

CHAPTER I

INTRODUCTION

This chapter presents background of the research, formulation of the research problem, objectives of the research, significance of the research, scope and limitation of the research, and definition of key terms.

A. Background of the Research

In this 21st Century, there have been significant changes in the world where there are many discoveries based on technology in human activity. This change is excellent in many ways, without exception in the world of education. According to Wijayanti et al. (2018), the characteristics of 21-century culture are the availability of information anywhere and anytime. The use of a machine can reach routine activity and available to do at any time. These characteristics provide a guideline in the learning process in this era. In recent years, educational development has also been found toward the use of ICT (Information Communication and Technology) as the strategy in educational management in 21 century, which includes governance and resources humans based on Soderstrom (2011). In other words, it can be said that these developments require teachers to make the teaching process better or keep up with the times. Based on James (2014), technology can help students understand the material and increase their scores. So, teachers are required to use ICT-based learning tools or methods.

Furthermore, Trilling & Hood (1999) states that there is a paradigm shift from a teacher as director to the teacher as facilitator, guide, and consultant. This opinion is also in line with what is in UNESCO's vision in the world of education. UNESCO has made four big points in its view of education, namely: 1. Learning how 2. Learning to do 3. Learning to be 4. Learning to live together. The same three points emphasize the process of education or learning in the 21st Century. Emphasize learning that should be carried forward to focus on the activeness of students. The student will give more activity in the newest learning process. They will need to be independent in their learning process. Students need to gain more about their lessons. They ask to find other resources. Learning resources in this era came from various sources. The increasing number of sources is because of this technological development in all aspects of human life.

Today, the use of technology can be said to be a beneficial thing in our life. This development is no exception in the world of education, such as in learning English. Dudeney and Hockly (2007:7) state that technology in the language learning process is not new because technology has begun to be used in learning English in the early 1960s until now. The technology used starts with using tape recorders to the use of computer technology affiliated with the internet and the mobile device technology. The use of this technology provides concrete evidence that language learning also requires development or participation in existing changes. According to Khalaf (2018), technology is one option that can be used to make teaching more

exciting and to make teaching more productive. The implementation has a good effect on the teaching process, whereas students are more attractive. Furthermore, technology also makes the newest method in the teaching language and followed with the trend of development in the education field. The changes are from the late way or traditional way to the new form of technology way.

In the 21st Century, there is a development and spread of English as the language used around the world and taught by almost all the people in the world as a second language. Khalaf (2018) states that the learner's growth makes suitable education techniques that should apply to make the teaching process more effective. The previous way is not ideal for facing huge learners. Based on Dwi (2019) Indonesian society have faced the new paradigm era, that is to learn could be conducted not only effectively but also enjoyably. The last way also cannot use it in a specific situation. The new way or right way should accommodate the huge number of learners and develop according to developments in this Century or products using technology. Khalaf (2018) stated that the English tradition had been moved to utilize technology. Changing has a good impact on the field of language teaching. Ahmad (2012) noted that the use of technology, such as the mobile device and internet gives learners opportunities to learn from more massive resources. Massive resources can provide learners with more practices or materials that can be implemented in their learning. Besides that, Toyoda (2001) stated that using the internet could make a student more motivated

and respond to their learning process. This finding gives more evidence that the mobile device and internet are a piece of right equipment in teaching language.

Knowing the mobile device and internet can use as equipment to teach or implement in the learning or teaching process. We must think how to use this way. Based on ITU's research (2019), there is significant growth in the use of the internet in the world. The increase in internet users also needs to be considered in the education field, especially in teaching media developments. Lee et al. (2005), the developments of the internet in the 1990s have made a broad impact on teaching and learning English. The finding gives a foundation that the use of internet in English teaching can be applied. Lee et al. (2005:4) claim the use of technology such as the internet and Web-based instruction is intellectual development in education. This development also has a good impact on both teachers and learners.

