Chapter One

Introduction

This chapter presents the research introduction. It consists of the background of the study, identification and limitation of the problems. Formulation of the problems, purposes of the study, significances of the study, and the outline of the study are also elaborated in this chapter

Background of the Study

In the era of technology, people are accustomed to the development and the use of tools, which have many functions in assisting or facilitating their activities. Nowadays, there are many things that can be covered in one tool. One of the most favorite tools today is called "gadgets." Gadgets are tools that have various software applications installed on hardware and software platforms (Ferrer & Vlachos, 2014). It means that gadget is the newest product of technology that provides many features in one platform. Day by day, gadgets take an important role in every human life, and technology continues to grow every second. For educational purposes, gadgets can be used as tools for students in order to facilitate their needs in the process of learning.

Almost every human who lives on this earth already has a gadget, ranging from the oldest products to the newest products or from the lowest-price products up to the highest-price products. This phenomenon also happened in Indonesia, in which the people are familiar with gadgets. Brown (2014) revealed that Indonesia became a country of the highest distribution of active screen time which consumes

a daily average up to nine hours per day on their gadgets. By using gadgets, people can easily access or seek a certain subject directly. Then, for students, they can use their own gadget as a tool to find some information and also can be used for learning tool through online media.

Learning is one of the aspects of education in which sometimes students need gadgets as tools in order to assist their learning process. Learning is an activity that results from experience or mechanism change of the organism obtained from an experience (Houwer, Holmes, & Moors, 2013). It means that learning is an activity or process of gaining something by the experience. In today's life, students are trying to maximize their works or tasks within allotted time. Commonly, students rely mostly on educational materials such as the books and observation notes to review and study their lessons or to gather and search the information to know the certain subject that they are looking for. Nowadays, in order to enhance students' learning competencies, almost every school has already used tools and software that support their curriculum, for example, internet access, email, digital camera, laptop, interactive whiteboards and LCD projector (Young, 2008). It means that the use of gadgets is to enhance and assist students' learning process.

Based on the researcher's experience as the student of English Education Department of Universitas Muhammadiyah Yogyakarta (EED of UMY), EED of UMY students are very familiar with gadgets. Smartphone, desktop, laptop and tablet become very popular tools that are used by the students. There is also the possibility that students have more than one gadgets. Gadgets provide convenience for the students' life. For example, most of the students use their

gadgets for entertainment activities, educational activities, communicational activities and other activities. For educational purpose, students can use their tools to assist their learning process such as to find information about some certain topics that are related to their studies. Therefore, in this study, the researcher believes that students recently tend to prefer gadgets as their learning tools.

Moreover, EED of UMY also supports the use of gadgets in the process of learning and has a goal to produce individuals who can use technology. This fact has been proven by the presence of five courses that are related to technology, namely Computer Literacy 1 (Offline Computer), Computer Literacy 2 (Online Computer), Information and Communication Technology in Language Teaching, Innovative Technology and Digital Technology In education. These courses take an important part of this study as a supporting reason why the researcher conducted this research that is related to the use of gadgets in English language learning. Therefore, the researcher would like to find out the EED of UMY students' perception on the advantages and disadvantages of using gadgets, and kinds of gadgets that are commonly used by the students.

Identification of the Problem

Based on the background of the study that above, the researcher identifies some issues related to the use of gadgets as tools in learning English. The first issue that is related to the use of gadgets is the advantages that students get. In English language learning itself, the use of gadgets can give benefits and assist students in solving the problems. The benefits of the gadgets can be seen from Shyamlee and Phill (2012) who analyzed that technology gives benefits in English

language learning, for example, to cultivated students' enthusiasm in study, to support students' communication capacity, to widen students' knowledge to obtain deep understanding of western culture, to improve teaching effect, to improve interaction between students and teachers, to creates a context for language teaching, and to facilitate flexibility to course content.

The next issue that is related to the use of gadgets is the disadvantages that can impact students. According to Simuforosa (2013), technology has negative impacts for students since they are exposed to use computer games, television, or other devices that affect their academic performance. From this statement above, the use of gadgets with a connectivity might give disadvantages for students, if the students fail to control themselves in operating their gadgets. For instance, if students tend to use their gadgets only for gaming or entertaining purposes, of course, it will be impact on their academic performance since they have no time to study.

The third issue that is connected to the use of gadgets is the kinds of gadgets that are commonly used by the students. Based on the researcher's experience, there are several tools that are commonly used by the students. Tools like a smartphone, laptop, personal computer, tablet, MP3 player, and camera are considered as the most familiar gadgets to the students.

The last issue that is connected to the use of gadgets is the technical issue that is commonly faced by students while operating gadgets. According to Heick (2012), there is one main problem that is sometimes faced when the students use gadgets in the classroom. First, a pace of change, technology is always growing

rapidly day by day; and it should take an extra cost of money to equip the latest products. In addition, operating the online technology needs adequate infrastructures such as a good connection.

Limitation of the Problem

Based on the background of the study and identification of the problem described above, there are four issues identified. However, to make more deep discussion, this study focuses on EED of UMY students' perception on the use of gadgets as tools in learning English, the advantages of using gadgets, disadvantages of using gadgets and kinds of gadgets that are more commonly used by students.

Formulation of the Problem

Based on the background of the study, and the identification and limitation of the study above, this study concentrates on students' perception on the use of gadgets as tools in learning English. The researcher tries to formulate the issue into research questions written as follows:

1. What are the kinds of gadgets that are often used by English Education Department of Universitas Muhammadiyah Yogyakarta students?

2. What is English Education Department of Universitas Muhammadiyah Yogyakarta Students' perception on the advantages of the use of gadgets as tools in learning English?

3. What is English Department of Universitas Muhammadiyah Yogyakarta Students' perception on the disadvantages of the use of gadgets as tools in

learning English?

Purpose of the Study

In line with the research questions, the purposes of the study are:

1. To reveal the kinds of gadgets that are often used by English Education Department of Universitas Muhammadiyah Yogyakarta students.

2. To find out English Education Department of Universitas Muhammadiyah Yogyakarta students' perception on the advantages of the use of gadgets as tools in learning English.

3. To discover English Education Department of Universitas Muhammadiyah Yogyakarta students' perception on the disadvantages of the use of gadgets as tools in learning English.

Significance of the Study

This study is expected to give benefit to the following people in language learning, for example, students, teachers, and future researchers.

For students. Through the results of the study, students are expected to raise their awareness that the use of gadgets are useful for learning process and students are expected to use their gadgets to facilitate their needs in English language learning. Besides that, students are also expected to raise their awareness that the use of gadgets allows students to access negative contents and might distract the students in English language learning.

For teachers. This study will help the teachers to know the students' perception on the use of gadgets as tools in learning English. It might help the teachers to use gadgets to develop their teaching method.

For future researchers. This study will be useful for future researchers in the future as their reference or guideline about the use of gadgets as learning tools.

Outline of the Study

This research consists of four parts. The first chapter is an introduction. It includes background, identification, and limitation of the problem, research questions, the purpose of the study, the significance of the study, and outline of the study. The second chapter is a review of related literature. It includes the literature review, conceptual framework, and hypothesis. This chapter consists of the theory about perception, technological gadgets, relevant review of the previous study, then a conceptual framework. The third part is research methodology. It includes methodology, research design, setting participant, data collection method, and data analysis. The fourth part is findings and discussions. This chapter tells about the findings of the research. The last chapter discusses the conclusion and suggestion of this research.