

THE APPLICATION OF MALL (MOBILE ASSISTED LANGUAGE LEARNING) THROUGH U-DICTIONARY IN TEACHING SPEAKING

(A Mixed Method Study at Eleventh Grade in One of Vocational High Schools in Ciamis)

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ABSTRACT

This research is aimed at investigating the effectiveness on applying MALL (Mobile Assisted Language Learning) through U-Dictionary in teaching speaking and finding out the students' perceptions on applying this method. The research design used in this study was a mixed method study. The population of this study took the students of eleventh grade in one of vocational high schools in Ciamis and the researchers selected a particular class. It was XI Bisnis Konstruksi dan Properti for a total sample of 34 students. The data collection of this study from pre-test, post-test and questionnaire. The results showed that based on the pre-test and post-test, U-Dictionary is effective in teaching speaking. It can be seen from the data of Wilcoxon test that there are differences between the value of students' speaking skill in pre-test and post-test. The students' scores had been increased. In conclusion, there was a significant difference in students' speaking skill before and after being taught by means applying MALL (Mobile Assisted Language Learning) through U-Dictionary. Based on the questionnaire, it can be concluded that the students showed positive perceptions toward MALL (Mobile Assisted Language Learning) through U-Dictionary in teaching speaking. They assumed that MALL (Mobile Assisted Language Learning) through U-Dictionary could ease their understanding toward the material such as correct verb selection, correct spelling, correct pronunciation and improvement of their speaking skill, their grammar mastery and vocabulary, and also students' understanding of learning experiences using new teaching tools.

Keywords: *MALL (Mobile Assisted Language Learning), Speaking, U-Dictionary*

INTRODUCTION

The first way to interact and communicate with other people is speaking. So, speaking skill is vital for language learners. However, some students still lack speaking practice in the class. According to Dewi (2016, p. 342), the factors of the students' low speaking skill are as follows: (1) the time for practicing speaking isn't enough (2) they have less vocabulary (3) boring teaching method that decrease students' interest in speaking, and (4) unable to relate the speaking content to their real life. Teachers must support various interest teaching media and methods to increase students' skill in

speaking. Today, the technology development has given a good impact in all aspects. One of them in education, particularly in English language learning. Not only a computer but also a mobile phone can be used in teaching. MALL (Mobile-assisted language learning) is facilitated with mobile technologies in language learning, particularly when device portability offers specific advantages (Kukulska-Hulme, 2013, p. 1). Furthermore, the students tend to use electronic media in their learning practice such their daily activities which always use a mobile phone. One media that can assist students' speaking skill is smart phones applications which is an electronic dictionary. U-Dictionary is one of electronic dictionary applications that translate English to the other languages simultaneously and vice versa.

In this research, some previous studies related to this topic have been selected. The first study from Ahn and Michelle Lee (2016, pp. 778-786) entitled User experience of a mobile speaking application with automatic speech recognition for EFL learning. The study had a mixed method design. This study's objective is analyzing one's experience in using a mobile-based learning system that is facilitated by speech recognition technology to enhance EFL (English as a foreign language) learners' speaking proficiency. The results show that most students had positive attitudes toward the use of its application for learning to speak. The third study from Metruk (2017, pp. 38-51) entitled The Use of Electronic Dictionaries for Pronunciation Practice by University EFL Students. The objective of this study is exploring how Slovak learners of English use electronic dictionaries related to pronunciation practice and improvement. The results show that most all students had positive attitudes towards the use of its application for learning to speak.

The aforementioned previous studies discuss about MALL (Mobile Assisted Language Learning) in teaching learning activity. However, those studies did not highlight U-Dictionary in teaching speaking. Thus, the aims of this present study are to investigate the effectiveness of applying MALL through U-Dictionary in teaching speaking and to investigate the students' perceptions on the applying MALL through U-Dictionary in teaching speaking. Then, the research questions "Is the application of MALL through U-Dictionary effective in teaching speaking?" and "What are students' perceptions about the application of MALL through U-Dictionary in teaching speaking?"

MALL (Mobile Assisted Language Learning)

Kukulka-Hulme (2013, p. 1) said that MALL (Mobile-assisted language learning) means applying mobile technologies in language learning, especially when portability tool provides specific advantages. The main benefit is generated to be ready access to provide related help or information. It is not time and place consuming. It is adaptive with personal habits, motivations and preferences. It is good for continuity to learning activities in different situation and great opportunity for continuous language practice while conducting daily activities such as walking, waiting, for commuting.

