

CHAPTER I

INTRODUCTION

1.1. The Background of the Study

In teaching and learning English we usually find students difficulties in reading English text, because they do not read the text only, but they are require to understand the contents of reading materials such as; find out the topic, theme, main idea, and answer the question that related with the text, they are required to have adequate knowledge of language which has different system, including vocabulary and structure.

Mobile Phone is a technology created by humans to facilitate communication. But in the current era mobile phones have many functions. Among them is to browse and also the most popular now is to play games. Even now mobile phones are one of the fashion in the community. As a mobile communication tool it is certainly very useful for students. Good for communicating with friends and with the teachers. Mobile also can help add insight with its browser application and also as a learning aid. With its internet features students can search for any information easily. This certainly makes it easy for students to absorb learning material.

Vocabulary proficiently will enable the student to acquire the skills of listening, speaking, writing, reading. Reading is an important skill. Goodman in Burt, Peyton, and Adam (2003: 33) states that it is important to learn reading since it (1) helps people learn to think new language, (2) helps people build better vocabulary, (3) helps people more comfortable with written English, (4) can help people plan to study in an English, speaking country. Students who master reading skills well will easily meaning from English texts because they have better vocabulary in contexts. Reading test in nowadays that students who read harder books might make more mistakes and understand them less well. If readers could manage the easiest book,

they would be able to understand what's written in. But it's only when readers can manage the hardest books that they are able to read and understand.

Students should challenge each other to read more difficult books, as information about book difficulty is easy to access through by other things. Adults could help by setting up noticeboards or organizing social media networks for young people to share their recommendations. And teachers can lend a hand by setting aside time for reading in school – though they would have to select difficult books, of course.

One of the reasons why mobile phone is the unique of learning class for students to increase his/her skill to find some information easily. It is true that Mobile Phones are mainly used for completely communication purposes, but fortunately some people have begun to regard them as a core pedagogical activity in higher educational institutions. Nowadays, the intersection of mobile computing and e-learning: accessible resources wherever you are, strong search capabilities, rich interaction, powerful support for effective learning, and performance-based assesment (Clark Quinn 2000). It means the present study of mobile phone use to develop learning well as communicational for main purpose.

On the other hand, the teaching – learning materials by reading test should be effective, developed and carried out in a way that fits this new kind of learning and makes it more effective. Learners will be in danger and can be exposed to superficial learning if Mobile Learning experiences are not well design (Handal 2013). In addition, mobile devices might distract students from learning and deteriorate the quality of interaction between academics and students.

Furthermore, mobile phones and consequently Mobile Learning facilitate accessing various educational resources on Internet and help developing and creating interesting teaching content that can be used inside or outside classrooms. Mobile Learning can deliver the right

information to the right person at the right time better than any other learning/teaching technology yet devised, (Little, 2012). Besides students' interest to use all available resources of Mobile Learning through mobile phones to access information and finding information sources anytime and anywhere has also played a significant role in the success of mobile learning prevalence.

Mobile Phones as a media for reading test not only fosters the way, but also helps students and class interaction be innovative and good problem-solvers. The general framework of Mobile Phones in finding information sources in the present study was based on two famous frameworks, (Motiwalla's 2007 : 586). This research also aims to increase the positive impact of using mobile phones. Sometimes in class situations students are very active using books and other information media sources through newspapers, articles, television, or other documents that can help them find information. Mobile Phones are the second tool in the media that helps interaction in class because in mobile phones it is not always easy to access information from mobile phone media. It can be concluded that interest is a person's tendency towards objects or activities that are favored with feelings of pleasure, attention, and active actions. Interest contains elements of cognition (knowing), emotions (feelings), and konasi (will). Therefore, interest is considered as a conscious response, because if not so, interest will have no meaning whatsoever. Of the three elements, this is manifested in the form of willingness and desire to carry out an activity, including activities in schools such as learning.

The use of mobile phones in class interaction and school settings environments is a topic of debate. Parents supports believe that cell phones their safety concerns by enabling them to communicate with the students. Teachers opposed to mobile phone usage in school believe that

they cause disruption, and may be used for malicious purposes such as finding information sources in reading test on their mobile devices, causing them to pay less attention in class.

1.2. The Problem of the Study

Based on the background of the study, the problem is formulated as follows :

Does the mobile phone affect in learning through finding information sources of reading test for class interaction ?

1.3. The Objective of the Study

This study is aimed at finding out the significant effect of mobile phone for finding informaton sources of classroom interaction in reading skill.And helps students and class interaction be innovative and good problem-solvers Especially for reading test.

1.4. The Scope of the Study

This is study is focused on the effect of using the mobile phone for finding information sources in learning classroom interaction through reading skill.

1.5. The Significances of the Study

The finding of this study will be very important useful ;

1. To the writercan improve her knowledge and more understanding how to teach her students well.
2. To the students can improve their reading skill and learning by mobile phone for find the information sources well.
3. To English Teacher as an alternative way can improve their teaching strategy with using mobile phone for find the information sources in reading. text that can give more information and knowledge about English study especially in reading skill through in mobile phone.

1.6. Hypothesis

A hypothesis is needed to show the researcher thinking about what the outcome of the research will be. The hypothesis of this research can be formulated :

Ha = mobile phone significantly affects in classroom interaction to finding information sources of reading.

Ho = mobile phone not significantly affects in classroom interaction to finding information sources of reading.

CHAPTER II

REVIEW OF LITERATURE

2.1. Theoretical Framework

In conducting the research, theories are needed to explain some concepts applies concerning to the research. The term must be clarified to avoid confusion. This framework is needed in order to handle the theoretical explanation used and to give clearer understanding about all terms related to the study.

