

**PROBLEMS AND SOLUTIONS OF THE IMPLEMENTATION OF  
ONLINE MALL AND OFFLINE MALL AT THE VOCATIONAL  
HIGH SCHOOL STUDENTS**



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## **PROBLEMS AND SOLUTIONS OF THE IMPLEMENTATION OF ONLINE MALL AND OFFLINE MALL AT THE VOCATIONAL HIGH SCHOOL**

### **Abstrak**

Tujuan dari penelitian ini adalah: mendeskripsikan masalah yang dihadapi siswa SMK dan bagaimana cara mereka menangani masalah dari penggunaan *handphone* (Hp) dalam pembelajaran Bahasa Inggris secara online saat pandemic dan secara tatap muka pra Pandemi. Jenis penelitian ini adalah studi kasus. Total dari peserta dalam penelitian ini adalah 20 siswa TBSM (Teknik dan Bisnis Sepeda Motor) di SMK swasta, Kabupaten Semarang. Pengumpulan data dilakukan melalui penyebaran angket tertutup melalui *google form*. Temuan menunjukkan bahwa masalah yang dihadapi siswa dalam pembelajaran bahasa Inggris secara online melalui Hp adalah; 1). Masalah Akses Internet, 2). Masalah dalam memahami materi, dan 3) Masalah Motivasi Siswa. Cara siswa menangani masalah koneksi internet adalah dengan meminta tethering ke teman dan datang ke sekolah untuk mendapatkan wi-fi. Solusi dalam pemahaman materi adalah mencari tahu jawaban dari sumber lain, bertanya kepada teman dan bertanya kepada guru. Terakhir, mereka meminta motivasi dari orang tua dan guru dalam menangani masalah motivasi dalam belajar. Temuan selanjutnya yakni Masalah yang dihadapi siswa dalam penerapan Hp secara tatap muka adalah: a. Keterbatasan waktu dalam pembelajaran bahasa Inggris dan 2) Siswa merasa bosan. Solusi yang dilakukan oleh siswa untuk mengatasi keterbatasan waktu dalam mengerjakan tugas Bahasa Inggris adalah fokus dalam menyelesaikan tugas yang diberikan oleh guru Bahasa Inggris dan meminta waktu tambahan dengan guru. Kemudian Solusi yang dilakukan siswa untuk mengatasi kemalasan mereka di kelas adalah dengan memberikan motivasi diri dan penghargaan diri.

Kata kunci: pembelajaran online dan tatap muka, mall, aplikasi whatsapp.

### **Abstract**

The objectives of this study is describing the problems faced by vocational students and how they overcome the problems from using online Mobile Assisted Language Learning (MALL) in learning English during a pandemic and offline MALL pre-pandemic. This type of research is a case study. The total participants in this study were 20 students of *TBSM* (Motorcycle Engineering and Business) at Vocational High School around Semarang Regency. Data collection was carried out by distributing closed questionnaires via the Google form. The findings show that the problems faced by students in learning English online via MALL are; 1). Internet Access Problems, 2). Problems in understanding the material, and 3) Student Motivation Problems. The way students deal with internet connection problems is by asking friends for tethering and coming to school to get wi-fi. The solution in understanding the material is to find out answers from other sources, ask friends and ask the teacher. The last, they asked for motivation from parents and teachers in dealing with motivational problems in learning. The next finding shows that the problems faced by students in offline MALL are: 1). Limited time in learning English and 2) Students feel bored. The solution taken to overcome the limited time

in doing English assignments is to focus on completing assignments given by the English teacher and asking for additional time. Then the solution to overcome their laziness in class is to give self-motivation and self-reward.

Keywords: online and face-to-face learning, mall, whatsapp application.

## 1. INTRODUCTION

Education system in Indonesia seems has face many changes from year to year. In the year of 2020 especially, the world include Indonesia was given obstacle which is virus pandemic. Hence, all the sectors include academics are forced to be innovative from an environment of conventional education to distance and virtual learning. This happened due to the Ministry of Education and Culture's policy to apply the physical distancing by learning at home during the pandemic since mid-March 2020, (Nadeak, 2020).

