

CHAPTER I

INTRODUCTION

This chapter covers the research background, problem identification, research questions, research objectives, research significance, research scope, and limitations. Research background explains the reason for choosing the perception of EFL students about the use of MALL in online learning at SMP Negeri 1 Tampaksiring. Research questions specify the students perceive the use of MALL in online learning. Problem identification argues the theoretically and empirically the conditions of school during pandemics; the government ordered all teaching and learning processes to be carried out from home through an online system; therefore, the use of mobile devices is needed to carry out these learning processes. The research objectives put forward the general and specific research purposes outputs. Whilst, research significance brings about the theoretical and practical research outcomes for EFL students, teachers, and other researchers. This research only focuses on identifying EFL students' perception of the use of MALL in SMP Negeri 1 Tampaksiring.

1.1 Research Background

This year, the world is facing a pandemic, requiring the government to issue regulations to hold teaching and learning activities from home. Government circular number 15 of 2020, concerning learning implementation guidelines from home in the emergency of the spread of coronavirus disease (covid-19), explains that every student must still have the right to learn during the pandemic. Learning activities can

be carried out online either through television programs provided by the government, through their gadget or laptop on several platforms like WhatsApp, Goggle Classroom, Zoom, Google Meet, etc. Technology helps the government set strategies for how teachers and students can learn from home (Nariyati et al., 2020; Saputra, 2019; Silva, 2019). Now all schools conduct the learning process online, like at SMP Negeri 1, Tampaksiring also performs the learning process. Online learning is carried out through several platforms such as WhatsApp and Google Classroom. The teachers chose this application to make it easier for students to access learning material because they did not use virtual meeting applications such as Zoom or Google meet to do online learning due to signal limitations and other considerations.

If we talk about technology, this day technology is developing rapidly. The development of this technology allows us to be able to access all information easily. The development certainly has positive and negative impacts. Information and Communication Technology (ICT) allows us to access various types of information wherever and whenever, and through any device such as laptops, cell phones, and others. Therefore, it can certainly help and support the learning process because it's easy and practical to access Information and Communication Technology (ICT) using Mobile devices like a laptop, mobile phone, or other mobile devices. The appropriate use of mobile technology in the classroom makes it easy teaching-learning process to gain information in depth. Besides learning about the material, students and teachers can also learn to use technology. According to the info on Statista, in the year 2016 shows that 4.61 billion people around the world used a mobile phone and in 2018, it

became 237.6 million people are using the mobile phone. It means the users of mobile phones around the world have experienced a very rapid increase. From those data, these portable devices may change the strategy and techniques of students nowadays in their learning styles.

The use of good technology will help students to access material and share material with their environment. Students also can not only learn in the classroom, but with technology, students can learn wherever they want. Students can also construct their knowledge and share it using a mobile device in ubiquitous learning. According to Miangah et al. (Miangah et al., 2012), Ubiquitous learning (U-Learning) and Mobile Learning (M-Learning) have become more important in enhancing students' learning. With this modernization, students can easily apply ubiquitous learning (U-Learning) by using mobile phones. In addition, students have a variety of ways to gain information nowadays. They can simply access and obtain information on the web anytime and anywhere. All grades of students very well use the use and utilization of technology.

Other previous studies were concerned with MALL. For example, Soleimani et al., (2014) studied The receipt of MALL between Post Graduate ESL Students in UKM. The objectives of this study were to degree the receipt of MALL among alumnus students in Malaysia. The result showed that MALL got positive responses in which MALL itself was started as an easy, safe and comfortable way in terms of helping ESL in improving the quality of learning. Bozdoğan (2015) studied The implementation of MALL in Malaysia's students and its implications in terms of

pedagogy This study aimed to provide a general but up-to-date overview of research focused on MALL concerning national studies. The result showed that the skill-based LLO emphasizes vocabulary, which is supported by factors such as readiness to use new technology.