2.2. Class Interaction in Communication and Education

Zucker and Light (2009) believed that school programs interpreting laptops and mobile phone also into schools have a positive impact on student learning. However, they also believed

that the mobile phone as the goals of increasing high-level thinking and transformation of classroom teaching method. With respect to the research on the use of mobile technology, the teacher is a member of the community who is competent and has the trust of the community and / or government to carry out tasks, functions and roles, namely teaching, educating and guiding and demanding students in learning or in other words the teacher is one of the human components in the effort to establish human resources. Wong and Looi (2011) investigated the influence of mobile device on seamless learning. Seamless learning refers to a learning model that students can learn whenever they want to learn in a variety of scenarios and that they can switch from one scenarios or one context to another easily and quickly. In most studies it was found that students had a positive attitude and feel they are more motivated and engaged in their learning. While students are everyone who receives influence from someone or a group of people who carry out educational activities.

Penuel (2006) however, the many developments in mobile hardware have meant that diverse age groups are need to be accounted for when attempting to determine whether or not intervening variables have an effect. In the context of this background, the primary goal of this study was to perform on the usage of mobile devices as a mobile learning. Specially, the purpose of this were as follows

1. To provide an overview of the status of the use of mobile devices as mobile learning in educational experimental studies, including who is using them which domain subjects are being taught, what kinds of mobile device and software are being used, where such programs take place, how the devices are used in teaching, and the duration of the interventions.

2. To quantify the overall effectiveness of integrating mobile technologies into education on students learning achievement
3. To synthesize the advantages and disadvantage of mobile learning in levels of moderator variables based on the content analysis of articles related with moderator variables.

2.3. The Role of the Teacher

Musai, B (2014:3) said the role of teacher has been discussed constantly, since the very beginning of school, we usually employ the term teacher for persons who have main, functional and professional task to help others in gaining knowledge and acquiring habits as well as new ways of conduct. Considering the role of the teacher and their relation to pupils during the instructional process as well as the organization of activities by the teacher, this paper actually the current views related to the role the teacher has in interactive teaching. The teacher is the basic instigator of interaction with his/her pupils and he/ she can be such an instigator only with well organize teaching.

According to Lanier (2015), the most important task of the teacher is to make effort to enable well understandable teaching experience, which enables the pupils to resolve the problem from the real life and demonstrate that they have learned great ideas, acquired good capabilities and fulfil the laws of the mind and the heart, complying with educational standards. Ilic, M (1999:141) the teacher interactive teaching does not have only educational and vocational role but he/she has to be a designer, programmer, diagnostician, researcher, organiser, manager, innovator, educator, and advisor. Interactive teaching, a promising approach, represents a challenge not only for the teachers but for the professional service as well. The traditional teaching, dominated by a verbal approach and memorizing of the

teaching material, is entirely replaced with other activities, both in the process of following the teaching and in the process of learning the material.

A teacher has a role in the teaching and learning process, namely:

1. As a motivator, namely giving encouragement and encouragement to students to be actively and creatively and positively in integrating with the environment or new experiences in the form of lessons offered to them.
2. As a facilitator, namely creating an atmosphere and providing facilities that enable students to interact positively and creatively in the teaching and learning process
3. Organizers, namely organizing, planning and organizing the activities of the teaching and learning process.
4. Informatory, which is to provide information needed by students both for the interests and smoothness of the activities of the teaching and learning process as well as for the interests of future students.
5. Counselor, namely providing guidance and counseling or special assistance to students who have problems and so on.

Rice (2003) reveals that good teachers highlight the importance of independence of the pupils and encourage them to express their imagination. Pupils are motivated to learn from contents or lesson adjusted to their inspiration and interest.

This implies that the teachers have influence and responsibility on the formation of pupils as persons. With such an influence and responsibility, they feel great honour and joy. That is why all the teachers should strive to be good teachers. The teacher has a dual role and is very strategic in relation to student needs. The role is intended as the teacher as the teacher, the teacher as a parent, and the teacher as a learning colleague.

1. Teacher as teacher.

The teacher's main job is to teach and educate students, who are trying to have all their students master the science and technology that is well taught.

2. Teacher as a parent.

A place to devote all students' feelings, where students complain when they experience interference. Students feel safe and comfortable when they are close to the teacher, even feel homesick if they don't meet the teacher. Teacher and student interaction is like a parent and child relationship, warm, intimate, harmonious, and sincere.

3. Teacher as friend.

As a partner for various experiences and arguing in an informal discussion. The teacher does not feel humiliated if students disagree, or indeed the opinions of the students are right, and accept student suggestions that make sense. Relations between teachers and students prioritize democratic values in the learning process.

2.4. Creation of Communicative Climate

Terry in Riyadi and Bratausumah (2003) points out that planning is an attempt to choose and connect acts to make assumptions about the future by describing and formulating activities which are needed to achieve the expected result.

Organization and planning are two things which are correlated. In this case, planning is strategy to determine either a short term or a long term agenda of future activities in order to achieve the goal of an organization. The importance of planning is related to some matters such as; (i) planning will help an organization determine the direction of its policy, (ii) planning will help an organization develop its members' needs and responsibility, and (iii) planning facilitates

an organization to strengthen its vision and mission. On the other hand, without planning it is difficult for an organization to achieve its goal.

Some factors of organization culture are very broad and complex, depended on the pressure off its organization types. According to Supriyadi et al (2000) some factors of organizational culture must exist in an organizational culture they are : (i) sense of togetherness. A sense of togetherness is making someone, similar, equal, and comparable with another person in order to be harmonious in the interaction among the members of an organization, (ii) transparency. What it means by transparency is tolerance or interaction to other people in order to make acquaintance, communicate, interact, and willing to accept other's people opinion. An effective and efficient organization will consider that an organization has an open management, apply transparent bureaucracy, and consider the relationship between organizational internal system and the external system of its environment. Open management in an organization will increase the participation and self-actualization for its members, keep the trust of other people so that he will be responsible for achieving the organization goal, and (iii)based on skills (adroitness, honesty, and so on). Professionalism also means quality, or any activity which denotes a profession or a professional in his field.

There are several communication skills that must be possessed by the teacher in the learning process so that learning becomes enjoyable, namely:

1. The ability of teachers to develop positive attitudes of students in learning activities. By emphasizing the strengths of students not their weaknesses, avoid the tendency to compare students with other students and provide appropriate incentives for the success achieved by students.

