# English Teachers' Roles on Mobile-Assisted Language Learning-Based Strategies during Emergency Remote Teaching in 11th Grade of SMK Negeri 1 Denpasar

**Desak Made Sutra Rasmiani**

sutradesak@gmail.com

Universitas Pendidikan Ganesha, Singaraja, Indonesia

**Made Hery Santosa**

mhsantosa@undiksha.ac.id

Universitas Pendidikan Ganesha, Singaraja, Indonesia

**Gede Mahendrayana**

mahendrayana@undiksha.ac.id

Universitas Pendidikan Ganesha, Singaraja, Indonesia

**Abstract**

This study aims to determine the roles of teachers and the problems found when using MALL-based strategies in SMK Negeri 1 Denpasar during Emergency Remote Teaching. This study is a mixed-method design. The respondents were 8 English teachers. There are three instruments used in this study namely, questionnaires, observation sheet and interview guide. The results of validity show 1.00 while the results of reliability showed .874. Quantitative data analysis used descriptive statistical analysis and qualitative data were used interactive model analysis. The results of the questionnaire refer to Very True of Me and True of Me, meanwhile the results of the observations identified that 7 of 8 teachers had been practiced this role. In interview session with the teachers the problems found are 1) as a facilitator, not all of the students can answer well in quiz, 2) as a resource developer, many students think English is a difficult subject, 3) as a counselor, many students did not attend the online classes, 4) as a manager/organizer, lack motivation in learning, 5) as a participant, teacher does not take part in discussions and 6) as a controller, have not been able to control all of students activities in using MALL. Further, teaching by technology can be applied continuously for future learning, either for full or as blended learning.

## INTRODUCTION

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). 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.

Accordingto 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.

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).

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. 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). According to Toquero (2020), emergency remote teaching also known as ERT is a variation of learning that is carried out suddenly by involving elements, namely the environment, technology, architecture, room layout, and physical objects. However, Schlesselman (2020) Emergency remote teaching promotes academic freedom by allowing teachers to make instructional decisions depending on the current scenario to optimize students' learning chances despite the crisis. Emergency remote teaching allows teachers to use innovative strategies for a good connection between teachers and students in virtual classrooms (Whittle et al., 2020). 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

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(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). 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.

Yudhiantara and Nasir (2017) stated that 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.

Anugrahana (2020) said 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.

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. There were some previous studies conducted about teacher's role in language learning such as: Rindu (2017) This study aimed to investigate teachers' roles used by the English Teacher in managing the classroom during the teaching and learning process. The result of this study shows that the teacher played five roles in teaching namely controller, organizer/manager, participant, resource developer, and facilitator. There are two roles mostly applied by the teacher those are controller and facilitator. In addition, Huang (2018) conducted a study about Examining Teachers' Roles in Online Learning. From the results, managerial roles were significantly higher than the other with cumulative percentages of 59.5%. Based on the evaluation, in this study teacher's role as a manager is a proper strategy that is used in online learning.

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. In addition, while investigating the role of the teacher, this study also investigate the teachers'

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problem in playing their roles in the English teaching using Mobile Assisted Language Learning (MALL)-based Strategies during Emergency Remote Teaching.

## METHOD

This study was an explanatory sequential mixed methods, in which the data were gathered from quantitative and qualitative. Mixed method research refers to an integration of quantitative and qualitative which involves collecting, analyzing, interpreting, and writing the data (Creswell, 2009). According to Sugiyono (2007), quantitative research is acquiring numerical data or numerical representation and analyzed by using statistical methods to describe the phenomenon. In this study, quantitative data were gathered through a questionnaire. Qualitative research is a description or representation of the phenomenon without numerical measurements (Denzin, 2009). In this study, qualitative data were gathered through observation sheets and interview sessions.

## Participants

The participants of this study were English Teacher in 11th Grade students of SMK Negeri 1 Denpasar. The selected participants are 11th grade English teachers who have used MALL in Emergency remote teaching. The English teacher has agreed to be involved in this research

## Instruments

Three instruments were used to collect the data. First questionnaire were used to collect quantitative data. The questionnaire in this study is using a Likert scale with five levels (1= Very untrue of me, 2= Untrue of me, 3= Neutral, 4= True of me, 5= Very true of me). There are six dimensions and twenty-eight items in this questionnaire. The first dimension is facilitator consists of nine items, the second dimensions are resource developer consists of three items, the third dimension is a counselor with four items, the fourth one is manager/organizer with five items, the fifth dimension is participant consists of three items, and the sixth one is controller consists of four items.