In recent times or in the past decade, the technology used has changed or used newer technology. During its initial development, technology solely relied on the internet as a medium for learning and change into mobile device as medium learning. Cakmak (2019) stated M-learning has been a significant factor in foreign language learning for over ten years, contributing to language acquisition in a more adaptable way through Mobile-Assisted Language Learning (MALL). The development has reached the use of mobile devices, where this first appeared in the use of the internet as a medium. Continues to grow with the use of mobile devices for

learning media. This topic is being widely discussed and is hot in the world of education. This method has developed a lot and is widely applied today.

Based on the explanation, peneliti mempunyai pandangan bahwa integrasi teknologi dalam pendidikan atau pembelajaran bahasa Inggris salah satu aspek yang perlu untuk dikembangkan. Knowing this importance and also the mobile device or mobile assisted language learning has been used and has been done research by the previous study. The researcher would like to examine the topic about the use of mobile assisted language learning (MALL) entitled “Vocational High School English Teachers’ Perception and Attitude on Mobile Assisted Language Learning (MALL) in Kediri.”

B. Research Problem

Based on the background of the study above, the researcher formulates the research problems as follows:

1. What is Vocational High School English Teachers’ perception on the implementation of mobile assisted language learning (MALL)?
2. Is there a different perception and attitude between genders in the mobile-assisted language learning (MALL)?

C. Objectives of the Research

Based on the research problem above, the objectives of the study as follow:

1. To portray the perception of English teachers’ on the implementation of mobile assisted language learning (MALL)

2. To investigate is there any differentiate between gender on the perception on implementation of mobile assisted language learning (MALL).

D. Significance of the Research

The findings of this research can be contributive to these following parties:

1. For the learners

They can get an new sights that the technology can use in their learning process. They also can get new way to learn english using their phone optimally. They can know that their phone can improve or help their learning english.

2. For the teachers

They can motivate and improve their understanding on the use mobile assisted language learning (MALL). In addition, they knew the strengths and weaknesses of themselves and by being given feedback the English teachers' can overcome their challenging in mobile assisted language learning (MALL) practices. They can use this to make the learning process to be more interesting and movitating. So, the learning performance and students' achievement of English can improved.

3. For the readers

The result of this study can give an inspiration for them, and can be used as a reference to conduct a research espicially about mobile assisted language learning (MALL).

E. Scope and Limitation

The scope of this research limited to know the Vocational High School English Teachers' Perception and Attitude on Mobile Assisted Language Learning (MALL) in Kediri. The subjects of this research are vocational high school english teachers in Kediri. The topics of this

research are the perception of English teachers on implementation of mobile assisted language learning (MALL) in their teaching process.

F. Definition of Key Terms

The researcher would like to study about “English Teachers’ Perception on The Implementation of Mobile Assisted Language Learning (MALL) in Vocational High School in Kediri”. Therefore, to avoid misunderstanding of the terms used in this study they need to be defined as follows:

1. Teachers Perception

Perception, as described by Bernstein et al. (1988), is a dynamic process in which individuals actively arrange and interpret sensory data in order to derive significance from their surroundings. Perception, as defined by Santrock (1991), is the cognitive act of arranging and comprehending sensory data in order to assign significance. According to Slameto (2003), perception is the process by which messages or information enter the human brain. Shale & Wahab (2004) describe it as a process of combining and organizing sensory data in order to understand the environment. The phrase "teachers’ perception" pertains to the cognitive process by which vocational high school english teachers develop ideas and acquire experiences regarding the utilization of mobile assisted language learning (MALL) in their teaching process

2. Mobile Assisted Language Learning (MALL)

According to Miangah and Nezarat (2012), mobile assisted language learning (MALL) is a technique of language learning that makes use of mobile technologies to provide learners with access to language learning resources and the opportunity to practice language skills in a variety of settings. The flexibility that this approach provides in terms of when and where learning takes place is a significant benefit.