Chartranda (2016, p. 10) elaborated that some advantages and disadvantages of MALL. They are; (1) Multimedia Ability. It means that the activities related to easily record and playback a student's voice then compare it to a native speaker's voice, record and playback videos, listen to music and watch videos, create and listen to podcasts is a useful learning device for the language learner, the learners can have easier and more interesting learning. (2) Internet Access. It means that the students can access any information, for the instance, accessing YouTube that allows students to watch and listen the music videos and movie clips, online dictionaries and other tools for gathering information mostly by students in language learning. (3) Social Networking: It means all kinds of websites such as FaceBook and Twitter that can help students to share information, thoughts and ideas on various subjects. It also helps those who may be shy to practice their language in a social networking setting. (4) Immediate Feedback. It means that the students can have feedback of their learning activities instantly. For examples, when students answer a survey, a class exercise, a quiz, or a test, some programs can automatically display scores to learners upon their progress.

U-Dictionary

U-Dictionary is an electronic dictionary app which translates English to the other languages directly. This can be used both online and offline even when the user are not connected online and the unique Optical Character Recognition (OCR) technology in this app allows the user to just click a sentence or phrase from our smartphone and provides the user with the translation result in the target language instantly. Besides, the user can copy some words or sentences while browsing, messaging, or reading news, to get its meaning instantaneously and the Quick Translate feature enables the user to access the meaning in the notification bar without opening U-Dictionary as well

as pronunciations are also provided in English (US) and English (UK) accents (Ani, 2017).

Speaking

Speaking is the initial step to interact and communicate with people by expressing their ideas and what they want orally. Rickheit and Strohner (2008, p. 207) said that speaking is the speaker's speech or utterance aiming to inform something to the listeners and they process the sayings to know the aim of the speakers. Irawati (2014, p. 26) mentioned that speaking is a communication activity generated from sayings words and sentences. Bahadorfar and Omidvar (2015, p. 9) state that a good speaking skill is identified when the listener understands the speaker's saying.

METHOD

Regarding the research questions and research purposes, a mixed method research design is conducted. The researcher passed through pre-experimental design for collecting quantitative data. Thus, the researcher studies a single group and provides an intervention during experiment (Cresswell, 2014, p. 219). The design of qualitative data was descriptive qualitative research. As far as it is concerned, it can be as a sort of a research method exploring the problem or a main phenomenon in flexible description, emerging structures and evaluative criteria, and engaging the researchers' goal and bias (Creswell, 2012, p.16). Based on the aforementioned method design, a convergent parallel mixed method design was employed. Creswell (2014, p. 269) explained that the researcher collected both quantitative and qualitative data, analyzed them separately, and then compared the results to find out if the findings confirm or disconfirm at one another. In this case, the researcher chose one-group pretest-posttest design, whereas the design of qualitative data, the researcher chose a questionnaire. The researcher took population in the eleventh grade in one of vocational high schools in Ciamis consisting of 14 classes. Then, the researcher selected a particular class, it is XI BKP (Bisnis Konstruksi dan Properti). Actually this class consisted of 34 students as the sample.

Techniques of Collecting Data and Data Analysis

In collecting the data, the researcher used two techniques. They are one-group pre-test and post-test in the form of speaking test, and questionnaire. Pre-test and post-test were

conducted to find out students' speaking skill and their progress. The test was conducted after and before treatment. The researcher used 10 questions that has been reliability tested for speaking pre-test and post-test. The test was valid and reliable to be the instrument in quantitative research. The test contains the questions consisting of for 4 aspects of assessment. They are grammar, vocabulary, pronunciation and fluency. It was quoted from the speaking assessment criteria from Nunan (1999) stating that the criteria of speaking test assessment are (1) Grammar (2) Vocabulary (3) Comprehension (4) Fluency (5) Pronunciation (6) Task.