Online learning, according to Dabbagh and Ritland (2005), is an open learning environment with dispersed pedagogical tools, the internet, and network-based technology to support learning and develop knowledge through engagement. In line with Dabbagh and Ritland , Online learning in its implementation requires the support of mobile devices such as smartphones, tablets and laptops that can be used to access information anywhere and anytime (Gikas & Grant, 2013).

Mobile Assisted Language Learning (MALL) is now a common media which used at all aspect of life, both developed and developing countries. According to Miangah & Nezaret (2012), Mobile-Assisted Language Learning deals with the use of mobile technology in language learning activities. Furthermore, MALL helps students and teachers to provide the enhancement of teaching and learning capability (Al-Hunaiyyan et al., 2017). The use of MALL has penetrated all aspects of life including education. In education activities, Smartphone is a device to help teachers and students.

There are some activities through smartphone that can be used by teachers and students in the school learning such as learning English vocabulary using *Whatsapp* (WA) and Short Message Service (SMS) text messaging, learning through sound, learning through camera and video clips, and learning through incorporating other technologies such as YouTube and Voice Thread (Kim, Rueckert, Kim, & Seo, 2013; Sevari, 2012; Suleiman & Aamri, 2011; Başoğlu & Akdemir, 2010; Cavus & Ibrahim, 2009).

They day has passed, and the pandemic is finally over. The teaching and learning process also reborn to a previous way that is face-to-face learning. The president of Indonesia, Joko Widodo, finally announce that people are allowed to do the activity

outside and in group. The effect, educational sector also allowed to do the teaching and learning process in the class or face-to-face learning.

Face-to-face learning or in Indonesian is known as *luring*, can be done by studying through books or in person meetings. The types of face-to-face learning activities are the activity of watching news as a learning resource, students collect assignments in the form of documents, where face-to-face learning does not take advantage of internet networks, computers, and other media (Mayana, 2020). Various forms of learning methods that are usually used in face-to-face learning are: 1) teaching method, 2) assignment method, 3) question and answer method, 4) demonstration method (Rusyan, 1990). Face-to-face learning is a form of conventional learning model, which seeks to convey knowledge to students. Face-to-face learning brings together teachers and students in one room to learn.

According to Ichi (2021), there are some advantages of face-to-face learning as follows: 1) Friend Interaction. It means that the students in traditional settings can meet with their peers and friends on a daily basis, enabling them to forge human relationships outside of courses and curricula, 2) Higher Discipline . It means that by given the structured nature of traditional classrooms, young students learn discipline, punctuality and follow a schedule that will stand out in their adult life. This allows them to monitor themselves and adhere to a set of rules aimed at making them better individuals. The last is 3) Hard Learning Environment. In this way, traditional learning ranks higher than using education's online streaming platforms, where familiar environments and lax schedules can often lead to relaxed attention.

Yulianti (2021) said that Schools that usually study face-to-face also experience many obstacles, such as Ineffective Teaching and Learning, busy Parents; The role of teachers such as teaching students, monitoring students doing assignments and others is the task of parents at home. But unfortunately, not all parents have a special time to monitor their children in the learning process from home. The last limitation is Children Feel Bored. Face-to-face learning that lacks teacher monitoring is considered less effective. If studying at home or face-to-face, the time to study with the teacher is limited, playing with friends is limited.

## **2. METHOD**

Research design is a specific step in the research process consisting of data collection, data analysis and reporting as stated by Creswell (2014).. There are three types of study

designs, namely qualitative, quantitative and Mixture of them. Qualitative is a study where the data is in the form of words while quantitative is the data in the form of numbers. Then the mixed method is the combination of words and numbers. This study belongs to qualitative case study research. According to Stake (1995) a case study is expected to catch the complexity of a single case, a single leaf, even a single toothpick, has unique complex-study. Beside, Ary et al (2006) stated that a case study is a type of qualitative research focusing on individual or case of group. The group of individual is called extreme unique or extreme characteristic.

The case study here focused on the vocational students' problems and solutions of MALL and continued to compare with the offline MALL. The researcher implied case study since this research is focused on very special interest, the research found out the detail of interaction with its contexts. In this research, the special interest is the problems and the solutions done by the vocational students in learning through MALL in two different times, which are pandemic and pre-pandemic, online and offline learning as well. The researcher observed and drew from phenomenon as clear as possible without manipulation. In addition, the researcher determined and reported the result of the research of the problem statements.

