

CHAPTER I

INTRODUCTION

This chapter presents the beginning of this paper. There six parts in this chapter, namely research background, research problem, research objective, scope and limitation, research significance, and definition of key term. The parts are explained accordingly.

1.1. Research Background

Mobile phone or smartphone nowadays exists in every aspect of human's life. Even, someone could not life without smartphone. From the moment someone wakes up in the morning until the person lies in bed before sleeping, smartphone is around them. Smartphone could help human in daily life. However, smartphone could separate the person from real life.

Smartphone can be associated with double-edged sharp sword. At one side, it helps human in their daily life. It makes every aspects of life easier and manageable. People could communicate with each other regardless the time and distance. Human could feel closer. Aside from the advantage above, smartphone keep people away their surroundings. It is like close the distance and distance the close. Therefore, human should be wise in using smartphone to prevent them from the negative impact of smartphone.

As a matter of fact, smartphone could be use in education. Regardless of its disadvantage, using smartphone could have many advantages in teaching and learning process. Teacher could using smartphone in their teaching and learning process as well since in this era student know better about the technological

development and it could make teacher easier to deliver the material. Furthermore, technology could also help the teacher to deliver the material. This teaching method is fun and exciting to do since it is become new technique in teaching and learning process.

There are three examples of research about using smartphone or smartphone application in teaching and learning process. One of them is Soviana (2017). She conducted a study about using WhatsApp to assist students to learn English. She argued that WhatsApp with its feature and collaborative learning could help the students to be more engaged on teaching and learning process. Finally, on her conclusion, she stated that using smartphone is important to assist the students to acquire English well. The students are already familiar with technology, smartphone, and smartphone application. That is why, it is better if teacher could use smartphone as the teaching and learning media. should make use the smartphone in teaching.

In the same year, Khansa and Anjarwati (2017) proposed Instagram as a medium in improving the students' writing. They claimed that using Instagram in teaching writing is effective technique rather than teaching writing using conventional technique. The teacher can promote Instagram as a new technique in teaching writing since the content of Instagram are very interesting, we can find various videos and photos on it. That is why, not only for study, it can also make students entertain themselves at the same time.

Previously, Susanti and Tarmuji (2016) already conducted a research about teaching technique using WhatsApp. This technique was claimed to improve the

students' skill in English. The new technique involved three steps. The first steps involved brainstorming-group drafting-teacher feedback. Then, the second steps included starter-quick writing-peer feedback. For the last step, they conducted information gathering-elaboration exercise-checklist. Those steps only involved the WhatsApp's feature.

Even though in Indonesia the research about mobile phone is relatively new, the research about mobile phone usage in teaching and learning process in foreign country has begun in 2010s. Hashemi, Azizinezhad, Najafi, and Nesari (2011) had successfully identified the definition of mobile learning, or in this case smartphone learning. Furthermore, they also identified the reason behind involving smartphone in the teaching and learning process. Finally, they disclosed both the advantage and the disadvantage of applying smartphone in classroom.

In the foreign country like England, the issue about using mobile phones in teaching and learning process has begun in 2000s. In 2005, Chinnery published a paper about MALL or Mobile Assisted Language Learning. In the paper Chinnery (2005) stated that MALL offered a numerous practical use in language learning. Furthermore, in many cases, MALL is ready to use, less expensive than a computer, a laptop, or portable. Thus, MALL should be developed to reach its fullest potential.

Moreover, Shung, Chang, and Liu (2016) proved that MALL is better media than computer. The effect of MALL is more effective in self-directed study, cooperative learning, game-based learning, and informal educational environments. Meanwhile, computer only offers medium- and short-duration

interventions rather than long-duration interventions. They proposed that in the future, teacher should elaborate more on the educational design of mobile learning.

Even though using smartphone is a flying issue today, there is a field that many researchers fail to address. It is the students' perception on the usage of such smartphone in the teaching and learning process. This is a field that a very few researchers explore. There is a little known about the students' perception on smartphone usage. This field is important. The teaching and learning process involve two most important variables, namely teacher and students. When the teacher is ready to employ smartphone in the teaching and learning process, the one who is affected is the students. Therefore, when the teacher uses a new technique in teaching, the students should be asked about their perception to make the new technique worked properly.

In Indonesia, the writer managed to find two literature review that explore the students' perception on the smartphone usage in the classroom. First, Pahmi (2016) discovered that the students have a positive perception on the usage of smartphone in the classroom. Likewise, Machmud (2018) conducted an online survey to explore the secondary school students' perspective on the mobile usage. The students generally have a good perspective on the usage of mobile phone at classroom. Despite the good perspective, the students also admit that sometimes they are tempted to check their smartphone to see their social media.

Those previous studies need more elaboration on the field. This is a new field that should be explored. Furthermore, the previous studies were conducted in

Makassar and Riau. The researcher urges to conduct this study because this study is to reveal this students' perception and their readiness to the usage of smartphone in the teaching and learning process.

1.2. Research Problems

Based on the research background, the researcher obviously wants to explore the students' perception on the usage of smartphone in the teaching and learning process. However, the researcher wants to discover two additional problems. The complete research problems are:

1. How is the students' perception on the smartphone usage as media of mobile assisted language learning in the classroom at English Department of University of Muhammadiyah Malang?

1.3. Research Objectives

There are three research objectives in this study. They are:

1. To discover the students' perception on the smartphone usage in the classroom.

1.4. Scope and Limitation

The scope of this research is only to the students of English Language Education Department of University of Muhammadiyah Malang. Then, the limitation of this study is that only discover the students' perception and readiness on the usage of smartphone as media in the classroom.

1.5. Research Significance

The significance of this research is to discover new field of smartphone usage in the classroom. This field is relatively new. Thus, this study can be as a

basis of future research. Then, the teacher can read this research before applying new technique using smartphone as media in the classroom. Furthermore, this research can be a review whether the students are ready to use smartphone in the classroom.

1.6. Definition of Key Terms

The definitions of key terms are:

Perception : the attitude of someone on an issue (Demuth: 2013).

Media : employing the mobile device in the teaching and learning process (Hashemi, et. Al: 2011).

Smartphone : the mobile phone device that has Android or iOS as the operation system (Kljunic and Vukovac: 2015).

