CHAPTER I

INTRODUCTION

In this chapter, the researcher presents the background of this study, identification of the problem, limitation of the problem, statement of the problem, objective of the research, significance of research, and scope of the study.

1.1. Background of the study

Education in the 21st century has grown up rapidly. Especially now that the education world is entering the era of the Industrial Revolution 4.0, considering that technology is the basis of human life. In addition to education, the industrial revolution also has an impact on the economy, politics, culture, art and society. The Industrial Revolution 4.0 was introduced for the first time by Schawab (2016) in his book entitled *The Fourth Industrial Revolution*. Gleason (2018) examines the evolution of the industrial revolution and explains that the first industrial revolution was born in the 1780s with the steam that made human more productive. Then, in the 1870s, the second industrial revolution emerged with the development of mass production and electricity. The third industrial revolution saw the light of day with the development of information and electronics technologies, which allowed production to be more efficient.

Todays, in a new phase where the combination of several technologies automates not only production, but also knowledge. Sutirman (2018) explains that learning in the era of the Industrial Revolution 4.0 was grouped into three models:

classical face-to-face models, online models, and automation. Schawab (2016) argues that the challenge the world face today is to understand and form a technological revolution that will change humanity. In addition Gleason (2018) insists that higher education must be able to impart to humans; productive skills to compete in this industrial revolution. As a result, all elements of society such as government, businessmen, intellectuals, and the general public have the same roles and responsibilities in terms of understanding technology at this time.

In Indonesia, English proficiency is still low. In 2017, with an English Proficiency Index (EFI) of 52.15, Indonesia is ranked 38th among 80 countries in Asia (English Proficiency, 2017). It means that Indonesia is below Singapore, Malaysia and the Philippines. The low English proficiency is indeed caused by several factors. As mentioned by Rany, Jafre, Abidin, and Mei (2013) in ASEAN, poor performance in English is due to poor curriculum design, lack of English teachers, and low learning motivation. Alharbi (2015) also argues that poor English language proficiency is due to insufficient knowledge of teachers, so that learners lack models to imitate, learners are passive, teacher-centered methodology, lack of motivation of learners and the dominance of mother tongue used in classroom. Students' English proficiency is not improved significantly by teaching strategy used by ELF teachers in Indonesian context (Sulistiyo, 2015). Moreover, students were passive in learning and focused on teacher centered-learning in EFL context (Santosa, 2017). In line with this matter, integrating technology in classroom becomes a solution. In the foreign language learning situation, the use of technology shows resources and tools to strengthen and diversify the contributions for students (Gonzalez-Acevedo, 2016).

Related with technology-based learning, TAM, SAMR and TPACK are frameworks of technology-based learning conducted in Indonesia. TAM stands for Technology Acceptance Model. It is a technology acceptance theory developed by Kusumah (2018). The TAM model was adopted from the Theory of Reasoned Action (TRA) model, namely the theory of reasoned actions developed by Fishben and Ajzen in 1975. Romrell, Kidder, and Wood (2014) argue that a person's perception of something will determine the attitude and behavior of that person. According to Puentedura (2014) SAMR stands for Substitution, Augmentation, Modification, and Redefinition. The SAMR model as a framework for evaluating m-learning with the prevalence of mobileIn our lives, it is natural for educators to wonder how they could be used to support learning. This model aims as teachers strive to assist students in visualizing a complex concept.

TPACK stands for Technological Pedagogical and Content Knowledge , TPACK is one of learning frameworks that was chosen for this study. TPACK was chosen for this study because this learning framework has the related relation with the object of this research because TPACK not only focus on technology but also include about the pedagogy , content and also knoeledge. Mishra and Koehler (2006) argue that TPACK involves a complex understanding of relationships among students, teachers, content, technologies, and practices. TPACK framework is closely related to Computer Assisted Language Learning (CALL), Mobile Assisted Language Learning (MALL) and other technology based learning. The relationship between teachers' understanding of technology, pedagogy and content, and mutual understanding of technologies is the main point of TPACK framework to achieve effective results. In line with this matter, the discussion of TPACK

becomes an important part in theory, research and practice. It allows teachers to be trained and to develop their professional skills. TPACK learning framework emphasizes on what the teachers teach and how the teacher teaches. Unfortunately, this framework still needs technical assistance to improve.

Nowadays, learning in schools begins to adapt technological developments information, and continue to encourage the paradigm of education Angeli & Valanides (2009). There are two technologies adapted language learning, namely CALL (Computer Assisted Language Learning) and MALL (Mobile Assisted Language Learning). According to Uzun (2009) Computer Assisted Language Learning (CALL) is the general term for the range of processes and activities that employ computers in the teaching and learning of a new language. One of the advantages of CALL, in its current form, is the ability to respond to individual differences. Differences in learning styles, desired language skills, training schedules and study schedules can be easily adjusted. Mobile learning is a specific type of learning model using mobile technology (Naismith, Lonsdale, Vavoula, et al., 2004), while Yuliawati (2018)states that Mobile-Assisted Language Learning (MALL) deals with the use of mobile technology in language learning. In contrast to classroom learning, in MALL there is no need for the learners to sit in a classroom or at a computer to get learning materials. In fact, MALL can be considered as an ideal solution to language learning barriers in terms of time and place.

