

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Study

An essential function of technology in the progress of language acquisition is its role as an innovative tool. With increasingly accessible and innovative tools, language learners can now acquire knowledge more engagingly and effortlessly. A crucial aspect of MALL (mobile-assisted language learning) is allowing students to develop their language abilities on their own. In addition, the development of mobile devices, as well as their expanded features, innovations, and functions, has led educators and scholars to explore new possibilities for language pedagogy through these devices (Creswell, 2012). In line with him, Hidayati & Rosyid (2020) that the use of digital information technology based on the internet is expanding very quickly in Indonesia as it enters the information era. An educator nowadays needs to understand the benefits offered by technology to advance teaching and learning. One of the uses of the internet is an application that helps humans in different fields. It made for mobile devices are referred to as mobile applications. Additionally, the twenty-first century is an era of information and technology. It has been discovered that researchers are examining how mobile devices affect the learning environment and the possibility that students will achieve their goals and acquire 21st-century skills (Meng, 2017). They remain in use because they are effective language learning tools (Mortazavi et al., 2021).

When people discuss technology in education, they also refer to microlearning. It is an educational teaching technology that can be used to teach a huge number of people through different platforms (Shail, 2019). One of the platforms that can be used to do micro-learning is mobile applications. Meng (2017) also stated that teachers can utilize these advanced technologies and mobile devices to facilitate traditional teaching include micro-learning of college English by using multimedia, apps, and modern technologies.

Technology also requires several requirements for the use of mobile apps in education. One of the requirements should encompass learning that enhances independent and flexible learning, motivates and engages learners, saves time and effort, customizes learning experiences, encourages collaboration, supports self-directed learning, and adds

an element of enjoyment to the process (Dağdeler & Demiröz, 2022). From the experience of researcher in teaching classes when participating in the 2021, it requires paying attention to a number of factors, including comfort and motivate during class attendance and adaptability throughout teaching. Rahayu and Purnawarman (2019) stated that through gamified platforms which include Kahoot, Quizziz, Edupuzzle, and Quizlet, some mobile applications could help motivate students and give them more independent. Zou and Li (2015) mentioned a significant portion of the subjects were motivated to do the relevant tasks on the apps, reflecting their high level of enjoyment of mobile learning. Student motivation can rise if there is internal encouragement supported by positive external circumstances. Students will be inspired to learn and motivate themselves in using mobile apps in class. As (Sadikin, 2021) believed that a stimulating learning environment, and access to resources, can enhance student motivation. When students perceive that their efforts are acknowledged and valued, they are more likely to be motivated to learn and utilize available tools, such as mobile apps.

Therefore, accessibility, flexibility, time management, self-determination, and a pleasant learning environment are a few of the many advantages that users will encounter when using MALL in the classroom (Jeong, 2022). Those benefits of utilizing MALL are including cost reductions, ubiquitous communication, research assistance, and location-based services (Ishaq et al., 2021). Besides, the ease-of-use MALL enables to help student in their learning processes can occur anywhere and at any time. Due to the fact that students can learn anytime and anywhere and are more comfortable, flexible, and easy to access, they will be more creative, better prepared for the real world, and more motivated in the classroom. This is supported by Hidayati and Rosyid (2020) that implied factors that enable MALL to help student learning processes can occur anywhere and at any time. Due to the fact that students can learn anytime and anywhere and are more comfortable, flexible, and easy to access, they will be more creative, better prepared for the real world, and more motivated in the classroom. Some previous studies revealed the benefits of mobile-application in classroom context especially learning language ((Shadiev et al. 2022), Deliza & Sadikin (2023), Mehdipour & Zerehkafi (2013) as cited in Klímová & Berger (2018), and Miangah (2012)) such as, first, students can be more creative because they feel independent outside the classroom by using mobile-assisted learning for learning language because the characteristic is ongoing and not bound by anything.

Second, their study collaborates with the real-world context and makes students adapt their language for using their English language in correct order. Third, instead of employing the conventional method, utilizing mobile-assisted learning for language acquisition in the present time proves to be more beneficial and engaging.. It makes students more motivated. This suggests that mobile applications designed to assist students in the classroom could enhance their motivation. It encourages students to be more creative in expressing how they learn the language and using it in the appropriate context.

Moreover, MALL in the classroom not only provides intrinsic benefits to students, but also helps to develop soft skills by adding audio-visual components, provide students' awareness, and memory in storage (Mortazavi et al., 2021). Mobile-assisted learning can be one of tool to increase one of soft skill and student's cognition. Mortazavi et al. (2021) pointed again that in Mobile-Assisted Language Learning (MALL) to improve the vocabulary is recommended.

