

## **Chapter One**

### **Introduction**

This chapter provides the introduction of the study. In this chapter, some significant points are listed. First, the study background explains why the researcher is interested in exploring the reason and implementation of the learning activities using Mobile Instant Messaging in teaching English during the pandemic by the teachers. The research questions that served as the guidance for the analysis will be presented in this chapter. Therefore, the research aims will identify the objectives or purposes to be examined. The importance of the analysis would also demonstrate the advantages of this research for the reader. Finally, the chapter organization shows the description of each chapter.

### **Background of the Research**

Technology has been developed over the past decades. With that development, everything becomes more accessible, including in the communication field. Due to the pandemic situation, face-to-face interaction with others is limited. The easiest way to communicate with others is by using a smartphone. One of the most frequently used devices is a smartphone. Because smartphones are considered practical, people are very familiar with smartphones from young to old. Cochrane & Bateman (2009) stated that smartphones have evolved into feature-rich compact multimedia computers with Wi-Fi connectivity, simple text entry, a high-resolution camera, GPS, large memory storage,

touchscreens, and downloadable apps. People can also carry a smartphone everywhere because of its small size and features that support every activity.

Education is one field that impacts the evolution of technology, for instance, mobile learning. Nowadays, mobile learning or m-learning is a necessity in education; it can track the distribution of students, collaborative learning through e-learning, and as a learning resource (Wati Abas et al., 2009). In this online school period, students often use smartphones to do assignments. Savill-Smith (2005) stated that mobile phones could help students' morale organization skills, promote a sense of responsibility, facilitate individual and collective learning, serve as comparison resources, monitor students' success, and provide an evaluation. According to Kukulska-Hulme (2009), mobile phones and other portable devices are beginning to impact how individuals learn in various occupations and settings, including language learning. Azar and Nasiri (2014) argued that mobile learning has also enhanced language skills, even in writing, based on several past studies (as cited in Abd Karim et al., 2018). That is why teachers use smartphones to teach and share the learning material, especially during this pandemic.

Many studies have proved the effectiveness of using MIM (mobile instant messaging) in teaching English; for example, the study done by Sivabalan and Ali (2019) revealed that using collaborative instant messaging as a teaching tool has substantially enhanced the learning process. The teachers can use all the features of mobile instant messaging, such as video calls, sharing documents, voice messages, pictures, podcasts, and many more, improving the students' language

skills. Besides, students may use their smartphones to access bilingual dictionaries, MP3s, videos, PDFs, WhatsApp, Facebook, Twitter, YouTube, and web-based language learning sites to study English (Ahmed, 2019).

COVID-19 struck the whole world in 2020 and declared a worldwide pandemic that forced all fields, including school activities, to be closed. The teachers needed to conduct the meeting in an online meeting. Since everyone uses online meetings as an alternative to a face-to-face meeting, it makes several applications or software essential for the teachers; one of the applications that can be used is MALL (mobile-assisted language learning.)

Several things implemented MALL (mobile-assisted language learning) in teaching and learning English. According to Kukulska-Hulme (2020), there are two MALL applications explicitly intended for language study and those not specifically designed for language learners but can be used to help in learning, such as automatic translation or image editing apps. Other examples are e-book readers and software to improve the students' reading skills and vocabulary. MP3, MP4, and audio recording improve students' listening skills inside and outside the classroom. MIM (mobile instant messaging) is one of the MALLS (mobile-assisted language learning) that is not specifically designed for language learners but can assist the teaching and learning process.

The secondary school English teachers applied the innovation in their teaching style using MIM (mobile instant messaging). Tang and Hew (2017) discovered a favorable effect from participants after utilizing MIM (mobile instant

messaging), which supports the "communicative language education" method (Savignon, 1987) that states that EFLs learn best through interaction rather than individual grammatical exercises. After all, based on the observations made by other researchers in previous studies, it was found that mobile instant messaging brings positive effects on teaching and learning English. It also facilitates both teachers and students.

Three Islamic private Junior High Schools in Salatiga are examples of schools that implemented MIM (mobile instant messaging) in the teaching and learning process, especially during this pandemic. The teaching and learning process is mainly done through the WhatsApp group. The teachers choose to use WhatsApp because the students are already familiar with it, and both teachers' and students' capacity in using LMS (learning management system).

Despite the number of studies investigating the reason for using a mobile instant messaging application in higher education, there are still few studies related to the issue implemented in secondary school. Teachers still find it challenging to integrate it into the teaching and learning process. Therefore, this study aims to know the teachers' perceptions of mobile instant messaging in teaching English. Therefore, the researcher considers that the study subjects are Islamic private Junior High School teachers at three Islamic Private Junior High Schools in Salatiga.

