CHAPTER II
LITERATURE REVIEW

This chapter presents the literature related to this research's topic and conceptual framework. Several theories were included in conveying information relevant to this study. There are several theories discussed in this chapter, namely language learning, MALL, Words Booster application, and student perception.

A. Theoretical Learning

1. Language Learning

Language is a communication system based on humans' use of arbitrary sound symbols in speech and writing of a particular country.[1] In the words of Sapir, Language is a genuinely human and non-instinctive system of intentionally constructed symbols for communicating thoughts, emotions, and wants. The term "language is human" refers to only human beings possessing Language. Animals have a communication system, although it is not fully developed due to the species-specific nature of their language.[2] Encyclopedia Britannica posits that Language is a conventional system spoken or written symbols that social group members and cultural participants use to communicate.[3]

Wilson views it from another angle, and Language is a collection of arbitrarily selected verbal symbols used to communicate by a social group. The preceding definitions emphasize the fact that Language is a system. Sounds combine to form words according to a system. The alphabets b, a, and t combine to form the meaningful word 'bat,' whereas the alphabets t, b, a, and 'tba' do not combine to create any meaningful words.[4] Language is not haphazard but rather organized, with

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[1] Fatchul Muin, Rusma Noortyani, and Eka Puteri Elyani, "Rethinking Arbitrariness of Language and Its Implication in Language Use," *Cogent Arts and Humanities* 8, no. 1 (2021), https://doi.org/10.1080/23311983.2020.1868687.

[2] Cec Ogwudile, "Language As A Tool For National Integration: A Case Study Of English Language In Nigeria" 11, no. 1 (2019): 53–69, https://www.ajol.info/index.php/jrhr/article/view/190037.

[3] Robins, Robert Henry And Crystal, David. "Language". Encyclopedia Britannica, 17 Dec. 2021, Available On Https://Www.Britannica.Com/Topic/Language. Accessed 13 April 2022

[4] Ogwudile, "Language As A Tool For National Integration: A Case Study Of English Language In Nigeria."

established orderings having predetermined meanings.[5] For example, "the star is shining" is not like as "is the star shining."

Language is the vehicle for transmitting people's culture, norms, values, and beliefs from generation to generation to ensure their perpetuation. As a result, it continues to be a critical factor in determining a nation's overall status. It is a repository of a people's culture, industry, and exploits.

Chomsky sees Language as a system of discrete or continuous sentences. Each has a restricted length and a finite number of components. Chomsky aims to demonstrate that every sentence has a structure. The human brain can construct unique sentences from limited sounds and symbols associated with a given language. A child's brain is so prolific that he or she can compose a sentence that has never been spoken or heard before.[6]

Language development is required for effective communication because communication is oral and written. Language is basically a skill. These are not content-based topics like Science, Social Sciences, Business, or Math, which purpose to convey knowledge and educate the intellect. Instead, language naturally falls under the psychomotor realm, as it is a skills.[7]The skill of language consists of four subskills: writing, reading, speaking and listening. Acquiring these four abilities is critical for improving language learning.

Furthermore, to master the four language skills, applying effective language learning strategies can be beneficial. It can help learners who want to learn a language to communicate fluently and correctly.[8]The employment of language learning

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[5]Noushad Husain, "What Is Language ? English Language Language as Skill," *Language and Language Skills*, no. March (2015): 1–11, https://www.researchgate.net/publication/274310952.

[6]Ogwudile, "Language As A Tool For National Integration: A Case Study Of English Language In Nigeria."

[7]Nasser Alasmari, "The Use of WhatsApp in Collaborative Learning to Improve the Reading Skill Among University Students: A Case Study of Saudi Students of English at the University of Jeddah," *International Research in Higher Education* 4, no. 4 (2019): 36, https://doi.org/10.5430/irhe.v4n4p36.

