

A THESIS

**USING SMARTPHONE FOR READING ACTIVITIES : ELT LEARNERS
PERCEPTION ON TEACHING READING**

**Presented as A Partial of The Requirement for The Bachelor's Degree in English
Language Teaching Faculty of Teacher Training and Education**



By:

SAFINA

2019A1B027

**ENGLISH EDUCATION PROGRAM FACULTY OF TEACHER TRAINING AND
EDUCATION MUHAMMADIYAH UNIVERSITY OF MATARAM 2022/2023**

APPROVAL SHEET

**USING SMARTPHONES FOR READING ACTIVITIES : ELT
LEARNERS PERCEPTION ON TEACHING READING**

**A Thesis by : Safina
Student's ID : 2019A1B027**

Approved By

First Consultant



**Hidayati, M.Hum
NIDN.0820047301**

Second Consultant



**Rima Rahmaniah, M.Pd
NIDN.0821118601**

**MUHAMMADIYAH UNIVERSITY OF MATARAM
FACULTY OF TEACHERS TRAINING AND EDUCATION
ENGLISH EDUCATION PROGRAM**

Head of English Departement,



**Hidayati, M.Hum
NIDN.0820047301**

APPROVAL OF EXAMINER

USING SMARTPHONE FOR READING ACTIVITIES : ELT LEARNERS PERCEPTION ON TEACH

A Thesis by : Safina

Student's ID : 2019A1B027

Approved on : 24 May 2023

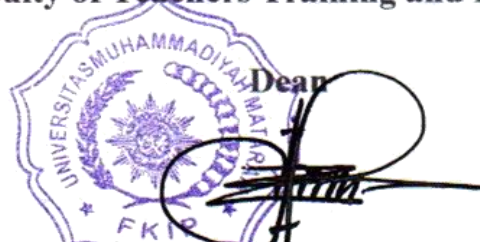
This is to certify that the thesis has been approved by the Board of Examiners as the requirement of the degree of S.Pd in English Education

By

Board of Examiner Committee

1. Hidayati, M.Hum (Chairman) (.....)
NIDN.0820047301
2. M.Hudri,S.Pd.M.Pd (Member) (.....)
NIDN.0810058301
3. Irwandi, M.Pd (Member) (.....)
NIDN.0816038701

Muhammadiyah University of Mataram
Faculty of Teachers Training and Education



Dr. Muhammad Nizaar, M.Pd. Si

NIDN.0821078501

DECLARATION

The autographed, the researcher as students of English Department, Faculty of Teacher Training and Education, Muhammadiyah University of Mataram state that :

Name : Safina

Student ID : 2019A1B027

Address : Dusun Mangge To'i

The researcher certifies that the thesis entitled “USING SMARTPHONE FOR READING ACTIVITIES : ELT LEARNERS PERCEPTION ON TEACHING · READING” presented as a fulfillment for the requirement in Bachelor of Degree in English language teaching is my own work. Expect where otherwise acknowledge, and this thesis has not been submitted for the other institution or university.

Mataram, 24 Mei 2023

The Researcher



SAFINA

Student ID : 2019A1B027



**MAJELIS PENDIDIKAN TINGGI PENELITIAN DAN
PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MATARAM
UPT. PERPUSTAKAAN H. LALU MUDJITAHID UMMAT**

Jl. K.H.A. Dahlan No.1 Telp.(0370)633723 Fax. (0370) 641906 Kotak Pos No. 108 Mataram

Website : <http://www.lib.ummat.ac.id> E-mail : perpustakaan@ummat.ac.id

**SURAT PERNYATAAN BEBAS
PLAGIARISME**

Sebagai sivitas akademika Universitas Muhammadiyah Mataram, saya yang bertanda tangan di bawah ini:

Nama : SAFINA
 NIM : 2019A1B029
 Tempat/Tgl Lahir : Htori, 15-09-2001
 Program Studi : Pendidikan Bahasa Inggris
 Fakultas : FKIP
 No. Hp : 082339642343
 Email : Safinaibra123@gmail.com

Dengan ini menyatakan dengan sesungguhnya bahwa Skripsi/KTI/Tesis* saya yang berjudul :

Using smartphone for reading activities : ELT learners perception on teaching reading

Bebas dari Plagiarisme dan bukan hasil karya orang lain. lg e

Apabila dikemudian hari ditemukan seluruh atau sebagian dari Skripsi/KTI/Tesis* tersebut terdapat indikasi plagiarisme atau bagian dari karya ilmiah milik orang lain, kecuali yang secara tertulis disitasi dan disebutkan sumber secara lengkap dalam daftar pustaka, saya **bersedia menerima sanksi akademik dan/atau sanksi hukum** sesuai dengan peraturan yang berlaku di Universitas Muhammadiyah Mataram.

Demikian surat pernyataan ini saya buat dengan sesungguhnya tanpa ada paksaan dari siapapun dan untuk dipergunakan sebagai mana mestinya.

