

# **CHAPTER I**

## **INTRODUCTION**

This chapter displays the general explanations of the research. Those are research background, problem identification, the scope of the study, research questions, research objectives, research significances, and definition of key terms.

### **1.1 Research Background**

English is the main subject of foreign language that is taught formally in school or university in Indonesia. It has a strong role in worldwide communication. Language has that function in communication and can be separated into four different categories such as (speaking, writing, listening, and reading). Amongst all of the ways to expressing an idea which is of course using communication, Writing can be counted as one of the important productive English skills to be mastered by English as Foreign Language (EFL) students in Indonesia. Why so? Because contrary to other productive English skills for example Speaking. There is much more challenge for a student to master Writing skills which requires a higher level of thinking abilities. The student must have to acquire the abilities such as putting ideas, opinions, experiences event, and history in correct sentences and arrange them into a good paragraph and also abilities that can determine if the student can make understandable writing such as vocabulary, grammar, organization, spelling, and punctuation (Pangaribuan & Manik, 2017). Furthermore, the student was burden by the weight of responsibility or challenge to combine their expression of idea with the perfect set of grammar and vocabulary. Writing skills are considered as one of the dominant skills to have at this current time, the 21<sup>st</sup> century. It is because of the influence of rapid

technology that forcing a dynamic change in human activities both for interactions and transactions. Thus, we become a step closer to be part of world society for writing is a tool of knowledge transfer in written form. In terms of education, writing is commonly used for communication and academic writing purposes such as letters, essays, papers, articles, journals, project reports, theses, etc.(Abas, 2016).

Even if writing skill has a lot of benefits, some problems obstruct the students' writing development faced in the classroom the writing problems that affected their writing ability. Omar (2019) found out that the students are frequently using their mother language to construct their English writing as if it has a one to one letter sound/correspondence means that the writer thought that the word is written in accordance to its transcription. Therefore, like a domino effect, it causes another problem in terms of grammar such as spelling, prepositions, verbs, tenses, singular and plural, and articles. Another research that supports this idea came from Nasser (2018) where he dissects the writing composition of Iraqi EFL students and the result is that the common errors found in the students writing are consisting of sentence structure, vocabulary, tenses, subject-verb agreement, articles, and word order.

Out of the four common errors found in students writing, this thesis main focus is on spelling. It is because spelling is a complicated aspect of written language skills. Staden (2011) explains the components that the user needs to have a language ability which consisting of phonological, morphological, visual memory skills, semantic relationships as well as adequate knowledge of spelling rules. Because of that reason, spelling learning is viewed as an important topic to discuss. With good spelling skill, it will facilitate the students to make the reader understand the message that the writer wants to convey in the first place. The gist is that the writer will be at ease because they will a decent competency in spelling that resulting in a much clearer written message in any form of text or writing with little to none confusion because of lack of it. Savant and Reilly (2001) describe the difference between a student with high spelling

confidence and a student with low spelling confidence and its effect related to the students' written performance. It concludes that written performance from low confidence students is bland in terms of the variety of words produce making the tendency of students to write less than high spelling confidence students. Poor spelling can cause dire consequences for struggling learners. Poor spellers are very limited in their ability to communicate since spelling plays a critical role in reading and writing fluency, as well as in developing capacity within students to become articulate speakers (Al-Yahmedi et al., 2019). Students need a level of proficiency in spelling to continue their academic or professional careers in the future.

In the current time, it becomes apparent that technology usage is getting nearer to help humans with their activities. The growth of technology is believed to rapidly change how to solve the problem in a much efficient way. This is not excluding educational settings. As said before, the importance of writing skills has become so prevalent at this current time thanks to the use of computers and any other information and digital technology that create digital literacy. According to Alkalai (2004) foreign countries can have a new burden of responsibility to make sure their learners to obtain this kind of literacy while learning a Foreign Language. The integration of technology and attractive methods of language learning has become a necessity in recent years so that proficiency learned by technology can be appropriate with the current state of digital literacy.