2. The ability of teachers to be flexible and open in learning activities. It can be done by showing an open attitude towards the opinions of students and others, being responsive, sympathetic, showing a friendly, understanding and patient attitude with openness, each party feels free to act, maintains mutual honesty and is mutually useful to other parties so that they feel a vehicle for meeting their needs to be met together.
3. The ability of teachers to appear passionately and earnestly in learning activities. By way delivering material in the class that displays the impression of mastery of material that is fun. Because something that is energetic, enthusiastic, and passionate has relevance to learning outcomes. Such teacher behavior in the teaching and learning process will be dynamic, enhancing communication between teachers and students, attracting students' attention and helping to receive subject matter.
4. The ability of teachers to manage student interactions in learning activities. Associated with communication between students, the efforts of the teacher in dealing with the difficulties of students and students that disrupt and maintain good student behavior.
5. In order for all students to participate and interact optimally, the teacher manages interactions not only in the same direction, namely from teacher to student or two-way from teacher to student and vice versa, but strives for multi-directional interaction, from teacher to student and from student to student.
6. The ability of the teacher to condition the class. Relate to when the teacher must be serious and relaxed.

2.5. Impact of Teacher and Student Interactions

Interaction is synonymous with the learning process itself (Allwright, 2008). Interaction develops the learner's ability of language. By interaction a language learner can get more opportunity to use language successfully. Interaction also measures the learners' progress.

Interaction is the heart of communication (Douglas, 2001 : 165). It is in the interaction what communication all about is found. It can be in the forms of sending messages, receiving them, interpreting or negotiating meanings. The teacher student relationship is very important for a good learning environment. There should be an excellent relationship between a student and teacher in order to facilitate the learning and gain positive attitude. This relationship between teacher and student has vast influence on the learning process of the students.

Negative Impact

1. Control and limits on students are very strict, or even the teacher applies very little control. The teacher is not strict in implementing class rules (inconsistency). Tending to be friends with students, permissive or all-round may or may not even engage with students.
2. Lay out the class remains the same, does not change the location of student seating according to learning activities.
3. Students violate directly punished, the teacher does not want to hear the reasons of students, all decisions come from the teacher. Students experience lack of motivation because their aspirations are not heard.
4. Communication is only one direction, the new class is considered good when it is quiet. When the teacher talks, students listen only, students do not take the initiative because students cannot interrupt. Students are afraid to establish communication with the teacher.

5. There is no interest and attention to students, Not attention to students, too much attention to the emotions of students rather than the success of classroom management. Do not apply discipline to students, only pay attention to students if they do negative, there is no appreciation for those who have done positive.
6. Not creative, using the same material every year, there is no variation, the teacher does not prepare the class.

Positive Impact

1. Listening and not dominating.

Because students are the main actors in learning, the teacher must provide opportunities for students to be active. Efforts to transfer roles from facilitators to students can be done little by little.

2. Be patient.

The main aspect of learning is the learning process carried out by the students themselves. If the teacher is impatient to see a process that is not smooth and then takes over the process, then this is the same as the teacher has robbed students of learning opportunities.

3. Respect and be humble.

Trying to respect students by showing a genuine interest in their knowledge and experience

4. Want to learn.

A teacher will not be able to work with students if he does not want to understand or learn about them.

5. Be equal.

Teachers need to develop an attitude of equality so that they can be accepted as friends or work partners by their students

6. Be familiar and fuse.

Relationships with students should be carried out in an intimate, relaxed, interpersonal relationship, so that students do not feel stiff and reluctant in dealing with the teacher.

7. Don't try to lecture.

Students have their own experiences, convictions, and beliefs. Therefore, the teacher does not need to show himself as an all-knowing person, but strives for mutual experiences with his students, so that a rich understanding is obtained between the two.

8. Authority.

Although learning must take place in an intimate and relaxed atmosphere, a facilitator should still be able to show sincerity in working with students, so students will still appreciate it.

9. Don't take sides and criticize.

In the middle of a group of students there are often disagreements. In this case, the teacher is tried to be neutral and try to facilitate communication between parties who disagree, to look for agreements and solutions.

10. Be open.

Usually students will be more open if the trust in the teacher has grown. Therefore, teachers also do not hesitate to be honest when they feel they don't know something, so students understand that everyone always needs to learn

11. Be positive.

The teacher invites students to understand their situation by highlighting their existing potentials, rather than complaining about their ugliness. Keep in mind, the greatest potential of each student is the willingness of his own people to change things.

2.6. Definition of Reading

According to Flynn and Stainthorp (2006: 34), reading is the product of decoding and comprehension which means that reading is a result from an ability to decode the print words and to comprehend the language. The activity of reading also involves the ability to decode the printed words in the key in reading. The decoding activity impacts the reader making sense.

2.6.1. What is Reading

Fauziati (2002: 139) stated that reading is more pragmatically as an understanding a message conveyed by the written through visual and non – visual information. Teaching reading as one of the aspects in English language skill must taught clearly and the material must be well understood by the students to avoid the uncomfortable atmosphere, because usually most of the students in conventional classes only hang up the information transferred by the teacher.

Moreover, reading is an activity in which the reader negotiates meaning, by bringing to the text schemata for understanding it, and finally the comprehension toward the text is considered as the product of the negotiation (Brown, 2004: 189).

Generally, the skill of reading is developed in societies with literary taste, because it can lead to develop comprehension, enrich vocabulary. Reading as with other skill is more enjoyable to do. Based on Patel and Jain (2008: 113 – 114) states as follows:

“Reading is an important activity in life with which one can update his/her knowledge. Reading skill is an important tool for academic success. Reading is the most important activity in any language class. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one’s knowledge of the language. Reading is very necessary to widen the mind, again and understanding of the foreign culture”.

In conclusion, based on the explanation above, reading is a process of decoding words from the text by interacting with the contexts and involving the readers’ background knowledge to comprehend them and refers to the ability to understand the written text. When they read a text, they need actively relate their prior knowledge about the contexts.

