A Systematic Review: The Implementation of MALL toward Students' Reading Skill

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A B S T R A K

Menguasai bahasa Inggris telah menjadi kebutuhan primer di seluruh dunia saat ini. Sayangnya, siswa masih menghadapi banyak tantangan dalam belajar bahasa Inggris dan salah satunya keterampilan membaca. Perkembangan teknologi membawa banyak keuntungan terhadap pembelajaran bahasa Inggris. Banyak peneliti telah melakukan penelitian tentang pengaruh teknologi dalam proses pembelajaran, namun, masih sedikit penelitian yang mengulas tentang pengaruh MALL dalam keterampilan membaca di antara pelajar EFL dan ESL di tingkat menengah. Oleh karena itu, penelitian ini bertujuan untuk menganalisis pengaruh penerapan MALL terhadap keterampilan membaca siswa di antara pembelajar EFL dan ESL. Penelitian ini menggunakan model PRISMA untuk memilih artikel berdasarkan kriteria inklusi. Kajian dilakukan dengan metode sistematis dengan mensintesa informasi yang relevan dari kajian sebelumnya. Dipilih 13 artikel dari 49 artikel yang mewakili topik yang diambil dari Google Scholar sebagai sumber data utama. Studi mengungkapkan bahwa MALL memiliki positif mempengaruhi keterampilan membaca siswa. MALL meningkatkan pemahaman membaca siswa, motivasi, partisipasi dan interaksi dalam pelajaran membaca.

A B S T R A C T

Mastering English language has become primary need around the world nowadays. Unfortunately, students still face many challenges in learning English and one of them reading skill. The development of technology brings many advantages towards English language learning. Many researchers have conducted studies about the effect of technology in the learning process, however, still few reviewed studies on the effect of MALL in reading skill among EFL and ESL learners at secondary level. Therefore, this study aims to analyses the effect of implementing MALL toward students' reading skill among EFL and ESL learners. This study use PRISMA model to select the article based on the inclusion criteria. The study conducted using systematic method by synthesize relevant information from previous studies. 13 articles were chosen from 49 articles that represent the topic taken from Google Scholar as the main data resources. The studies revealed that MALL has positively affect students' reading skill. MALL increases students' reading comprehension, motivation, participation and interaction in reading lesson.

1. INTRODUCTION

English language is known as the most commonly used language around the world either for the native or non-native speaker. Mastering English language as the International language becomes an absolute must for students nowadays. Become a bilingual or multilingual by mastering language other than the mother tongue can be a measurement to academic success (Cioè-Peña, 2017; Susanto et al., 2020). Sometimes, it also provides wider chances to get a better job in the future. Mastering English language is not an easy thing especially for ESL and EFL learners since English language is not their mother tongue (Hasbi, 2013; Sharma & Puri, 2020). At least, in learning English students should master four English skills including of listening, reading, speaking, and writing.

In Indonesia itself English language has been taught since elementary school due to the emergency of mastering English language. However, even though English is international language which has been taught continuously for years, students still face many challenges in mastering English. These problems related to many aspects such as English skill, vocabulary, and grammar (Hibatullah, 2019; Megawati, 2016; Nurjanah, 2018). Reading skill in second language is known in a world to gain knowledge. But unfortunately reading skill still become students' obstacle in learning English (Suryanto & Sari, 2021; Susanto et al., 2020). Students' difficulties related to reading skill are their vocabulary and also their understanding (Paul et al., 2018; Susanto et al., 2020). Students have lack of knowledge about reading material and ignorance of how to connect ideas form one to another sentences. Since reading skill and other English skill is fed each other. Reading will potentially affect students'

success in mastering English skill as well as language acquisition process and students' outcomes in learning (Friantary et al., 2020; Harmer, 2007). Therefore, for ESL and EFL learners reading skill is very important to be mastered.

