CHAPTER I
INTRODUCTION

A. Background of Study

The use of learning media really supports and attracts attention to teaching and learning activities. Especially in the twenty-first century, MALL or mobile-assisted language learning, is a type of educational technology that uses smartphone applications to support student learning.[1] Seppälä and Alamäki (2003) argue that Mobile-Assisted Language Learning (MALL) has both benefits and drawbacks.[2] Because of its mobility, it is feasible to teach and study outside of the classroom. Chinnery (2006) also mentioned that another advantage of mobile devices is that they are less expensive than laptops.[3] Using mobile devices in teaching and learning can boost student involvement and give more learning possibilities. However, implementation obstacles like as connection, limited mobile device screens, and problems monitoring pupils hinder teachers' ability to adopt MALL in their courses. To optimize the impact of using MALL, teachers should emphasize its positive qualities and potential in language acquisition rather than its drawbacks and limits.

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[1] Endang Darsih & Nida Amalia Asikin, "Mobile Assisted Language Learning: Efl Learners' Perceptions Toward The Use Of Mobile Applications In Learning English", ENGLISH REVIEW: Journal of English Education, Vol. 8, (June, 2020), p. 184.

[2] Narendra Dyah Inggita, Francisca Maria Ivone, Ali Saukah, How is Mobile-Assisted Language Learning (MALL) Implemented by Senior High School English Teachers?, (Jurnal Pendidikan Humaniora, 2019), Vol. 7, No. 3, p. 85

[3] George M. Chinnery, "Going to the MALL: Mobile Assisted Language Learning", (University of Maryland Baltimore County; 2006), p. 9-16

Students have the ability to study at any time and from any location. Previous scholars and educational specialists have developed many definitions of mobile learning and MALL. According to Kukulska Hulme and Shield (2008), this description appears to lead to the MALL concept, which includes not only learning a second language using a mobile device during the learning process, but also learning a second language in formal and informal contexts using a mobile device, which can be done anytime and anywhere.[4]

The features of a mobile phone or smartphone provide users with a variety of services, including music, text, video, and computer-like functions. This medium allows individuals to engage wherever and whenever they choose for communication purposes, regardless of time or place. This is what teachers and students as cellphone users should investigate to improve the English learning process, as well as to ensure that collaboration between teachers and students is maintained through the various services and capabilities provided by smartphones.

As well as enabling students and teachers to communicate, mobile phones allow some students to learn and improve their English skills. These advantages show how mobile phones help communication and skills development in the context of learning English. Mobile phones with all the capabilities that come with them allow teachers to customize lessons. Personalization of teachers to meet teaching goals is made possible by creativity as well as

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[4] Kukulska-Hulme, Agnes and Shield, Lesley, "An overview of mobile assisted language learning: From content delivery to supported collaboration and interaction", ReCALL, (20(3) 2008), pp. 272

innovation. According to Corbeil and Valdes (2007), mobile phones can improve collaboration between students and teachers and between students because there are many applications that enable this collaboration.[5]

Based on Lenhart (2015), the Internet, which was previously accessed via personal computers, can now be accessed via mobile phones, enabling students, who are mostly in their teens and teenagers, to go online anywhere and anytime.[6] According to Madden et al. (2013), cell phones are used more by teenagers to access the internet than personal computers.[7] Mobile media, which is often known as cell phones or smartphones, has replaced many computer media in this increasingly complex era. Due to their small size and shape, and their functionality comparable to computers, mobile devices have become an alternative medium to PCs.

Before e-learning, there was already Computer Assisted Instruction (CAI) and Computer Assisted Learning (CAL). Diskettes, PCs (personal computers), or mainframe computers are used as media and can be accessed via local workstations. Initially, this understanding was intended to replace the teacher's position. However, due to computer limitations, especially the inability to provide good social relations, this cannot be done, so the two concepts are mixed with the teacher. The name changes to e-learning after the computer is connected to the internet network. This is where

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[5] Corbeil, J. R., & Valdes-Corbeil, M. E, "Are you ready for mobile learning?", (Educause Quarterly, 2007), 30(2), p. 51-58

[6] Lenhart, A, Teens, Social Media & Technology Overview, (Pew Research Center, 2015): Internet, Science & Tech.

[7] Mary Madden, at All, Teens and Technology, (Pew Research Center, 2013): Internet, Science & Tech

a paradigm shift occurs from teaching to learning. As a result, the use of e-learning is more focused on learning activities than teaching.

