

CHAPTER I

INTRODUCTION

1.1 Background of the Research

In this technological age, many teachers lack the necessary abilities to effectively employ technology. Wiguna, Sutisnawati, and Lyesmaya (2020, p. 77) contend that online learning is insufficient and demonstrates the unpreparedness and confusion of the instructors. With these quick technology developments, MALL can expand the realm of face-to-face teaching and learning and make it more adaptable. To improve their technological application abilities through various types of teaching online programs, teachers should self-study by looking up the most recent information on integrating technology into teaching and learning English as well as learning from their colleagues (Ahmadi, 2018, p. 117). Technology use may be the most effective way to keep education going. To maintain the learning process, teachers must be adept at using technology.

Utilizing the programs already installed on desktops or mobile devices would greatly benefit pupils. Thanks to technology in educational institutions, students learn more quickly and easily than ever before (Amiri, 2013, p.103). Applications enable students to practice for longer periods of time, which is why. The most effective EFL/ESL pedagogies use technology-assisted education to improve the quality of learning and teaching (Lapkin, 1990, as cited in Shafaei, 2012). For EFL learners of English, such as Indonesian English learners, who have limited resources, apps can be the ideal choice. English class time at school is limited, and there isn't much money for further English courses (Tuti & Sari, p. 191). There are already numerous applications available across numerous platforms, which students can use based on their needs. Language learning applications are increasingly popular on mobile devices because they are currently easy to design and test and have generic and scalable

functionality (Schiefelbein, Chounta, & Bardone, 2019). The effectiveness of teaching and studying English can be boosted with the use of online applications.

It's crucial that the program can be used by the teacher and the student simultaneously. The applications meet the needs of the students. The programs are suitable for the level of the student. With the right software, students can improve their English-language proficiency. Mobile applications might help language learners pick up the target tongue (Tuti & Sari, 2019). Today, a variety of online programs are accessible for learning speaking, writing, and listening. Thus, if there are applications available and there are clear instructions on how to use them, the teaching and learning process can be completed swiftly.

To get the best outcomes from an application for learning English, guidelines are required. A lot of the information required to utilize an application is provided in guidelines, which can help the student use the application responsibly. The rules that must be followed for tutoring, teaching, and learning (Vavoula et al., 2007). Costs, usability-systems design, technology choice, responsibilities, equipment management, assistance for instructors, administration, collaboration, services/applications, and security/privacy are among the 10 rules included in the set (Binsaleh & Binsaleh, 2013, p.273). The information in the guidelines might make using an application in the teaching and learning process simpler for both teachers and students.

There has been several research done on utilizing an application to learn English. They first go over the applications that are available to be used in online teaching and learning activities (Diana, Yunita, & Harahap. 2021; Syakur, Junining, & Sabat. 2019; Mejtoft, Lindberg, Söderström, & Olsson. 2017; Gangaiamaran & Pasupathi. 2017; Norton. 2014; Sandberg, Maris, & Geus. 2011; Diana, Yunita, According to the studies mentioned above, a variety of free online tools can be used to their full potential to

enhance English learning. These researchers advise using a variety of tools or programs when learning a foreign language.

Second, the studies highlight the benefits of using applications to learn English, or how the use of applications must match the demands and be utilized to support the growth of learning a foreign language (Tuti & Sari, 2019; Chick & Ho, 2017; Aguirre, McCoy, & Roan, 2013; Smith & Santori, 2015; Rosell-Aguilar, 2018; Chick & Ho, 2017; Hennessy, Ruthven, & Brindley, 2005; Pourhosein Gilakjani; 2017; Carol, 2003; Quyen & Hong, 2021). They concur that the majority of English learners who use applications learn the language more efficiently and engagingly. According to the researchers, using the program can help students and teachers learn English in a variety of ways.

Other studies (Hayhoe, 2001; Parsons, Ryu, & Cranshaw, 2007; Rainger, 2005; Trifonova, 2003; Vavoula, Lefrere, O'Malley, Sharples, & Taylor, 2004, Kim & Jin, 2015) assessed broad design principles for mobile learning environments. These studies were utilized to provide the instructions for the teachers who would use mobile learning. They all concur that some of the stability and display size restrictions in mobile learning environments can be addressed with the help of guidelines.

Research on a universal benchmark for a quality application is still absent. Numerous studies talk on technology, particularly one particular English-learning app. Utilizing as many of the online resources and applications as possible will improve the standard and standard of learning (Berland et al., 2001; Syakur, Junining, & Sabat, 2019). These studies either advocate multiple applications without outlining the standard or go into great depth about one application. Depending on the needs of the learner, a suitable application can be employed in learning activities. Students and teachers need to be aware of appropriate applications in order to make an application valuable. Teachers and students should be aware of

applications that offer what the students need, in addition to those that are suitable.

