



## Observation and Improvement to Undergraduate Student Activities in English Skill Using Mobile-Assisted Language Learning

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### ABSTRACT

Language plays an important role in social life because it is more than just a series of sounds that can be empirically digested, but it is also rich in meaning. In Indonesia, English is one of the subjects taught in universities. Speaking activity is a communicative event that includes the use of both verbal and nonverbal language to convey meaning. Speaking is the process of constructing and sharing meaning through the use of verbal and nonverbal symbols in various contexts. The method of data collection and interpretation used by researchers in this study is guided by the model proposed by Kemmis and McTaggart, which includes planning for a change (planning a change), actions and observations of the process and the consequences of the process (acting and observing the process and the consequences of the charge), and reflecting on the processes. The implementation of the first cycle or cycle I, which has implemented learning using the Mobile Assisted Language Learning (MALL) method, students are able to describe something when speaking English with the material provided by the researcher. After the action was given in the first cycle, the results showed that, in general, the average score of students' scores had increased but had not yet reached the minimum target score that was defined at the beginning of the study, which was 75 percent of the total score obtained by students.

*Keywords:* Communicative, English, Language, Mobile Assisted Language Learning, students.

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### INTRODUCTION

Language plays an important role in social life because it is more than just a series of sounds that can be empirically digested, but it is also rich in meaning. English is one of the subjects taught in

Indonesian universities. Speaking activity is a communicative event that includes the use of both verbal and nonverbal language to convey meaning. According to Chaney in Jondeya (2011), speaking is a process of constructing and sharing

meaning through the use of verbal and nonverbal symbols in various contexts.

According to this definition, the goal of speaking activities is to exchange meaning. To achieve this, everyone must use their articulator to produce language so that they can express every meaning to others. Furthermore, they use non-linguistic symbols such as facial expressions and body language to clarify their meaning. Speaking, like writing, is a useful skill. It entails using speech to convey meaning to others (Spratt, 2005). Speaking, on the other hand, differs from writing in several ways. When it comes to certain affective factors, talking in class can be a negative experience. Speaking directly in front of other students is associated with high anxiety. When given the opportunity to speak, students are extremely shy and difficult (Bhattacharjee, 2013).

MALL (Mobile Assisted Language Learning) is a language learning model that incorporates mobile devices into teaching and learning activities. This model was born when the device, which is a mobile phone owned by someone, evolved so that it can be used as a tool to assist the learning process in the matter of learning the English language. Duolingo, TALK, and IELTS are just a few of the applications (tools) that can be used in this MALL learning.

Duolingo is a free language learning app created by Luis von Ahn and Severin Hacker. It is a mobile learning application that is designed to help students learn languages easily and comfortably, so that it does not feel like students are learning, but rather having fun. Materials and evaluations are presented concurrently, so students only need to read the material

and questions once, and then they can choose the appropriate answer from the options provided and immediately get a response from the answer. Jašková (2014) sees Duolingo as the future of language learning and global communication. Students who work with this program have the opportunity to explore all aspects of English. Although the content of this software does not correspond to the students' cultural backgrounds, the application engages students in a very interesting way that can motivate them.

#### **RESEARCH METHODOLOGY**

The method of data collection and interpretation used by researchers in this study is guided by the model proposed by Kemmis and McTaggart, which includes planning for a change (planning a change), actions and observations of the process and the consequences of the process (Acting and Observing the process and the consequences of the change), and reflecting on the process (Reflecting on the processes). This study was conducted in one data cycle, namely using the application Duolingo in the Study Program of Islamic Education, Faculty of Islamic Studies, Universitas Muhammadiyah Jakarta. The fifth semester students are the source of the data.

The researcher used four instruments to collect data, including observation to observe student activities in taking English courses using Mobile Assisted Language Learning (MALL). Then there are field notes, which are used to collect research data in the form of written notes about what was heard, seen, experienced, and thought about during

the data collection process, as well as for reflection on qualitative research data. The next data collection technique is interviews. Researchers use interviews to obtain more complete and focused information in accordance with the focus of the problem being studied, so that the study does not deviate from the desired focus.

The researcher's final technique is a test, which is an instrument used to measure the results of improving students' English skills. The learning outcome test is then divided into two types: the initial test before implementing the action and the final test after completing the action using Mobile Assisted Language Learning (MALL). The test was given as a tool to compare the level of students' English speaking skills before and after treatment in the study. The test score can be used as a benchmark to determine how many cycles should be implemented in research until it is in accordance with the research objectives to be achieved.

