CHAPTER I

INTRODUCTION

The study context, problem identification, research questions, research aims, research significance, and research restriction are all presented in Chapter 1.

1.1 Research Background

Technology evolves from time to time in order to fulfill human requirements and stay up with the times. It is evident that technology has had a significant impact on human life. Technology is now being used in almost every industry, including the education field. Technology in education not only delivers convenience and new experiences for its users, but it is also versatile, allowing it to be utilized at any time and in any conditions (Hashim et al., 2017). Among other technology devices, the most widely used device for educational purposes is the mobile phone (Parmaxi & Demetriou, 2020)

The use of mobile phones for educational purposes is certainly based on several factors. Some of the factors are mobility and accessibility (Ghavifekr et al., 2016). The use of mobile phones that can be accessed anytime and anywhere makes mobile phone-assisted learning models very suitable to be applied in any learning situations, especially in terms of language learning (Lizamuddin et al., 2019). Mobile assisted language learning (MALL) is one of the tools used to support the teaching and learning process, especially in language learning. It is the utilization of cellular technology for language learning purposes (Ali Mooneeb et al., 2021). The implementation of MALL in

language learning greatly supports learning models that demand flexibility where users may study anywhere and at any time, like online learning, blended learning, and hybrid learning (Panagiotis & Krystalli, 2021). The learning model with MALL has been widely implemented and researched.

Several studies related to the implementation of MALL have been carried out in previous studies. For example, a study by Butarbutar et al., (2021) showed a positive increase in the experimental class using MALL, such as encouraging students in language learning activities. Mutiaraningrum & Nugroho (2021) found that the use of smartphones provides advantages in expanding the range of vocabulary, providing practice for English learning, having interesting and interactive features, and other benefits. During earlier Covid-19 pandemic, MALL has been widely accepted as one of alternative approach in teaching and learning process. (Nuraeni, 2021)

The implementation of MALL in language learning does not always run well. There are numerous factors that could affect the success of MALL implementation in supporting the teaching and learning process. Due to low readiness among teachers and students in early time of conducting online learning, they faced difficulties in running teaching and learning process with MALL (Metruk, 2020). The difficulties were mostly caused by limited experience of online learning, lack of device support, signal and instruction (Mutiaraningrum & Nugroho, 2021). Furthermore, those difficulties if not taken seriously and found solution will impact students' mental problem such as anxiety (Oktawirawan, 2020).

Anxiety is a feeling of worry about something which the results are uncertain (Hsu, 2017). This can refer to the unpreparedness and discomfort of the students in following the learning process. This feeling can certainly be an obstacle for students in the language learning process, especially in obtaining and producing the language (Hapsari, 2021). Students at all levels of schooling might feel this anxiety, including vocational high schools. Vocational high school is one of the educational levels in Indonesia.

Vocational high school students will be equipped with information, skills, and attitudes relevant to their chosen line of work. This is one of the distinctions between public high schools and vocational high schools. While public schools focus on theory, vocational high school students will receive more training to prepare them for middle-level skilled workers (Sangsawang, 2020). One of the programs that prepares students for this is industrial education. Industrial education is an educational program that combines learning in industry and the classroom (Dwiyanti et al., 2018). This program is a form of collaboration between an industry and educational institutions in preparing students as prospective industry standard workers.

In order to equip students with industry-standard knowledge and skills, they will learn directly from their industry. For example, in the field of hospitality, students of this industrial class will study directly at the hotels where they are placed (Supina, 2018). On the other hand, they also have to participate in learning activities from school. To support teaching and learning process during industrial classes, digital-based online learning model digital-free online learning model are needed. Students that are ready to keep up with

technological advances will be able to keep up with the learning process (Elzainy et al., 2020). However, it might cause anxiety in students who are not ready, making it difficult for them to participate in class (Yanti & Nurwulan, 2021).