Mataram, 08 agustus 2023

Penulis



SAFINA
 NIM. 2019A1B029

Mengetahui,
 Kepala UPT. Perpustakaan UMMAT



Iskandar, S.Sos.,M.A.
 NIDN. 0802048904

*pilih salah satu yang sesuai



**MAJELIS PENDIDIKAN TINGGI PENELITIAN DAN
PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MATARAM
UPT. PERPUSTAKAAN H. LALU MUDJITAHID UMMAT**

Jl. K.H.A. Dahlan No.1 Telp.(0370)633723 Fax. (0370) 641906 Kotak Pos No. 108 Mataram
Website : <http://www.lib.ummat.ac.id> E-mail : perpustakaan@ummat.ac.id

**SURAT PERNYATAAN PERSETUJUAN
PUBLIKASI KARYA ILMIAH**

Sebagai sivitas akademika Universitas Muhammadiyah Mataram, saya yang bertanda tangan di bawah ini:

Nama : SAFINA
 NIM : 2019A18027
 Tempat/Tgl Lahir : Ntori, 15-09-2001
 Program Studi : Pendidikan Bahasa Inggris
 Fakultas : FKIP
 No. Hp/Email : 082339692343 / safinaibre1123@gmail.com
 Jenis Penelitian : Skripsi KTI Tesis

Menyatakan bahwa demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada UPT Perpustakaan Universitas Muhammadiyah Mataram hak menyimpan, mengalih-media/format, mengelolanya dalam bentuk pangkalan data (*database*), mendistribusikannya, dan menampilkan/mempublikasikannya di Repository atau media lain untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama *tetap mencantumkan nama saya sebagai penulis/pencipta dan sebagai pemilik Hak Cipta* atas karya ilmiah saya berjudul:

Using smartphone for reading activities : EFL learners perception on teaching reading

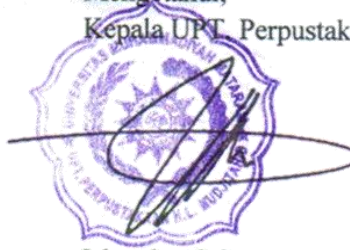
Pernyataan ini saya buat dengan sungguh-sungguh. Apabila dikemudian hari terbukti ada pelanggaran Hak Cipta dalam karya ilmiah ini menjadi tanggungjawab saya pribadi. Demikian pernyataan ini saya buat dengan sebenar-benarnya tanpa ada unsur paksaan dari pihak manapun.

Mataram, 08 Agustus 2023
 Penulis



SAFINA
 NIM. 2019A18027

Mengetahui,
 Kepala UPT. Perpustakaan UMMAT



Iskandar, S.Sos.,M.A.
 NIDN. 0802048904

MOTTO

“Allah tidak membebani seseorang melainkan sesuai dengan kesanggupannya”

(Q.S Al-Baqarah, 2: 286)

“Maka sesungguhnya bersama kesulitan itu ada kemudahan. Sesungguhnya bersama kesulitan itu ada kemudahan”

(Q.S Al-Insyirah, 94:5-6)

“Letakan aku dalam hatimu, maka aku akan meletakkanmu dalam hatiku.”

(Q.S Al-Baqarah:152)

“Aku akan berlari sat kamu memanggil nama-Ku.”

(Q.S Al-Baqarah:186)

“God has perfect timing, never early, never late. It takes a little patience and it takes a lot of faith, but it’s worth the wait.”

“Untuk masa-masa sulitmu, biarlah allah yang menguatkanmu. Tugasmu hanya berusaha agar jarak diantara kamu dengan allah tidak pernah jauh.”

“Orang lain ga akan paham struggle dan masa sulit kita, yang mereka ingin tahu hanya bagian success storiesnya aja. Jadi berjuanglah untuk diri sendiri dan keluarga meskipun gak akan ada orang yang tepuk tangan. Kelak diri kita di masa depan akan sangat bangga dengan apa yang kita perjuangkan hari ini.

Jadi tetap berjuang ya!”

DEDICATION

I dedicate my dissertation work to my Papa and Mama. A special feeling of gratitude to my loving parents, *IBRAHIM and NURBAYA*, Whose words of encouragement and push for tenacity ring in my ears. My brothers and sister; Batwa, Bb ji, Rina have never left my side are very special.



ACKNOWLEDGMENTS

Thanks to Allah, the almighty, the most merciful, the most beneficent, and the most exalted for blessings and mercy to the researcher during her study and accomplishment of this undergraduate thesis. May peace and salutation also be upon our prophet Muhammad Shallallahu 'alaihi Wa Sallam who has brought and guided us from the darkness to the lightness. This thesis entitled "Using Smartphones for Reading Activities : ELT Learners Perception on Teaching Reading". This research was conducted to complete the requirements for obtaining an English Education Degree at Faculty of Teaching Training and Education, Muhammadiyah University of Mataram. I am immensely grateful for successful completion of this thesis, and I would like to extend my heartfelt appreciation to all the individuals and entities who have contributed to this journey. With their support, guidance and encouragement, this work would not have been possible. Therefore, I would like to express my gratitude and appreciation to:

1. Drs. Abdul Wahab, M.A. as the Rector of Muhammadiyah University of Mataram.
2. Dr. Muhammad Nizaar, M.Pd.Si. as the Dean of Faculty of Teacher Training and Education, Muhammadiyah University of Mataram.
3. Hidayati, M.Hum as the Head of the English Language Education Study Program.
4. Hidayati, M.Hum as the First Supervisor who has provided guidance and instruction in writing thesis.
5. Rima Rahmaniah, M.Pd. as the second Supervisor who has provided guidance and instruction in writing thesis.
6. Lecturers, all staff and employes whose names the author cannot mention one by one.
7. My Mama and papa.
8. My brother's and sister : fatwa, fauji, rina.
9. PBI class 2019 friends who have given their enthusiasm and assistance and all parties who cannot be named one by one.

Lastly, I want to acknowledge that any limitations or mistakes in this thesis are entirely my responsibility. Despite the challenges faced, the support from all the aforementioned individuals and institutions has been instrumental in shaping this research.

Thank you all for being a part of this journey and for contributing to the successful completion of this thesis.

Safina, 2023 : Using Smartphone for Reading Activities : ELT Learners Perception on Teaching Reading.

Thesis. Mataram. Muhammadiyah University of Mataram.