2.6.2. Principles of Learning to Reading

According to Harmer (1998: 70), there are several principles within the process of learning and teaching reading. They are:

- 1) Reading is not a passive skill.

Reading is an active activity. Readers need to decode the words first, to relate to the context (e.g. see the pictures), and to create meaning of the text.

- 2) Students need to be engaged with what they are reading.

Before a teacher asks students to read an English texts, she/he should consider the topic of the text. Students of junior high school are interested in different topic compare to the higher level or the lower level.

- 3) Students should be encouraged to respond to the content of a reading text, not just to the language.

Actually, the main purpose of reading is to get information or message of the text itself. Translating the meaning of the text into the readers’ first language is an effort to understand the meaning of the text.

4) Prediction is a major factor in reading.

Prediction is important in reading a text. Meaning of a word in a text sometimes depend on the context of the text rather than meaning that written in a dictionary. To get the meaning, readers need to predict the meaning by looking at the previous sentences or relating it to their knowledge about the text. The task much be matched to the topic. In the teaching and learning process, a teacher should match their task with the topic.

5) Good teachers exploit reading texts to the full.

Reading activity is not only to comprehend and to get the information in the text but also to use the vocabulary in the text to respond the information as well.

2.7.The Reading Teacher as Classroom Researcher

In teaching reading in the classroom, students need to perform different kinds of texts in different reading performance. Those reading performance depends on the purpose of the reading itself. Brown (2001: 312) states reading performance as follows..Those of us who are responsible for teaching reading find ourselves in a range of instructional settings,including classrooms develoted solely to reading, classrooms that emphasise integrated skillsand classrooms with sheltered or others forms of content-based instruction.

Richards (1998:28) Action research takes its name from two process that are central to it : a data-gathering component and a focus on bringing about change.

It means we can work toward a better understanding of reading in a number of ways. We can read the journals, professional literature, and we can also use our own classrooms, an often-neglected resource, as a window to a more profound understanding of reading.

A current understanding of reading, based on theory, help us improve our own teaching effectiveness and guides us to do the following:

1. Asses student's reading needs
2. Define meaningful instructional goals and objective
3. Design and redesign courses
4. Plan purposeful reading lessons
5. Adopt, adapt and develop instructional materials and assesment instruments
6. Provide feedback to students on various aspects of reading
7. Adjust daily lessons in response to students' immediate needs, response
8. Redefine and adjust curricular priorities to meet students' envolving needs

2.8.Purposes for Reading

There are two main categories of reading purposes namely reading for getting pleasure and reading for getting information. Nunan (1999: 251) states that reading for pleasure is one of the purpose of reading; for example reading bedtime stories. The main point of reading bedtime stories is for getting joyful experience of reading.

Moreover Grabe and Stoller (2011: 6-10) propose some purposes of reading more detail as follows.

- 1) Reading to search for simple information and reading to skim quickly

In reading to search, readers typically scan the text for a specific word, or specific piece of information, or a few representative phrases. In this reading purpose, readers try to get spesific information in the text.

- 2) Reading to learn from texts

Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text. For example, a biology teacher reads a book that written in English entitled 'Amoeba' needs to learn detail information in the book. He/ she want to improve their knowledge about that topic.

3) Reading to integrate information, write and critique texts

Reading to integrate information often occurs before a writer writes a paper. In a paper, he/she needs to integrate much information that will support his/her statements, her ideas, or against someone statements. The information is taken from many sources. Then, he/she decides what information to integrate and how to integrate it his/her writing.

4) Reading for general comprehension

Comprehension is the most basic purpose of reading. Getting to know a content of a book, previewing a book, are included in reading for general understanding. This purpose also occurs when reading a book for pleasure.

Reading for pleasure rarely aims for searching specific information from the text. People mostly enjoy reading for comprehending the text.

From the discussion above, it can be concluded that there are two essential of focus on reading, they are reading for getting information and reading for getting pleasure.

In addition, there are some spesific purposes of reading; reading to search for simple information, reading to learn from texts, reading to integrate information, write and critique texts, reading for general comprehension. Therefore, deciding the purpose of reading before reading a text is important because it influences our goals.

2.9.The Reasons for Reading

According to Grellet (2004), there are two main reasons for reading:

- a. Reading for pleasure.
- b. Reading for information: in order to find out something or to do something for the information you get.
- c. Reading can get the information
- d. Comprehend what you get

2.10. Kinds of Reading

In the reading activities, there are many ways to assess the reading activity. According to Brown (2004: 212-215), there are some assessment tasks for extensive reading.

1) Skimming Task

Skimming is the process of rapid coverage of reading matter to determine its gist or main idea. It is a prediction strategy used to give a reader a sense of the topic and purpose of the text, the organisation of the text, the perspective or point of view of the writer, its ease, or difficulty, and/or usefulness for reader. But scoring is less of an issue than providing appropriate feedback to students on their strategies of prediction.

2) Summarizing and Responding

According to Brown (2004: 213) one of the most common means of assessing extensive reading is asking the test taker to write a summary of the text. To evaluate summary Imao (2001) in Brown (2004: 213) proposes some criteria for assessing a summary. They are:

- a) Express accurately the main idea and supporting ideas
- b) Is written in the student's own words; occasionally vocabulary from the original text is acceptable.

- c) Is logically organized.
- d) Display facility in the used of language to clearly express ideas in the text.

Moreover, responding is used to assess extensive reading. The students are given questions and they must answer them by giving their opinion.

However, these assesments remain somewhat subjective because the teacher will need to determine the degree of fulfilment of the objective. Therefore, to avoid that tendency Brown (2004: 213) proposes some scoring scale below.

Table 3 : Scoring Scale for Summarizing and Responding to Reading

1. Demonstrate clear, unambiguous comprehension of the main and supporting ideas.
2. Demonstrates comprehension of the main idea but lack of comprehension of some supporting ideas.
3. Demonstrates only a partial comprehension of the main and supporting ideas.
0 Desmostrating no comprehension of the main and supporting ideas.

