The Application of Mobile-Enhanced Collaborative Learning Models on Oral Presentation Competence in Rural Area During Covid-19 Pandemic

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Abstract. Oral presentation skills are regarded as one of the most critical abilities required to achieve success in higher education and future careers. Therefore, this study focuses on examining the use of mobile-enhanced collaboration learning models to assist rural students in studying oral presentation skills. This involved 80 students in an online academic presentation class conducted through the implementation of video blogging. Data were collected from oral presentation videos and interviews while a modified Malouff and Shearer grading rubric was used to assess the students' presentation video and interview guide. The findings showed that the mobile-enhanced collaboration assists students, particularly those living in rural areas, to improve their oral presentation skills even during the period of the pandemic that they were forced to study from home. It is important to note that the students used the applications they deemed appropriate and accessible to accomplish their goal of creating a proper script and a professional video presentation. This means it is possible to provide students with a rich learning opportunity using oral presentation teaching models in order to enhance their future presentation skills.

Keywords: MALL; Collaborative Learning; Oral Presentation; Rural Area

1. Introduction

One of the most critical soft skills the students in higher education need to acquire before graduating is the ability to present information publicly, clearly, and eloquently in different academic and professional contexts ((Dunbar et al., 2006; Živković, 2014). This is in line with the findings of a previous study that graduates need to be proficient in multiple academic subjects and possess additional relevant skills to enhance their employment prospects in the modern era (Stephen & Christine, 2000). It has also become an axiom in English as Foreign Language (EFL) contexts that graduates with a strong command of oral English communication skills have a better chance in life than those without the skill

(Idrus et al., 2011; Kunioshi et al., 2012). This indicates there is a need to enhance the skills of graduates towards ensuring they are prepared for the competitive and explosive nature of the market both in the EFL and native contexts (Subramaniam & Harun, 2012). Moreover, Oral English Communication Skills (OECSs) necessitate a distinct focus on learning and teaching in all disciplines of education to make the students more effective in both their academic and professional lives (Kunioshi et al., 2012; Malthus & Lu, 2012; Mitchell & Eng, 2010; Nikolic et al., 2018; Tuomaitė & Zajankauskaitė, 2017).

OECSs are difficult to teach and learn in the EFL context and this is observed from the unsatisfactory performance of students after graduating from the university. Therefore, this systematic research study compiled the factors contributing to low OECS in each EFL environment and also analysed the methods of teaching and assessing the skill between 2010 and 2019. This is associated with the fact that OESCs are normally taught and acquired through different methods in EFL situations (Seraj et al., 2021).

Seraj et al., (2021) discovered that the environmental factor, in combination with other variables, is the most important factor influencing EFL learners' low OECS performance in EFL contexts. Some of the environmental factors considered include students' passivity, demotivation, mixed abilities, and large class sizes while psychological factors such as fear, shyness, self-efficacy, confidence, emotions, and hesitation were also considered. Moreover, linguistic characteristics were associated with learners' low levels of language knowledge, accuracy, fluency, and vocabulary while a dearth of teaching resources and authentic materials used in teaching and acquiring oral skills were also discovered to be important for future writers. Previous research established that these characteristics directly or indirectly contributed to the poor oral performance of EFL learners.

It was also reported that learners lacked the ability to produce accurate speech in terms of pronunciation, presentation, and communication of ideas (Alghail & Mahfoodh, 2019). This signifies fluency is a linguistic factor which is associated with speech rate, spontaneity, and pause frequency with a subsequent contribution to the poor oral skills of EFL learners (Alghail & Mahfoodh, 2019; Sakae, 2014). It is important to acknowledge that the low vocabulary level of these learners normally hampers the development of their oral skills (Soomro et al. 2019). Moreover, the teachers and students were observed to rarely collaborate to provide direct and peer feedback with guidance from the teachers and this further promotes monotonous learning, thereby, leading to the absence of motivation for students to communicate and discuss actively with each other. It was also reported in some EFL contexts such as Indonesia that the feedback provided by the teachers can be used to develop the oral skills of learners (Saefurrohman, 2018). Furthermore, (Kernec et al., 2017) found that the mixed panel assessment has the ability to prepare students for life after university by encouraging cross-disciplinary thinking and also ensures self-assessment to make the learners understand their errors in order to make adequate corrections in the future.

