

CHAPTER I

INTRODUCTION

This chapter provides a brief explanation of the whole study. It consists of the background of the study, the questions and purposes of this research, its significance, research framework, and the previous studies related to this research.

A. Background of the Study

The aim of this study is appeared to examine English Education students' perceptions in the use of Zoom application as Mobile-Assisted Language Learning (MALL) in speaking classrooms. Mobile phones, often known as smartphones, are a type of technology that has pervaded practically every aspect of our lives. In the lifestyle of the twenty-first century, educational fields must attempt and integrate technology to improve the learning process (Mengorio & Dumlao, 2019). Mobile-Assisted Language Learning (MALL) is the term for the use of the mobile phone in language learning. Yudhiantara & Nasir (2017) found the necessity for students and lecturers to collaborate can be facilitated by mobile phones. As a result, in addition to being utilized for communication, mobile phones are also employed to assist the lecturers in facilitating their learners' needs. Hence, lecturers have to be concerned about this teaching environment. It requires lecturers to create innovative teaching designs for their students by mobile learning or implementing the technology as a language learning aid.

According to Novawan, Aisyiyah, Miqawati, Wijayanti, & Rinda (2019), the mobile-learning system improves the efficiency of scaffolding in teaching and learning in terms of mobility, portability, and individualization. Some mobile applications supported mobile learning. Zoom is an example of some language learning applications that have been developed to complete students' language learning needs in this modern era. Zoom application is a video conferencing service based on cloud computing. Users can virtually meet each other using the Zoom application.

Zoom application has been accepted by lecturers to support their teaching activity in the higher education context in Indonesia. Based on researchers' mini research, students of English Education Department of UIN Sunan Gunung Djati Bandung stated that Zoom is most applied in language teaching and learning. The researcher chooses Speaking course in the research as one of the courses that have been applying Zoom in the teaching and learning activity. Speaking is the ability to communicate with people through body language, gestures, and eye contact through articulating sound or delivering thoughts and opinions. Students can

effectively practice their speaking performance by using the Zoom application to help the learning process of speaking.

There are some researches regarding learning speaking through Zoom application. First, Octaviani (2021) explored the usage of Zoom Cloud Meeting for teaching English grammar in an online class using Zoom Cloud Meeting. The study discovered that the use of Zoom was not successful enough due to a poor connection. Second, Guzacheva (2020) found that Zoom technology is an effective instrument for teaching English to medical students via distance learning. Third, Nuryanto (2021) found that zoom meeting enhanced EFL learners' English skills and motivation. This present research is different from the previous research, while the previous research investigated the use of Zoom fostering English skills. This research focuses on students' perceptions of Zoom as MALL in speaking classrooms in English Education of UIN Sunan Gunung Djati Bandung. Therefore, this research entitled "Students' Perceptions of Using Zoom as Mobile-Assisted Language Learning (MALL) in Speaking Classrooms: A Case Study on the English Education Students of UIN Sunan Gunung Djati Bandung".

B. Research Questions

Based on the research background, this study is intended to answer the two following research questions:

1. What are students' perceptions of using Zoom as Mobile-Assisted Language Learning (MALL) in speaking classrooms?
2. What are students' attitudes towards using Zoom as Mobile-Assisted Language Learning (MALL) in speaking classrooms?
3. What are students' perceptions of the effectiveness in using Zoom as Mobile-Assisted Language Learning (MALL) in speaking classrooms?

C. Research Purposes

From the research questions above, this study is supposed:

1. To find out students' perceptions of using Zoom as Mobile-Assisted Language Learning (MALL) in speaking classrooms
2. To find out students' attitudes towards using Zoom as Mobile-Assisted Language Learning (MALL) in speaking classrooms
3. To find out students' perceptions of the effectiveness in using Zoom as Mobile-Assisted Language Learning (MALL) in speaking classrooms

D. Research Significances

Theoretically, this research is expected to become a source of information to find out the use of Zoom application as Mobile-Assisted Language Learning (MALL) in speaking classrooms consider to students' perceptions. Practically, this research gives two significances to:

1. Lecturers

This study can assist lecturers in developing Zoom-based speaking education innovations. Lecturers are supposed to be able to give a more appropriate speaking teaching process by paying attention to students' perceptions and attitudes.

2. Students

This study is beneficial to enhance students in better learning of speaking through Zoom application.

