

CHAPTER I

INTRODUCTION

1.1 Background of the study

In the educational field, technology plays an important role. Technology has always played a significant role in the teaching and learning process. It is an essential aspect of the teaching profession to help students learn. This is in line with Ferdig et al. (2021), who argue that technologies can assist students in gaining knowledge, learning independently, and making conclusions based on what they have learned. Ahmadi (2018) also stated that given the prevalence of technology in our daily lives, it is time to reconsider integrating technology into the curriculum and instead aim to embed technology into teaching to aid the learning process.

There are numerous forms of technology available for exploration and application in education. Mobile phones are one of the emerging technologies used to help with instruction. It has features and capabilities that can be used for educational purposes (Yudhiantara & Saehu, 2017). Mobile devices enable us to try new teaching techniques that we wouldn't usually do with other learning resources. They allow teachers and students to access educational resources at any time and place and participate in innovative learning circumstances in various settings outside the classroom (Arvanitis & Krystalli, 2020).

The use of mobile technology for learning also plays an increasingly important role when learning online during the COVID-19 pandemic. In this case, English teachers in EFL countries were encouraged to develop online teaching and learning resources and began to investigate the most appropriate technology to teach their EFL courses (Sutrisna et al., 2021). Many teachers prefer to use their mobile phones as a medium to teach their students. Mobile technology in language teaching and learning is called Mobile-assisted Language Learning (MALL). Mobile-assisted Language Learning (MALL) describes an approach to language learning that is assisted or enhanced through

a handheld mobile device. MALL highlighted the importance of interaction between the student and the learning content, peers, and instructors to promote learning effectiveness, flexibility, and convenience (Hashim et al., 2017). MALL Enabled learning through technology rather than relying on traditional education that prioritizes the paper, board, and teacher. Whether we realize it, the MALL has become the path of new learning activities. Non-English native speakers need these new learning methods to enrich their foreign language skills (Nurul & Nafa, 2021)

Over time when the pandemic began to subside, the Indonesian government issued a limited face-to-face learning regulation. Students are starting to get back to learning at school. In line with the statement from Murliani et al. (2023) that the world of education has a chance to assess and improve educational quality in this era of the new normal. In this context, the Covid-19 pandemic crisis and the situation in Indonesia began to improve, prompting the implementation a new policy limiting face-to-face learning. In this case, the English teachers in a Junior High School in Tasikmalaya face student disinterest when traditional methods return to study. Traditional teaching methods refer to long-established approaches and practices in education. These approaches frequently include face-to-face instruction, emphasis on physical resources such as textbooks and chalkboards, and a teacher-centered approach in which educators play an important role in material delivery. Traditional teaching methods may include lectures, rote memorization, and written evaluations (Fidalgo et al., 2020).

According to the preliminary study, students appeared less interested and less inclined to participate in learning during the first few face-to-face learning meetings utilizing traditional methods. As a result, the English teacher attempted to differentiate between learning using traditional methods and learning using MALL in multiple meetings, with the results indicating that students were more engaged in learning using MALL. The teachers at that school also agreed with students to use MALL in the learning activity, and the students responded positively and enthusiastically. The teacher tries to explore

mobile technology for English learning activities. They try to implement MALL in their learning activities. They use smartphones and laptops as tools for implementing MALL, but for learning activities involving students, Smartphones are more widely used. The teachers use various applications and websites related to the learning activities. Therefore, the researcher wants to research how MALL is implemented in the context of English Language Teaching in Junior High Schools. This research is expected to motivate future studies to develop and evaluate teaching activities in English language teaching that use the MALL implementation, and it is also hoped that the resulting formulation will be used to assist teachers in the future in developing English Language Teaching activities that are more integrated with technology. This is also in line with the statement from Putra et al., (2021) that Traditional methods for teaching, appeared to be monotonous and less interesting to the students. Some students are not interested in studying using traditional methods. therefore, the use of technology can change weaknesses into strengths, allowing learning objectives to be attained that are meaningful, motivating, inspirational and interactive.

Based on the previous study, the teachers were aware of the potential and practices of mobile devices for language learning. MALL is very useful and beneficial to students. MALL for English learning can help with time and energy savings, easy theory learning and information access, and improved motivation by making learning more exciting, captivating, and appealing (Moghal & Nader, 2020; Nurul & Nafa, 2021). However, the previous studies about MALL in the Junior High School context are still relatively rare; some of the literature is focused on the perception and the implementation of MALL in Higher Education and Senior High School. From the higher education perspective, MALL is very effective at increasing student motivation, developing self-learning language, aiding in vocabulary enrichment, and promoting speaking, grammar, and listening skills. MALL implicitly has value as a reference for massive curriculum and materials development(Butarbutar et al., 2020). while In Senior High School, it was found that teachers were aware

of the possibilities and practices of MALL for language teaching and learning. The teacher implemented MALL for translating, finding references, practicing pronunciation, recording speaking assignments, and submitting assignments (Dyah Inggita et al., 2019). Therefore, this research was conducted to fill the gap by determining how MALL is implemented in the Junior High School context of English language teaching by exploring the use of various mobile applications in learning activities.

1.2 Formulation of the Problem

The research question of this research is "How is the implementation of Mobile Assisted Language Learning (MALL) in English Language Teaching in a Junior High School Context?"

1.3 Operational Definitions

Here, the researcher provides some definitions related to this study:

1. Mobile-Assisted Language Learning : The use of mobile technology (in this research, using laptops and smartphones) in language learning allows learners to access learning resources and information anytime and anywhere through the application or website that can provide the learning resources.
2. English Language Teaching : The practice and idea of teaching English to those who do not speak it as their first language
3. Junior High School : An educational stage between elementary school and senior high school is taken by students aged 13-15 years, and the grade starts from 7th grade until 9th grade.

1.4 Aim of the Research

This research aims to describe the implementation of Mobile Assisted Language Learning (MALL) in English Language Teaching in the Junior High School context.

1.5 Significance of the study

1. Theoretical Contribution

The theoretical contribution of this study is this research will expand the contribution as information and reference material on understanding the implementation of Mobile Assisted Language Learning (MALL)

2. Practical Contribution

The practical contribution of this research is to provide practical insight into the implementation of Mobile Assisted Language Learning (MALL) in English Language Teaching that can be used as a reference for teachers in determining learning activities that use MALL implementation.

3. Empirical Contribution

The empirical contribution of this research will provide empirical insight into how mobile-assisted language learning (MALL) is implemented in English language teaching.