Second, observation sheet, whuch is used to collect the qualitative data and describe the process of teaching and learning in the online classroom. The researcher joined the online class to know the roles played by the teacher and the problems in using the Mall-based strategy in remote teaching. The teacher and students' activities in the online classroom will be noted in the observation sheet. The items in the observation sheet were developed from grounded theories (Harden & Crosby, 2000; Harmer, 2007).

Three, interview guide, which is used to support the data from the questionnaire and observation sheet. This is a type of structured interview in which a technique used by interviewers by preparing research instruments in the form of written questions for which alternative answers have been prepared. With this structured interview, each respondent is asked the same question, and the interviewers taking notes (Clarkin et al., 2007). This interview can be conducted face to face or by telephone. There are eleven items of questions that developed from (Harden & Crosby, 2000; Harmer, 2007) and (Yudhiantara & Nasir, 2017) theories. The questions were related to English Teacher roles on the use of Mall-based strategy during Emergency Remote Teaching. The data were distributed to eight participants and collected through the WhatsApp application with the Voice Note feature.

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**The Procedure of Data Analysis**

Two methods were used to analyze the data. The result of questionnaire distribution was analyzed using a guideline of categorization adapted from Nurkancana (1982). The result of the observation sheet and interview session were analyzed according to the steps argued by (Miles et al., 2014).

**FINDINGS AND DISCUSSION**

***Roles Played by the Teacher in Teaching English using Mobile Assisted Language Learning (MALL)-based Strategies during Emergency Remote Teaching in 11th grade of SMK Negeri 1 Denpasar***

According to Cohen, Manion, & Morrison (2018) there are 5 measurement categories, namely Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. Using Ideal Mean Score analysis, it can be converted or described as same as Very True of Me, True of Me, Neutral, Untrue of Me and Very Untrue of Me.

**Table 1**:
*Guideline of Categorization (Adapted from (Nurkancana, 1982, p. 230)*

| Calculation | Score Range | Category |
|---|---|---|
| X > Mi + 1.5SDi | X > 36 | Strongly agree (Very True of Me) |
| Mi + 0.5 SDi ≤ X < Mi + 1.5 SDi | 30≤ X< 36 | Agree (True of Me) |
| Mi-0.5SDi ≤ X<Mi+0.5Sdi | 24 ≤ X < 30 | Neutral (Neutral) |
| Mi-1.5SDi ≤ X<Mi-0.5SDi | 18 ≤ X <24 | Disagree (Untrue of Me) |
| X<Mi-1.5SDi | X < 18 | Strongly disagree (Very Untrue of Me) |

Based on the results of the online questionnaire distribution, it was found that the teacher's role as a facilitator refers to the Very True of Me category. This indicates that the teachers played the role of the facilitator most of the time when employing MALL-based strategies during emergency remote teaching. The teacher facilitated the students with individual and technical supports on using the WhatsApp application. These findings align with a study by Purnama (2015),who stated that teachers can facilitate students with the use of technology, learning methods, resources, and media. Based on the results of online observations, 7 out of 8 teachers played this role in remote teaching. One teacher did not play this role in teaching. In several meetings, the teacher only provided links for the students without providing further explanations about the material. It makes the class taught by the teacher become less active.

In a previous study conducted by Rindu (2017), it was found that the teacher's role as a resource developer has not been maximally played. However, in this study, the result most often belonged to the True of Me category. This indicates that the teachers played the role of the resource developer most of the time when employing MALL-based strategies during Emergency remote teaching. This is supported by the results of online observations which showed that 7 out of 8 teachers have played this role in Remote teaching. Only 1 teacher did not play this role. Based on the results of the interview, 7 out of 8 respondents used teacher roles as resource developers in remote teaching. One of the teachers did not play this role well because of the lack of interaction between the teachers with students. Lisa et al. (2019) stated the lack of interaction between teachers and

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students stems from a one-way learning process. The point is that the teacher explains the material and the students just listen without responding to the teacher's explanation.