In order to get the data needed, the researcher spread the closed- questionnaire to the 20 vocational students. The closed-questionnaire was spread via google form with five possible answers. They were Strongrly Disagree (Ds), Disagree (D), Neutral (N), Agree (A) and Strongly Agree (SA). This researcher done this method in two different times. The first in pandemic time; September 8<sup>th</sup> 2021 in order to reach the data of first problem statement and continued to complete the data for second problem statment in post-pandemic time which was on January 10<sup>th</sup> 2023. Finally, the data could be shown in the result and discussion below.

### **3. RESULT AND DISCUSSION**

#### **3.1. The Problems faced by the Students in Learning through online MALL**

The table below shows the data of students' problems in Learning through online MALL during pandemic time. Those problems are: 1). Internet Access Problem, 2). Problem in understanding the material, and the last is 3) Students' Motivation Problem. The details are shown in the table 3.1 below:



Table 1. The problems faced by the students in learning English through online MALL

<b>1). Internet Access Problem; Signal and internet quota is my difficulty in learning English through online MALL</b>					
<b>Percentage</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
42,9%				√	
21,4%			√		
21,4%					√
7,1 %	√				
<b>2). Problem in understanding the material; I cannot fully understand about the English material given by the tacher through online MALL</b>					
<b>Percentage</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
50%				√	
35,7%			√		
7,1					√
7,1		√			
<b>3). Students' Motivation Problem; I feel lazy and less motivated when learning English through online MALL</b>					
<b>Percentage</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
64,7%				√	
17,6%					√
17,6%			√		

Table 1 shows that there are three highly obstacles faced by the students in learning English through online MALL. The first one is internet access problems. As many as 42.9% students agree that signal and internet quota became their problem. Followed by 21.4% students chose Neutral, another 21.4% Strongly Agree and 7.1% Strongly Disagree. Thus, vocational school students still constrained by internet access for online MALL.

The next obstacle is in understanding material problem. As much as 50% students chose their approval that understanding material is one of their problems in online MALL. Then 35,7% students chose Neutral. It means that they are doubt whether they totally understand the English material or not. Followed by Strongly Agree and Disagree with the percentage 7.1%.

The last problems come to students' motivation problem. More than a half students chose Agree for this statement, the percentage is 64.7%. this is the highest value of those three problems. The next value is 17.6% for both Strongly Agree and Neutral.

### 3.2. The Solutions done by the Students to Overcome their Online MALL Problems

#### 3.2.1 Solutions to overcome the internet access problem done by the students:

Table 2. Solutions to overcome the internet access problem

<b>1). I come to school to access wi-fi</b>					
<b>Percentage</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
35%				√	
30%		√			
20%			√		
15%					√
<b>2). I ask for my friend's tethering</b>					
<b>Percentage</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
35%				√	
25%			√		
20%					√
20%		√			

Table 2 shows that there are two ways of students to overcome the internet access problem. They are 1) going to school to access wi-fi and 2) asking for friend's tethering. In viewed of the data, students go to school in order connect wi-fi when they had problem in the internet access. There are 35% students chose their agreement. 30% students chose disagree, 20% neutral and 15% chose Strongly Agree. However, there were no students chose Strongly Disagree. The next solution is asking friend's tethering. The data shows that 35% students Agree, 20% for Strongly Agree and 20% for Disagree. Then 25% students choose for Neutral. Thus, the highest value is asking for friend's tethering with 35%.

#### 3.2.2 Solutions of understanding material problem

Table 3. Solutions to overcome the understanding materials problem

<b>1). Asking teacher to Re-explain the material</b>					
<b>Percentage</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
50%				√	
35%					√
15%			√		
<b>2). Asking to be explained by friends</b>					
<b>Percentage</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
70%				√	
15%			√		
15%			√		
<b>3). Searching the answer in other sources</b>					
<b>Percentage</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
60%				√	

25%		√
10%	√	

The data above shows that as many as 50% students Agree to ask the teacher when they found difficulty in understanding the material. Followed by 35% students chose Strongly Agree, then the least value is 15% for Neutral. Then for asking to be explained by friends, the highest value is 70% where the students chose Agree. Then for both Strongly Agree and Neutral the percentage was 15%. However, no one student chose Disagree and Strongly Disagree. The last solution is searching the answer in other sources, As many as 60% students chose their agreement, 25% for Strongly Agree and the least number is 10% for neutral. However, there were no students who chose Disagree and Strongly Disagree choices.

