

ENGAGING MOBILE ASSISTED LANGUAGE LEARNING (MALL) INTO EFL LISTENING CLASS

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ABSTRACT

The objective of this research was to find out the progress of the students' listening fluency through Mobile Assisted Language Learning (MALL). The researcher used Classroom Action Research with twenty four samples at Senior High School or SMA Muhammadiyah Karawang who have experienced using Mobile Phone in any applications needed. To make the teaching-learning process clear and relevant should be supported by the experts' theories, such as Howatt and Dakin (1974) stated that Listening is the ability to identify and understand what other saying. It is also supported by Howard Gardner (1983) by saying that Teachers have begun to understand how using audio in the classroom can increase the circle of readers by engaging learners with auditory and spatial intelligence learning style. Moreover, mobile phone is a portable device that can be brought anywhere and anytime we want to. Despite there is no agreement about defining Mobile Assisted Language Learning (MALL), (Traxler's, 2005) defined mobile learning as any educational provision where the dominant technologies are handheld devices. Also, (O'Malley et al., 2003: 6) defined mobile learning as a type of learning that takes place when the learner is not at a fixed location, or when the learner takes advantage of the learning opportunities offered by mobile technologies. This study showed that MALL improved the students' listening skill. Therefore, the researcher suggested that EFL teachers use Mobile Assisted Language Learning as an alternative way to improve students' listening skill and teaching quality as well.

Keyword: Moble Assisted language Learning (MALL), Action Research, Listening

ABSTRAK

Tujuan dari penelitian ini adalah untuk mencari tahu peningkatan kemampuan listening siswa menggunakan Mobile Assisted Language Learning atau MALL. Kami menggunakan Penelitian Tindakan Kelas atau PTK dengan dua puluh empat sample di salah satu SMA swasta di Karawang yaitu SMA Muhammadiyah Karawang yang telah berpengalaman menggunakan aplikasi di mobile phone. Hal ini didukung oleh beberapa ahli, yang diantaranya Howatt dan Dakin (1974) menyatakan bahwa menyimak adalah kemampuan untuk mengidentifikasi dan memahami apa yang seseorang katakan. Lalu, didukung oleh ahli lainya yaitu Howard Gradner (1983) bahwa para pendidik mulai memahami bagaimana menggunakan audio bisa meningkatkan siklus dengan melibatkan pembelajar dengan gaya belajar auditori dan spasial intelegence. Sementara Mobile Assisted language Learning atau MALL menurut Traxler (2005) mendefinisikan bahwa pembelajaran mobile sebagai syarat pendidikan dimana teknologi merupakan alat yang bisa digenggam. Selain itu, O'Malley et al. (2003:6) mendefinsikan mobile learning sebagai jenis pembelajaran yang terjadi bila pembelajar bukanlah atau tidak di suatu tempat yang ditentukan, atau bila pembelajar mengambil keunutngan pada kesempatan belajar yang ditawarkan oleh teknologi mobile. Studi ini menunjukkan bahwa MALL meningkatkan kemampuan menyimak. Oleh sebab itu, peneliti menyarankan bahwa para pendidikan EFL agar menggunakan Mobile Assited langauge Learning (MALL) sebagai salah satu cara alternatif untuk meningkatkan kemampuan menyimak siswa dan juga kualitas

Keyword: Mobile Assisted language Learning (MALL), Action Research, Listening

INTRODUCTION

Listening is one of basic skills in learning a language. It is one of the most difficult subjects for most EFL learners, since the environment does not support them to practice whether either speaking or listening. Many of them found difficulties from native speaker's pronunciation, vocabulary, and their speed as well. However, Listening and Speaking is related to each other, so that is why, researcher tried to emphasize on listening skill for students in order they get to use it, and it is automatically much helpful for spoken skill as well. Before, the lecturer or teacher used conventional media such as Cassette, VCD or DVD, and others, yet currently using more sophisticated technology in learning English as a Foreign Language (EFL) is extremely important to almost learners today. It can facilitate learning EFL for most of the listeners as well as it takes an important role in learning listening or anything freeing from the limit of both time and place. In order to fulfill this point, the advent of hand-held computer-based devices disclosed the emergence of Mobile Assisted Language Learning (MALL).

