THE EFFICACY OF MALL INSTRUCTION IN TOURISM ENGLISH LEARNING DURING COVID-19 PANDEMIC

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Abstract

The Efficacy of MALL Instruction in Tourism English Learning during COVID-19 Pandemic. Present study was a descriptive qualitative research aiming at finding the deeper insight about this the efficacy of Mobile Assisted Language Learning (MALL) instruction in English learning during COVID 19 pandemic from the point of view of the lecturers at Hinduism Cultural Tourism Study Program of STAHN Mpu Kuturan Singaraja. Specifically, the objectives of this study were to find out what language teaching activities that the students do in MALL based instructions; and to find out the effectiveness of MALL based instructions during COVID-19 pandemic from the lecturers' point of view. To ensure the validity of the data collected, this present study used the method of data triangulation by obtaining data from the main informant and being reviewed with the data collected from two secondary informants. As informants for the present analysis, three English lecturers were selected. The first informants were established as primary informants and the other two informants were listed as secondary informants. To collect the data from the informants, the Interview Guide was used. This interview guide was checked by two expert judges using face validity, resulting in a credible and ready-to-use interview guide as the study tool. The Miles & Huberman (1984) Interactive Data Analysis Model was used to analyze the data. Then, as the research methodology carried out, it was found that several categories of teaching activities by using Mobile Assisted Language Learning including the activities of listening, speaking, reading, and writing. Those English competences were taught by the lectures by utilizing mobile phone application so then the students could be able to master the target language anytime and anywhere. Specifically, by using Mobile Assisted Language Learning, the lecturers could provide teaching activities management, video conference teaching and learning activities, and sharing teaching materials (e-books, audio, and video). It was also found that the lecturers perceived that Mobile Assisted Language Learning (MALL) was beneficial during COVID-19 pandemic. It was because this MALL could give a better assistance to the lecturers as well as the students who could not be able to have a regular face-to-face classroom meeting. By using this Mobile Assisted Language Learning, the students and the lecturers could have an artificial classroom that they can interact each other. However, from this study, it was found that it there were many potentials of Mobile Assisted Language Learning which could not be optimized yet in the English instructional process occurred in Hinduism Cultural Tourism Study Program of STAHN Mpu Kuturan Singaraja. Those limitations mostly came from the lecturers' side, who were not ready in preparing a sophisticated Mobile Assisted Language instructions.

Keywords: Mobile assisted language learning, tourism English

Introduction

Hinduism Cultural Tourism Study Program of STAHN Mpu Kuturan Singaraja emphasizes the mastery of English to the students. Besides mastering some sort of tourism knowledge and skills, accruing English is very important and being at the priority in which the students have to be able to communicate by using this international language. From the curriculum of this study program, it was found that English subjects were distributed almost in each semester on the first two years of the study. Moreover, providing enjoyable and effective teaching and learning circumstances in the classroom is a priority to be done to make sure the students successfully mastering the English. However, as COVID-19 pandemic spreading across the globe which affects education aspect, the regular classroom cannot be established anymore. Due to this Corona Virus epidemic across the globe, the Indonesian Government has released the policy to shift the regular face-to-face classroom instructions into online learning classroom taken by the students from home. Hinduism Cultural Tourism Study Program of STAHN Mpu Kuturan Singaraja, which is a college in Indonesia is also affected by this government's policy in which its students are instructed to have online classroom instructional effectively; all of the teaching and learning activities in this study program including the English language learning are done by using online teaching and learning activities. Mostly, those instructions were done in form Mobile Assisted Language Learning (MALL).