Technology in English language learning has several advantages, one of which is the development of English skills (Hashim et al., 2017; Ramsin & Mayall, 2019). It is thought that integrating ICT into the learning process can make learning more influential, effective, managed, and controlled. It helps both teacher and students. They have a lot of chances to dig more on the internet to find various materials and create learning material and share it to the students (Fansury et al., 2020; Febriyanti, 2021). In a meantime, it helps students to be motivated and creative in their learning. MALL is a strategy which implementing technology especially mobile devices in language learning to support language learning process (Abril & Parra, 2019; Wen et al., 2019). According to study conducted who studies about MALL in ELT, it is revealed that MALL in ELT has significant contribution on students' comprehension, self-efficiency, and students' engagement (Hashim et al., 2017). Further, it is found that MALL improves students' language component in relation to vocabulary, grammar, and pronunciation as well as their English skill both receptive and productive skill.

MALL has been present in language learning to support language learners by promoting the use of mobile phone to facilitate their learning process and their communication with teacher or other learners (Deris & Shukor, 2019; Lin et al., 2020). Learning through mobile devices provides many advantages and opportunities to make the language learning easier. Previous study added that not only language but all learning becomes easier with the use of mobile phone (Abril & Parra, 2019). Mobile learning according to several studies is believe can enhance students' achievement which contribute to positive learning outcomes (Klimova, 2019; Wen et al., 2019). Since learning using mobile phone as a medium to enhancing English language learning, MALL is considered as a powerful tool to support English language course especially in enhancing reading skills as well.

The importance of information related to this topic made some experts did some review to examine the implementation of MALL in language learning especially in reading skill field. A research which reviewing the implementation of MALL on reading development through Activity Theory (AT) in a period of 2008-2018 (Lin et al., 2020). Another review have been conducted by previous study which exploring the effect of MALL on second language reading comprehension in the university level and reviewing studies in rage of 1 January 2018 – 30 September 2020 (Klimova, Blanka and Zamborova, 2020). Nevertheless, there still lack to no systematic reviews conducted on longer intervention periods of the effect of MALL and mobile application on students' reading skills especially in the context of ESL and EFL at lower education.

Remembering that reading skill is an important skill in language learning and MALL can be a solution to make reading class more powerful, as the result, current systematic review attempts to close the gap by synthesizing information from previous studies related to the use of mobile application in lower education environments especially in secondary level. This systematic literature review aims to analyse and synthesize studies on MALL in reading environments in order to reach the goal to know the effects of MALL in the teaching and learning reading among ESL and EFL learners. The study will synthesize studies published from the year of 2012 to 2022 to find the effect of MALL in students' reading skill at secondary level.

2. METHOD

To seek the effect of MALL on students' reading skill on EFL and ESL context, the publication articles related to the topic were set to be reviewed in range of the years 2012 to 2022. A systematic method was applied to synthesize the relevant information in the articles. The researcher use PRISMA model to select the article based on the inclusion criteria that have been set before.

The articles come from Google Scholar as the primary electronic database. The keywords used to find related studies about the topic are "MALL and Reading Skill" and "Mobile Application and Reading Skill". A total of 49 articles were found. Through the identification using PRISMA model, from 49 articles found only 13 articles that fit the inclusion criteria which will be used in this study. Visual representation of the search and selection process is show in Figure 1. Then criteria of inclusion and exclusion are show in Table 1.
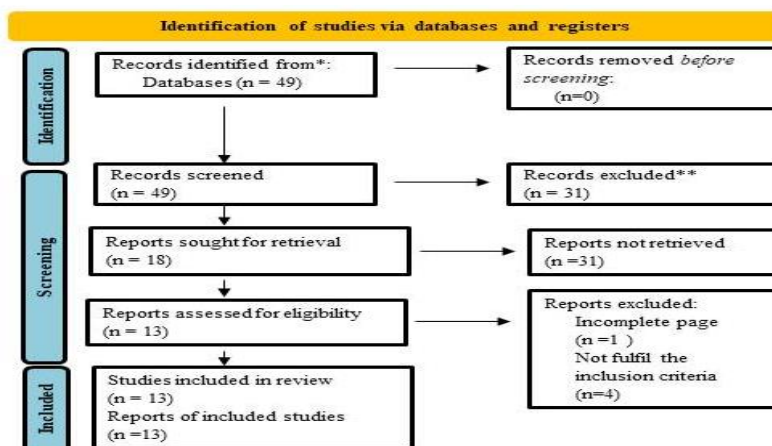
Figure 1. Visual Representation of the Search and Selection Process