MALL has appeared as a study since 2000. It has become one of the new trends of technologies that developed language teaching and learning methods, approaches, and techniques. MALL has focused on the use of five mobile technologies: pocket electronic dictionaries, personal digital assistants (PDAs), mobile phones, MP3 players, and most recently ultra-portable tablet PCs. Such technologies can be used in classrooms other than traditional ways of teaching.

Using MALL in EFL learning is an effective way to develop language skills. One of the major skills that should be improved greatly is listening. According to (Bowen, Madsen and Hilferty, 1985), listening can be defined as "the process of attending to and interpreting oral language where the student should be able to hear oral speech in English, segment the stream of sounds, group them into lexical and syntactic units (words, phrases, sentences), and understand the message they convey" (p. 73). Listening is an important skill because listeners develop their listening skills through. Therefore, a special focus was given to these listening skills inside classrooms (Rost, 1994). A way to improve listening is teaching listening through MALL.

Therefore, the use of Mobile Assisted Language Learning or MALL enabled teachers or lecturer to enhance students' listening skill as well as eased the lecturer or teachers in teaching English, especially teaching listening. Moreover, the students are more active in learning listening since the teacher or lecturer only facilitated them using media of mobile assisted language learning which has many applications, including listening skill. The teacher or lecturer only directed and gave them the feedback while listening and after listening ended.

METHODOLOGY

In this research, the researcher used action research method with the qualitative research design. Stephen Kemmis and Robin Mc. Taggart stated that this method is chosen in accordance with the purpose and the problem of research found in the classroom daily teaching. The procedure in doing the research will follow the system model which is stated by Stephen Kemmis and Robin Mc. Taggart, as follows: 1) Planning, 2) Acting, 3) Observing, 4) Reflecting.

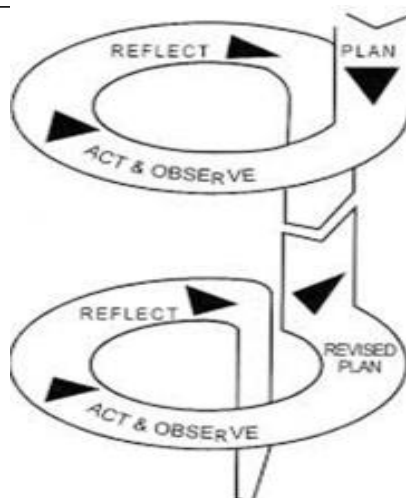


Figure 1. Kemmis and Mc. Taggart's Action Research Model

This research consist of three cycles. In each cycle there are four steps as planning, acting, observing, and reflecting. To execute research for the agenda of writing this paper research, compilation phases of these are done systematically in: 1) Planning. Planning is the formation of plan which consists of all aspects that interrelated to the research in the class action research at every cycle. 2) Acting. Acting is the realization of the planning that has been planned before, the strategy wants to use, the subject will to learn and study, etc. The implementation of planning is the realization from acting which had been planned before. In short term acting in this research is working the lesson plan out. 3) Observing. Observing is the monitoring process that can be done by researcher or collaborator. While processing the monitoring the researcher must make a note about every incidents and things that happened in the class. 4) Reflecting. It is the evaluation of the research. The data should be graded to determine the students' passing and failure score which can be counted by using rubric score already mentioned at previous chapter. Thereby, the reflection could be definite after the existence of the implementing the acting and the result of the observation.

RESULT AND DISCUSSION

According to Tyagi (2013) stated that the process of listening occur in five stages. They are hearing, understanding, remembering, evaluating and responding. The explanation is as follows:

HEARING-

It refers to the response caused by sound waves that stimulate the ear's sensory receptors ; it is physical response ; hearing is the perception of sound waves ; you have to listen, but you don't need to listen (the perception needed to listen depends on attention). Brain screens stimuli and permits only a select few to come into focus- these selective perception is known as attention, an important requirement for effective listening.

UNDERSTANDING

This step helps us to understand the symbols we have seen and heard, to analyze the meaning of the stimuli we have perceived ; symbolic stimuli are not only words, but also sounds like applause and sights like blue uniforms that also have symbolic meanings ; the meanings attached to these symbols are a function of our past associations and the context in which the symbols occur. For successful interpersonal communication, the listener must understand the intended meaning and the context assumed by the sender.