Advisor 1 : Hidayati, M.Pd

Advisor 2 : Rima Rahmania, M. Pd

ABSTRACT

Because they make it easier to grasp information and discover positive things, smartphones have become crucial for knowledge and learning. They also enhance the way we interact and convey knowledge. The use of smartphones for reading activities is dealt with in this study. The goal of this study was to determine how students thought about using mobile devices for purposes of education. Students pursuing English education in their second semester at Muhammadiyah University in Mataram compose the research's subject. In accordance with the findings, both respondents were in agreement and disagreement with their reading habits since mobile devices become prominent. On the other hand, this has enhanced access to digital books and online reading materials, allowing people to pleasantly consume more literary content and promote more reading whilst on the go. On the other hand, people tend to be freely distracted by numerous digital distractions, such as social media, notifications, and other apps, consequently it also provides to distraction and reduced attention span.

Keyword: Smartphone, Reading, Perception, Language Teaching

Safina, 2023 : Using Smartphone for Reading Activities : ELT Learners Perception on Teaching Reading

Skripsi. Mataram. Universitas Muhammadiyah Mataram.

Pembimbing 1 : Hidayati, M, Hum

Pembimbing 2 : Rima Rahmania, M. Pd

ABSTRAK

Karena memudahkan untuk menangkap informasi dan menemukan hal-hal positif, smartphone menjadi sangat penting untuk pengetahuan dan pembelajaran. Mereka juga meningkatkan cara kita berinteraksi dan menyampaikan pengetahuan. Penggunaan smartphone untuk kegiatan membaca dibahas dalam penelitian ini. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana pemikiran siswa tentang penggunaan perangkat seluler untuk tujuan pendidikan. Mahasiswa yang menempuh pendidikan bahasa Inggris semester dua di Universitas Muhammadiyah Mataram menjadi subjek penelitian. Sesuai dengan temuan, kedua responden setuju dan tidak setuju dengan kebiasaan membaca mereka sejak perangkat mobile menjadi menonjol. Di sisi lain, ini telah meningkatkan akses ke buku digital dan bahan bacaan online, memungkinkan orang untuk menikmati lebih banyak konten sastra dan mempromosikan lebih banyak membaca saat dalam perjalanan. Di sisi lain, orang cenderung mudah teralihkan oleh berbagai gangguan digital, seperti media sosial, notifikasi, dan aplikasi lain, akibatnya hal itu juga menyebabkan gangguan dan rentang perhatian yang berkurang.

Kata Kunci: Smartphone, Membaca, Persepsi, Pengajaran Bahasa

TABLE OF CONTENTS

TITLE PAGE	i
APPROVAL SHEET	ii
ACCEPTANCE	iii
DECLARATIONS	iv
PLAGIARISM FREE LETTER	v
STATEMENT OF APPROVAL PUBLICATION	vi
MOTTO	vii
DEDICATION	viii
ACKNOWLEDGMENT	ix
ABSTRACT	x
ABSTRAK	xi
TABLE OF CONTENTS	xii
CHAPTER I INTRODUCTION	1
A. Background	1
B. Research problem.....	4
C. The objective of the study.....	4
D. Significance of the research	4
E. Scope of the study	5
CHAPTER II LITERATURE REVIEW	6
A. Smartphone	6
B. Reading	7
C. Definition of reading.....	7
1. The type of reading	2
2. The technic of reading	11
D. Benefits of Using Smartphones for Reading Activities	11
E. Problem in Using Smarphones for Reading Activities	12
F. Learners Perceptions on using smartphone for reading.....	12
CHAPTER III RESEARCH METHOD	14
A. Research Design	14
B. Research Participants	14
C. Data Collection.....	14
D. Data Analysis Technique	15
CHAPTER IV FINDINGS AND DISCUSSION	17

A. Research Findings	17
B. Discussion	18
CHAPTER V CONCLUSION AND SUGGESTION.....	28
A. Conclusion	28
B. Suggestion.....	28
REFERENCE.....	30
APPENDIX	33



CHAPTER I

INTRODUCTION

A. Background

“Technology has changed the way we live and the way we do things (Manalu, n.d.). Almost every aspect of human existence has been significantly impacted by the development of information and communication technology (ICT) and internet resources. On a global scale, "people have embraced this new and exciting technology as one of the most important required facilities in their everyday life." (Darko-adjei & Darko-adjei, 2019). The willingness of user to employ technology in tasks for which that particular technology is designed is known as technology acceptance. Numerous academic across many disciplines have been inspired to look at how well users are accepting of new technologies by recent technological developments and their widespread use. This inspiration led to the development of the unified theory of adoption and use of technology, one of many theoretical theories on technology adoption.

Specifically describing the mobility elements of mobile learning, (Kim, 2019) focus on five distinctive educational characteristics of mobile devices: portability, social interactivity, context sensitivity, and connectivity. Smartphones are useful and multipurpose mobile gadgets, that are said to simplify things and aid individuals in carrying out their everyday tasks and jobs (Metruk, 2020). Smartphones have emerged as indispensable and versatile mobile devices, renowned for their utility and ability to streamline various aspects of modern life. As noted by Metruk in a study conducted in 2020, these handheld gadgets play a pivotal role in simplifying tasks and assisting individuals in their daily routines. Beyond their traditional function as communication tools, smartphones have evolved into multi-faceted companions, offering a plethora of features and applications that cater to numerous needs. With internet connectivity at their fingertips, users can access a vast pool of information, ranging from educational resources to entertainment options, enhancing both learning and leisure experiences.

Self-directed usage of mobile devices by foreign language learners for language acquisition outside of the classroom. It identified three dimensions of language learning in informal contexts with mobile devices: personalization, authenticity, and connectivity and discovered that this group of learners perceived and voluntarily used mobile devices to support personalised learning rather than to improve authenticity and social connection in language learning outside the classroom (Lai & Zheng, 2018). They employed technological devices selectively for the various dimensions, and their choices were impacted by the affordances of the devices, the learners' culturally informed and habitual usage of the devices, and their perceptions of the tempo-spatial settings and the nature of the assignments.

