CHAPTER I

INTRODUCTION

This chapter presents background of the research, problem of the research, focus of the research , purpose of the research , significance of the research , the asumption of the research, scope of the research , and operational definition.

1.1 Background of the Research

The use of technology has become an important part of the learning process in and out of the class. Every language class usually uses some form of technology. Technology has been used to both help and improve language learning. Technology enables teachers to adapt classroom activities, thus enhancing the language learning process. Technology continues to grow in importance as a tool to help teachers facilitate language learning for their learners. According to Gilakjani (2013), the use of technologies has the great potential to change the existing language teaching methods. Gilakjani and Sabouri (2014) emphasized that through using technology, learners can control their own learning process and have access to many information over which their teachers cannot control. Technology has an important role in promoting activities for learners and has a significant effect on teachers' teaching methods. If teachers do not use technologies in their teaching they will never be able to keep up with these technologies. Thus, it is very important for teachers to have a full knowledge of these technologies in teaching language skills (Gilakjani, 2017; Solanki & Shyamlee1, 2012).

One type of m-learning is mobile assisted language learning (MALL) related to the use of mobile technology in the process of language learning . According to Valarmathi (2011: 04) Mobile Assisted Language Learning (MALL) describes an approach to language learning that is assisted or enhanced through the use of a handheld mobile device. MALL is a subset of both Mobile Learning (m-learning) and Computer-assisted language learning

(CALL) . With MALL, students are able to access language learning materials and to communicate with their teachers and peers at anytime, anywhere.

One proof that technology has developed rapidly is the discovery of smartphones as mobile devices that are supported by internet services and various features that can be utilized by users. In addition to technological developments, language has also developed, especially English. where English is a foreign language used to communicate with the global world. To improve students' ability in English, s tudents not only depend on the material that given by teacher at school, and the teacher not only give material manually (only based on books). Students and teachers can take advantage of existing technology, such as smartphones. In smartphones era the concept of CALL has been developed into MALL (Mobile Assisted Language Learning). MALL is related to the use of mobile technology in language learning where students do not need to sit in class or in front of their computers to learn languages (Nezarat & Miangah, 2012). Therefore, MALL allows motivated users to learn English independently whenever and wherever (Barakati, 2013). This is in line with what is stated by (Gangaiamaran & Pasupathi, 2017) that MALL has several characteristics that CALL does not have, including portability and mobility; social connectivity; context sensitivity, and individuality.

The successful integration of m-learning into L2 instruction depends to some degree on students' and teachers' behavior intention, awareness and perceptual attitudes about mobile language learning. Research into their positive perceptions and attitudes is key to understanding if they will accept and use this technology (Pollara & Kee Broussard, 2011; Şad and Göktaş, 2013).

Some teachers agree and accept mobile assisted language learning well and apply this m-learning in the teaching and learning process. however there are some teachers who still teach manually and not applied MALL in their teaching and learning process. According to

Mouza (2008) asserted that one of the impacts of using technology in the language classes is the increase in cooperation among teachers and learners. In this case, each teacher has their own perceptions about mobile assisted language learning. Based on these facts, knowing the teacher's perception of mobile assisted language learning is very important to know how effective mobile language learning is in helping the process of teaching and learning languages.

1.2 Problem of the Research

Based on the background above, the problem to be answered in this research are formulated as "What is the perception of English teachers in Banyuwangi about mobile assisted language learning in teaching and learning process?"

1.3 Focus of the Research

This research focus on english teachers perception about mobile assisted language learning.

1.4 Purpose of the research

The general purpose of the research is to find out english teachers perception about mobile assisted language learning in teaching and learning process.

1.5 Significance of the research

Knowing the perception of English teachers about mobile assisted language learning is useful for the effective use of MALL in the teaching and learning process. This is expected to help all teachers change their teaching methods by following technological developments.

1.6 The Asumption of the research

The assumption of this research is english teachers agree with mobile assisted language learning to help students learn languages in learning activities. Teachers must look for new innovations so that students do not feel bored in the learning process. Teacher-centered learning process has changed to student-centered learning where students can use mobile technology more attractively and effectively. One innovation that can be applied is to use mobile phones in teaching and learning.

1.7 Scope of the Research

This research focuses on teachers perception of teachers in Banyuwangi about mobile assisted language learning (MALL) that used in learning English subjects which is conducted in inside and outside the classroom.

1.8 Operational Definition of the Research

The operational definition will guide the reader to understand the concept of the study. It enables the writer and the readers to get mutual understanding of the concept studied. It also functions to avoid misunderstanding in interpreting the research. It is necessary to define operationally MALL and English teachers perception.

1. Mobile Assisted Language Learning (MALL)

   Mobile assisted language learning is one type of m-learning that helps students and teachers in language learning. MALL usually includes certain applications that can support teaching and learning activities.

2. Teachers perception

Teacher perception is the thoughts or opinions held by the teacher about a media that will be applied in the process of teaching and learning activities.