E. Research Framework

Mobile-Assisted Language Learning (MALL) is a mobile device or technology that is used to support language learning, according to Language & Mahmood (2019). It helps EFL students to easily learn English by utilizing their phones. MALL also has its package of advantages, including fast access to information, social networking, and time and space flexibility. Lecturers and students can also easily generate and share content such as images, videos, and audio (Kukulaska-hulme, 2014). As a result, EFL lecturers and students will be able to teach and study anywhere, at any time. Because mobile apps can help language learners improve their linguistic and digital skills, technology integration in language classroomss has been largely accepted as a way to improve the language learning process and student motivation(Gonulal, 2019). MALL programs respect the learning curriculum especially in the design of the MALL activities (Çakmak, 2019) and lecturers can integrate mobile devices to implement numerous teaching/learning methodologies for improved learning achievements (Ozer & Kiliç, 2018).

One of the aspects of Mobile-Assisted Language Learning (MALL) is mobile applications. A mobile application is a piece of software that runs on a smartphone or tablet. People all over the world have utilized mobile applications because they are simple to use, inexpensive, downloadable, and run on most mobile phones (Islam & Mazumder, 2010).

The development of mobile technologies and mobile internet has enhanced the popularity of mobile apps (Khalitova & Gimaletdinova, 2016). Mobile apps are becoming more popular as a means of assisting with successful implementation learning (Sturm et al., 2017).

Learners can choose their learning path to attain their learning objectives by using a mobile device. According to Soleimani, Ismail, & Mustaffa (2014), mobile technologies improved learning opportunities. Learning, for example, can be done at any time and in any location depending on student desires. As a result, they have spontaneous personal access to a large number of learning resources via the internet (Kaur & Kaur, 2018).

Zoom is one of the mobile applications that support language learning activities. Abdillah, & Darma (2020) in Suadi (2021) defined Zoom as a face-to-face or two-way streaming platform that may be utilized to interact directly like in a real meeting. It allows anyone to participate in a meeting by simply clicking on a link or entering a room number. This platform offers numerous benefits, including time savings, low costs, and a low environmental effect. Students and lecturers will be able to write and talk freely during class, just as they would in a regular classrooms.

Speaking class can be one of the language learning skills that need to use Zoom application as language learning tools. The video conference feature can facilitate students to practice their speaking skills with their classmates directly. Yasin & Mustofa (2021) stated that Zoom encourages lecturers to give work within the context of task-based instruction because it encourages learners to actively participate in sharing and exchanging information through problem-solving situations and triggers meaningful use of the target language.

Thus, the researcher finds an English lecturer in UIN Sunan Gunung Djati Bandung that uses Zoom as learning media for speaking subjects. The lecturer delivered material and discussion with students through Zoom. The research seeks to understand students' perceptions and attitudes of Zoom as MALL in speaking classrooms in English Education of UIN Sunan Gunung Djati Bandung.

F. Previous Studies

Several researchers have conducted a study on Zoom as a learning tool. First, Octaviani (2021) investigated the use of Zoom Cloud Meeting for teaching English grammar in an online class. Her study aimed to describe the use of Zoom for teaching Grammar in an online class including implementation, lecturer obstacles, and the solutions. The researcher conducted participant observation and semi-structured interviews which were online and offline to obtain the data. The researcher found that the implementation of using Zoom was not successful enough because of a bad connection.

Second, research by Guzacheva (2020), the study was about presents issues associated with the introduction of effective educational technologies to distance learning a foreign

language at the university and problems of the introduction of distance learning technologies in teaching the English language to medical students. The result was found that Zoom technology is an effective tool for distance learning in teaching English to medical students.

Third is research by Nuryanto (2021), the researcher implemented an experimental design with a mixed approach to conduct the current study using a pre-test, and a post-test to measure the change in the levels of EFL learners' English skills, the researcher also spread questionnaires to examine the attitude of the students towards the Zoom meeting. The result was found that zoom meeting enhanced EFL learners' English skills and motivation.

Furthermore, this present research is different from previous research. While the previous research investigated the use of Zoom fostering English skills, this research converges to analyze the students' perceptions of using Zoom as MALL in speaking classrooms in English Education of UIN Sunan Gunung Djati Bandung. The researcher also tries to find out about the advantages provided by Zoom in support speaking learning activities that they applied in the classrooms. So, this research wants to know that Zoom application as MALL has a role in the process of speaking learning and is expected to have a good effect on students' perceptions and attitudes of using MALL in their speaking learning activity.