The third dimension is the teacher's role as a counsellor. The results of the findings show that teacher's role as a counsellor refers to the True of Me category. The result of the observation shows that 8 out of 8 respondents had been played this role during Remote teaching. The result is in line to the Mahdi (2017), the counsellor is one of the roles for resolving problems, overcoming hurdles, and overcoming difficulties in meeting needs, as well as attempts to enhance mental health that can be done in person or online. From the results of the interview, it was found that each respondent mentioned counsellor as the role of the teacher that they used in remote teaching.

The fourth dimension is manager/organizer. Previous research was conducted by Huang (2018), investigate examining teachers' roles in online learning and the results obtained that the teacher's role as manager/organizer is an appropriate strategy used for online learning. In this study, the result leads to the Very True of Me category. This indicates that manager/organizer is a role that is most often used during remote teaching. However, this is different from the results of observations which show that only 7 out of 8 teachers play this role in remote teaching. One teacher did not play this role in teaching. During the observation, the teacher does not manage the class in the conducive situation, and the material delivered to the students is less varied. Basar (2021), stated four factors make teachers did not manage the class well, firstly they did not master the subject matter, secondly the use of inappropriate strategies and methods, thirdly is too many students in a class, and fourthly is the lack of communication with students.

The fifth dimension is the teacher's role as a participant. According to Conley (2015), participant refers to the learning activities between teachers and students that are not dominated by teachers. The result of observation found that only 1 respondent had played this role in remote teaching. The teacher delivers topic-related material and participates in the conversations without directing the students' attention to themselves. However, 7 out of 8 teachers did not play this role in remote teaching. The reason is during emergency remote teaching the teachers find it difficult to implement because this role is usually played during face-to-face teaching and learning. This is also supported by the results of the interview that only 1 of 8 respondents mentioned that the teacher role as a participant played in remote teaching. The 7 respondents said that the role as a participant was not effectively used in this situation. This is because teachers have to do an adaptation with the emergency remote teaching (ERT) situations that were different from face-to-face meetings.

The sixth dimension is the teacher's role as a controller. Based on the results of the online questionnaire distribution, this role refers to the Very True of Me category and True of Me category. This indicates that the teachers played the role of the facilitator most of the time when employing MALL-based strategies during Emergency remote teaching. It is explained how the teachers control students during a discussion in form of groups and individuals using technology. This is supported by the statement from Naibaho (2019), the responsibility as a controller is to oversee the ongoing teaching and learning activities in the classroom/online class, especially in a group discussion or individual. In addition, the results of the observations explained that 8 out of 8 teachers had played the role of this controller in remote teaching. During the observation, besides controlling student activities in learning, the teacher also controls what they said in giving direction to the students.

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The conclusion was found that the six roles of teachers namely facilitator, resource developer, counselor, manager/organizer, participant, and controller already played in remote teaching. The results of the teacher's roles refer to the Very True of Me category and True of Me category. In its implementation, several teacher roles have not been played in remote teaching. Facilitator, 1 teacher has not played this role when teaching because of lack of explanation when giving material. Resource developers, this role one teacher has not played a role due to lack of interaction with students. Counselor, this role has been played by all teachers while teaching. Manager/organizer, in this role only 1 teacher has not played a role because based on the findings the teacher has not managed the class properly. Participant, this role is only played by 1 teacher, while 7 teachers have not played this teacher's role because it is difficult to be part of student discussions during remote teaching. Controller, this role has been played by all teachers. Based on these results five roles have been played by the teacher in the implementation, while 1 role as a participant needs to be improved in the implementation.

***Problems Met by teachers while Playing their Roles in Teaching English using Mobile Assisted Language Learning (MALL)-based Strategies during Emergency Remote Teaching in 11th grade of SMK Negeri 1 Denpasar***

At first, the teacher explains the meaning of the teacher's role, then the respondent state how to do the teachers teach students, facilitate students, provide learning materials, guide students, motivate students, give solutions for the student's problems and help students to achieve the learning goals. Also, understand the characteristics of the students. This is supported by a statement from Arifah & Prijambodo (2014), the teacher role is an educational task that includes educating, teaching, and training, as well as assisting students in developing students' skills and knowledge. In addition, it is also supported by a statement from Rindu (2017), that the teacher mastered the material or subject matter that will be taught to students and continue to develop it to improve his skills in terms of such knowledge, as this will affect the students' learning outcomes. The role of the teacher is always related to the function of these roles. The function to understand the teacher's role is for the teacher's way of teaching, giving assignments, correcting and checking assignments to help students learn according to their needs and interests (Putri et al., 2019). In addition, the function of the teacher role is the way the teacher educates by providing moral assistance, how to organize, motivate and stimulate students to realize learning goals (Larasati et al., 2020).

