The Implementation of Mobile Assisted Language Learning to Improve Students' Speaking Skill

Nur Hikmah[1], Winda Sari[2], Hidayati[3], Irwandi[4], Ilham[5], Fauzi Bafadal[6]

[1,2,3,4,5,6]Departement of English Education, Faculty of Teacher Training and Education, Muhammadiyah   University of Mataram, Indonesia

Ka279358@gmail.com[1], sariwinda911@gmail.com[2], hidayatinail73@gmail.com[3], irwandi@ummat.ac.id[4], ilham.ummataram@gmail.com[5], fauzi.bafadal@gmail.com[6]

Abstract: Mobile Assisted Language Learning (MALL) is the practice of enhancing or assisting language learning through the use of a handheld mobile device. On the other hand, MALL is a medium for language learning that makes use of apps created by technology. This study aims to perform a review of the literature on mobile-assisted language learning to enhance students' speaking skill. SLR (systematic literature review) methodology was utilized in this study. All papers with comparable research in research reports are cataloged in order to collect data. 50 articles from Google Scholar, ERIC, and the publish or perish application were used in the study. The findings of this study demonstrate that students' speaking skill are significantly impacted by the use of MALL (mobile assisted language learning).

Abstrak: Mobile Assisted Language Learning (MALL) adalah pembelajaran bahasa yang dibantu atau ditingkatkan menggunakan perangkat seluler genggam. Di sisi lain, MALL merupakan media pembelajaran bahasa dengan menggunakan teknologi berupa aplikasi yang mendukung pembelajaran bahasa. Penelitian ini bertujuan untuk melakukan tinjauan pustaka terkait pembelajaran bahasa berbantuan perangkat seluler genggam untuk meningkatkan keterampilan berbicara siswa. Penelitian ini menggunakan metode SLR (systematic literature review). Data dikumpulkan dengan membuat katalog semua artikel dengan penelitian yang sebanding dalam laporan penelitian. Penelitian ini menggunakan 50 artikel yang ditemukan di Google Scholar, ERIC, dan aplikasi publish or perish. Penelitian ini menunjukkan bahwa penggunaan MALL (mobile assisted language learning) memiliki pengaruh yang signifikan terhadap keterampilan berbicara siswa.

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A. INTRODUCTION

Technology plays a vital role in the teaching and learning process. It is undeniable that technology has changed our educational system (Wen et al., 2019). The teachers have been utilizing this opportunity of downloading some interesting and needful material to motivate the learners. Ever since the teachers have been using the latest technologies in their classrooms, the learners are very active and dynamic in their learning. Therefore, technology plays a vital role in learning environment and it is obvious in learning a second or foreign language like English (English, 2019). In Indonesia where English is not regarded as a second language, English is the first foreign language. In Indonesia, English is taught to elementary students, beginning from

grade four as one of the subjects for the local content curriculum, in junior and senior high schools to University English is included in the curriculum. Although English is placed as the foreign language in Indonesia, the competency of learner in this subject is very important to overcome the national development goal. The aim of teaching English in Indonesia is to enable to students to communicate in English (Ismail, 2018). Learning English as a foreign language needs a special model to learn it with various variants of language skills. The learning process is an activity that consists of two components, namely learning and teaching (Mataram, 2022).

In learning English there are four skills that students have to master such as reading, writing, listening and speaking. Among the four skills, speaking skills are the important role. Speaking skill is one aspect of language the most challenging for students to master. Speaking skill is considered as a fundamental thing in the process of communicating or expressing opinions (Chaniago, 2022). Speaking, as a productive skill, is very complex and requires the use of multiple abilities at the same time, which often develop at different rates (Rajendran & Md Yunus, 2021).

The most challenging for students to learn speaking are students feel anxiety and insecure when they have to speak English in front of many people. There are many worries that students feel when speaking English, such as lack of vocabulary, wrong pronunciation, wrong grammar, less accuracy, and fluency. However, speaking skill must be mastered because it can have a lot of impact on its daily use, one of which is socializing or interacting, especially with foreigners (Jaelani, n.d. 2022). The reports also pointed out that many teachers were still using traditional methods which proved to be useless and ineffective. The reports stressed the importance of improving students' language and communication skills by means of fostering effective teaching and assessment strategies that make the best use of the technology advances in both teaching and learning processes (Keezhatta & Omar, 2019). The other problem, there are still students have negative paradigm of English. English as a foreign language is difficult to be learned, such as its written are different to be spelled. It makes them get lower motivation and did not enthusiasm to the teaching and learning (Ilham et al., 2020).

To overcome the problem, the researchers have suggested Mobile Assisted Language Learning to improve students speaking skill. Mobile Assisted Language Learning (MALL) is language learning that is assisted or enhanced using a handheld mobile device. 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 (Guru Dikmen dan Diksus et al., 2022). It provides portable personal learning which can be done anytime, anywhere, inside and outside classroom practice. Teachers and students can use smart phones, tablets, MP3/MP4 players, and laptop to develop teaching and learning method and provide learning sources which can improve not only the quality of teaching and learning but also students' skill (Kusmaryani et al., 2019).