3)Note-Taking and Outlining

According to Brown (2004: 215), note-taking and outlining are difficult to control the conditions and time frame for both these techniques, they rest firmly in the category of informal assessment. Note-taking needs a high skill of writing it. This activity is at an advance level for English learners.

2.10.1. The Strategy of Reading

Christin Nuttal in Simanjuntak (2008 : 18) says that reading speed is worthless unless the reader has understood what he has read ; so comprehension must also be measured. It is usual to do this as objectively as possible, using multiple choice or true/ false question.

a. Skimming

Skimming is reading a text quickly to get the general idea of meaning .

According to Brown (2004: 212-215) Skimming is the process of rapid coverage of reading matter to determine its gist or main idea. It is a prediction strategy used to give a reader a sense of the topic and purpose of the text, the organisation of the text, the perspective or point of view of the writer, its ease, or difficulty, and/or usefulness for reader. But scoring is less of an issue than providing appropriate feedback to students on their strategies of prediction.

b. Scanning

By Scanning we mean glancing rapidly through a text either to search for a specific piece of information. Christine Nuttal in Simanjuntak (2008) scanning is only try to locate specific information and often we do not even follow the linearity of the passage to do in order to find specific information figure of names and can be contrasted with skimming. It means, scanning is to read a text quickly in order to locate a specific item of information it is used to design the process of locating quickly a particular word, phrase, sentence, and fact of figure with a selection. Scanning is a part of reading in order to specific information, it can be contrasted with skimming from pur glossary of English Linguistic and grammatical terms containing explanation and cross-reference.

2.11. The Comprehension Gap

The major problem in reading will simply be the gap between what they know and what a comparably educated native speaker knows relation to the language and the content of written text to desperate expectations of language, gaining knowledge from informational texts is an essential academic skill.

Eskey (1986) states that there are three specific problems identified in reading ; one at purely lexical level. Those Comprehension Gap might have happened because of the EFL students do not read in their own language.

Jhon Munby (1979) classifies the main areas of comprehension gap as follows:

1. Misunderstanding the plain sense
2. Wrong inference
3. Reading more into the text than actually there, stated or implied.
4. Assumption, usually based on personal opinion
5. Misplaced aesthetic response
6. Misinterpreting the tone emotional of the text
7. Failing to understand figurative usage
8. Failing to follow relationship of thought
9. Failing to distinguish between the general idea and supporting
10. Failing to see the force of modifying words
11. To know and what a comparably educated
12. Failing to see grammatical relationship between words or group of words
13. Failing to take the grammatical meaning of words

2.12. Mobile Phones For Teaching Learning Process

For effective usage of internet services, mobile phones should be incorporated with a web browser. Good mobile browser should accommodate contents optimized for mobile devices and for personal computer screens. According to Roto and Kaikkonen(2003), for effective usage of web mobile services, both content and browser developers should understand the nature of mobile situation. Teaching staff mentioned to be satisfied with the mobile web browsers they

used as they had good display and reproduction of web sites and multimedia contents and supported different input and output modes.

Research was conducted in a science laboratory course since students need to use their most advanced and various abilities. A Questionnaire for Motivation Toward Science Learning Scale was used to evaluate Student's changes in motivation (Dede&Yaman 2008). The scale includes motivation towards five factors: research, performance, communication, cooperation, and attendance. Researchers studied the effects and shows that students who are influenced by extrinsic forces have low performance in school.

2.13. Mobile Learning Concept

Mobile Learning is defined by Clark Quinn (Quinn 2000) the intersection of mobile computing and e-learning : accessible resources wherever you are, strong search capabilities, rich interaction, powerful support for effective learning and performance-based assessment.

This is related to teaching material and educational needs themselves. Teaching materials that are not suitable for adopting the concept of mobile phone as finding information. Considering the above the application of mobile learning is better at the level of higher education.

The important thing to note is that not every teaching material is suitable for using mobile phone. The application of mobile phone to help efforts to restore the information for education needs to pay attention to the factors that not all levels of education are compatible with the concept of mobile phone sources.

2.14. Active Learning of Classroom Cellphones

People of all kinds and mainly students keep pace with all technological developments embedded in these mobiles. The prospects of mobile phones' effectiveness had a positive impact on the learning outcomes, Bidaki (2013:24) also concluded the use of mobile learning method

had a quite significant impact learning, Wang (2009) on the other hand proved that mobile learning activities could engage students in the learning process much better than traditional ones. Students changed into active learners. They were behaviorally, intellectually and emotionally involved in the learning task.

2.15. Mobile Phone as a Information Sources

According to Hovart (1989), addiction is not only about substances but also certain activities that are carried out repeatedly and have a negative impact. Griffiths (Essau, 2008) states that addiction is an aspect of compulsive behavior, dependence, and lack of control. Cooper (2000) argues that addiction is a dependency behavior on something that is liked. Individuals usually will automatically do what they like on the occasion. People are said to be addicted if in one day doing the same activity five times or more. Addiction is a condition bound to habits that are very strong and unable to escape from the situation, individuals are less able to control themselves to do certain activities that they like. A person who is addicted feels condemned if he does not fulfill his habitual desires.

In learning to use a mobile phone with religiosity can be seen from the theory of addiction, indeed addiction here is initially very attached to various kinds of addictions including: finding information, simplifying tasks, easily accessed knowledge, etc. However, we discuss from the side of technology addiction which is caused by the development of existing information systems, this also encourages the pattern of life to change.