The user's assistant, the Smartphone, can provide information and respond to inquiries about nearly everything (Masadeh, 2021). The smartphones have transformed

into virtual assistance, offering a diverse range of functionalities beyond traditional communication and calling features. Smartphones have the ability to access a wealth of information available on the internet, enabling users to quickly find answers to questions and gather data on various subjects. The users can ask their smartphones about nearly everything, indicating that the capabilities of modern virtual assistants are broad and extensive. Smartphones can deliver instant responses to user inquiries, offering immediate access to information without the need to consult other sources. The transformation of smartphones into versatile and powerful personal assistants, capable of providing quick and extensive information and catering to various user needs. It showcases the significant impact of smartphones on modern life, making them indispensable tools for daily tasks, information retrieval and communication.

Smartphones are crucial for knowledge and learning because they make it easier to comprehend and perceive positive things. They also help us communicate and share our knowledge more effectively (Alzubi, n.d.). As a result, both teachers and pupils have access to remarkable and endless prospects thanks to the advancement of cell phones' different functionalities. Improvement to the multiple smartphone features have given teachers and students alike astonishing and unlimited potential. The usage of mobile devices and smartphones in the teaching and learning process is crucial given the growing number of students of the present generation who possess these gadgets. The importance of smartphones in education and learning, citing their role in improving comprehension, promoting positivity, enabling effective communication, and offering vast possibilities for both educators and students. It suggests that the integration of smartphones in the teaching and learning process is essential due to the prevalence of these devices among the current student population, and it highlights the transformative impact they can have on the education landscape.

Using mobile devices can help us become more fluent in a foreign language (ZEYBEK & SAYIN, 2022). Smartphones can be effective tools for learners. Some of the possible positive effects that these studies might have found convenience and accessibility, mobile devices allow learning resources anytime and anywhere, providing them with greater convenience and flexibility in their study routines. The accessibility and gamified elements of mobile language apps can boost learners' motivation and encourage self-directed learning. Integrating mobile devices into foreign language learning can be beneficial and effective in enhancing language proficiency. It may also emphasize the potential of mobile technology as a valuable tool for language educators and learners alike.

Additionally, the online environment offers a genuine space for discovery that encourages and motivates readers to participate in meaningful reading and language learning (Oh et al., 2022). Online spaces provide a real and authentic platform for discovery, encouraging individuals to engage in meaningful reading and language learning activities. In these digital settings, readers can explore a wide range of materials and resources, fostering curiosity and motivation to delve deeper into the language they are learning. The interactive and immersive nature of online environments enhances the learning experience, making it more enjoyable and

effective for learners. Overall, the study suggests that utilizing online platforms can be a valuable strategy to promote active and engaged language learning.

Even though reading activities can be performed on smartphones, reading real book will obviously have distinct subtleties. This is brought on by the numerous interruptions that can occur when reading on smartphones, such as the appearance of numerous new message notifications to message inboxes and to different users's social media accounts, etc. contrarily, when reading a book in its actual form, the reader's attention will be directed toward the book being read, resulting in a deeper degree of understanding (Damayanti, 2022). The potential drawbacks of reading on smartphones, such as constant interruptions from notifications, which can hinder the reader's ability to fully concentrate on the material. It contrasts this with reading physical books, where the lack of interruptions allows for a more immersive and in-depth reading experience, promoting better comprehension and understanding.

Reading is a learned skill that involves the ability to decipher visual symbols on a page and mentally interpret them, starting in our native language and then extending to other language. The process of deriving meaning from a text, which is the ultimate goal of reading, is not straightforward and relies on a well-balanced combination of various components, with comprehension as the key element. This intricate skill of reading comprehension operates on two levels: the lower level, which involves word recognition and syntactic parsing, and the higher level, which focuses on constructing meaning from the text. Crucial to reading in languages with an alphabetic script, like English and Croatian, is the establishment of automatic and efficient letter-sound correspondence, as this information facilitates lexical access (Šamo, 2019).

Proficient reading skills are essential in every domain of knowledge. The ability to comprehend what is read plays a pivotal role in determining a student's academic achievements. For English as a foreign language students, particularly those whose first language is not English, mastering reading comprehension becomes paramount. By prioritizing the enhancement of their reading abilities, English foreign language learners can effectively address any English language deficit they may encounter. Success in education, aspirations for higher learning, and future career growth are all contingent on a learner's capacity to read proficiently.

Everything that can assist instructors in the physical and technical learning processes is considered learning media. To make it simpler to explain concepts to pupils in order to facilitate the accomplishment of learning goals that have been developed (Malilla et al., 2022). It is impossible to separate the function of learning media in the teaching and learning processes from the field of education." Reading is not an exception to the very rapid changes that modern technology is causing in practically every aspect of life. For readers to interact with, the digital text offers new text formats in display term, fonts and colours. "The use of tools digital as reading tool has also encouraged educational institutions to move to paperless classroom around the world".

(Cote & Milliner, 2015) Growing evidence support of extensive reading use and growing interest in this strategy have led to a situation where language learner's interactions with paperback. Graded readers make up significant portion of their reading experience to improve their reading proficiency and fluency. The benefits of extensive reading for language learning are increasingly being studied, but research on reading graded readers electronically, and more especially, reading graded readers on smartphones, is still in its infancy. increasing support and interest in the use of extensive reading, particularly through paperback Graded readers, as an effective strategy to enhance language learners' reading proficiency and fluency. the growing recognition of this approach in language learning and suggests that incorporating extensive reading with appropriate materials can significantly benefit language learners. Reading is the most important skill that every EFL learner should acquire.

