CHAPTER II
LITERATURE REVIEW

2.1 E-learning Using MALL

The advent of digital technology has brought about a transformative impact on the field of education, catalyzing a notable transition towards online learning platforms. With the flexibility to access educational content from any location and at any time, online learning has become an increasingly attractive option for students seeking to strike a balance between their academic pursuits and other commitments (Hafifah, 2019). Due of the growing use and availability of mobile devices, mobile-assisted language learning, or MALL, has attracted a lot of interest recently. MALL stands for mobile technology integration into language learning processes. Examples of mobile technologies include smartphones and tablets. According to Meschyan & Hernandez (2002), effective acquisition of a foreign language involves employing appropriate learning strategies. These strategies are crucial for English learners, particularly those learning English as a second or foreign language. In a study by Magno (2010), it was found that numerous research studies have established a connection between language learning strategies and proficiency in English. The usage pattern of these strategies was significantly linked to English proficiency. Magogwe & Oliver (2007) highlight that a wide range of cognitive processing strategies and activities are employed in the process of acquiring a second language. Their study suggests that employing a greater variety of methods increases the possibility of achieving the desired level of English proficiency. For learners, the intelligent approach is to seek learning solutions by utilizing the tools readily available to them. Additionally, it is important for every college student to possess a cell phone, as this device holds significant importance in the learning process.

In a study conducted by Başoğlu & Akdemir (2010), they explored the effectiveness of mobile phones compared to paper flashcards for vocabulary learning among undergraduate students in Turkey. The researchers formed an experimental group that used a vocabulary program on their mobile phones, while a control group worked with the same words using traditional paper flashcards. After a six-week period during extracurricular hours, the study revealed that the group using mobile phones showed greater improvement in mastering English vocabulary when compared to the traditional flashcard method. As a result, the

researchers aimed to identify an innovative approach to teaching vocabulary using mobile phones, with the goal of enhancing learners' ability to easily and enjoyably memorize words. With the availability of mobile phones, which every student must own, it can be used as a learning tool that does not require time, energy, or cost. Moreover, research has shown that online learning effectively addresses the diverse learning needs of students, fostering interactive virtual classrooms that are accessible anytime and anywhere (Hamsia et al., 2021).

2.2 Intrinsic Motivation

The term "motivation" refers to a process that begins with a need and ultimately results in a behavior that moves an individual closer to achieving their goals (Melendy, 2008). It is one of the most important factors that determines the rate of learning a second language and its level of success, which has been widely acknowledged by lecturers (Dörnyei, 1998). The primary impetus to begin learning the second language is motivation, which is provided by the learner. If a student is interested in learning English and feels motivated to do so, that student could put forth their best effort to become proficient in the language. On the other hand, if they are not interested in learning English, then they won't pay attention while they are in the process of doing so. According to Parsons, Hinson, and Brown's (2001), "Motivation" is an essential component or factor in the process of acquiring new knowledge. Learning new things and staying motivated are equally important if you want to be successful at something. Learning enables students to acquire new information and capabilities, while motivation inspires students to continue the learning process and make the most of their opportunities (Parsons, Hinson, & Sardo-Brown, 2001).

According to Brown (2007), motivation can be defined as the internal drive that compels an individual to act in a certain way in order to accomplish a goal. Your level of motivation can be measured by the extent to which you make choices regarding the goals you want to pursue and the amount of effort you are willing to put into pursuing those goals. It is possible to draw the conclusion that motivation is a part of a person's feeling that drives them to pursue certain goals in their life and ultimately achieve them. Because when people want something badly enough, they are willing to put in a lot of work to make it happen, which is why motivation is of such critical importance (Husna & Murtini, 2019).

The term "intrinsic motivation" refers to an activity that is performed for its own sake in order to derive personal fulfillment (Dörnyei & Ushioda, 2013). It would be the student studying English for no other reason than their own interest in the subject, with no one pressing them to do so. It originates from the person themselves; one possible source of motivation is the satisfaction of the learning process in and of itself, while another is the desire to improve one's own emotional state (Brown, 2007). It is possible to draw the conclusion that intrinsic motivation is the desire that arises from within an individual to put in the effort necessary to realize their objective. When they have it, they could exhibit a positive attitude in the classroom; they could appreciate and like the process of learning. When they have it, they could also have it.

