

**ENGLISH TEACHERS' AND STUDENTS' READINESS IN  
UTILIZING MALL IN ENGLISH DISTANCE LEARNING CONTEXT**

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**ABSTRACT**

This current study aims to identify teachers' and students' readiness in utilizing MALL during distance teaching and to investigate factors affect the readiness in using MALL in the context of online teaching. In conducting the study, a mix method with a survey was conducted. The data were collected through questionnaire and interview. This study involved the English teachers and students in SMA Negeri 1 Mengwi. The result of data analysis found that teachers are ready but requires some improvement to use MALL in the context of online teaching. It can be seen from the overall mean score of teachers' readiness (3.91) (Technology=4.50, Ability to Adapt=4.06 Openness=4.06, People=3.81, Budget=3.50, and Believe=3.25). Meanwhile, the students were categorized as not ready with 3.25 mean score. Mean score from all indicators are also lower than teacher (Technology=3.57, Ability to Adapt=3.45 Openness=3.45, People=3.16, Budget=2.87, and Believe=3.03). There are several factors that support the readiness of teachers and students in implementing MALL. Mainly in terms of technology and budget readiness.

*Keywords:* MALL, Mobile Assisted Language Learning, Readiness, Distance Learning

**A. INTRODUCTION**

The world currently is experiencing a global pandemic. The pandemic is caused by Coronavirus disease 2019 (Covid-19), which first detected in Wuhan, China. Covid-19 is known very dangerous (Wilson, 2020). To border the spread of the disease, every country developed policies that change face to face interaction in education into online setting (Wilson, 2020). The Indonesian government has taken many actions to reduce the spread of Covid-19, such as issuing a policy to study from home. This policy has been carried out since March 2020. All learning activities are conducted through online platform (Agung et al, 2020). This condition forces the society to conduct distance learning.

Ideas emerged about distance education appears in the beginning of the 20<sup>th</sup>- century (Kiryakova, 2009). Harper et al., (2004) clearly provides a timeline for the development of distance teaching since 1700 where courses were given by mail until late 1990 and developed into web-based. Distance Learning has become increasingly demanded with the turn of the 21<sup>st</sup>- century and the emergence of new technology such as internet (Saykılı, 2018). It can be seen that distance teaching has experienced significant changes in line with technological developments and currently more and more universities or colleges offer distance teaching programs. In principle, distance learning is a teaching and learning

process carried out remotely through the use of various communication media (Yaumi, 2007). It emphasizes individual learning and provides education access to people who lived in remote area (Sharples et al., 2016). According to Dwiharyadi et al., (2020), the philosophy of distance learning is to reduce interaction with learners and allow students to learn as desired anytime and anywhere. Distance learning makes it easier for students and teachers to conduct the teaching and learning process.

Before implementing distance learning, the application of distance learning and its supporting technology requires careful planning (Rahiem, 2020). It must introduce self-created, personalized, customized education policies, development guidelines, and education management systems that should lead to radical changes in the institution's entire information system (Buselic, 2012). This means that today's online learning certainly requires supporting technology such as mobile devices. Mobile technology has become a necessary tool to help the implementation of teaching and learning (Yudhiantara & Sugilar, 2018). Miangah and Nezarat (2012) furthermore stressed that mobile technology brings new opportunity to enhance the learning process both for teacher and students. Besides that, in this pandemic outbreak, using mobile technology helps teacher and students to find learning sources, doing online interaction and assignment.

The development of technology provides a paradigm change in learning. Technology provides teachers with great opportunities to change the way learning and teaching in the classroom (Mobinizad, 2018). With this technology, students and teachers make it possible to carry out the teaching and learning process not in the classroom. Teachers are also no longer the main source of information for students because with technology, they are able to access learning content that is widely available on the internet (Lister, 2014).

In learning and teaching English, new technology-based approaches emerge. MALL and CALL are currently a trend in learning approaches (Onyema, 2020). MALL is part of Mobile Learning (m-learning) and Computer-assisted language learning (CALL) (Hashim et al, 2017). However, in its current implementation, MALL is more preferable than CALL (Yaman & Ekmekçi, 2016). New trends in educational technology have provided many innovations with the emergence of mobile learning, mobile-assisted language learning (MALL) sub-disciplines refer to the implementation of learning with smartphone support and access to the internet. Smartphones provide many opportunities to optimize in support of the learning process. Mobile-Assisted Language Learning (MALL) discusses the use of technology in the learning process. According to Hsu (2016) MALL is related to using mobile technology in language learning where students do not need to sit in the class or in front of their computer to learn languages.

