CHAPTER I

INTRODUCTION

This chapter presents the background of the study, identification of the problem, statement of the problem, limitation of the problem, objective of the study, significant of the study, and scope of the study.

1.1 Background of the Study

Today is the era of 4.0 industrial revolutions which most used technology. Schwab (2016) explains that there are six potentials impact of the fourth industrial revolution. Those are on the economy, business, governments and countries, society and individuals. Sutirman (2018) adds that the fourth industrial revolution demands the labor to have digital skill, technical skill, managerial skill, and social skill. In terms of education, industry revolution 4.0 has an impact on the learning model in order to fulfill those demands. Gleason (2018) states that in the 4.0 industrial revolution, people are demanded to have adaptability skill and self-directed learning and thinking. People have to continuously update their skills and teach themselves of the new technologies.

In responding this era, English learning model has also shifting. Model of learning in the era of 4.0 industrial revolution is categorized in three models as follows, conventional model which is face to face, online learning, and blended learning (Sutirman, 2018). Lecturing and book orientation belong to conventional model. The disadvantage of conventional model is using teacher's center learning which the learning process becomes passive and depends on the teacher's explanation. Zainuddin and Keumala (2018) state that teacher should improve

conventional model which is lack of technological resources in order to responding todays era. Technology becomes the basis of learning.

Technology-based learning is important in the 21st century. According to Stosic (2015), technology has three domains of use. First, technology is as a tutor which gives instructions and guides the user. Afrianto (2018) states that online learning application and social media such as Quipper, Ruangguru, Zenius, Youtube, Instagram and other similar applications could be used for implementing blended learning model which combine conventional model and online model. The students could learn English outside the classroom. Second, technology is as a teaching tool. Technology could be used by teachers to help them for teaching students such as laptop and LCD projector. The teachers could create the material in their laptop and display it to the students by using projector (Dalita, Imelwaty, & Kemal, 2015). Third, technology is as a learning tool. Gangaiamaran and Pasupathi (2017) reviewed 28 applications on mobile device which could be used for English learning. It revealed that those mobile applications could be used based on the level of the students and could improve students' English skills such as speaking, listening, writing, reading, and vocabulary mastery.

Lubis (2018) investigated 13 English teachers about their perception and attitude towards the implementation of ICT. A questionnaire was used in this study which consisting of 12 close- and open-ended questions. It found that all respondents had been familiar with some types of ICT as learning media such as Microsoft office Word, Excel, and Powerpoint, multimedia resources such as audios and videos, and gadget. Most of the respondents have used technology-based learning media in their class. The use of technology-based learning is

beneficial for English teaching and learning process in terms of technical levels such as finding related materials and preparing presentation.

In the 21st century, technology is represented as a revolution of education (Gangaiamaran & Pasupathi, 2017). It means that technology may bring change the teaching and learning process. The old teaching style is moved to innovative teaching which uses students' center and supported with ICT. Some examples of ICT are television, radio, computers, office applications (word, PowerPoint, drawing tools, etc.), internet, DVD players, mobile phones, electronic dictionaries, digital cameras and videos, DAT recorders, and projectors (Cakici, 2016; Sharndama, 2013). Among those types of technologies which can be used for supporting English learning, mobile phones are the most powerful communication medium used by the learners (Miangah & Nezarat, 2012). The use of mobile device for supporting language learning is known as mobile-assisted language learning (MALL).

Mobile technology has been used for learning purposes. It has been proven beneficial for English learning. Saputra (2018) investigated how MALL enhances students' learning engagement. There were one English teacher and 34 students selected as the participant of the study. The result showed that MALL increased the students' learning engagement in terms of cognitive, behavioral, and emotional aspect. It stated that the use of mobile phone was beneficial for the students because they were facilitated to get the learning material through their mobile phone.

The use of technology in English learning has been implemented in Indonesia. According to the Permendikbud No. 22 Tahun 2016, there are eight standards which should be fulfilled by the teacher in designing lesson plan. One of it is the use of ICT which is integrated, systematic and effective in learning process. The role of ICT is important because it could become a strong tool for supporting learning process in 21st century (Komail, Malini, & Nalini, 2015). One of the English learning models in Indonesia that has been widely applied is blended learning. Blended learning is a combination of conventional model learning which is face to face and online learning (Derbel, 2017). The online learning is assisted by technology.

Mostly, the technology used by learners is mobile technology such as smartphones and tablets. It is because smartphone and tablet have two main characteristics which are portability and connectivity (Miangah & Nezarat, 2012). Portability means that it can be taken to any places because of the small size and weight, while connectivity means that it can be connected to other devices and a common network by creating a shared network.