Table 1. Inclusion and Exclusion Criteria

Inclusion Criteria	Exclusion Criteria
Must use MALL approach or Mobile application	MALL or mobile application were not used
Must about the effect of MALL or mobile application on reading skill	The effect of MALL or mobile application on the other English skill
Must be empirical research	Not-empirical research
Published on the year 2012-2022	Not published on the year 2012-2022
English language	Other languages
ESL and EFL context	Not in ESL and EFL context
Secondary level	Not secondary level

3. RESULT AND DISCUSSION

Result

A number of 13 studies were included in the final analysis in which 11 studies is conducted in Indonesia, 1 study conducted in Saudi Arabia and 1 study conducted in Iranian.. The study talks about the effect of mobile phone or specific mobile application toward students' reading skill. Most of them seek the effect of Quizziz application; however, there also some studies seek the effect of Google Classroom and WhatsApp toward students' reading skill. The studies applied different method in form on qualitative, quantitative, or experimental which focus on secondary level. The findings of majority studies pointed out that mobile application or mobile phone has positive effect to students' reading skill. The findings from the selected studies of the effect of mobile application and mobile phone toward students' reading skill for second language and foreign language learners is show in Table 2.

Tabel 2. Overview of the Findings from the Selected Studies

Author	Tools	Findings
(Gheytasi et al., 2015)	Mobile Phone	Mobile phone increasing reading comprehension
(Keezhatta & Omar, 2019)	Mobile phone	Students' reading skill in relation vocabulary recognition, word decoding, and retention increased. It also increases motivation and interaction in the class.
(Nugrahini & Rahmadhani, 2021)	Mobile phone	MALL helps students reading comprehension due to its portability and accessibility.
(Prastya, 2019)	Padlet	MALL integrated with Padlet increased students' motivation, participation, and learning environment. Besides, MALL allow students to learn collaboratively or independently
(Sasmiadi et al., 2019)	WhatsApp	WhatsApp support students' reading comprehension skills. It increases students' engagement. Students are not afraid to ask questions, express opinions or answers about learning.

Author	Tools	Findings
Priyanti et al (2019)	Quizizz	Quizizz affected all of three reading comprehension including of literal recognition, reorganization, and inference
Dewi et al, (2020)	Google Classroom	Google classroom has positive influence on students' enthusiasm and participation in reading class. Google classroom helps students to comprehend the text and provides unlimited time to learn.
(Pahamzah et al., 2020)	Quizizz	Quizizz increase students' reading comprehension skill and students' enthusiasm in learning
(Masluha et al., 2021)	Edmodo	Increasing students' enthusiasm and their understanding in retelling a story
(Nugroho et al., 2021)	Google classroom	Increase classroom engagement and motivation to learn reading.
(Rasyid et al., 2021)	Quizizz	Quizizz in teaching reading improves students' achievement in the area of literal comprehension (main idea) and interpretive comprehension (understanding vocabulary) very well
(Febriansyah et al., 2020)	Line Webtoon	Webtoon can helps to understand English text. It increases students' participation and activeness in the learning process
(Putra et al., 2022)	WhatsApp	Improve students' engagement and reading abilities and make students comprehend the text more.

Discussion

MALL Improves Students' Reading Comprehension

Reading skill involves many aspects and one of them is reading comprehension. Reading comprehension related to meaning construction that is reasonable and accurate by relating information gained from what we read (Okkinga et al., 2018; Phillips et al., 2021). Further, reading comprehension considered as a final goal in reading instruction because it needs essential skill. MALL is a strategy that allows teacher to integrate educational games to create fun and innovative reading activity (Deris & Shukor, 2019; Priyanti et al., 2019). When integrating MALL in the learning process, teachers can integrated any media in as long as they used to assist the learning process and one of them is utilizing gamification. Gamification means using elements of games in the learning process and it is believed can increase students' English skill including of reading (Reed et al., 2020; Sánchez et al., 2021).

