

CHAPTER I

INTRODUCTION

A. Background of the study

Smartphones are mobile phones that have a computer-like function. According to William and Sawyer (2011), smartphone is a mobile phone with a microprocessor, memory, and built-in modem. Smartphone is a multimedia phone that resulting in a luxurious gadget, where there are camera, music players, videos, games, email access, digital television, GPS.

The evolution of the times and technology the concept of smartphone continues to grow from year to year, as a advanced device. Smartphones are phones that does not have cables, internet access, can bring around and use anywhere (oxford dictionary, 2008). Smartphones in this era is needed, because the function of this smartphone can replace the computer function. For example, if someone wants to find information in the smartphone can use application such as google search. The functionality of the smartphone is as a tool for human beings in their daily work. The new discovery in terms of communication technology and the variety of smartphone usage, led to a change in the way a person views the use of smartphones. Inevitably, the school must make regulations regarding the phenomenon of the use of these smartphones.

According to Mustafid (2016) smartphone can interfere with study concentration, makes the students dependent on existing features and applications, for example students who are dependent on calculator applications, if students have to calculate mathematics, chemistry and physics formulas, students use their smartphones to get the answers.

The use of smartphone can decrease students concentration, according to Beilock and Decaro (2007) a teacher trying to teach lessons and deal with

students using a smartphone while in class shows that decision making strategies are less effective and even disturbed. There are teachers who instruct students to open the School Electronic Book (BSE) on smartphones, but there are several students who do not obey the teacher. The student does not open School Electronic Book (BSE), but accesses the internet, for instance students secretly open a porn site. Thus, disrupting students concentration. Smartphones are misused in searching for negative contents (Ford and Batchelor, 2007).

Smartphones with various applications can present various social media, with the result that it is often misused by students (Manumpil, Ismanto, and Onibala, 2015). Several students who are afraid of failure in examination will use their smartphones to find the answers on the internet and share the answers to their friends, therefore students dependent on their smartphones. Hence, policies then carried out by schools to the restriction of other devices such as smartphones (Katz, 2006), for the reason that the negative impact is more than positive impact. The students are abusing the use of smartphone.

Based on previous research, the researchers have examined the problem of smartphone use and focus on explores the influence of smartphone use on students. According to research from Jimmy E. Kihwele and Theodora A. L. (2013) concluded that the effect of smartphone usage has a positive impact, since the use of smartphones is very necessary in the learning process provided the teacher must continue to supervise the students. In contrast to this study, the school of SMPN 8 Madiun has made rules restricting the use of smartphones in schools, for the reason that there are many students who operate smartphones at school and the result is students become lazy, difficult to concentrate and focus on smartphone, thus the researcher wants to know how the teacher's perception of the restrictions on the use of smartphones in schools.

The previous research focus mostly on merely theoretical perspective. As in the research Afifah Rahma (2005) in this study focus on explores the

effect of smartphone use in schools. The negative impact and positive impact. While, many researcher investigated the topic from theoretical perspective. The current researcher focus on the teacher's perception on smartphone restriction for students at school.

The previous research focused on exploring theory, namely the positive and negative impacts of smartphone usage, not many researcher used teacher perceptions. According to Averianova Iriana (2011), smartphone have a positive impact on learning process, make it easy for students to find information. Students can use e-book to improve learning. Smartphone have positive impact in use, behind the positive impacts of smartphone, smartphone have a negative impact on students. Several students have find ways to use smartphone for cheating, accessing information during exam and sharing information to other friends (Katz, 2005).

Thus, the perception of smartphone restriction based on teachers. researcher wants understanding more deeply about teacher's perception. Based on the explanations and phenomena above the researcher wants to investigate teacher perception on smartphone restriction for students at school SMPN 8 Madiun with the title **TEACHER'S PERCEPTION ON SMARTPHONE RESTRICTION FOR STUDENTS AT SMPN 8 MADIUN IN 2018/2019 ACADEMIC YEAR.**

B. Scope of the study

The research is limited focus to the teacher's perception regarding smartphone restriction at SMPN 8 Madiun in 2018/2019 academic year. Smartphones have functions like computers with memory, internet access and can be taken anywhere (William and Sawyer, 2011), with the sophistication of smartphone technology the school provides rules for all students not to use smartphones at school with the reason that students will focus more on the smartphone than the teacher who explains the material. Need to know the teacher's perception directly about the restrictions on smartphones in schools.

This research focuses on qualitative research methods. Qualitative research is a research that focuses on teacher perception problems.

C. Problem Statement

Based on phenomena above, the problem statements is:

What are the teacher's perceptions on smartphone restriction for students at SMPN 8 Madiun?

D. Objective of the Study

Based on the problem statement above, the researcher aims at the study is:

To describe the teacher's perception on smartphone restriction for students at SMPN 8 Madiun.

E. Benefit of the Study

This research will be beneficial both theoretically and practically:

1. Theoretical Benefit

- a. Increase the education field, especially how to overcome students who bring smartphones in school so as not to interfere with the learning achievement.
- b. As an input for researchers to further the development of science, especially in education.
- c. The results of this study in order to be input for parents and teachers in supervising their children and students in using a smartphone.

2. Practical Benefit

- a. The study is aimed as a reference material for teachers to improve student achievement without using a smartphone during the lesson.
- b. The study is aimed as a material consideration of teachers in determining the method of learning.

F. Research Paper Organization

This research paper consists of five chapters, namely:

Chapter I is introduction consists of background of the study, scope of the study, problem statement, objectives of the study, benefit of the study and research paper organization.

Chapter II is underlying theory consists explain about description of teacher's perception and smartphones. Previous of the study consists of similarities and differences in this study with previous research.

Chapter III is research method which consists of research type, research object, research data and data source, technique for collecting data, credibility of data, method of analyzing data and the validity of data.

Chapter IV is research findings and discussion. This chapter will describe teacher's perception on smartphone restriction for students at school.

Chapter V is conclusion and suggestion. This chapter makes conclusion and suggestions based on the result of the research.