Mortazavi et al. (2021) studied the factor that influences the MALL in language learning to get efficacious sign and receptive language learning skills. The study aimed to get effective sign and sensory language learning skills. The result showed that mobile devices were widely used in developing countries, with vocabulary as the central area of technology-assisted language learning and delivering satisfactory results. Klimova and Polakova (2020) studied the perceptions of using mobile applications. The objective was to know the students' point of view in learning new English vocabulary and phrases and describe their strengths and weaknesses as perceived by students. The result showed that the application does not support communication performance; they don't find teacher notifications encouraging, and they don't use pronunciation support.

Based on previous research, it can be seen that the studies that have been done previously are mostly only on development and effectiveness in normal situations and with research sites that support the implementation of MALL. Indeed, there is a study that examines students' perceptions but it is different in terms of content and also the object of the research. There has been no specific research on MALL that looks at student perceptions, especially in schools in Bali that do not have readiness both in terms of teachers, students, and infrastructure, because the implementation of MALL

must be carried out immediately without any proper preparation. Here, perception means the information process based on the experience or the student's ability to think and understand something (Nguyen, 2020). The students' perception of something will affect their actions towards that thing. In essence, if students positively perceive MALL, they are likely trying to do their best. So, it's essential to know. If it is found later that students have a bad perception, then activities can be carried out that can change student perception to be positive so that the implementation of MALL is successful. Thus, the researcher decided to research the students' perception of using MALL in online learning.

This topic is very good to discuss. This research focuses on EFL students' perception of the use of MALL in SMP Negeri 1 Tampaksiring. This research was conducted because during this pandemic the system of teaching and learning process was carried out online like at SMP Negeri 1 Tampaksiring, which carried out teaching and learning process online, all students learn from their mobile devices using mobile phones to study the material including learning English using their phone. With this online system, the use of mobile devices is certainly essential. Therefore, the researchers want to know how students' perception of using MALL because important, especially for teachers, because knowing how students' perception of the use of MALL can make teachers consider the methods and media used in learning so that later learning objectives can be achieved.

1.2 Problem Identification

The possibilities that occur for how students' perceptions of using MALL in

the learning process are explained as follows: During this pandemic, the government ordered all teaching and learning processes to be carried out from home through an online system, therefore the use of mobile devices is needed to carry out these learning processes. SMP Negeri 1 Tampaksiring is one of the schools that implement an online teaching and learning system, this online activity is being carried out for the first time, therefore the researcher wants to know students' perceptions about the use of MALL as a learning media to support learning process during this pandemic.

1.3 The Limitation of the Problem

This research only focuses on identifying The Perception of EFL Students about The Use of MALL in SMP Negeri 1 Tampaksiring. SMP Negeri 1 Tampaksiring was chosen because the researcher used purposive sampling in which convenience sampling technique. It meant that the researcher easier to get the access, to get permission and to get the data related to the researcher's needed.

1.4 Research Question

- a. How do the EFL Students' at SMP Negeri 1 Tampaksiring perceive the use of MALL in their online learning?

1.5 Research Objectives

The objective of the present research is to identify the perception of SMP N 1 Tampaksiring students toward the usage of MALL in learning English.

1.6 Research Significance

a. Theoretical significance

This study can be used as a reference to identify the perception of SMP Negeri 1 Tampaksiring students on the use of MALL.

b. Practical significance

1. For the Teacher

The teacher can find out how the students perceive the use of MALL so that the teacher can consider good teaching media, method, or suitable and best strategy in teaching so that students feel comfortable in the learning and the learning goal can be achieved.

2. For the Curriculum designer

Curriculum designers will know the students' needs toward the integration of MALL. So, the curriculum designers can make or create the learning integrated with mobile-assisted language learning to the curriculum to make the learning process easier and more interesting.

3. For the Researcher

This study can be additional information and enrich the researchers' knowledge related to students' perceptions of the use of MALL. This study can help researchers to add information related to students' perceptions of using MALL or the researcher may consider the result to be a consideration when the researcher conducts the study.