



Implementing Mobile-Assisted Interactive Model in Reading Classroom: The Senior High School Students' Voices

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Abstract

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The use of mobile applications in the classroom offers the possibility for future innovation and can facilitate the teaching and learning process anywhere. Mobile-assisted language learning (MALL) technology makes learning easier for students (Kukulka & Viberg, 2018). This research aims to investigate students' responses to the application of MALL in learning reading comprehension in the classroom. This research uses a qualitative case study, by conducting observations, interviews and documentation in data collection carried out at one of the high schools in Bekasi. This research uses the thematic analysis data analysis theory developed by Braun and Clarke (2006) which consists of six steps. Based on the data collected, it was found that teachers have used Webtoon MALL as a fun learning strategy to help students learn English in reading sessions. Students respond well to this approach. The MALL used in learning to help students in reading comprehension is Webtoon apps and gets enthusiasm from students as a fun learning model.

Keywords: *Interactive Reading Model, Mobile Assisted Language Learning, Reading Comprehension, Students' Perception.*

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INTRODUCTION

Learning English can be recognized as a means of communication globally. In Indonesia, students can learn English at school as EFL students' and many students can access language learning on social networks via the Internet. Therefore, what they learn is mostly receptive (listening and reading). It is important for them to be able to understand the text they read and then interpret the text correctly. According to (Dechant, 2013) interactive reading can provide a better explanation of reading. The reading contains a thought process, in interactive reading involves the whole process and all knowledge. Therefore, interactive reading may be needed in a reading model in language classes for students to improve their abilities.

Currently, technology can support teaching and learning processes that can be done anywhere. Mobile Assisted Language Learning is technology-based support for language learning, with the Webtoon application available on mobile phones and accessible anywhere and anytime. Innovation from the use of mobile apps in classroom learning has good opportunities for the future. According to Miangah and Nezarat (2012), those who can learn a language can do it anytime and anywhere using a mobile device. Existing technology can make it easier for students to learn, especially in language learning. Students can access reading



through mobile phones with various applications and websites available so that they can be used for learning in the classroom. Mobile-assisted assists teachers in learning media innovation in a study conducted by Khubyari and Narafshan (2016), students prefer reading comprehension via mobile phones because of the portability and accessibility of mobile devices. The use of MALL can also give students learning flexibility in terms of time and location. Torabzade and Zenouzagh (2022) investigated how using mobile devices can help students improve their reading skills. Alternatively, some mall researchers believe that malls can facilitate or provide convenience in language learning.

This study aims to find out how the interactive reading model is applied to mobile-assisted language learning and to look at the teacher's delivery process using this method in the reading comprehension class. This study aims to investigate students' perceptions about the use of interactive reading models and mobile-assisted language learning as learning media in intensive reading activities in language classes.

In this study, the focus is on the use of interactive models in reading to improve the reading comprehension of tenth-grade high school students. Students often experience difficulties in the learning process. Therefore, the teacher must be creative in presenting material and applying various techniques or strategies in learning. In addition, several researchers pay attention to the use of strategies in teaching reading. According to Pourhosein and Sabouri (2016) utilizing efficient reading techniques, readers build meaningful representations of text during the interactive process of reading.

Reading comprehension

Reading comprehension is a reading activity that involves completing all the content and reading aspects that absorb all the information in the text. Reading comprehension necessitates the use of the human senses. It consists of eyes to see, ears to hear, and the human brain to comprehend meaning from writing. (Palani, 2012). According to (Kusmana et al., 2018), reading comprehension can also be interpreted as reading with complete comprehension. Reading comprehension is an intensive reading activity that allows students to become experts in all aspects of reading.

Learning reading through mobile-assisted language learning.

At present, technological developments cannot be denied, with existing progress, of course, it can become a new means of learning. This greatly facilitates language learning by using mobile-assisted language learning. Mall (mobile-assisted language learning) are mobile devices that can provide users with more access to the internet and a variety of applications that allow students to enjoy language learning more by radio to listen to, audiobooks to listen to while reading, video games, or access movies from a foreign country. All of these can be used to learn to read (Kukulka & Viberg, 2018) Mall is a technology that is available to facilitate students in learning. Several studies have been conducted previously about the benefits provided by Webtoon apps in helping students learn English, in previous research by Juniarto (2019) the results obtained indicated that by learning with Webtoons students could understand the text easily. Then

research by Putri (2018) states Webtoons can increase students' interest and reading comprehension.

Several previous studies regarding mobile-assisted language learning, this research wants to see how much opportunity is generated from the use of mobile-assisted, especially its use in foreign language learning. Although previous research has also investigated the use of mobile-assisted interactive reading to influence students' reading skills, this research focuses on the application of mobile-assisted interactive reading in language learning for early-grade high school students in Indonesia.