According to (Harmer, 2001), an individual's internal resources are their primary source of inspiration. It indicates that the desire to do something stems from within and is what constitutes motivation. According to (Santrock, 2011), intrinsic motivation refers to the internal drive to engage in an activity because of the enjoyment it brings to oneself (an end in itself). Therefore, the natural propensity to seek out challenges as we pursue personal interests and exercise capabilities is what we mean when we talk about intrinsic motivation. This assertion gives the impression that an individual's level of motivation could remain high even in the absence of stimulation from their surroundings. According to Amabile et al. (1995), intrinsic motivation encompasses various psychological factors that contribute to individuals' internal drive and engagement in activities. These factors include self-determination, competence, task involvement, curiosity, enjoyment, and interest. These indicators collectively shape and sustain individuals' intrinsic motivation, leading to increased persistence, performance, and personal satisfaction in their chosen activities.

2.3 Mobile Assisted Language Learning (MALL)

Mobile Assisted Language Learning (MALL) is an approach to language learning that is augmented and empowered through the utilization of handheld mobile devices, as described by Palalas and Ally (2016). The evolution of MALL has been fueled by the widespread adoption of mobile technologies, including mobile phones, MP3 and MP4 players, PDAs, and devices like the iPhone and iPad. These portable tools enable students to access language learning materials and facilitate seamless communication with teachers and peers, transcending the constraints of time and location. However, the integration of mobile

technologies into teaching and learning has been a gradual process, requiring educators to comprehend their effective implementation to support various learning styles. MALL, as a specialization of mobile learning (mLearning), aligns with the characteristics of mobile learning, including permanency, accessibility, immediacy, interactivity, and situating of instructional activities (Metcalf, 2006). The dynamic nature of MALL opens up opportunities for innovative and personalized language learning experiences, and as educators continue to explore and develop effective methods and materials, mobile assisted language learning continues to transform the landscape of language education, empowering learners with increased flexibility and engagement in their language learning journeys.

Numerous studies focusing on mobile language learning have consistently recognized motivation as a significant determinant affecting language learning achievements (Sung et al., 2016). Modern technology has made it possible to integrate electronic devices in education, allowing for the creation of accessible learning environments that stimulate individualized engagement (Hou & Aryadoust, 2021). In the context of learning a second or foreign language, motivation serves as a driving force that encourages students to actively engage in the learning process and persist in their language acquisition efforts (Oroujlou & Vahedi, 2011). The utilization of mobile devices in language learning through MALL presents distinctive possibilities for augmenting learners' motivation and involvement. Studies indicate that the interactive and multimedia functionalities of mobile devices can establish a more dynamic and pleasurable learning setting (Chinnery, 2006). By integrating elements of gamification, rewards, and progress tracking into language learning applications, learners can experience a sense of accomplishment, which serves as a motivational factor for their continuous engagement in the language learning process.

In a study conducted by Research et al., (2015), it was found that learners who utilized mobile devices for language learning expressed greater motivation levels when compared to those using traditional classroom-based approaches. This can be attributed to the mobile learning environment that offers learners autonomy, customization, and prompt feedback. These factors collectively contribute to heightened motivation and increased engagement among language learners. Additionally, mobile devices facilitate learning experiences that are centered around the individual learner, enabling them to select materials, activities, and resources that match their interests and preferences. This autonomy in the

learning process empowers learners, fostering a sense of ownership and positively influencing their motivation to actively participate in language learning. Moreover, the accessibility of mobile devices at any time and in any location enables learners to engage in language learning outside the confines of the traditional classroom, seamlessly integrating it into their daily lives. This flexibility and convenience allow learners to practice language skills in authentic contexts, reinforcing their motivation to acquire and apply the language skills they are learning. The research findings from Predyasmara et al. (2022) stated that, using Quizizz as a medium in English language teaching and learning can be an effective strategy to engage students, increase their intrinsic motivation, and maintain a positive and stimulating learning environment even in difficult times like the pandemic. By utilizing technology to create interactive and fun learning experiences, educators can foster a sense of enthusiasm and curiosity in students, ultimately leading to greater success in their language learning journey.

