

CHAPTER I

INTRODUCTION

1.1 Background of the research

During pandemic, teaching learning process is forbidden to held because COVID 19 has spread quickly. According to Daniel Sir john (2020) COVID-19 pandemic is a huge challenge to education system. Last 50 years have seen huge growth worldwide in the provision of education at all levels. COVID-19 is the greatest challenge that these expanded national education systems have ever faced. Many governments have ordered institutions to cease face-to-face instruction for most of their students, requiring them to switch, almost overnight, to online teaching and virtual education.

Face to face learning process can held with many roles as the researcher said before, and the region that must green zone. In fact, almost the region in Indonesia be the red zone and some are black. The government always looks for a good solution to make educational field go as usually. One of them is to use the technology that believes can help the education process run properly. During the covid19 outbreak, many schools try to adapt new habit on their learning activity, one of them by implementing technology on their learning process (Basilaia & Kvavadze, 2020).

In today's global, technology as called as part of education. Technology has an important role in learning English. By the technology, English learning process becomes more interesting and fun. It is hoped that through the use of technology, the teaching and learning process will be more effective and efficient (Owen, 2000). Technology brings many benefits in the field of education that has been feeling by the teachers and learners. It enables us to search knowledge and other material that we need easily. Educational technology makes classroom interaction be more alive, because the teachers can use the media that suitable with the material. So that, the students can understand it well and never forget easily. However, teacher and learners need tool to be used to access learning material through internet. As stated

by Fu (2013), the use of ICT in teaching-learning process can be done by using several devices such as computers and mobile devices

Today's, mobile devices have attracted people's attention to be used in teaching learning process (Hsu, 2013). The use of mobile devices in teaching learning process is called as mobile assisted language learning (MALL). According to Kukulska-Hulme & Shield (2008), mobile learning is learning which can be done anywhere and anytime through the use of handheld device. Mobile learning includes mobile phones, laptops, and computer tablets. MALL facilitates the teachers and learners in learning English process. The distance is not a problem, by Using MALL they can access the lesson and study from home. The teachers can share the material in the application that available on MALL and the learners only click the button to know the content. Used more media, method and also supply more opportunity to the learners to study by themselves.

Numerous ponders had been conducted which is related to the utilize of portable innovation in English learning. Dashtestani (2013) investigated the states of mind of Iranian English as outside dialect instructor toward the usage of MALL. The result appeared that there were positive states of mind of the members toward the utilize of versatile phones for dialect learning and instructing. In any case, there were a few issues confronted by Iranian English instructors in actualizing MALL. The issues such as understudies may not utilize their versatile phones for scholastic purposes, little screen measure and console of versatile phones, moo speed web association in case there was no Wi-Fi or bundle information. Weng and Chen (2015) found that understudies had positive discernments toward the utilize of smartphone application in EFL learning. The understudies accepted that the utilize of smartphone in EFL learning can be done anyplace and anytime. Wagner et al. (2016) found that the respondents has positive discernments in which they accepted that MALL is sweet learning technique to bolster their instructing learning prepare.

Teachers nowadays must be innovative and creative for teaching learning process in order to make the students exciting. This is also felt by pre-service English language teachers that have to do virtual teaching internship for completing their study. For the first time, this online learning held in Indonesia on almost level

of education. Due to the pandemic and also the circular from the Minister of Education and Culture regarding changes in system and learning process from offline to online, this also affected to the implementation of teaching internship. So that Preservice teachers who are carrying out the task must adjust the situation using online method. This impact was also experienced by preservice teachers of UNUGIRI Bojonegoro, especially at English education study program of UNUGIRI who had to teach online or virtual teaching internship. It makes challenges and gives many new experiences for pre-service English language teachers to conduct virtual teaching. So, there are several things they felt while virtual teaching internship and they also faced obstacles. These challenges included learning how to collaboration with learners online, how to survey learners online, suitable innovative gadget to utilize, get to web network, reserve for information and how the teacher will be given feedbacks to learners and bad habit versa.