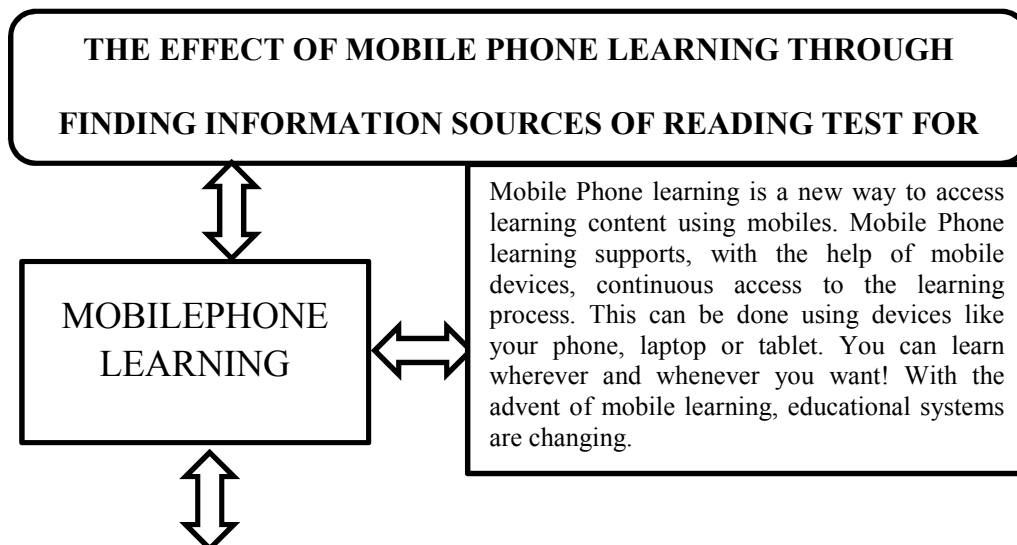
2.16. Conceptual Framework

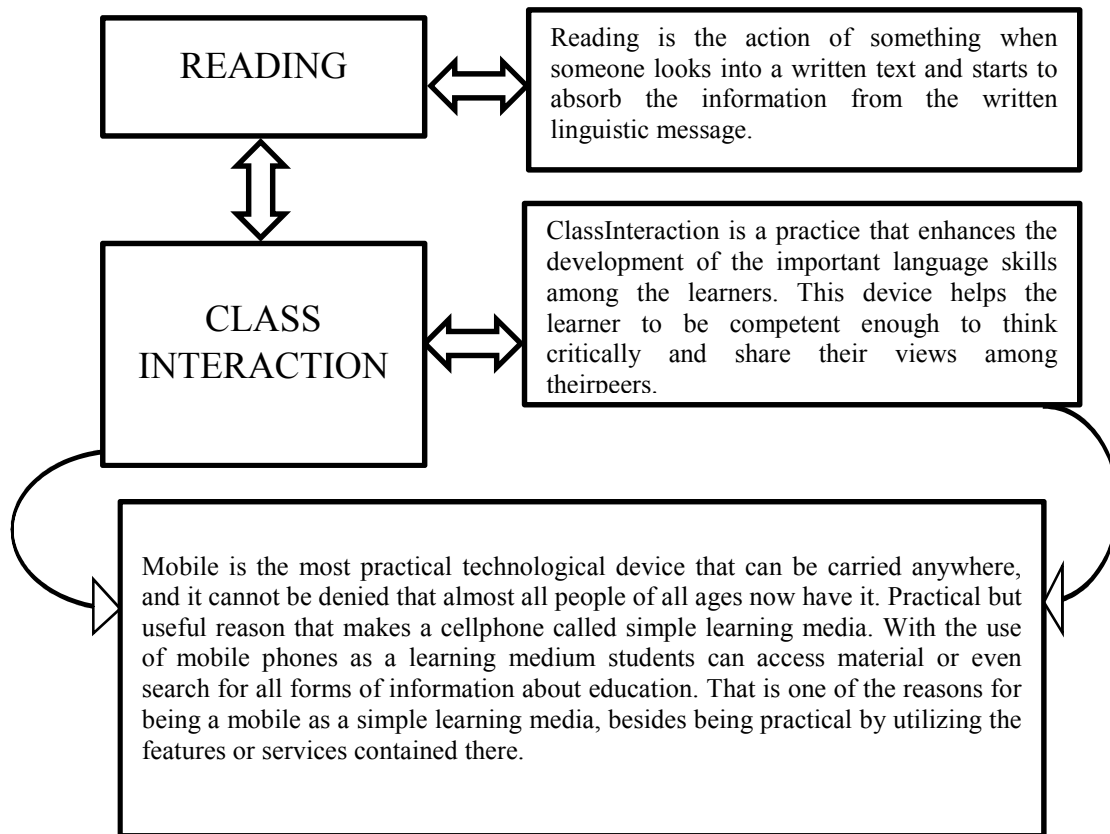
The widespread use of mobile technologies, both hardware and software, is quickly becoming a prerequisite to support development. This widespread use, combined with improvements in mobile connectivity, has led to increasing interest in the use of mobile devices

as learning tools. Distance and electronic learning have proven to be potential approaches, insuring progress in education that reduces the limitations of traditional education systems.

We can obtain subject matter even knowledge globally, because learning with a mobile learning system can be done anytime and anywhere without having to be bound by distance and time. The use of Learning Technology in the teaching and learning process will make a real contribution.

Based on these definitions, mobile learning is a learning model that utilizes information and communication technology. In the learning concept mobile learning brings the benefits of the availability of teaching materials that can be accessed at any time and the visualization of interesting material. The same thing was expressed by Darmawan (2012: 15). Learning will be more, easy, creative, effective and efficient, interesting and can take place anywhere and anytime. Technology or Information Technology can support learning with various learning resources and can access it at any time. As stated by Warsita (2008: 175): "The support or contribution of information technology in learning technology includes aspects of infrastructure, information and telecommunications, human resources and references / telematics law products so that they can play a role in teaching humans to develop or use learning resources.





The development and progress in the field of science and technology is growing very rapidly. So that humans can create tools, facilities and infrastructure as well as sophisticated equipment for various activities so that there are various facilities in their life activities that enable their activities to be more effective and efficient. In the learning process, a teacher has an important role in achieving learning activities in school. The teacher becomes the spearhead of the creation of the learning process. Even though the teacher has intelligence without being supported by good learning media, the learning process will saturate and not attract students' interest.