According to Sutrisna, Ratminingsih, & Artini (2018), Mobile Assisted Language Learning (MALL) is a variety of mobile learning enhanced flexibility of learning experienced through the use of electronic mobile devices (Smartphone and Laptop) that supplies a learner with electronic information and educational content that aids in acquisition of knowledge regardless of location and time. In addition, Stockwell and Hubbard (2013) stated that MALL has been defined as the use of mobile technologies in language learning, especially in situations where device portability offers specific advantages, which includes devices such as Smartphones, laptop, mobile phones, and tablet computers. Meanwhile, Motteram (2013) stated that MALL based learning is a e-learning activities that uses mobile devices as a tool in its activity, where internet can be a rich source of authentic oral models via recorded songs, talking electronic books, and video clips that help learners with pronunciation as well as acquisition and reinforcement of new vocabulary. From those point of views, in can be simply concluded that Mobile Assisted Language Learning (MALL) is a mobile android and smartphone technologies which is used as a platform for English Language Learning. In addition, this mobile technology has got a significant boost in the field of education recently and attracted the attention of various institutions to use it as instructional technology since this COVID 19 pandemic widely spread.

Various studies had done on Mobile Assisted Language Learning (MALL)

before. Korkmaz (2010) dis a study finding out that Mobile Assisted Language Learning (MALL) supplementation had positive effects on students' achievement scores especially if the students use Mobile Assisted Language Learning (MALL) regularly. Questionnaire data also suggested that the students had positive attitudes towards this new language learning application as a supplementary material for ELT course books. Meanwhile, Azara and Nasirib (2014) did a study on learners' attitudes toward the effectiveness of Mobile Assisted Language Learning (MALL). The results of this study indicated that mobile learning is an effective way of improving listening comprehension. Furthermore, the results of this research showed that cell phones were an interesting and innovative way for learning a new language. The participants said that Mobile Assisted Language Learning (MALL) has great impact in language learning. They believed that cell-phone based learning activities were more effective rather than regular classroom listening activities. It also revealed that the students could be given more opportunities to learn anywhere and anytime. Meanwhile, Atmojo & Nugroho (2020) did a study on online teaching activities and challenges during COVID-19 Pandemic in Indonesia. From this study, it was found that the online learning did not run well since it lacked of preparation and planning. So then, it can be seen that there are two contradictive findings found by those study. In one hand, as the previous study had shown that Mobile Assisted Language Learning was considered as

effective in teaching English. However, in the other hand, the recent study found out that this mobile learning was not effective, especially in the instructions happened during the COVID-19 pandemic. From those previous studies, it can be seen that there is no many study giving evidence on effectiveness of Mobile Assisted Language Learning (MALL) when it has totally been used in online English classroom setting during COVID 19 pandemic, especially in EFL context. Therefore, present study aimed at finding the deeper insight about this the efficacy of MALL instruction in English learning during COVID 19 pandemic. The objectives of present research can be formulated as follows: 1) to find out what language teaching activities that the students do in MALL based instructions; and 2) to find out the effectiveness of MALL based instructions during COVID 19 pandemic from the lecturers' point of view.

Research Method

This research was a qualitative, descriptive research. In order to obtain data on such phenomena, the descriptive qualitative research design used in this present study was intended to pursue a deep understanding of one group or individuals (Creswell, 2002). To ensure the validity of the data collected, this present study used the method of data triangulation by triangulating between various data sources to encourage the accuracy of data collections (Creswell, 2002). The data triangulation was then achieved by obtaining data from the main informant and being reviewed with the data collected from two secondary

informants (Sutrisna, 2020). As informants for the present analysis, three English lecturers were selected. The first informants were established as primary informants and the other two informants were listed as secondary informants. To collect the data from the informants, the Interview Guide was used. This interview guide was checked by two expert judges using face validity, resulting in a credible and ready-to-use interview guide as the study tool. The Miles & Huberman (1984) Interactive Data Analysis Model was used to analyze the data. Four steps have been taken to evaluate data in this Model of Interactive Data Analysis to respond to the research problems of this present research (see Figure 1).

