

# CHAPTER I

## INTRODUCTION

This chapter presents the background of the study, problem identifications, problem limitations, statement of the problems, purposes of the study, and significance of the study.

### 1.1 Background of study

Education has become the core of human development and it has rapidly developed during this globalization era, twenty first century. It significantly improved following today's situation which deal with advanced technology. For the students, twenty-first-century learning covers four different competencies that are called 4C namely critical thinking, creativity, communication, and collaboration (Rochmawati & Ridlo, 2020). Critical thinking which refers to students thinking in a different perspective that has a function to solve the problem. Creativity is the term of creativity refers to appear new ideas based on the problem which is known by students. Communication relates to how to use the language in the learning process. Collaboration emphasizes how students work together in a group. The teacher in the twenty-first-century era should have experiences to use technology in teaching. According to Jan (2017), this is an era where technology is developed. Therefore, teacher needs to have the ability in teaching skills also content to integrate teaching with technology. Teaching skills is about how the teacher applies various ways to teach students. It is because the technology for education is not only used in the classroom. Technology also helps and encourages teachers and students in a different way of learning, one of them is online learning. Online learning becomes popular because teachers and students can access learning materials anywhere and anytime in which is helped by an internet connection. Besides using technology, the teacher also has several roles to teach students in the classroom as well as in online learning.

According to Harden and Crosby (2000), there are 3 roles of a teacher namely facilitator, resource developer, and counsellor. Harmer (2007) added that there are 3 roles of teacher namely, teacher as manager/organizer, teacher as participant, and teacher as controller. Besides those roles of teacher, a teacher develops their personality including, elegance, attractiveness, modesty and kindness, courtesy, and attention to students in teaching. According to Harden and Crosby (2000), a teacher is the one who plans about teaching and learning process, managing classroom, and also various skills to teach them in every situation and condition. Due to rapid advancement in the global world today, the role of a teacher is changing. According to Jagtap (2016), a teacher should understand the four pillars of education, which are learning to live, learning to know, learning to do, and learning to be. On the other hand, these four pillars are expected to help students to gain more value in life based on the knowledge that they have gotten. Furthermore, in learning to live, the learning experiences are expected to prepare students to be able to face real life and activity, hence it genuinely can help students' future. Learning to know is the understanding of right and wrong towards something, thus students will be able to act based on the proper manner which will affect learning to do. Meanwhile, learning to be is more likely important. By conducting learning activities, it helps students to prepare for their future careers, further the knowledge is set to achieve students' goals.

However, students all around the world are now learning at home due to contagious virus which has been affecting people. Corona Virus Disease (SarsCov2) or known as COVID-19 was firstly appeared in Wuhan, China, in 2019 has rapidly spread on every inch of nations. SarsCov2 virus affects human lungs and more than 236 million people have been affected since then this pandemic becomes a serious problem that should be solved immediately. On 12 March 2020, COVID-19 was declared as a global pandemic and social distancing was adopted in many places to minimize the deployment of the virus (Ferri et al., 2020). It makes every activity included teaching and learning was disrupted. To minimize the deployment of the Corona virus, numerous countries around the world decided to close the school

temporarily (Zhang, 2020). Ministry of education in different countries instruct their schools to implement online teaching and learning (Ferri et al., 2020). In addition, a teacher should be able to conduct teaching activities based on the syllabus in every condition to achieve the main objective, communicating content involves motivating, involving, and engaging students in the teaching and learning process (Agnolotto & Queiroz, 2020). They further stated that in this situation, online teaching and learning become Emergency remote teaching.

On large scale, emergency remote teaching as known as ERT is defined as a temporary shift from face-to-face teaching and learning into fully remote teaching during the circumstances (Zhang, 2020). This condition is different from online learning. Emergency remote teaching interprets as a response to a crisis and it is intended for a while without any preparation from the teacher or the students (Ferri et al., 2020). Zhang (2020), states that many problems might be faced by the teachers during this emergency remote teaching. However, the use of a mobile phone in teaching is helpful for the teacher and students. Many applications in a mobile phone can help teachers and students easy to have a discussion. The use of a mobile phone in learning is known as Mobile assisted language learning (MALL).

MALL-based strategies can be defined as a strategy used by the teacher to teach students by using technology. According to Miangah et al., (2012) mobile phone is a useful media in teaching and learning because supported by many features. According to Miangah et al., (2012) mobile assisted language learning (MALL) interpret as the use of mobile technology in learning. MALL is a part of computer-assisted language learning (CALL) and Mobile learning. MALL is used in a personal context and the portability is different. However, CALL and Mobile learning is focused on contextualized learning, flexibility, and active communication of learners (Cakmak, 2019). According to Ahmadi (2018), technology takes an important role in the education sector. Students will easy to find information from the internet by using technology especially mobile devices. Most of the students prefer to use a mobile phone because it allows students to learn anywhere and anytime. It is because the

mobile phone is a modern device that is powerful for communication. They can access material from E-book without having to print it out. According to Gheytsi & Gowhary (2015), technology can support the learning arrangements to make more innovative and inspired.

