CHAPTER I

INTRODUCTION

This chapter presents the background of the study, problem identification, limitation of problem, problem statement, the purpose of the study, and significance of the study.

1.1 Background of the Study

According to Giovannella (2021), said that Covid-19 pandemic is rapidly spreading, most of the world is experiencing a lockdown, and this has an effect on educational institutions. More than 70% of the student population globally is impacted by the closure of educational institutions. The effect means that all educational activities now need to be transformed into a virtual setting. The transition from physical to virtual was quick and only took a few days at the university level, where most of the decision making was centralized. But the decision to carry out virtual learning in schools takes one to several weeks due to several important issues occurring simultaneously such as lack of competence and technical support, lack of available local or cloud web services, lack of vision and management of experts in digital aspects. Then, one month after the lockdown, schools also began to operate fully, while universities were able to carry out preliminary studies on the impact of the "go digital". In fact, this situation can be considered a unique "experimental setting" because without a pandemic, it would be impossible to force institutions, lecturers and students to switch, in such a short amount of time, from physical to virtual.

According to Pragholapati (2020) mention that Indonesia is one of the countries affected by the pandemic and is struggling against the Corona virus or commonly known as Covid-19. Communities must be disciplined in implementing various policies that have been set by the government to break the chain of transmission of Covid-19, including by staying at home, maintaining a minimum physical distance of 1 meter, and washing hands with soap. This virus spreads very quickly from one individual to another through touch, saliva, and so on, so that many countries in the world simultaneously ask their people to practice social distancing to inhibit the growth of Covid-19. This also slows down educational activities that take place in the whole world. Governments around the world have temporarily closed educational institutions in an effort to prevent the spread of the Covid-19 pandemic. Since the outbreak of the Corona virus in Indonesia, the government has taken many ways to prevent its spread. One of the government's ways to prevent the spread of the Covid-19 virus outbreak is through a circular letter from the Ministry of Education and Culture (Kemendikbud) Directorate of Higher Education Number 1 of 2020 concerning Prevention of the Spread of Corona Virus Disease (Covid-19) in Higher Education. Through this circular, the Ministry of Education and Culture gave instructions to universities to carry out distance learning.

Efriana (2021), state in education institution through the Ministry of Education and Culture throughout the country, a learning policy has been implemented, namely learning from home. This policy allows the teaching and learning process to continue even without face-to-face meetings between

students and teachers. Teachers can still deliver learning materials, and students are also still able to receive learning materials without having to leave their homes. Learning from home is carried out with a distance learning system. Distance learning is an education system where students are separated from teachers and this process uses various sources through Information and Communication Technology (ICT). Online learning is part of distance education that combines electronic technology and internet-based technology or ICT in learning. Online learning is a learning program to reach a broad group of students. Online learning takes advantage of internet-based technology features that are highly dependent on the availability of information technology.

There are many features in smart device technologies such as online social networks, such as social media, entertainment, and game. The invention of technology has also changed the way people look for information. According to Sari (2019), the current development of ICT forces a change in the attitude and mindset of teachers/lecturers. This is because the role of teachers/lecturers is currently being increasingly competed with the existence of various internet communication tools with their smart devices. The internet is actually an alternative learning resource. However, in reality the Internet has shifted the role of the teacher/lecturer as a transmitter of knowledge. The internet has great potential and benefits it means of increasing knowledge and insight and also become a means of fast and inexpensive communication through various social networking sites. The influence of ICT is very large on students. Technology is something that students want to master. They use the

internet, mobile phones and have even mastered all the features offered the internet. Since the technology is advancing at such a rapid pace, it is becoming necessary to incorporate it into practically every part of life, including education. Students are expected to use technology at almost every school or university. According to Alfallaj (2020), it shows EFL students' attitudes toward the usage of technology. Better use of technology in language lessons will increase students' learning outcomes in this way. The technology is an inquiry learning toolkit that runs on small touch screen computer phones with built-in cameras and keyboards, as well as connected data probes the simply called smart phone. This technology is use to allow students to acquire and communicate evidence outside of the classroom to examine personally relevant subjects (Anastopoulou, 2008). We point to the area of lectures, and a smart device is one example of the technology in question. This object is required of students in 21st-century education. Smart devices are extremely beneficial to students in terms of studying, finding information, and communicating swiftly. Students have to be quite adept at utilizing their smart devices. This also makes it easier for lecturers to communicate crucial information to their students and to make learning more engaging through the use of smart devices. In reality, whether learning is done online or offline, this technology is incredibly successful.