It is also important to emphasize that certain difficulties are associated with the transition to digital education for several students such as the absence of internet connectivity in rural areas and low-income to procure the devices required for traditional "home-based learning" and EdTech solutions (Yarrow, 2020). Moreover, it is more difficult for students in Indonesia to access online learning systems due to the country's geography. The urban students also lack access to educational devices because of the infrastructural constraints caused by the fragmented island landscape (Lee, 2020; Qiu et al., 2017).

The presentation skills of Indonesian students in rural areas studying at home during the recent pandemic was observed not to be optimal. Moreover, the analysis of preliminary findings indicates that the root causes of poor oral English communication skills in EFL learners are mainly based on environmental, psychological, linguistic, educational resource-related, and internet-related issues. The majority of previous studies confirmed that the environmental factors include the lack of opportunities to practice in and out of the classroom (Aeni et al., 2017; Alam & Uddin, 2013; Ella & Dapudong, 2014; Fitria & Salwa, 2018; Ismail et al., 2018; Rahman, 2010) and this implies there is no appropriate environment to practice oral skills (Soomro et al., 2019). This signifies nervousness due to time limitations and audiences has the ability to cause a loss of ideas during the process of performing. EFL students also often struggle with presentations because the content taught in general classrooms rarely meets the required structure and formality (Tsai, 2019).

A successful speaking activity in front of an audience requires being confident and spontaneous. Meanwhile, it is usually tougher for non-native speakers to perform in a foreign language and even more difficult when it is part of an academic course (Al Harun et al., 2016). The lack of good presentation training can also make it difficult for someone new to public speaking to present orally (Al Harun et al., 2016). This is observed for students at the tertiary level during the pandemic, especially those living in rural areas.

The uneven internet access and network coverage across Indonesia make it difficult for teachers to use the most effective means of teaching their students during the pandemic period. This is associated with the fact that energy and telecommunications infrastructures are still emerging in the country (Rahmadi et al., 2010). Subsequently, Indonesian teachers prefer video chats and messaging apps to teach their students during the pandemics, and one possible solution to the problem of internet access and coverage is to allow the students to work together online on the skills associated with conducting presentations in front of an audience. This collaborative learning allows the students to consistently share useful information in order to solve shared problems (Peijian & Yuan, 2018). This method is beneficial due to its ability to ensure better communicative competence, enhanced critical-thinking skills, and improved problem-solving abilities when compared to individual learning (Barrett et al., 2016; Liu, 2009).

This present study discovers that the best solution to the complications previously associated with the development of online presentation skills is the application of

Mobile Assisted Language Learning (MALL). The integration of this method into language classrooms is expected to allow learners to gain access to materials and activities as well as to speak with their friends and teachers in English, regardless of the connectivity. This is due to the findings of previous studies that it has the ability to assist teachers and students in speaking and listening as well as to improve student-student interaction (Ewa et al., 2014; Kondo et al., 2012; Toland et al., 2016; Wu-Yuin et al., 2014). A recent systematic review (Shadiev et al., 2020) also showed that learning in authentic environments and collaborative language learning are the two most common MALL activities (Kukulska-Hulme et al., 2017).

According to (Barrett et al., 2016), several tools have been developed in terms of technology to assist students in the construction of oral monologue but there is no indication these tools are being used effectively. This indicates there is a need to investigate the effectiveness of learning technologies such as blogs, courseware, digital story software, PowerPoint, YouTube, and smartphone on the ultimate output of students' oral presentations in rural areas. This is necessary to determine the ability of mobile enhanced collaboration learning models to assist students studying oral presentation skills in rural areas. The studies conducted over the past 10 years were observed not to provide an in-depth explanation on the suitability of these models for students in rural areas despite the need to determine their importance in enhancing oral presentation literature at higher education level, the perceptions of oral presentations conducted through mobile technology, issues with design and content, and the experience had during collaborations with others. The need to fill this research gap is one of the main reasons this topic was explored in this present study.

2. Literature Review
2.1. Oral Presentation Competence in Higher Education
Several studies have examined the effectiveness of MALL in ESL and EFL learning contexts in order to determine the MALL affordances that have made language learning accessible through the aforementioned attributes. Moreover, (Paneerselvam, A., & Mohamad, 2019) defined 'social skills' as a positive attribute due to their ability to facilitate communication. It was further noted that social skills enable people to work collaboratively, solve problems, think critically, and communicate effectively in the twenty-first century. Meanwhile, these are some of the traits employees in today's globalized world are expected to possess. (Rao, 2019)also supported this argument by stating that effective communication is a passport to better employment opportunities. This denotes speaking skills are critical for ESL and EFL learners to adequately prepare to compete as a 'global player' in different spheres of life. Moreover, the connectivity of MALL enables ESL students to communicate with native speakers and speakers from other countries (Hashim et al., 2017). Octavia et al., 2019 also explained that mobile devices provide authentic materials that are more accessible than those used in traditional classroom settings.

