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THE USE OF MOBILE ASSISTED LANGUAGE LEARNING (MALL) IN TEACHING STUDENTS' LISTENING AND SPEAKING SKILLS

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui apakah ada pengaruh yang signifikan penggunaan Mobile Assisted Language Learning (MALL) terhadap kemampuan listening dan speaking siswa kelas XI SMAN 1 Tirtayasa tahun ajaran 2020-2021. Penelitian ini menggunaan dua sample yaitu kelas XI IPA 1 sebagai kelas kontrol dan XI IPA 3 sebagai kelas eksperimen. Kelas eksperimen diajar menggunakan *Mobile Assisted Language Learning* (MALL) dengan menggunakan aplikasi Talk English Application (TEA) yang terhubung pada smartphone. Sedangkan kelas kontrol diajar dengan menggunakan konvensional melalui pembelajaran online berbasis modul (e-module). Instrumen yang digunakan pada penelitian ini berupa test listening dan membuat video percakapan secara berpasangan dengan kelompoknya. Setelah melakukan analisis data, dapat disimpulkan bahwa terdapat perbedaan pengaruh yang signifikan antara kelas yang diajar dengan menggunakan MALL dengan kelas yang diajar secara konvensional melalui pendekatan uji t sampel berpasangan. Hasil pengujian menunjukkan nilai signifikansi 2 tailed 0,000 < 0,05. Itu berarti hipotesis alternatif (Ha) diterima dan hipotesis nol (Ho) ditolak yang menunjukkan skor siswa pada pembelajaran menggunakan MALL lebih tinggi dibanding dengan siswa yang diajar secara konvensional. Kemudian peneliti mengkonfirmasi temuan hasil belajar dengan menggunakan MALL selain dapat mengembangkan kemampuan listening dan speaking siswa, Siswa lebih mudah mengakses materi percakapan sehari-hari. Siswa dibantu oleh sebuah aplikasi yang terintegrasi dengan smartphone mereka, sebuah aplikasi yang memandu belajar bahasa Inggris secara interaktif. Siswa juga dapat mengasah keterampilan listening dan speaking mereka secara bersamaan karena dalam pembelajaran menggunakan *Talk English Application* (TEA) siswa dilatih untuk memahami ekspresi pembicara dan menanggapi apa yang dikatakan pembicara.

Kata Kunci: *Mobile Assisted language Learning* (MALL); *listening; speaking; Talk English Application* (TEA).

ABSTRACT

This research is aimed to investigate is there any significant effect of using Mobile Assisted Language Learning (MALL) towards students' listening and speaking skill on the eleventh grade of SMAN 1 Tirtayasa in academic year 2020-2021. The population is the second grade students of SMAN 1 Tirtayasa. The sample of the research is two classes. They are XI IPA 1 as the controlled class and XI IPA 3 as experimental class. It was conducted by using experimental research design. The experimental group was taught by using Mobile Assisted Language Learning (MALL) through Talk English Application (TEA) which is connected to the smartphone, while the controlled group was taught by using conventional technique. The instrument was used to collect the data by answering the questions of listening and make conversation video in pair for speaking. After analyzing the data, it was found that there was significant different effect between the class which taught by using MALL and the class taught by conventional with paired sample t-test. The result of the test shows a significance value of 2 tailed 0.000 <0.05. It means that alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected. The score of the result that teaching by using Mobile Assisted Language Learning (MALL) was higher than taught conventional. Then, the researcher confirmed the findings of the learning outcomes by using MALL besides being able to develop students' listening and speaking skills, Students have easier access to material about daily conversation. Students are assisted by an application that is integrated into their smartphones, an application that guides learning English interactively. Students also can hone their listening and speaking skills at the same time because in learning using Talk English Application (TEA) students are trained to understand the speaker's expressions and respond to what the speaker says.

