CHAPTER I
INTRODUCTION

1.1 Research Background

In the digital era, almost all of the sectors in human life are being integrated with a process of development. The sectors such as economy, industrial, and education are having rapid growth throughout this era. In Indonesia, the widespread of the digital era is recognizable by the number of mobile users. According to BPS-Statistics Indonesia, in a journal Publication of Telecommunication Statistics in Indonesia 2017, it was said that Indonesia has rapid development in mobile phone ownership, in 2012 it was found that 83.52 percent of households in Indonesia had mobile devices, and in 2017 it increased to 88.13 percent. Based on GSMA Intelligence (Q4 2018 and 2019) there was 355.5 million total of mobile connections in Indonesia and it was equal to 133 percent mobile connections.

The massive development of mobile phone users in Indonesia shows that many people in Indonesia start to use a mobile phone as an essential part of their daily life routine.

Along with the immense use of mobile phones among Indonesian people, education is one of the significantly affected sectors that needs to be changed due to this rapid development of the digital era. It obliges teachers to utilize mobile learning in order to adapt to the current situation as it can make the teaching and learning process stay relevant. Mobile technology allows people to have a chance to get a fast information, including assist people to learn

language Santosa et al., (2020). Since the last few years, the use of a mobile phone as a tool for learning has increased in Indonesia. As plenty of teachers use a mobile phone in transferring the material to the students in junior high school, senior high school, and higher education. Moreover, some teachers of high schools in Bali started to send the learning materials to their students using mobile phones. Including the teachers of SMP Negeri 1 Gerokgak in West Bali. The teachers said that it helps them a lot in the process of giving out homework and additional information for their students. Nevertheless, there are still several schools that do not conduct a learning process using mobile phones because of several reasons. Inadequate internet connection, unsupported devices, and lack of mobile phone ownership (Basuki, 2007; Churiyah et al., 2020; Eko et al., 2020; Pahmi, 2016).

Furthermore, The breakout of COVID-19 has significantly impacted almost all of the sectors in human life. It changes most people's routine life. As announced by WHO, this condition is a global health emergency that impacts all sectors in every country, including the education field. According to UNESCO (2020), there were 193 countries that closed their school by 23 April 2020 that affecting 1.6 billion students all over the world (Fund, 2020). Since the virus outbreak, governments around the world, including Indonesia, created a regulation to shut down all of the schools. This regulation significantly affected school activities, teachers need to find out a new regulation to conduct the teaching and learning process during this period. The activities that are suggested by the government in order to keep the learning process going are to conduct a teaching process by implementing online learning for those who have

internet access and create an innovative learning process for those who do not have any internet access. According to the letter of Indonesian Ministry of Education and Culture (MOEC) No. 15 in 2020 about the guidelines of study from home in the emergency of the spread of Corona Virus Diseases (COVID-19), teachers and students are not allowed to go to school as an effort to stop the chains of spreading process of the corona virus. One of the important principles of study from home is the flexibility of school's activities and assignments that can be changed based on the situation in each region while considering the facilities available for teachers and students. This flexible regulation enables the teachers to have choices whether it is possible for the students to receive a learning process using mobile technology or not.

Mobile assisted language learning (MALL) is one of the tools that support the teaching and learning process during the implementation of learning from home. It helps the teacher and their students to conduct learning activities anytime and anywhere without going to school and meet others. The use of a mobile phone to support teaching and learning activities, especially in the English language context has been implemented in many schools across the country. There are several mobile devices that assist students' language learning, for example, mobile phone, smartphone, iPods, mp3/mp4 players, and electronic dictionaries (Liu et al., 2016). Mobile phones are able to assist and support the students in learning English language (Yudhiantara & Saehu, 2017). As stated by Saran et al., (2009), mobile phone is an effective tool for students to help them improve their language. In addition, as stated by Widiana et al., (2018) the Tenth grade students in Buleleng regency tend to have a

positive perception in using MALL in learning English. Moreover, the implementation of mobile phones in Junior high school is still considered uncommon in several junior high schools in Bali specifically in the Buleleng region.

Several schools in Buleleng have implemented online learning during this pandemic. Despite the fact that the number of students who can not keep up with online learning is quite a lot. Based on the survey that was conducted by Disdikpora Buleleng, there are 6.732 students of junior high school that have problems in conducting online learning because of unsupported devices and lack of internet connection (Jawa Pos, 2020).

In Indonesia, remote learning, also known as distance learning, has been a common thing for higher education since 8 years ago. It has been implemented since the Indonesian Ministry of Education and Culture has released regulation No. 24 of 2012 about the implementation of distance learning for higher education (Permendikbud, 2012). Since this regulation is only for higher education, the current situation makes the regulation needs to be adapted in all levels of education from the level of elementary school to senior high school. In many schools, the implementation of mobile learning is not a familiar thing to teachers, especially for those who are categorized as digital immigrants. Furthermore, elementary and junior high school students are also still unfamiliar with this implementation of mobile learning as in this stage, most of them have not yet owned mobile phones. It gives the government as well as the teachers some challenges in this unexpected situation. The biggest challenge of remote learning is the fact most of the students in junior

high school do not have the supported devices in order to access the learning. Due to this problem, the head of Education, Youth, and Sport of Buleleng regency announced that the teachers are obligated to help the students who do not have supported devices by giving them smartphones.