Therefore, MALL (Mobile Assisted Language Learning) can be the solution for the improvement in learning strategies that combining technology by giving a chance toward a better environment for students to learn English. The main goal is to become an inclusive way of reaching out to every variation of learning need which leads to the improvement of students' achievement. MALL is expected to guide the learners to find information and studying the materials more efficiently anywhere and anytime according to their suitable variation of learning. In other words, there will be no more place limitation for studying, since Learners'

access to information and learning material does not hinder by the limitation of their current space (Bidin & Ziden, 2013). Because of this, it will lower down the monotony effect that comes from learning using traditional classes and increasing students' responsibility as they are given more freedom to do the activity at the time they want and, in any place, they find to be appropriate for them. Then, Miangah and Nezarat (2012) added that the progression of MALL development was influenced by the belief that in many communities, learning English is the main factor for professional success and act as a set a standard for being educated. Besides that, the technology is also needed to be supported by appropriate activity so that learning can be effective and results become better. If it is implemented successfully, by its nature, m-learning like MALL can be considered as a way of autonomous learning where teachers' change their role to become facilitator and director learning. It means that the teacher's job is not solely as a source of knowledge, but also to become a facilitator and giving space to initiate and discontinue the learning process. This is a perk for the student in which they are the ones to control the suitable ways for themselves to learn so that they able to become mindful during the learning process.

MALL is considered as the future for language education and the main devices for bringing this concept of course the smartphone itself. According to Daeng et al. (2017).the thing that differentiates between classic mobile phone and the smartphone is on how they are made and what they are capable of. A smartphone is casually more advanced because it is built using a specifically designed mobile operating system which makes them capable of doing advanced things like PC (Personal Computer) but within reach of the palm of the hands. Thus, making them work similar to regular cellphone but with home computer capability. As explained before, a smartphone runs on a specifically designed mobile operating system and smartphone that are available on the market have a variety of operating systems such as Windows© mobile, iPhone Operating System (iOS)©, Google's Android©, Symbian

Operating System (OS)©, RIM's BlackBerry©, Palm's WebOS© and Linux©. Another positive thing smartphone have is providing a clear picture of its high-resolution touch screens. Even the entry-level smartphone is generally having HD resolution and also applications that are designed to run on smartphones making the adaptation of smartphones to become increase all over the world. Aside from its regular function as a mobile device for sending and receiving text, and calling. Smartphone has marked all of the lists require to make effective language learning. It can be said so because the ubiquity of multimedia function such as responsive touch screens, enhanced text entry, high-quality image, audio and video recording, editing, and sharing, voice recognition, storage, connectivity, and GPS which can create a better learning experience compared to the traditional textbooks or activities. All of the function in a Smartphone generate a whole lot of app which design specifically for certain kind of tasks. According to Rosell-Aguilar (2017) there is plenty of application that can be considered as Language-Learning Apps and it can be divide into three types. First, is Apps Designed for Language Learning. This app provides a whole experience as full language learning solutions and contains a variety of exercises, grammatical explanations, and interaction with other students and native speakers as well as support from communities of learners. Second is Apps Not Designed for Language Learning but useful to Language Learners. This type of app that can aid the language-learning process by manipulating the language settings for example multilingual text input (dictionary, grammar, and auto-correct features can be set to the target language), speech-to-text tools which can be used to test pronunciation and spelling, communication tools such as email/messaging/telephone/video conferencing, which can be used to get in contact with the teacher or other learner asynchronously, and photo/video camera which can be used to do a task that requires communicative exchanges such as dialogue. Last is Dictionaries and Translation Apps such as Google Translate which enable users to indirectly help language learning progress. For learners, the benefit of using a smartphone for accessing

language learning apps contains three things in mind such as Convenience factors where the student can review what they have learned and of course study in every situation without having to bring their books or class materials. Secondly is the efficiency factor where the student can easily navigate themselves onto what topic they specifically want to learn in at their fingertips because apps are facilitated to do so for their friendly user interface nature. Therefore, increasing student's efficiency in practicing. Lastly is engagement because the current generation of learners is very familiar with the use of technology. With that in mind, the benefit of a smartphone to produce a high-quality image along with stable apps that are made specifically for the addressed operating system hopefully can make students engage in the learning. This opinion is supported by Alhady et al. (2018) research about student time consumption when using a smartphone. The results are 39.33% of the students spent time about 1-5 hours per day with their smartphone, 34% spend time less than 1 hour per day and 26.67% spend time more than 5 hours per day with content allocation where 24.93% of the student use a smartphone to access social media, 21.58% to browsing, 20.11% to watching videos and listening to music, and 20.11% to browse for educational need and the rest about 13.27% to play games either online or offline. Therefore, the research aims to design learning media that follows MALL concept which is considered as the future for language education. It is possible to do because the increase in smartphone adaptation in this generation of students helped by the fact that 39.33% of them spent time about 1-5 hours per day with their smartphones.