A few academics suggest definitions of e-learning or electronic learning. Among those mentioned by Ari Nadya (2020) are; according to Rosenberg (2020), e-learning is the use of internet technology to provide various solutions that enhance knowledge and skills.[8] According to Onno W. Purbo (2002) , the prefix "e" or the abbreviation "electronic" in e-learning refers to any technology used to enhance teaching efforts through internet electronic technology. This description shows that the use of internet technology is the basis of e-learning.[9]

Information and communication technology (ICT) has always been beneficial to education as it assists students and teachers by supporting their classroom activities. According to Kee and Samsudin (2014), ICT has the ability to improve teaching.[10] Modern technology has produced several breakthroughs for human life. Mobile phones have shaped our lives in terms of communication, and it goes without saying that education will go a long way in reaping the benefits.

Due to the many needs for quick and accurate information interchange, cell phones play a crucial role in today's world. Smartphones are a necessary part of Gen Z's lives, and their existence makes all other activities possible. Modern smartphones have made it

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[8] Ari Nadya Puriwigati, "Pengenalan E-Learning", Juni 2020, https://www.researchgate.net/publication/342010431_PENGENALAN_E-LEARNING

[9] Siti Azisah, "Pembelajaran Bahasa Inggris Model dan Aplikasi", (Bandung: PT. Remaja Rosdakarya, 2020), 175.

[10] Kee, C., & Samsudin, Z, Mobile devices: Toys or learning tools for the 21st century teenager, (The Turkish Online Journal of Educational Technology, 2014) p. 107-122.

possible for people to communicate with one another over time, location, and distance.

Children born in the 2000s, sometimes known as Generation Z, place a high value on cellphones in their daily lives. Those born between 1996 and 2009 are referred to as Gen Z in Graeme Codrington & Sue Grant-Marshall's Generation Theory.[11] It go by several names, including the Internet Generation, GenerationNet, and iGeneration. The reasons behind Gen-Z's smartphone use are several. Beginning with providing assistance with routine tasks, assisting with homework, and serving as a source of amusement. To open social media, play games, and watch movies, for instance.

Gen Z users use their smartphones for six to nine hours a day on average, and some of them claim to use them constantly save for emergencies like taking a shower. Generation Z is thought to be accustomed to using smartphones; some even find it impossible to remain without them all day. Social media apps and Google Search are tools that Gen Z users frequently utilize to find different types of information. The majority of Gen Z participants stated that they use their smartphones to help with their academic and professional obligations.

According to Article 1 of Law No. 20 of 2003 (National Education System Law), learning is defined as an interaction between students, teachers, and learning resources in a classroom setting.[12] Resource-based learning is a learning methodology that originated from the idea of learning. Students who study from a variety of

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[11] Codrington, G. T. and Grant-Marshall, S, "Mind the gap", (Rosebank,2004), Penguin Books

[12] Depdiknas, "Undang-Undang RI No. 20 tahun 2003 tentang Sistem Pendidikan Nasional", 27 Desember 2023, https://kelembagaan.ristekdikti.go.id/wpcontent/uploads/2016/08/UU_no_20_th_2003.pdf

sources can learn about anything from anyone, anywhere. It is possible to create an engaging and dynamic learning environment by using a variety of learning resources. Using information and communication technology (ICT), such as smartphones, in the educational process is one way to do this.

One of the media that is easy and familiar to use today is using a smartphone. The presence of smartphones that can be purchased easily is an alternative to the limitations of learning resources for teachers, lecturers, students and students. If in the past learning resources were only centered on printed books which were limited in number, now these limitations can be overcome by the e-Book feature on smartphones. Various books as learning resources can be downloaded easily to be used as learning resources. To enjoy this feature we simply add or install an e-book reader application such as Adobe PDF Reader and the like.

The shift in student activities began to shift from the real world into the virtual world, ranging from communicating, doing business, to learning. The internet, which is currently easily accessed via smartphones or smartphones, often makes a person addicted so that they do not know the time to access it. The unpleasant things from the ease of accessing the Internet make the positive use of smartphones an important thing, one of which is the use of smartphones in learning activities. Because inevitably, students must be accustomed to being able to utilize the Internet properly. The high use of smartphones by Indonesian people, especially students, does not make smartphones used in their learning activities. One of the factors that influence the use of smartphones in learning activities is the environment.

Based on the preliminary findings at MAN 1 Kota Cilegon , the scenario of learning English using MALL media is quite effective. When students study the information being taught, it is evident that they are perplexed about the meaning and comprehension of the material because the language used in the book has not been translated into Indonesian. As a result, teachers allow students to utilize language translator apps on their cellphones to translate the content, making it easier to read and comprehend. Google Translate is a popular language translation tool among students.