REMEMBERING

Remembering is important listening process because it means that an individual has not only received and interpreted a message but has also added it to the mind's storage bank. In Listening our attention is selective, so too is our memory- what is remembered may be quite different from what was originally seen or heard.

EVALUATING

Only active listeners participate at this stage in Listening. At this point the active listener weighs evidence, sorts fact from opinion, and determines the presence or absence of bias or prejudice in a message; the

effective listener makes sure that he or she doesn't begin this activity too soon ; beginning this stage of the process before a message is completed requires that we no longer hear and attend to the incoming message-as a result, the listening process ceases.

RESPONDING

This stage requires the recipient to complete the process by verbal or non - verbal feedback ; since the speaker has no other way to determine whether a message has been received , this stage is the only open means by which the sender can determine the degree of success in transmitting the message.

In pre-cycle, the researcher undertook the test of listening about pictures and question-respond before treatment and the result showed that, as follows:

Table 1. The Pre-Cycle of the Listening Test

Ability Criteria	Total	Percentage %
<i>Excellent</i>	0	0%
<i>Good</i>	3	13%
<i>Fair</i>	2	8%
<i>Poor</i>	18	75%
<i>Very Poor</i>	0	0%

Before treatment, most of the students found the listening skill extremely difficult, as the table shown above that no one has an excellent score. There are only 13% of having good scores and 8% having fair scores, while there are 75% of having poor scores, yet none had a very poor one. Some students said that it was very difficult to understand, and some said it was so fast that they could not catch the point of what they heard during listening test. And most of them said that listening skill was seldom taught to them since they did not have any information how and where they could get the source for their listening exercises or as an extensive listening.

Cycle One of the Action Research

In Cycle One, the first process done is planning by preparing the lesson plan, media of mobile phone, speaker bluetooth device, white board and board markers. The procedure of teaching as normally done, yet for the listening section students were informed how to use Mobile Assisted Language Learning or MALL, so that they can learn and practice more anywhere and anytime without the limit of time and place.

1. Planning

The title of the Action Research is "Engaging Mobile Assisted Language Learning into EFL Listening Class?"

As the researcher has mentioned earlier, most of the students that he has so far handled as an English teacher at SMA Muhammadiyah Karawang, located at Jalan KH. Ahmad Dahlan No 1, Karawang, West Java, have difficulty in listening activity. The researcher once asked the twelfth year students to listen to the native speakers through media of Mobile Phone. To his surprise, most of the students had difficulty in the Listening activity.

Therefore, the researcher used action research method to find problem solving. In this classroom action research, researcher has arranged the implementation of learning based on basic competency from a lesson plan, developing observation instrument for teacher and students during learning activity in classroom, giving a task for students to learn at home, preparing media of learning and teaching process as mentioned above.

Lesson Plan

Lesson plan is made to help the teacher to structure the teaching and learning process in the class and make the learning process running well.

School : SMA Muhammadiyah Karawang

Class : XII

Time Allocation : Three hours

Skill : Listening
Lesson : Listening of situational conversation

Objective

The objective of this listening material is to make students familiar with the native speakers' voice while they are communicating each other, also help students feel easy facing listening test section from national final exams.

Material, Source and Teaching Aids

Material : a listening dialogue
Source : Daily English on MALL

Teaching Aids : 1. Mobile Phone, Bluetooth Speaker Device
2. Worksheets
3. Marker & White Board

Time Allocation

1. Teacher gives presentation of new lesson	25 minutes
2. Students do aural drill	15 minutes
3. Students conclude the listening dialog	30 minutes
4. Students do oral aural drill	15 minutes
5. Students do the play acting	15 minutes
6. Teacher gives feedback on aural, oral & play acting	10 minutes
7. Teacher gives evaluation task	5 minutes
8. Students do evaluation task	40 minutes
9. Teacher gives feedback on evaluation task	20 minutes
10. Closing	5 minutes

2. Acting

For Cycle One, a Lesson Plan on Listening lesson was prepared to improve students' listening skill through media of Mobile Phone. The source taken from the MALL entitled "Daily English"