According to Yudhiantara and Nasir (2017), there are several advantages and disadvantages to using MALL. The advantages of mobile phones are flexibility and low cost. The mobile phone has various properties that make it easier to use, including portability, social interactivity, context sensitivity, connectivity, and individuality. In general, the disadvantages of Mobile assisted language learning according to Miangah et al. (2012) many mobile phones were not designed for educational purposes. It has small screen and difficult to read, data storage, and multimedia limitations. The use of mobile phones depends on the network. Besides that, the mobile phone which is appropriate for specific learning tasks is too expensive for students to buy. Teachers also should be aware of the resources. Several applications can be used in remote teaching and learning such as Zoom, Whatsapp, Quipper, and Google Classroom to be easy accessed by students.

Anugrahana (2020), the role of teachers in this pandemic is to be able to design and design online learning through presentations through videos, animated presentation slides, textbooks, presentation slides by utilizing appropriate online devices or media and in accordance with the material being taught. They further stated that the role of vocational school teachers in the current pandemic is required to carry out many additional roles. Such as, ensuring the achievement of educational goals and the fulfillment of academic and non-academic targets as well as preparing materials and learning evaluation results. An informal interview has been conducted with English teachers in SMK Negeri 1 Denpasar. The first question is about the impact of this pandemic on teaching and learning. Teacher 1 said:



“Due to the current pandemic, many things have been changed and learning activities carried out in the classroom have become remote teaching. Many teachers have shortcomings in using technology” – Teacher 1

*“Karena pandemi saat ini banyak hal berubah, aktivitas belajar yang dilakukan di dalam kelas menjadi pembelajaran dari rumah. Terdapat banyak guru yang memiliki kekurangan dalam penggunaan teknologi” – Guru 1*

Teacher 2 then added:

“This pandemic is a time of learning new things for teachers and students. Teachers and students are expected to keep communicating by using the online platform (WhatsApp and Zoom) for learning with all of the advantage, disadvantage and the problems” – Teacher 2

*“Saat pandemi ini adalah masa belajar hal baru bagi guru dan siswa. Guru dan siswa diharapkan tetap berkomunikasi dengan menggunakan platform online (Whatsapp dan Zoom) untuk pembelajaran dengan segala kelebihan, kekurangan dan masalah dalam penggunaannya” – Guru 2*

From those interview results from the first question, the impact of the pandemic in teaching and learning is from the use of technology for teaching. The interview results clearly showed that most of the teachers are still lack knowledge in using the technology during this remote teaching and learning. However, teachers are expected to be able to use technology in teaching and learning. Thus, it can be the best chance for the teacher to enrich their skill especially in using diverse attractive technology for teaching.

The second question is about the English teacher roles in Emergency Remote Teaching and the problems. Teacher 1 said:

“The roles of teachers in learning are very important one of them is providing interesting material to the students during remote teaching. Not at all teacher roles

can be played during remote teaching and of course there are problems from both teachers and students, namely signals and quotas” – Guru 1

*“Peran-peran guru dalam pembelajaran sangat penting, salah satunya adalah tetap memberikan materi yang menarik kepada siswa saat pembelajaran jarak jauh berlangsung. Tidak semua peran guru dapat dilaksanakan selama pembelajaran jarak jauh dan tentunya ada masalah baik itu dari guru maupun siswa, yaitu signal dan kuota” – Guru 1*

Teacher 2 then added:

“Teachers can search creative ideas from Google or Youtube to provide varied material to the students. Sometimes the learning process is not followed by all students due to limited signals from students who live in a village” – Teacher 2

*“Gurudapat mencari ide-ide kreatif dari Google atau Youtube untuk memberikan materi yang bervariasi kepada siswa. Terkadang proses pembelajaran tidak diikuti oleh seluruh siswa karena keterbatasan sinyal dari siswa yang tinggal di desa” – Guru 2*

Based on those statements, the teacher's role as a facilitator was shown in this preliminary interview. The problems that arise from Emergency remote teaching come from teachers and students. The use of internet data and signal was the problem.