**FINDING AND DISCUSSION**

The results of the table below can be explained as follows: of the 24 students, a total of 16 students (67 percent) scored at a very poor skill level, and as many as 8 students (33 percent) scored in the unsatisfactory category. The student's highest score was 50, and his lowest score was 29. For such mean value, 44.2 percent were classified as less than satisfactory.

Table 1. Pre-action student test scores

No	Coll ege stud ent	Indicator					To tal	Sc or e	%	Categor y
		1	2	3	4	5				

1	MI K	1	2	1	2	1	7	29	29	Very less
2	AS M	1	2	2	2	1	8	33	33	Very less
3	BB	2	1	2	1	2	8	33	33	Very less
4	PS	2	2	2	3	2	11	46	46	Less satisfact ory
5	HA	3	2	2	3	2	12	50	50	Less satisfact ory
6	MP	2	2	2	2	2	10	42	42	Less satisfact ory
7	EN M	1	2	2	2	1	8	33	33	Very less
8	PF	2	2	3	3	2	12	50	50	Less satisfact ory
9	MR	1	1	2	2	1	7	29	29	Very less
10	AS I	2	2	3	3	2	12	50	50	Less satisfact ory
11	AA	1	1	2	1	2	7	29	29	Very less
12	IF	1	2	1	2	2	8	33	33	Very less
13	AN	2	2	3	3	2	12	50	50	Less satisfact ory
14	AR	2	1	2	1	2	8	33	33	Very less
15	AS DC	2	2	2	2	1	9	38	38	Very less
16	AR	1	2	2	1	2	8	33	33	Very less
17	AR Y	1	2	2	2	2	9	38	38	Very less
18	FA	2	1	2	2	2	9	38	38	Very less
19	MF A	2	3	3	2	2	12	50	50	Less satisfact ory
20	S	2	2	3	2	2	11	46	46	Less satisfact ory
21	MI A	2	2	2	1	2	9	38	38	Very less
22	MH M	2	2	2	1	2	9	38	38	Very less
23	NH	2	2	1	2	1	8	33	33	Very less
24	SS R	2	1	2	2	2	9	38	38	Very less
	<b>Ave rage</b>	1. 7	1. 8	2.1 0	2. 7	1. 4		93 0		
	<b>Score</b>	4 1	4 3	50	4 7	4 0		44. 2		<b>Less satisfac tory</b>
	<b>%</b>									

The process of planning the action to be taken is the first stage of the action research process, according to the method used by the researcher. This stage is the initial stage which is carried out based on the problems and difficulties that students have with their English

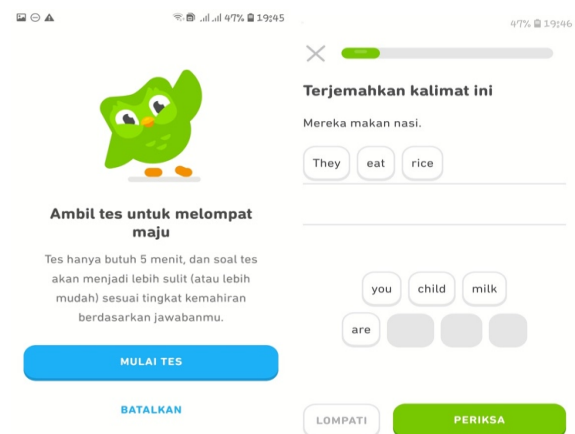
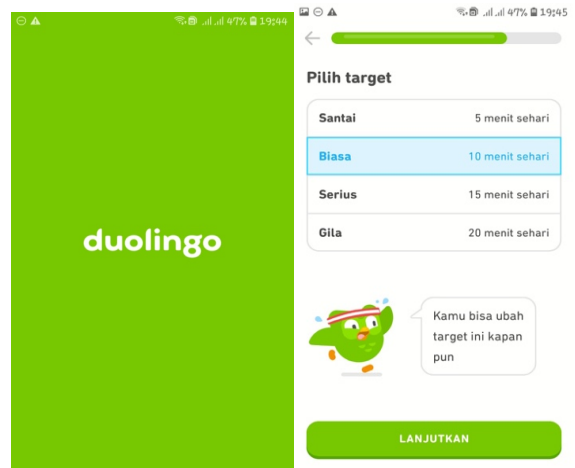
speaking skills. The Mobile Assisted Language Learning (MALL) learning model is expected to solve the difficulties and problems of students. Prior to the implementation of the actions, the researcher engaged with two lecturers (collaborators) to plan and prepare.

