

CHAPTER I

INTRODUCTION

The current chapter presents some information about the previous research related to this study developed with the background of this research. This chapter also displays the reasons for choosing the topic, research question, aims of the research, contribution of the research, the scope of the research, and the clarification of the terms.

A. Background of Research

The rapid development of technology makes all human cannot be separated from the technology itself. Currently, technology such as mobile devices, mobile applications, and the internet are also part of the needs and cannot be separated from the human life. No wonder if world of education also utilizes technology in its practicing, one of them in English learning. With the development of existing technology, English learning is growing, this is evidenced by the existence of online learning. Learning English includes four skills: speaking, writing, listening, and reading. To master the four skills, the vocabulary mastery plays important role because vocabulary as the first step of learning process, Celik and Yavuz (2018). In addition to learn vocabulary, many researchers and scholars have found many methods, approaches and techniques. They also argue that unlike other skills such as listening, writing, reading,

speaking which require systematic guidance on vocabulary, they do not require special guidance so that students are more confident to learn them on their own, including using mobile applications, (Celik & Yavuz 2018).

In the recent years, the use of technology in learning, especially mobile applications have shown the potential to add and transfer language learning (Chen, Liu, & Huang, 2018). According to Clark (2012), media use in technology has an essential role because it can create and help achieve effective and efficient learning. After all, the media is composed of learning that will be given to students. Technology has ushered in a new era of teaching and learning that increases effectiveness (Halverson & Smith, 2009). According to Ekinci (2017) smartphones became the most popular Mobile-Assisted Language Learning (MALL). In addition, Mehta (2012) argues that MALL activities mostly use smartphones as a tool in learning activities. In education, smartphones are now a tool used in learning because of the mobile application. Liu and He (2014) defined mobile application is software designed to be used on mobile devices such as smartphones, tablets, and personal computers.

Today, computers, laptops, smartphones can easily be installed with mobile applications both free and paid, so that teachers and students can easily install them. The use of applications in learning English vocabulary is to reduce the boredom that occurs in the traditional learning (Rinanda et al., 2019). The application in learning can be used both in synchronous and asynchronous learning, especially during the COVID-19 pandemic where face to face learning

has shifted to online learning. Mobile applications in education then use as supporting tools to support online learning.

Learning vocabulary through mobile learning especially mobile application makes students can learn it independently. Many researchers such as Celik and Yavuz (2018) have studied how to learn vocabulary easily and recently the effectiveness of mobile applications in vocabulary learning has become a profitable topic for researchers. In addition to the type of mobile applications used, there are also many on Google Play. However, there is no specific application because when you search for the word “language”, many applications will appear such as games, dictionaries, translations, so users will choose according to their own needs (Celik & Yavuz 2018).

With the many uses of applications, especially in vocabulary learning, the questions about how students’ perception on the use of Mobile-Assisted Language Learning (MALL) in learning English vocabulary raised. This study is significant to know the students' perceptions on the use of MALL in learning English vocabulary because knowing the students’ perception will help teachers understand their needs, problems and challenges. Further, the teacher can design the classroom activity that integrates technology based on the students’ perception.

B. Reasons for Choosing the Topic

This research done based on the following reasons:

1. The use of mobile applications especially in online learning, are increasing.
In addition, the use of technology cannot be separated in 21st-century skill and industry 4.0.
2. Students' perception on the use of Mobile-Assisted Language Learning (MALL) is still questionable and understanding the students' perception will help teachers understand their needs, problems and challenges.

C. Research Questions

Based on the background of the research, the questions of this research are as follows:

1. What is students' perception in using Mobile-Assisted Language Learning (MALL) in learning English vocabulary?
2. What are the students' reasons in using Mobile-Assisted Language Learning (MALL) in learning English vocabulary?

D. Aims of the Research

Based on the background of the research and research question, the aims of this research are as follows:

1. To find out the students' perceptions in using Mobile-Assisted Language Learning (MALL) in learning English vocabulary.
2. To find out students' reasons in using Mobile-Assisted Language Learning (MALL) in learning English vocabulary.

E. Contribution of the Research

The results of this research are expected to give a helpful contribution to:

1. English Teachers

This research is expected to help the English teachers to get the information and experience about students' perception of the mobile user application in learning English vocabulary.

2. Further Researchers

This research can give the information, experience, advantage for future researchers in seeking knowledge.

F. The Scope of the Research

This scope of this research is only focus on mobile applications as one of mobile devices in Mobile-Assisted Language Learning (MALL). The types of mobile application in learning English vocabulary related to this study are *Google Translate*, *Duolingo*, Online Dictionaries, and other application that students use in learning vocabulary.

G. The Clarification of the Terms

1. Mobile-Assisted Language Learning (MALL)

Mobile-Assisted Language Learning (MALL) is defined as the use of personal devices and portable devices that enable the learning process and emphasize continuous internet access or spontaneity and diverse uses. In addition they also argued that Mobile-Assisted Language Learning (MALL) as formal and informal learning that utilizes mobile devices that allows

learning to be done anytime and anywhere (Kukulska-Hulme & Shield, 2008).

2. Mobile Application

Mobile application is software designed to be used on mobile devices such as smartphones, tablets, and personal computers (Liu & He, 2014). The use of mobile applications in this study focuses on mobile applications that are used for educational purposes or all applications that can be used in learning English. The types of mobile application in learning English vocabulary related to this study are *Google Translate*, *Duolingo*, Online Dictionaries, and other application that students use in learning vocabulary.

3. Vocabulary

At least according to the Oxford Learner's Dictionary (2016) in Celik and Yavuz (2018), there are three definitions of vocabulary itself, (1) vocabulary is all words that people use or know (2) vocabulary is all words in a particular language (3) vocabulary is a word that people use when talking about a particular subject. According to Celik and Yavuz (2018), vocabulary instruction has always been an area of research, especially in language teaching, so vocabulary has an important role in language.