[8]LM Leong, SM Ahmadi - Diario de investigación en educación en Inglés, and Undefined 2017, "Un Análisis de Los Factores Que Influyen En La Capacidad de Hablar Inglés de Los Estudiantes," *International Journal of Research in English Education* 2, no. 1 (2017): 34–41, http://ijreeonline.com/files/site1/user_files_68bcd6/sma1357-A-10-26-1-fefa0eb.pdf.

strategies in and out of the class plays a crucial part in the learning process. Good language learners continuously use particular learning tactics, know more techniques, and intentionally and methodically select and implement appropriate ways.[9]

Professor Stephen Krashen identified five possible strategies for language learning. According to one hypothesis, There are two distinct sorts of techniques for language acquisition. The first is deliberate instruction or formal schooling. Language learners improve their language skills through conscious learning by stressing linguistic forms. On the other hand, language acquisition or subconscious learning is a different prominent approach. Subconscious learning refers to the process through which language learners enhance their proficiency through exposure to authentic media. This is identical to how humans learn their native language. Krashen emphasizes the importance of subconscious learning over conscious learning.[10]

In the present study, special emphasis is placed on the five criteria recognized above to facilitate effective language learning:
a. the flexibility of the learning strategy
b. user-friendliness of the learning strategy
c. learner control of the learning process
d. learner motivation
e. learner autonomy[11]

Nowadays, people live in an era of globalization where technological developments are overgrown. Electronic or e-learning media is one of the most successful methods employed by millennial students to enhance their language skills. This is because they utilize the most recent technology developments. E-learning can encourage and motivate students to enhance their English language skills, including listening, speaking, reading,

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[9]Cheng, "Reflections of College English Majors' Cultural Perceptions on Learning English in Taiwan."

[10]Haryanto Atmowardoyo, Sukardi Weda, and Geminastiti Sakkir, "Learning Strategies in English Skills Used by Good Language Learners in Millennial Era: A Positive Case Study in Universitas Negeri Makassar," *ELT Worldwide: Journal of English Language Teaching* 8, no. 1 (2021): 28, https://doi.org/10.26858/eltww.v8i1.20339.

[11]Godwin P Dzvapatsva and Grafton Whyte, "Effectiveness of Social Media in Learner Satisfaction and Performance within the Further Education & Training Sector," *CSM Africa Conference 2014*, no. January 2014 (2015).

and writing.[12]Besides effectively study English as a foreign language, students require a learning approach in addition to the teacher's assistance. Furthermore, learning English is a new language to adapt to the era's progress can be difficult for learners of different ages, as they must start from the language's inception.[13]

2. Mobile Assisted Language Learning (MALL)

In recent decades, the use of the application of technology to teaching and learning English as a foreign language (EFL) has acquired considerable prominence and attention. These developments have also shifted from traditional classroom learning to electronic learning (E-learning). Since the 2000s, Mobile Assisted Language Learning (MALL) has emerged as a distinct academic area.

Mobile learning, often known as m-learning, is an extension of e-learning that enables customers to learn using small, wireless mobile devices. In the educational environment, mobile applications are being developed for online learning, providing students with the opportunity to study based on their convenience.[14] As pervasive as they are, mobile technologies enable convenient tools for L2 learning at any time and location, removing the limitations of traditional classrooms. Significantly, MALL enables students to acquire a new language by exploring the natural world.[15]

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[12]Geminastiti Sakkir, Qashas Rahman, and Kisman Salija, "Students' Perception on Social Media in Writing Class at STKIP Muhammadiyah Rappang, Indonesia," *International Journal of English Linguistics* 6, no. 3 (2016): 170, https://doi.org/10.5539/ijel.v6n3p170.

[13]S Makodamayanti and D Nirmala, "The Use of Digital Media as a Strategy for Lowering Anxiety in Learning English as a Foreign Language," *Culturalistics: Journal of Cultural, Literary, and Linguistic Studies* 4, no. 1 (2020): 22–26, https://ejournal2.undip.ac.id/index.php/culturalistics/article/view/8187.

[14]Kashif Ishaq et al., "Usability and Design Issues of Mobile Assisted Language Learning Application," *International Journal of Advanced Computer Science and Applications* 11 (January 1, 2020), https://doi.org/10.14569/ijacsa.2020.0110611.

[15]Ping Li and Yu-Ju Lan, "Digital Language Learning (DLL): Insights from Behavior, Cognition, and the Brain," *Bilingualism: Language and Cognition*, August 13, 2021, https://doi.org/10.1017/s1366728921000353.

