

CHAPTER I

INTRODUCTION

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

1.1 Research Background

Corona virus disease (Covid-19) has widely spread in Indonesia. This creates an uncondusive situation for teaching and learning process. The minister of education and culture of Indonesia responses the issue by instructing a policy about work from home (WFH) and learn from home (LFH) to reduce the spread of corona virus. In teaching and learning process, online learning is required. Through online teaching and learning during the pandemic, the teaching and learning process can be still conducted (Carver, 2020).

Currently, all teaching and learning processes including English are carried out with the help of learning applications and platforms. Several platforms can be used to support the online learning process such as Quipper, Quizziz, Kahoot, Google classroom, Schoology, WhatsApp, etc. According to Kim (2019), online learning platform and application are effective in providing a personal and learner-centered learning opportunity. Besides providing an independent learning, the online platform can also support learning collaboration (Baig, 2011). Most importantly, the learning application provides a space for communication between teachers and students like in face-to-face classrooms (Memi & Bijedi, 2018)

To be able to access those learning applications and platforms, a mobile device and internet are required. The use of mobile devices to support the language learning process is known as Mobile Assisted Language Learning (MALL). According to Miangah & Nezarat, (2012) in language learning, MALL deals with the use of mobile technology in accessing the teaching and learning materials and conducting interaction between teacher and students. This can be an ideal solution of language learning barriers in terms of time and place (Santosa, 2017). Besides, MALL could generate learning content by using the capability of camera, video recorder, and voice recorder to capture learning contents (McCarty et al., 2017). MALL can be personalized, spontaneous, informal and ubiquitous to support the teaching and learning process (Miangah & Nezarat, 2012).

In implementing MALL, teachers are required to have knowledge of how to integrate technology into learning. This knowledge is very important to optimize teaching and learning activities online (Finger, Jamieson-proctor, & Albion, 2010). This knowledge includes tools to be used in teaching to represent information (technology), and methods of teaching and evaluating student learning (pedagogy) (Pamuk, 2011). Besides, the teachers need to possess the content knowledge. Content knowledge involves scientific facts, theories, evidence-based reasoning as well as discipline specific practices (Goradia, 2018). This knowledge framework is known as TPACK (Technology, Pedagogy, and Content Knowledge).

In identifying how the MALL is carried out in classroom, preliminary observations were conducted in four high school in Singaraja, Bali. The observations were conducted by attending the online classroom and conducting

interview with the teachers. It was found that the teachers use WhatsApp in conducting the teaching and learning process. The teachers delivered learning material and communicated with the students through WhatsApp group. The teaching and learning processes were carried out asynchronously where teachers and students do not always interact at the same time. Students can access learning materials at any time according to their time availability. The result of primary observations found that the teachers realized that online classrooms were not effective and still requires improvement.

Assessing teachers' perception can be used as reference to identify their knowledge and readiness before teaching online (Metruk, 2020). Volery and Lord (2015) support that the perception and readiness of teacher in online education are crucial factor in determining the success of the program alongside the availability of internet access and technology device. Pérez-paredes, Guillamón, and Jiménez (2018) found that English teachers who were not familiar with technology-based learning cannot help the students in achieving learning goals in MALL setting.

Looking at the importance of assessing teachers' perception toward MALL, this study intended in exploring the implementation of MALL during pandemic of Covid-19 and identifying senior high school teachers' perception of MALL. This survey study is conducted in Singaraja, Bali. The survey is delivered online through google form.

1.2 Identification of the Problem

During the Covid-19 pandemic, all learning processes were carried out online. Teachers and students interact through the available learning platforms.

English teachers in Singaraja, Bali use the WhatsApp application to carry out the teaching and learning process and interact with students.

The teachers revealed that they have been doing online learning since the implementation of the learning from home policy. However, in its implementation, the teacher realizes that the online learning process cannot be carried out optimally. This occurs due to a lack of knowledge about how to integrate technology into language learning. They also realized that they had never done online learning before which caused them to feel frustrated at this time.

1.3 Research Scope

This study focuses on identifying how do the English teachers in senior high school in Singaraja Bali use and perceive Mobile Assisted Language Learning in the learning process due to lack of money and time to conduct the research project.

1.4 Research Question

1. How do the Senior High School English teachers in Singaraja perceive MALL with TPACK framework?
2. How do the Senior High School English teachers in Singaraja perceive the implementation of MALL with TPACK framework?

1.5 Research Objective

1. To identify the Senior High School English teachers' perception in Singaraja of MALL with TPACK framework.
2. To identify the Senior High School English teachers' perception of implementation of MALL with TPACK framework.

1.6 Research Significance

The result of this study is expected to give the significance of both Theoretically and Practically

1.6.1 Theoretical Significance

This study is expected to increase the theoretical knowledge about Mobile Assisted Language Learning. In addition, it is expected to know the English Teachers' Perception toward Mobile Assisted Language Learning.

1.6.2 Practical Significance

After finding the data about the perception of English Teachers, the teacher will aware about the important of using technology in classroom in this 21st century learning. By finding the perception of English Teacher toward mobile assisted language learning, the teachers are expected to be able to use MALL during learning process. Also, it can motivate students in learning process.

