CHAPTER I

INTRODUCTION

This chapter presents general explanations of what the researcher discuss in this research such as background of the research, formulation of the research, research objectives, research questions, hypotheses, significance of the research, scope and limitation, and the definition of key terms.

A. Background of The Research

The rapid development of digital technology has significantly transformed the field of education, including English language learning. Nowadays, smartphones and other mobile devices have become an essential part of students' daily lives. Besides being used for communication and entertainment, mobile devices also provide opportunities for students to access learning materials anytime and anywhere. This technological advancement has encouraged the integration of mobile technology into language learning, commonly known as Mobile-Assisted Language Learning (MALL). MALL enables students to practice English through various learning activities outside the classroom, making the learning process more flexible, interactive, and learner-centered. Research by Gael et. al.[1] states that in language education, the use of mobile devices to support learning is known as Mobile Assisted Language Learning (MALL). MALL allows students to learn

[1] Kristianus Erwin Gael and Dewi Satria Elmiana, "Mobile-Assisted Language Learning (MALL) in English Language Acquisition: A Critical Literature Review," *JELTIM (Journal of English Language Teaching Innovations and Materials)* 3, no. 2 (October 2021): 76, https://doi.org/10.26418/jeltim.v3i2.49813.

anytime and anywhere through mobile applications, online dictionaries, podcasts, learning videos, and communication platforms. Due to its portability and accessibility, MALL is becoming increasingly relevant in English language learning.

Previous studies have shown that mobile assisted language learning (MALL) positively contribute to language learning outcomes. Research by Fakhrurriana et. al.[2] found that MALL can improve vocabulary, grammar, pronunciation, and communication skills while also increasing learner motivation through interactive features and flexible access to learning materials. Another study by Darsih et. al.[3] examining student perceptions reported that learners generally viewed mobile apps positively because they support independent and hands-on English learning. Furthermore, research conducted by Qomar et al.[4] using qualitative case studies shows that MALL has a positive role in increasing student engagement and motivation in English learning. The use of MALL helps improve students' vocabulary and grammar skills, although its impact on speaking skills is still limited. These findings indicate that MALL has the potential to be an effective learning medium for increasing motivation to learn English.

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[2] Silbila Enova Qhoirulita and Putri Ria Fakhrurriana, *Indonesian Journal of Primary Education*, n.d.
[3] 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, no. 2 (July 2020): 19, https://doi.org/10.25134/erjee.v8i2.2999.
[4] Aulia Hanifah Qomar and Nur Akmal Maulana, *Analysis of Student Engagement and Motivation Through Mobile Assisted Language Learning*, n.d.

Although previous studies have demonstrated the benefits of MALL, most have discussed MALL in general, focusing on effectiveness, student perceptions, or classroom implementation. Research by Zhou et al.[5] explains that MALL combined with blended learning showed significant improvements when implemented in the classroom. This study found that the integration of mobile devices in learning can improve learning flexibility, student engagement, motivation, and English learning outcomes. Among the various aspects of MALL, the frequency of MALL activities has become an important issue to investigate. Frequency refers to how often students engage in mobile-assisted language learning activities in their daily learning process. Students who frequently use mobile devices for learning English are expected to receive greater language exposure and more opportunities to practice their language skills than those who rarely use them.

Another important factor influencing English language learning is students' motivation. Motivation plays a crucial role in encouraging students to participate actively in learning activities, persist in completing learning tasks, and continuously improve their English proficiency. Students with high motivation generally show greater interest, confidence, enthusiasm, and ingness to learn than those with lower motivation. According to Deci et al.[6] motivation is an internal and

[5] Qing Zhou, Harwati Hashim, and Nur Ainil Sulaiman, "A Systemic Review (2014–2023) on the Mobile-Assisted Blended Learning for English as a Foreign Language Education with a Focus on Empirical Studies," *International Journal of Interactive Mobile Technologies (iJIM)* 17, no. 24 (December 2023): 153–72, https://doi.org/10.3991/ijim.v17i24.42019.

[6] Richard M. Ryan and Edward L. Deci, "Intrinsic and Extrinsic Motivation from a Self-Determination Theory Perspective: Definitions, Theory, Practices, and Future Directions," *Contemporary Educational Psychology* 61 (April 2020): 101860, https://doi.org/10.1016/j.cedpsych.2020.101860.

external driving force that encourages individuals to initiate and maintain learning behavior.

This study use a correlational design, the researcher measure existing variables and analyze whether there is a statistical relationship between them by examining students' frequency of engaging in MALL activities and their level of motivation in learning English. In this study, the frequency of MALL activities refers to how often students participate in various mobile-assisted language learning activities such as watching English videos, listening to podcasts, using vocabulary-learning applications, participating in online discussions, and using translation tools through mobile devices. Several research gaps can be identified from previous studies. Many studies discuss the use of MALL in general; however, limited studies specifically investigate the frequency of different MALL activities performed by students and how those activities are associated with students' motivation in learning English.

Research by Zhou et. al.[7] in a systematic review explains that most MALL research focuses on the effectiveness of the use of mobile learning on English learning outcomes in general. Many previous studies often use qualitative, descriptive, or experimental designs, while correlational research approaches are

[7] Zhou, Hashim, and Sulaiman, "A Systemic Review (2014–2023) on the Mobile-Assisted Blended Learning for English as a Foreign Language Education with a Focus on Empirical Studies."

still rare. One study by Dong et. al.[8] used an experimental design to test the effect of MALL on student motivation, anxiety, and self-efficacy.