Zainuddin and Keumala (2018) explored the potential development of a blended learning model in Indonesia in order to improve conventional model which is lack of technological resources and improve e-learning practice. It found that almost all students in Indonesia have an access to internet through their gadget such as smartphone and tablet every time. The blended learning allows students to learn through their gadget to find various learning sources such as e-book, journals, magazines, newspaper, website, social media, and blogs. This model of learning is relevant for students in Indonesia to support them learning

outside classroom. It supports the study which conducted by Yudiantara and Nasir (2017). The result showed that the use of mobile technology such as smartphone and tablet could give them new experience in learning English inside and outside classroom. Mobile technology supports students' learning activities such as translating on offline dictionary application, reading material through Pdf reader application, playing audio and video learning, and recording audio and video for project. Moreover, Pahmi (2016) found that the learners believed that mobile phone and smartphone bring many advantages in their English learning inside and outside the classroom. By using mobile devices, it enables students to access material quickly, it helps them in finishing the tasks, it facilitates them to learn English outside classroom, it increases their vocabulary by learning in electronic dictionary, and it is flexible in time and place.

Based on the preliminary observation that was conducted in SMP Negeri 1 Banjar, it was found that most of the teachers and students have a good knowledge on the use of technology for language learning. However, some teachers were reluctant in using technology in classroom. They said that they prefer to use learning media such as whiteboard and books. It can be stated that they conducted conventional teaching model in which the students were the object of instruction. When the students were introduced to application for learning, they showed a good excitement. They said that they hope the learning process in classroom can be using technology. However, the obligation banned the students for bringing mobile phone to school. The teacher said they were afraid that students use their mobile phone inappropriately (for chatting) while teaching and learning process happen. Meanwhile, teachers also did not implement blended learning model. It

can be said that SMP Negeri 1 Banjar has not implemented mobile technologies for English learning.

According to Technology Acceptance Model (TAM) which developed by Davis (1989), user's behavioral intention to use an IT is determined by two beliefs which are perceived usefulness and perceived ease of use. Then, Venkatesh and Davis (2000) developed TAM by giving 6 determinants in order to know what makes technology useful. Those are subjective norm, image, job relevance, output quality, result demonstrability and perceived ease of use. The newest model of TAM was developed by Venkatesh and Bala (2008) which known as TAM3. It explains the determinants for perceived ease of use. Those are computer self-efficacy, perception of external control, computer anxiety, computer playfulness, perceived enjoyment and objective usability. As the result, TAM3 has 3 dimension and additional determinants for perceived usefulness and perceived ease of use.

For the current study, the researcher investigated the seventh grade students' perception of the use of mobile technology for English language learning by using factors of Technology Acceptance Model 3 (TAM3). Blagoeva and Mijoska (2017) stated that TAM is one of the most influential models to predict and explain user's acceptance of new systems.

1.2 Identification of the Problem

Considering the background above, the problems of current study could be formulated as follows:

The use of mobile device such as smartphone and tablets in learning is a new trend in the 21st century. Nowadays, most of the mobile devices have been equipped by 3G and 4G internet connection which provides good connection to access the internet for learning. Most of Students in junior high school use their mobile device for supporting the learning process. Meanwhile in SMP N 1 Banjar, teachers have not implemented mobile technologies for supporting the English learning. It is needed to find out the students' perception towards the use of mobile technology for English language learning by using *Technology Acceptance Model 3 (TAM3)*. According to Ali and Arshad (2016), the successful implementation of mobile learning is dependent on the students' acceptance of mobile learning.

1.3 Statement of the Problem

This study is about the seventh grade students' perception towards the use of mobile technology for English language learning. The questions as follows:

How do seventh grade students SMP Negeri 1 Banjar perceive the use of mobile technology for English learning in academic year 2018/2019?

1.4 Limitation of the Problem

The current study has several problem limitations as follows:

1. The perception towards the use of mobile technology was only on students' perception. It might be different from teachers' view.
2. The study used single community and might not generalize other communities.

3. The Students' perception viewed on TAM3 dimensions. Those were three main dimension and ten determinants for perceived usefulness and perceived ease of use. Those three main dimensions were perceived usefulness, perceived ease of use, and behavioral intention. The additional determinants for perceived usefulness were subjective norm, image, job relevance, output quality, and result demonstrability. Meanwhile, the additional determinants for perceived ease of use were computer self-efficacy, perception of external control, computer playfulness, computer anxiety, and perceived enjoyment.

4. The study was in cross-sectional survey design. Participants' perception may change overtime through experience.

5. The study was limited to SMP Negeri 1 Banjar.

1.5 Objective of the Study

The objective of this study is stated as follows:

To investigate the students' perception towards the use of mobile technology for English learning at seventh grade SMP Negeri 1 Banjar in academic year 2018/2019.

1.6 Significant of the Study

1.6.1 Theoretical Significance

The result of this study is expected to contribute development of knowledge of mobile learning in supporting the language learning and also technology adoption literature.

1.6.2 Practical Significance

For English Teacher

The English teachers can enrich their knowledge about students' perception towards the use of mobile technology for English language learning. It can help teacher to make decision whether or not he/she wants to recommend mobile learning for his/her students as a model of learning English.

For Other Researcher

This study can be used as a reference by other researchers who are going to conduct similar research about mobile technology for English learning.

1.7 Scope of Study

This study was dealing with the investigation of students' perception on the use of mobile technology for English learning at seventh grade students in SMP Negeri 1 Banjar in academic year 2018/2019 using Technology Acceptance Model 3.