Some teachers use smartphones in the classroom as media, especially when teaching English. This is done to make learning and applying a second language easier and more interesting for young learners of English in high school. Learning media refers to anything that can be used to stimulate learners' thoughts, feelings, attention, abilities or skills through communication activities to improve the learning process. The features contained in smart phones can be utilized to help improve English language skills in a variety of ways. Innovative and creative learning features such as interactive learning materials accompanied by animations, images, videos, audio, and various enrichment models can be used for understanding concepts and materials and can improve basic language skills.

The researcher will observe classroom activities based on the challenges faced by students from the use, management, and constraints of smartphones in learning and improving English language skills. The researcher also aims to see the supporting and inhibiting factors in classroom learning when using smartphone media. So the researcher intends to conduct a study on "*The Use of*

Mobile-Assisted Language Learning (MALL) in English Learning at Senior High School".

B. Identification of The Problem

According to studies, the following issues can be identified when learning English in high school with MALL. Students' proclivity to learn a second language through classroom instruction. Because the learning process is boring and non-interactive, students are disinterested in acquiring and mastering a second language. As a result, the use of MALL media in teaching and learning activities, particularly English learning, is still being adapted to the proper curriculum, content being taught, and preparation, as well as teachers' capacity to teach using mobile media in schools. In addition to these barriers, there are external and internal students who influence students' processes in acquiring and studying English.

C. Statements of the Problem

The researcher asks the following research questions by narrowing the scope of this study:

1. How its the used of MALL media in English learning at MAN 1 Kota Cilegon?
2. What are the challenges in learning English at MAN 1 Kota Cilegon using MALL media?
3. What are the factors that influence learning English using MALL media at MAN 1 Kota Cilegon?

D. The Research Aims and Benefits

The primary goal of this study is to:

1. To figure out implementation in English learning media at MAN 1 Kota Cilegon

2. To identify challenges in learning English using MALL media at MAN 1 Kota Cilegon

3. To find out the factors that influence learning English using MALL media at MAN 1 Kota Cilegon

The benefits of this study is to create and assess the use of MALL media in the process of acquiring or learning English. Students' interest in studying English can be increased by providing easy access and efficient execution.

E. The Framework of Thinking

Over the past few decades, the use of technology in foreign language learning has become a source of concern and imperative. A number of studies have been conducted to investigate the use and usability of mobile devices in foreign language learning. Human lifestyles have changed significantly as a result of the evolution of mobile technology, including hardware and software. Education in the dynamic era of globalization requires teachers and students to quickly adapt and be creative in preparing learning activities, one of which is the use of ICT (Information and Communication Technology). ICT has contributed in helping teachers organize learning activities to achieve learning objectives. The rapid development of technology can be utilized in learning, including in foreign language learning.

The principle of Mobile-Assisted Language Learning (MALL) emerged as a medium in learning. Chinnery coined the term MALL in 2006 as a development of a pre-existing idea, CALL (Computer-Assisted Language Learning). As mobile phones have an impact in various aspects of human life, it can be seen that mobile devices are available and needed in all urban and rural locations around the world. The availability of inexpensive, advanced devices that are easy to get and use anywhere has changed the world of e-learning in many ways. Mobile learning can be considered as the next generation of e-learning.

The implementation of MALL stems from the basic idea of using mobile devices and the included tools for foreign language learning. The application of MALL as a medium makes foreign language learning more personalized, spontaneous, contextualized, and relaxed, and can be done anywhere. There are various elements that influence the adoption of mobile devices in educational settings. An assessment of the physicality of the mobile phone to measure the input and output capabilities of the existing mobile device functions, as well as a number of other elements should be considered. Then, on the utilization of mobile as a medium of learning, students' skills, knowledge capabilities and learning experiences will be the main influences in the output quality of mobile-based learning tasks.

Task-based language teaching (TBLT) is an innovative language teaching approach and an active research subject in the field of second language acquisition (SLA). These features have made tasks a very important tool not only for teaching and assessing language, but also for conducting research on language acquisition processes. In other words, tasks cover many aspects of language

teaching research and practice, but tasks can take different forms and be used in different contexts, such as real-world tasks that encourage situational authenticity or pedagogical tasks that encourage interactional authenticity in the classroom. As a result, in this context it is emphasized that task-based language education utilizes pedagogical tasks as the basic foundation of teaching-learning.

The learning process must be well developed in its implementation. If the teacher succeeds in building an effective learning process for students, then the learning objectives can be achieved well. Student learning outcomes are influenced by two factors, namely factors from the environment and factors from the students themselves, such as learning motivation, interest in learning, attitudes and learning habits, student perseverance during the learning process, students' social and economic life, and physical and psychological factors that students have to quickly understand learning material.

