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## CHAPTER I INTRODUCTION

### A. BACKGROUND

The emergence and advancements of Information and Communication Technologies (ICTs) are changed in the way of teaching and learning process. ICTs facilitate immediate access to information resources needed for teaching and learning. According to Sife et al. (2007), ICTs have capabilities of improving information accessibility; facilitating communication via electronic facilities; enhancing synchronous learning and; increasing cooperation and collaboration. In the teaching and learning process, ICTs are known to be facilitate collaborations among learners and tutors and enhance pedagogical improvement through simulations, virtual experiences, and graphic representations.

Trifonova and Ronchetti (2003) state that mobile learning is IT enabled learning through mobile devices. Generally speaking, by mobile phone technology we mean all mobile devices that include Personal Digital Assisstance (PDA), digital cell phones and IPOD. These handy devices are very small, they are usually used by the entrepreneur for bussiness, workers for job and educators for educational purposes and mobile phone technology learning. They can be very useful for us in many different ways. For example, they allow interaction with people, via voice and through the exchange of written messages transer and moving digital images.





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advances, Information and Communication Technology (ICT) has become crucial in gathering scientific information available on electronic media. It is also observed that most of science and technology books are written in English. Moreover, the means of communication in the internet are majority in English language.

In Indonesia, English is one of foreign languages being taught from Elementary schools up to university level. Suwarsih (2002:142) has noted that senior high school graduates who have learned English for six years at junior and senior high school levels, with almost 900 hours of school teaching, are unable to use this language for communicative purposes. This phenomenon can also be observed among university graduates and even among faculty members. The teaching of English has so far been unable to achieve its declared goals despite many efforts made to improve its quality.

Based on the preliminary observation, it was found that the students only use mobile phone as communication. They do not realize that the mobile phone can be used for learning language especially in learning English. As we know, in 21st Century Education, the teachers and the students must have ability to use ICT in Education. From the Mobile Phone especially Android Smart Phone Application, there are many lessons about English and the students can learn English it self. So, the main problem of this research, the students are not accustomed in using Mobile Phone in learning language.

The vision and mission of UIN SUSKA Riau are to be World Class University that has motto "Change Toward Advance". Some indicators of World



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Class University are all lecturers, academic staffs and students must be able to communicate both English and Arabic. Furthermore, they must understand and master how to use Information Communication Technology in order to achieve the vision and mission. In reality, most of them do not have capability to fulfil the requirements.

That is not to argue for the technological determinism of education, but there is a mutually productive convergence between the main technological influences on a culture and the contemporary educational theories and practices. During the computer era of the past fifty years, education has been re-conceptualised around the construction of knowledge through information processing, modelling and interaction (Duffy & Cunningham, 1996). Now, as we enter a new world of global digital communication, it is no surprise that there is a growing interest in the relations between mobile technology and learning. What we need, however, is an appropriate theory of education for the mobile age.

#### B. STATEMENT OF THE PROBLEM

The main goal of the existence of Language Center is to facilitate the UIN students master both English and Arabic languages as means of communication in this university either in spoken language or written one. Furthermore, it is in accordance with the vision and mission of Language Center of UIN SUSKA Riau that its vision is to realize the as an institution of higher education that develops the main teachings of languages, Islam, science, technology, and the arts are integral in Southeast Asia in 2013 and its mission is the implement education and teaching to deliver quality human resources professional as well as academic and



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personal integrity as a Muslim scholar. Carry out research and studies to develop science, technology, and art of using Islamic paradigm. Harnessing science, technology, and art as a community service by using the Islamic paradigm. Preparing human resources and facilities to support the smooth implementation of the three responsibilities of Higher Education.

The Premier's Technology Council December 2010 Report, A Vision for 21st Century Education, describes what a educational system might look like should it be transformed. One of the driving forces behind the push to infuse 21st Century Skills into education is the Partnership for 21st Century Skills, a national organization in the United States.

Internet is used in communication, internet communication tools began to use in education especially in English language learning. New trends technologies have supplemented English teaching in authenticity and literacy such as reading, writing, speaking, and listening skills of students. English is the only valid language that can be understood by everyone all around the world. Students learn faster and easier than before because of the use of technology in schools. If they are trained during their school years, they have the chance of becoming experts in technology. It is proved by the researches that have been done; early beginnings are always beneficial. Learning English through the web and using new trends in education in schools make students willing to learn the language.

Responding to the globalization era, schools need to expand what the schools are teaching to keep pace with the demands of our modern workforce and societal needs. This is in line with Spencer's (2010:1) enlightenment that the



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world is less static, collaboration is vital, and learning is a continual process. The environment in which students are exposed to is media rich, immediate, fast, engaging, dynamic and instant. Therefore, teachers should be able to enable their students to acquire skills needed in this current century. Teachers should not only focus on teaching the materials required as stated in the curriculum, but they also should complement the students with living skills.

Dealing with the statements above, some questions are needed to address to both instructors or lecturers and students of UIN SUSKA Riau. Do the instructors or lecturers at language center able to use technology and mobile learning in teaching and learning process? What should the lecturers and the students do to enhance of using technology and mobile learning? How can the lecturers improve their capability in order to be able to use technology and mobile learning? How can the lecturers create new innovation in order to achieve the vision and mission of UIN SUSKA Riau as well as Language center vision and mission?. How are the ways to make both students able to use technology and mobile learning in teaching and learning process? How are the students' experience of using technology and mobile learning in teaching and learning process? And how are technology and mobile learning employed in teaching and learning process?. So, the main problem of this research are the lecturer usually use monothone technique in teaching and learning process, the students do not have motivation in learning english because they confort learning english the from Elementary school up to University without changing the learning style. The students use mobile phone technology just for communication, they do not use



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mobile phone technology as tools for learning language especially English language.