When researcher was doing this act, teacher committed apperception to give motivation and direct students to get along with basic competency of listening learning through media of native speakers' English Audio that would be learnt, explaining the goal that would be achieved, steps of learning process, teacher provided a mobile phone, bluetooth speaker device. Students were given a chance to ask new vocabulary or words, phrase, sentence, and other expressions to the teacher in fifteen minutes, and they have to write down the new words what they asked in order to remember. After that, he went on teaching listening lesson. Each of students firstly listened to native speakers' English audio in aural drill for three times, then let students summarize the dialog what they heard from English cassette, teacher gave applause to students summarizing the dialog from the English audio. After students had been asked to listen or using an oral-aural drill and play acting, continued to do the test or ended by answering some questions from media of native speakers' English audio.

Teaching Process

There are some steps in teaching process in the classroom, they are, as follows:

1. Teacher greets the students
2. Teacher checks the students' attendance
3. Teacher starts the lesson by asking students to do something that is listening to the material text.
4. Teacher asks students to summarize the content of the listening
5. Teacher asks students to listen and repeat the dialog in the listening
6. Teacher asks students to do play acting
7. Teacher asks students to do evaluation task
8. Teacher gives feedback on evaluation and closes the class

3. Observing

The researcher collaborated with Mr. Ari, an English co-teacher at SMA Muhammadiyah Karawang, West Java in this Action Research. He acted as observing teacher and made down notes on the areas that needed improvement in the researcher's way of teaching or in the teaching material itself. Mr.

Ari observed how the teacher managed the class and made down notes on things that he found lacking during the teaching process that the researcher did not have affected result of the research. It was also done to ensure that the researcher did not have any biases that might jeopardize the reliability and validity of the research. The collaborator was doing observation by filling in the instruments which have been prepared covering: observation of teacher and students' activity during learning and teaching process, and also students' questionnaires after the class ended.

The results obtained from the observation are as follows:

- The Students followed oral-aural drill and play acting method, ended with listening test and the result shows that 33% of students have good score, 46% are fair, and 21% are still poor.
- The average score of the students are 62.08 or 16% increase from before Cycle or pre-test to Cycle One.
- Students' enthusiasms to follow learning process show that 79% of students have good motivation, whereas 21% of them are fair one.
- The result of students' Questionnaires shows that 33% of the students find it easy to learn listening through media of Mobile Phone but 67% of them find it difficult. 79% of students feel fun or happy to learn English listening through media of Mobile Phone and 21% of them do not feel so.

Table 2. The Cycle 1 of the Listening Test

Ability Criteria	Total	Percentage %
<i>Excellent</i>	0	0%
<i>Good</i>	3	33%
<i>Fair</i>	2	46%
<i>Poor</i>	18	21%
<i>Very Poor</i>	0	0%

4. Reflecting

Based on Cycle One above, the average score of students' achievement are 62.08 or 16% increase from before Cycle or pre-test to Cycle One, there are 33% of having good scores, and 46% of having fair scores yet there are still 21% of students find it difficult with poor scores although there is an increase from pre-test to Cycle One, it was because some of them did not focus on the subject well. Therefore, it is suggested to continue to Cycle Two, because some students' score are still under standard of minimum score.

Cycle Two of the Action research

1. Planning

The post test given on the first meeting still pointed out problems on listening to native speakers' voices through media of native speakers' English cassette as can be seen 21% of the students still got less than 60, so the teacher intended to ask the students to pay more attention the subject given or deepen a method of oral-aural drill and play acting, and the material given should be learnt. If some students ignored or didn't learn the vocabularies at home, so it can be a cause of students problem in listening subject, because learning listening needs good concentration and word enrichment. So, the teacher motivated them again about the importance of listening, especially English native speakers' voice that can be very helpful for current and future time.

In Cycle Two of classroom action research, researcher has arranged the implementation of learning based on basic competency from a lesson plan, developing observation instrument for teacher and students during learning activity in classroom, giving a task for students to learn at home, preparing media of learning and teaching process, such as Mobile Phone, Bluetooth Speaker Device, as well as developing scenario of listening learning.