Several studies have stressed that people studying accounting, business, medical, and technical fields often do not achieve the level of practice required to finish

their education (Brown et al., 2004; Chan, 2011; Debra & Grace, 2004; Pittenger et al. 2004; Kerby & Jeff, 2009). This implies there is a need to focus more on teaching communication competence in higher education (Alshare & Hindi, 2004; Iain, 1994; Mulder, 2014). Meanwhile, Chan believed that students and teachers first need to grasp the importance of building presentation skills but this is difficult because of the lack of commitment and confidence in certain academic subjects as well as the challenge of finding time and space in the curriculum to address the concepts (Chan, 2011). The possession of excellent oral presentation skills is often thought of as a lengthy task (Chan, 2011; Grez et al., 2009) and the policy implemented in higher education to reduce in-class time is at odds with this trend (De Grez, 2009). Meanwhile, it is more difficult to acquire these skills due to the pressure on the curricula in higher education to encourage students' performances related to several academic and communication competencies within a limited time (Chan, 2011; Pittenger et al., 2004; Young & Murphy, 2003). Therefore, the oral presentation courses in higher education need to be designed in such a way to efficiently achieve educational objectives within a limited period, using a limited budget, and by applying an approach that is more integrated into "real-world" situations (Chan, 2011; Pittenger et al., 2004).

Speaking or pronunciation practice can be made easier for shy learners using mobile devices which makes it possible for them to learn in a private place in their homes or elsewhere. This is confirmed by the findings of a previous study which showed that young people using mobile phones to successfully learn Irish were also able to speak with their teachers privately to get feedback and also connect with other learners (Keogh & Ní Mhurchú, 2009). Moreover, (Wu-Yuin et al., 2014) studied the English writing abilities of elementary school students with a focus on those taught through peer-feedback activities. It was discovered that the provision of tools to allow students to comment remotely or in-class enables each learner to add to the discussion. Moreover, some individuals are motivated to learn when there is an option to make comments immediately through social media or a mobile blog.

3. Research Method
This study used a mixed-method approach which involves retrieving data from both quantitative and qualitative sources. The data from the video assessments were analysed using a quantitative approach through pre-test and post-test while those related to student interviews were analysed using a qualitative approach. This research design was selected due to a few considerations such as its ability to improve the quality of the results, provide more comprehensive findings, allow the simultaneous generalization of results from a sample to a population, and gain a deeper understanding of the phenomena of interest (Creswell, 2013). It is also possible to support and enhance the generalizations through the provision of detailed descriptions of specific aspects of the data which is a common approach among qualitative writers.

3.1. Research Participants
This study was conducted in the Department of English Language Education at a public university in Indonesia which was selected because two of the authors are

faculty members, thereby, making it possible to easily contact the department's head, lecturers, and students. Moreover, the SFH order implemented due to the Covid-19 pandemic was observed and this led to the participation of 80 students in an online academic presentation class conducted through video blogging for four months. It is important to note that the Academic Oral Presentation lecturer decided to implement video blogging as the online learning technique after the Indonesian government decided to stop all offline classes and directed a transition to online classes. It was discovered that most of the students are familiar with the use of cameras to record video clips and also understand the usefulness of YouTube based on the previous robust procedure successfully used to implement video blogging in previous studies (Cepik & Yastibas, 2013; Huang & Huang, 2016; Sun & Yang, 2015). Therefore, YouTube was selected as the platform to be used in this study.

3.2. Research Instruments

The research instruments used were video assessment and interview guide after which a modified (Malouff & Shearer, 2016)grading rubric was applied to assess the students' presentations. The difficulty associated with differentiating some of the criteria including tone, pace, posture, and others led to their combination into a single criterion known as non-verbal eloquence. Moreover, the professional criterion which is beyond the presentation competency was not used while the visual support criterion found in other published instruments was applied in this study (Carroll, 2006; Dunbar et al., 2006).