In regards with the use of technology in classroom, an observation was conducted at SMP N 1, 2, and 3 Kubutambahan. The result of preliminary observation showed that teachers still had lack of knowledge in using technology-

based learning. The teachers still used translation and drill technique in teaching English for the students. This technique puts the teachers as the central of learning process and the students become passive learner. The teachers cannot relate what and how they know to their strategy of delivering the materials well. This is not indeed suitable with the context of technology in classroom or the learning in 21st century. By looking at the problems and phenomena in classroom regarding the use of technology, the researcher wants to emphasize the use of mobile technology in teaching English learning, in which this technology has been proven to increase the potential of teachers in delivering learning materials. The use of mobile technology has actually applied in schools designated as the place of research but the use of mobile technology was still less effective because in this schools can only applied the use of mobile technology outside of schools. This strategy is also more effective if combined with a TPACK perspective, because the TPACK theory already covers how the application of technology in learning (Mishra and Koehler, 2006) .

Measuring perception is one of ways to find out the influence of something in application. According to Schacter, Gilbert, and Wegner (2009), perception is used to describe and understand the available information and the environment of sensory information. Démuth (2012) argues that the information and environment are real things captured in their people minds. It requires the perception of a human subject. Moreover, Lueg (2014) argues that perception is related to the cognitive and perceptual systems evolved together in human body. Human perceives only a little of the potentially perceptible information. It can be said that perception includes the process of interpretation of their own experienced. An internal and external factor influence perceptions. The internal factors include confidence,

experience, self-acceptance, antecedents, personality, and attitude (Khoiriyah & Safitri, 2017). Therefore, this study aimed at determining teacher perceptions' using mobile technology (MALL) toward TPACK perspective in teaching English as a foreign language.

1.2. Identification of Problem

Based on the preliminary observation in SMP N 1, 2, and 3 Kubutambahan, it was identified that the limitation of teaching and learning process was the lack of media to Teaching English as a Foreign Language. Currently, the development of technology in language teaching has brought new approach of teaching English such as TPACK. The concept of TPACK by Mishra and Koehler (2006) have become a reference by many researchers and educational practitioners in an effort to develop several learning models. The term which became known as TPACK (Technological, Pedagogical, Content Knowledge) is a framework (framework) in designing new learning models by combining three main aspects, namely technology, pedagogy and knowledge (ontological) content / material. The progress of information technology is so rapid, it is a necessity that teachers must master the technology and then use it as supporting media in learning activities. TPACK framework is also related with MALL because that the researcher wants to know the implementation of MALL as a teaching media to teacher and then want to know the teacher's perception towards the use of Mobile Assisted Language Learning in Teaching English as a Foreign Language.

1.3. Limitation of Problem

The researcher decided TPACK framework as the perspective to conduct the study on limited area. The study was conducted in SMP N 1, 2, and 3

Kubutambahan, Bali. This study was focused on exploring teachers' perception towards the use of Mobile Assisted Language Learning in Teaching English as a Foreign Language.

1.4. Statement of Problem

How do English teachers perceive the use of Mobile Assisted Language Learning in teaching English as a foreign language through TPACK perspective?

1.5. Objective of Research

The purpose of this study is as follows:

To investigate the teacher's perception toward the use of Mobile Assisted Language Learning in Teaching English as a Foreign Language through TPACK perspective.

1.6. Significance of Research

1.6.1. Theoretical Significance

The results of this study are expected to be able to know the teacher's perception of new learning media that have an impact to contribute to the development of knowledge in the field of education. The results provide new information and contributions to teaching English, especially in the use of TPACK through Mobile Assisted Language Learning in Teaching English as a Foreign Language.

1.6.2. Practical Significance

The result of this study is intended to have contribution for English teaching theory on teaching strategy.

1.6.2.1. For English Teachers

The result of this study is intended to provide new teaching strategy which integrated technology in language learning. For English Teacher also to be able to know more about how to teach by using mobile technology related to the TPACK perspective.

1.6.2.2. For Other Researchers

This study can be used as a reference or an alternative source by other researchers who are going to conduct similar research or guidance for English Language Learning Context.

1.7. Scope of Research

This study is dealing with the Teachers' Perception toward The Use of Mobile Assisted Language Learning in Teaching English as a Foreign Language through TPACK perspective at SMP N 1, 2, and 3 Kubutambahan.