

**Eksplorasi Mobile-Assisted Language Learning (MALL): Implementasi dalam Pembelajaran *Extensive Reading* kepada Mahasiswa Pendidikan Bahasa Inggris*****Mobile-assisted Language Learning(MALL) Exploration: Implementation in Extensive Reading subject for English Education study Program*****^{1*}Muhammad Sandy Al Fath, ²Muhammad Abdul Azis, ³Nikmah Sistia Eka Putri, & ⁴Fatimah Setiani**^{1,3,4}Universitas Muhammadiyah Sampit, Kalimantan Tengah, Indonesia.²Universitas Negeri Semarang, Jawa Tengah, Indonesia**ARTIKEL INFO**Diterima
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September 2023**ABSTRAK**

Dengan kebiasaan membaca yang relative rendah, menyebabkan Indonesia menghadapi kondisi yang cukup krusial. Masalah yang sama juga terjadi di Universitas Muhammadiyah Sampit (UMSA), khususnya pada prodi pendidikan bahasa inggris. Mengingat betapa pentingnya membaca dalam perkembangan Bahasa, diperlukan jalan keluar yang konkrit dalam membangkitkan minat baca mahasiswa. Salah satu cara yang coba dihadirkan di UMSA membawa perpektif yang menurut dosen dan mahasiswa membawa titik terang terutama dalam mata kuliah. Tujuan penelitian ini adalah mengetahui secara deskriptif penggunaan MALL dalam proses pembelajaran yang ada. Fokus penelitian ini adalah mata kuliah *Extensive Reading* pada prodi Pendidikan Bahasa inggris. Peneliti menggunakan jenis penelitian kualitatif yaitu Studi kasus. Lalu, instrument yang digunakan adalah wawancara dan dokumentasi. Walaupun data primer hanya bertuju pada wawancara, datayang dikumpulkan akan diambil dan diolah secara mandalam. Sedangkan data sekunder dalam penelitian ini berasal dari sumber-sumber terkait. Implementasi MALL dalam penelitian ini menggunakan aplikasi mobile Wattpad sebagai media pembelajaran. Temuan terdiri dari penggunaan, fitur dan penilaian Wattpad sebagai media pembelajaran di kelas. Alasan dosen pembimbing memilih menggunakan Wattpad didasarkan pada kebutuhan mahasiswa di kelas *Extensive Reading*. Dengan Wattpad siswa dapat mengeksplorasi berbagai karya sastra yang diunggah sampai dengan membangun dan membuat bahan bacaan secara mandiri. Selain itu, siswa dapat berkolaborasi dengan siswa lain dalam membangun pengetahuannya dan memecahkan masalah secara bersama-sama.

Kata Kunci: *Mobile-Assisted Language Learning (MALL)*, Membaca Ekstensif, ELT**ABSTRACT**

With the relatively low habit of reading, Indonesia created the urgent condition. The same problem actually happen in Universitas Muhammadiyah Sampit, especially in English education study program. Remebering how crucial reading in development of Language, the concrete way out deriving the will of reading of students is needed. One of the way out in UMSA bring the bright perspective in both side, even students and lecturer in the class. This study aims to find out Description of Using MALL in the instructional process. The focus of this study is the extensive reading lecture in English Education Study Program in UMSA. The researchers use a type of qualitative research which is Case Study. Then, the instruments of this study were Interview and Documentation. Primary data were collected merely through interview; however, it has been taken deeply on the collecting data. The secondary data in this study are sources related to the problems in the object of this paper. The implementation of the MALL in this study was using Wattpad mobile apps as teaching media. Findings consists of the use, the features and the assessment of Wattpad as the learning medium in the class. The reason the supporting lecturer chose to use Wattpad was based on the needs of students in the *Extensive Reading* class. With Wattpad students can explore various uploaded literary works concluding on building and creating reading materials independently. In addition, students can collaborate with other students in building their knowledge and solving problems together.

Keywords: *Mobile-Assisted Language Learning(MALL)*, *Extensive Reading*, ELT*e-mail :
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INTRODUCTION

With a relatively low level of literacy, Indonesia is placed 60th out of 61 countries in UNESCO's statistical statistics. According to data from the United Nations Development Program (UNDP), Indonesia's education level, measured by the Human Development Index, is still quite low at 14 (Reher and Requena, 2018)(Reher and Requena, 2018). The cause of low interest in reading is due to the lack of reading habits from an early age. In this situation, it's crucial for parents to instill reading habits in their children at a young age in order to increase their literacy abilities.

Students must master a variety of domains of knowledge in the world of education, particularly higher education, depending on the subject of knowledge they want to study. English is one of these areas of expertise. One of the crucial subject areas that students need to understand in order to succeed in the current globalization period is English(Bruggink et al., 2022)(Bruggink et al., 2022). The four language abilities—reading, speaking, listening, and writing—that students must master in order to learn English are the four language skills. Because one talent cannot be taught without incorporating other skills, these skills are taught in an integrated manner.

