CHAPTER I

INTRODUCTIONS

This chapter discuss about background of the research, problem of the research, objective of the research, and significance of the research.

A. Background of The Study

The use of technology has become an important part of the teaching and learning process in and out of the class. Every language class usually uses some form of technology. Technology has been used to both help and improve language learning. Technology enables lectures and students to adapt classroom activities, this enhancing the language teaching and learning process. Technology continues to grow in importance as a tool to help lectures and students facilitate language teaching and learning for educators and learners.

If teachers do not use technologies in their teaching they will never be able to keep up with these technologies. Thus, it is very important for teachers to have a full knowledge of these technologies in teaching language skills (Gilakjani, 2017). One type of m-learning is mobile assisted language learning (MALL) related to the use of mobile technology in the process of language learning. In learning to use the MALL, there is technology that is directly used, namely information technology and communication technology.

According to Andri et al (2017) stated that the word information and communication technology (ICT) in terms includes two meanings which include information technology and communication technology. Various things related to the process, utilization of tools and information management are referred to as information technology. Meanwhile, all things related to the use of technology as a tool that helps process and transfer information from one device to another.

So that what distinguishes information technology from communication technology is that information technology refers more to the process while communication technology refers more to the product. Meanwhile, according to Hasrah (2019), the use of information and communication technology in the learning process has several benefits, namely: (1) increasing the quality of learning; (2) increasing access to learning and education; (3) developing depictions of abstract ideas; (4) making it easier to understand the learning material being studied; (5) make the appearance of the learning material more interesting; and (6) being a link between material and learning.

MALL or Mobile-Assisted Language Learning is one of educational technology through smartphone applications designed for help student learning especially in the 21st century (Loewen 2019; Rocca, 2018). Correspondingly, Davie and Hilber (2015) defines MALL as the use of mobile devices for support language learning, using devices such as

digital personal assistant (PDA), ordinary cellphone, smartphones, tablet computer, android or mp3 player all of them are used for educational tools.

Klimova (2019) states that, the key features of mobile learning, such as personalized learning, independent on time and place, collaboration with peers and teachers in formal and informal settings, ubiquity and interactivity of mobile devices, make m-learning efficient. So, the learning environment provided by mobile makes it easy for anyone to learn a foreign language. With this, mobile assisted language learning (MALL) is introduced.

In a research conducted by Farhana (2018) has a results of MALL as supportive access to mobile for English learning and enjoyable learning significantly increases learning motivation and encourages lifelong learning. Students also do not need a formal place and system to access and train themselves in English. MALL can be accessed privately without spawning crowds as audiences such as formal learning in class.

Multimedia content can be beneficial to students by enabling multimodal learning as long as the methods of delivery, storage and presentation are adjusted to the capabilities of mobile learning tools and the cognitive capacity of students (Milutinović, et al 2015). Hence mobile applications for language learning ought to be designed to support mobile learning methodologies and to cover learning content. Integration of mobile devices to support language practice and facilitate language learning have also extensively investigated. In a meta-analysis, Sung

(2016) found that using mobile devices in education had a medium effect size for learning achievement. The Mobile Assisted Language Learning (MALL) application is any type of language learning that uses the help of mobile devices that can be moved and carried and is different from Computer Assisted Language Learning (CALL). One of the most popular MALL platforms used globally is Duolingo (Shorrt, et al.,2023).

Mobile-Assisted Language Learning (MALL) is concerned with the implementation of learning theories and approaches to deliver English language learning via mobile technology. According to Hulme (2016), MALL provides the opportunity to extend language learning outside the classroom settings; it delimits the time and space settings of traditional classrooms. MALL also promotes language skills, including reading skills, and helps support a studentcentered approach.

MALL can be more effective if learners are equipped with certain tools: support from teachers, and technologies and materials (Hulme, 2016) that may finally result in learners taking responsibility for perceiving a new language. English language learning can be fostered by MALL. Language is considered an active and continuous process and cannot be restricted by time and place. EFL learners always need to interact and communicate in English for better learning outcomes. Mobile social networking could maintain an effective learning environment and create meaningful learning opportunities (Almekhlafy and Alzubi, 2016).