MALL has many definitions. MALL is a mobile-assisted and mobile-enhanced approach to language acquisition. This type of learning comes when the student's learning environment is not static and is constantly changing.[16]MALL is a subcategory of Mobile Learning (M-Learning) and Computer-Assisted Language Learning (CALL). MALL is a descendant of CALL or Computer-Assisted Language Learning. MALL is its use of personal, portable devices that enable unique learning methods, emphasizing consistency or spontaneity of entry and engagement throughout a variety of use situations.[17]

Mobile learning technology refers to the use of mobile devices for educational applications. Digital technology improves education and student achievement by allowing students to study anywhere, at any time, according to their convenience.[18] MALL's popularity has risen substantially as the integration of mobile devices such as smartphones and tablets into our daily lives has grown substantially.[19]

Framework for mobile learning, three key features make MALL significant for L2 understanding: personalization, authenticity, and connectivity.[20]A recent review of these features includes portability, real-time interaction, and situated learning. However, we also reviewed the negative aspects of MALL, such as limited screen space and users' short attention span for learning, which may increase learners' cognitive load, particularly when the processing of rich, multi-page information is required.[21]

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[16]A B M Shafiqul Islam and Mehedi Hasan, "The Effectiveness of Mobile Assisted Language Learning (MALL) on ESL Listening Skill," *NOBEL: Journal of Literature and Language Teaching* 11 (September 30, 2020), https://doi.org/10.15642/nobel.2020.11.2.188-202.

[17]Qian Kan and JinlanAssisted English -eliboM gnihcraeseR" ,Tang Language Learning Among Adult Distance Learners in China," *International Journal of Computer-Assisted Language Learning and Teaching* 8 (July 1, 2018), https://doi.org/10.4018/ijcallt.2018070101.

[18]Ishaq et al., "Usability and Design Issues of Mobile Assisted Language Learning Application."

[19]Li and Lan, "Digital Language Learning (DLL): Insights from Behavior, Cognition, and the Brain."

[20]Chun Lai and Dongping Zheng, "Self-Directed Use of Mobile Devices for Language Learning beyond the Classroom," *ReCALL* 30, no. 3 (2018): 299–318, https://doi.org/10.1017/S0958344017000258.

[21]Li and Lan, "Digital Language Learning (DLL): Insights from Behavior, Cognition, and the Brain."

In addition, older persons who require face-to-face connection may find the MALL's small screen to be a significant limitation.[22]

Another significant limitation is low efficiency, reduced bandwidth, low display quality, storage space, differing file formats, lack of input features, use of several modules, and mobile device operating systems all threaten the accessibility of M-learning apps.[23]

Nevertheless, virtual learning and assessment in education progress slowly due to obstacles such as digital technology, curricula, job growth, organization, and management.[24]Therefore, Using an internet connection via mobile phones benefits student-centered teaching and collaborative learning.[25]

Mobile Assisted Language Learning has various advantages for language teachers and students. One of these benefits is the mobility and availability of mLearning; learners can use it whenever and wherever it is most convenient. Another potential advantage of m-Learning is that it encourages both traditional and non-traditional learners, resulting in a more thorough understanding of the topic.[26]

To implement digital learning at institutions, it is necessary to analyze the potential benefits and drawbacks of using these devices to access knowledge, such as:

a. The potential of students to build self-centric pedagogy,
b. The ability to establish automated learning pedagogy,

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[22]Cecilia Puebla et al., "Mobile-Assisted Language Learning in Older Adults: Chances and Challenges," *ReCALL* 34, no. 2 (2022): 169–84, https://doi.org/10.1017/S0958344021000276.

[23]Ishaq et al., "Usability and Design Issues of Mobile Assisted Language Learning Application."

[24]Stavros A Nikou, "Interactive Technology and Smart Education A Comparative Study between a Computer-Based and a Mobile-Based Assessment: Usability and User Experience," 2016.