Thus, from the background above research found perceptions of the implementation of reading through smartphone language learning. This study explore reading skills through smartphone assisted learning for second semester students Muhammadiyah University of Mataram.

B. Research Problem

Based on the background above the problem statement are formulated as “What is the learners perception of using smartphones for reading activities at second semester of English Education Department in Muhammadiyah University of Mataram?”

C. The Objective of Study

Based on the problem statement above the objective of the research are formulated as “to find out the learners perception of the using of smartphone for reading activities at the second semester of English Education Department in Muhammadiyah University of Mataram”.

D. Significance of The Research

The research expects the result of this result will be useful both theoretically and practically.

1. Theoretical

- a. The research can be used as a reference for future research. The result of this research can add knowledge to readers about descriptive use of smartphone for reading activities.
- b. The result of this study is expected for contribution on the field of how lerners use their own smartphone in order to know their smartphone use for reading activities.

2. Practically

- a. To the student, this research is expected to make student more spirit to learn English language and make students aware to use their smartphone wisely.
- b. To the lecture, this research expected, they can use to understand the situation of students and can appropriately choose and use media and methods are appropriate to class condition.

E. Scope Study

1. The subject of the study

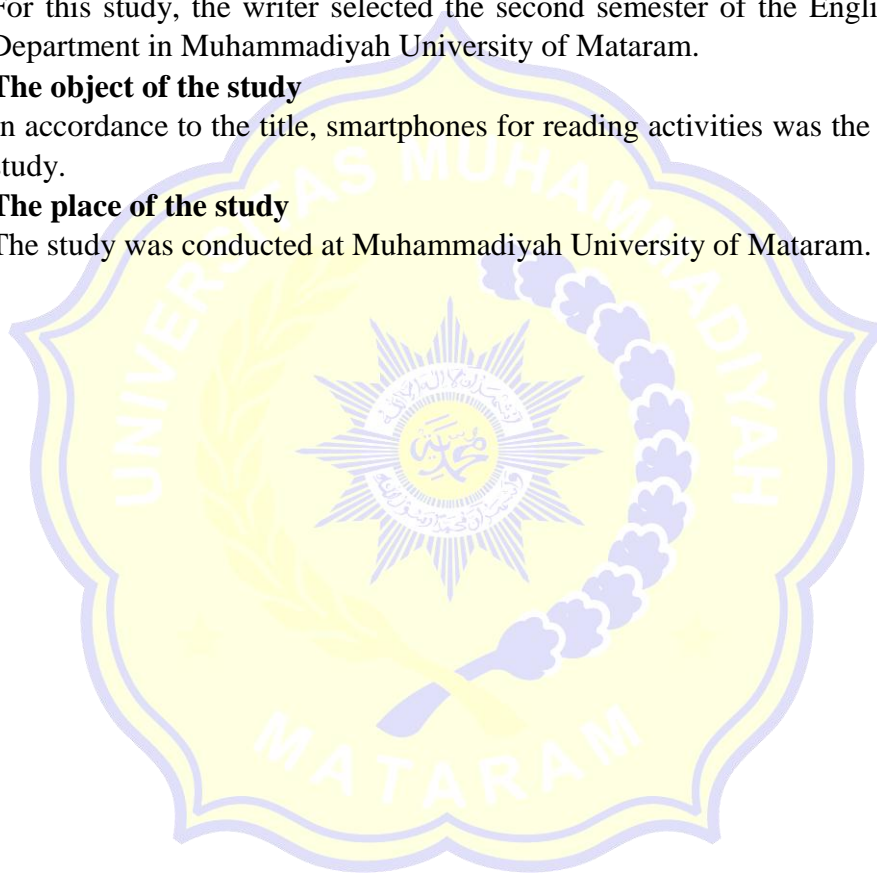
For this study, the writer selected the second semester of the English Education Department in Muhammadiyah University of Mataram.

2. The object of the study

In accordance to the title, smartphones for reading activities was the object of this study.

3. The place of the study

The study was conducted at Muhammadiyah University of Mataram.



CHAPTER II

LITERATURE REVIEW

1. Smartphones

The rapid advancement of technology has brought about significant changes in various aspects of education, including English Language Teaching (ELT). The phrase technology use refers to utilizing tools, programs, and platforms without the primary purpose of learning second language. Learning emerges from such inadvertent use. Integration means the existence of stated and scheduled ICTs, because it denotes intentional use. In this study, the notion is described in terms of a repetition of daily technology uses, taking into account both the structured, methodical usage of contemporary ICTs as well as their hazy and uneven application (Al-Kadi, 2018). Mobile learning, often known as m-learning, is a new paradigm that has emerged in education as a result of smartphone-based learning. Given that the tools are less expensive than those of other ICTs that can be used for teaching and learning, it has the potential to enhance such processes (Baliu & Machmud, 2017). An internet-connected smartphone is currently a frequently used instrument for reading and information searching thanks to the evaluation of mobile technologies. For individuals who depend on it everyday for numerous purposes, such as information collecting, knowledge construction, and entertainment, it is comparable to a lifeline (Oh et al., 2022).

The use of smartphones by distance learning students played notable roles. Smartphones allow students to access multimedia content, such as educational videos, interactive simulations, and educational apps which can enhance their understanding and engagement with the subject matter. The positive and notable contribution of smartphones to distance learning, making the learning process more accessible, flexible, and engaging for students. It is predicted that by using a smartphone and the internet, either the teacher or pupils will become more engaged and creative in exploring their knowledge through media. (Amine et al., 2019), The instructional use of smartphones by tertiary students should be better understood and evaluated, because when students use their smartphones for learning purposes, they receive information through oneway transmission with no teaching involved. We need to discover meaningful methods to include these technologies into learning as educators. We must in particular, discover meaningful methods to use smartphones to assist and encourage learning, retention, transfer, and engagement, because we cannot limit or prohibit the usage of cellphones.