The diagram of the design can be seen as follow:

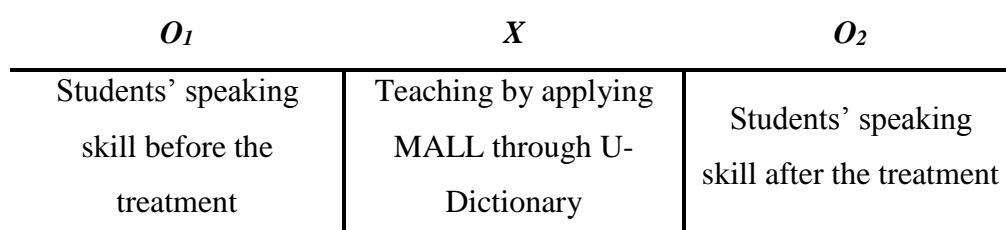


Figure 1 Diagram of the design (Fraenkel, Wallen, & Hyun 2012, p. 269)

Explanation:

O₁ : Pre-test

O₂ : Post-test

X : Treatment

The next data collection is questionnaire. It was conducted to investigate students' perceptions about MALL (Mobile Assisted Language Learning) through U-Dictionary in teaching speaking after the treatment. The questionnaire used was close ended. According to Nunan and Bailey (2009, p. 130), "close ended questionnaire is the range of possible responses adjusted by the researcher and the respondent who select evaluate the option provided. The respondents were much easier to deal with and to score questions because they provided fix format to inquire responses. The researcher gathered the data using a brief rating questionnaire (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree). The questionnaire was distributed to the students. It contains 10 (ten) statements dealing with students' perception about teaching speaking using MALL (Mobile Assisted Language Learning) through U-dictionary application. The 10 statements of questionnaire was adapted and modified from Kobayashi (2008).

FINDINGS AND DISCUSSION

This research was carried out from February 15th to March 8th, 2019. The findings are to be elaborated in the following organization:

The Effectiveness of Applying MALL (Mobile Assisted Language Learning) Through U-Dictionary on Students' Speaking Skill.

The researcher obtained one group pre-test and post-test data from the students who had not and had learn speaking on *if conditional sentences* by applying MALL (Mobile Assisted Language Learning) through U-Dictionary. The pre-test and post-test were conducted to 34 students. In analysing quantitative data, the researcher provided the test results of students' speaking imitative skill on *if conditional sentences* by applying MALL (Mobile Assisted Language Learning) through U-Dictionary with blank filling of ten vocabularies and practicing the dialog about *if conditional sentences*. The students' speaking pretest was conducted at the first meeting to measure their speaking skill before conducting the treatment, and the students' speaking post test was conducted at the last meeting after conducting the treatment on the previous meetings.

The researcher analyzed the data by using SPSS 23. Based on the computation, it was found that the lowest score of pre-tests is 50.0 while the lowest score of post-tests is 79.0. The highest score of pre-test is 72.5 and the highest score of post-test is 86.0. The mean score of pre-test is 64.65 and the mean score of post-test is 81.63. From the data, it was found that the mean of post-test is higher than the one of pre-test. Moreover, applying MALL (Mobile Assisted Language Learning) through U-Dictionary gives positive effect for students' speaking skill. Thus, the researcher concluded that applying MALL (Mobile Assisted Language Learning) through U-Dictionary was effective in teaching speaking (see appendix 1).

Prior to examining the hypotheses of the study, the normality test was examined in advanced. In this case, the researcher used the Kolmogrov-Smirnov (K-S) test and it was analysed by using SPSS 23 with $\alpha = 0.05$ (see appendix 2).

The result of One-Sample Kolmogorov-Smirnov test indicated the significant value (2-tailed) from the pretest and post test data at $0.00 < 0.05$. Therefore, H_0 is rejected if the significant value is lower than 0.05 ($\alpha = 5\%$). Because of the significant value (two-tailed) was lower than α that are $0.00 < 0.05$. It can be concluded that the two data did not have a normal distribution. Thus, due to the two data were not

normally distributed, this study used non-parametric analysis using the Wilcoxon test. The Wilcoxon test functioned to determine the difference and influence between the pre test and post test values from one sample group or one class using SPSS 23 (see appendix 3).

Based on Wilcoxon Rank computation, it can be concluded that the value of negative ranks or the difference (negative) between the pre test and post test is 0, both at the N value, mean rank and sum rank. The value of 0 showed that there is no decrease from pre test to the post test value. The positive ranks or difference (positive) between the pre-test and post-test is 34. This indicated that there were 34 positive data (N), which means that all students' experiences are increasing on speaking skill from the pre-test to the post-test scores. The mean rank or the average progress is 17.50 and the sum of ranks or the number of positive ranks is 595.00. In addition, the ties value or similarity of the pre test and post test is 0 which means that there is no similar value between the pre test and post test.