The use of MALL in the classroom provides several benefits. MALL facilitates active communication between teachers and students so that learning becomes an active process (Palalas, 2011). In addition, teachers can monitor the development of student abilities directly and also build communication networks with parents of students (Lizamuddin et al., 2019). The use of MALL makes the learning process not only happen in the classroom, students can study anywhere and anytime (Saidouni & Bahloul, 2016).

Besides that, there are also several challenges in implementing MALL. The first challenge is the availability of resources such as devices and the internet (Suputra et al., 2020). Device and internet are the most crucial things in implementing MALL. If students are in an area without stable internet coverage, it will be difficult for students to access e-learning

services (Sajida & Ranjani, 2020). According to Buselic (2012), the cost of mobile devices and services is another consideration. The price of internet data usage is still considered quite expensive for some Indonesians, so the ability to take advantage of e-learning is still considered a privilege. The second challenge is the readiness and ability of teachers and students to use MALL (Kuama & Intharaksa, 2016). Without this readiness and ability, of course MALL will not run optimally.

To support the success of learning that utilizes mobile technology, there are several factors that need to be considered. Aydin and Tasci (2005) mention the four factors of successful technology integration in classroom are technology (hardware and software), innovation, people, and self-development. This is certainly a problem for teachers and students who are less able to operate technology, are less able to purchase the necessary equipment, and lack experience in bringing technology into the classroom. The similar problem was also found in SMA Negeri Mengwi, Bali. The teachers realized that they faced difficulties and problems on using technology in classroom. They admitted that they did not have experiences in teaching online and needed time to adapt with the current situation.

Based on the result of observation, this study aims to explore the readiness of teachers and students in utilizing MALL during the distance teaching as well as to investigate factors affect the readiness in using MALL in the context of online teaching.

## **B. METHOD**

The study employed a mix method with a survey to selected participants. The survey was conducted through questionnaire and interview. The development of questionnaire and interview were based on the theory of readiness model by Aydin and Tasci (2005). This model provides a score of the level of readiness for implementing MALL in the context of distance learning. This model can be applied either before or after the implementation of MALL in the context of distance learning. In the study, the survey was conducted after the application of MALL in the context of distance learning. The current study used questionnaire and interview to collect the data of the readiness of teachers and students in using Mobile Assisted Language Learning (MALL) in the context of distance learning. Questionnaire was delivered through google form and the interview was conducted by phone.

After all data were collected, analysis was carried out using the ELR model of Aydin & Tasci (2005) The scores used in the assessment sheet are 5, 4, 3, 2, and 1 for each statement. After the assessment sheet is filled in by the respondent, the total score was obtained through descriptive statistics. The descriptive analysis (mean score) was conducted by using SPSS program. Table 1 presents the scale of readiness based on Aydin and Tasci (2005). Meanwhile, to analyze the interview, this study used a interactive model analysis developed by Miles et al., (2014).

The results of the analysis from questionnaires provide an overview of the readiness of teachers and students to use MALL in the context of distance teaching. In addition, the data from interview used to investigate the factors that affect the readiness of teachers and students which will then become material for reflection in improving the quality of MALL in the context of distance teaching. The range of values and categories of the ELR Aydin and Tasci model can be seen in table 1.

**Table 1.** The range of values and categories of the ELR Aydin and Tasci model

No	Range Score	Category
1	$1.0 \leq \bar{x} \leq 2.6$	Not ready, needs a lot of work, is the lowest level of readiness, so that more effort is needed to increase this level of readiness.
2	$2.6 < \bar{x} \leq 3.4$	Not ready, needs some work, is a level of readiness that is one level below ready. At this level the teachers or students need a little more effort to be at the ready level.
3	$3.4 < \bar{x} \leq 4.2$	Ready, but needs a few improvements, is a level of readiness that is already classified as ready, but still needs a little improvement. Basically, teachers or students has been able to use MALL in distance teaching and learning context, but it can be disrupted if unexpected problems occur.
4	$4.2 < \bar{x} \leq 5.0$	Ready, go ahead, is a level of readiness that is already classified as ready and should hasten to keep using MALL in distance teaching and learning context

### C. FINDINGS AND DISCUSSION

This section provides the teachers' and students readiness in using MALL and factors affecting the readiness in using MALL. The data were taken from questionnaires and interview which will be examined in further detail in the discussion section.