As one of the vocational high schools, SMK N 1 Kubutambahan applies a digital-based learning model to support their teaching and learning process in any situations. One of them is by using MALL as a medium to support language learning activities. This vocational high school in Bali's Buleleng Regency also employs various MALL-based media, like Google Classroom, and WhatsApp. In view of the findings, the writer's aim in this research is to investigate the use of MALL in English subject at SMK N 1 Kubutambahan. SMK N 1 Kubutambahan is chosen as the location for this research because during industrial class, this vocational school used MALL as a learning medium. As a vocational high school located in a sub-urban area, exposure to the use of technology is still limited. Meanwhile, in industrial class, students are forced to learn with technology.

The researcher had conducted a preliminary observation in SMK N 1 Kubutambahan regarding the process of teaching and learning process of industrial class with MALL. The researcher found that the schedule of students' field practice and learning process often collide. This causes student often missed the class and cannot attend the virtual meeting. An informal interview was also conducted with students. They expressed that they worry about the learning process due to the schedule in the workplace and school. This causes

them to feel anxious regarding their English skill. They realize the importance of English in the future to support their industrial career.

From the problems identified and the lack of study regarding anxiety of using MALL in industrial class, the researcher wants to investigate how MALL is being implemented in SMK N 1 Kubutambahan, as well as the level of students' anxiety in learning English subject during industrial class. The anxiety level of vocational high school students regarding the adoption of MALL during industrial class is an issue that has been rarely investigated, thus this research is valuable.

1.2 Problem Identification

A learning system certainly involves the use of technology, for example Mobile assisted language learning (MALL) which is applied to English subjects. This kind of learning model is still relatively new for some schools, especially schools that lack exposure to technology in the learning process. As a result of students' unpreparedness and discomfort in following an unusual learning model can trigger student anxiety. The students' anxiety behind the implementation of MALL in learning English was investigated through this research.

1.3 Research Questions

Based on the explanation in the research background and problem identification sections, the statement of the problems are as follows:

1. How was Mobile Assisted Language Learning (MALL) implemented in industrial class at SMK N 1 Kubutambahan?

2. How was the level of students' anxiety when Mobile Assisted Language Learning (MALL) implemented in industrial class at SMK N 1 Kubutambahan?

1.4 Research Objectives

Based on the research questions mentioned above, the objectives are as follows:

1. To investigate the implementation of Mobile assisted language learning (MALL) in industrial class at SMK N1 Kubutambahan.

2. To analyze the level anxiety of students when Mobile Assisted Language Learning (MALL) implemented in industrial class at SMK 1 Kubutambahan.

1.5 Research Significance
a. Theoretical Significance

This research provides benefits for the scope of education. This study contributes to education field by providing information and an in-depth description related the implementation of Mobile assisted language learning (MALL) and its anxiety to the students of Vocational High School.

b. Practical Significance

1) Students

For students – especially students of vocational high school, the results of this study will provide information regarding the implementation of Mobile assisted language learning (MALL). Then, students can prepare and equip themselves better in participating in

online learning, especially in the use of Mobile assisted language learning (MALL).

2) Teachers/Educators

For teachers/educators, the results of this study are expected to be able to provide information and references related the implementation of Mobile assisted language learning (MALL) and its anxiety to the students, especially for students of vocational high school. The results of this study are expected to attract the attention of teachers/educators in conducting mobile assisted language learning.

3) Other Researchers

For further researchers, the results of this study are expected to provide information related to the implementation of Mobile assisted language learning (MALL) and the anxiety to the students, especially for students of vocational high school. Then, they can conduct further research related to the topic of this research.

1.6 Research Limitation

This research was limited to:

1. Analysis of the implementation of Mobile Assisted Language Learning (MALL) in learning English subjects during industrial class at SMK N 1 Kubutambahan.

2. Analysis of the level of anxiety faced by students in learning English

   subjects during industrial class at SMK N 1 Kubutambahan