[25]Endang Darsih and Nida Amalia Asikin, "MOBILE ASSISTED LANGUAGE LEARNING: EFL LEARNERS PERCEPTIONS TOWARD THE USE OF MOBILE APPLICATIONS IN LEARNING ENGLISH," *English Review: Journal of English Education* 8 (July 2, 2020), https://doi.org/10.25134/erjee.v8i2.2999.

[26]Ecem Ekinci and Mithat Ekin, "International Journal of Language Academy PERCEPTIONS OF EFL LEARNERS ABOUT USING MOBILE APPLICATIONS FOR ENGLISH," *International Journal of Language Academy* 5, no. 5 (2017): 175–94.

c. The ability to promote useful communication tools for education and support and track the learners' knowledge[27]

d. The ability to provide flexibility in learning without the restriction of time and place,

e. To provide the ability to define the content according to the need, either audio, video or presentation/images, and

f. To enhance the motivation for learning interactively.[28]

The advantages of MALL include readily low prices, durability, compact size, user-friendliness, and more modern technology.[29]Through pre-custom programming, mobile phones can also supply language learners with understandable data, provide access to chances for meaning exchange via the connection with technology or teachers, and establish a student-centered learning environment.[30]

The learner's mobility across contexts, easy access to people, resources (both on the device and the internet), and other technological gadgets (such as built-in device capabilities and internet-based learning apps), as well as mobile phone-mediated assistance and support, are central to mobile-language learning.[31]Mobile Language Learning Applications (MALL) are the use of mobile phones for linguistics education.[32]

MALL manifests in different forms, including educational learning apps, electronic books and libraries, course management systems, audio, video, photos, QR codes, and social media.[33]Learning and teaching do not necessitate a specific location or schedule, as they are adaptable and can occur

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[27]Ishaq et al., "Usability and Design Issues of Mobile Assisted Language Learning Application."

[28] A. Pandey. Top 5 Benefits Of Mobile Learning. Eidesign. 2018. Available: Https://Www.Eidesign.Net/Top-5-Benefits-Mobile-Learning/. Accessed

[29]Ekinci and Ekin, "International Journal of Language Academy PERCEPTIONS OF EFL LEARNERS ABOUT USING MOBILE APPLICATIONS FOR ENGLISH."

[30]Kashif Ishaq et al., "Usefulness of Mobile Assisted Language Learning Application," *International Journal of Engineering and Advanced Technology* 9 (February 29, 2020), https://doi.org/10.35940/ijeat.b4549.029320.

[31]Islam and Hasan, "The Effectiveness of Mobile Assisted Language Learning (MALL) on ESL Listening Skill."

[32]Ishaq et al., "Usefulness of Mobile Assisted Language Learning Application."

[33]Islam and Hasan, "The Effectiveness of Mobile Assisted Language Learning (MALL) on ESL Listening Skill."

anywhere. M-learning has diverse definitions in the literature, but they are all limited to learning from mobile devices and other location- and time-independent handheld technology. To guarantee mobile learning is simple, helpful, and safe,[34]Implementation of MALL may be multimodal, including face-to-face, remote, or online delivery. However, numerous researchers emphasized the need for student participation in implementing MALL in the classroom and outside classroom practice.[35]

3. Application

Mobile devices have become ubiquitous, and both tablets and smartphones offer many new language learning possibilities.[36]Few "apps for learning" utilize the learning sciences as a design driver, despite the proliferation of touchscreen mobile smartphone technology.[37] The use of innovative and creative media is also expected to stimulate learners to be more enthusiastic in language learning.[38]

The mobile learning application is a learning activity associated with the application, a learning experience facilitated by the application and its media. This application can increase cognitive engagement and administration of student learning.[39]

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[34]Ishaq et al., "Usability and Design Issues of Mobile Assisted Language Learning Application."

[35]Islam and Hasan, "The Effectiveness of Mobile Assisted Language Learning (MALL) on ESL Listening Skill."

[36]Shesha Kanta Pangeni, "Use of Mobile Application for Communication, Interaction and Learning: Lessons from an Action Research," *Journal of Training and Development* 6 (December 28, 2021), https://doi.org/10.3126/jtd.v6i01.41781.