2. Acting

Next, when researcher was doing this act, teacher committed apperception to give motivation and direct students to get along with basic competency of listening learning through media of mobile phone that would be learnt, explaining the goal that would be achieved, steps of learning process, teacher

provided a mobile phone, bluetooth speaker device, and copies of listening passage to discuss. Students were given a chance to ask new vocabulary or words, phrase, sentence, and other expressions to the teacher in fifteen minutes, and they have to write down the new words what they asked in order to remember. Each of students firstly listened to native speakers' English cassette in aural drill for three times, then let students summarize the dialog what they heard from English cassette, researcher gave applause to students summarizing the dialog from Mobile Assisted Language Learning or MALL. Afterward, students were asked to listen and repeat or an oral-aural drill, ended by answering some questions from MALL.

3. Observing

The researcher collaborated with Mr. Ari, an English teacher at SMA Muhammadiyah Karawang, West Java in this Action Research. He acted as observing teacher and made down notes on the areas that needed improvement in the researcher's way of teaching or in the teaching material itself. Mr. Ari observed how he managed the class and made down notes on things that he found lacking during the teaching process that the researcher did not have affected result of the research.

It was also done to ensure that the researcher did not have any biases that might jeopardize the reliability and validity of the research. The collaborator was doing observation by filling in the instruments which have been prepared covering: observation of teacher and students' activity during learning and teaching process, and also students' questionnaires after the class ended.

The results obtained from the observation are as follows:

- Students' enthusiasms to follow learning process show that 79% of students have excellent motivation, whereas 21% of them are good ones.
- They followed oral-aural drill method, ended with listening test and the result shows that 79% of students have good score, 21% are fair, and none is poor.
- The average score of the students are 71.25 or 15% increase from Cycle One to Cycle Two.
- The result of students' Questionnaires shows that 79% of the students find it easy to learn listening through media of Mobile Phone and 21% of them still find it difficult. Now 100% of students feel fun or happy to learn English listening through media of Mobile Phone.

Table 3. The Cycle 2 of the Listening Test

Ability Criteria	Total	Percentage %
<i>Excellent</i>	0	0%
<i>Good</i>	19	79%
<i>Fair</i>	5	21%
<i>Poor</i>	0	0%
<i>Very Poor</i>	0	0%

4. Reflecting

Based on Cycle Two above, the average score of students' achievement are 71.25 or 15% increase from Cycle One to Cycle Two, yet there are still 21% of students wish to have score more than score standard given, they are getting more highly motivated to learn it. Even, the others also wish to have better score though most of them got good score. Therefore, all the students and the teacher agree to try to Cycle Three for better improvement in listening test score. Because the listening activity done in the classroom is getting more interesting for all the students and the teacher himself.

Cycle Three of the Action research

1. Planning

The posttest given in Cycle Two has pointed out better improvement on listening to native speakers' voices through media of mobile phone, it seemed that students are more highly motivated to learn listening; no more students ignored the subject. Yet there are still 21% of the students still got 60, the standard score, because some of them wish to get more than score standard, so the teacher asked students to concentrate more on a method of oral-aural drill and play acting. In Cycle Three of classroom action research, researcher has arranged the implementation of learning based on basic competency from a lesson plan, developing observation instrument for teacher and students during learning activity in classroom, giving a task for students to learn at home, preparing media of learning and teaching process,

such as mobile phone, bluetooth speaker device, as well as developing scenario of listening learning.

2. Acting

Similar to Cycle One and Two, when researcher was doing this act, teacher committed apperception to give motivation and direct students to get along with basic competency of listening learning through media of mobile phone that would be learnt, explaining the goal that would be achieved, steps of learning process, teacher provided a mobile phone, bluettoh speaker device, and listening passage to discuss. Students were given a chance to ask new vocabulary or words, phrase, sentence, and other expressions to the teacher in fifteen minutes, and they have to write down the new words what they asked in order to remember. Each of students firstly listened to mobile phone in aural drill for three times, then let students summarize the dialog what they heard from Daily English dialog, researcher gave applause to students summarizing the dialog from MALL. Afterward, students were asked to listen and repeat or an oral-aural drill exercises and do play acting or take part in the dialog given, and then ended by answering some questions which have been available from media of mobile phone equipped with bluetooth speaker device.