The roles known by the teacher are the first, to facilitate students with learning materials, giving quizzes, correcting, and exercises (facilitator), the second managing the classroom situation (manager/organizer), the third developing resources (resource developer), the fourth giving input (counselor), the fifth participates with students in discussions (participants) and controls student activities in learning (controllers). This is supported by the theory of teacher roles from Harden and Crosby (2000) and Harmer (2007). The results of the interviews showed that the teacher's role that was most often used during Emergency Remote teaching namely facilitator, counselor, and resource developer. In addition, the manager/organizer who manages the online class to be conducive and the controller is also the role that is used most often. Therefore, there is one role that is not often used, namely participant. In the implementation, there is a reason why teachers use this role more often because it can help students who have difficulty in finding information, especially for English subjects.

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There is some information that is difficult for them to know because they have to use some special tricks. Therefore, the teacher must be able to give examples to students not only theory then students will be more interested and do their task well. This is related to the teacher's role in using technology to teach students. It is because technology plays four roles in education, firstly it is used as part of the curriculum, secondly as a method of instructional delivery, thirdly assisting with instruction, and fourthly, as a tool to improve the overall learning process (Raja & Nagasubramani, 2018). The use of technology carried out by teachers during Emergency Remote Teaching is to use a tool, namely a mobile phone and the application as a teaching strategy (Hooper & Rieber, 1995).

In the implementation, there is a role that cannot be played optimally, due to the limitations of distance and time. For example, the role of a participant is less effective to play in this Emergency Remote Teaching situation. Because this is a variation of learning that is carried out suddenly and adjusts to objects and places (Toquero, 2020). Therefore, this teacher's role will be carried out during face-to-face meetings. There are problems found by the teacher when playing these roles, the first is when giving the material. Because after making the material and being tested, students are given a test but not all students can answer well. The second is the number of students who consider English a difficult subject. The third is to build the good character of students. Fourth is the lack of student motivation to study harder with online situations like this because students' focus is easily distracted by other things outside of learning and some students do not attend the meetings (disappear) for no reason.Tamrin et al. (2017), one of the problems faced by teachers in playing their roles is the motivation to learn from students. In addition, (Hasanoglu & Girmen, 2014) stated that many students perceive English as a difficult subject and are unable to divide their time to study, coupled with the current Remote teaching and learning situation.

The strategy that can be used by teachers is to teach using technology is mobile phones and applications. In other words, it is a Mobile that is used to support language learning (MALL-based strategy). The applications that are often used by teachers in Emergency Remote Teaching and learning are E-learning from school LMS (MOODLE), sometimes also Google Classroom, WhatsApp, Zoom, Line, and Telegram. The reason teachers use the application to teach is that familiar for the teachers and students and can also be accessed via mobile phones. The advantage of using a mobile phone is that it is light and can be carried anywhere. There are five advantages of mobile phones, according to Miangah et al., (2012) such as 1) portability, which means the device may be carried around in different areas due to its small size and weight. 2) Social interactivity, the mobile device allows students to share data and collaborate. 3) Context-sensitivity refers to the ability to gather and respond to data in a mobile phone without regard to time or location. 4) Connectivity the phone can communicate with other gadgets. 5) Individuality is an activity that may be tailored to the specific needs of the individual.

Burston(2013)states there are 4 advantages of mobile phones, namely, first, multimedia ability: Being able to record and compare a student's voice to the native speaker is a terrific language learning tool. Second is internet access, students who have access to the Internet can search for and receive information on any topic. Third, the use of social networking services such as Facebook and Twitter to share information, thoughts, and ideas on a variety of topics is known as social networking. Fourth is immediate feedback, digital gadgets can send immediate feedback to their classmates or

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professors via OSRS. To answer questions, students may take part in a survey, a class activity, a quiz, or a test. While the advantages in using MOODLE, Google Classroom, Whatsapp, Zoom, Line, and Telegram are that the interview results are easily accessible by teachers and students, uploading assignments, teacher and student data are available, can be scrolled directly every time you log in. In addition, the admin of this application is very cooperative and responsive if there are problems in implementing this application.