[37]Philip J Vahey et al., "The Evidence Based Curriculum Design Framework: Leveraging Diverse Perspectives in the Design Process," *International Journal of Designs for Learning* 9, no. 1 (2018): 135–48, https://doi.org/10.14434/ijdl.v9i1.23080.

[38]Kathryn Woods, Melissa Gomez, and Michelle Gadson Arnold, "Using Social Media as a Tool for Learning in Higher Education," *International Journal of Web-Based Learning and Teaching Technologies* 14, no. 3 (2019): 1–14, https://doi.org/10.4018/IJWLTT.2019070101.

[39]Dhany Efita Sari et al., "Investigating Lecturer and Students' Perception on Mobile Learning Application (MLA) for Accounting Subjects in Indonesian Higher Education," *European Journal of Education and Pedagogy* 2 (October 12, 2021), https://doi.org/10.24018/ejedu.2021.2.5.157.

Integrating mobile devices into the program liberates students from the limits of time and geography, allowing them to train freely using simulations, research plays, digital assessment, and linguistic applications.[40]Mobile learning technologies provide teachers and students with a more flexible learning environment.[41] It brings opportunities like 'anywhere, anytime learning, reaches underserved learners, improves the twenty-first-century social interaction, fits with learning environments, and enables a personalized learning experience.[42]

Without being constrained to formal/traditional learning environments, Learners have access to language-learning mobile apps 24 hours a day, seven days a week,[43] and to address the requirements of language learners, mobile applications should provide the following functions:

a. Ability to incorporate a wider range of media, including animations and short videos

b. Ability to submit sound files to evaluate speaking and pronunciation, including automated evaluation.

c. Establishing learner communities to facilitate interactive learning using common tools and material.

d. Accessibility of location-specific content through GPS technologies.

e. The ability for students to submit replies increases the content's interaction.

f. Access to librarians, teachers, and other learners.

g. Ability to interact with other students, including playing games, conversation, and project-based learning, preferably

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[40]Ishaq et al., "Usefulness of Mobile Assisted Language Learning Application."

[41]Ekinci and Ekin, "International Journal of Language Academy PERCEPTIONS OF EFL LEARNERS ABOUT USING MOBILE APPLICATIONS FOR ENGLISH."

[42]Pangeni, "Use of Mobile Application for Communication, Interaction and Learning: Lessons from an Action Research."

[43]Arzu Ekoç, "Mobile Language Learning Applications from the Perspectives of Adult Language Learners in Turkey," *Shanlax International Journal of Education* 9 (September 1, 2021), https://doi.org/10.34293/education.v9i4.4147.

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using the phones' capabilities to take pictures, capture sound, and input text.[44]

The term 'pure mobile application' refers to software programs utilized exclusively with mobile technologies; it does not include computer or e-learning applications. Pure mobile applications relate to gaming techniques, game applications for learning, non-games that use other applications, tools (mobile devices with pre-installed software for the learners), or media that use videos, sounds, images, and SMS/MMS.[45]

Mobile learning is part of the digital platform approach. During the Covid-19 epidemic, mobile learning has become a vital learning process. The essential telecommunications instruments for online education are mobile devices such as smartphones, tablets, and laptops.[46]Mobile learning is a utility that automatically gives the student universal information and makes available knowledge-enhancing resources.[47]

Mobile applications have been used in English as a foreign language (EFL) teaching worldwide. Mobile applications provide some applications that English teachers utilize for improving pre-service teachers' and students' language skills.[48] As all students and teachers of the institution own smart hand-held mobile devices, both the students and teachers would be benefited directly from using the apps in different ways such as course access, synchronous or asynchronous communication, downloading/ uploading teaching and learning resources or activities from anywhere anytime.[49]

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[44]Ekinci and Ekin, "International Journal of Language Academy PERCEPTIONS OF EFL LEARNERS ABOUT USING MOBILE APPLICATIONS FOR ENGLISH."

[45]Elaish et al., "Mobile Learning for English Language Acquisition: Taxonomy, Challenges, and Recommendations."

[46]Sari et al., "Investigating Lecturer and Students' Perception on Mobile Learning Application (MLA) for Accounting Subjects in Indonesian Higher Education."