3. Observing

The researcher collaborated with Mr. Nana Ari, an English co-teacher at SMA Muhammadiyah Karawang, West Java in this Action Research. He acted as observing teacher and made down notes on the areas that needed improvement in the researcher’s way of teaching or in the teaching material itself. Mr. Ari observed how the teacher managed the class and made down notes on things that he found lacking during the teaching process that the researcher did not have affected result of the research. It was also done to ensure that the researcher did not have any biases that might jeopardize the reliability and validity of the research. The collaborator was doing observation by filling in the instruments which have been prepared covering: observation of teacher and students’ activity during learning and teaching process, and also students’ questionnaires after the class ended.

The results obtained from the observation are as follows:

- Students’ enthusiasms to follow learning process show a very significant percentage. It achieved 100% or all of students have excellent motivation.
- They followed oral-aural drill and play acting method, ended with listening test and the result shows that 100 % of students have good score, so neither has fair score nor poor one.
- The average score of the students are 80.42 or 13% increase from Cycle Two to Cycle Three.
- Students’ Questionnaires also shows the significant result that 100% of the students find it easy to learn listening through media of native speaker’s English cassette and none of them still finds it difficult. Also 100% of students feel fun or happy to learn English listening through media of native speaker’s English cassette.

Table 4. The Cycle 2 of the Listening Test

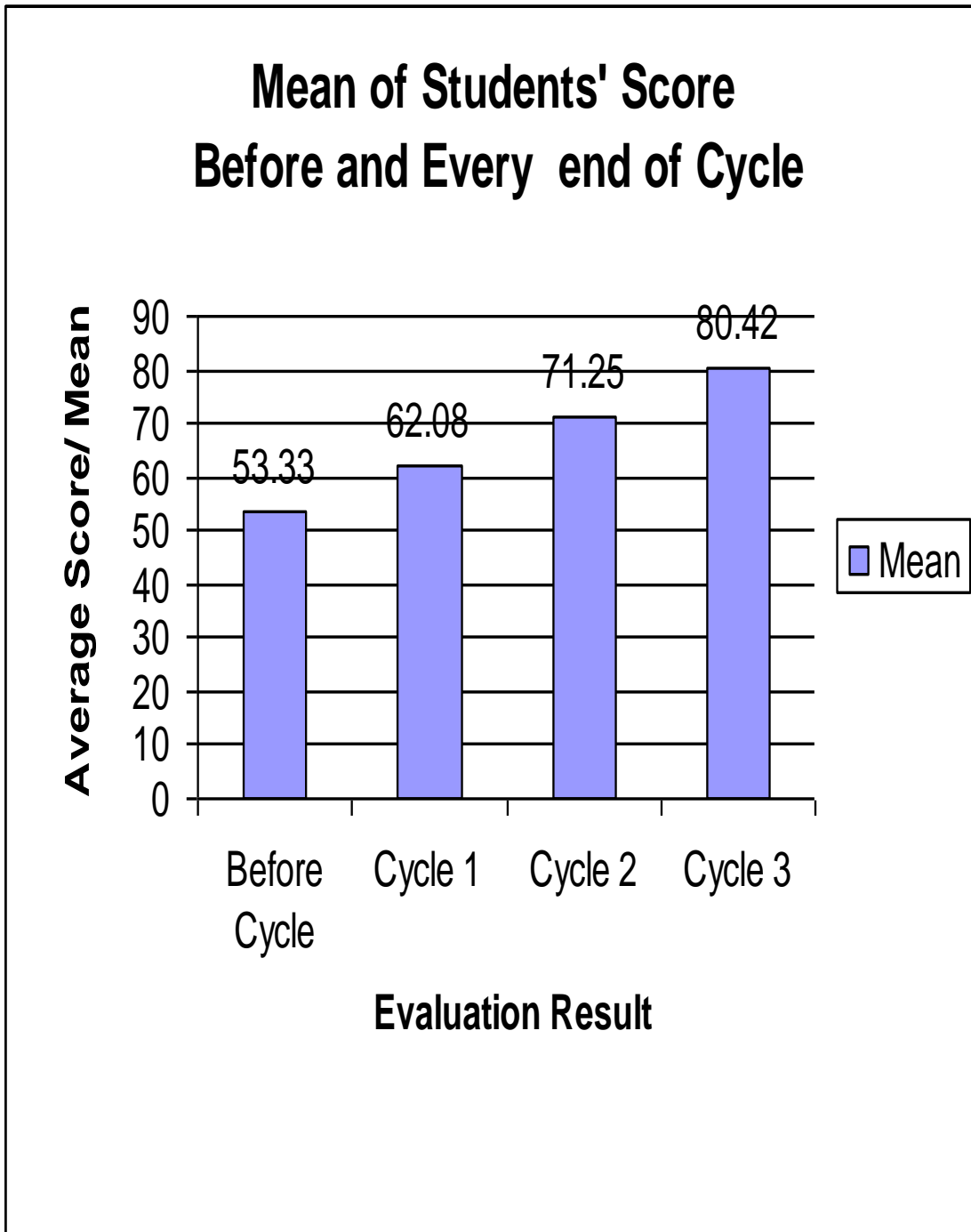
Ability Criteria	Total	Percentage %
<i>Excellent</i>	0	0%
<i>Good</i>	24	100%
<i>Fair</i>	0	0%
<i>Poor</i>	0	0%
<i>Very Poor</i>	0	0%

