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OPTIMIZATION THROUGH MOBILE-ASSISTED LANGUAGE LEARNING (MALL) ON TEACHING SPEAKING FOR UNDERGRADUATE STUDENTS

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Abstrak : *Kefasihan, adalah kemampuan berbicara dengan lancar tanpa henti, sehingga maksud dan tujuan percakapan dapat dipahami dengan baik oleh pendengar, kefasihan juga berkaitan dengan kegiatan berbicara tanpa ada hambatan dalam proses pengucapan kosakata dan kalimat yang keluar dari pembicara. Selama ini strategi yang digunakan dalam pembelajaran bahasa Inggris bagi mahasiswa masih bervariasi, seperti tugas, demonstrasi, presentasi, permainan atau lainnya, dalam artian dosen yang mengajar mata kuliah bahasa Inggris belum mengaitkan pembelajaran kemampuan bahasa Inggris dengan pendekatan Mobile Assisted Language Learning. Pada metode ini, proses pembelajaran dilakukan berdasarkan pembelajaran melalui Mobile Assisted Language Learning (MALL) dan dilakukan dalam tiga siklus, dimana siklus 1 menggunakan aplikasi Duolingo, siklus 2 menggunakan aplikasi TALK dan siklus 3 menggunakan aplikasi IETLS. Tes siklus 1 pada siswa menghasilkan skor total rata-rata 53% dan pada akhir tes siklus 2 diperoleh skor total rata-rata adalah 69%. Hasil aksi pada siklus 3 dari total 24 siswa sebagai responden menunjukkan bahwa telah terjadi peningkatan yang signifikan pada nilai tes kemampuan berbicara bahasa Inggris siswa. Tes siklus II pada siswa menghasilkan skor total rata-rata 69% dan pada akhir tes siklus ketiga diperoleh skor total rata-rata adalah 81%.*

Kata kunci: *Bahasa Inggris, Kefasihan, Bahasa, Mobile Assisted Language Learning, mahasiswa*

INTRODUCTION

Speaking activity is a communicative event that includes the use of verbal and non-verbal language to convey meaning. As stated by Chaney, speaking is a process of constructing and sharing meaning through the use of verbal and non-verbal symbols, in various contexts.¹ According to the definition of this opinion, speaking activities aim to exchange meaning. To achieve this goal, everyone must use their articulators to produce language so that they can express every meaning to others. In addition, they also use non-linguistic symbols such as their facial expressions and body language to make their meaning clearer.

Speaking skills in English are a person's skill to convey their desires and thoughts to anyone verbally, however, speaking skills are difficult to develop if they are not trained continuously and can be done with colleagues in the class, English lecturers, or lecturers. -other lecturers who can speak English. The goal is to facilitate speaking skills, enrich vocabulary use, improve language structure, perfect vocabulary utterances, English sentences, and train hearing so that it is easy to catch messages from the other person.

There are many perspectives on language speaking skills. Some argue that there is a direct correlation between memorizing short English sentences, and others argue that speaking skills should include the ability to interact with others above pure linguistic skills.²

Fluency, is the ability to speak fluently without halting, so that the intent and purpose of the conversation can be well understood by listeners, fluency is also related to speaking activities without any obstacles in the process of pronouncing vocabulary and sentences that come out of the speaker. So far, the strategies used in learning English for students are still varied, such as giving assignments, demonstrations, presentations, games or others, in the sense that lecturers who teach English courses have not linked learning English speaking skills with the Mobile Assisted Language Learning approach (MALL). This is what makes researchers try to explore what obstacles occur during the learning process so that these obstacles can be overcome and then apply certain treatments that are in accordance with expectations in order to improve students' english speaking skills.

This action research is to gain a deep understanding of improving English speaking fluency skills through Mobile Assisted Language Learning (MALL) for students of the Islamic Religious Education study program, FAI, Universitas Muhammadiyah Jakarta.