The implementation of MALL in formal learning and classroom setting has been enormously studied, but the study in remote learning context is very rare to find especially, at the junior high school level. According to Eko et al., (2020), in the context of online learning during emergency remote learning, the teachers employed MALL and used several applications and platforms in order to conduct learning activities. The applications and platforms that widely used over online learning were Google Classroom, Zoom, Whatsapp, Schoology, Autodesk SketchBook, TEDED, FastStone, Capture, Google Forms, Quizizz, Kahoot, and Youtube (Eko et al., 2020). Furthermore, Eko et al., (2020) stated that students, teachers, and students' parents faced some obstacles in the remote learning activities. The common obstacles found by the students were lack of smartphone ownership, unstable internet connection due to their home location, and lack of awareness of online learning. Moreover, teachers also found some challenges the difficulty of creating materials that are appropriate for the students that have various levels of cognitive, the difficulty of giving feedback because of the time allotment from school policy was not enough, and the lack of students' awareness to respond to the teacher's instruction using English. Saragih & Jaelani (2020), also stated similar finding as to the previous study that there were internal and external problems that were found in conducting MALL during the pandemic situation. The internal problem was the student's

motivation in doing remote learning while the external problems were the unstable internet connection and unsupported devices.

Before the researcher collect the data, the researcher was done a preliminary observation in which the research interviewed the principle and one of the English teacher of SMPN 1 Gerokgak regarding to the teaching and learning process that the English teachers conduct during remote learning context. In this process the researcher asked several questions related to the teachers policy and strategy in facing remote learning in pandemic situation.

SMPN 1 Gerokgak is located in a rural area specifically in North Bali where it takes one hour ride to go to Gerokgak from Singaraja's downtown. This school has 28 teachers in total, which there were 4 English teacher. Based on the preliminary observation conducted in SMPN 1 Gerokgak and previous studies that were employed by some researchers, the English teachers used a mobile phone and several mobile applications to deliver materials, instruct the students to do homework and also give explanations about the materials.

Since the teaching and learning process in Indonesia is significantly changed due to the outbreak of corona virus, this current study is aimed at finding out how the English teachers implement MALL in the remote learning context, the application used by the English teacher, the challenges faced by the teacher during the teaching and learning process, and how the English teachers resolve the challenges of the new situation of learning in SMPN 1 Gerokgak.

1.2 Problem Identification

In the era of digital and the spread of Corona virus both students and teachers need to cope with the rapid change of the education system, especially in the process of teaching and learning. Due to this situation, the use of mobile technology was significantly increased. It can be seen from the regulation of Indonesian ministry of education and culture that has given instruction to the teachers in Indonesia to plan the learning process into remote learning in order to prevent the spread of corona virus and to make the students and teachers stay safe. So, in order to conduct teaching and learning process the teachers need a mobile technology that is able to assisst their perfomance in delivering the material to the students. Hence, teachers need to consider how to conduct teaching using a mobile application in the remote learning contexts, especially for the teachers who have never conducted it. Some teachers need to seek more about the characteristics of mobile learning and organize the time of the teaching and learning process in detail. Previous MALL study had been conducted in classrom setting and in the Senior and higher education setting. However, to know the how far the English teachers implementation of MALL during remote learning in junior high school level, the investigation on how the English teachers using MALL during the remote learning context si needed. It helped the English teachers to know whether the implementation of MALL had been conducted well or not in remote learning context.

1.3 Limitation of the Study

This study was focused on how the teachers in SMPN 1 Gerokgak implement MALL during remote learning context. The researcher observed

how the teachers implementing the teaching and learning process using mobile learning and how the teachers design the lesson plan that was used. Also, it was focused on the challenges faced by the teacher during the situation.

1.4 Statement of Research Questions

1. How do English teachers in SMPN 1 Gerokgak implement MALL in a Remote Learning context?

2. What are the applications used by the English teachers in implementing MALL during Remote Learning?

3. What kind of challenges are faced by the English teachers in SMPN 1 Gerokgak in employing MALL in a Remote Learning context?

4. What are the solutions proposed by the English teachers in SMPN 1 Gerokgak in resolving the challenges of MALL implementation?

1.5 Purpose of the Study

Related to the statement of the problem of this study, the purposes aimed by the researcher in conducting this research are as follows:

1. To know the applications that are used by the English teacher in employing MALL during remote learning.

2. To identify the implementation of MALL in remote learning by the teacher in SMPN 1 Gerokgak.

3. To know the challenges faced by the teacher in SMPN 1 Gerokgak in employing MALL in remote learning.

4. To know the solutions proposed by the teacher in SMPN 1 Gerokgak in resolving the challenges of MALL implementation.

1.6 The Significance of the Study

The result of this study provides a useful contribution for enriching the knowledge about the challenges faced by the teacher in implementing MALL in the scope of remote learning and get a solution to the problem. Specifically, the result of the study gives a useful contribution to teachers, students, other researchers, and the government.

1.6.1 The Teacher

- The teachers know the better strategy that can be used to face the challenges in employing MALL in a remote learning context.
- The teachers get some pieces informations about how to implement MALL a in remote learning context.

1.6.2 The Students

The students are able to get a better learning process as the teacher will be able to cope with the challenges in employing MALL in the remote learning activities. It will make the students get meaningful learning during remote learning activities.

1.6.3 Other Researchers

The other researchers are able to get a certified data about the implementation of MALL in Education during remote learning conditions and get an idea about how to cope with the challenges faced by the teacher in employing MALL in the context of remote learning so

they can use it as the preliminary study in conducting future MALL related study.