Many MALL studies focus on university students or general secondary schools, while the context of Islamic junior high schools remains underexplored. Research by Dewi et al.[9] examined university students' self-regulated learning in the use of MALL. Meanwhile, research in the context of Islamic junior high schools (madrasah tsanawiyah), such as MTs Riset Fathul Huda Udanawu, is still very limited. Therefore, this study aims to fill this gap by examining the relationship between MALL activities and English learning motivation among Islamic junior high school students.

Based on this gap, the novelty of this study lies in its focus on the frequency of MALL activities rather than on the effectiveness of a specific application or learning intervention, this study also provides empirical contributions from the rarely researched context of MTs Riset Fathul Huda Udanawu. Therefore, the researcher is interested in conducting this research with the title *'The Correlation Between The Students' Frequency of MALL Activities and Their Motivation In Learning English at MTs Riset Fathul Huda Udanawu"*

B. Formulation of The Research

[8] Li Dong et al., "Fostering EFL Learners' Motivation, Anxiety, and Self-Efficacy through Computer-Assisted Language Learning- and Mobile-Assisted Language Learning-Based Instructions," *Frontiers in Psychology* 13 (August 2022): 899557, https://doi.org/10.3389/fpsyg.2022.899557.
[9] Cantika Sari Dewi, Agus Widyantoro, and Rezki Suci Qamaria, "Undergraduate Students' Self-Regulated Learning in the Use of Mobile Assisted Language Learning (MALL)," *Journal of Education and Teaching (JET)* 6, no. 2 (May 2025): 463–81, https://doi.org/10.51454/jet.v6i2.526.

Based on the background of the problems above, the researcher formulated the problem as follows:

1. Is there any significant correlation between the students' frequency of MALL activities and their motivation in learning English at MTs Riset Fathul Huda Udanawu?

C. Objectives of The Research

Based on the formulation of the research above, the aim of this research is to find out whether there is a significant correlation between the students' frequency of MALL activities and their motivation in learning English at MTs Riset Fathul Huda Udanawu.

D. Research Hypothesis

A research hypothesis is a temporary answer that must be tested empirically. The truth can actually be obtained through scientific investigation. Based on the conceptual framework that has been put forward, the formulation of the hypothesis in this research is as follows:

H_0 : There is no significant correlation between the students' frequency of Mobile Assisted Language Learning (MALL) activities and their motivation in learning English at MTs Riset Fathul Huda Udanawu.

Ha : There is a significant correlation between the students' frequency of Mobile Assisted Language Learning (MALL) activities and their motivation in learning English at MTs Riset Fathul Huda Udanawu.

E. Significance of The Research

The results of this study on the correlation between the students' frequency of being engaged with MALL activities and their motivation is expected to hold significant importance stated as follows:

1. English Student

   This research is expected to help identify how the frequency of students' engagement in MALL activities may influence their motivation in learning English.

2. English Teacher

   The findings of this study are expected to provide insights for teachers in integrating appropriate and engaging MALL activities to support students' motivation and in English learning.

3. Future Researcher

   This study is expected to serve as a reference for future research related to MALL activities, students' motivation, and correlational studies in English language learning.

F. Scope and Limitation of The Research

This study focuses on the correlation between the students' frequency of MALL activities and their motivation in learning English at MTs Riset Fathul Huda Udanawu. The MALL activities in this study include watching english videos, listening to English podcasts or audio materials, using vocabulary-learning applications, using translation tools, participating in online discussions, and learning english through social media platforms. This study employs a quantitative correlational design involving eighth and ninth grade students of MTs Riset Fathul Huda Udanawu.

This study is limited to eighth and ninth-grade students at MTs Riset Fathul Huda Udanawu, with data collected through a questionnaire. This study only examined the frequency of MALL activities and students' motivation in learning English and does not explain cause-effect relationship. Other factors affecting students' motivation were not discussed in this study.

G. Definition of Key Terms

The definition of the key terms used in this study as follows:

1. Correlation

Correlation is a statistical relationship between two or more variables. In this study, correlation refers to the degree of relationship between the types of Mobile Assisted Language Learning (MALL) activity used by students and their motivation to learn English.

2. Mobile Assisted Language Learning (MALL)

Mobile Assisted Language Learning (MALL) refers to the use of mobile devices such as smartphones or tablets to support language learning activities anywhere and anytime. In this study, MALL refers to students' use of mobile technology to learn English through various digital applications and platforms.

3. Mobile Assisted Language Learning (MALL) Activities

MALL activities refers to the various forms of English learning activities carried out by students through mobile devices such as smartphones or tablets as a part of Mobile Assisted Language Learning (MALL). The activities represent how students use mobile technology to support their English learning process both inside and outside the classroom. MALL activities include watching English videos, listening to English podcast or audio materials, using vocabulary building applications, accessing dictionary or translation applications, prcticing pronunciation through language applications, and participating in online discussions.

4. Motivation

Motivation refers to the internal and external forces that initiate, direct, and sustain and individual’s behavior toward achieving a particular goal. In the context of language learning, motivation is defined as learners’ desire, effort, interest, and persistence in learning a second or foreign language. In this study, motivationn refers to students’ enthusiasm, confidence, participation, persistence, and ingness to learn English at MTs Riset Fathul Huda Udanawu.