Integrating MALL with gamification in the learning process has a positive effect on students' reading comprehension. Through the enjoyable environment created by implementing MALL, previous study revealed that the integration of MALL with Quizizz affected three aspects of reading comprehension including of literal recognition, reorganization, and inference (Priyanti et al., 2019). Literal recognition related to point out explicit information, meaning of words, and contextual. Reference reorganization is classifying information into their class also outlining and synthesizing any information. Inference is skill to predict outcome, main idea, implicit information, and cause-effect relationship in the text. MALL integrated with Quizizz improves students' reading comprehension (Pahamzah et al., 2020; Rasyid et al., 2021). Students' abilities in finding main idea of a text and understanding vocabularies is increased. Besides, other studies point out that students' reading comprehension is much better after implementing mobile phone in learning process (Gheytasi et al., 2015; Keezhatta & Omar, 2019). Utilizing mobile phone in teaching reading helps students in recognizing vocabulary, word decoding, and retention which relates to how much you can remember and recall information from a text. The increase in reading comprehension happens because all students will get a same attention and treatment from the teacher while using mobile phone.

MALL Increases Students' Motivation

Motivation plays important roles in the learning process. Motivation in reading will increase learners' reading comprehension. It is will affect students' ability in understanding text and willingness to read more (Ahmadi, 2017; McBreen & Savage, 2020). Therefore, it is important to create an engaging environment when learning. MALL according to previous study improves positive attitudes toward language learning (Abril & Parra, 2019). Integrating MALL in learning English language especially in teaching reading can improve students' motivation. Students' motivation is increased by the enjoyable environment through a creative implementation of technology. A well-design course integrated with MALL can motivate students. Sometimes students feel demotivated while learning in a conventional way, in contrast, by using mobile technology students feel happier and more enthusiastic which make them more engaged to learn. The use of MALL in class makes students more enthusiasts in learning reading. It makes the learning process less boring.

MALL Engages Students' Participation and Interaction

Besides of reading comprehension and motivation, MALL is also influence students' participation and interaction in the learning process. In the conventional learning without the adoption of technology, sometimes, students have a lot of fear to be active in class. Whereas, the adoption of technology students can have their own space to be active in class which is called as cyber space where there is no one stay around the speaker while they arguing. Although not all of them, but, this kind of condition sometimes makes students feel relief and free. Besides, students can also interact with the other students without time limitation. In the conventional classroom the problem that usually found in the learning process is time limitation which makes students has few time to communicate with the others. Meanwhile, by integrating technology, it helps students to engage more to interact with other students. Many researchers have found out that MALL can increase students' participation and interaction in the English language learning process. There are studies revealed students' participation increased by the use of MALL in the learning process (P. Dewi, 2021; Prastya, 2019; Sasmiadi et al., 2019). Also, others studies conducted found out MALL had positively influence students' interaction (Keezhatta & Omar, 2019; Sasmiadi et al., 2019). It can be happened due to learning environment formed by utilizing technology which increases students' engagement in learning. Therefore, MALL directly has positive relationship with students' reading skill.

The implications of this study provide an overview related to The Implementation of MALL toward Students' Reading Skill. This research is useful as a reference for teachers, especially English teachers in teaching reading skills. However, this research is still very limited. This research is limited to literature reviews so the data obtained is only based on existing research. Therefore future research is expected to be able to deepen and broaden the scope of research directly in the field.

4. CONCLUSION

The use of technology specifically mobile application in English language learning brings many advantages. Embracing technologies in the teaching reading skill make a big difference from teaching reading in conventional way. By adopting MALL and mobile application in teaching reading, students' motivation and enthusiasm is increased. Also, it help student to comprehend the English text easier. MALL also improves students' participation and interaction in learning reading. Further, it improves students' reading comprehension aspects including of vocabulary recognition, word decoding, and retention as well as reading skill including determining explicit information, word meaning, contextual reference, classifying information into any category, outlining, synthesizing information, predicting outcome, main idea, implicit information in the text, and finding cause and effect relationship.

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