The preparations that will be carried out are as follows: (1) initial reflection, in which researchers conduct reflections and discussions with collaborators based on observations and evaluations made during pre-research, (2) determining activity designs and research steps to achieve the best results from the research process carried out, and (3) preparing the syllabus and SAP using the Mobile Assisted Language Learning (MALL) method as a guide in carrying out learning activities. (4) selecting a number of applications to be used in the research process (5) preparing observation instruments to be used to observe the activities of researchers and students while following the learning process using the MALL method, and finally (6) preparing documentation tools.

The first cycle of this study was divided into three meetings, each of which was conducted using the Mobile Assisted Language Learning (MALL) learning model. The meeting is held every Monday from February 24, 2020 to March 9, 2020, from 15.00 to 16.40 p.m. The activities carried out at the first meeting are learning activities carried out using the Mobile Assisted Language Learning (MALL) learning model via smartphone devices. The learning activities are as follows:

**first**, the students are divided into pairs;  
**second**, researchers and lecturers direct students to engage in face-to-face conversations;

**third**, the researcher shares an English learning application with the following display:



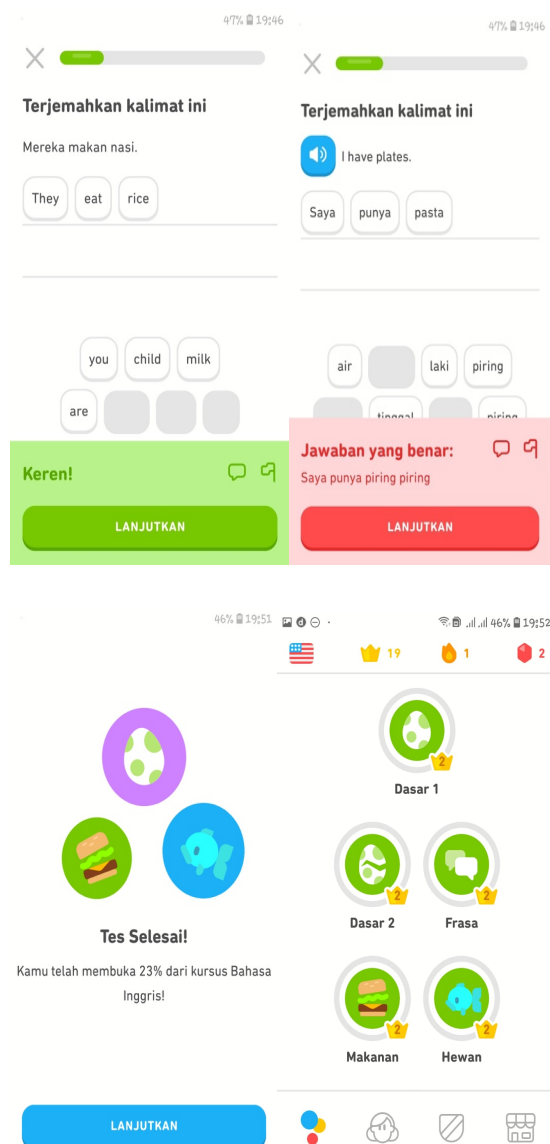


Figure 1. Duolingo Application

**fourth**, researchers and collaborators observed the students' English speaking abilities during the teaching and learning process;

**fifth**, researchers provide opportunities for students to tell them if they are having difficulty learning;

**sixth**, the researcher assists students when they encounter obstacles or difficulties while conversing with their respective partners;

**Seventh**, researchers provided various examples of vocabulary, intonation,

correct pronunciation, and speaking fluency, and students were asked to review what the researchers had demonstrated;

**Finally**, the researcher assigned the students the task of looking for examples of idol figures who were inspirational in their lives, which was carried out in each student's home.

The event's final first meeting was filled with ways to reflect on learning to use Mobile Assisted Language Learning (MALL). At the first meeting of cycle I, the researcher discussed the benefits and drawbacks of learning. The researcher encourages students to be more active in their future learning. Students are given the opportunity to express their impressions of learning using the Mobile Assisted Language Learning (MALL) model at this stage.

The second meeting of the first cycle focused on the idol figures who inspired students. The researcher asked several questions to students during the initial activity stage in the introduction of the topic of discussion to determine the level of student understanding. Students are also instructed to ask their friends about the topic being discussed after debriefing with the researcher. The first stage has a significant impact on the level of student interest in learning what the researcher will convey. At the previous meeting, lecturers who support courses, namely researchers, communicated the learning objectives that are the goal of achievement by continuing learning.