However, mobile devices do not come without their drawbacks. A teacher must be able to figure out how to use mobile devices effectively in addition to the need for students to be able to operate and understand the information and skills of comprehension on them (Anggrarini & Yulianawati, 2020). One of the steps to find an effective way when using in the MALL, its applications should be designed to meet the needs of students in the classroom (Pilar et al., 2013). Pilar et al. (2013) added again that the reason is teacher should take into account the specifications and goals of the target user is to determine cognitive value of the students. In addition, Yudhiantara and Saehu (2017) explained MALL offer teachers new opportunities for assisting their teaching activities, and teachers should learn more and explore these opportunities. It can be concluded from the points referenced above that teachers should spend more time developing mobile applications in language learning classes because of the need for creativity and innovation.

Furthermore, Mobile-Assisted Language Learning (MALL) necessitates additional competencies beyond technical expertise. This is supported by Yudhiantara and Sugilar (2018) that said not only the technical skills involved in using a smartphone, but also the students' reading ability is the bottleneck. Because in order to understand information, it is necessary to read comprehension. Another example the obstacles encountered by

MALLs was signal issues and network/internet problems, which are common in the use of internet-based technologies, not the essence of MALL (Hidayati & Rosyid, 2020). On other hand, MALL is perceived as a way to cheat on exams by students (Habib et al., 2022). In addition, drawback of MALL is that sometimes it is important that the teacher control the material, even if the students find it on the internet.

From the last research conducted, according to Agustina et al. (2022) implicated that the 'English with Noni' application of MALL helped students improve their language skills and critical thinking skills, such as predicting, providing a reason, expressing a viewpoint, finding alternatives, and drawing conclusions. Furthermore, she found that the application helped students cultivate their critical thinking skills and language sub-skills, allowing them to learn these skills simultaneously. According to study Oz (2015) his objective was to explore how prospective English as a foreign language (EFL) teachers viewed the use of mobile-assisted language learning (MALL). Additionally, the study aimed to determine if there were variations in these views based on factors such as gender, academic level, and grade point average (GPA). On the other hand, a comparable study by Dağdeler & Demiröz (2022) delved into similar research, focusing on teachers of how their perception of utilizing MALL in higher education. Furthermore, a study carried out by Nuraeni (2021) also engaged in similar research, specifically aiming to ascertain teachers' perspectives on optimizing mobile-assisted language learning (MALL). Meanwhile, Anggrarini & Yulianawati (2020) investigation examined the categories of mobile applications utilized for the learning of the English language in teacher point of view.

Further, the decision to utilize MALL cannot solely rely on the teacher's viewpoint. Hence, Nuraeni et al. (2020) study aimed to explore students' viewpoints and challenges related to the utilization of MALL for learning the English language. On the flip side, Aratusa (2022) aims included scrutinizing students' perspectives on the application of Mobile Assisted Language Learning (MALL) for improving pronunciation, as well as dissecting the challenges encountered by students in utilizing MALL for pronunciation enhancement. In English learning process, mobile applications should be classified according to their cognitive value, pedagogical coherence, accessibility, capacity, and adaptability (Anggrarini and Yulianawati, 2020). The current study focuses on perceptions are not only shown through the eyes of learners, but also teachers who teach

English through MALL in class. Therefore, the purpose of this study is to find out how teachers and students perceive MALL in the classroom and as information for readers how impactful MALL is in the classroom on teachers and students.

### **1.2 Research Question**

The research questions expanded are:

1. What are students' perceptions of MALL integration in teaching-learning practice?
2. What is teacher's perception of MALL integration in teaching- learning practice?

### **1.3 Aims of the Study**

This aims of the study refer to the research questions. Those following aims are:

1. To explore students' perception of MALL in teaching-learning practice.
2. To explore teacher's perception of MALL in teaching-learning practice.

### **1.4 Significance of the Study**

This study provides theoretical and practical contributions. Theoretically, this study could be used as a reference material of language learning materials for future studies on students' experiences and teachers' perspectives in English language classrooms utilizing MALL and to add literature about students' and teacher's perception toward MALL. The use of assistive devices namely MALL, it can facilitate language learning in the classroom. This includes the material improvement that adapt technology in the classroom of language-learning.

Meanwhile, practically, with this study, it is hoped that in the future: for teacher, starting to apply MALL in language learning and any other subjects for all needs in today's digital era. Teacher can present their material using the applications served in MALL, looking for the recent syllabus and curriculum, and using MALL to doing other activity but related to the classroom management to improve students' motivation. For students, they are able to follow directions well by the teacher regarding the application of MALL in language learning or other subjects. Besides the learning activity, there might be other activities that are carried out, such as understanding MALL and not being too focused on it solely.