### 3.2.3 Solutions of motivation problem

Table. 4. Solutions to overcome the motivation problem

<b>1). Giving self-reward</b>					
<b>Percentage</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
60%				√	
20%					√
10%			√		

Table 4 shows that the students gave self-reward in order to overcome their learning motivation problem. As many as 60% students chose Agree for this statement, followed by Strongly Agree with percentage 25%, and the least percentage is on Neutral with 10%. Thus, the students solutions done by the students to overcome the motivation learning problem is by themselves.

### 3.3. The Problems faced by the Students in Learning through offline MALL

Table. 5. Solutions to overcome the student's bored feeling

<b>1). The time limit in doing English assignments</b>					
<b>Percentage</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
60%				√	
25%					√
10%			√		
<b>2). Students feel bored</b>					
<b>Percentage</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
42.9%				√	
21.4%					√
21.4%			√		

Table 5. shows that there are two difficulties in learning English through online MALL. Namely; 1) the limit time in doing English assignment and 2) students feel bored in learning English in the class. As much as 60% students chose Agree that their problem is in limit time in doing English assignment, the next is Strongly Agree which in the percentage 25% and the third is 10% of the students chose Neutral.

Then for the next problem is students feel bored. As many as 42.9% students chose Agree, followed by 21.4% for both Strongly Agree and Neutral choices. Thus, the highest value is 60% where the students have difficulties in the time management in learning English assignment.

### 3.4. The solutions done by the Students to Overcome their Offline MALL Problems

#### 3.4.1 The solutions to overcome the limit of time problem

Table 6. solutions to overcome the limit of time problem

<b>1). Keep focus in finishing English assignment</b>					
<b>Percentage</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
64.7%				√	
17.6%					√
17.6%			√		
<b>2). Asking for additional time to the teacher</b>					
<b>Percentage</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
50%				√	
35.7%			√		
7.1%					√
7.1%		√			

Table 6 shows that 64.7% students chose their agreement Then 17.6% students chose Strongly Agree, 17.6% students chose Neutral. However, there was no student chose Strongly Disagree. Then the data of solution of limit time by asking additional time shows that 50% students chose their agreement .The next is 35.7% students chose Neutral. Then 7.1% students chose both Strongly Agree and Disagree. Thus, the highest value of the limit time solution is keeping focus in finishing English assignment with the value 64.7%.

#### 3.4.2 The solutions to overcome the feeling bored problem

Table. 7. Solutions to overcome the motivation problem

<b>Giving self-motivation</b>					
<b>Percentage</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
60%				√	
20%					√
10%			√		

Table 3.6 shows that the students gave self-motivation in order to overcome their bored feeling. As many as 60% students chose Agree for this statement, followed by Strongly Agree with percentage 25%, and the least percentage is on Neutral with 10%. Thus, the students solutions done by the students to overcome the motivation learning problem is by themselves.

#### **4. CLOSING**

The data that was previously acquired, displayed, and analysed covered in this part. The problems faced by students are internet access problem, understanding material problem and students' learning motivation problem. This findings in line with the research from Marsono (2020), Davie and Hilber (2015) and Isbel et al (2017). Whereas, the students' problems in learning through offline MALL are: limit time of finishing English assignment and they feel bored. These findings in line with the study by Yuliani (2021) she stated that during face-to-face learning the students feel bored because of uncomfortable learning. Students do not understand the material, environmental conditions that are not supportive and much more.

Then the solutions taken by the students to overcome the internet access problem are going to school to get the wi-fi signal and asking for friend's tethering. This finding is in line with the research from Dirgahayu (2020). The next is the solutions taken by the students to overcome the understanding material program by asking teacher to re explain the material, asking another friend to explain and searching the answers in other sources. This data in line with the study by Kim (2017). Learning motivation problem can be solved by giving self-reward.

The last is the solution taken by students to overcome their limit time learning English and motivation learning are asking additional time to teacher and giving self-motivation. This finding is in line with the study by Saidouni And Bahloul (2016).

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