The oral presentation interview guidelines developed by (Barrett et al., 2020) was used to interview the students in order to determine their use of mobile learning technology and views on oral presentation learning in rural areas during the pandemic. The participants were selected through a purposive sampling technique and only twenty eligible students including 10 males and 10 females indicated were used as samples. Moreover, a WhatsApp group was created for the students and lecturer to facilitate communication and subsequent discussions were conducted via this group due to meeting and travel constraints.

3.3. Guided Instruction and classroom procedures

The academic oral presentation course was implemented through four phases presented in Figure 3. This arrangement was intended to facilitate the use of Mobile-Assisted Language Learning (MALL) in teaching students from rural areas oral presentation skills during the pandemic.
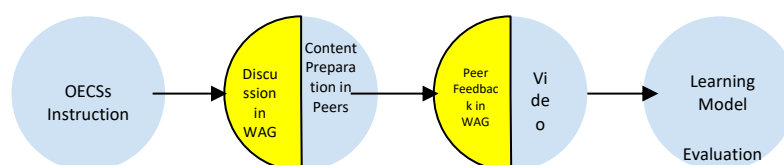

Figure 3. The Process of Arranging the Mobile Enhanced Collaborative Learning for Academic Oral Presentation Course.

In the first phase, the OECSs were taught for three weeks using instructional videos the students were allowed to watch on their mobile phones after which the tools to be used in the next phases were introduced. In the second phase, the students were asked to work in pairs, collaborate in the content preparation stage, and conduct an oral presentation. Videos were created by the students in the fifth week and the unfinished products were shared in the WhatsApp group to get feedback from their classmates and the instructor through voice notes and chats. Revisions were made and uploaded based on the comments of the instructors and colleagues. In the third phase, the students' progress for two weeks was evaluated and the final videos were re-uploaded to their respective YouTube accounts in the eleventh week of class. This is necessary to allow the class to communicate and discuss the videos with the instructor in real-time. In the fourth phase, the students were filmed and interviewed to determine the mobile learning technology used to complete their project and understand their perspective on the model.

3.3. Data Analysis Method
A proposal, consent letter, and interview protocol were submitted to the Institutional Review Board for approval before the study was conducted because it involves human subjects. This was followed by the permission sought through phone calls from the head of department after which a lecturer was contacted to inform the students about the study and explain the benefits and risks. The students consented to the collection of data from their video assignments and this led to the evaluation of these videos using a modified version of the oral presentation grading rubric adopted from (Malouff, & Shearer, 2016). This was followed by the processing of the data using SPSS Software for descriptive analysis.

The qualitative data obtained through interviews were coded and analysed through a theoretical thematic analysis which involves identifying the themes based on theoretical or analytic interest in the area (Braun & Clarke, 2006). This implies the themes to be used including the shift in the perceptions of oral presentations, the application of mobile technology, issues with design and content, and experience garnered collaborating with others in English oral presentations were determined before the data were analysed.

4. Results
The pre-and post-surveys were analysed individually and this was followed by a paired samples t-test. The significance of the changes in the participants' competence for the aforementioned variables is demonstrated in Table 1.

Table 1. Results of the Pre-test and Post-test

Variable	Pre		Post					
	N	M	N	M	SD	t	df	P
Clarity	80	22.66	80	24.59	3.337	-5.16	79	.000
Vocal skill	80	12.75	80	14.25	2.147	-6.25	79	.000

Physical skill	80	11.95	80	14.00	2.545	-7.20	79	.000
Video Format	80	11.45	80	13.39	1.830	-9.46	79	.000

The statistical significance in clarity was found to be t(79) = -5160, p = 0.00, vocal skill was t(79) = -6250, p = 0.00, physical skill t(79) = -7204, p = 0.00, and video format of oral presentations t(79) = -9467, p = 0.00. This study showed that some positive attitudes of the students were improved due to the application of MALL as indicated by the increased engagement in learning, greater motivation, interactive connection, situated learning, and ease of use. This is in line with the findings of (Tsai, 2019) that learners' speaking skills improved in a number of areas such as fluency, correctness, appropriateness, and overall completion with the application of MALL in the learning process.

The assessment of the peer rubric and lecturer feedback groups before and after the test showed the ability of the MALL to assist the students, especially those living in rural areas, to improve their oral presentation skills even during the period of studying at a home due to the pandemic.

The pre-test data showed no statistical significance in oral presentation skills between students and this means the students have equal abilities. Meanwhile, the post-test scores of the t-test showed that all variables were statistically different from their pre-test scores after MALL was applied by the students to create presentation videos. Moreover, the peer and teacher feedback also assisted the processes involved in the improvement of the students' presentations as indicated by their speed, articulation, and pronunciation. This is in line with the findings of (De Grez, 2009) that the application of the MALL method had a positive effect on the quality of students' oral presentation skills.