METHODS

This study used a qualitative research approach, to explain events or situations that occur at the focus of research, the design used in research is a case study, explained by Yin (2009) case studies are empirical investigations that investigate temporary phenomena in real life contexts. This research approach produces a comprehensive, in-depth, and complete picture of certain events that occur in the real world (Cresswell, 2007). This study observed a group of people with the aim of knowing events or conditions in the classroom by using a mobile-assisted interactive reading model, with the resulting data in the form of words or spoken words, therefore the authors used descriptive qualitative data techniques to analyze the data.

This research was conducted at a high school in Bekasi, Babelan. The researcher chose this high school because mobile-assisted language learning applications were available for learning activities at school and the school was the place where this phenomenon occurred, where previously the use of mobile-assisted interactive reading models had been implemented in language classes which were still actively used. The researchers requested help from X-grade students who were willing to be interviewed after participating in interactive reading model activities with mobile-aided language learning used by students or teachers as a learning medium in the classroom. The researcher then selected three students and subject teachers who were participants in this research.

Creswell provides a comprehensive framework for data collection in case study research, but the appropriate method must be chosen based on the research context and objectives (Creswell, 2007). Commonly used data collection methods in case study research include interviews, focus groups, observation, and examining literature and archives or documentation (Creswell, 2007). Interviews are recommended to gain insights from knowledgeable individuals related to the case. Focus group discussions can help understand different perspectives and identify emerging patterns. Observations involve direct observation in the field or using structured tools like checklists. Researcher can also collect data from relevant documents and archives, such as reports and documents (Creswell, 2007).

The researcher decided to use narrative text analysis, this data analysis technique based on the theory by Braun and Clarke (2006) is a method of interpreting and processing data in a qualitative method. Besides, in case study research, data analysis can be carried out using the thematic analysis approach proposed by Virginia Braun and Victoria Clarke (Braun and Clarke, 2006). This

approach aims to identify and analyze the thematic patterns that emerge from the qualitative data collected in case study research (Braun and Clarke, 2006). This method was typically used on a set of texts, such as interview transcripts or survey responses. It was also appropriate for a range of research purposes such as determining perspectives, knowledge, understanding, experience, or even value from qualitative data collection.

RESULTS & DISCUSSION

A. Research Finding

The researcher collects data through interviews and observations and then records and processes the data. It can be described that the data collected forms two main themes, namely, (1) implementation of the Mobile-assisted interactive reading model, and (2) student perceptions of the Mobile-assisted interactive reading model. The first theme is divided into two sub-themes, namely (a) mobile-assisted applications in classroom English learning, (b) teacher explanations, instructions, and evaluation of students, and. The second main theme also has three sub-themes, namely, (a) students' feelings about using the mobile-assisted interactive reading model, (b) students' difficulties with the use of the mobile-assisted interactive reading model, and (c) students understanding. After conducting interviews and observations with participants, the results of data analysis can be presented.

1. The Implementation of a Mobile-assisted interactive reading model.

One of the aims of this research is to find out how the mobile-assisted interactive reading model is applied in the classroom for students' reading comprehension. Based on the data generated, this section is divided into three sub-sections. Namely, as follows:

Mobile-assisted applications in classroom English Learning

Based on the data collected, researchers can see how Mobile-assisted is used in the context of English language learning classes. From research data that has been taken through interviews, observation, and documentation. It can be explained that teachers have indeed implemented mobile assistance in the classroom context with various available applications that have been used previously for reading comprehension learning activities. In the following interview, the participant said.

[Usually uses a mobile phone to access the material or text to be read and then we would present the conclusions]

Vignette 01, P1 Student Interview

[Usually in the learning process in class, the students use mobile phones, then I give them text which I direct via the Webtoon application to read as a group.]

Vignette 02, P4 Teacher Interview

The statement above states that teachers have used mobile-assisted learning for students' reading comprehension, looking at this prospect the application of mobile-assisted learning in classroom learning can be accepted by both teachers and students, and mobile-assisted is a good thing to use in classroom learning.

Teacher instructions, and evaluations of students' activity

The purpose of this research is how the mobile-assisted interactive reading model is applied to students' reading comprehension learning, how interactive occurs in the classroom, and how mobile-assisted learning participates in helping teachers to carry out teaching and learning activities as a medium of assistance and can influence learning students' reading comprehension. According to Inggita, Ivone, and Saukah's (2019) research, mall applications have been widely used by teachers in schools to support the learning process. This includes the application of mobile assistance, which requires careful preparation, beginning with lesson plans and materials preparation, mastering the learning applications that will be used, and giving students practice and information about the application. In this investigation, teachers also completed these stages.

[Usually, I give the students a link to access the text. Then Students can read the content of the text which is different for each group...]