However, technology does not exist without a negative side, every technology must have both a positive and negative side. In fact, as a result of technology advancements, students are more likely to consider interests outside of the classroom. It causes students to lose focus in the classroom and

prefer to be distracted by their smart devices. While learning, students will engage in other activities such as playing video games, accessing social media, and engaging in other forms of entertainment. Because of the various features that their smart device has to offer, advances in technology can cause students to become distracted and lose attention during the learning process. Valkenburg (2011), said if the technology has changed our ability to focus and attend to what we want to learn. Technology has distracted us and has made us dependent on it. We will always be made to need a reasonable and critical examination of the technological environment that seems to impair many aspects of thinking and memory. Peter et al. (2018), also said that most students spend so much time on their phones, the internet, and their laptops that they are unable to distinguish between quality content and unreliable sources. It is related to a lack of ambition to study, confidence, self-direction, and the skill and aptitude to recognize important educational materials that students are distracted when utilizing technology in the classroom.

According to Mccoy (2016), millennial generation continue their rapid adoption of mobile devices, particularly smart devices. They, and mobile users of all ages, have benefitted from expanding wireless networks that offer high-speed Internet connections as well as a growing array of mobile and social media applications to use in their personal lives. Millennial in particular are spending more time using mobile digital devices because they are satisfied and comfortable with the experience. Mccoy (2020), also describe if Generation Z student also digital device usage for non-class purposes dropped to an average

of 9.06 times in a typical school day with 19.4% of students' class time distracted by a digital device.

This study aims to find out whether the use of smart devices in learning is effective or does it distract students from these smart devices. As we know, distraction is an event where our attention is diverted by other things outside the context that we are working on. This distraction has become a concern for researcher to carry out this research because these phenomena are often found. This phenomenon has occurred during face-to-face learning, and researcher wants to know how influential smart devices are in making someone distracted by this technology. For example, when we use laptops for online learning or making assignments and we definitely have other smart devices such as gadgets and tablets. In this situation, smart devices have played a good role as technology to support learning. However, what if the student feels bored and then turns his attention to their gadget and that is what is called distraction. In other cases, what will students do while doing online learning or creating assignments and then listening to notifications on their gadget, they cannot refrain from turning their attention to the gadget. As we know the gadget has many features such as games, social media, and entertainment. In this case, human dependence on smart devices is very high, and the other hand humans have addiction intensity towards these smart devices, and then humans must feel bored and start to divert attention to these smart devices outside the context in which they are working, and lastly this will cause multitasking in every activity. That is the concern of researcher who will try to prove it in this study.

This research took place at Ganesha University of Education which used 6ᵗʰ semester of English Language Education students as samples for this research. The reason this research uses 6ᵗʰ semester students because they really feels about online learning. That's because they are faced with the Covid-19 pandemic situation which forces them to do online learning. They are required to always focus on their smart devices and use learning technology to the fullest. The purpose of this research is whether each online learning tool will run smoothly and without being distracted by all the features on their smart device. This research also aims to find out how effectively they use smart devices while studying without being distracted. Another objective of this research is how students respond to their boredom while studying and start shifting their attention to other things found on their smart devices. That is why this research was conducted.

1.2 Problem Identification

Since 21ˢᵗ learning was held we know that smart devices offer a lot of features that include social media, games and entertainment. This study also aims to determine the possibility of students being distracted while doing the learning process while allowed to use their smart devices. There have been many experts who have discussed the distractions that occur among these students. That's all because in their era education has entered an era where technology is very much needed. One example of an expert statement is cited from Mccoy (2020), if generation Z student also digital device usage for non-class purposes dropped to an average of 9.06 times in a typical school day with 19.4% of students' class time distracted by a digital device. The

statement shows the possibility of students being distracted is very large. Distraction even occurs when their offline class searches for intermezzo and starts doing other things with their smart devices. Distraction also occurs during online classes, when they are do learning process with virtual learning situations that require them to focus on digital technology, it is likely that they will get bored and start to shift their attention to other things in the smart device. This is not impossible will reduce their effectiveness in learning.