Keywords*: Mobile Assisted language Learning (MALL); listening; speaking; Talk English Application (TEA).*

INTRODUCTION

The process of learning English as a foreign language certainly has complex problems. These problems are influenced by the ability of teachers, students, methods and techniques, and media that support the needs of teachers and students. However, they are linked in a group to achieve a goal together by doing interaction and communication to transfer and express their ideas and knowledge.

Listening and speaking are the most essential skills. Both skills are very decisive in making direct interactions or verbal language. The interaction is carried out by at least two people. A person who conveys information through speaking is called a speaker and another person who receives information through listening is called a listener. This is reciprocal in an interaction that connects the speaker and listener. So, with the presence of speaking and listening, both of them become the core in learning language. This becomes an emphasis in

learning English as a foreign language at school even though listening and speaking are skills that students find difficult to learn.

The researcher had observed difficulties in learning listening and speaking. The students' difficulties of listening are students' limited vocabulary skills, they may be able to listen to words they know but cannot interpret the overall meaning well from the speak, they lack to established learning habits, and they need affordable media to be able to practice their listening skills. While the students' speaking problems are as follows; students cannot combine their vocabulary to arrange sentences correctly, they are still shy to express, they tend to keep silent, they are still afraid of being wrong, pronunciation is still weak, and the lack of media that supports students' speaking learning.

To solve those problems, the researcher attempts to apply Mobile Assisted Language Learning (MALL) as a learning media. Learning English using mobile applications has become a trend. Applications that are connected via a smartphone make it easier for students to explore knowledge about English. Not only that, but many applications also provide materials and quizzes for students. So, this can make learning English more enjoyable.

The use of applications on Android smartphones as a media in learning English is not difficult. Android smartphone users are many in Indonesia. According to Jose, (2015), fifty five million people in Indonesia used android in 2015. And the users would increase until sixty-five point two million people in 2016. This will continue to increase considering that smartphones have become a primary need tool now. (Jose, 2015).

The researcher attempted to adopt learning English using an integrated application on a smartphone. One application that supports for learning English especially listening and speaking is by using Talk English Application (TEA). It is useful in listening and speaking learning. By using this application, it will increase students' interest in learning English and make it easy to learn as a listening and speaking media for students.

THEORETICAL REVIEW

Listening Skill

Listening is important element in study of language especially for English as foreign language. It becomes one of the skills should mastered in English. Harmer Says, "students need to be exposed to the English language if they want to learn it, and one of the best ways of doing this is through listening." (Harmer, 2011, pp. 29-30). Listening is the key to receive the understanding of communication verbally (spoken language) instead in foreign or second

language. Interactions delivered in a foreign language certainly have skills that must be truly mastered to get a complete understanding of the interactions obtained. According to Orilina dan Suryani, the first skill that received by person is listening (Lilis Suryani & Ningtyas Orilina Argawati, 2017, p. 5). Therefore, important to study listening in foreign language.

According to Oxford Living Dictionaries, to ***listen*** is to give attention to sound or action (Oxford, 2020). But listening is not the same as hearing. Hearing just refers to the sounds that enter the ears while listening is the act to obtain the information. It is a physical process. The act of listening involves complex affective, cognitive, and behavioral process (Halone, Cunconan, & Wolvin, 2012, p. 12). Affective processes include the motivation to listen to others; cognitive process include attending to, understanding, receiving, and interpreting content and relational messages; and behavioral processes include responding to others with verbal and nonverbal feedback.

The brief definition of listening is stated by Nation and Newton that listening is the natural precursor to speaking; the early stages of language development in a person's first language (and in naturalistic acquisition of other languages) are dependent on listening (Nation & Newton, 2009, p. 37). It is as the process by which spoken language is converted to meaning in the mind (Petty and Jensen, 2013) .

Based on the theories above, it can be concluded that listening is the ability to understand speaker's sound, vocabulary, grammatical structure, intonation and stress in understanding of the speaker accurately. In addition, listening is the ability to convert meaning through analyzing and interpreting by matching what the listeners hear with what they already know. It is an important role in English language learning as the first language mode acquisition as receptive skill when people receive the information through people's talk on the community, radio, television, lecture through listening.

