be seen from the questionnaire question number 2 which is 'The English subject delivered by teachers is complicated' and number 4 which is 'It's good when teachers offer Q&A time to ask what students don't understand' in category 1. In question number 2, most of students disagree, it means based on their sense of hearing, the material is easy to understand. While for question number 4, most of students agree which means they are enthusiastic if teachers offer Q&A session so that they can tell what problems they find during the learning activity.

b. Understanding

In this stage, the students' perception is seen from whether they understand the importance of reading comprehension or not. It can be seen from both the interviews and the questionnaire results. From the interview question number 2 'What strategies do teachers use to improve students' reading skills?' it can be seen that teacher 1 says 'I usually provide the material in Google Classroom, but I still add more explanation so that they understand better'.

Furthermore, the last interview question also shows students' understanding, 'Does learning using mobile phones or online make it easier for students to understand the material presented?', the teacher 1 answers 'Sure, but still needs the assistance of appropriate strategies in this M-Learning, students can be more

aware of the lessons delivered.’, and the teacher 2 says ‘Yes, students understand more of what is conveyed and students also become more active in teaching and learning activities if the delivery of material I did is suitable with the students’ ability level, I convey the material in a light and clear way so that students can understand’.

It is in line with students’ perception from the questionnaire, in question number 2 ‘The English subject delivered by teachers is complicated’, most students strongly disagree which shows they understand the material given by the teachers. For the question number 5 also ‘The teachers’ method used is not satisfying’, most students disagree, so they feel that the method helps them a lot. The other evidence is from question number 7 ‘It is difficult in understanding text in English’, the majority of students disagree and the last is from question number 8 ‘I follow reading class the teachers give very well’, the dominant answer is agree.

c. Evaluation

The last indicator is measured by analyzing if students can evaluate the effect or influence of having the M-Learning in their reading class. It can be inferred from interview question number 2 ‘What strategies do teachers use to improve students’ reading skills?’, teacher 2 answers ‘There is no special strategy, after I share the material through Google Classroom, usually I explain more via WhatsApp and ask students to give examples according to what I explain, then make a sentence.’ By giving examples in the form of sentences, it shows students understand the material given or the method used by the teachers are effective in improving their reading comprehension. From the interview question number 3 also ‘Did the students become more active after the teacher used the strategy?’, the teacher 1 answers ‘Yes,

students become more active because we use the appropriate strategy' which means students catch the points delivered by the teachers so they can participate actively during the learning process.

It is strengthened by the last question of the questionnaire 'Online English class makes me more confident' which is dominantly answered 'agree' by students. It shows obviously the learning evaluation how students skill is improved from the M-Learning activity.

CHAPTER V

CONCLUSION AND SUGGESTION

Conclusion and suggestions are given in this chapter. The conclusions are drawn based on the data analysis results discussed in Chapter IV. The implications create some suggestions for both teachers and students. An additional recommendation is also arranged by the researcher to inform and guide as well to next researchers to do further research in related issues.

A. Conclusion

Indonesian Government has chosen English as the first foreign language and fundamental subject in Indonesian educational system. Consequently, English becomes one of main compulsory subjects from primary to university. Among four skills needed to master in learning English, reading is considered as one of the essential skills that everyone needs to learn in order to enrich their knowledge. In the academic setting, reading is an important skill affecting students' success in learning English. Most frequent issues people concern in reading activity is reading comprehension especially when students encounter ambiguous words, unfamiliar vocabulary, and limited available time to process the text cognitively.

Due to pandemic, Indonesian Government instructs to work and study from home. Thus, most schools in Indonesia have changed the teaching learning process into an online mode. Many educational experts believe that M-Learning can be very beneficial to students due to its practical but reliable function.

One of the recent technology that is widely becoming popular is mobile learning (M-Learning), it is a learning method where users learn through mobile platforms. As mobile phones currently have

integrated into people's life and become an important part, it is strongly believed that learning English using mobile phones is convenient, fast, and brings high efficiency so it could be beneficial for students.

Based on the reasons, the researcher conducts a study to investigate students' perception on how M-Learning improves their reading comprehension. The subjects used in this research are two English teachers and 31 students of 7A of SMP Paramarta in the academic year of 2021/2022 who have done M-Learning for approximately a year. The teachers are invited to interview, while the students are instructed to fill a questionnaire in google form. Both instruments contained questions related to M-Learning evaluation especially in reading class.

Based on the interview interpretation done with the English teachers, it can be concluded that both the English teachers use WhatsApp and Google Classroom application in the M-Learning. Each applies different strategies in teaching reading online, also each student responds differently to teaching strategies employed. According to their answers, students participate more actively by WhatsApp discussion rather than by Google Classroom. Students have initiate to ask vocabulary or information they do not catch to teachers. Unfortunately, they often find problems due to internet connection the students have.