The 2010-2011 Horizon Report outlines the power of mobile devices with anytime, anywhere access. “New features are being added to what mobiles can do almost continuously, and the unprecedented evolution of these do-it-all devices itself is drawing a great deal of interest. Their ever-increasing capabilities are enhanced by the circumstance that schools do not have to buy or maintain them. In the coming months, the vast potential of these devices for learning will begin to outweigh concerns about misuse that currently dominate most conversations about their use in school settings. It is the sheer power of these devices that make them interesting, and that power lies in their ubiquity, their portability, the wide range of things that can be done with them, and their ability to access the Internet nearly anywhere through the growing cellular network.

Why is it important for educational institutions to join the mobile phone technology movement? Consider these factors:

1. Student expectations are changing, especially in higher education. Today’s students juggle a complex life of school, work, family and social time. As a result, they expect to access learning content and to complete assignments at the time, pace and place that’s most convenient for them.
2. Unlike the traditional activities of reading an assignment then writing a paper or completing a worksheet, students expect learning to be more interactive, collaborative and engaging. Student learning styles are changing because of their use of technology outside the classroom. Parents

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also expect schools to prepare students to use the complex technologies that play an increasing role in career fields.

3. Lowering the technology gap is also critical for preparing the future workforce. For students who don't have Internet access at home, mobile learning is a cost-effective way to help them avoid being left behind in their understanding and use of technology

### C SIGNIFICANCE OF THE STUDY

To meet the needs in globalization era, students have to acquire 21st century skills. By having 21st century skills, the students can be at the level to become creative, inquisitive, reflective, collaborative, efficient, flexible, tenacious, and open-minded, and in turn, they can be effective learners, collaborators, communicators, and creators. Students who already have and or are equipped by 21st century skills are more prepared to align with the shift in how students learn, how people get jobs, and how everything works in this era. English teachers, lecturers or instructors, therefore, should have ability to integrate 21st century skills into core academic subjects.

Rodgers, et. al. (2006) elucidate that a 21st century learners tend to be a multi-taskers who use sounds and images to convey contents whenever possible. Students tend to learn better as they receive multi-learning stimuli. Therefore, the written learning materials need to be accompanied with visual and sound materials. Rodgers, et. al. (2006), then, also adds that the hypertext minds of 21st century learners crave interactivity, are good at reading visual images, have strong visual-spatial skills, tend toward parallel processing and inductive discovery, look





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for fast response times which leads to short attention spans. Expands in technology in this century render students tending to be multi-modalities learners.

Moreover, 21st century learners have to have higher order thinking, they have to be collaborating, creating, critical thinking, contributing, conversing, and connecting. Hart, P. D. (2007) mentions some of 21st century skills that should be acquired by 21st century learners, those are: critical thinking and problem-solving skills, computer and technology skills, and communication and self-direction skills. In this regard, students should be engaged in a relevant and contextual problem- and project-based learning designed to develop 21st century skills and provided using a multi-disciplinary approach.

**D. LIMITATION OF THE STUDY**

This study employs a quasi-experimental research that aims to determine the effect of using mobile phone technology toward the students' involvement in learning English at Language Center of UIN Suska Riau and to identify the differences the result of students' involvement in learning English between the experimental and control groups as well as to explore the learners' behavioral change after having 24 class-periods or 12 meetings of treatment at Language Center of UIN Suska Riau, Due to apparent constraints of resources such as time, facilities and funding, this study was conducted to the pupils of Language Center of UIN Suska Riau. The number of the participants who became sample for this quasi-experimental research was 160 students from two faculties. They had been categorized into A, B and C based on school accreditation. They

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consisted of three experimental groups and three control groups about 30 participants of pupils on each group.

Relating to the scope of this study was limited to the following:

1. This study will due to find out the effect of using mobile phone on the students' involvement in learning English at Language Center of UIN Suska Riau. Besides, it aimed to explore the lecturer' perceptions on the learners' behavioral changes at the beginning until the last process of treatment.
2. The location of the study will be at UIN Suska Riau in two faculties (Sains Technology Faculty and Psychology Faculty).
3. This study will be conducted to the students of semester two of UIN Suska Riau because the students started learning English with formal syllabus.
4. Data on learners' English language achievement will be gathered of using a test. The test measures the students' achievement in the aspects of four language sub-skills (Reading, Writing, Speaking and listening).
5. Data dealing with teachers' perceptions on the students' behavioral change in learning process were gathered through interview protocol.

## E. THE OBJECTIVE OF THE STUDY

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- a. To find out there is any significant the effect of using mobile phone on the students' involvement in learning English at Language Center of UIN Suska Riau .
- b. To obtain the students' English involvement using mobile phone technology in learning English

**F. RESEARCH QUESTIONS**

The reserach questions are stated as follows:

1. Is there any significant effect of using mobile phone on the students' involvement in learning English at Language Center of UIN Suska Riau ?
2. How are the students' English involvement using mobile phone technology in learning English?