

Chapter One

Introduction

In this chapter, the researcher discusses the background of the study, identification of the problem, delimitation of the problem, research questions, objective of the research, significance of the research, and organization of this chapter. The background of the study contains the reason why the researcher chose this topic. Identification of the problem discusses the problem that appears in this study. In delimitation of the problem, the researcher limits the problem in this study. Research questions contain detailed questions related to the study that is used to find out the answer through this research. The objective of the research aims to express the objectives to be achieved in the research. The organization of this chapter presents an outline of writing systematics.

Background of the Study

Nowadays, technology continues to develop, and many innovations continue to emerge that can facilitate human work. Almost all aspects of this world are always related to technology, including the world of education. Almost all schools and universities already use technology as part of learning, especially in the era of the Covid-19 pandemic. Several activities use technology in learning activities such as making presentations, making videos, online meetings, searching for material, and submitting assignments via applications or the school's website. Educational technology is also related to ICT (Information, Communication, and Technology). ICT is a broad category of technical tools and resources that are used to communicate as well as create, transmit, store, and

manage data. Computers, the Internet, Broadcasting Technologies (radio and television), and the telephone are examples of these technologies (Ciroma, 2014). ICT enables us to send and receive information in a digital format electronically (Barman, 2018).

Mobile technology is a type of technology that is widely used. Mobile technologies have become indispensable to a substantial section of the global population, and as a result, they have certainly entered the educational environment, bringing with them both potential and concerns (Morgana, 2021). Technology in language learning is commonly called MALL. MALL is referred to Mobile-Assisted Language Learning (Palalas & Hoven, 2016)). Many mobile tools can be used to facilitate students in learning English. Day by day, the development of mobile technology is getting more advanced. Many people are creating new applications or tools that are increasingly creative and innovative that can be used as learning media. Students can get it easily by downloading the application or accessing it on a website. MALL can benefit students because of its practicality. Learners and teachers can connect to the internet whenever and wherever they want it by using Wi-Fi networks inside and outside of school (Morgana & Kukulska-Hulme, 2021). Students can adjust the use of MALL according to their free time. MALL can be accessed using any mobile device that is commonly used by students such as mobile phones and tablets. Language learners can benefit from the use of mobile devices to help them develop communicative competence to satisfy their learning goals and engage in authentic communication from meaningful and long-term perspectives (Jeong, 2022). The

ease of accessing MALL makes it easier for students to study foreign languages independently.

There are several studies on the topic of MALL. Some studies conducted by Saidouni and Bahloul (2016), Yurdagul and Oz (2018) and Gonulal (2019) discussed the students' attitudes toward the use of MALL. They found that students indicated a positive attitude. They saw MALL as a promising approach to learning foreign languages. Furthermore, Nami (2020) and Darsih and Asikin (2020) categorized MALL tools into two, dictionary application and non-dictionary application. The result shows that Kamusku, Google Translate, Fastdic, and LDOCE5 are the most used dictionary applications by students. While the non-dictionary application mostly used by students are 504 Words, Memrise, Duolingo, ELSA Speak, and YouTube.

Despite several participants in those studies were focused on English as a foreign language students. Therefore, what differentiates this study from the other study is that the participant of this study is specifically an English language education department student. Moreover, the previous study mentioned above about the mobile application used is categorized only by dictionary and non-dictionary. Hence, this study aims to fill the gap by exploring MALL tools in general seen by the function, it can be categorized as language learning apps such as Duolingo, non-language learning but can be applied for language learning such as Facebook and Spotify, and dictionary apps such as Google Translate (Rosell-Aguilar, 2017). Lastly, MALL tools can be seen by is it native applications or web-based applications (Jobe, 2013).

This research is of significant importance due to its potential to contribute to the existing body of knowledge in the field of mobile technology. The findings of this study have important implications for students, teachers, institutions, and future researchers. By examining EFL students' attitudes and how they used MALL tools to learn English, it can help students, teachers, institutions, and future researchers to overcome challenges, improve decision-making processes, and enhance students' skills.