The pros and benefits of utilizing an application to learn English are discussed in some studies. They look at the program's advantages and disadvantages. Particularly, portable gadgets enable learners to learn what, when, where, and how they like in combination with intelligent teaching strategies (Sandberg, Maris, & Geus 2011, p. 1334). If the learners do not know how to utilize the applications or whether they are acceptable or not, they will not be able to take full advantage of their advantages and benefits. "Don't overwhelm your class with technology, make clear learning objectives, conduct some research, and others" are some advice for successfully utilizing mobile technology. Online learning is undoubtedly challenging because there are numerous factors to consider, including student and teacher preparation as well as the adaptation of instructional materials for online delivery (Suryani, Apriliyanti, & Rohmat. 2021, p. 1). For best outcomes, one must be aware of the precise requirements for applications based on the needs of students and how to use them.

There is still a shortage of research that specifically focuses with creating standards for using applications to learn English. Several studies go over the rules that are utilized in mobile learning creating rules for the user experience in mobile language learning programs. Hayhoe, 2001; Parsons, Ryu, & Cranshaw, 2007; Rainger, 2005; Trifonova, 2003; Vavoula, Lefrere, O'Malley, Sharples, & Taylor, 2004, Kim & Jin 2015 are only a few studies that have examined broad design principles for learning environments. The studies mentioned above mainly talk on mobile learning. In the study, the proper application recommendations for English learning activities were thoroughly covered. to understand what makes a successful application and how to use it effectively. The search for resources or venues for learning English should involve both teachers

and students more actively. Consequently, by creating a guideline, instructors and students can use it as direction.

It has been mentioned before that having a decent application alone is insufficient and that you also need to know how to use it. at least four technological proficiency is required. An educator needs to comprehend, apply, and possess leadership skills. able to manage themselves from all the chaos of change, predict precisely the direction and strategic measures to deal with it, and be able to deal with it by bringing up ideas, invention, and creativity (Syakur, 2017, Shahroomand Hussin, 2018). Teachers and students can be directed to use the appropriate applications in the learning process with the right recommendations.

1.2 Identification of the Issues/Phenomena

To maintain the educational process under these circumstances, teachers are compelled to use more and more cutting-edge technology. Application is advantageous for learning a foreign language. Mobile technologies offer the potential to increase learning's accessibility and availability beyond what we are accustomed to in current e-learning contexts (Cavus & Ibrahim, 2008). The use of technology in the educational process, however, raises a number of issues, including:

- 1) Not all teachers have sufficient knowledge of the availability of learning applications/platforms that are easily accessible on the internet.
- 2) The teachers use limited applications in the learning process because they are unprepared and disoriented with online learning.
- 3) Students and teachers have no opportunities for active interaction.
- 4) Students feel bored and discouraged from joining the learning process because of the lack of motivation.
- 5) Teachers feel it is difficult to assess students' abilities because of the limitations of the applications.

- 6) The learners do not fully understand the material the teacher has delivered due to the confusion of using the selected platform.

This study will concentrate on outlining clear instructions for teachers and students on how to use the application when studying English. The key factor is that it wasn't covered in any prior research. The earlier study covered the standards for mobile learning. The author of this study will go over recommendations for using appropriate applications when teaching junior high school students English. Therefore, creating rules for the use of applications in English learning is crucial, particularly in this period of 21st-century education.

1.3 Delimitations and Focus of the Study

Developing recommendations for employing applications in junior high school English language instruction is the study area's topic. The study will solely cover the proper application of applications in English language learning based on the identification of the topics/issues described earlier. The author will not go beyond the instructions for using the application to learn English to talk about lesson plans, assessments, or other topics.

Additionally, the current study does not go into detail about any particular applications that were carried out in the earlier studies. For example, independent language learning with a mobile application: a user review of the busuu app, learning English using Duolingo and the Hello English app (Tuti & Sari, 2019). The author does, however, go through what makes a good application for learning English, how students use it, and who can use it. Only junior high school is the author's chosen research domain. The researcher and the problem's finding were introduced during the practical teaching.

1.4 Research Questions

- 1) What are the characteristics of appropriate guidelines for using applications in learning English?

- 2) What is the prototype of guidelines for using applications in learning English for junior high school students?

1.5 Aims of The Research

Based on the background of the problem described above, it can be formulated that the problem in this study, in general, is to develop the design of a guideline that can be used in learning English in junior high school.

Moreover, the specific purposes are:

- 1) To explain the characteristics of an appropriate guideline for using applications in learning English at junior high school.
- 2) To explain the guidelines for using applications in learning English at junior high school.

1.6 Significances of the Research

Research is made to be beneficial for society. Hence, this research has listed two significances to specify its contribution to various aspects. They are:

1.6.1 Theoretically

The study might provide resources for further research in the field of education, theoretically. The field of the study just recently examined the use application guidelines for learning English, which furthers the research story. It is believed that this research would increase knowledge of what a reasonable application might be used as a guideline in the learning process.

1.6.2 Practically

Teachers can utilize this information practically as assistance when instructing pupils using applications. The findings of this study can help students who are using applications to learn the English language independently.