On the other hand, the findings of (Masadeh, 2021) demonstrated that students were willing and motivated to adopt their smartphone for studying English because of the beneficial roles they play in their learning. Students opinions of how smartphones can help them learn English were favorable. The smartphone is used as a tool for downloading, uploading, and sharing knowledge. Today's students are capable of managing their study time well. That students are enthusiastic about using smartphones as a tool for studying English due to the positive roles these devices play

in their learning journey. They view smartphones as versatile instruments for accessing, creating, and sharing educational content, and they are capable of managing their study time well while incorporating smartphones into their academic routines. These positive attitudes and responsible usage indicate the potential of smartphones as valuable aids in supporting students' language learning endeavors.

The versatility of smartphones (SEPTI, 2022), allows students to take full advantage of all of their potential advantages in line with their academic pursuits. Additionally, the requirement of using smartphones in the learning process is increased by their low cost, small size, ease of handling and quickness. The smartphones possess versatile features that can greatly benefit students in their academic pursuits. The increasing requirement of using smartphones in education is attributed to their affordability, portability, ease of handling, and speed. These factors make smartphones a valuable tool for students, offering them a wide range of possibilities to support their learning experiences.

Furthermore, while (Putri, 2022) highlight the positive perception and preference of language learners towards using smartphones for informal digital learning of English, language learners have a positive perception of using smartphones for informal digital learning of English. They prefer smartphones as valuable and accessible tools for enhancing their language skills, indicating the potential effectiveness of smartphone-based language learning methods.

The study conducted by (Petersen et al., 2020) presents a contrasting finding. Petersen discovered the availability of mobile technology alone does not lead to improved student performance. In fact, when students are allowed to use mobile devices independently, they tend to primarily engage in basic web browsing and email functions for their schoolwork. The complexity of integrating smartphones into education and the importance of understanding how they are used and managed to leverage their potential benefits effectively. Mobile learning involves not just the portability of technology but more significantly the portability of time, space, and learning encounters. Consequently, learners play a pivotal role in mobile learning, and effectively supporting this form of learning necessitates a profound comprehension of learners' viewpoints, particularly in informal learning environments.

2. Reading

1. Definition of reading

Reading is commonly understood as the act of identifying and understanding written or printed materials. On the context of university education, student are required to engage in critical reading, which involves comprehensively grasping and making connection between the information presented in the text. Critical reading helps students not only in fully comprehending the content but also in extracting new knowledge and insights from the text (Heriyawati et al., 2018). Reading attitudes refers to an individual's emotional response towards

reading, which can be either positive or negative. The importance of critical reading, which involves going beyond comprehension to gain new insights and knowledge from the text. Additionally, it highlights the significance of reading attitudes, as a positive attitude towards reading can lead to more active and enjoyable reading experiences, while a negative attitude may hinder a person's engagement with reading materials. By fostering critical reading skills and promoting positive reading attitudes, educators can enhance students' reading abilities and encourage a lifelong love for learning through reading.

The emotional response influences the person's decision to either continue engaging in a reading activity or stop doing so (Olifant et al., 2019). Reading attitudes play a crucial role in determining an individual's reading behavior. A positive attitude towards reading encourages more active and enjoyable reading experiences, while a negative attitude can result in a decreased interest in reading. Understanding and nurturing positive reading attitudes can be essential in promoting a love for reading and fostering a lifelong habit of reading for pleasure and knowledge acquisition.

There are multiple interpretations of reading provided by experts with varying viewpoints. Reading is a skill that can be cultivated throughout one's lifetime, extending beyond the confines of formal education and into personal life experiences. Furthermore, reading is commonly understood as the act of identifying and understanding written or printed material (Raunaq et al., 2021). In simple terms, this sentence explains that reading has different definitions depending on the perspective of experts, it emphasizes that reading is a skill that can be developed throughout a person's entire life, not just limited to educational settings. Additionally, reading is generally seen as the process of recognizing and comprehending written or printed information.

According to (Hardyansyah, 2021), Nunan asserted that the purpose of reading is to construct understanding by merging information from a text with one's own prior knowledge. Typically, teachers assign specific texts to students as a primary task in a reading classroom. (Ulker, 2019), reading is a complex activity that can be divided into two main parts: the process of reading and the outcome of reading. They examine the reading process from various interconnected perspectives, including sensory and perceptual aspects, sequential steps, experiential factors, cognitive processes, learning mechanisms, association formation, emotional elements, and constructive elements. The combination of these aspects contributes to the creation of reading as a whole. Roe et al. also emphasize that the composition of these reading process components may differ from one reader to another. Effective communication between the writer and the reader relies on the alignment and coherence of these various aspects involved in the process of reading interaction. In this context, the reading product refers to the end result of comprehending the written message.

Studies have shown that people's comprehension skills improve with increased reading frequency. People will comprehend the passage more readily the more time they spend reading. Therefore, the more often people read, the better they'll do, especially in terms of cognitive abilities. Additionally, research indicated that the amount of reading kids did affect their learning outcomes. Students learning achievement increases with increased reading intensity (Bukhori et al., 2019). The importance of regular reading for enhancing comprehension skills and cognitive abilities. It also emphasizes the significant role of reading frequency in improving academic performance. Encouraging a reading habit can have numerous positive effects on individuals intellectual growth and educational achievements.