¹ Jondeya, R. S, *The Effectiveness of Using Information Gap on Developing Speaking Skills for the Eighth Graders in Gaza Governorate Schools*, 2011). Retrieved from <https://library.iugaza.edu.ps/thesis/96013.pdf>

² Kitagaki, I, "E-learning for English Speaking Skill and the Experiment", *Procedia-Social and Behavioral Sciences*, 64(2003), 306–309. <https://doi.org/10.1016/j.sbspro.2012.11.036>

METHOD

The method of data collection and interpretation of data carried out by researchers in this study is guided by the model proposed by Kemmis and McTaggart, which can be seen in the table below:

Table 1. Stages of Action Design in Cycle

Plan	Action	Observation	Evaluation	Reflection
]Cycle Plan (R): (1) Preparing for the implementation of the action. (2) Prepare lecture materials that will be used for the Speaking course. (3) Prepare tools such as media tools, namely recorders and cameras. (4) Prepare observation tools and questionnaires. (5) Prepare a test to see the improvement of each student's speaking skills using Mobile Assisted Language learning (MALL).	Cycle Action (T): Carry out learning to speak English through Mobile Assisted Language Learning (MALL), namely: planning stage; action; observation, and; reflection.	Cycle Observation (P): Observing learning. Observations were made with observation guidelines and video and photo recordings, for monitoring the implementation of effects and collecting complementary data.	Cycle Evaluation (E): Final evaluation of Cycle 1 by requiring students to make small groups to practice their speaking.	Reflection and Analysis of Cycle Data (Rf): Evaluating and reflecting on the results of both the process and the learning outcomes of Cycle 1. This is done based on the results: 1. Observation Record 2. End of Cycle 1 evaluation Discussion with collaborators

At this stage the learning process is carried out based on learning through Mobile Assisted Language Learning (MALL) and is carried out in three cycles, where cycle 1 uses the Duolingo application, cycle 2 uses the TALK application and cycle 3 uses the IETLS application.

RESULT AND DISCUSSION

The use of English fluently greatly affects the communication process so as to create a good communication between the speaker and the speech partner. When a communication is not smooth it will affect an existing communication. Therefore, fluency is an aspect that must be possessed by students in speaking English.

The results of the pre-action tests related to students' fluency in speaking English are shown in the table below:

Table 2. Assessment of Pre-action Student's Language Fluency

No	Skill Level	Number of Students	Percentage (Total Number of students)
1	0-39 (very less)	6	25%
2	40-54 (less satisfactory)	13	54%
3	55-69 (satisfactory enough)	5	21%
4	70-84 (satisfying)	-	-
5	85-100 (very satisfying)	-	-

From the total score of students on the fluency aspect, the percentage was 47%.

Cycle 1

Based on the test results in the first cycle, the results of the student's English fluency assessment scores are as follows:

Table 3. Assessment of Students' English Fluency in Cycle 1

No	Skill Level	Number of Students	Percentage (Total Number of students)
1	0-39 (very less)	-	-
2	40-54 (less satisfactory)	19	79%
3	55-69 (satisfactory enough)	5	21%
4	70-84 (satisfying)	-	-
5	85-100 (very satisfying)	-	-

The table of test results above shows that the total score of students in the fluency aspect is 53%. Aspects of fluency in speaking still tend to ignore the appropriate pronunciation so that sometimes the description or description of the sentences that students describe becomes less clear.

Cycle 2

Based on the test results in cycle II related to students' English fluency, it can be seen in the table below:

Table 4. Assessment of Students' Speaking Fluency in Cycle 2

No	Skill Level	Number of Students	Percentage (Total Number of students)
1	0-39 (very less)	-	-
2	40-54 (less satisfactory)	3	12%
3	55-69 (satisfactory enough)	21	88%
4	70-84 (satisfying)	-	-
5	85-100 (very satisfying)	-	-

The research table above shows that the test results in cycle II on aspects of English fluency can be concluded that students' English fluency is in the quite satisfactory category with a total percentage of 69%. Aspects of fluency in speaking, students begin to speak fluently and describe something with clear speech and words so that what they describe is getting better.

Cycle 3

Based on the test results in cycle III related to students' English fluency, it can be seen in the table below:

Table 5. Assessment of Students' Speaking Fluency in Cycle 3

No	Skill Level	Number of Students	Percentage (Total Number of students)
1	0-39 (very less)	-	-
2	40-54 (less satisfactory)	-	-
3	55-69 (satisfactory enough)	15	63%
4	70-84 (satisfying)	9	37%
5	85-100 (very satisfying)	-	-

The research table above shows that the test results in cycle III on the aspects of students' English fluency can be concluded that students' English fluency is in the satisfactory category with a total percentage of 81%. Aspects of fluency in speaking, students begin to speak fluently and describe things with clear speech and words so that what they describe is better with appropriate pronunciation.