Interactive data analysis was proposed by Miles and Huberman (1984). It contains four steps of activities that are systematically used. Those are data collection, data reduction, data display, and conclusion drawing and verification.The first step is collecting the data through research instruments provided. The second one is data reduction. Miles and Huberman (1984) stated that data reduction is the process of selecting, focusing, simplifying, abstracting, and transforming the 'raw' data that appear in written-up field notes. Data reduction occurs continuously throughout the life of any qualitatively oriented project. This is part of analysis. The third step is data display. According to Miles and Huberman (1984), it is the second major flow of analysis activity, which is an organized assembly of information that permits conclusion drawing and action taking. The most frequent form of display for qualitative

data has been narrative text. The last one is conclusion drawing or verification. According to Miles and Huberman (1984) final conclusions may not appear until data collection is over. Conclusion drawing is only half of the procedure. Conclusions are also verified as the analyst proceeds. The meanings emerging from the data have to be tested for their plausibility, their sturdiness, and their validity.
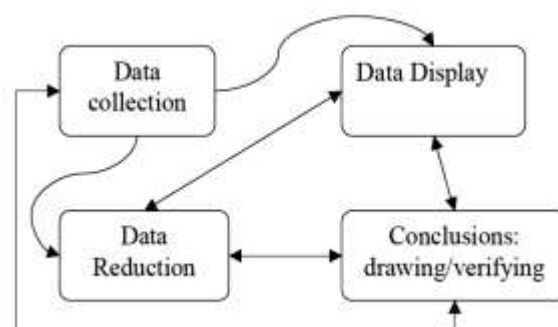

Figure 1. Interactive Data Analysis (Miles & Huberman, 1984)

Finding and Discussion

This study conducted a descriptive qualitative research model in order to gain a deeper understanding of the efficacy of Mobile Assisted Language Learning (MALL) for English instructions during the COVID-19 pandemic from the point of view of the lecturers at Hinduism Cultural Tourism Study Program of STAHN Mpu Kuturan Singaraja. After the data was collected by using the previously designed research process, the present study found about the language teaching activities that the lectures do in MALL based instructions as well as the effectiveness of MALL based instructions during COVID 19 pandemic from the lecturers' perspectives.

As the data collection done by using interview, it was found that English lecturers in Hinduism Cultural Tourism Study Program of STAHN Mpu Kuturan Singaraja had done Mobile Assisted Language Learning instructions during the COVID-19 pandemic. It was found that the lecturers used several categories of teaching activities by using Mobile Assisted Language Learning, those teaching activities were teaching listening, speaking, reading, and writing. Those English competences were taught by the lectures by utilizing mobile phone application so then the students could be able to master the target language anytime and anywhere. Specifically, by using Mobile Assisted Language Learning, the lecturers could provide teaching activities management, video conference teaching and learning activities, and sharing teaching materials (e-books, audio, and video). The management of teaching and learning activities could be easily be done by using e-learning platform such as Google Classroom and Moodle. From those e-learning platform, the lecturers could manage the schedules of the lectures as well managing the assignment given to the students. By using this feature, the lecturers could be easier to be always monitoring the learning progress of their students. The video conferences were done by using Zoom Cloud Meeting. This online video conference platform was considered very useful. It was because, this platform could be used as a real time artificial face-to-face classroom which could make the lecturers and their students communicate just like they were being together in the regular classroom.

However, this kind of learning activities could not be done very often. It was because this e-learning platform cost expensive internet connection services; yet not all of the students were able to get much internet services from their parents. Then, the learning material sharing in the form of videos could be done by using YouTube. This online video platform was considered very useful as this application offered a large amount of beneficial English instructional videos for free. This findings are similar with the result of study which was done by Atmojo & Nugroho (2020). From their study, it was found that the teachers used several applications and platforms which can be categorized into eight types, those are (1) learning management system; (2) chat and message; (3) video conference; (4) content maker; (5) assessment; (6) video streaming and sharing; (7) online learning provider; and (8) additional resource. Therefore, from these point of views, it can be seen that during the COVID-19 pandemic, most of teachers and lecturers had been establishing similar things in optimizing Mobile Assisted Language Learning in order to make sure their students could be able to master English as the target language. From this present study, it was also found that the English lecturers were trying to bring a better learning experience to the students by using this Mobile Assisted Language Learning during the pandemic, so the students could be well prepared as they gradated as tourism bachelor who are having high proficiency in communicating by using English.