The use of MALL, which is managed by almost all Indonesian schools and universities, the adoption of mobile learning discussion is no longer restricted to extension or additional activities for instruction but has instead become the primary instructional approach in students' learning. The MALL integration has benefited speaking class by providing tools for lecturers and students to give, receive, and respond to feedback to improve their communication skills. Few studies have examined the impact MALL has on learning how to speak or write in a foreign language. For instance, it has been demonstrated that Mobile Assisted Language Learning (MALL) and anxiety are related. In other words, using mobile devices to study a language can reduce language learners' anxiety and encourage them to communicate in public (Assapari & Hidayati, 2023). Proved through this research that learning using mobile applications can be adapted to English

learning and independent learning. The mobile application also provides learning resources that support students to practice during and after class. In other words, the presence of a mobile application provides many benefits and conveniences and supports the improvement of student speaking skills (Chaniago, 2022).

The aims of this study is to determine how Mobile Assisted Language Learning (MALL), as technology-based learning tool, offers an innovative teaching and learning process in students speaking skill . This is done to reassure lecturers that there won't be any issues or distractions when students use their smartphones both inside and outside of the formal learning context. This includes things like the type of phone they have, the amount of mobile data they can use, and the students' ability to explore and use the tools that are available on their smartphones.

B. METHOD

The method used is a systematic literature review (SLR). Use of systematic literature review allowed us to examine conflicting and/or contradictory findings. This is a method in which an a priori criterion is used to aggregate, review and assess a body of literature. The goal of a systematic literature review is to identify, critically appraise, and summarize the existing evidence concerning the defined (Hwang & Fu, 2018).

The literature search was limeted to articles published from 2018-2023. In this reasearch, systematic reviews of the literature were conducted by scanning papers in two well-known databases, Google Scholar, Educational Resources Information Center (ERIC) and the help of publish or perish application by used the key words "mobile assisted language learning (MALL) and "speaking skill". By scanning internet databases, the researcher has found 50 pertinent papers from various articles related to keyword. The researcher then compiles pertinent publications that emphasize the usage of mobile-assisted language learning to improve students' speaking skill. The name of the author, title, year of publication, name of the journal, type of research, and research findings are all tallied in a table after each piece of information in the articles. Following that, the researcher carefully read and examined the article, paying particular attention to the research findings that were discussed and drawn from in the conclusion section. Following a comparison of the study's results with those in the article, the researcher provided conclusions.

C. RESULTS AND DISCUSSION

Based on 50 articles selected by the researcher found 10 articles that are relevant to the related topic. The result of shows that the use of mobile assisted language learning to improve students speaking skill have a significant impact. The adoption of Mobile Assisted Language Learning (MALL) has also encouraged students to engage in active learning. With the use of mobile applications, learning has been seen to occur in a fun and stress-free way. However, the use of MALL has helped to reinforce the principle of situated learning since it gives students a seamless learning experience that allows them to learn at any time, anyplace, as shown in Table 1 and Table 2.

Table 1. The result of Mobile Assisted Language Learning to Improve Students Speaking Skill.

The Researcher, and Year	Title of Jurnal	Result of the Article
(Wen et al., 2019).	Effectiveness of Mobile Assisted Language Learning toward Students Achievement and Motivation in Learning English Perceptions.	Results from this study revealed that there is a significant difference on students' achievement level in the post-test (t = 11.833, df = 29, p < 0.05). Moreover, student's motivation gradually improved as a result of this intervention. Thus, this study suggests that the use of mobile applications, the Mobile Assisted Language Learning (MALL) is important to improve motivation and enhance students' performance in English grammar, particularly in learning English preposition.
(English, 2019).	The Use of Mobile Assisted Language Learning (MALL) Technology in Teaching and Learning in English Classroom.	As a result, there is no room for old-fashioned concepts of teacher-centered learning and traditional teaching methods. Instead, the concept of learner-centered learning and the use of innovative techniques and approaches have been developing very fast. Eventually, the learners are encouraged to learn on their own.
(Jaelani, n.d. 2022)	The Use of Mobile Assisted Language Learning to Promote Learning Autonomy in the EFL Speaking Context.	Based on the results of the research above, it can be concluded that the use of MALL plays an important role in the development of students in learning to speak their English language, therefore it is necessary for students to make efforts to maintain the use of MALL as a medium for learning English, especially their speaking skills.
(Guru Dikmen dan Diksus et al., 2022).	The Use of Mobile Assisted Language Learning (MALL) in Teaching Students Listening and Speaking Skills.	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.
(Kusmaryani et al., 2019).	The Influence of Mobile Applications on Students' Speaking Skill and Critical Thinking in English Language Learning.	Statistic result for both students' speaking and critical thinking obtained significance value .000 < 0.05 which means that mobile applications used as learning assistance positively optimized students' speaking skill and critical thinking in English language learning. Interview reveals that students were very enthusiastic exploring and practicing mobile learning applications although they got problem with unstable internet connection. Technology in the form of mobile learning applications provides opportunities to both the teacher and the students in improving the quality of teaching and learning. It is applicable for any subject by selecting appropriate mobile learning applications
(Assapari & Hidayati, 2023).	EFL Speaking Students Readiness to Use of Mobile Assisted Language Learning.	The results of this study suggest that EFL-speaking students' readiness affects mobile-assisted language learning. Teachers should consider students' motivation, attitudes, and technology skills when creating mobile-assisted language learning programs. Instructors should also train and motivate pupils to use mobile-assisted language learning resources by improving their technology skills. Furthermore, need for further technical support and facilitating students' mastery of speaking performance.