2.4 Correlation between Intrinsic Motivation and Students' Output

The researchers observed that higher levels of intrinsic motivation predicted better academic performance over time. Students who were more intrinsically motivated demonstrated higher grades and standardized test scores, highlighting the impact of intrinsic motivation on learning output (Li & Lerner, 2013). This source contributes valuable insights into the correlation between students' intrinsic motivation and their learning output, supported by a longitudinal study design and a large sample size. It provides evidence that intrinsic motivation has a significant impact on academic achievement and highlights its role as a mediator between external factors and learning output.

The study conducted by Assefa (2021), presents compelling evidence that supports a positive correlation between students' intrinsic motivation and their learning output. The research findings indicate that students who possess higher levels of intrinsic motivation consistently achieve better learning output, such as higher grades and improved performance on standardized tests. Furthermore, the study examines various factors that potentially contribute to the "intrinsic motivation gap." It reveals that elements like creating an environment that supports autonomy, fostering positive teacher-student relationships, and emphasizing the value of tasks significantly impact students' intrinsic motivation, which in turn influences their learning output.

2.5 Previous study

According to a study conducted by Almadhady et al. (2020) *titled "The Motivation of Arab EFL University Students towards Using MALL Applications for Speaking Improvement"*, the findings revealed that students exhibit motivation in utilizing MALL applications to enhance their speaking skills. The ease of use and the perceived usefulness of these applications were identified as key factors contributing to their motivation. Students expressed several reasons supporting their motivation, including the accessibility and availability of MALL, the enjoyment derived from using these applications, the suitability for different learning styles, and the flexibility they offer in the learning process. Other previous study, Sabah (2013) *Students' attitude and motivation towards e-learning.* His research findings showed an established relationship between the students' technological capabilities and their perspectives on e-learning. In addition, factors such as the user's subject of study, amount of prior computer experience, and amount of time spent using the computer are all taken into account. E-learning is therefore more likely to be accepted by students who have prior experience using computers and who use them frequently. Students who have never participated in an e-learning activity before are not conscious of how important it is and lack the motivation to take part in the process of e-learning because of this. The effectiveness of learning can be enhanced and improved through the use of valuable methods such as interaction and motivation.

Meşe & Sevilen (2021) *Factors influencing EFL students' motivation in online learning: A qualitative case study,* according to the findings of their research, the majority of student opinions regarding online education are unfavorable. The participants pointed to a variety of reasons as to why they feel less motivated in the process of online learning, such as not being satisfied with the course content and materials, a lack of self-discipline to follow the course, a lack of communication as a group of teachers and students, and a lack of private space to follow the course. According to research conducted by Mastura (2019) *The Correlation between Students' Motivation in Learning at Two Universities and Their Academic Achievement*, a significant relationship exists between students' motivation in learning and their academic achievement at the two universities under study. After using the Pearson Product Moment formula to analyze both variables, the correlation coefficient (r) was found to be 0.680. This value indicates a high level of correlation between students' motivation and academic achievement in

this study. Moreover, the results indicate that the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted, suggesting a statistically significant correlation between students' motivation and their academic performance.

Previous research has been done on the subject of some of the studies listed above, which means that their findings are relevant to the current investigation. However, there has not been a comprehensive research that focuses on identifying the intrinsic motivations that influence students toward online learning. This is something that needs to be done. The majority of the journals that came before this one were devoted to discussing the attitudes that were exhibited by students and how these attitudes were influenced by external variables that were present in students. This research presents what are the intrinsic factors from within students that affect students' motivation in learning language online through whatsapp platform and the relationship between students' intrinsic motivation and students' output in the form of their learning scores.