In the pre-test pre-test given by researchers to students, data related to student skills in the fluency aspect was 47% and an average of 2. Students still had difficulty in fluent English properly and correctly so that the final score of students was still very low.

The recapitulation of students' English fluency scores in the first cycle obtained a score of 53% with an average value of 2.2 but the value of improving fluency skills is still in the unsatisfactory category. While the increase in the average score of students in the fluency aspect in the second cycle became 69% with an average score of 2.9 and this value was categorized as quite satisfactory. Furthermore, in the third cycle, the average value of students increased significantly with a percentage of 81% with an average value of 3.3 and this value can be categorized into the satisfactory category. Based on the results of the analysis above, it can be concluded that the use of the Mobile Assisted Language Learning (MALL) learning model can improve students' english speaking skills in the fluency aspect.

Table 6. Improving English Speaking Skills in Fluency Aspects

No	Cycle	Score	Enhancement
1	Pratindakan	47%	-
2	Siklus I	53%	6%
3	Siklus II	69%	16%
4	Siklus III	81%	12%

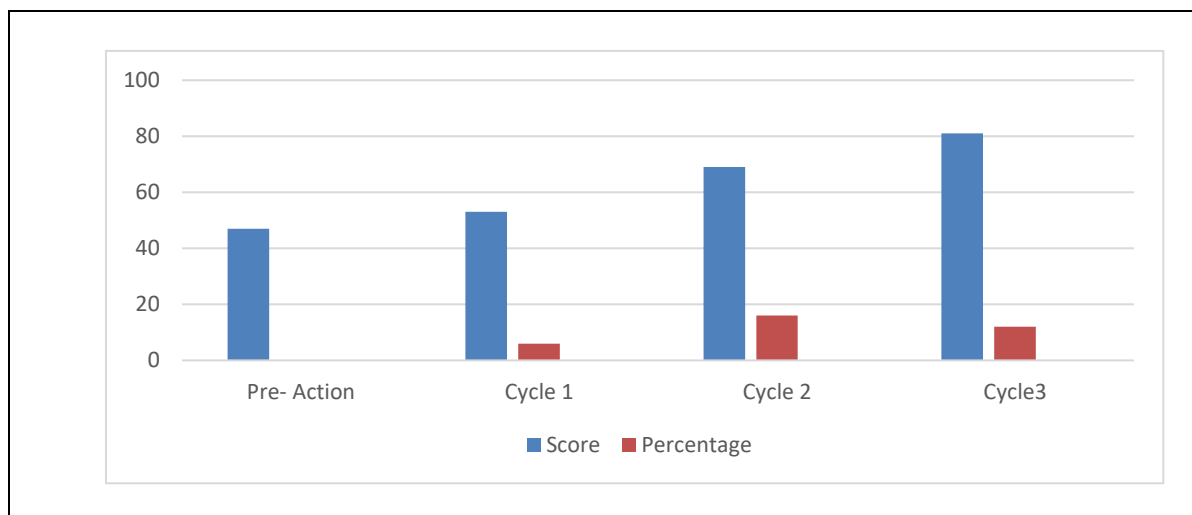


Figure 1. Diagram of Improving English Speaking Skills in Fluency Aspects

The diagram above shows an increase in English speaking skills in the fluency aspect in each cycle since cycle 1, cycle 2 and cycle 3.

CONCLUSION

Based on the research results obtained and the researcher's observations, field notes, observations and reflections on the learning process that have been given and the discussion of research results, it can be explained that the conclusions for the fluency component in cycle 1 of a total of 24 students have increased in fluency test scores for English students. The initial pre-action test on the students produced an average total score of 47% and at the end of the test cycle I obtained the average total value was 53%. The results of the action in cycle 2 of a total of 24 students as respondents showed that there has been an increase in the test scores of students' English fluency. Cycle 1 test on students produced an average total score of 53% and at the end of cycle 2 test obtained the average total value was 69%. The results of the action in cycle 3 of a total of 24 students as respondents showed that there has been a significant increase in the test scores of students' english speaking skills. Cycle II test on students produced an average total score of 69% and at the end of cycle III test obtained the average total value is 81%.

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