[47]Ishaq et al., "Usefulness of Mobile Assisted Language Learning Application."

[48]Haerazi Haerazi, I Made Permadi Utama, and Heri Hidayatullah, "Mobile Applications to Improve English Writing Skills Viewed from Critical Thinking Ability for Pre-Service Teachers," *International Journal of Interactive Mobile Technologies (IJIM)* 14 (May 6, 2020), https://doi.org/10.3991/ijim.v14i07.11900.

[49]Pangeni, "Use of Mobile Application for Communication, Interaction and Learning: Lessons from an Action Research."

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Bloom's taxonomy classifies mobile learning applications into three categories: MLA based on skills, content, and function-based table 1 describes the definitions of the three mobile learning applications.

Category	Skill-based	Content-based	Function-based
Description	Used for memorization, memorization, numeracy skills, standardized test readiness, and areas of knowledge	Give students access to a number of data, information or knowledge by browsing pre-programmed content	Assist students in converting knowledge informastion into a usable form
Implications of bloom's taxonomy	Level of knowledge and understanding	Application level and analysis	Evaluation and creation level

The mobile learning application for a skills-based program aims to improve students' memory and comprehension, and this research focus on the skill-based category.

4. WordsBooster Application

One of the applications that can help in English language learning is the WordsBooster application. WordsBooster is a free application developed by Booster, which was released on 2 Apr 2019 and was downloaded more than one million times on android OS 7.0 and up. This application has rating 4.7 from reviewer and has so many features for English language learning as A language-learning platform allows users to learn numerous languages, including French, German, Italian, Portuguese, Russian, Spanish, Chinese, Korean, Japanese, Czech, Danish, Finnish, Norwegian, Romanian, Swedish, Thai, Turkish, and English in particular.

Each feature provides word-to-image matching, which is highly helpful for learning vocabulary due to the visual anchoring

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of each word. In addition, this application allows users to study terms from 40+ categories using the spaced repetition approach, take quizzes for a review, get points, and receive a customized experience based on their area of interest, and the students can use digital technology for their studies.

It can support the fact that smartphone apps can be used to assist students in learning English, enhance their enthusiasm for studying and knowledge more relaxed and pleasurable manner.. Considering that, the authors chose this application to be analyzed that focus on the skill-based category.

5. Perception
   a. Definition of Perception

      Perception is the action-based acquisition of information. Students can learn from the environments to which they are exposed.[50] Perception is a process that begins with sense, specifically, the process of receiving or detecting stimuli through the senses is known as a sensory process.

      Rahmat described Perception as to objects, events, or relationships derived through inferring knowledge from experience and interpreting messages.[51] According to Sugiartono, perception is the capacity of the senses to interpret stimuli or the act of translating stimuli into human insights.

      Perception is a psychological process involving the five senses, and individuals can form good or negative views based on their responses. Responses are obtained through the processes of selection, interpretation, and response.[52] The intensity and nature can vary greatly. Interpretation is influenced by several factors, including experience and the

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[50]Hajar Ghadirian, Ahmad Fauzi Mohd Ayub, and Keyvan Salehi, "Students' Perceptions of Online Discussions, Participation and e-Moderation Behaviours in Peer-Moderated Asynchronous Online Discussions," *Technology, Pedagogy and Education* 27, no. 1 (2018): 85–100, https://doi.org/10.1080/1475939X.2017.1380695.

[51]I. Fuady, H. Arifin, and E. Kuswarno, "Factor Analysis That Effect University Student Perception in Untirta About Existence of Region Regulation in Serang City - Analisis Faktor Yang Mempengaruhi Persepsi Mahasiswa Untirta Terhadap Keberadaan Perda Syariah Di Kota Serang," *Jurnal Penelitian Komunikasi Dan Opini Publik* 21, no. 1 (2017): 123770.