### **Identification of the Problem**

Teachers and students at the three Islamic private Junior High schools are already familiar with mobile instant messaging. They used it in their daily activities. Numerous problems were found during the observation; first, the reasons for using MIM (mobile instant messaging) are unclear. MIM (mobile instant messaging) in English language learning is still new for secondary school students. Apart from both teachers and students using it for daily use outside the class, the researcher wanted to know why the teachers use MIM (mobile instant messaging) in English language learning, especially during the pandemic.

Seconds, the secondary school English teachers have difficulties implementing the teaching and learning process through MIM (mobile instant messaging). Since online meetings and face-to-face meetings are two different methods of the teaching process, of course, the method of explaining and sharing the material through MIM (mobile instant messaging) is different from the face-to-face meeting; for that reason, the researcher wanted to know how the secondary school English teachers explained and shared the material through MIM (mobile instant messaging).

Third, the activities can be carried out through MIM (mobile instant messaging). The researcher wanted to investigate the secondary school English teachers' activities through MIM (mobile instant messaging) in English language learning since the activities done through online meetings are limited compared to face-to-face meetings.

### **Delimitation of the Problem**

In this study, the researcher focuses on the use and the class activities (mobile instant messaging) in teaching English. The Islamic private Junior High School teachers have tried the teaching and learning process through the app, but not maximal. Since all the participants were using WhatsApp as the MIM (mobile instant messaging), this research focused on the use of WhatsApp. The researcher limited the study to two points to make this research more effective. First, the researcher only analyses teachers' reasons for using MIM (mobile instant messaging) in teaching English. Second, the researcher investigates the class activities using MIM (mobile instant messaging) for English learning. Third, the research participants are six English teachers at three Islamic Private Junior High Schools in Salatiga.

### **Research Questions**

The researcher has proposed the research questions for this research. There will be two research questions as the research guideline. The questions are:

1. What are the secondary school English teachers' reasons for using mobile instant messaging for English language learning?
2. What are the activities done by the secondary school English teachers through mobile instant messaging for English language learning?

### **The Objectives of the Research**

Based on the research questions, the objectives of the research are:

1. To explore the secondary schools English teachers' reasons for using mobile instant messaging for teaching English

2. To explore the secondary school English teachers' activities through mobile instant messaging for English language learning

### **The Significance of the Research**

The research is intended to find out the contribution of mobile instant messaging applications to teachers' perceptions. Hopefully, it has a good impact on many aspects of teachers, students, and future researchers.

**For the teachers.** Regarding the finding of this research, it might be reasons for teachers to choose MIM (mobile instant messaging) as a medium for teaching English. In addition, the teachers can explore more the learning activities implemented through MIM (mobile instant messaging) in teaching English.

**For the students.** Regarding the finding of this research, the students can be more enjoyable and interested in learning English through technology. It can be the consideration for the students in choosing MIM (mobile instant messaging) that suit them. In addition, the students can anticipate the learning activities when learning through MIM (mobile instant messaging)

**For future researchers.** After conducting this research, hopefully, other researchers can know more about the basic information related to the use of mobile instant messaging in learning English. Besides, the finding of this research can be helpful for anyone and can be a reference for other researchers interested in exploring the same study.

### **Organization of the Research**

There are five chapters in this study. The research is introduced in the first chapter. This chapter covers several important topics, including the study's background, which explains why the researcher is interested in exploring the use of mobile instant messaging in teaching English. There is also identification of the research, delimitation of the problem, research questions as the guideline of the study, objectives of the study, the significance of the research, and the last, the organization of the research.

Chapter two discusses the theories related to the study. It consists of the MALL (mobile-assisted language learning), MIM (mobile instant messaging), the reasons for using MIM (mobile instant messaging), the learning activities in learning English using MIM (mobile instant messaging), the implementation, reviews related studies, and the conceptual framework.

Chapter three consists of the methodology that is used in this research. This research uses the Qualitative method by using an open-ended interview and phenomenology as the research design. The participants are six secondary schools teachers from three Islamic private Junior High Schools in Salatiga. This chapter explains the data collection method and data analysis in detail.

Chapter four presents the findings and discussions of the research. There are two findings related to the English secondary school teachers' perceptions of mobile instant messaging. The first finding is related to using mobile instant messaging in English language learning. Then, the second finding is related to the activities done by the English secondary school teacher through mobile instant



messaging in English language learning. The first finding revealed that the teachers' reasons to use mobile instant messaging in English language learning were because it was easy to use, it did not take up many internet data plans, it did not take up much phone storage, it supported every file extension, and it was schools' recommendation. The second finding revealed that the activities done through mobile instant messaging were video conferencing, audio recording, submitting tasks and reporting attendance, sharing information related to the subject, and discussing the material.

Chapter five consists of the conclusion and recommendation. The conclusion discusses the result of the research. The researcher concludes the result based on the findings in chapter four. In addition, the recommendation shows some suggestions for English secondary school teachers, students, future researchers, and institutions.