#### 1. Teachers' and Students readiness in using MALL

After collecting and analyzing the data, teachers' readiness was identified as shown in Table 2

**Table 2.** Teachers' Readiness

Technology	Innovation		People (Human Resource)	Self-Development		Overall
	Ability to Adapt	Openness to Innovation		Budget	Believe	
<b>4.50</b>	4.06	4.06	3.81	3.50	3.25	3.91

From Table 2, it can be seen the mean score of indicators of teachers' readiness in using MALL. The technology (4.50), ability to adapt, and openness to innovation (4.06) indicators are above 4.00. Meanwhile mean score of the people (3.81), budget (3.50), and believe (3.25) are below 4.00. Overall, the mean score of teachers' readiness in using MALL is 3.91. This indicates that the teachers are ready to use MALL but still requires some improvements.

Furthermore, the data from questionnaires also show the students' readiness in using MALL. It can be seen in Table 3.

**Table 3.** Students' Readiness in using MALL

Technology	Innovation		People (Human Resource)	Self-Development		Overall
	Ability to Adapt	Openness to Innovation		Budget	Believe	

<b>3.57</b>	3.46	3.46	3.16	2.87	3.03	3.25
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From Table 3, it can be seen the mean score of indicators of students' readiness in using MALL. All indicators are below 4.00. The technology (3.57), ability to adapt, and openness to innovation (3.46), people (3.16), budget (2.87), and believe (3.03). Overall, the mean score of students' readiness in using MALL is 3.25. This indicates that the students are not ready to use MALL.

The comparison between teachers and students' readiness can be seen in Table 4.

**Table 4.** Comparison between Teachers and Students

Indicators	Teachers' Mean Score	Students' Mean Score
Technology	4.50	3.57
Ability to Adapt	4.06	3.45
Openness	4.06	3.45
People (Human Resource)	3.81	3.16
Budget	3.50	2.87
Believe	3.25	3.03
Overall	3.91	3.25

Looking at the comparison results in Table 4, it can be seen that the teacher is superior in all indicators of readiness to use MALL. This indicates that the teachers are readier to use MALL rather than students. From teachers, the lowest mean score is appeared in ability to adapt and openness. Meanwhile from the students, the lowest mean score is appeared in budget.

## 2. Factors affecting the readiness in using MALL

The causes of the differences are identified from interview data. In general, in terms of technology, teachers have the tools to support the mall and have only a few problems in operating them. On the contrary, the students have limited devices that make them often absent from online classes. In terms of innovation and people, teachers conveyed the difficulty of adjusting learning due to a lack of experience. Students also expressed the same thing because this was the first time that they learned to use MALL and it was online-based.

In addition, the data also revealed that teachers in implementing MALL always consult with experts about how to operate MALL and choose the right way of teaching. Meanwhile, students depend on their parents' assistance. The last importance point was noticed from Self-Development especially in budget. Even though teachers do not experience problems in terms of budget, students are very constrained by this. Many students have small budgets because their parents lost their jobs due to the Covid-19 pandemic

Factors that need to be improved are the ability to integrate technology and the availability of online learning support facilities such as the internet and gadgets. Eze et al., (2018) adds

that the necessary facilities are required to support e learning. In the interview teacher mentioned:

*I have a cellphone for teaching, but I have difficulty adjusting the use of cellphones for teaching online.*

(Teacher 1)

*I have no problem operating the cellphone for teaching, but it difficult to find the right material so that students don't get bored*

(Teacher 2)

From the results of the interview, it can be said that the teacher has the tools to carry out MALL. However, teachers experience difficulties in its implementation both from the development of learning designs and learning materials. This was in line with what had been found by (Scherer et al., 2021). Teachers were not all ready because lack of competencies in designing the instructions. Besides being able to operate technology, teachers are also required to be able to integrate it into the teaching and learning process. Having technology that supports MALL-based learning is not enough if the teacher is unable to use it to design the online teaching and learning (Taopan et al., 2020). Koehler et al., (2013) supports that teacher must also be able to find and develop learning content with that is appropriate to the context of online learning. Thus, it can be said that in addition to having the tools to support MALL, teachers must also have the ability to design and integrate learning content into the online learning process.