The researcher then compares the data from the interview to the data obtained from the students. From the questionnaire filled by 31 students of 7A, it is understood that students realize the importance of learning English especially learning reading. They like M-Learning, they believe it is more effective and interesting. Furthermore, they think the online teaching strategy done by

teachers are helpful and suitable with their need. Therefore, it can surely be concluded the Mobile Phones learning is effective to improve students' reading comprehension.

B. Suggestion

By considering the results of the research, the researcher recommends:

a. For Teachers

Regarding the important role of reading skill in English learning process, teachers are supposed to emphasize more on it. Furthermore, to stimulate students' activeness, teachers are suggested to apply interesting learning techniques or strategies, especially if the learning is in online mode. It will be boring if the teacher uses conventional method. When the class atmosphere is fun, students will participate happily. If students have good reading comprehension skill, they will be more knowledgeable.

b. For Students

Students can start actively find additional M-Learning sources to study independently from home. There are many helpful websites or application available they can access for free. By being active finding more supporting lessons and practicing, they can improve their skills in English.

c. The Next Researchers

This study is limited on the students' perception of how M-Learning can improve their reading comprehension. The information dealing with what factors influencing students' reading comprehension improvement and if there is any specific online website or applications to improve reading comprehension is not provided. Therefore, the next researchers are expected to conduct further research of analyzing factors improving students' reading comprehension or implementing a certain medium to improve

students' reading comprehension effectively. It would be better if statistical data can be added as the data collection instrument.

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APPENDICES

APPENDIX 1

RESEARCH VALIDITY SHEET

Reserch Title	Students' Perceptions On How M-Learning Improves Students' Reading Comprehension
Research Subject	2 Teachers and 31 Students of 7 th grade, SMP Paramarta, Tangerang Selatan

Research :

Observation to the English Reading Class , Interview to English Teachers and Questionner for 31 students of 7th grade.

Validated by, Thesis Advisor,

Aswir, M.Pd.

APPENDIX 2**List of Subjects Research**

1. Fara Oktavia syahputri
2. Fiola Asyifa Arlisadi
3. Kalevi Khairazief Hartono
4. Dhika Setiawan
5. azizah eriyani
6. Ario rophi safaraz
7. Zahia Uzma
8. Attala
9. titania nuraida
10. Shaquille
11. Muhammad Irsyad Rahadyan Prabaswara
12. Narasuta Arradhiya Al Ayyubi
13. Divyandra Aisha Komaraaini
14. Septy Annisa Nursaputri
15. Sherly Arianti Nurfa
16. Callysta Raissa Shafira
17. Hesty Eka Putri Pratama
18. rahmani zahra faisal
19. Sendrina Lunadanti
20. Marsha Calista
21. Misya Nurul Hidayat
22. Aisyah ayu azalia
23. Nabilla Dhea Utami
24. Maysa Roudhotu
25. Ira mutiara
26. Muhammad Ryandra Audivo
27. Shafira bilqis wiguna
28. Madina Alya Chandra
29. Kyla Nur Affifah
30. Siti Zahra

APPENDIX 3**List of the Question of Interview**

1. What problems do teachers experience in teaching reading online or online?
2. What strategies do teachers use to improve students' reading skills?
3. Did the students become more active after the teacher used the strategy?
4. During the online learning process, can students receive lessons well and the teaching and learning process achieves the expected goals?
5. Does learning using mobile phones or online make it easier for students to understand the material presented?

APPENDIX 4

The Result of Observation

Google Meet	<p>The class is begin with the Googe meet, and the link is shared by the teacher via WhatsApp Class Group , the teacher begin the class with the explanation of the lesson, then after the discussion , the teacchers ask the students to read the text. In this learning activity, the researcher conclude that the student are not interested to the class, because from the 31 students of the class, there is only 5-10 students join the class. Also the teachers are not ask the students to be more active in the class.</p>
Google Classroom	<p>After the Google Meet finished the teacher share the task by Google Classroom include 5-10 question. The students have to submit their homework before the next class begin. Almost all of the student submitted the task on time but theres also students hat submitted the task late.</p>

APPENDIX 5

List of the Questionnaire

- Skor 4 : Sangat Setuju (SS)
- Skor 3 : Setuju (S)
- Skor 2 : Tidak Setuju (TS)
- Skor 1 : Sangat Tidak Setuju (STS)

Name :

Class :

1. English subject is a lesson that must be learned in school.
2. The English subject delivered by the teacher is difficult to understand.
3. I always feel challenged to do difficult English questions.
4. I am happy if the teacher gives me the opportunity to ask questions about English material that is not understood
5. I am not satisfied with the learning method provided by the teacher.
6. I am very happy with learning to read in English.
7. I find it difficult to understand a text in English.
8. I can understand reading subject matter with the teaching method that has been done by the teacher.
9. I feel learning by reading technique is very boring.
10. I feel that learning by reading method can improve my English skills.
11. I find learning English online very enjoyable.
12. The material delivered by the teacher online is difficult to understand.
13. I feel that online learning is more effective in learning English.
14. I am not interested in online learning methods in learning English.
15. The use of online learning in English makes me more confident.