Mobile (mobile) / mobile phone / cellular phone / smartphone as one of the latest telecommunication products and updated in the midst of the progress of the globalization era of communication and information technology has its own phenomenon for the world of education,

especially for teachers and students. Its presence that provides convenience and sophistication to be able to access and get all information across the world very quickly, easily.

The use of this Android-based HP can be utilized in the education sector and this media is also useful for its creation increased activity & student participation in learning, increased levels of concentration of students in learning, increased evaluation of student learning outcomes in learning, teachers become more creative in making presentations.

2.17.Previous Research

In the process of composing this proposal, it is need to find some references or similar studies related to the title and have the same thing and the same field of study problem. It is useful as guidance to succeed the study and evaluate wisely the strength as well as the weakness of other studies. As the researcher, it is needed then to take the strength and to avoid the weaknesses of other research.

Kusyaeri, Destia(2011) conducted the research to find out *Improving of Mobile Phone Learning on Student Learning Outcomes on the Concept of Dynamics* . The similarities of the thesis to this research is using Mobile Phone Learning as the media and has the purpose to identify the effect of mobile phone Learning to achieve the student in Learning especially in Classroom Interaction. But the differences are the thesis the researcher identify how are the students response after the students got the learning and then from the research design, the test given by researcher before from the previous research. The research design of thesis is CAR and this research will use Experimental Quantitative Design. The finding of their research shown that Mobile Phone Learning can enhance Students English to Find The Information easily. The result of the research is indicated that Mobile Phone Learning is interesting and effective to comprehend student's in Classroom Interaction.

Aripin(2018) presented the research about *The Concept And Application Of Mobile Learning In Learning In Class On Reading Subjects*. The similarity of this research is to know the applying of Mobile Phone Learning in Students' Reading Skill. The differences is the thesis is not applying in the class and the use of mobile phone learning is not to find the information sources shown that the use of interactive media helps the teacher and students' in getting better achievements in reading test. The result can be concluded that Mobile Phone Learning is effective and can be used in teaching learning of reading.

Both several studies related to the applying the Good Mobile Phone Learning are useful as their existence as data for supporting the researcher's study. Based on the explanation above, the works will conduct a research in order to analyze the students reading comprehension using Mobile Phone Learning and the effect of using Mobile Phone Learning in Classroom Interaction.

CHAPTER III

METHOD OF RESEARCH

3.1. Research Design

It is the blueprint for conducting the study that maximises control over actors that could interfere with the validity of the findings. Designing a study helps the research to plan and implement the study in a way that was help the research to obtain intended the results, thus increasing the chances of obtaining information that could be associated with the real situation (Burns & Grove 2001 :223). This study will be design to useExperimentalQuantitative Design. Quantitative Experimental Design is an observation in order to know the effect Classroom Interaction in Mobile Phone Learning on students's achievement in reading test, where the sample will be divide into two groups: experimental and control group. The experimental group is the class that receives the treatment by using The Classroom Interaction Model, while the Control Group is the other class that receives the treatment by mobile phone learning.

Table 3.1

Model Of Research

Group	Pre- test	Treatment	Post-test
Experimental Group	X 1	By Using Mobile Phone Learning	✓
Control Group	Y 1	Without Using Mobile Phone Learning	✓

Where : X 1 = Pre-test of experimental group

Y 1 = Pre-test of control group

X 2 = Post-test of experimental group

Y 2 = Post- test of control group

✓ = Teaching reading by mobilephone

- = Teaching reading without using mobile phone

3.2. Population and Sample

3.2.1. Population

Polt & Hungler (1999 : 37) refer to the population as an aggregate or totality of all the objects, subjects or members that conform to a set of specifications. In this the population of this research is ten grade students of SMA NEGERI 8 MEDAN in academic 2018/2019. There are seven classes which consist of thirty students. The writer chooses the school because this research is still never done in this school.

Table II. Population

No.	Grade	Total Students
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1.	X-1	30 students
2.	X-2	30 students
Total of Population		60 Students

3.2.2. Sample

Sample will a small portion of population selected for observation and Arikunto (2010:174) says that sample is partially or representative who studied. From seven population classes, the writer only takes two classes as sample of research. They are students of class X-1 as a experimental group and X-2 as a control group. Each group consists of 30 students. According to Arikunto (2006 : 130), random sampling is a single way to obtain the representatives sample, but the probability is higher for this procedure than any other. The writer uses the techniques of sample lottery in random sampling. The writer gives number in the piece of paper and ask one of each class take one to determine which classes are out to be sample of this research. From the technique of sampling the writer gets the ten grade students of SMA NEGERI 8 MEDAN as the sample of research.

3.2.3. The Instrument of Collecting Data

For collecting the data, aa text was gave to the students and they was read all the text and try to find the information sources especially the answer. The tests was administered to the students in both experimental and control group. They are pre-test and post-test. The design of the test is in reading test. The students will be instructto find the information andcomprehand paragraph based on the topic given by the researcher through finding with mobile phone as a tool.

3.3. Techniques of Collecting Data

The techniques of collecting data was used in quantitative research. Evaluation checklist was proposed by Mielkey (2005). The evaluation checklist provided the researcher with a valuable tool for evaluating reading text and another text sources by mobile phone. So the research needs to use a the question test based on the paragraph as the instrument of collecting data. Experimental group and Control group wasgave the same test either in pre-test and post-test. The culmutative score is ranging from 0-100 based on scoring test

3.4. The Procedure of Collecting Data

Data collection is the process of gathering and measuring information on variables of interest, in an established systematics fashion that enables one to answer stated research questions, test hypotheses and evaluating. In getting the data in this study, three procedure are taken by the reader namely : pre-test, treatment (teaching presentation), and post-test.

3.4.1. Pre-test.

The pre-test is administrated before the treatment. That is a form of question, which the teacher gives to his students before starting a lesson. The questions asked are the material that will be taught that day (new material). The question is usually done by the teacher at the beginning of the opening lesson. Pre test is given with the intention to find out whether there are students who already know about the material to be taught.

