CHAPTER 1
INTRODUCTION

This chapter provides a comprehensive overview of the research. It includes the background of study, research question, operational definitions, aim of the study, and significances of the study.

1.1 Background of Study

Technology has spread widely through many areas of everyday life. Since 2005 technology has impacted everyday life even more and is used in every field, including education. This proliferation was noted in the area of studying and teaching. Educational Technology can be applied to different subjects, but language education has been the most strongly affected (Li 2017: 6-7). As Motteram (2013) argued language learning is "enhanced, but is also being changed, by the ways that technology is used by creative language teachers in the many different classrooms throughout the world" (p.188). Moreover, a phase of technology-enhanced language learning (TELL) was launched by the rapid development of ICTs in the second half of the 20th century. (Chapelle & Voss, 2016). With the developments of computer technology and the internet, ICT can be implemented for conventional and distance language learning, working, and other online service (Celebic and Rendulic 2011: 2). Information Communication Technology (ICT) is a branch of computer science that concerns processing, transmitting, and storing information. Moreover, Technology Enhanced Language Learning (TELL) is the specific field that includes the dimensions of language and technology from the development of ICT. Furthermore, Lenci (2020) Three dimensions of language and technology, include CALL, MALL, and WELL. However, this research will be focused on MALL.

Furthermore, Mohammadi et al. (2018) Define mobile-assisted language learning (MALL) as a mode of learning based on technology, which can be used in a variety of ways, including face-to-face, distant or online modes as MALL refers to "the use of mobile phone and other mobile technologies in

language learning, especially in situations where portability and situated learning offer specific advantages" (Kukulska-Hulme, 2020, p. 1). Stockwell (2022) The term mobile phone has been used to describe gadgets that are significantly more advanced than the telephone in 1990, nowadays these devices go much beyond what is considered a phone, as now we call it smartphone. Rao (2019) states that the Mobile phone brings tremendous changes throughout the world that have been taking place in the field of education. The implementation of Mobile phones teachers and students have benefited in a variety of ways, according to Houser (2005) Mobile devices can be effective tools for delivering language learning materials to students because mobile technology offers numerous benefits, researchers are investigating the benefits of Mobile phone to support language learning in the classroom, Huang et al (2012) benefits include flexibility, low cost, small size, and user-friendliness. Nuraeni (2020) states the use of MALL in education fields, for example in classroom activities Mobile phones can support learning objectives, such as supporting students at all learning levels of difficulty, increasing students' accomplishment levels, and reaching students who might not have the opportunity to participate in education.

The phenomenon of mobile-assisted language learning in English language teaching and learning in one of the Universities in Tasikmalaya is in the Technology Enhanced Language Learning (TELL) class, TELL is the abbreviation of Technology Enhanced Language Learning. In this class, the way of learning activity and material involved make students engaged with some educational technology. Contextually, this class used technology that supports online learning such as Zoom, WhatsApp, Canvas LMS, and various other platforms. These tools allow for virtual classroom discussions, video lectures, and interactive assignments. Additionally, students can access course materials and submit their work online, providing flexibility and convenience for both the students and lecturer. Furthermore, Canvas is intensively used whereby students are required to enter a platform to access the materials, not only in the forms of PDF or documents, but there are videos, links, and websites

to do quizzes, tests, discussions, attendances, weekly tasks, etc. Canvas is the learning-based expansion of Canvas for education that allows for interactive, virtual teaching and learning, Canvas is exemplified by the advancement of communication mobility systems that may assist the class via Information and Communication Technology (ICT). ICT is a comprehensive architecture made of software and hardware with a mobility system that enables computers and gadgets to promote human connection and information exchange via the Internet. ICT has revolutionized the way people learn, communicate and collaborate, allowing for virtual meetings to take place regardless of geographical distances. In the TELL class, generally, students or lecturers use laptops or personal computers to do online learning and access Canvas, however, some students use smartphones to assist their activity on that platform, although it has been suggested to use a laptop to get better services, some students prefer to use Mobile phones for various reasons. However, for students to learn as much as possible, they must be convenient. As Sujiwo (2020) states providing comfort for students in the teaching and learning process certainly can reduce boredom for students so that their motivation to learn increases, it is indicated there is an influence of the way of learning on student motivation.

Numerous studies have been conducted to examine MALL from a variety of angles, such as Miangah & Nezarat (2012), which examined mobile-assisted language learning, the result found that MALL is considered an ideal solution to language learning barriers in terms of time and place. Second Ali et al. (2019) examined the study about Paksitani student perception toward MALL in the ESL context, the study found that MALL encourages learners to learn in a collaborative environment in addition to supporting learning with ease and comfort. In addition, Rao (2019) analyzes the use of mobile-assisted language learning (MALL) technology in teaching and learning in English classrooms and finds that mobile technology in English classes has greatly improved students' ability to study languages both inside and outside the classroom. Nuraeni (2020), the majority of students expressed positive opinions on the use

of MALL to enhance classroom activities, particularly in English language instruction but it suggests further study is needed to explore students' perceptions in-depth and personally because it said that the quantity of surveys sent out and returned was excessive, and the responses given by the participants did not accurately reflect the situation. The previous studies have conducted practical and empirical insight into how MALL applied to language teaching and learning activities, however, a few studies have explored the implementation of mobile-assisted English language learning, even, very little research has focused on mobile-assisted language learning from the student perception in Indonesian EFL context, thus, this study aims at investigating Mobile assisted English language learning in the classroom activity, mainly focuses on discovering students' perceptions of mobile-assisted English language learning, to fill the gap the researcher will conduct a qualitative study, that will be conducted in one of the Universities in Tasikmalaya.

1.2 Research Question

What are students' perceptions of mobile-assisted English language learning activities in the classrooms?

1.3 Operational Definitions

Here are the definitions of each keyword:

1.3.1 Mobile Assisted-Language Learning : MALL is the mobility system that enables gadgets to promote human connection and information exchange via the Internet. The smartphone is a MALL device that is frequently used in English classes these days.

1.3.2 Students' Perceptions : It is a uniquely individualized experience in which participants describe and interpret their experiences in utilizing smartphones (MALL) in an online class (TELL

		class) students are interviewed through semi-structured interviews.
1.3.3 English Language Learning	:	One of the subjects from English education major in one of the universities in Tasikmalaya utilizes and empowers the utilization of technology, that is, MALL, for English language teaching and learning.

1.4 Aim of the Research

This research aims to know students' perceptions of mobile-assisted English language learning in the classrooms, of higher students.

1.5 Significances of the Study

In this research, the researcher hopes it could contribute to three major significances i.e.: theoretical, empirical, and practical significances:

1.5.1 Theoretical Contribution	:	This research contributes to another existing relevant study of Mobile-assisted language learning (MALL) from students' perceptions
1.5.2 Empirical Contribution	:	This research was conducted to investigate the current development of Mobile-assisted language learning (MALL), (especially in English language learning) from students' perceptions.
1.5.2. Practical Contribution	:	The results of this study are important, it contributes to helping teachers and students to have scientific references from within new angle of Mobile-assisted language learning (MALL) from students' perceptions.