Luis and Montanero also showed that student oral presentations can be improved more through peer evaluations compared to the comments made by the instructor as long as the students are provided adequate support and resources (Luis and Montanero, 2018). Moreover, (Nicol & Macfarlane-Dick, 2006) reported that a co-assessment strategy which combines expert and peer assessment as well as encourages instructor and peer dialogue provides better presentation quality and overall performance than the application of only expert assessment.

The findings showed that MALL allowed the students to use mobile apps as tools to learn independently at their own pace despite poor internet access in rural areas, thereby, providing the opportunity to make up for the learning materials previously missed.

4.1. Result of Interviews
The analysis of the responses from the twenty participants interviewed showed the level of the changes in the students' perceptions of oral presentations, their use of mobile technology, issues with design and content, and experience had collaborating with others in English oral presentations.

4.2. The use of MALL as Learning Tools to Overcome Oral Presentation Issues
The students shared their difficulties with the development of oral presentation skills and the usefulness of MALL in preparing the content and delivering the presentation effectively.

> "*Sometimes I do not lack the confidence to present but usually have pronunciation difficulties. The google translate app on my phone assists me with the right pronunciation of words before I record my video.*" (ST 16).

Another interviewee also added that students usually make grammatical errors when they are nervous but the use of the ginger keyboard app to type the script was observed to have assisted in solving this problem.

> "*I feel nervous and this makes me have grammar errors… I also do not speak fluently in front of people because of my nervousness and this is the reason I use ginger a lot whenever I am preparing my script before recording the video. I also use it when we have to discuss through WA group chat because it lessens my worries due to its ability to provide suggestions for corrections.*" (ST 12).

The interview showed that the students tend to worry that their pronunciations and grammatical errors can affect their performance in an oral presentation. Meanwhile, the use of MALL through the apps on their phone was observed to have assisted in correcting these mistakes before the actual presentation. This is in line with the findings of (Darmi et al., 2017) that learners that used mobile-assisted language learning tools managed to improve their oral communication skills. It is important to note that the knowledge of learners is normally constructed through their personal experiences from thinking and learning and this led to the suggestion of collaborative learning through social interactions.

The research conducted by (Tonekaboni, 2019) also showed that the use of the 'English Daily' mobile app led to significantly better performance as indicated by the post-test. The app was reported to be liked by the students due to the motivation it provides and its ability to keep their attention. Several previous studies also showed that the increase in the awareness of the students concerning the available tools to meet their language learning needs enhances their interest in different areas of informal language learning such as online learning resources (Geoffrey, 2014), online tools (Trinder, 2017), and language learning with smartphones (Jurkovič, 2018; Steel et al., 2013; Trinder, 2017; Wrigglesworth & Harvor, 2018)

4.3. Problems with the design and content
Students are required to make a script, memorize what they want to deliver, and revise parts with feedback before recording the video in order to create a good oral presentation. However, the majority of the students had problems with the design and content due to the pressure from their peers and the inability to write scripts effectively, especially in the academic context. They are unable to decide the appropriate word count for the introduction and how to connect it with the next part.

"Presentations are quite difficult because I need to memorize the script and record the video thinking my friends will watch it and this makes me feel very nervous. I also need to organize the English words to use and my thoughts after which I have to revise the script based on the comments of the teacher and suggestions from my friends. This seems quite difficult at first but I learned a lot from the process. At least I now know what I should do before making a presentation." (ST 9).

The feedback from the instructor and peers serve as the guide to construct the script and the time to be used in making the presentation.

4.4. Experience in collaborating with others in English oral presentation
Collaborative learning in MALL enabled the students to work together comfortably by sharing knowledge during the process of creating content. An interviewee confessed that the student had problems illustrating the presentation content but got assisted by their peers through WhatsApp chat.

"When I had troubles in creating some charts or making a clip to illustrate my contents, my partner showed me the way to do it." (ST 19)

A student also added that the collaboration is very helpful and makes the work to be faster because they do not only discuss but also learn from each other.

"I think collaboration is very helpful because we discuss and learn from each other at the same time by sharing new ideas. The exchange of ideas further inspires different ideas and this makes it faster than working alone." (ST 11)

The students were also able to divide the work based on their ability, prepared for the presentation together, and learned to trust each other.