Speaking Skill

Speaking occurs through the process of direct communication (also called verbal communication) between the speaker and the listener either through words or gestures performed by the speaker to the listener "Speaking consists of producing verbal utterances to convey meaning". (Nunan, 2003, p. 48). Speaking becomes a very important element for the communication process. It is used to express ideas, thoughts, and feelings. According to Grolier Webster Dictionary, Speaking is an act to express ideas, feelings and thought orally. In addition, Brown mentioned that Speaking is an interactive process constructing meaning that involves producing, receiving, and processing information (Brown, 2007, p. 267). It means

that Speaking becomes a social interaction tool where someone can share and receive information that can be understood.

According to Harmer, speaking is an activity which involves two or more people reaction to what they hear and contribute, and they can understand each other (Harmer, 2006, p. 79). It means that speaking is used for interaction tools when people need something to others, they will speak well by expressing instructions, commands, expressing complaints, telling stories, expressing happiness, explaining something, conveying ideas, describing things, complaining about people's behaviors, entertaining people with joke and so on. They interact through speaking as Richard (2002, p.201) stated that in some situations, people use speaking to give instructions or to get things done. Thus, in daily activities speaking can be defined as a tool in communication.

As a foreign language which becomes a subject that students must learn in Indonesia, English has four skills that must be mastered: listening, writing, speaking and reading skills. Speaking skills become the primarily skill in linguistics that must be mastered. In linguistics, it is commonly noted that speaking is primary and writing secondary. Linguistics take this position because all languages are spoken, and only a subset of these languages are written (Meyer, 2009, p. 5). Students need speaking skills to hone their language skills. The interaction is the main point of language learning.

Conversational learning, for instance, is very primary in language learning. In addition, discussion and mutual interaction between speakers and listeners is needed in the communication process. When someone can speak a language, it means that he can carry on a conversation reasonably competently. The successful of speaking is shown by when the speaker can speak relevantly, easily, comprehended, and acceptable level to listener (Brown, 2007, p. 267). In addition, Nunan Says that success in learning a language is measured in terms of the ability to carry out conversation in the target language. (Nunan, 2003, p. 39). So, speaking learning becomes very important in English as an international language. Speaking is learned to make it easy for people to communicate to share information, ideas, chat, telling stories, talk and discussing because the successful point in learning language is able to speak, able to communicate.

Speaking skill is as a productive skill. The term of productive skill according to Harmer is the language skills where the students produce the language (Harmer, 2007). Speaking skill depict how language as means of communication works. It produces information through sentences spoken directly between speaker and listener. In mastering English, speaking becomes a skill. It is one of criteria for the successful foreign language learning as Littlewood

says that the goal of learning foreign language is sited on reaching communicative (Littlewood, 2007).

Based on the several of the theories above, the researcher concludes that speaking is an activity to process of interaction which produce the meaning or information to people. It requires how to produce specific points of language such as grammar, pronunciation, or vocabulary, and also understand when, why, and in what ways to produce language. In non-native speaker, speaking becomes a skill of language. It is productive skill. The learners should able to produce information in the process of interaction appropriately. They are required to use grammar, good pronunciation, vocabulary, fluency, and other specific points of language appropriately.

MALL

Learning English through Mobile Assisted Language Learning (MALL) is part of the development of ICT method which cannot be separated from technology as a learning media. Mobile Assisted Language Learning (MALL) is language learning that is assisted or enhanced using a handheld mobile device (Chinnery, 2006, p. 10). In another hand, MALL is a language learning media using technology in the form of applications that support language learning. We are aware that in this era, humans are very closely related to technology. The use of technology is a primary need even in learning. This makes language learning more enjoyable with the application of technology as a media.

