CHAPTER I
INTRODUCTION

1.1 The Background of Problem

The development of science and technologyhas been achieved to supported extraordinary progress in all fields. The process of learning and teaching the language feels its affects. Teachers not only focus on textbook as teaching materials, but also can use mobile devices and the internet with its facilities and software for the purpose of teaching and learning activities in the class.

Technology in education area has shown their development. Technology can be used to imporove teaching and learning and help the students to be successful by learning the language in the classroom (Whiteside, 2011). As stated by Marwan (2012), by using technology the teacher can visualize the concept and they can make simulation to create the real things of the world.

However, in some schools, the application of educational technology to support classroom learning activities has become a necessity for some teachers in Indonesia. The use of information technology is needed to increase efficiency and productivity for education management. Success in increasing efficiency and productivity for educational management will also determine the survival of the educational institution itself. Therefore, the world of education is always required to keep abreast of the rapidly developing path of science and technology, because education continues to be based on an increasingly advanced and developing curriculum.With the use of technology in education, it is hoped that it can shift the nature of education which tends to be introverted (closed) to extrovert (open) and more proactive, so that it will further empower the teaching and learning process to be more creative and competitive.From these advances in educational technology, those involved

are students and teachers. Teachers are free to determine what technology media to use, but teachers are also required to be more active, creative with lots of ideas, more understanding, and more knowledgeable about technology and critical to the existing situation.

The application of technology to learning activities in the classroom certainly reduces a teacher's burden a little, because with the use of technology the teacher becomes more relaxed in teaching, without the need to explain at length because students are focused on the media only. However, according to some teachers, this is also not easy because there are still many teachers who don't know how to use technology to teach English Language.

English is a foreign language in Indonesia. It is the first foreign languageto be taught at school. English learning in Indonesia is done with a consideration that English obviously plays an important role in maintaining the better relationship with other nations from now on. Harsono (2006) delivers some functions of English in Indonesia as a language that can help the development of the state and nation, build a relationship with other nations, and run foreign policy. Regarding this importance, it is expected that our young generation that isstill having education at school will be able to apply what they have learned, in their daily life in the society where they are.

Based on the Regulation of Minister of National Education Number 22 the Year 2006, English is started to be taught officially in junior high school as a compulsory subject. But we can find that English is taught in elementary or even preschool as well. In some elementary schools, English is taught as a Local Content subject or also international subject like what happens in international or national plus schools. One of the most crucial skills to be mastered is English. It is because English follows the development of this era (Santoso, Ginting, 2015:1). In Indonesia, English is also obliged to teach. According to Ministerial Regulation of National Education Number 35 (2018:13), English is one of the curricular programs that aims to develop

students' attitude competence, knowledge competence, and skill competence as a basis and strengthen abilities in the social, national and state.

ChanLin, Hong, Horng, Chang& Chu (2006) as stated in Pepe (2016 p.40) said that "Teachers" personal beliefs about teaching, their experiences with technology and perceptions about using innovations, such as new and creative ideas and practices for integrating technology into the classroom, affected their willingness for technology integration". ChanLin et al. (2006) as cited in Pepe (2016:41) says that the following personal beliefs and experiences that impacted technology integration, what things that impact to the integration technology in the classroom are teachers" personal belief, teachers" personal experiences, teachers" personal lifestyle, and teachers" interests in using the technology (p. 63). Those are impacted to the Teachers" perception in using the technology in the classrooms, the teacher will feel excited and being helped by the integrating the technology. Because it will help the teachers contain and motivate the students in the classroom more actively.

This study aims to answer the following question: what are the teachers perceptions on the use of mobile devices to support English Learning?. Therefore, I am interested in learning further from the teachers perception towards using the technology to be meant in this discussion is the what kind of technology that the teacher bring into their the classroom. From this study, the researcher hopes that from the results of this study the Elementary teachers can integrate the technology in their classroom to support the learning process. Furthermore, this study can give some perceptions for the Elementary English teachers to bring or use one kind of technology in their classroom.

1.2 The Limitation of The Problem

Based on the context of the study above this research only focus on teachers perceptions on the use of mobile devices in leaning English.

1.3 The Formulation of The Study

Based on the background presented above, the formulation of the problem in this study are:

1. What are the EFL Teachers perceptions on the use of mobile devices in learning English?

1.4 The Objective of The Study

Based on the background and formulation of the study presented above, the objective of the study are:

1. To investigate EFL Teachers perceptions on the use of mobile devices in learning English.

1.5 The Significance of The Study

The author hopes on this result of the research will be something beneficial both in theoretical and practical.

1.5.1 Theoretical: Significance

Theoretically, the results of this study can provide useful information and increase knowledge about the use of mobile devices in English Learning

1.5.2 Practical Significance

The researcher expect that this research can be useful in term of:

a. For the students

This research help students in learning outcomes and motivation proves that mobile learning has a positive effect on the teaching and learning process, using mobile devices can

help students achieve their learning targets more easily, faster, and more effectively.

b. For the teacher

I hope this research can be considered for the insight of english teacher in providing motivation and attention to students who have difficulty learning to translate languages by using mobile devices in teach, teachers can add better student achievement and higher quality

c. For the researches

Hopeefully this research can be useful to anyone reference in increasing the researche knowledge to teachers perception in teaching use mobile devices and these study.