From the interviews, it was also found that the lecturers perceived that

Mobile Assisted Language Learning (MALL) was beneficial during COVID-19 pandemic. It was because this MALL could give a better assistance to the lecturers as well as the students who could not be able to have a regular face-to-face classroom meeting. By using this Mobile Assisted Language Learning, the students and the lectures could have an artificial classroom that they can interact each other. This MALL based instructions also allowed the lectures in having a flexible time in giving lectures to the students. From this finding, it was found that the MALL based instructions in Hinduism Cultural Tourism Study Program of STAHN Mpu Kuturan Singaraja was not optimally done. If it is compared with the study which was done by Osifo and Radwan (2014), it was stated that there were a lot of benefits of Mobile Assisted Language Learning that might happen during the classroom. Those were: 1). Interactivity, creativity, fun, engagement into the mobile learning tasks and activities – enhancing student's motivation by context-inspired authentic content and challenges, 2). The possibilities to practice in a less threatening environment, where students, for example, get to record their speech samples as many times as they need before they send it to their experts for evaluation, 3). The benefit of being able to create learning activities that are student-centered, 4). Access to tools that will let students capture data, and record the learning processes, as well as record, exchange and listen to speech samples as well as written language samples, which can help with language comprehension, meaning making and expression, 5). As

well as, all sorts of group language activities and scaffolds for such that can be communicated through mobile devices that students have in their pockets. Therefore, it can be seen that there are many potentials of Mobile Assisted Language Learning which could not be optimized yet in the English instructional process occurred in Hinduism Cultural Tourism Study Program of STAHN Mpu Kuturan Singaraja.

MALL-based English instructional can provide the students to English as a living language that provides natural opportunities used for practicing English as target language through the exposure to real models of spoken and written English (Motteram, 2013). In this case, the role of technology used in MALL-based English instructional can provide a significant contribution to the long distance learning during the pandemic. Technologies like the internet can provide access to large quantities of authentic input material and at the same time can provide opportunities for the practice. The globalization era delivers new challenged as well as duties on the modern lecturers in establishing successful teaching activity. Shyamlee and Phil (2012) stated that the tradition of English teaching has been drastically changed with the remarkable entry of technology. So then, technology provides so many options as making teaching interesting and also making teaching more productive in terms of improvements.

Finally, this present study revealed the efficacy of Mobile Assisted Language Learning in the process of teaching and learning in Hinduism Cultural Tourism

Study Program of STAHN Mpu Kuturan Singaraja during the COVID-19 pandemic. From the interview done to the informants, it was found that due to the prohibition of attending face-to-face classroom, the Mobile Assisted Language Learning instructions were considered as the most effective way of conducting teaching and learning activities during the COVID-19 pandemic, especially in preparing the tourism students of this study program to be ready communicating in English. This finding supports the result of study which was done by Allo (2020) who found that the students and teachers perceived online learning as very helpful in the middle of pandemic. However, if it was focused on the implementation of Mobile Assisted Language Learning in English courses of Hinduism Cultural Tourism Study Program, it was found that The use of these e-learning practices in English teaching and learning was not as sophisticated as it used to be in face-to-face classrooms. From the informants' point of view, it was found that the language acquisition method of acquiring English in EFL setting in particular in STAHN Mpu Kuturan Singaraja could not be effectively accomplished; many issues arose from the sides of the students as they could not concentrate on only attending online classes to pick up the language. While e-learning approach was found to be lacking in the language acquisition process, it was found, however, that there was no significant problem in the process of transferring target language competence. The process of transmitting the knowledge of the target language could be effectively performed in this situation, but at the same time it was shown that the process of language acquisition could not be effectively performed as the e-learning process has its limitations. Those limitations mostly came from the lecturers' side, who were not ready in preparing a sophisticated Mobile Assisted Language instructions. In contrast, this finding was an opposite side with was stated by Viberg and Grönlund (2012) as well as Cozma (2015) that supported the idea that mobile technology can enhance learners' second and foreign language acquisition, in which the used of mobile technology idea on second language acquisition is significantly affects the process of acquiring new language.