M-learning (mobile learning) can offer a language learning experience where students are able to enjoy learning anytime and anywhere. It is also can aid both formal learning in traditional classrooms and informal settings outside classes, thus increasing access to learning activities and engagement in learning tasks in and outside the classroom. Furthermore, mobile devices allow students to coordinate and interact more easily and thus enable them to carry out collaborative learning. (Hwang, Shadiev & S. L. Chen, 2014, p. 505) It means, learning using MALL makes it easy to access material anywhere and anytime, both formal learning and informal learning. In accordance with its character, that MALL is integrated in technology either through smartphones or computers. (Miangah, January 2012, p. 309). It will give students a greater sense of learning English. They can also coordinate and interact in learning English through the features provided at MALL.

Now, there are many applications on smartphones that provide various interesting features supporting English learning such as learning grammar, pronunciation, listening, writing, speaking, video, quizzes, and many more. So that many researchers confirm the

effectiveness of learning English by using MALL as according to (Kulkuska-Hulme, 2009) said; "In recent years, MALL has received extensive research in the field of foreign-language teaching and learning because it offers a number of advantages, such as ownership, mobility, and technology convergence". Currently, the growing and popular MALL learning is through smartphones. This is certainly not difficult. The reason is smartphone users in Indonesia are categorized very much. Moreover, during this pandemic, students and teachers are required to carry out online learning. According to Jose, fifty-five million people in Indonesia used android in 2015. And the users would increase until sixty-five point two million people in 2016. (Jose, 2015). This will continue to increase considering that smartphones have become a primary need tool now.

There are many advantages that we can get in using MALL as a media for learning English, here are the benefits according to (Xu, 2020, pp. 24-25) as follows; 1) With remarkable progress made in mobile technology, mobile devices, in many countries, have become prerequisite tools for language learners who have their own smartphones or other mobile devices. Mobile device owners thus could have easy access to various types of mobile resources and applications. 2) MALL has freed learners from the time and space constraints regarding the learning process; now, based on their needs, they can learn almost anytime and anywhere. 3) Mobile technology has changed the way learning language is carried out in multimedia environment. 4) Mobile devices have come to transform the way in which learners interact with peers, send, and receive feedback, and engage in collaborative learning.

Teaching Listening and Speaking through MALL

Listening and speaking skills become core components of a learner's communicative ability. Both listening and speaking skills are essential language skills underlined to EFL students. (Cohen, 2012, pp. 249-261). Students have to hone listening and speaking skills as interactive skills which are very important for EFL learners. So, it takes a variety of fun ways to make students motivated and make it fun. To overcome such drawbacks, some researchers have recommended the use of MALL and its incorporation in the teaching of listening and speaking because its characteristics such as ownership of mobile devices and mobility could cater to learners' particular needs (Kulkuska Hulme & Shield, 2008, pp. 207-218). For example, some research on MALL towards listening and speaking has had a positive impact on the development of students' listening and speaking skills such as using the Line, HELLO, Audio News Trainer (ANT), Video for Speaking (VISP), (Xu, 2020, p. 25), Wireless Application

Protocol (WAP), Personal Digital Assistant (PDA) (Hwang, Shadiev & S. L. Chen, 2014, pp. 505-506), using social communication application such as youtube, skype, whatsapp, (Mustafa, 2018, pp. 18-29), and digital games (Liu & Chu, 2009).

Furthermore, the results of the implementation of using MALL on students' listening and speaking skills have different correlations depending on their proficiency levels (Hwang, Shadiev & S. L. Chen, 2014, p. 503). It shows that the research related to MALL on listening and speaking learning shows different results. Sometimes speaking has a more dominant positive effect than listening or vice versa. It all depends on the way the research is carried out, the material, and the student's proficiency level.

In conducting this research, the researcher used Talk English Application (TEA) as a media for learning listening and speaking. Talk English application is an application available on smartphones that is used for learning English especially in listening and speaking skill because it provides various features supporting in improving listening and speaking skill. Talk English Application is the beginner version of the popular English conversation practice application. This is to improving English by practicing and recording the conversations and then listened how user sound. (TALKENGLISH.com, 2019).