Identification of the Problem

EFL students will be faced with subject matter that uses English. The general skills they must master to understand and be able to adapt to the classroom environment are speaking skills, listening skills, reading skills, and writing skills. Based on the experience of the researcher by observation, many students are still unable to implement their English language skills in class such as not speaking fluently, not understanding English reading, not understanding the explanations delivered directly by lectures and being less able to write in proper English. Students who want to improve their English skills will find difficulties to divide their time with many class assignments. They need practical tools to enhance their English skills. MALL can be used as a practical tool. MALL tools in general seen by the function can be classified as language learning apps, non-language learning that can be applied for language learning, and dictionary apps. Moreover, it can be in the form of native apps or web-based apps. Practical tools are needed to meet students' learning needs to improve their English skills. The practical tools should be easy to access everywhere and anytime, thus students can

adapt them in their leisure time. That is where MALL is needed because it can be accessed from their mobile device. The variety of choices of mobile tools can also give students many options to customize according to their needs.

Delimitation of the Problem

This research focuses only on EFL students' attitudes toward the use of MALL to learn English and MALL tools in general that are used by EFL students to practice listening, reading, writing, speaking, grammar, pronunciation, and vocabulary. The tools are based on their purpose and accessibility. The participants of this study were students from the English language education department batch 2020 from an Islamic private university in Yogyakarta. The participants were chosen because they had experience in using MALL in courses related to technology in their department. Moreover, this study was conducted using a quantitative approach because it enables the researcher to gather numerical data to analyze the attitudes and the usage patterns of EFL students regarding MALL. While a questionnaire was used as the data-gathering technique because it enables the researcher to gather data from a large number of participants.

Research Questions

To meet the goals of this study, two research questions are formulated as follows:

1. How is the EFL students' attitudes toward the use of mobile-assisted language learning to learn English?
2. How is the usage of mobile-assisted language learning tools among EFL students to learn English?

Objective of the Research

Based on the research questions above, the objectives of the research are to answer the two research questions mentioned, and those research objectives are:

1. To explore EFL students' attitudes toward the use of mobile-assisted language learning to learn English.
2. To explore the usage of mobile-assisted language learning tools among EFL students to learn English. The usage includes: the frequencies and the purpose of using MALL tools.

Significance of the Research

This study intends to help a variety of parties, including teachers, students, institutions, and future researchers.

For teachers. The researcher expects this research can help teachers to find more mobile applications that can be used in the class to learn English. Teachers could be able to figure out which mobile application that suitable for EFL students based on students' attitudes.

For students. The researcher hopes this research can help students to get insight into learning English using technology to improve their English skills. By knowing mobile-assisted language learning, students could be able to figure out which mobile application that suitable for them.

For institutions. The researcher expects that this research will be helpful for institutions to develop a curriculum that is related to technology, especially mobile technology. Moreover, this research can be helpful for institutions to

facilitate professional development for teachers to integrate technology into their classroom practices.

For future researchers. The researcher hopes that this research is beneficial for the future study of future researchers. Future researchers could be able to use the findings of this research for their references in their future studies.

Organization of the Chapter

This research is divided into five chapters. Chapter one showed the introduction of the research. There were several points in this chapter. First, the background of the study that described the definition and the reason why the researcher is interested in discussing MALL used by students. Besides that, this chapter also discussed several problems that appear from the topic and then restricts it to the delimitation part that corresponds to the research questions. Furthermore, the objective of the study described the specific objectives of the research. Moreover, the significance of the research showed the benefit of this research to related parties. Finally, the organization of the chapter presented the explanation of each chapter.

Chapter two included the literature review which is an overview of various articles, journals, and books that correspond to MALL. The first discussed MALL. Moreover, the researcher discussed kinds of MALL tools according to English skills such as reading, listening, speaking, writing, grammar, vocabulary, and pronunciation. Lastly, there is also a review of three previous studies related to MALL.

Chapter three presents the methodology used in this study. A quantitative approach was applied in this study. Moreover, this study used a survey as the research design. The researcher chose the Islamic private University in Yogyakarta as the research setting. The respondents of this study were English Language Education Department students batch 2020. The researcher used questionnaire as the data collection approach. The questionnaire was delivered online through Google Forms. Finally, descriptive statistics was used to analyze the data.

Chapter four shows the results and discussion of this study. The results section shows the finding of the data analysis. In the discussion section, the researcher explains in more detail about the results. In this section the researcher also includes findings from previous research to support the findings in this study.

Chapter five presents the conclusion and implications of this study. The conclusion discusses the summary of this research from chapter one to chapter four. The implications reveal the impact of this study. It also demonstrates the particular contributions of this study toward teachers, students, institutions, and future researchers.