Theoretically, Mobile Assisted Language Learning is considered as an effective tools in English language teaching and learning process. Hismanoglu, Ersan, and Colak, (2015) stated that Mobile Assisted Language Learning was considered as effective because of some advantages, those were flexibility, low cost, small size interface, and user-friendliness. It also established a learning context where students can access notifications, weekly activities, feedbacks, assignments and grading reports. Viberg and Grönlund (2012) also stated that this mobile learning offers flexibility, low cost, small size and user-friendliness. Czerska and Andrzejewska. (2014) stated that MALL learning can be easily used to teach such skills as: vocabulary, pronunciation, grammar, listening, reading comprehension, speaking and spelling. Variety of activities related to language learning can be supported by mobile devices: internet

access (reading comprehension, listening, speaking); camera (speaking when e.g. describing a picture or a scene); audio/video recording (listening, speaking, understanding and listening to other speakers). Kossey, Berger, and Brown (2015) also argued that MALL or M-learning, provides education "on-the-go", with less teacher-centered and more student-centered approaches and methods.

As stated before, the process of language acquisition could not be effectively performed as the e-learning process has its limitations. Those limitations mostly came from the lecturers' side, who were not ready in preparing a good Mobile Assisted Language instructions. According to Tomlinson (2007) there are several principles needed in developing proper instructional materials. Firstly, materials should achieve impact. The impact could be achieved when materials have effect on learners' curiosity, interest, and attention. If this impact is achieved, there will be a better chance that the target language in the materials will be taken in for processing. Materials can achieve impact through innovation, variety, attractive presentation, and interesting content. Then, materials should help learners to feel at ease. It means that students will get easier in acquiring the target language when they have a relaxed, comfortable, and less anxious learning environment. It is in a line with Krashen affective filter theory. The Affective Filter hypothesis states how affective factors relate to the second language acquisition process. According to Krashen (2009), Krashen (2013) and

Abukhattala (2013) this hypothesis has confirmed that a variety of affective variables relate to success in second language acquisition. Most of those studied can be placed into one of these three categories: (1) Motivation. Performers with high motivation generally do better in second language acquisition (2) Self-confidence. Performers with self-confidence and a good self-image tend to do better in second language acquisition. (3) Anxiety. Low anxiety appears to be conducive to second language acquisition, whether measured as personal or classroom anxiety. The Affective Filter hypothesis captures the relationship between affective variables and the process of second language acquisition by positing that acquirers vary with respect to the strength or level of their Affective Filters. Those whose attitudes are not optimal for second language acquisition will not only tend to seek less input, but they will also have a high or strong Affective Filter; even if they understand the message, the input will not reach the part of the brain responsible for language acquisition, or the language acquisition device. Those with attitudes more conducive to second language acquisition will not only seek and obtain more input, they will also have a lower or weaker filter. They will be more open to the input, and it will strike deeper. Then, if the lectures made such a Mobile Assisted Language Learning that make students feel at ease, it would make the Mobile Assisted Language Learning instructions become more effective. It could be done by making a language learning materials which is not having too many different activities overcrowded

together on the same single task. Then, the students are more at ease with texts and illustrations that they can relate to their own culture than they are with those which are culturally they do not familiar with. Also, students are more relaxed with materials which are obviously trying to help to learn than they are with materials which are always testing them. Feeling at ease can also be achieved through relaxed and supportive contents which can encourage the personal participation of the students.

The Mobile Assisted Language Learning materials should help learners to develop confidence. It means that materials should prefer to attempt to build confidence through activities which try to push the learners slightly beyond their existing proficiency by engaging them in tasks which are stimulating and problematic but which are achievable too. It can be done also by involving materials which are imaginative, creative, and analytical. Elementary level students can often gain their confidence from making up their own story, poem, etc. Acquisition is more important than learning. In order to acquire, two conditions are necessary. What will be taught should be perceived by learners as relevant and useful. It means that the learning materials should relate the learners' interest and to real life task which the learners need to perform in the target language. It can be achieved by narrowing the target readership and by researching what the target learners are interested in and what they really want to learn the language for. Providing the learners with a choice of topic and task is important if it is trying to achieve perception of relevance and utility in a

general English course book. In addition, the teaching materials should require and facilitate learner self-investment. The learners are able to achieve the learning objectives if they invest interest, effort, and attention in the learning activities. Materials can help them to achieve this by providing them with a choice of focus and activity, by giving them topic control and by engaging them in learner-centered discovery activities. Other ways of achieving learner investment are involving the learners in mini projects, involving them in finding supplementary materials for particular units in a book and giving the responsibility for making decisions about which texts to be used and how to use them.