Talk English App has four features which each features have the function. The features are Listen, Quiz, Practice and Record; 1) *Listen Feature*, Students can listen the conversation provided in many themes. The conversations include the text and played by two models each conversation. 2) *Quiz Feature*, it is provided to give comprehension for students' listening activities. The quiz is provided in multiple choice forms. 3) *Practice Feature*, students can practice the conversation by choosing one of role model in the conversation provided. So, Talk English Application is not only enhanced student's speaking and listening skill but also it enhances the student's pronunciation mastery. 4) *Record Feature*, Students can record their sounds and play role model by choosing one of model in the conversation provided. After that, students and teacher can listen the result of records. Students can share the result of records to the teacher. Then, the teacher analyzes the students' result records and gives the correction to the students' mistakes in pronunciation. So, students can understand and improve their pronunciation mastery. This is important for giving understanding also to the listeners.

METHOD

This research was quantitative research which used experimental design. Quantitative approach was chosen as a research approach when the purpose of research is to test theories,

reveal facts, show relationship between variables, and provide a description (Creswell, 2012, p. 23). It meant; quantitative research required the researcher to explain how variables affect to other variables. While Experimental design was the blueprint of the procedures that enable the researcher to test hypotheses by reaching valid conclusion about relationship between independent and dependent variables. An experimental consisted of treating objects in a defined way and then evaluating the outcome to determine how the treatment apparently influenced the objects and why the treatment had such an effect (Thomas, 2003, p. 51). This research was a true-experimental design. The reason was because the researcher took the sample randomly.

The objectives of this study were to investigate how the impact of learning by Mobile Assisted Language Learning (MALL) through Talk English Application to students' listening and speaking skills. By involving MALL in optimizing the language in use, students can test their listening comprehension to the dialogue provided in that application and trained to make and perform the dialogue using Talk English Application. This research was carried out at SMAN 1 Tirtayasa to students' eleventh grade.

The researcher took two groups. One group was as experimental class, and the other group was as control class. This research used the form of multi-correlation technique. It consisted of three variables such as one independent variable and two dependent variables. The researcher applied experimental research. It was divided into two classes. The first class was experiment class which given treatment by using Mobile Assisted Language Learning (MALL) through Talk English Application and the second class was control class which used E-Module learning media as a treatment.

The researcher conducted the research during four meetings. Mobile Assisted Language Learning (MALL) through Talk English Application had used as a media in teaching learning activity. After the researcher gave the pre-test to the student in testing students' listening and speaking skills, the researcher analyzed the result of the test. The test also partly can be obtained in the Talk English Application which integrated to the smartphone.

The researcher arranged teaching learning strategy using Mobile Assisted Language Learning (MALL) through Talk English Application. The teacher gave training listening comprehension to the students with Talk English Application integrated to the smartphone. They learned and practiced with imitate the words and dialogues which speakers say. This was important to recognize the speakers' accent in the dialogue. Then students can pronounce the words and the sentences to the dialogue provided in the Talk English Application. There were many questions in each dialogue provided in the Talk English Application which students

should answer the questions to test their listening comprehension. After that, teacher gave the work to the students to make a dialogue in pairs. They can choose the theme which learned used in training students' listening comprehension. Students should improve the dialogue based on their thoughts related to the theme. Then, they practice and perform in front of the class. It was important to test students' speaking skill.

While in control class, the teacher just gave the command to learn and practice listening and speaking without using Mobile Application. The control class only learns English using E-module.

RESULT AND DISCUSSION

This is a descriptive statistic of listening test on experimental group and control group as follow;

Table 1. Statistic of Listening Test

Test	Experimental Group (N=30)			Control Group (N=30)		
	M	Std.	Std. Error	M	Std.	Std. Error
Pretest	57.833	7.9528	1.4520	56.750	9.9817	1.8224
Posttest	73.167	8.7082	1.5899	61.750	9.0770	1.6572

The table above indicates that the experimental group has a better value than the Control group. It can be seen in the mean of posttest experimental group is 73.167. This is different from the mean of posttest control group which shows a smaller value which is 61,750.