APPENDIX 6

Data Results of Questionnaire

NO RESP.	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	SUM
1	3	1	3	3	1	3	1	3	1	3	3	3	3	1	3	35
2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
3	1	1	1	1	3	1	2	1	2	1	1	3	3	1	1	23
4	3	1	3	3	3	3	2	3	2	3	3	3	3	1	3	39
5	2	3	2	2	2	2	2	2	2	2	2	2	2	3	2	32
6	4	4	4	4	1	4	3	4	3	4	4	2	2	4	4	51
7	3	2	3	3	3	3	2	3	2	3	3	1	1	2	3	37
8	4	3	4	4	1	4	3	4	3	4	4	1	1	3	4	47
9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
10	1	3	1	1	2	1	1	1	1	1	1	1	1	3	1	20
11	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	60
12	4	1	4	4	3	4	1	4	1	4	4	3	3	1	4	45
13	3	1	3	3	2	3	1	3	1	3	3	3	3	1	3	36
14	2	2	2	2	2	2	2	2	2	2	2	1	1	2	2	28
15	2	3	2	2	2	2	2	2	2	2	2	2	2	3	2	32
16	3	1	3	3	1	3	1	3	1	3	3	3	3	1	3	35
17	3	1	3	3	2	3	1	3	1	3	3	2	2	1	3	34
18	3	2	3	3	2	3	3	3	3	3	3	3	3	2	3	42
19	3	1	3	3	3	3	2	3	2	3	3	3	3	1	3	39
20	3	4	3	3	4	3	1	3	1	3	3	4	4	4	3	46
21	2	4	2	2	3	2	4	2	4	2	2	2	2	4	2	39
22	2	2	2	2	2	2	2	2	2	2	2	3	3	2	2	32

Q8	Pearson Correlation	1.000 ^{**}	,140	1.000 ^{**}	1.000 ^{**}	,107	1.000 ^{**}	,204	1	,204	1.000 ^{**}	1.000 ^{**}	,286	,286	,140	1.000 ^{**}	,899 ^{**}
	Sig. (2-tailed)	0,000	,451	0,000	0,000	,567	0,000	,271		,271	0,000	0,000	,119	,119	,451	0,000	,000
	N	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
Q9	Pearson Correlation	,204	,608 ^{**}	,204	,204	,373 [*]	,204	1.000 ^{**}	,204	1	,204	,204	,195	,195	,608 ^{**}	,204	,501 ^{**}
	Sig. (2-tailed)	,271	,000	,271	,271	,039	,271	0,000	,271		,271	,271	,293	,293	,000	,271	,004
	N	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
Q10	Pearson Correlation	1.000 ^{**}	,140	1.000 ^{**}	1.000 ^{**}	,107	1.000 ^{**}	,204	1.000 ^{**}	,204	1	1.000 ^{**}	,286	,286	,140	1.000 ^{**}	,899 ^{**}
	Sig. (2-tailed)	0,000	,451	0,000	0,000	,567	0,000	,271	0,000	,271		0,000	,119	,119	,451	0,000	,000
	N	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
Q11	Pearson Correlation	1.000 ^{**}	,140	1.000 ^{**}	1.000 ^{**}	,107	1.000 ^{**}	,204	1.000 ^{**}	,204	1.000 ^{**}	1	,286	,286	,140	1.000 ^{**}	,899 ^{**}
	Sig. (2-tailed)	0,000	,451	0,000	0,000	,567	0,000	,271	0,000	,271	0,000		,119	,119	,451	0,000	,000
	N	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
Q12	Pearson Correlation	,286	,128	,286	,286	,613 ^{**}	,286	,195	,286	,195	,286	,286	1	,000 ^{**}	,128	,286	,543 ^{**}
	Sig. (2-tailed)	,119	,493	,119	,119	,000	,119	,293	,119	,293	,119	,119	####	,493	,119	,002	
	N	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	
Q13	Pearson Correlation	,286	,128	,286	,286	,613 ^{**}	,286	,195	,286	,195	,286	,286	,000 ^{**}	1	,128	,286	,543 ^{**}
	Sig. (2-tailed)	,119	,493	,119	,119	,000	,119	,293	,119	,293	,119	,119	####		,493	,119	,002
	N	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	
Q14	Pearson Correlation	,140	1.000 ^{**}	,140	,140	,367 [*]	,140	,608 ^{**}	,140	,608 ^{**}	,140	,140	,128	,128	1	,140	,396 [*]
	Sig. (2-tailed)	,451	0,000	,451	,451	,042	,451	,000	,451	,000	,451	,451	,493	,493		,451	,027
	N	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
Q15	Pearson Correlation	1.000 ^{**}	,140	1.000 ^{**}	1.000 ^{**}	,107	1.000 ^{**}	,204	1.000 ^{**}	,204	1.000 ^{**}	1.000 ^{**}	,286	,286	,140	1	,899 ^{**}
	Sig. (2-tailed)	0,000	,451	0,000	0,000	,567	0,000	,271	0,000	,271	0,000	0,000	,119	,119	,451		,000
	N	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
TO TA CO RE	Pearson Correlation	,899 ^{**}	,396 [*]	,899 ^{**}	,899 ^{**}	,432 [*]	,899 ^{**}	,501 ^{**}	,899 ^{**}	,501 ^{**}	,899 ^{**}	,899 ^{**}	,543 ^{**}	,543 ^{**}	,396 [*]	,899 ^{**}	1
	Sig. (2-tailed)	,000	,027	,000	,000	,015	,000	,004	,000	,004	,000	,000	,002	,002	,027	,000	
	N	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

