CHAPTER I

INTRODUCTION

This chapter discusses about the background of the study, the reasons for choosing topic, the research questions, the objectives of the study, the significance of the study, the limitation of the study, the definition of key terms, and the outline of the study.

1.1 Background of the Study

In this era, most people utilize technology in their life. According to Rogers and Mynatt (2003), technology has the potential to change human lives. It is generally for better, but sometimes for worse. For good way, many activities can be done by using technology. It helps their life and takes easy or fast for their activities. They can use transportations to arrive in their activities practically. In the household ways, the technology of washing machine, vacuum cleaner and so on can use to speed their activities too. In the education ways, they can use computer to save their materials. They can use wireless technology that connected to the internet to make easy and fast getting knowledge anytime and everywhere. For bad way, technology has many risks for user.

Mobile device is one of the technology that most people use. It is easy to use for adult, teenagers, and even children. They can get many benefits by using mobile device. People can get entertainments and even education through it. In the entertainment ways, they can watch video, read something to amuse them, listen to

music or something like that and so on. And in the education ways, they can learn something by searching knowledge in the internet. Besides that, they can read book by online way and download it. It is cheaper than buying the hard book. If reading way is boring, they can learn watch video or listen the audio to get the knowledge. Many learning can be done by using mobile device.

In English, there are four skills. The skills are listening, speaking, reading and writing. There are also two elements, grammar and vocabulary. The usage of mobile device can help in learning those skills. In speaking, they can use their mobile device such as for recording their voice to check their speaking. In addition, they can call their partners to practice their speaking. In listening, they can listen to music, audio, or video to improve their listening. In reading, they can read many links, courses, or e-books. In writing, they can write short messages. Besides that, they can write in the online way such as blog and social media. During conducting that learning, they can get many new vocabularies. If they get difficulties in the meaning of the vocabulary, they can search the meaning by downloading electric dictionary or something like that. Last, there are many applications contain materials or exercises of English that can be downloaded easily. Moreover, games about English are also available.

As the researchers state before, mobile device is used by young and also adult ages. Many students have their own mobile device. They involve the mobile device to their daily life. They bring it to the school. It has the positive and negative effects. There are many positive effects for the use of mobile device for students. At first students become excited and attracted by being able to use their mobile device in the classroom Kalati (2015). They also use mobile device mainly to communicate with

each other. Otherwise, they usually exploit the mobile device to get entertainments for themselves and even up to date information. In classroom, English learning strategies also can be done by using mobile device effectively. For example, they can search videos about giving compliment as references. It can be innovative for their creativity. Besides that, they can use offline dictionary to get meaning of new vocabulary during the lesson. Thus, mobile device can become a tool for the students to learn English. Then, there are negative effects in the use of mobile device especially in the classroom. They may abuse the mobile device to access apart the learning. They also may use in unnecessarily during the learning.

As a learning organisation, school is essential place where people dare to innovate their daily learning. Many schools have been equipped by technology to facilitate the education process. Using technology in the learning process at school can create innovative learning. Besides that, it makes the education process more efficient. Thus, many schools also let their students to bring the mobile device that is hoped can assist the students' learning process. According to Buchegger (2010), having an establishment on the use of mobiles is an important in school policy.

Considering the background above and regarding to the some positive and negative effects of the mobile assistance in English language learning that researcher states above, the researcher investigated the students' perceptions of mobile assisted English language learning in the eleventh grade students of SMAN 11 Semarang in the academic year of 2018/2019.

1.2 Reasons for Choosing the Topic

This study takes consideration with some reasons. These are the following reasons:

1. Many schools allow the students to bring their mobile device. The students bring their own mobile device to the school. They use the mobile device in their learning process either English subject or others. It is used to support the learning.

2. Many students tend to access the materials or learning in their mobile device. It helps them anytime. It gives more efficient in their learning process.

3. Based on my observation during my teaching practice in SMA N 11 Semarang, many students brought the mobile devices and involved them in their learning. They frequently asked a permission to use their electric dictionaries, to access materials, and even to get references to combine the explanation from teachers their teachers to expand their knowledge.

1.3 Research Question

Based on the background of the study and the reasons for choosing the topic, this study tried to answer these following question:

What are the students' perceptions towards mobile assisted English language learning for the eleventh grade of SMAN 11 Semarang in the academic year of 2018/2019?

1.4 Objective of the Study

The objective of the study described the students' perceptions of mobile assisted English language learning for the eleventh grade students of SMAN 11 Semarang in the academic year of 2018/2019.

1.5 Limitation of the Study

This study focused on describing the students' perception of mobile assisted English language learning to the eleventh grade of SMAN 11 Semarang in the academic year of 2018/2019.

1.6 Significance of the Study

The result of this research is expected to give contributions for:

a. Pedagogical significance

This research is expected to show the teachers about students' perceptions of mobile assistance in English language learning. Furthermore, this research was expected to show how the mobile device assists the students in the English language learning.

By understanding those points above, the teacher could understand the role of mobile in the students' learning of English language. In addition, the teachers get guidance to teach the students using mobile device in the learning and teaching process.

This research also was expected to students about the usage of mobile device to support their learning. Besides that, this research shows the students that using mobile device is one of the chance to learn English language anytime and everywhere. By understanding those points, the students know how to use mobile device to support the English language learning. So that they could use the mobile device in the English language learning in classroom and outside classroom.

b. Practical significance

1) For teachers

The result of this research may lead the English teachers who to use mobile device as a tool in the learning and teaching process and give understanding about the benefits of English language learning by using mobile device.

2) For students

This research is expected to give the students understanding that mobile device can assist their English language learning. Through mobile device, the students also can learn English language anytime and everywhere.

3) For readers and other researchers

After reading this research, the researcher expects that the readers and the other researchers will know that through a mobile device the readers can learn Englis

1.7 Definition of Key Terms

a. Perception

According to Lindgren (1981), perception is viewed as the mediating processes that are initiated by sensation. These are attention, awareness comparison, and contrast, together with other cognitive operations that enable use interpret of the meanings of sensations.

b. Mobile Assisted Language Learning (MALL)

According to Czerska and Andrzejewska (2014), mobile assisted language learning (MALL) is sub era of the growing field of mobile learning and deals with the use of mobile technology in language learning.

1.8 Outline of the Study

This study consists of three chapters that the researcher has to discuss. The chapter I discusses about the introduction. This includes the background of the study, the reasons for choosing the topic, the research question, the objective of the study, the limitation of the study, the significance of the study, the definition of key terms, and the outline of the study.

The chapter II is review of related literature. This chapter describes English Language Learning (ELT), Mobile Assisted Language Learning (MALL), and review of previous studies.

The chapter III discusses research method. It explains the research design, the subjects of the study, the instrument of the study, the validity of the questionnaire, the data collection techniques, and the data analysis technique.