Lecturers carry out core learning activities in accordance with the SAP. The researcher asked students to form groups, and students discussed idol figures they knew in their lives. The

researcher approached each group to assess the extent of their English speaking abilities, and the researcher gave students the opportunity to ask each other questions in order to establish a good discussion. Students record each other during this session so that what they discuss can be recorded and become new knowledge for them to discuss where the shortcomings and mistakes in speaking English are.

The event's final second meeting was filled with ways to reflect on the discussion topic of the idol. Some students were asked to provide impressions and messages while learning with Mobile Assisted Language Learning (MALL). Lecturers instill moral values and motivation in students, encouraging them to study diligently in order to become fluent in English. The class ended with greetings.

The third meeting of the first cycle begins with speaking practice. During the topic introduction stage, the researchers asked students a few questions about prior knowledge (Prior knowledge) related to the topics to be studied. The researcher will then instruct the students to prepare for an individual English speaking skill test. Researchers, assisted by collaborators, directed students to make recordings related to descriptions of idol figures they admired, as well as their thoughts on these idols and their influence on their lives.

### Reflection and Improvement

After obtaining data from the results of the implementation of the Action in cycle 1, it is necessary to reflect and improve on the events that occurred during the learning process following the

first action. The results of the actions taken in the first cycle of 24 students obtained scores indicating an increase in English speaking skill test scores. The first cycle test results showed an increase from 44.2 percent pre-action to 55.6 percent in the first cycle test results. Table 2 shows the test results for English speaking skills.

Table 2. N-use values English Speaking Skills Student at First cycle

No	College student	Indicator					Total	Score	%	Category
		1	2	3	4	5				
1	MIK	2	3	2	2	2	11	46	29%	Less satisfactory
2	ASM	2	3	2	2	2	11	46	33%	Less satisfactory
3	BB	3	2	2	2	2	11	46	33%	Less satisfactory
4	PS	2	3	2	3	2	12	50	46%	Less satisfactory
5	HA	3	4	2	3	3	15	63	50%	Good enough
6	MP	2	3	2	2	2	11	46	42%	Less satisfactory
7	ENM	2	2	2	2	2	10	42	33%	Less satisfactory
8	PF	2	3	3	3	3	14	58	50%	Good enough
9	MR	2	2	2	2	2	10	42	29%	Less satisfactory
10	ASI	2	3	3	3	3	14	58	50%	Good enough
11	AA	2	2	2	2	2	10	42	29%	Less satisfactory
12	IF	2	2	2	2	2	10	42	33%	Less satisfactory
13	AN	2	3	3	3	3	14	58	50%	Good enough
14	AR	2	2	2	2	2	10	42	33%	Less satisfactory
15	ASDC	2	3	2	2	2	11	46	38%	Less satisfactory
16	AR	2	3	2	2	2	11	46	33%	Less satisfactory
17	ARY	2	3	2	2	3	12	50	38%	Less satisfactory
18	FA	2	2	2	2	2	10	42	38%	Less satisfactory
19	MFA	2	4	3	2	3	14	58	50%	Good enough
20	S	2	3	3	2	3	13	54	46%	Less satisfactory
21	MI A	2	3	2	2	3	12	50	38%	Less satisfactory
22	MHM	2	3	2	2	2	11	46	38%	Less satisfactory
23	NH	2	3	2	2	2	11	46	33%	Less satisfactory
24	SSR	2	2	2	2	2	10	42	38%	Less satisfactory

Average	2	2	2	2	2	1.161	
Score	50	68	55	55	55	55.6%	Satisfying Enough

The table above shows that the average percentage of 55.6 percent obtained by students in English speaking skills in cycle I is already in the quite satisfactory category, but this percentage is very minimal if it is categorized as quite satisfactory because it is only 0.6 percent for achieve the standard is quite satisfactory and that means very little excess. However, there was an improvement in the first cycle results following the pre-action test results, with the percentage of students reaching 44.2 percent.

The following are the results of the quantitative descriptive analysis in cycle I as data on students' English speaking skills at the action research stage of cycle I:

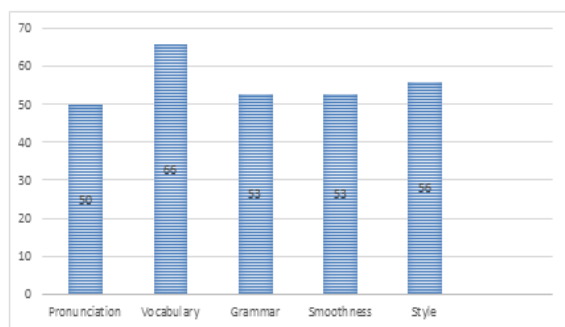


Figure 2. Students' English Speaking Skills in Cycle I

### Criteria for Students' English Speaking Skills

The level of students' English speaking skills at the stage of cycle I is explained below, and this can all be seen in Table 3.