Vignette 06, P4 Teacher Interview

Based on the data collected, the first step taken by the teacher is to divide students into several groups for active discussion groups during the lesson provide direction on the material that will be presented, and provide information regarding the text that will be read so that there are no misunderstandings regarding the use of mobile phones in the classroom.

The next step is how interactive reading occurs, namely how students read the conclusions of what they have read, students in groups used cell phones to access the text via the Webtoon application and then discussed the story text to understand the text they read.

The final step in this activity is an evaluation carried out for the teacher to assess students' understanding of the text they read, namely by concluding and presenting what they have read based on their own language and understanding. Students are free to discuss and exchange ideas regarding the conclusions of the text they read which then be presented again by representatives of each group in front of the class.

This is how mobile-assisted interactive reading is applied in the classroom learning model for students' reading comprehension. The steps taken are first by directing students to the Webtoon application with the title of the text they will read, then dividing students into several groups for discussion groups, then assessing reading comprehension of the story or text that each group has concluded with their understanding.

2. Student perceptions of the Mobile-assisted interactive reading model

This section explains students' perspectives on the use of mobile-assisted interactive models in learning reading comprehension. Because students have prior experience with the application of this learning model, the author believes

that students can express their thoughts and opinions about the use of the mobile-assisted interactive reading model in learning reading comprehension, which is integrated with the objectives of this research. This section was then divided into three parts to determine students' perceptions of the application of the mobile-assisted interactive reading model in learning.

Students' Feelings About Using the Mobile-assisted Interactive Reading Model.

The use of mobile-assisted learning media has had a good response from students, and the application of this learning model has been welcomed positively by students, according to most students learning with mobile-assisted interactive reading is fun learning. because of all the participants who said this learning model was enjoyable, only one student said he was confused. The opinions of other participants who said that they were happy can be seen from the statements from the participants.

[I am feeling Happy. I personally really like reading, so I'm just happy if I understand what I'm reading.]

Vignette 10, P2 Students Interview.

According to the justification provided, participants have responded favorably to the deployment of the mobile-assisted interactive reading model thus far. who believes that this learning model is fun to apply, as well as the results obtained from previous research by Handayani, et al. (2020) According to students' perceptions, using digital literature in the classroom allows students to feel encouraged and more at ease while also teaching them how to be more flexible in the workplace and in society at large.

Students Challenges with the Use of the Mobile-assisted Interactive Reading Model.

This section explores the challenges faced when implementing mobile-assisted learning in the classroom. Students have experienced how the use of mobile-assisted is applied in a classroom context, as have teachers, so the researcher conducted interviews and observed the difficulties faced in implementing mobile-assisted in a classroom context.

The difficulty that exists is how students cannot focus on learning because they use mobile phones in class. It was recorded in field notes how students then find it difficult to direct when they receive their mobile phones. P4's statement also stated that the difficulty he faced was focusing.

[Those who are not cooperative, sometimes they are told to read but open another page on their mobile phone]

Vignette 15, P4 Teacher Interview.

Then from another point of view, they say that the difficulty in this learning model is due to their lack of basic vocabulary knowledge, so they have difficulty understanding the reading text,

[The real difficulty is that when we read in English, we can't really understand that language]

Vignette 16, P1 Students Interview.

However, there were two participants who stated that they did not find any difficulties in learning with this learning model. So, these difficulties occur because their basic knowledge of English is the main factor in students having difficulty understanding reading texts. Obstacles were found that were not much different from previous research from Inggita, Ivone, Saukah (2019) who stated that they were not familiar with the use of MALL, so its application was limited, but they realized the potential of using MALL.

Students Understanding

The use of a learning model using mobile-assisted interactive reading aims to overcome the difficulties faced by students, namely difficulty in receiving material well, and students' understanding of English is very minimal. Teachers need to find ways to convey material to students by building their understanding and interest in learning English. The mobile-assisted interactive reading learning model offers learning that is very close to students so that it can attract students' attention to learning.

Webtoon as a mobile-assisted tool is used in teaching students' reading comprehension through the available features that provide a good experience for students' reading experience. The presentation of all participants produced a positive response, where students were able to understand the reading text well because of the features provided by Webtoon.

Based on students' responses to the use of Webtoon in learning reading comprehension above, it appears that students can understand the text they read thanks to several features available from Webtoon. Next, to express their understanding and make it interactive, the teacher asks students to present their understanding of the text they read. Then seeing the positive response from students and seeing how their assessment of the application of this learning model also provides good results and positive responses, students can be more enthusiastic about learning. Supporting this statement, previous research by Pujiastuti (2019) uses a digital comic Webtoon approach, students can learn to read texts, and is a useful tool for teachers to teach reading comprehension to students.