The disadvantages of using MALL as a strategy are that some student assignments are illegible, the format is inappropriate and some students manipulate assignments (plagiarism) also require lots of quotas and good connections to use. Hooper and Rieber (1995), there are four disadvantages in using MALL-based strategy. The first one is Distractions: students watching something irrelevant to the subject, playing online games, and interacting with friends on social media in a language other than the target language are all examples of inappropriate device use in class that can cause disruptions (Burston, 2013). The second one is cheating: Using dictionaries to look up answers on the internet during a quiz or test. The third one is disconnecting: teachers are concerned that students spend too much time on digital devices, resulting in student alienation in the classroom. The fourth one is a technical problem: during class, some technical issues, such as network failures and individual students experiencing hardware issues, may arise, necessitating the instructor's debugging of the issues as well as individual student advice on how to resolve them. There are several problems encountered by teachers in using MALL-based strategies in Emergency Remote teaching from the result of the interview. The first problem is due to the financial limitations of the students and sometimes many students do not take lessons because of limited internet data. The second problem is that the student cell phone features are not sufficient to support teaching and distance learning. The third is the connection from the internet which sometimes interferes with the learning process. This is supported by Ozudogru (2021) which identified two types of problems, namely external and internal. The first problems related to the equipment, education, access, time, and technical support. While the second problem specifically for the teachers related to pedagogy, beliefs, and personal preferences. Then according to Efriana(2021) other problems found in online learning are limited time, weak technical skills, inadequate infrastructure, lack of strategy and support, as well as negative attitudes.

There are three alternative solutions provided by teachers for students in this emergency remote teaching. The first is to be able to follow the lesson the teacher gives students more time to access the material and gives more time to collect assignments. Thus, students who have a limited quota are not in a hurry to access assignments. The second is to motivate students to study the material well and the third is for the government to facilitate students with more study quotas. Efriana (2021), states four proper solutions can be used in emergency remote teaching. The first one is teachers should create learning materials that are as engaging as feasible as PowerPoint slides. The second one is the teachers can employ platforms that are easier to use, such as the WhatsApp application. Teachers who are unfamiliar with technology can attend a workshop session first. The third one is the teacher can also reach out to students who aren't as engaged in online learning as they should be and directly contact their parents. If the situation permits, the teacher can pay attention to the students by visiting their houses. By contacting the student's parents, with the help of guidance and counseling teachers, tries to figure out what problems are causing the student's inactivity. If a

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student's parents are aware that he is a lazy student, the guidance and counseling teacher urges them to accompany him to online learning.

## CONCLUSION

The results of the data related to English Teachers' Roles on Mobile Assisted Language Learning-based strategies during Emergency Remote teaching in 11th grade of SMK Negeri 1 Denpasar. The first dimension (facilitator) shows the results of the Very True of Me category and is supported by the results of observation that 7 teachers have played this role, 1 did not play this role. The second dimension (resource developer) leads to the True of Me or Agree category and the results of observation that 7 teachers have played this role, 1 teacher did not play this role in remote teaching. The third dimension (counselor) with the results lead to the True of Me category and all teachers have played this role in teaching. The fourth dimension (manager/organizer) the results lead to the Very true of me or Strongly agree category that has been played by 7 teachers, 1 teacher did not play this role in remote teaching. The fifth dimension (participant) with the results lead to the True of Me (Agree) category but the observation results show that this role is only played by 1 teacher, 7 teachers did not play this role. This is indicated that teacher role as participant did not practiced optimally. The sixth dimension (controller) with the results of the Very True of Me (Strongly agree) and True of Me (Agree) category and the results of observations show that this role has been played by all of the teachers in remote teaching. The results show that the Very True of Me category and True of Me category is often used during remote teaching. This is indicating that the roles of teachers have been played and supported by the results of observations which show that most of the teachers have played roles in online classes.

In playing the teacher's roles using Mobile Assisted Language Learning-based strategies, there are several problems encountered by the teacher in playing this role during remote teaching, 1) as a facilitator, in giving materials and giving quizzes, not all of the students can answer well, 2) as a resource developer, many students think English is a difficult subject, 3) as a counselor, many students did not attend the online classes, 4) as a manager/organizer, lack motivation in learning, 5) as a participant, due to the distance limitation teacher does not take part in discussions and 6) as a controller, have not been able to control all of students activities in learning using MALL.

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