Reading gives us the chance to sharpen our language abilities as well, enhancing our vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs, and texts (Lin and Yip, 2020)(Lin and Yip, 2020). In line with this, Goswami & Bryant (2016)Goswami & Bryant (2016) states that learning to read can be defined in three different ways(Goswami and Bryant, 2016)(Goswami and Bryant, 2016). First, learning to read entails mastering word pronunciation. Second, learning to read entails understanding word meanings and word identification. Third, learning to read entails learning to comprehend the text in order to grasp its meaning. Given the significance

of reading in language learning, the activity requires careful consideration. Reading short functional texts and essays on the environment and daily life is listed in the curriculum as one of the competences that must be had. Because reading without understanding will prevent one from learning the information in the book, comprehension must be the first factor taken into account when reading. Knowledge and understanding are intimately intertwined. In other words, it might be claimed that in order to comprehend a book, a reader must be able to draw from prior knowledge and connect it to brand-new information. (McEnery, 2019) .

Then, students need to acquire a number of key skills in order to grasp a text. These include: 1) the capacity to derive general and precise information from written texts, explicitly or implicitly; 2) the capacity to derive the central ideas from the text, explicitly or implicitly; 3) the capacity to look up meanings of words, phrases, or sentences based on context; and 4) the capacity to comprehend the reference words used in the text. Students are required to be able to comprehend texts in this manner, particularly to identify key concepts, details, key terms, and the definitions of words used in the text. (Ardhian et al., 2020).

Based on the lecture, students in the UMMA, Universitas Muhammadiyah Sampit, in English Education Study Program faced difficulties in reading comprehension due to difficulties in finding primary concepts, information, and reference words. Poor reading proficiency results are often due to the limited time and theoretical justifications provided by lecturers. To address this issue, finding realistic ways to learn to read is crucial.

As the method that applied, Mobile Assisted Language Learning, or MALL, is a useful resource for pupils to improve their reading abilities. It combines mobile learning (m-learning) and computer-assisted language

learning (CALL), enabling students to study a language using portable electronics like cell phones (Martiz and Recker, 2019), MP3 players, or PDAs. This strategy aids students in finding important ideas, specific information, and term definitions in written material. With MALL, students can access language learning resources, tests based on instructional materials, and engage with their instructors and peers at any time and from any location (Chen et al., 2020).

It is believed that the usage of the internet in literature-based extensive reading instruction can promote self-reliance in reading acquisition. For instructors to deliver learning material, particularly learning reading, a variety of mobile applications are available. One of the applications used in teaching reading at Universitas Muhammadiyah Sampit English Study Program is the use of the Wattpad application. This study aims to describe the Wattpad-based Extensive Reading learning process as an effort to improve literacy skills in English students at Universitas Muhammadiyah Sampit.

METODOLOGI PENELITIAN

This study used Case Study as the method of the research (Creswell and Plano-Clark, 2011). A case study focuses on a single unit (an individual, a group, a site, a class, a policy, a program, a process, an institution, or a community) to produce an in-depth description that is rich and holistic (Agung et al., 2020) (et al., 2020)(Cresswell, 2014). The central purpose of these studies is to understand the world or the experience of another.

However, the subject does not fulfil the ideal number of qualitative, the researcher ensure that the data will be clearly drawn. Since, the instruments of this study are interview and Documentation. The interviews based on interview guidelines, with supporting

lecturers and fourth semester students of English Language Education Study Program to obtain data about learning Extensive Reading. In addition, document analysis was carried out in Lesson Plan for Extensive Reading courses and Wattpad accounts. The secondary data in this study are sources related to the problems in the object of this paper. Almost all types of library materials, whether books, articles or essays, are grouped into secondary data. All the data obtained was analyzed, to then be re-checked it rightly. In order to make the resulting data analysis more accurate, discussions and consultations were held with the Head of the English Language Education Study Program. Data from Head of the English Language Education Study Program was intended to confirm reading learning problems that occur in UMMA.

RESULTS AND DISCUSSION

The utilization of wattpad as the learning medium

The use of Wattpad as a learning medium for Extensive Reading is based on students' preferences, with students preferring electronic or online reading over printed books. It was like Based on Akram & Kumar (2017) that social networks, such as Wattpad, have become popular in today's communication, and the younger generation is familiar with these platforms deriving this application as the learning media (Akram and Kumar, 2017). This encourages the creation of a new culture that allows educational processes to be carried out in other online spaces.

In this study MALL using in the situation of blended learning (Dakhi, Jama and Irfan, 2020), due to the using tool and its function occurring in the extensive class (using face-to-face and mobile phone) to maintain good circumstances (Wright, 2017; Rasheed, Kamsin and Abdullah, 2020; Al Falaq et al.,

2021). As well-known, in line, that MALL learning can increase learning interactions and make it easier to refine and store learning materials.(Sipra and Ahmad, 2016). However, online technology must consider network availability, affordable software, curriculum skills, and internet attitudes. Mobile-based learning models potentially enhance students' personality development. (Sugiyanto et al., 2020).