There are two basic decision makings to examine the hypothesis based on the Wilcoxon statistical test result. They are:

- a. If the value of Asymp. Sig (2-tailed) < 0.05 , then H_0 is rejected and H_1 is accepted, it means that there is a difference between the value of pre test and post test, while
- b. If the value of Asymp. Sig (2-tailed) > 0.05 , then H_0 is accepted and H_1 is rejected, it means that there is no difference between the value of pre test and post test

From Statistics Wilcoxon test result, it can be seen that the value of Asymp.Sig (2-tailed) is $0.00 < 0.05$. thus, the conclusion showed that H_1 is accepted and H_0 is rejected or in another word there are differences between the value of students' speaking skill in pre-test and post-test. In this study the researcher proposed two hypotheses as follows:

- a. Null hypothesis (H_0): "There is no significant difference in students' speaking skill before and after being taught by means applying MALL through U-Dictionary".
- b. Alternative hypothesis (H_1): "There is a significant difference in students' speaking skill before and after being taught by means applying MALL through U-Dictionary".

Therefore, Wilcoxon statistical test indicated that null hypotheses (H_0) was rejected and the alternative hypotheses (H_1) was accepted. The conclusion showed that there was a significant difference in students' speaking skill before and after being

taught by means applying MALL (Mobile Assisted Language Learning) through U-Dictionary.

The Students' Perceptions on the application of MALL through U-Dictionary in teaching speaking.

The questionnaire was distributed on the last meeting. It had ten questions including strongly agree (got 5.00 score), agree (got 4.00 score), neutral (got 3.00 score), disagree (got 2.00 score) and strongly disagree choice (got 1.00 score). First, the standard deviation of the data was calculated and analyzed using SPSS 23. The descriptive statistics result of questionnaire could be seen in Table 1 below:

Table 1 Descriptive Statistics

Statement	N	Min.	Max.	Mean	SD
1. Applying MALL in classroom makes me easier to learn English	34	4.00	5.00	4.76	0.43
2. I use U-Dictionary when I want to find regular and irregular verbs.	34	4.00	5.00	4.64	0.48
3. I use U-Dictionary when I want to find word meaning quickly.	34	3.00	5.00	4.58	0.55
4. U-dictionary has a complete feature.	34	2.00	5.00	4.41	0.78
5. U-Dictionary makes me easy to learn speaking.	34	3.00	5.00	4.38	0.65
6. I use U-Dictionary when I want to pronounce some word correctly.	34	3.00	5.00	4.38	0.65
7. Applying MALL in classroom motivates me to learn English.	34	3.00	5.00	4.35	0.59
8. I use U-Dictionary to learn speaking.	34	3.00	5.00	4.17	0.67
9. Learning speaking by using U-Dictionary is more fun.	34	2.00	5.00	3.91	0.83
10. I must have U-Dictionary in my mobile phone.	34	2.00	5.00	3.76	0.92
Valid N (listwise)	34				

Statement number 1 deals with “Applying MALL in classroom makes me easier to learn English”. Based on the aforementioned data, it was found that the mean score of this statement is 4.76 which means that "Agree" is the answer of statement number 1. Thus, it has come to the conclusion that the application of MALL (Mobile Assisted Language Learning) in classroom makes the students easier to learn English.

Statement number 2 concerned with “I use U-Dictionary when I want to find regular and irregular verbs”. That statement showed that the mean score of this statement is 4.76 which means that “Agree" is the answer of statement number 2. So,

the conclusion showed that the students used U-Dictionary to search regular and irregular verbs.

Statement number 3 concerned with “I use U-Dictionary when I want to find word meaning quickly”. That indicated that the mean score of this statement is 4.58 which means that "Agree" is the answer of statement number 3. So, the researcher concluded that the students used U-Dictionary to find word meaning quickly.

Statement number 4 dealt with “U-dictionary has a complete feature”. That indicated that the mean score of this statement is 4.41 which means that "Agree" is the answer of statement number 4. So, the conclusion showed that the students think that U-Dictionary has a complete feature to help them in learning activities.