Reading can be described as a cognitive process where the reader engages in a dialogue with the author through written text. It holds significant importance in the educational path of elementary school children, as research indicates that both boys and girls tend to develop more negative attitudes towards reading as they grow older (Nyarko et al., 2018). While group activities can contribute to the growth and development of essential communication, emotional, and other skills, independent reading or voluntary reading plays a critical role in determining children's academic success. The active nature of reading as a cognitive process involving a dialogue between the reader and the author. It emphasizes the importance of reading in the educational development of elementary school children. Additionally, it draws attention to the research findings about the potential decline in reading attitudes as children grow older, underscoring the need to address this issue to promote a lifelong love for reading and learning.

Reading is perceived by some as a dull and uninteresting activity. However, according to (Malilla et al., 2022), cultivating a reading habit is essential for the educational and mental development of individuals. By developing a reading habit, students have the opportunity to enhance their knowledge in various fields, broaden their mindset, stimulate their imagination, and foster creativity. Improving reading habits is particularly important for enhancing learning, especially in the area of reading comprehension. Students should strive to improve their reading habits regardless of their location, as this can lead to improved academic achievements and continuous progress in the field of education. Unfortunately, reading is often associated with tedious tasks that can lead to negative self-perception and a fear of failure. Therefore, the role of the family and the surrounding environment becomes crucial in nurturing students interest in reading, especially for those who have a relatively low interest in reading. The support and encouragement from family members and the surrounding community can significantly influence and inspire students to develop a love for reading.

2. The types of reading

a. Extensive reading

Since extensive reading is one of the ways that aims to use reading as a pleasure, students will like reading, according to numerous studies and experts who have indicated that extensive reading is highly significant in teaching and learning EFL learners (Martina et al., 2020). The popularity and acknowledgment of extensive reading as a teaching method in second language reading education have been steadily increasing. Initially proposed and subsequently implemented, extensive reading aims to cultivate students inclination to read extensively. It also enhances their proficiency in fluent English reading, both within and beyond the confines of the classroom (Salameh, 2017).

b. Intensive reading

According to (Muchtar, 2019), the correlation between students reading interest and their performance in reading comprehension indicates that the intensive reading approach effectively supports students in understanding texts, starting from simpler passages and progressing to more advanced levels. Implementing extensive reading can help overcome challenges faced by teachers and students, with the added benefit of making the reading experience enjoyable and effortless for students. The empirical findings strongly suggest that the intensive reading method is suitable for enhancing students comprehension of English texts and can be applied effectively in English language instruction.

c. Silent reading

(Manurung et al., 2020) suggested the implementation of the sustained silent reading approach, wherein students engage in silent reading for a specific duration. However, it should be noted that silent reading does not imply complete absence of sound. Readers may still mentally articulate the words as they respond to text. Silent reading does not involve vocalizing each word; instead, readers silently pronounce the words in their minds, without focusing on pronunciation, stress, or intonation. Moreover, students are provided with designated reading material and guided on how to allocate time for reading, which leads to increased reading volume.

d. Aloud reading

Although the read aloud technique is considered an older strategy, it continues to hold significance and finds application not only in primary education but also at higher levels. It has been observed that the read aloud strategy is particularly beneficial for struggling readers, surpassing the effectiveness of silent reading. Reading plays a vital role in the learning process, and for poor readers, developing a positive attitude towards reading

can have a substantial impact. The read aloud strategy is especially advantageous for poor readers as it actively engages them in the reading process (Khalid & Sajid, 2019).

3. The technic of reading

According to (Ghaffar et al., 2021):

a. Skimming

Skimming is primary reading method that involves swiftly scanning a text to grasp its main idea. This approach is also valuable for comprehending the organization of the reading material and gaining insights into the writers tone or purpose.

b. Scanning

Scanning refers to quickly glancing through a piece of text, either to search for specific information like a name or a date or to assess the suitability of the text for a particular purpose, such as determining if a gardening book covers the cultivation of a specific vegetable. During scanning, the reader focuses solely on finding the desired piece of information disregards everything else present in the text.

3. Benefits of Using Smartphone for Reading Activities

a. Accessibility and Convenience

Smartphones offer learners the flexibility to access a wide range of reading material anytime and anywhere, which promotes self-directed learning and independent reading practice. With smartphones, learners can carry an entire library of digital books, articles, and resources in their pocket. They can quickly and easily access reading material through various apps, e book platforms, or website dedicated tp literature or educational content, (Bala, 2020).

b. Authenticity and Real-world Connections

According to (Ruvuta, 2016), by utilizing smartphones, learners gain access to authentic reading materials and establish connections with the real world, which enhances their reading experience and language acquisition.

c. Multimedia Enhancements

Smartphones enable learners to engage with multimedia content during reading activities. They can access videos, audio clips, interactive websites, and online discussions related to the reading materials (Chuang & Jamiat, 2023). This multimedia integration enhances learners comprehension and engagement by providing additional context and sensory experiences.

4. Problem in Using Smartphones for Reading Activities

It is difficult to integrate smartphones into a classroom teaching environment. Lecturers may need to include cellphones into their teaching and learning in order to produce appealing teaching and optimal connection with students in order to produce appealing teaching and optimal connection with students in class while reducing or at least limiting distraction. Distraction, reliance, a lack of hands-on abilities, and a decrease in the quality of face to face engagement are some of the issues. To avoid disruptions in the use of smartphones in the classroom, proper guidelines for using smartphones in class should be established before teaching, and students must follow these regulation (Anshari et al., 2017). Most students spend a lot of time on social media and other websites, while some use the internet for dictionaries and games, and only a few use it for education. In short, the pupils preferred to use their smartphones for purposes other than schooling (Lekawael, 2017).