[52]Erin Erin and Anggita Maharani, "Persepsi Mahasiswa Pendidikan M Atematika Terhadap Perkuliahan Online" 7, no. September (2018): 337–44.

value system adopted in motivation, personality, and intelligence. Interpretation is similarly dependent on a person's ability to classify the facts he gets, whereas perception is the process of simplifying complex information. These interpretations and perceptions are then translated into behavior as a reaction. So the process of perception is selecting, interpreting, and rounding the data that comes.[53]

From the preceding definition, it can be concluded that perception is derived from the individual's experiences and emotions. Therefore, perception is a response possessed by every individual through the sensing process.

b. Types of Perception

Each people certainly has a different perception, which can be a positive or negative; both of those perceptions will be explained in the following description:

1) Positive perception. Positive perception is the expression of all information in a positive light. Additionally, positive perception is a positive interpretation that implies humans evaluate something in their environment. In this case, if someone has a positive perception, they will accept and support the observed object.

2) Negative perception. Negative perception is an expression that provides negative information or is unacceptable to the viewed thing. Additionally, negative perception consists of unfavorable interpretations that lead humans to evaluate their surroundings. Therefore, if a person has a negative perspective on this situation, he or she will resist and refute any effort observed.[54]

c. The Effects of Perception

There are 3 dimensions of perceptual effects, namely: cognitive, affective, conative (behavior) and the explanations:

1) Cognitive effects. The cognitive impact is the result that sticks out to the communicant that is informative for him. In this cognitive impact, we will discuss how mass media

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[53] Amin Aminudin, "Persepsi Masyarakat DKI Jakarta Tentang Pemberitaan Penanganan Wabah Covid-19 Di Wilayah DKI Jakarta," *Jurnal Ilmiah Fakultas Ilm Komunikasi Universitas Islam Riau* 9, no. 2 (2021): 263–75.

[54] Eliska Pratiwi, I Nyoman Sujana, and Iyus Akhmad Haris, "Persepsi Dan Partisipasi Masyarakat Terhadap Penerapan Program Kerja Bumdes Dwi Amertha Sari Di Desa Jinengdalem," *Jurnal Pendidikan Ekonomi Undiksha* 11, no. 1 (2019): 285, https://doi.org/10.23887/jjpe.v11i1.20161.

can educate people to pursue useful data and improve their cognitive skills.

2) Affective Effect. This impact is greater than the cognitive impact. Objective Mass communication is not only to inform the public so that they are aware of something but, more than that, after recognizing the data received, it is hoped that the audience can feel it.

3) Conative Effect. Conative effects are consequences that appear on the audience's form of action or activity. Violent scenes on television or in movies will cause people to become violent. But all information from various media does not have the same effect.[55]

d. Factors that Affect Perception

Perception is determined by individual and contextual factors. The reason is as follows:

1) Functional Factors: Personal factors such as needs, experience, and other factors inform functional considerations.

2) Structural Factors: Structural factors derive from the type of physical stimuli and the neurological consequences they have on the nerve system of the individual.[56]

So, it can be concluded that several factors influence perception. These factors come both external and internal to the individual. Therefore, students have a different perception of the use WordsBooster application as digital media in English language learning.

B. Review of The Previous Studies

The previous study is beneficial for identifying earlier studies relevant to the researcher's current research. However, the project also aims to conduct a research paper entitled "The use of WordsBooster Application in Enhancing English Language Learning: Perceptions of Students in an Indonesian Vocational School." The results of previous research in this research, compiled from sources such as a thesis and international periodicals, are as follows:

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[55]Aminudin, "Persepsi Masyarakat DKI Jakarta Tentang Pemberitaan Penanganan Wabah Covid-19 Di Wilayah DKI Jakarta."

[56]Fuady, Arifin, and Kuswarno, "Factor Analysis That Effect University Student Perception in Untirta About Existence of Region Regulation in Serang City - Analisis Faktor Yang Mempengaruhi Persepsi Mahasiswa Untirta Terhadap Keberadaan Perda Syariah Di Kota Serang."