"We shared the work equally and suitably based on the strength of each member... I am always trusted to do the content, not the technology while my partner is in charge of technology like cutting the films, clips, formatting PPT and others. That's why we had fascinating slides and interesting and appropriate tracks of films." (ST 5).

This is in line with the findings of (Geoffrey, 2014)that the use of MALL and the internet in recent years has increased the autonomy of language learners (Geoffrey, 2014)This is associated with their ability to create multimodal work such as videos, blogs, and graphics individually or in collaboration with others using the language learned online and in class. Moreover, the students in rural areas have the opportunities to improve their oral presentation skills in this current situation when there is a transition from a face-to-face class to online learning due to the pandemic situation. This was achieved through the incorporation of MALL in the form of offline apps on their phone into the learning process and the encouragement of a collaborative working process with their peers despite the lack of access to the internet and advanced technology.

5. Discussion
This research was conducted to comprehensively determine the suitability of mobile enhanced collaborative technology for students in rural areas to learn oral

presentation skills at the tertiary level. The results of the assessment through pre-test and post-test showed an improvement in the *clarity, vocal skill, physical skill*, and *video format of oral presentations*.

The findings from the interview conducted also clearly showed that MALL was able to assist the students in preparing the content and also supported the delivery process. Moreover, collaborative learning with MALL enabled the students to work comfortably together in creating the content by sharing their knowledge and also made the work to be faster by discussion and learning from each other simultaneously. This means the students in rural areas experienced positive outcomes in oral presentation class from the use of MALL.

This is observed to be in line with the findings of (Stepp-Greany, 2002)that technology is critical for instructional activities and enables learners to participate in the language learning process. (Xu et al. , 2017) also studied the students' perceptions of mobile-assisted oral production feedback and reported an increase in the confidence of the learners that received the feedback as well as the demonstration of more positive attitudes when speaking English.

The interview result on the exploration of the mobile technology used, issues with design and content, and experience during their collaboration with others in English oral presentations using MALL also showed that the students in rural areas were able to learn oral presentation skills at their pace. They used the apps they found suitable and accessible to achieve their goal of making a proper script and good video presentation. This supports the findings of (Abugohar et al., 2019) that smartphone applications can serve as a valuable source of authentic materials and also as the tool to assist shy and anxious learners to relax and learn more effectively in a less intimidating learning environment.

The students used different applications but the interview results showed that they usually use offline dictionaries to learn pronunciation and translation. This is observed to be in line with the findings of (Almarshadi et al., 2004) that the use of dictionary feature in a smartphone is beneficial to the process of learning the correct pronunciation of English words, lexical items, and grammar accuracy, and this further leads to an improvement in the speaking ability.

The students also used office alternative apps to make slides or type their scripts, a browser to find tutorials on a good presentation, and WhatsApp to communicate and collaboratively learn oral presentation skills asynchronously. This agrees with (Bashir & Gupta, 2018) that social networking sites (SNS) can be used as an online space for students to interact, chat, or maintain ties for the purposes of education, entertainment, socialization, and other activities. It was also discovered that the most popular social networking platform used by EFL learners is WhatsApp due to its accessibility and familiarity with both the student and their instructors (Almarshadi et al., 2004; Kusmaryani et al. 2019; Shamsi et al., 2019).

6. Conclusion

The findings showed that MALL had been successfully used in educational programs for students learning English and can be used by those in rural areas to assist with their oral presentation skills even though some were unable to accomplish this effectively due to unstable internet connections. In conclusion, MALL contributes to the improvement of educational experience, especially for foreign language learners, due to its ability to increase the dedication and engagement of students with their studies. Moreover, it allows families with smart devices such as smartphones to bring education into their homes. It is recommended that future studies investigate the development of MALL for oral presentation courses in higher institutions of education.

Pedagogical implication

Instructors are to be provided with a concise and clear path to teaching oral presentations using mobile technology. Moreover, the mobile enhanced collaboration learning model used in this study has the ability to improve the oral presentation skills of students in rural areas. Apart from personal growth, the students can also learn how to transform themselves to become better persons and be useful to their communities as a whole. This model also has the capability to provide a new perspective and method of teaching with different types of learning facilities to be implemented by the policymakers of the faculty. This is due to the fact that these policymakers are responsible for deciding on the best activities to be conducted by the students in digital learning. Moreover, the findings of this study can be used to develop oral presentation teaching models in the future. More studies on MALL and language teaching in rural areas can also benefit other writers.

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