According to Alfallaj (2020), said that smart devices showed the positive attitude toward the participants in EFL classes because they can allowed or rather, encouraged to use their smart devices. This finding shows that the students were able to experience the benefits of using smart phone to complete their task efficiently. The students find the benefits of using smart devices to increase a new dimension to learning skills. The students also provide positive interaction between the students and the instructor to promote purpose and active learning experience. This research also shows the essential about using smart devices for the college EFL learners are more productive to use of smart phone in daily work. For the language learning, the learning process also providing the mobile learning to generated linguistic and attitudinal. Mobile learning also showing the significantly impact to acquisition and knowledge of language in four macro skill of English as student must be learn. Smart devices handled biggest role in learning proses as we said before, but on the other side the smart also leading to the distraction among the respondents in this research. The majority of respondents expressed some disappointment with the inability of teachers to adequately guide

students in their effective use. In these cases students tend to switch to non-academic online activities. Most of the participants reported their awareness that their online activity caught their attention, indicating the large circle of distracted students in the class. The most of participants reported missing the lesson content because their attention to the learning process was reduced. This implies that when students are not properly guided with the use of mobile learning, it will eventually lead to the destruction of their learning.

1.3 Limitation of the Study

This research is aimed at EFL students in 6th semester of Ganesha University of Education. There are many distractions that occur due to the sophistication of the technology itself. The purpose of this research is to conduct a survey based on students' perceptions on digital distraction, whether they experience it or not. Technological growing rapidly, it is not impossible that distractions will occur and interfere with the focus of students in carrying out the learning process. This study uses articles and interviews using Google forms to obtain information about students' perceptions on learning English using smart device technology. In this study, researcher will focus on providing an in-depth descriptive explanation of students' perceptions on learning English in 6th semester of English Language Education. While the variables used are male and female students in four different classes.

1.4 Statement of Problem

Based on the background of the study, the statement of the problems in this research can be mentioned as:

1. What are the smart devices used by English Language Education students as the learning tools at Ganesha University of Education?

2. What kinds of distractions do students experience while using smart devices as learning tools at Ganesha University of Education?

3. What are the English Language Education students' perceptions on the distractions when using smart devices as the learning tools at Ganesha University of Education?

1.5 Purpose of the Study

Based on the research questions the objectives of this research can be mentioned as follow.

1. To identify the smart devices used by English Language Education students as the learning tools at Ganesha University of Education.

2. To find out what kind of distraction the English Language Education students have while using smart devices as learning tools at Ganesha University of Education.

3. To investigate the English Language Education students' perception on the distractions when using smart devices as the learning tools at Ganesha University of Education.

1.6 Significances of the Study

This study would be beneficial in the study of English especially in the study and learning of English Language Education. This study is also significant for students and lecturers. The significances were divided into the theoretical significance and practical significance.

1.6.1 Theoretical Significance

In this study the researcher wants to provide important information regarding the use of smart devices as a tool for learning English Language Education students. Cited from Alfallaj (2020), who said that smart devices can provide the possibility of being distracted to the students themselves. By providing this important information, the researcher hopes this research will provide new sources about the effectiveness of technology such as smart devices implemented for the students to learn.

1.6.2 Practical Significance

The practical significance of this study is to provide information to EFL students and lecturers in the English Language Education at Ganesha University of Education as follows:

a. For Students

This research can be a good source of reading and data information for students to read. By conducting this research, it is hoped that students will know how important it is to recognize the distractions that exist among students and based on the perception of the students themselves so that they can manage themselves as well as possible in conducting technology-based learning especially in using smart devices. After knowing the perceptions of fellow students, they can use it as a reflection for themselves. Then, after reading this research, they can learn from many perceptions whether learning English using smart devices is effective or not.

b. For Lecturer

This study aimed for lecturers to get a lot of important information about the smart devices that could be implemented in learning and students' perceptions while learning English by using technology such as smart devices. In addition, the results of this study can be a good tool for lecturers to evaluate and improve learning activities through what kind of devices to reduce distraction to students. In conclusion, the lecturer will get input, especially in the perception of students about the intended distraction based on this research.

c. For Other Researcher

This research might be a source of information for researcher in the future that wants to conduct the similar research. They will gain many knowledge and perception due to this study.