(Chaniago, 2022).	The Effect of Cake Usage as a Mobile Assisted Language Learning on Students English Speaking Skill at SMP Hang Tuah 1 Belawan.	The research results on the questionnaire found that from T- Test, it showed Sig. value 0,0000 was lower than 0,05 and T Score 19,101 was higher than T Table 1,668. From Coefficient of Determination, it showed that 84,9% of Cake usage effected the improvement of students' English speaking skill at SMP Hang Tuah 1 Belawan. It was discovered that cake usage (X) had a good and significant impact on students' English speaking abilities (Y). The Cake usage can be used as an alternative online teaching media for speaking material.
(A.Tonekaboni,2019).	Effect of Mobile Assisted Language Learning (MALL) on Speaking Proficiency (A Case of Learn English Daily Mobile app).	The results showed that the participants who had benefited from learn English daily mobile app-assisted learning had a significantly better performance on speaking post test than the participants in the control group.
(Zorab Azeez et al., 2018)	The Impact of Mobile Assisted Language Learning on Developing Kurdish EFL Students' Speaking Sub-Skills at Koya University.	The results revealed that there is a significant development in students" speaking sub skills after using MALL (t (9.411) = -3.10; p < 0.05). The experimental group post-test mean score (Mean = 14.10) was higher than the control group post-test mean score (Mean = 9.54). It is concluded that the experimental group outperformed the control group.
(Rosdiana & Sulistyawati, n.d, 2019).	Mobile Assisted Language Learning: Practices and Readiness in EFL Speaking Class	The findings showed that the students have positive attitude toward MALL. All the students have smartphone to support the educational purposes inside and outside classroom. Nevertheless, lecturers need to be aware of the background and technological skills of the learners before embedding MALL into speaking class.

Table 2. The Application that Researcher Used Related to MALL
(Mobile Assisted Language Learning)

The researcher and Year	Type of Mobile Apps
(Wen et al., 2019)	Chitchat Application
(English, 2019)	BYOD (Bring Your Own Devices)
(Jaelani, n.d. 2022)	YouTube
(Guru Dikmen dan Diksus et al., 2022)	Talk English Application
(Kusmaryani et al., 2019)	Socratic Dialog
(Assapari & Hidayati, 2023)	MCL (Mobile Collaborative Learning)
(Chaniago, 2022)	Cake Application
(A.Tonekaboni,2019)	English Daily Mobile App
(Zorab Azeez et al., 2018)	Smartphones Apps
(Rosdiana & Sulistyawati, n.d, 2019)	Dictionary, internet and social networking Apps (facebook, youtube, etc)

D. CONCLUSION

Technology plays a vital role in the teaching and learning process. In learning English there are four skills that students have to master such as reading, writing, listening and speaking. Among the four skills, speaking skills are the important role. However most students have many challenges in learning speaking such as feel anxiety, insecure, and worries because lack of

vocabulary, wrong pronunciation, wrong grammar, less accuracy, and fluency. The reports also pointed out that many teachers were still using traditional methods which proved to be useless and ineffective.

This research used a systematic literature review related with a mobile assisted language learning. The research has explored several previous research by sistematically reviewing 10 article relevant with key words from google schoolar, ERIC and publish or perish application. From 10 articles it was found that the Implementation of Mobile Assisted Language Learning the previous researcher used several mobile apps in teaching speaking in the classroom such as Chitcat Application, BYOD (Bring Your Own Devices), Youtube, Talk English Application, Soratic Dialogue, Mobile Collaborative Learning (MCL), Cake app, English Daily Mobile App, Smartphone Apps, Dictionary, Internet and Social network (facebook, youtube, etc). All the research shows that the use of MALL (Mobile Assisted Langguage Learning) have a significant effect on students speaking skill. The mobile apps can be usage as an alternative online teaching media for speaking material, beside that mobile apps can be one of creative an innovative online learning medias that can improve student's speaking skill.

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