5. Learners Perceptions on using smartphone for reading

The students perception of using smartphones was that they are user friendly tools that promote interaction with teachers and peers beyond the classroom. These platforms offer features that enable independent work while facilitating group discussions, allowing students to share their thoughts. The students also believed that using online learning platforms was effective in terms of time and effort savings. Additionally, they considered online learning to be environmentally friendly as it reduces paper usage for assignments (Cakrawati, 2017). The view of individuals who believe that online learning is environmentally friendly. They consider it to be a sustainable alternative to traditional education due to its potential to reduce paper usage for assignments and other materials. This perception underscores one of the advantages of online learning from an environmental standpoint, as it aligns with efforts to promote sustainability and reduce the environmental impact of educational practices.

The findings (Tasks et al., 2021), students in this study were motivated to participate in the reading activities due to elements such as competition, communication, or feedback. This could be attributed to the nature of the task-based teaching. Where participants reported high levels of perceived motivation when using a task-based approach in their EFL classes. Similar findings are found in this study, where the inclusion of mobile features positively impacted students achievements and attitudes. In that study, the use of multimedia in the mobile tasks enhanced the reading content. The positive finding that students in the study were motivated to engage in reading activities. Their motivation was influenced by elements such as competition, communication, and feedback, which were present in the task-based teaching approach used. These findings emphasize the importance of using interactive and engaging teaching methods to foster students' motivation and active involvement in their learning.

The majority of students expressed their unanimous agreement that this approach proved to be highly effective in multiple facets of their academic journey. It significantly improved their learning interest, igniting a newfound passion and curiosity for the subject

matter. By adopting innovative and engaging teaching methods, instructors were able to captivate their students attention, making the learning process enjoyable and dynamic (Wang, 2021). This approach played a pivotal role in promoting students autonomous learning ability. Empowering learners to take charge of their education, it encouraged the to explore beyond the confines of tradisional classroom settings, nurturing a sense of independence and self discipline. As students were encouraged to seek out additional resources, conduct independent research, and develop critical thinking skills, they became more proactive in their learning journey. The approach was succesful in enhancing students reading proficiency. With a strong emphasis on literature, students were exposed to a diverse array to texts and genres, enabling them to develop strong reading comprehension and analysis skills. This not only benefited their performace in the subject matter at hand but also had positive ripple effect on other academic disciplines and overall intellectual growth.



CHAPTER III

RESEARCH METHOD

This chapter consists of the methodology of the study. It is divided into research design, research participants, data collection techniques, instruments including validity and reliability data, and data analysis techniques.

A. Research Design

Method is systematic plan followed in presenting material for instruction. This research was a qualitative and it used descriptive. Qualitative research is a type of investigation that focuses on real world issues and provides a deeper level of comprehension. This study used a descriptive qualitative approach with the goal of generating descriptions of the type of information gathered and examined. This technique is employed to investigate problems that are best addressed by verbal descriptions of how study participants perceive and interpret various aspects of their environment (Satriani, 2019). The research process include developing questions and techniques, data collection that typically takes place in the participant's environment, inductive data analysis that builds from specifics to broad themes, and the researchers evaluation of the significance of the findings. The research instruments are a questionnaire.

B. Research Participants

The research participants for this study will be the students enrolled in the English Department at Muhammadiyah University of Mataram who are currently in their second semester. The research participants for this study will be the 38 students. Since the population size is explicitly mentioned as 38 members, the entire population will be considered as the research participants. Each student in the English Departments second semester will be included in the study, assuming their willingness to participate. Informed consent will be obtained from all participants, explaining the voluntary nature of their participation, the purpose of the study, the procedures involved and ensuring their privacy, confidentiality, and anonymity throughout the research process.

The research will conduct data collection and analysis with the utmost respect for ethical guidelines and regulations concerning research involving human participants, ensuring the welfare and rights of the participants are protected.

C. Data Collection

Data collection obtained through a questionnaire. Questionnaires were distributed to all respondents via google form. Questionnaire consists of 10 numbers. The scale of each statement is "strongly agree", "agree", "neutral", "strongly disagree", and "disagree". The questionnaire originally developed by Sad and Yakar (SHEILA MARIA BELGIS PUTRI AFFIZA, 2022).

This questionnaire, which aimed to assess the perception of English students at Muhammadiyah University of Mataram.

Statement	Result				
	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree
The advent of smartphone has made a significant contribution on my reading activities	27,8%	50%	22%	-	-
Reading on smartphones is more convenient than reading a book	16,7%	44,4%	22,3%	5,6	11,1%
Reading on a smartphone is distracting and reduces my focus	-	33,3%	44,4%	16,7%	5,6%
Reading on a smartphone helps me save time	22,2%	50%	27,8%	-	-
Reading on smartphone limits my ability to comprehend and retain information	27,8%	27,8%	11,1%	5,6%	27,8%
With a smartphone, I can store language reading material English and open it any time	44,4%	33,3%	5,6%	5,6%	11,1%
Using smartphones help develop reading ability	22,2%	50%	22,2%	5,6%	-
I find it easy to use my smartphone for reading		55,6%	27,8%	16,7%	-
My interaction with my smartphone for learning is clear and understandable.	27,8%	33,3%	33,3%	5,6%	-
I feel reading on a smartphone compared to traditional reading materials such as books or paper articles	22,2%	27,8%	38,9%	11,1%	-

D. Data Analysis Techniques

Data analysis technique that can be employed is frequency analysis, frequency analyzing the responses to each item in the questionnaire to determine the frequency or count of different responses. This technique allows for an understanding of the most common perceptions among learners regarding the use of smartphones for reading activities in teaching reading. It helps to identify the prevailing trends or patterns in learners perceptions. By conducting frequency analysis, you can gain insights into the distribution of responses, such as the number of participants who

agree, disagree, or have neutral opinions about the use of smartphones for reading activities. This techniques provides a basic understanding of learners overall perception regarding the topic under investigation.