The third question is about the planning, implementation, and assessment for the 11<sup>th</sup>-grade students who need to carry out on-the-job training. Teacher 1 said:

“Prepare scenario activity that will be easily accessible financially by students. For implementation, students are expected to make assignments in the form of video projects, reports, or power point presentations. For assessment, an objective assessment is still made of the results of the report” – Teacher 1

*“Menyiapkan skenario kegiatan yang nantinya mudah dijangkau secara financial oleh siswa. Untuk implementasi, siswa diharapkan membuat tugas berupa project*

*video, laporan, atau presentasi power point. Untuk penilaian, tetap dibuatkan penilaian secara objektif” – Guru 1*

Based on the results, teachers 1 and 2 had similar answers. It shows in the planning that should be prepared is to make an activity scenario in which financially affordable by the students. For the implementation, students are given a task to make a video project, a report, or a PowerPoint presentation. For the assessment, the teacher makes assessment criteria based on the task.

From the preliminary interviews with two teachers at SMK Negeri 1 Denpasar, it was found that the roles of a teacher during this remote teaching are facilitator and resource developer. The role of a facilitator is that the teacher facilitates students either with proper media or activity. The media used should be friendly users for the different background of student. Teachers can offer to learn through online platforms, such as WhatsApp and Zoom. Meanwhile the activities should be based on the student's environment and availability of remote teaching and learning situation. Meanwhile the role of a resource developer, it was found that the teacher developed material to make it interesting with the help from diverse learning resources likes YouTube and Google. The use of MALL-based strategies in schools is still new to be applied by teachers so that they have been experiencing some problems in using technology for distance learning. Therefore, it is important to conduct further investigations on the Role of English Teachers in the use of MALL-Based Strategies during Emergency Remote Teaching in 11<sup>th</sup> grade of SMK Negeri 1 Denpasar.

## **1.2 Problem Identifications**

From the background above, Emergency Remote Teaching (ERT) is a new situation in the teaching and learning process. Therefore, the teacher's role in Emergency Remote Teaching-learning is very necessary. How teachers can play their role in the current situation. In addition, during Emergency remote teaching the teacher must choose an appropriate strategy for learning. The use of the MALL-based strategy is the choice that can be used in this situation. However, there are problems

faced by teachers in playing their roles using Mall-based strategies during Emergency Remote Teachings, such as limitations of signal, quotas, and tools.

The impact of this pandemic on education is enormous. Based on the results of the preliminary interview with English teachers in SMK Negeri 1 Denpasar, several problems were found during Emergency Remote Teaching. The first problem is only some of the teacher's roles can be implemented to teach, while the other teacher roles cannot be implemented properly. The second problem is that there are still teachers who have not been able to use technology optimally. The third problem is the limited quota and signals from both teachers and students. Hence, it is really important to investigate the teachers' role in using Mall-based strategies during Emergency Remote Teaching.

### **1.3 Problem Limitations**

This research is limited to find out the English Teachers' Roles on Mobile Assisted Language Learning - based Strategies in Emergency Remote Teaching context. This research was conducted in SMK Negeri 1 Denpasar.

### **1.4 Statement of the Problem**

There are two research questions in this study formulated as follows:

1. What are the teachers' roles in teaching English using Mobile Assisted Language Learning (MALL)-based Strategies during Emergency Remote Teaching in 11<sup>th</sup> grade of SMK Negeri 1 Denpasar?
2. What are the teachers' problems in playing their roles in the English teaching using Mobile Assisted Language Learning (MALL)-based Strategies during Emergency Remote Teaching in 11<sup>th</sup> grade of SMK Negeri 1 Denpasar?



## **1.5 Purposes of the Study**

From the statement of the problem above, the purposes of this research can be formulated as follows:

1. To find out the teachers' role in teaching English using Mobile Assisted Language Learning (MALL)-based strategies during Emergency Remote Teaching in 11<sup>th</sup> grade of SMK Negeri 1 Denpasar
2. To investigate the teachers' problems when playing their roles in teaching English using Mobile Assisted Language Learning (MALL)-based strategies during Emergency Remote Teaching in 11<sup>th</sup> grade of SMK Negeri 1 Denpasar.

## **1.6 Significances of the Study**

The significance of the study is explained as follows:

### **1.6.1 Theoretical Significance**

In this study, the researcher expected to give the information on English Teachers' Roles on the use of Mobile Assisted Language Learning-Based Strategies during Emergency Remote Teaching. Moreover, this study is expected to show how the teacher plays their roles and the problems faced by the teacher in using Mobile Assisted Language Learning-based strategies during emergency remote teaching in SMK Negeri 1 Denpasar.

### **1.6.2 Practical Significance**

- a) For the Government

For the government, particularly the Ministry of Education, this study was expected to give the information and what needs to be considered in the implementation of Emergency Remote Teaching to be successful.

- b) For the English teachers

This study is expected to give additional information or as a solution for the teacher in playing their roles using Mobile assisted language learning in Emergency remote teaching.

c) For the students

The researcher is expected to increase the student's motivation in the learning process from remote teaching.

d) For the other researcher

This study is also expected to be useful for another researcher which is interested to assists by using technology in remote teaching.