The use of mobile technology improves LA in the EFL context. Almekhlafy and Alzubi (2016) found that students developed a sense of independency to choose what to interact on through WhatsApp in the Saudi EFL context. In India, Ramamuruthy and Rao (2015) argued that the use of mobiles pushed EFL undergraduates towards autonomous learning. In Japan, Leis et al. (2015) found that learners showed a tendency toward being autonomous in the sense of investing their free time and taking charge of their own learning.

Moreover, in a questionnaire on the potential of mobiles to support learning aspects, Djoub (2015) indicated that the limited use of mobiles is not likely to help learners improve autonomy since it does not go beyond the objective of enhancing their knowledge of the language.

Reading is an activity with a purpose. According to (Sheeba and Ahmad, 2018), the purpose for reading also determines the appropriate approach to reading comprehension. A person who needs to know whether she can afford toeat at a particular restaurant needs to comprehend the pricing information provided on the menu, but does not need to recognize the name of every appetizerlisted. A person reading poetry for enjoyment needs to recognize the words the poet uses and the ways they are put together, but does not need to identify mainidea and supporting details. In brief, reading activity is activity which aims to achieve main information.

Baturaja University students in learning partially use Mobile Assisted Language Learning (MALL), this can be seen from the author's

initial observation using a Google Form that has been distributed to the respondents, and from those who have filled it out, it turns out that 100% of the respondents use MALL to help them learn English. For the tools used, it was found that 100% of respondents used Smartphones to apply Mobile Assisted Language Learning (MALL) on a daily basis. Of the 100%, 12% of them use Smartphones and Computers at the same time. This shows that the use of technology in language learning is increasing, especially with the sophistication of Smartphones that make it easier to access and use learning applications.

Meanwhile, the applications used are very diverse. From the survey results, 52% of respondents use Google Translate as the main tool in translating texts, 16% of respondents choose Online Dictionary to look up the meaning of words, 6% of respondents prefer to read Online Novels to improve language understanding, 7% of respondents access Youtube to watch learning videos, 6% of respondents use Duolingo to practice language interactively, and another 2% of respondents use AI applications to support their learning process. The use of these various applications shows the diversity of preferences and needs in language learning through technology.

Some students at Baturaja University agree and accept mobile assisted language learning well and apply this m-learning in the teaching and learning process. Based on Pre-observation data obtained from respondents, the writer is intrigued to delve into further investigation."The

Students' Perception of Using Mobile Assisted Language Learning (MALL) Toward Reading Skill of The Students' English Education Study Program Baturaja University".

B. Problem of the Study

Based on the background above, the problem to be answered in this research are formulated as : What are the students perceptions about Mobile Assisted Language Learning (MALL) toward their reading skill?

C. The objective of The Study

The objective of the study is to analyze the students perception about mobile assisted language learning (MALL) toward reading skill with two indicator those are Ease of use and Usefulness the Students using Mobile Assisted Language Learning (MALL) to help their reading skill at English Education Study Program Baturaja University.

D. Significances of The Study

This research could be useful for students, researchers, lecturers, and other researchers. As we can see as follows :

1. For Students

The results of this research are expected to be used as a reference source that can enrich scientific knowledge in the implementation

of the use of Mobile Assisted Language Learning (MALL) in their learning activities.

2. For researchers

With the implementation of this study, It is hoped that this will provide benefits and broad insight for researchers as prospective educators, so they can find out how Mobile Assisted Language Learning (MALL) is applied to the teaching and learning process.

3. For Lecturers

The results of this study can be used as motivation and reference for lecturers in the teaching process, so that the teaching process becomes easier.

4. For other researcher

The result of this study are expected to function as a reference for further research for other researchers, and add information related to be implementation of Mobile Assisted Language Learning (MALL).