The lowest mean score of teachers' readiness was believe. Teachers have insufficient confidence in using MALL to improve the quality of the teaching and learning process. This could indicate that teachers prefer the use of conventional teaching to technology-based teaching. Tallvid (2016) also found that some teachers were reluctant to integrate technology in their classroom. Their reluctant because of lack of technical skill, willingness to improve the quality of teaching, and insufficient time. Even though teachers are able to operate tools such as smartphones and laptops, they may not necessarily be able to use them to integrate the available features to support the online teaching and learning process with the MALL approach (Metruk, 2020). In the interview, the teachers said

*Until now, I am still trying to make the online classroom through MALL atmosphere the same as face-to-face learning because I realize that students are not fully ready to carry out the new routine, namely distance learning*

(Teacher 1)

From teacher's response, Online learning situations with MALL are different from face to face. Students have difficulty learning because this is their first time studying online. They faced difficulties in learning because they get used to learn with the teachers. They showed unreadiness to learn independently. These results are also in line with research conducted by Lin, (2018), which found that students' unreadiness in online learning made them less motivated to learn. Agormedah et al., (2020) who found that students were not ready to learn online because of lack of training. Besides that, one of the focuses of online learning is self-regulated learning. Dwiyaniti et al., (2020) found that students required some improvement especially in the self-directed learning. This becomes an obstacle in implementing online learning because students are used to learning with teachers (Kuama & Intharaksa, 2016). Without the presence of a teacher, students feel less motivated and

have no enthusiasm for learning. The findings indicate that the students even though had no technical issue, they still were unable to learn independently during online learning.

From several indicators of student readiness, the budget indicator has the lowest average value. This characterizes that the student economy has not been able to support the online learning process. Indeed, in the process students need to buy an internet quota to carry out learning activities. Moreover, those who have a low budget and do not have a cellphone or laptop to study will find it difficult to follow the learning process. Benson et al., (2012) found that students from low economic category were burden by the implementation of online learning. Meladina and Zaswita (2020) also identify the students' budget is an influencing factor to determine the success of online learning.

*Sometimes I missed the class because I have no internet quota*

(Student 1)

*Since Corona, financial conditions at home have been difficult so that my parents have not been able to buy internet quota for me to study*

(Student 4)

*Sometimes I have to borrow a neighbor's cellphone to collect assignments and follow the Zoom*

(Student 2)

From the students' admission, they said that they often did not attend lessons because they did not have internet quota. They also explained that their parents sometimes found it difficult to buy internet quotas due to the weak economic conditions. According to Wardhani and Krisnani (2020) this, during this pandemic, many parents lost their jobs so that it had a direct impact on their children because they do not have sufficient budget to support students' online learning. The development and implementation of online learning requires a large budget (Casement, 2013). Students need to buy supporting tools such as gadgets, laptops and internet quotas to be able to take part in online learning. This budget is used to build internet facilities mainly in remote areas. The Indonesian government has also provided internet quota subsidies for students during this pandemic (Sajida & Ranjani, 2020). However, students still have to have gadgets or laptops to be able to take part in learning. This is what feels hard for students whose economies are still in the underprivileged category.

The readiness gap between teachers and students will certainly cause problems in the online teaching and learning process. Teachers who have been able to take advantage of the use of technology in developing teaching materials into the learning process are an important asset for the implementation of online learning. However, when students are not able to follow it, the learning objectives will certainly not be achieved. This was also identified in a study conducted by (Ozturk et al., 2018) who found that readiness becomes influencing factors to determine the success of online teaching. Teachers who are technology and methodological ready will be able to design meaningful online learning.

#### **D. CONCLUSION**

This study aims to identify the readiness of teachers in implementing MALL in the context of distance teaching. By using a survey as a method to answer research questions, it was found that the teacher was in the ready category to carry out MALL in the context of distance teaching while the students were not ready. There are several factors that support

the readiness of teachers and students in implementing MALL. Mainly in terms of technology and budget readiness. From the research results obtained, it can be concluded that there are differences in the readiness between teachers and students in implementing MALL. This can be seen from the technology factor where not all students have a device to support MALL and the limited budget to support MALL such as a budget to buy internet quota. In addition, the inadequate internet network factor is also a factor of inadequate readiness to carry out MALL.

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