[If children have started learning with a mobile phone, they will be enthusiastic]

Vignette 19, P4 Teacher Interview

Students are happy with the application of the mobile-assisted interactive reading model in the classroom context, and it has a positive influence on students' reading comprehension.

Discussion

The application of a mobile-assisted interactive reading model has been implemented by teachers as a learning model that functions to help students receive learning material. This research aims to answer the question of how the mobile-assisted interactive reading model is used in reading comprehension

classes and to determine students' perceptions about the application of the mobile-assisted interactive reading model in their reading comprehension. The application of mobile-assisted is something that teachers can do to help students learn basic things starting from those close to them, using mobile-assisted learning makes students more enthusiastic about learning, then by implementing mobile-assisted interactive reading helps teachers to convey learning and help students receive reading comprehension well. Dashtasani (2013) found that the use of MALL motivates teachers to use technology in learning. Mobile-assisted collocation teaching has a significant positive effect on EFL students' reading achievement (Jamshidi and Zanouzagh, 2020).

Based on data generated through observations and interviews, the researcher saw that the application of the mobile-assisted interactive reading model worked well to gain students' reading comprehension and received positive responses from both teachers and students. The answer is interesting from this research because most mobile-assisted applications have almost entirely positive responses, so the author can be sure that the application of this learning model can help students understand the learning material and encourage student enthusiasm for learning. Of course, mobile-assisted has advantages and disadvantages in its application in the classroom, Dashtestani (2013) expressed his concern over several limitations of MALL. Most participants mentioned that MALL activities and software were not available to them and their students. However, mobile-assisted has a large opportunity for application in the classroom, therefore it is necessary to think more about the application of mobile-assisted that is used and pay attention to student attitudes and involvement. Encouragement to carry out MALL in their class is also required. In the end, getting full support from the school also helps teachers and students in implementing and developing MALL (Inggita, Ivone, & Saukah 2019).

After applying the mobile-assisted interactive reading model to students' reading comprehension in class, through interviews and observations the author found out students' perceptions of the use of the mobile-assisted interactive reading model. Perception is when someone can convey experiences expressed through their senses into information or have meaning. Students receive the material presented by the teacher, overall students can follow the learning and understand the reading text well. Students also actively discuss and then express their opinions in front of the class. They believe that implementing mobile-assisted interactive reading is fun and helps encourage students' enthusiasm and confidence in learning. Pujiastuti (2019), the use of the MALL technique makes students happy in studying reading material and motivated and gets new challenges in learning. Other research that supports this statement also comes from research by Robbani & Khoirotunnisa (2021) stating the results of research from research participants, that reading digital English comics can improve their reading comprehension skills, critical thinking, creativity, and reading motivation. Apart from that, it makes the learning process fun. The answers to the second research question were generally positive from the participants' point of view, all of them stated that learning activities using mobile-assisted interactive reading models were fun.

Webtoons, which are online comics, are one way that can be used to attract children's interest currently where technology has developed so rapidly. Webtoons offer new incentives for millennial students who spend a lot of time on mobile devices while they study (Rafida, Ananda, Suwandi 2023). Many students are not interested in reading because the reading material they usually read is very boring. Therefore, students need to be given reading material that can spark their interest, such as comics. This is provided by Webtoon Digital Comics. Rafida, Ananda, and Suwandi (2023) also found that the results of their research were that Webtoon had an impact on improving student learning outcomes.

CONCLUSION

The author draws conclusions based on research results from data that has been collected through interviews, observations, and documentation obtained during the research along with its relevance to the research questions, which can be described as follows. First, this affects the first research question regarding the application of mobile-assisted interactive reading models in students' reading comprehension, and the results of the activity have a significant influence on students' text reading ability. Previously, MALL had been applied by teachers for classroom learning, the author then assumed that the use of a mobile-assisted interactive reading model with a webtoon application was beneficial for teachers in teaching reading comprehension to students. Thus, MALL Webtoon is applied in the classroom for students' reading comprehension, through several steps, namely by building students' understanding by explaining the activities to be carried out, then forming class groups to read and understand the reading through the MALL Webtoon application, and to assess reading comprehension the teacher asks students to explain review the readings read in front of the class. This learning model can be created and adapted to class situations.

The answer to the second research question related to student's perceptions of the application of the mobile-assisted interactive reading model also produced a positive response. Most students find this learning model fun and helps increase students' enthusiasm for learning. Students also did not encounter any difficulties while learning with this model taken place, including being helped by the features that Webtoon MALL has: enjoy learning with this method, that students can be active and freely express and express their opinions during the learning process. The application used by the teacher is appropriate and students can focus on learning with features that help them understand reading. The conclusion that can be drawn from this research is that learning using mobile-assisted interactive reading can be successful in learning students' reading comprehension and is a fun learning model for students.

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