In Mobile Assisted Language Learning, the learners must be ready to acquire the points being taught. It is stated that certain language structures are acquired only when learners are mentally ready for them. It means that learners must have achieved readiness in order to learn. Readiness can be achieved by materials which create situation requiring the use of variation features not previously taught by materials which ensure that the learners have gained sufficient mastery over the developmental features of the previous stage before teaching a new one and by materials which roughly tune the input so that it contains some features which are slightly above each learners' current state of proficiency. It can also be achieved by materials which get learners to focus attention on features of the target language which they have not acquired yet, so they might be more attentive to these features in future input. The first is

comprehensible (or even better, comprehended) input containing $i + 1$, structures a bit beyond the acquirer's current level, and second, a low or weak affective filter to allow the input in. If acquisition is more central, and learning of less use to second language performance, and if comprehensible input and the filter are the essential causative variables for second language acquisition, the Mobile Assisted Language Learning (MALL) should help only to the extent it supplies comprehensible input in an environment conducive to a low filter. Besides, the materials should expose the learners to language in authentic use. It means that materials can provide exposure to authentic input through the advice they give, the instructions for their activities, and the spoken and written texts they include. Materials can also stimulate exposure to authentic input through the activities they suggest, such as interviewing someone, doing project in local community, listening to radio, etc. In this case, the input given must be comprehensible to the students. There is no point in using such kind of long and difficult newspaper article for the beginners. Ideally, materials at all levels should provide frequent exposure to authentic input which is rich and varied. In the other words, the input should vary in style, mode, medium, and purpose; and it should be rich in delivering many language features to be learned.

In order to make the Mobile Assisted Language Learning become effective, the learners' attention should be drawn to linguistic features of the input. The attention paid to the language feature of the target language is important to make sure that students can acquire those target language features. It is also important that it can be either consciously or subconsciously done. It is because, when there is an input given to the students, they will get the language features by explicitly learn about it, and also implicitly acquiring it. Then, the learning materials in the Mobile Assisted Language Learning should provide the learners with opportunities to use the target language to achieve communicative purposes. It means that the learners should be given opportunities to use the language for communication rather than just to practice it in situations which are not suitable in daily life context. Using language for communication involves attempts to achieve a purposes in a situation in which the content, strategies, and expressions of the interaction are determined by the students. Materials should take into account that the positive effects of instruction are usually delayed. The language acquisition process is not an instant process; it is a gradual process. The process of getting the language is not occurred in an instant judgment, it is a long term process that the students can retrieve by using the target language. The inevitable delayed effect of instructions suggest that no course book can really succeed in teaching language features of the language one at a time and expects the learners to be able to use them straightaway. In order to facilitate the gradual process of acquisition, it is important for the materials to recycle instruction and to provide frequent and sufficient exposure to the instructed

language features in communicative use. It is also important that the learners are not forced into premature production of the instructed language features and that tests of proficiency are not conducted immediately after instruction [1, pp. 173-182].

The next thing need to be considered in preparing Mobile Assisted Language Learning is accommodating the learners with different learning styles. It means that different learners will have different preferred learning styles. Activities provided by the lecturers have to supply for all learning style possible. Tandlichová (2013) also argued that in order to make the instructional material as a useful tool for classroom management, the lecturers should respect the fact that all learners of a foreign language are different; their ways of foreign language acquisition vary a lot. In other words, they use various learning styles and apply various learning strategies. Styles of learning which need to be catered for in language learning materials are: a) visual, which means the learners prefer to see the language written down; b) auditory, which means the learners prefer to hear the language; c) kinesthetic, which means the learners prefer to do something physical; d) studial, which means the learner likes to pay conscious attention to the linguistic feature of the language and want to be correct; e) experiential, which means that the learners like to use the language and is more concerned with communication that with correctness; f) analytic, which means the learners prefer to focus on discrete bits of the language and to learn them one by one; g) global, which means the learners are happy to