QUESTIONNAIRE RELIABILITY**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Q1	32.97	88.766	.866	.917
Q2	33.61	96.578	.390	.931
Q3	32.97	88.766	.866	.917
Q4	32.97	88.766	.866	.917
Q5	33.55	98.323	.347	.932
Q6	32.97	88.766	.866	.917
Q7	33.81	96.828	.457	.928
Q8	32.97	88.766	.866	.917
Q9	33.81	96.828	.457	.928
Q10	32.97	88.766	.866	.917
Q11	32.97	88.766	.866	.917
Q12	33.45	96.523	.446	.929
Q13	33.45	96.523	.446	.929
Q14	33.61	96.578	.390	.931
Q15	32.97	88.766	.866	.917

APPENDIX 8

Documentation Google Classroom

Petunjuk	Tugas siswa	Petunjuk	Tugas siswa
<p>Giving and Responding to Compliments</p>	<p>100 poin</p> <hr/> <p>Kerjakan soal dibawah ini dengan memilih salah satu jawaban yang paling benar, tulis jawaban di Microsoft Word hanya jawabannya saja, contoh No 1. C. (lalu lampirkan file jawaban)</p> <p>Soal</p> <p>1. Audrey: I just bought a new gown. What do you think about it?</p> <p>Lala:</p> <p>Audrey: Thanks.</p> <p>The answer that describe a compliment is</p> <p>A. What a pretty gown.</p> <p>B. I don't know.</p> <p>C. How much it cost?</p> <p>D. Where did you buy it?</p> <p>2. What is a proper respond when someone compliments your looking?</p> <p>.....</p>	<p>Expression of Congratulation</p>	<p>100 poin</p> <hr/> <p>Kerjakan soal-soal dibawah ini dengan benar dan teliti! Kerjaan di buku tulis jawabannya saja, lalu foto jawaban tersebut dan lampirkan.</p> <p>A. Choose the best answer by crossing the letter A, B, C or D!</p> <p>1. Situation:</p> <p>Siti has just got the first prize in the "Bakiak race" to celebrate Indonesia Independence day.</p> <p>Beni congratulates her.</p> <p>What does Beni say to congratulate Siti?</p> <p>Beni : "....."</p> <p>Siti : "Thank you."</p> <p>A. Sure, Good luck.</p> <p>B. Congratulate to Siti</p> <p>C. Congratulations, Siti.</p> <p>D. Thanks, I will do my best</p>

APPENDIX 9

Letter of Completion from the School



YAYASAN PENDIDIKAN PARAMARTA CINTA BANGSA SMP PARAMARTA

Sekretariat : Jl. Raya Jombang Gg. Taqwa No. 70 Depan Villa Jombang Baru, Jombang Ciputat - Kota Tangerang Selatan Teip. : (021) 74634750

SURAT KETERANGAN

Nomor :038/ S.Ket/SMP.Pm/XI/2021

Yang bertandatangan dibawah ini :

Nama : Eny Asmiyati, S.Pd
 Jabatan : Kepala SMP Paramarta
 Alamat : Jl. Jombang Raya Gg. Taqwa No.70
 Jombang Ciputat - Tangerang Selatan
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Telah melakukan penelitian pada SMP Paramarta Ciputat terhitung mulai 24 Agustus 2021 s/d 18 September 2021

Demikian Surat Keterangan ini dibuat, untuk dipergunakan sebagai mana mestinya.

Tangerang Selatan, 15 November 2021

Kepala SMP Paramarta

 Eny Asmiyati, S.Pd