3.4.2. Treatment.

In order to find the effect of using mobile phone, the sample is trated in different ways. The experimental group is taught by mobile phone. The tretment will be given after the administration of pre-test. The teacher teaches the experimental group and control group by the following procedures.

Table 2

Teaching Procedure the Experimental Group Activities using Mobile Phone

Meeting	Teacher's Activities	Student's Activities
1	<p style="text-align: center;">Pre-research</p> <p>Teacher prepares the material (topic/question). Step 1. Teacher greets the students to open the class and tells the students what they are about to learn Say a friendly greeting when entering the classroom for check student attendance apperception and motivating students</p> <p>Step 1. Give pre-test</p>	<p>-The students give their respond to show their politeness.</p> <p>Do the Pre-test</p>
2	<p>Step 2. Treatment</p> <ol style="list-style-type: none"> 1. Teacher introduce the use of mobile phone for find the text. 2. Teacher ask mention various types of useful information. 3. Teacher ask students practice how to use mobilephone in finding information sources based on the text 4. Teacher make guided to be able to find information on learning English using a mobile phone. 5. Students respond to questions from the teacher about the use of mobilephone in class. 6. The teacher provides positive feedback and reinforcement of the students' success in doing the assignment. 7. The teacher becomes the speaker and the facilitator answers the questions of the students in understanding the text and the use of speech acts. 	<ol style="list-style-type: none"> 1. Students are listen the use of mobile phone and understand the text. 2. Students mention various types of useful information. 3. Students practice how to use mobilephone in finding information sources based on the text 4. Students are guided to be able to find information on learning English using a mobile phone. 5. Students respond to questions from the teacher about the use of mobilephone in class. 6. Students reply provides positive feedback and reinforcement of the teacher' success in doing the assignment. 7. Students becomes the listener and the facilitator answers the questions of the classinteraction in

	8. The teacher motivates students to be more active in subsequent learning.	understanding. 8. Students to be more active in subsequent learning.
3	1. The teacher asks students to draw conclusions about the material that has been learned that day. 2. Reflect on the course of the learning process that day. 3. The teacher gives assignments to students to work on the text and search for sources from the mobile phone.	1. Students draw conclusions about the material that has been learned that day. 2. Students do the assignments to work on the text and search for sources from the mobile phone.

Table 3

Teaching procedure of control group activities without using mobile phone

Meeting	Teacher's Activities	Student's Activities
1	Step 1. Teacher greets the students to open the class Step 2. Give Pre-test	1. The students give their respon to show their politeness 2. Do the Pre-test
2	Step 2 . Treatment 1. Teacher ask mention various types of useful information. 2. The teacher provides positive feedback and reinforcement of the students' success in doing the assignment. 3. The teacher becomes the speaker and the facilitator answers the questions of the students in understanding the text and the use of speech acts. 4. The teacher motivates students to be more active in subsequent learning.	1. Students mention various types of useful information. 2. Students reply provides positive feedback and reinforcement of the teacher' success in doing the assignment. 3. Students becomes the listener and the facilitator answers the

		<p>questions of the class interaction in understanding.</p> <p>4. Students to be more active in subsequent learning.</p>
3	<p>Step 3.</p> <ol style="list-style-type: none"> 1. Give the direction relate to the test 2. Give post-test 	<ol style="list-style-type: none"> 1. Listen to the teacher's direction. 2. Do the Post-test.

3.4.3. Post-Test

Post test is a form of question given after the lesson / material has been delivered. In short, a post test is the final evaluation when the material taught on that day has been given which a teacher gives a post test with the intention of whether the student has understood and understood the material just given that day.

3.5. Scoring Of The Test

For the test, the researcher was gave the reading test to the students. The students are asked to use the mobile phone to find the information by reading test based on text given and in scoring the reading tests, the tests will be analyzed by using Dirgayasa testing (2016).

In scoring the result of the test, the cumulative score was 0-100. To obtain the score, the correct answer was counted as follows:

$$S = \frac{R}{N} \times 100\%$$

Where :

S = Score of the test

R = Number of correct answer

N = Number of question

3.6. The Validity of The Test

In conducting a study data is collect. I choose Content Validity. The data that has been collected needs to be evaluated by reading test especially in Reading Comprehension. How to evaluate these data can be done by testing reliability and validity. Burns (1999: 161-162), states that there are five validity criteria that can ensure data validity of action research..Best (2002 : 208) validity is that quantity of a data gathering or procedures that enables it to determine what it was designed to determine. Validity is that quality of a data gathering instrument that enables it to measure what is supposed to measure.

Reading Test especially in Reading Comprehension		Test Item	Kinds of Test	Score
Language Comprehension (Reading Skill)	Fluent Execution	30	Reading	30
	Coordination of word recognition	35	Reading	35
	Text Comprehension	35	Reading	35
Total				

3.7. The Realibility of the Test

According to Arikunto (2010 : 221) reliability is the quality of consistency that the instrument of procedure demonstrates over a period of time. If the test is adminstered to the same candidates on different occasions, then to the exam that it procedures differing results, it is not reliable.

$$Kr_{21} = \left(\frac{k}{k-1} \right) \left(1 - \frac{M(k-M)}{k \cdot SD^2} \right)$$

Where :

KR21 = reliability of the test

k = number of test item

M = the mean of the score

s^2 = the square of standard deviation of the score

The value of coefficient correlation will be categorized in the following criteria by Arikunto (2006 : 187)

Where :

0.0-0.20 = the reliability is very low

0.21-0.40 = the reability is low

0.41-0.60 = the rebility is fair

0.61- 0.80 = the reability is high

0.81- above = the reability is very high

3.8. The Techniques of Analyzing Data

To know the effect of result of thisresearch, the test is calculating using t-test formula as follow that develop by Arikunto :

$$\frac{Mx - My}{\sqrt{\left(\frac{x^2 + y^2}{Nx + Ny - 2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Where :

t = total score (t – test)

Mx = mean of experimental group

My = mean of control group

x^2 = standard deviation of experimental group

y^2 = standard deviation of control group

N_x = number of students in experimental group

N_y = number of students in control group.