respond to whole large piece of language at a time and to pick up from them whatever language features they can; h) dependent, which means the learner prefer to learn from a teacher and from a book; and i) independent, which means the learners are happy to learn from their own experience of the language and to use autonomous learning strategies. Materials should also take into account that learners differ in affective attitude. Ideally language learners should have strong and consistent motivation and positive feeling toward the target language. However, these ideal learners do not exist. Obviously, no materials developer can provide all of the affective variables but it is important for anybody who wants to develop such kind of instructional materials to be aware of the attitudinal differences of the learners. So then, it is better for the material developers to develop language instruction as much as possible based upon the variety of learners' learning styles. It can be done through providing choices of different types of text; providing choices of different types of activities; providing optimal extras for the more positive and motivated learners; providing variety; including units in which the value of learning English is a topic for discussion; including activities which involve the learners in discussing their attitudes and feelings about the course and the materials; researching and creating for the diverse interests of the identified target learners; being aware of the cultural sensitivities of the target learners; and giving general and specific advice in the teachers' book on how to respond to negative learners. The

materials should aslo permit a silent period at the beginning of instruction. It means that this silent period can facilitate the development of an effective internalized grammar which can help learners to achieve proficiency when they eventually start to speak in the target language. The important point emphasized is that the materials should not force premature speaking in the target language and they should not force silence either. Ways of giving learners the possibility of not speaking until they are ready include: a) starting the course with Total Physical Response approach in which the learners respond physically to oral instructions from the teacher or videos; b) starting with a listening comprehension approach in which the learners listen to stories in the target language which are made accessible through the use of sound effects, visual aids, and dramatic movement by the lecturers; and c) permitting the learners to respond to target language questions by using their first language or through drawing and gesture.

The next thing to be considered is the materials should not rely too much on controlled practice. Yet controlled grammar practice activities still feature significantly in popular course book and are considered to be useful by many teachers and by learners. However, it is more important to practice the language in the real context; it is not necessarily to waist learners' time doing drills, listening to, and repeating dialogue. The materials should provide opportunities for outcome feedback. Feedback which is focused first on the effectiveness of the outcome rather than just on the accuracy of the output can lead to output becoming a profitable source input. Or in the other words, if the language that the learner produces is evaluated in relation to the purposes for which it is used that language can become a powerful and informative source of information about language use. It is very important for the materials developers to make sure that language production activities have intended outcomes other than just practicing language.

Conclusion

Mobile Assisted Language Learning (MALL) is a learning and teaching activities which can be done through the use of electronic mobile devices (Smartphone and Laptop). This Mobile Assisted Language was a very beneficial way in conducting instructions in Hinduism Cultural Tourism Study Program of STAHN Mpu Kuturan Singaraja as the COVID-19 pandemic affected the regular classroom activities. Then, as the research methodology was carried out, many types of teaching activities were discovered using Mobile Assisted Language Learning, including listening, speaking, reading, and writing activities. By using mobile phone applications, the lectures taught these English skills so that the students could learn the target language anytime and anywhere. Specifically, the lecturers may provide teaching activities management, video conference teaching and learning activities, and exchange teaching resources (e-books, audio, and video) by using Mobile Assisted Language Learning. The lecturers were also found to believe that Mobile Assisted Language Learning (MALL) was helpful during the

COVID-19 pandemic. It was because the lecturers and students who could not have a daily face-to - face classroom conference could be better helped by this MALL. By using this Mobile Assisted Language Learning, students and lectures can be able to communicate with each other in an artificial classroom. From this study, however, it was found that there were many mobile assisted language learning possibilities that could not be optimized yet occurred in the Hinduism Cultural Tourism Study Program of STAHN Mpu Kuturan Singaraja in the English instructional process. These limitations came more from the side of the lecturers, who were not able to prepare sophisticated instructions on the Mobile Assisted Language. Finally, in order to have deeper understanding toward this issue, then it is suggested to the other researchers to elaborate this present study in the form of quantitative study in order to have a clearer evidence whether Mobile Assisted Language Learning can be beneficial or not in the teaching and learning process occurred during COVID-19 pandemic.

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