1. The first research is by Ecem And Mithat Ekinchi. Their journal entitled "Perceptions Of EFL Learners About Using Mobile Applications For English Language Learning: A Case Study,". This previous study used the qualitative approach. The results revealed that students were motivated to learn and demonstrated favorable attitudes toward using mobile phones in research. In addition, students view mobile learning and mobile phones as educational tools favorably. The difference between the previous study and this thesis is the previous study focuses on general mobile applications, Duolingo, Memrise, Acobot, VoScreen, and English Central. While the writer of this thesis focuses on one application (WordBooster). This thesis, like the preceding study, focuses on the perception and use of mobile applications for English language learning by students.[57]

2. The other research is from Endang Darsih and Nida Amalia Asikin, their research entitled "Mobile Assisted Language Learning: EFL Learners Perceptions Toward The Use Of Mobile Application In Learning English". This previous study employed a qualitative approach. This study found that all participants use mobile-assisted language learning (MALL) by installing and utilizing English smartphone programs to aid their learning. This study showed that their perceptions are useful, support their learning, and are easy to use. The difference between the previous studies and the researcher's thesis is that the prior study utilized six mobile applications:e Kamusku, Google Translate, Youtube, Elsa Speak, Zoom, and Google Meet. While this study only focuses on one application (WordsBooster). The similarity of the previous study with this thesis is that it focuses on how the students' perception of applying mobile applications in English language learning.[58]

3. Further research by Ghada Itayem, with thesis entitled "Using The iPad in language learning: Perceptions of College Students". This previous study used a quantitative approach. The result was that using TAM, students' acceptance of the iPad was predicted using TAM by evaluating their behavioral intentions to use the iPad in terms of their attitudes, perceived utility, and perceived

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[57]Ekinci and Ekin, "International Journal of Language Academy Perceptions Of Efl Learners About Using Mobile Applications For English."

[58] Endang Darsih & Nida Asikin. Mobile Assisted Language Learning: EFL Leaners Perceptions Toward The Use Of Mobile Applications In Learning English. *Journal Of English Education* 8(2)

ease of use. This is related to the researcher's research, the fact that this research was completed on the same instrument, its utility, and its usability. However, the focus of this study was on how students perceive iPad use in language acquisition. While the researcher conducted a study on students' perceptions regarding using WordsBooster to increase English language learning, he focused on how they saw the application.[59]

4. The other research is from Elly Rosalina Susanti, Nunung Suryati, and Utari Praba Astuti. Their research entitled "Students' Perception on the Utilization of Learningapps.Org for Self-Study Materials". This previous research used descriptive quantitative research. This study showed that students positively perceived learningapps.org's user-friendliness and utility in online classes. In addition, this application's straightforward language, diverse and engaging exercises, level-appropriate exercises, and automatic feedback enabled them to learn English more independently. There is a connection between this research and the research conducted by the researcher, which both present students' perceptions of using applications. However, unlike this research, the researcher used a different application, "WordsBooster," while the previous research used "LearningApp."[60]

5. The last research from Agnes Kukulska-hulme and Lesley Shield, their research entitled "An Overview of Mobile Assisted Language Learning: From Content Delivery to Supported Collaboration and Interaction". This previous research used descriptive qualitative research. The result demonstrates that various mobile technologies can be utilized by various pedagogical techniques and in a variety of more or less formal learning environments, which warrants additional research. The difference between the previous study and this one is that the previous one focused on mobile phones, while the researcher focused on the specific application on the mobile phone namely

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[59]Ghada Itayem, "Using The Ipad in Language Learning: Perceptions of College Students" (University of Toledo, 2014), https://hsgm.saglik.gov.tr/depo/birimler/saglikli-beslenme-hareketli-hayat-db/Yayinlar/kitaplar/diger-kitaplar/TBSA-Beslenme-Yayini.pdf.

[60]Elly Rosalina Susanti, Nunung Suryati, and Utari Praba Astuti, "Students' Perception on the Utilization of Learningapps.Org for Self-Study Materials," *Proceedings of the International Seminar on Language, Education, and Culture (ISoLEC 2021)* 612, no. ISoLEC (2022): 86–90, https://doi.org/10.2991/assehr.k.211212.016.

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WordsBooster application. The similarity of the previous study with this research is that both discuss about mobile assisted language learning.[61]

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[61]Agnes Kukulska-hulme and Lesley Shield, "An Overview of Mobile Assisted Language Learning: From Content Delivery to Supported Collaboration and Interaction," *ReCALL* 20, no. 3 (2013): 271–89.