The previous study of spelling was coming from Elimelech and Aram (2019). In this research, it is found that children should have some time to do extra practice in spelling independently without teachers having to take care of them individually but still, they can practice spelling while after that will be given the appropriate feedback. However, from the preliminary study done by the researcher. It was found out that the students of SMP Negeri 2

Tabanan can not practice individually thus what they had been taught about spelling was quickly forgotten. Even though almost all the students had a smartphone but not any single application that supports learning individually. Thus, they only use their smartphone for entertainment purpose. This condition caused the teacher felt disappointed and had trouble to continue to the next lesson. This is where the researcher found that it was important to have a learning media that supports students to learn individually without guidance of a teacher. This learning media should be interesting to gain motivation to learn independently without force.

## **1.2 Problem Identifications**

The early finding based on the pre-interview conducted with teachers from SMP Negeri 2 Tabanan indicates that the teacher is having a difficulty to engage student involvement in their learning. The teacher has already given material including new vocabulary and the correct spelling of the words. However, that has been quickly forgotten by the students because of the lack of opportunity in practicing individually at home. The students tend to use much of their time to interact with their smartphone. Therefore, the focus of this research was to develop Android-based Spelling learning media for students in SMP Negeri 2 Tabanan.

## **1.3 Scope of the Research**

This research is limited to analyze the students' and teacher's needs for a better way of learning and English spelling learning problem in SMP Negeri 2 Tabanan as a reason to design and develop a mobile phone learning application. The application used to design the appropriate Android-based Spelling learning media was Quizlet. The product material was limited to the topics found within seventh-grade English syllabus at SMP Negeri 2 Tabanan.

## **1.4 Statement of Research Questions**

- a. What kind of Android-based Spelling learning media are needed by the students and teachers at SMP Negeri 2 Tabanan?

- b. How is the appropriate design of the Android-based Spelling learning media for students at SMP Negeri 2 Tabanan?
- c. What is the quality of the application that is made?

### **1.5 Research Objective**

- a. To identify kind of Android-based Spelling learning media are needed by the students and teachers at SMP Negeri 2 Tabanan.
- b. To identify the appropriate design of the Android-based Spelling learning media for students at SMP Negeri 2 Tabanan.
- c. To determine the quality of the Android-based Spelling learning media for students at SMP Negeri 2 Tabanan.

### **1.6 Research Significance**

#### **1.6.1 Theoretical Significance**

This study is useful for adding knowledge about students spelling development and the usage of a mobile device in real-life spelling learning.

#### **1.6.2 Practical Significance**

In Practice, the results of this study are useful as follows:

1. For the students, this research can be a solution to help them gain motivation and involvement in studying English.
2. For the teacher, this research can be used to developing proper English spelling learning media using Android application for students of SMP Negeri 2 Tabanan.
3. For the researcher, the results of this study are expected to be one of the resources the other researchers to conduct similar research.

### **1.7 Expected Product Specifications**

The developed product from this research is an Android-based Spelling learning media that has the following functions:



1. Learning media that is accessed using smartphone and the application can be installed on Android operating system.
2. An alternative and interactive learning source that can be used to learn spelling skills for the seventh-grade students at SMP Negeri 2 Tabanan.
3. The things that are contained in the learning media include: class, folder, set study, and quiz.
4. Online access was needed to see content of the learning media.
5. The development of the application was fully provided by Quizlet.

### **1.8 Development Assumptions and Limitations**

The assumptions in development research regarding android-based English reading material for the seventh-grade students are:

1. Development Assumptions
  - a. Android-based Spelling learning media is able to make the students active in discovering things in English spelling.
  - b. The students can study independently anytime and anywhere.
  - c. The teacher can solve the problem of limited time teaching allocation with the developed product.
  - d. The evaluators are the lecturers and English teacher who have experience in teaching and are selected according to their fields.

### **1.9 Definition of Key Terms**

There are several definitions of key terms contained in this research which can be described as follows:

- a. Learning Media

According to Musfiqon (2012) learning media is a tool that can be in physical or non-physical form which use to transfer materials to students that can support learning process

in order to achieve the learning goals in an effective and efficient way which means students accept the learning material more quickly. In this research, learning media can be define as learning media that the researcher develop in form of Android-based application to help teacher in teaching English spelling.

b. Android-based Spelling media

In this research, Android-based spelling media operationally can be defined as interactive learning media in the form of android application that can support spelling skill of the seventh-grade students in SMP Negeri 2 Tabanan.

c. English Subject

English subject is a process of learning and teaching activities which main goal is to enable students to master the four basic language skills of listening, speaking, reading and writing. These skills are very useful because students can use them as communication tools to expressing an idea that can be applied to daily life. In this study, the researcher reduced the English subject specifically into spelling which is part of writing skill that is applied by the seventh-grade students in SMP Negeri 2 Tabanan