The statement number 5 concerned with “U-Dictionary makes me easy to learn speaking”. Based on the data above the researcher found that the mean score of this statement is 4.38, it means that "Agree" is the answer of statement number 5. Therefore, the researcher concluded that U-Dictionary makes the students easy to learn speaking in the classroom.

Statement number 6 dealt with “I use U-Dictionary when I want to pronounce some word correctly”. It indicated that the mean score of this statement is 4.38 which means that “Agree" is the answer of statement number 6. So, the researcher concluded that the students used U-Dictionary when they want to know how to pronounce some word correctly.

Statement number 7 concerned with “Applying MALL in classroom motivates me to learn English”. It showed that the mean score of this statement is 4.35 which means that "Agree" is the answer of statement number 7. So, the researcher concluded that the application of MALL (Mobile Assisted Language Learning) in classroom motivates the students to learn English.

Statement number 8 concerned with “I use U-Dictionary to learn speaking”. It indicated that the mean score of this statement is 4.17 which means that "Agree" is the answer of statement number 8. So, it was concluded that the students used U-Dictionary in learning speaking in the classroom.

Statement number 9 dealt with “Learning speaking by using U-Dictionary is more fun”. That data showed the mean score is 3.91 this score is closer to 4.00 it means that "Agree" is the answer of statement number 9. So, it was concluded that learning speaking by using U-Dictionary is more fun.

Statement number 10 concerned with “I must have U-Dictionary in my mobile phone”. That data explained that the mean score is 3.76 this score is closer to 4.00 which means that "Agree" is the answer of statement number 10. So, it was concluded that the students think that they must have U-Dictionary in their mobile phone, to help them in learning language activities.

This conclusion of all aforementioned data showed the students perceive that the learning speaking activities using MALL (Mobile Assisted Language Learning) through U-Dictionary is the beneficial for media or learning tool that effected to learning activities, students’ motivation, understanding and interest. Applying MALL (Mobile Assisted Language Learning) in classroom makes the students easier to learn English because the application of MALL (Mobile Assisted Language Learning) in classroom motivates the students to learn English. Dealing with U-Dictionary, the students consider that they must have U-Dictionary in their mobile phone, they used U-Dictionary in learning speaking in the classroom, they answered that U-Dictionary makes them easy to learn speaking in the classroom because learning speaking with U-Dictionary is more fun. The students used U-Dictionary to find word meaning quickly, to find out how to pronounce some word correctly and to find regular and irregular verbs.

CONCLUSIONS

The result of the aforementioned data elaboration, it was concluded that the application of MALL (Mobile Assisted Language Learning) using U-Dictionary in teaching speaking provided to a sample group of students in vocational high school obviously was effective. It can be seen from the computation result of speaking pre-test and post-test given in the beginning and the last meeting, the students generally have interest and a good excitement in applying MALL using U-Dictionary. They assumed that applying MALL through U-Dictionary could ease their understanding toward the material such as kind of verbs, a correct spelling, a correct pronunciations and improve their speaking skill, increase their grammar mastery and vocabulary, and also students’ comprehension of learning experiences using new teaching aids.

The students’ score from pre-test to post-test had been increased, it means that applying MALL (Mobile Assisted Language Learning) through U-Dictionary in teaching speaking is effective, this result is relevant with the students’ perception, they

gave a good and positive on it. The results of test and questionnaire are support each other. Nevertheless, applying MALL through U-Dictionary has weaknesses such as no internet connection, the distraction of students' focus because there are social media in their mobile phone and less of tools availability.

Based on the conclusions, some suggestions were addressed to the teacher, students and further researchers who will do the research in the same field.

It is expected for the teacher to improve the teaching innovation in teaching creativity to maximize teaching learning process. Furthermore, it is very important for the teacher to have various teaching tools that assists students to keep their interest. The teacher also must try to apply technology based learning in the instructional process and give a new innovation to create a new instructional atmosphere by means of technology-based teaching tools.

It is expected for the students who want to learn and practice their speaking skill routinely and confidently to utilize their mobile cell phone for learning English. Finally, the expectation was addressed to the researchers to necessarily conduct the study in other level of education to gain more specific result dealing with the reason of applying MALL (Mobile Assisted Language Learning) in education field.

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