4. Reflecting

Based on Cycle Three above, the average score of students’ achievement are 80.42 or 13% increase from Cycle Two to Cycle Three. The concentration and words enrichment which have been done by students to improve listening skill through media of mobile phone can be realized. Therefore it is not necessary for researcher to continue to next cycle as can be seen the result has been really significant.

In addition, the researcher showed the average or mean of students’ score by graph or chart in every cycle from the test of listening after being given treatment, and you can find out significant improvement in every cycle as the given chart below:

Graph. 1. Mean of Students' Listening Score



The data above shows that in pre test, the students' average score is 53.33, but in Cycle One improved becomes 62.08, in Cycle Two also improved until 71.25 and in Cycle Three is much better, the students can achieve 80.42. therefore, it can be summed up that Mobile Assisted Language Learning can be an alternative way to enhance students' listening skill, since mobile phone itself is very portable that

can be possessed either students or teachers, so that they can learn it more and more without the limit of time and place.

CONCLUSION

Before we speak well, we become the listener first. God gives us two ears and one mouth, we must become the good listeners first before becoming the good speaker. In a language, there are four basic skills to master. They are listening, speaking, reading, and writing, taking a look at the hierarchy, listening is the first priority in learning a language, and it creates other coming skills to master. In return, if we have a problem to hear or to listen to, it brings about the problems next. Listening is a very important subject to master. All need practice and the best way to improve it, moreover, English listening class is a skill that is needed by many learners of English, since it can be beneficial to their future career, study, and so on.

The researcher tried hard to find the best way to give the listening subject to those students who were chosen as samples. The researcher implemented the classroom action research as a method of research. And he soon found the progress of each cycle whether it gave a significant effect or in reverse.

This action research is divided into three cycles. Having treated in Cycle One, some students get improvement with the average score of 62.08 yet some others still have no improvement, therefore, the teacher continues to Cycle Two. In Cycle Two, there is better improvement for most of the students with the average score of 71.25 yet some others only have standard score. So, to make students have score above standard, they agree to continue to Cycle Three. Finally, all students get better scores with the average score of 80.42 because the students and the teacher work hand by hand to improve the listening skill. Thus, teaching listening using media of Mobile Assisted Language Learning or MALL could be an alternative way in teaching English at SMA Muhammadiyah Karawang, and it can be used by more practicing at the school because it is very important and beneficial to improve students' listening skill. The researcher hoped that it can be well practiced by the institution that has been object of this research activity. In addition, it is hoped that they will be important and necessary information to get a better result in the future. Further they can be a significant contribution to the development of the institution's elements to get the best result.

Last but not least, the researcher is sure that the institution will result in the qualified human resources through link and match program by using the qualified education system and continuous improvement. Therefore, all input and research mentioned above can become an added value not only for the students, the teacher, and the institution which has been object of the research activity but also for all kind readers who read this research that Mobile Assisted Language Learning into EFL Listening Class can be an alternative way to enhance listening skill.

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