Based on the results of interviews with lecturers supporting the Wattpad application, it helps lecturers communicate freely with students and students can be involved in discussions and collaboration. Wattpad apps have the potential to support learning in ways that are not limited by time or place (Anggitasari et al., 2020; Sari, Wirman and Adios, 2020; Yoesoef, 2020). In addition, by using the chat feature on the Wattpad application, it is possible for students to communicate with other people who are involved in the process of studying popular literary works.

In the Wattpad application, students can interact with literary works uploaded by their friends, other people or even by lecturers as teaching material for extensive reading. Students can do literary criticism after reading a literary work. Thus both lecturers and students will be able to develop technical skills in studying extensive reading by literary works and develop their social skills in facing the current digital era. The Wattpad application, with its various advantages, also has the opportunity to open up a space for one person to socialize with others in terms of literacy.

It can be said that by exploring various literary works uploaded on the Wattpad application students can build and create knowledge about popular literature independently. Students can collaborate with other students in building their knowledge and solving problems together (social constructivism). The Wattpad application can

also contribute to forming an inclusive community of learners, so that by involving students in exploring literary works uploaded on the Wattpad application, it is hoped that it can evoke attitudes of interactivity, independence, accessibility, and enrichment (Permatasari, Wijayanto and Kristina, 2020).

The Wattpad application provides millions of literary works in various languages. The literary works contained in the Wattpad application are poetry, novels, short stories, and short stories in various literary genres. Starting from popular literature, religious literature, Chick Lit, to Teen Lit. These literary works were written by various people with various backgrounds. Everyone can upload their writing without any specific requirements. Indeed, in the end there are some literary works that can only be consumed by adults. In this case the policy of readers or authorities of literary works is needed. Even though Wattpad is one of the social networks, users must be responsible for the work written and are not allowed to commit plagiarism.

Like a popular literary work, the literary works uploaded to the Wattpad application are literary works that cater more to the tastes of commercial readers. This literary category will not tell anything serious. This is because it will reduce the number of fans. Popular literary works are easier to read and easier to enjoy. These literary works do not pretend to pursue aesthetic effects, but instead provide entertainment. The content of popular literary works is relatively light, but still actual and interesting(Fath, 2019).

Features in wattpad

The Wattpad application, in addition to providing features for writing literary works, also provides various useful features for readers such as vote (to select a book), comment (to comment on the book presented), share (to share), library (to save books so that can be read offline), follow (to

follow a social media member), dedicate (to dedicate other users), and many other features. For students taking Popular Literature courses, these various features are useful for honing students in literacy skills. In the vote feature, students can read and study the literary works they want. Students can freely choose literary works in various languages and literary genres (Khalil, Abdel Meguid and Elkhider, 2018; Jaya Saragih et al., 2020; Sitompul and Situmorang, 2020; Faraniza, 2021). In addition, students can leave comments on selected literary works on Wattpad, with no word limit, focusing on the author's storyline and language style. Almost all of students make reviews or comments after reading, demonstrating that reading activities and comment features enhance literacy skills.

Way Of Assessment In Wattpad

Then, the final stage in the learning process is the learning evaluation process. The purpose of holding this learning evaluation is to measure students' ability to absorb the material being taught. The evaluation carried out should be in line with the formulated learning objectives of Extensive Reading. Based on the results of interviews with supporting lecturers, assessment of student learning outcomes is carried out based on individual or group assignments, midterm exams, final semester exams, self-assessment, peer-assessment, and observation of student performance through displays oral or written.

Lecturers use the summative assessment of the instructional process. It engenders the quizzes or the test can be attending in the process of learning in the class. This type of assessment, consequently brings to non-target learning (Hasan, Islam and Shuchi, 2021). The lecturer argued, in the extensive reading, that the students need to undergo the process as much as possible to familiarizing reading. The assessment system has been explained to students when the

beginning of the class. While the evaluation of Extensive Reading learning is carried out in the form of written and oral exams. This evaluation uses the type of essay questions. While the weight of the evaluation scores for extensive reading learning is the Mid Semester Examination around: 30%, Final exam around: 40%, and assignments around: 30%. Extensive reading lecturers can develop their own types of evaluation according to Wattpad-based learning principles.

CONCLUSION

The Wattpad-based extensive reading lesson utilizes the platform for learning and assessment, catering to students' needs in the Extensive Reading class. Students can explore literary works, build knowledge independently, and collaborate with others through social constructivism. Wattpad fosters an inclusive community, promoting interactivity, independence, accessibility, and enrichment. It also helps students improve their literacy skills through technology-based learning experiences.

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