F. Previous Study

This previous research has been one of the sources for researcher while writing papers, allowing them to enhance the theories employed in research projects. The title of the study report is based on earlier research. However, researcher included other studies as references in research articles to supplement the study data. Previous research is presented in the form of various articles connected to research undertaken by researcher.

"*Mobile Learning And Mobile Assisted Language Learning in Focus*" by Fidel Cakmak (2019).The purpose of this study is to expand on the notion of mobile-assisted language learning (MALL)

in relation to learning theories and problems, to propose a conceptual framework of MALL design principles and dimensions, and to review previous MALL studies. The approach of literature study was used in this study. A literature review is the process of investigating, reviewing, analyzing, assessing, and summarizing scientific literature (typically journals and articles) on a certain topic. The findings of a literature review might be presented as a whole report or as part of an article, thesis, dissertation, or grant application. The literature review assists writers in learning about the history and nature of their topics, as well as identifying significant research gaps and difficulties related to the notion of mobile-assisted language learning (MALL) in connection to learning theory and obstacles.The studies, with their extensive focus on MALL applications in language classrooms, surely add to the area of MALL research. Some of them emphasized the need of m-learning participants, such as learners, instructors, researchers, content creators, and designers, being fully aware of the pedagogical and technological difficulties underpinning effective MALL implementations.

"*Exploring The Integrations of MALL Into EFL Learning For Indonesian Secondary Schools*" by Bramy Biantoro (2020). This research was conducted with the aim of providing theoretical insights on the application of mobile-assisted language learning (MALL) to high school students in EFL classes. Based on the Alhinty and TBLT methodologies, this article demonstrates that the optimum application of MALL in EFL instructional design involves communicative, content access, productivity, interactive, and storage integration. The TBLT method despite limitations such as a lack of theory and

teaching methodologies in MALL, this integration is likely to provide additional learning possibilities.

"*How is Mobile-Assisted Language Learning (MALL) Implemented by Senior High School English Teachers?*" by Narendra Dyah Inggita, Francisca Maria Ivone and Ali Saukah (2019). The purpose of this research is to determine the possibilities and obstacles of learning using MALL. This study examines the extent of MALL application by English instructors in Malang high schools. It employs descriptive qualitative research to learn more about certain occurrences.

If the previous studies discuss a lot about the concept, application and challenges in mobile language learning (MALL), then in this study the researcher will examine the factors and influences of the use of MALL in English language learning. The difference between this research and previous research is in the perspective and exploration of the use and utilization of Mobile Assisted Language Learning in classroom learning. The purpose is to find out the factors, obstacles, and influences that occur during learning and improvement in English language skills by utilizing MALL in the second grade of high school.

The implementation of MALL in the classroom was enthusiastically welcomed by teachers and students. They all had a positive attitude towards the MALL and anticipated additional mobile activities in the classroom. It was also found that teachers with high, medium, or low levels of MALL implementation were aware of the possibilities and prospective applications of mobile devices for language learning. This was reflected in their perspectives on the advantages of MALL in the classroom.

G. Significance of the Study

This research is expected to provide significance theoretical and practical applications:

Theoretically, by using the Mobile Assisted Language Learning approach, this research can be applied to help students, especially high school students, learn English through mobile media. By realizing the factors that influence the use of mobile media in the teaching and learning process, as well as the challenges students face when learning English in class.

Practically, this research is expected to be useful for English teachers and teachers of other subjects. The researcher anticipates that the information gathered from the findings of this study will be useful for understanding the supporting and inhibiting factors behind the use of mobile media in English language teaching in the classroom. Then, understanding the advantages and disadvantages of using mobile media to improve students' English and communication skills. In addition, by conducting this study, the researcher sought to develop the expertise of teachers, students as well as other readers in utilizing mobile devices to enhance language learning in the classroom.

H. The Organization of Writing

This research is organized into three chapters, each chapter has points that describe the chapter. The following is how the researcher arranges the point:

Chapter I Introduction, this chapter contains The Background of Study, Statement of the Problem, The Research Aims dn Benefits,

Previous Study, The Framework of Thinking, and The Organization of Writing.

Chapter II Theoritical Framework, this chapter contains theories from many experts on which the researcher has undertaken study.

Chapter III Research Methodology, containts Method of Research, The Setting of the Study, Respondent, The Technique of Data Collecting, and The Technique of Data Analysis.

Chapter IV Research Findings, is about the result of the research. It contains description and interpretation of data

Chapter V Closing, it contains of the conclusion and suggestion