Consequently, realising the significance of technology adoption in education and language learning development was identified by other researchers. Previous study aims to provide an overview and knowledge for new researchers, therefore researchers read more knowledge as a basis for research from several thesis, one of the thesis entitled “**EFL Preservice teacher perception toward the use of Mobile Assisted Language in teaching English**” by N. P. L. Nariyati, Sudirman, N. P. A. Pratiwi(2020). From the study found out that EFL pre-service teachers had positive perceptions toward the use of MALL in teaching English. It shows that EFL pre-service teachers understand and aware toward MALL in teaching English. The similar of this research is to find out EFL pre-service teachers’ perceptions on the integration of MALL. Since the perception of EFL pre-service teachers are important to know in order to give information about the use of Mobile Assisted Language Learning (MALL) in teaching English as foreign language. But this research only focuses on EFL pre-service teachers’ perceptions on the integration of MALL. Here the researcher also elaborated with the obstacles that preservice found on the integration of MALL during virtual teaching internship.

Based on the description of the background, the writer is interested to do a research about it, entitled “ **PRE-SERVICE ENGLISH LANGUAGE**

TEACHERS' PERCEPTIONS ON THE INTEGRATION OF MOBILE ASSISTED LANGUAGE LEARNING (MALL) DURING VIRTUAL TEACHING INTERNSHIP “. In addition, in this study, writer examined the pre-service English language teachers' perceptions and the obstacles that they have felt during virtual teaching internship.

1.2 Research Question

The purpose of this study is to give new insight to the researcher or reader. This also makes it easier for researchers to work on data. This study is conducted to know pre-service English language teachers' perceptions on the integration of MALL and their obstacles during virtual teaching internship So research questions of this study are:

1. What are Pre-service English language teachers' perceptions on the integration of MALL during virtual teaching internship?
2. What are pre-service teachers' obstacles of using MALL during virtual teaching internship?

1.3 Objective of the study

From the statements of the problems, the researcher can write the objectives of the study:

1. To know Pre-service English Language Teachers' perception on the integration of MALL.
2. To find out what the obstacles during virtual teaching internship are.

1.4 Significance of the Study

1.4.1 Theoretically Significance:

Theoretically, this study will elaborate pre-service English language teachers' perceptions on the integration of mobile assisted language learning and the obstacles during virtual teaching internship.

1.4.2 Practically Significance:

From this research, it is expected to be able to provide the benefits for:

1. Pre- service English language teacher

The researcher hopes that this study can provide some results from Pre-service English language Teachers' perception on the integration of MALL during virtual internship and can eclipse the obstacles and find a suitable way to teach the student during online teaching learning. Therefore, the finding of the research expected to give more insight in developing teaching learning using MALL.

2. Student

The researcher hopes that this study used as a way to evaluate them and learn more to practice them during online teaching learning. And it is expected to the students are able to use MALL without any boundaries of time.

3. Researcher

The researcher hopes that this research can be useful for other researchers and provide motivation and a lesson that can be learned by everyone. In addition, the authors hope that this study can be used as an initial learning for prospective teachers who will use MALL during virtual teaching internship and also give some ideas to create a better research.

1.5 Scope and Limitation

1.5.1 Scope

The scope of this study is to know Pre-service English Language Teachers' perception on the integration of MALL and find out the obstacles during virtual teaching internship. The researcher will do interview and questionnaires to collect the data.

1.5.2 Limitation

The writer limited the subject on The Faculty Of Teacher Training And Education. Especially, In The 7th Semester English Study Program, Bojonegoro Sunan Giri Nahdlatul Ulama University 2020/2021 Academic Year.

1.6 Definition of the Key Terms

1.6.1 Perception

Selst (2014) explains that perception is the process by which people select, organize, and interpret (recognize) the sensory information, the act of understanding what the sensation represents.

1.6.2 Pre-Service English Teachers

Pawan, et al (2017) states that pre-service teachers are placed in student-teaching sites several times during their undergraduate training, so that they can see immediately how theory they learn in universities is put into practice as well as understand and engage in the adaption and modifications of both.

1.6.3 Mobile Assisted Language Learning (MALL)

According to Abdelraheem and Ahmed (2015) Mobile Assisted Language Learning is a language learning strategy that uses mobile phone applications such as Facebook, Instagram, YouTube and other social media that supports language learners to learn their target language

1.6.4 Virtual Teaching Internship

According to Sadler, (2009), Virtual internships can be defined as the nature of knowing and learning in relation to being situated in a specific environment. Situated learning assumes that students learn best in authentic contexts, where consequences follow actions.