To provide a more detailed description of the T-Test value to find out whether there is a significant difference in the learning process between the class using MALL and the class using the conventional, the researcher provides a table of independent sample t-test below.

Table 2. an independent sample test on listening scores

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Listening	Equal variances assumed	.039	.844	-4.971	58	.000	-11.4167	2.2966	-16.0137	-6.8196
	Equal variances not assumed			-4.971	57.901	.000	-11.4167	2.2966	-16.0139	-6.8194

In the table above is an independent sample test on listening scores. It shows the significant value of 2 tailed at the equal variance assumed and equal variance not assumed is 0.000 <0.05. So, the alternative hypothesis (Ha) was accepted, and null hypothesis was rejected (Ho). It means, there is a significant average difference in the experimental class using MALL media with the control class using conventional learning on the listening skill.

Students have a significant impact on their listening skills. Mastering listening aspects such as in identifying stress and intonation, differentiating phoneme discrimination, identifying the meaning words and sentences, responding to speech in discourse interpersonal or transactional, and responding to monologue discourse are getting better.

Furthermore, the following is a table of statistics descriptive of speaking students' speaking skills;

Table 3. statistics descriptive of speaking students' speaking skills

Test	Experimental Group (N=30)			Control Group (N=30)		
	M	Std.	Std. Error	M	Std.	Std. Error
Pretest	55.33	8.539	1.559	54.67	9.647	1.761
Posttest	72.93	11.870	2.167	62.13	9.202	1.680

In the table above is a description of the results of speaking learning. The mean in the experimental group was 72.93 after following a series of learning processes using MALL while the mean in the control group was 62.13 after following conventional learning. This shows that the results of speaking in the experimental group are superior to that of the control group.

To prove whether there is a significant difference between the speaking learning process using MALL and the conventional speaking learning process, the researcher provides an overview of the value of the Independent Sample Test as follows.

Table 4. Value of the Independent Sample Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Speaking	Equal variances assumed	1.911	.172	-3.939	58	.000	-10.800	2.742	-16.289	-5.311
	Equal variances not assumed			-3.939	54.608	.000	-10.800	2.742	-16.296	-5.304

The table above shows the significant value of 2 tailed at the equal variance assumed and equal variance not assumed is 0.000 <0.05. So, the alternative hypothesis (Ha) was accepted and null hypothesis was rejected (Ho). It means, there is a significant difference in the experimental class using MALL media with the control class using conventional learning on the speaking skill.

Students' speaking skills in learning using MALL are much more developed than using conventional ones. This can be seen in the increasing mastery of speaking aspects such as grammar, vocabulary, comprehension, fluency, and pronunciation. In addition, students are also able to control their mimic and intonation so that the dialogue that is shown is better.

CONCLUSIONS AND RECOMMENDATIONS

The researcher found that by using Mobile Assisted Language Learning (MALL) on listening and speaking learning had an extraordinary effect. It can improve students' abilities for the better. This can be seen in the results that show a significant value from the pretest to posttest scores is much better. In addition, in learning listening and speaking using MALL through the Talk English Application, students have easier access to material about daily conversation. Students find learning English more fun because they are assisted by an application that is integrated into their smartphones, an application that guides learning English interactively. Students can hone their listening and speaking skills at the same time because in learning using MALL students are trained to understand the speaker's expressions and respond to what the speaker says.

With regard to the results of this research, the use of MALL through the Talk English Application (TEA) in listening and speaking learning has succeeded in reducing students 'problems in listening and speaking so that it can improve listening and speaking skills in students' eleventh grade in SMAN 1 Tirtayasa. The researcher confirmed the use of MALL in listening and speaking learning was very effective. It is suggested for the English teachers to use MALL as a media of learning English and also develop it through techniques and strategies that are not only implemented to listening and speaking, but other skills. The last, regarding the results, the researcher suggests the future research in elaborating the further benefits of using MALL as a medium of learning English.

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