Table 3. Assessment of Student Speaking Skills in Cycle I

No	Skill Level	Number of Students	Total Number of students (%)
1	0-39 (Very Poor)	-	-
2	40-54 (Unsatisfactory)	19	79
3	55-69 (Quite satisfactory)	5	21
4	70-84 (Satisfactory)	-	-
5	85-100 (Very Satisfactory)	-	-

According to the data in the table above, as many as 19 students received an unsatisfactory level of assessment, while 5 other students received a satisfactory rating. The highest value obtained while the student is 63, and the lowest value obtained is 42. The average value obtained was 55.6 percent in the category of value less than satisfactory, which is insufficient to meet the graduation requirement. The linguistic aspects, namely pronunciation, vocabulary, and grammar, as well as non-language aspects, namely fluency and style, are described in the description of the test results in the first cycle in this study.

### Students' English Pronunciation in Cycle I

Based on the test results from Cycle I, the following test results on students' English pronunciation can be explained:

Table 4. Student Pronunciation Assessment in Cycle I

No	Skill Level	Number of Students	Percentage (Total Number of students)
1	0-39 (Very Poor)	-	-

2	40-54 (Unsatisfactory)	22	92%
3	55-69 (Quite satisfactory)	2	8%
4	70-84 (Satisfactory)	-	-
5	85-100 (Very Satisfactory)	-	-

The research table above, shows that students' pronunciation skills are still lacking, with a total percentage of 50 percent.

### English Vocabulary of Student P in Cycle I

The following table contains explanations for student vocabulary in cycle I:

Table 5. Student Vocabulary Assessment in Cycle I

No	Skill Level	Number of Students	Percentage (Total Number of students)
1	0-39 (Very Poor)	-	-
2	40-54 (Unsatisfactory)	10	42%
3	55-69 (Quite satisfactory)	13	54%
4	70-84 (Satisfactory)	1	4%
5	85-100 (Very Satisfactory)	-	-

The research table above implies that the percentage value of the students in the first cycle was 66 percent, based on the results of the student vocabulary test given to 24 students.

### Student Grammar in Cycle I

Following on the results of the first cycle of testing, the following table can be

used to explain the acquisition of students' Grammar scores:

Table 6. Student Grammar Assessment in Cycle I

No	Skill Level	Number of Students	Percentage (Total Number of students)
1	0-39 (Very Poor)	-	-
2	40-54 (Unsatisfactory)	19	79%
3	55-69 (Quite satisfactory)	5	21%
4	70-84 (Satisfactory)	-	-
5	85-100 (Very Satisfactory)	-	-

The table of test results above reveals that the total score of students in the grammatical aspect is 53 percent.

### Student's English Fluency in Cycle I

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

Table 7. Assessment of Students' English Fluency in Cycle I

No	Skill Level	Number of Students	Percentage (Total Number of students)
1	0-39 (Very Poor)	-	-
2	40-54 (Unsatisfactory)	19	79%
3	55-69 (Quite satisfactory)	5	21%
4	70-84 (Satisfactory)	-	-
5	85-100 (Very Satisfactory)	-	-



The table of test results above shows that the total score of students in the fluency aspect is 53 percent.

**Student Speaking Style in Cycle I**

Table 8. Assessment of Students' Speaking Style in Cycle I

No	Skill Level	Number of Students	Percentage (Total Number of students)
1	0-39 (Very Poor)	-	-
2	40-54 (Unsatisfactory)	16	67%
3	55-69 (Quite satisfactory)	8	33%
4	70-84 (Satisfactory)	-	-
5	85-100 (Very Satisfactory)	-	-

According to the test results table above, the total score of students in the aspect of assessing students' English speaking style is 56 percent. Based on the findings of the first cycle of research, it is known that the students' English speaking skills have slightly improved in the process and learning outcomes, though they are still categorized as less than satisfactory. The increase in student scores is not in line with the initial goal, so if it is necessary to continue with the second cycle of research to get a better score than the previous cycle.

**CONCLUSION**

The implementation of the first cycle or cycle I, which has implemented learning using the Mobile assisted language learning (MALL) Method, students are able to describe something when speaking English with the material

provided by the researcher. After the action was given in the first cycle, the results showed that, in general, the average score of students' scores had increased but had not yet reached the minimum target score that was defined at the beginning of the study, which was 75 percent of the total score obtained by students.

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