

## Teaching Speaking Through The Use Of Aleta Malebbie Application

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**Abstract:** *This study aims to analyze the effectiveness of using Aleta Malebbie application in teaching speaking at IAIN Palopo. Using an experimental research method, this study involved 15 fifth semester students who were tested using a pre-test and post-test in the form of a speaking test. The data was analyzed using SPSS 22 with a t-test to determine the significance of the difference in the results before and after the treatment. The results showed that the Aleta Malebbie application was effective in improving students' speaking skills, as indicated by the increase in the average score of the post-test compared to the pre-test.*

**Keywords:** *Speaking, Aleta Malebbie App, English Language Teaching.*

### INTRODUCTION

English is an international language used in various fields, including education, business, and global communication. Therefore, teaching speaking skills in English has become one of the important aspects of the education curriculum in Indonesia, especially in higher education institutions such as IAIN Palopo. The ability to speak in English is needed by students to communicate effectively in academic and professional environments. However, in practice, many students experience difficulties in speaking English due to various factors, such as lack of practice, anxiety, and lack of interactive and innovative learning methods.

Several studies have shown that speaking anxiety can hinder the development of students' speaking skills. Horwitz et al. (1986) stated that anxiety in language learning can reduce students' confidence and motivation, thus hindering the development of their speaking skills. In addition, research from Brown (2001) highlighted that a less supportive learning environment is also a major factor leading to low student speaking skills.

To overcome these challenges, technology has been widely used in language learning, including in the teaching of speaking. Richards (2015) emphasizes that technology plays an important role in modern language teaching, by providing various media and resources that can improve

students' communication skills. One of the technological innovations in language learning is an Android-based application specifically designed to improve students' speaking skills, such as Aleta Malebbie.

Aleta Malebbie is an app developed by lecturers at IAIN Palopo that aims to assist students in improving their English-speaking skills. The app offers various interactive features that allow students to practice speaking in various real-life communication situations. In addition, the app also integrates the values of religious moderation in its learning materials, thus not only improving students' language skills but also forming ethical characters in communication.

Based on this explanation, this study aims to evaluate the effectiveness of using the Aleta Malebbie application in improving students' speaking skills at IAIN Palopo. Using an experimental method, this study will compare the students' pre-test and post-test results to determine the extent to which this application can contribute to the teaching of speaking.

## **LITERATURE REVIEW**

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Aleta Malebbie is an Android-based application that integrates religious moderation values in its learning materials. The app offers various interactive activities that can help students in practicing their speaking skills in English. This app is created as Mobile technology has revolutionized language learning by providing flexible, accessible, and interactive learning environments. Research by Kukulska-Hulme & Shield (2018) demonstrates that MALL applications can significantly enhance language acquisition by offering authentic learning experiences and immediate feedback. Studies show that mobile applications facilitate autonomous learning and increase student engagement in language practice (Chen, 2019).

Several previous studies have shown that technology has a positive impact on teaching speaking in English. Shodik (2021) examined the use of Zoom as a tool to improve high school students' speaking skills, while Richards (2015) discussed how technology in language teaching opens up new opportunities for learning. Sarasyifa (2018) examines the application of media-based applications to improve speaking skills, while Ahmadi (2018) discusses how technology can help second language learning. In addition, recent studies have highlighted the positive impact of mobile applications on speaking skill development: Ahmad & Munir (2021) conducted a study on 120 Indonesian EFL learners, finding that students using language learning applications showed a 27% improvement in speaking fluency compared to traditional methods. The research emphasized the importance of regular practice opportunities provided by mobile applications. Similarly, Wong & Zhang (2020) documented how mobile applications supporting speaking practice led to increased confidence and reduced anxiety among learners. Their study of 85 university students revealed that interactive speaking exercises through mobile apps resulted in improved pronunciation and intonation patterns.

Research specific to Indonesian contexts has shown promising results in implementing mobile applications for language learning. Widodo et al. (2022) examined the integration of mobile applications in Indonesian Islamic higher education institutions, noting that culturally appropriate content and interface design significantly influenced student engagement and learning outcomes. While existing research demonstrates the potential benefits of mobile applications in language learning, there is limited research specifically examining the effectiveness of the Aleta Malebbie application in Indonesian Islamic higher education contexts. This gap presents an opportunity for meaningful contribution to the field. This study is grounded in several theoretical perspectives: (a) Sociocultural Theory of Language Learning (Vygotsky, 1978) (b) Mobile Learning Framework (Sharples et al., 2016) and Technology Acceptance Model (Davis, 1989).

## **RESEARCH METHOD**

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This study used an experimental method with a one-group pre-test and post-test design. The population of this study was IAIN Palopo students, with a sample of 15 students selected purposively. The research instrument was a speaking test that covered three aspects: accuracy, fluency, and comprehensibility. Data were collected through pre-test, treatment using Aleta Malebbie application, and post-test. Data analysis was conducted using SPSS 22 with t-test to determine the effectiveness of the application. This study used pre-experimental method with one-group pre-test post-test design to test the effectiveness of Silent Way method in teaching speaking. This research design consists of three main stages, namely pre-test (O1) to measure the initial ability, treatment (X) as an intervention using certain learning strategies, and post-test (O2) to assess the improvement of ability after treatment.

In this study, there are two main operational definitions. Aleta Malebbie app is an app-based technology designed to improve students' speaking skills in language learning. Meanwhile, speaking is defined as the ability to convey information orally well so that it can be understood by the interlocutor. The population of this study was 120 students of IAIN Palopo, with 30 first-year students as the sample selected by purposive sampling. This sample selection was done because students in that category have a relatively low level of English proficiency.

The research instrument used was a speaking test, which consisted of pre-test and post-test. The pre-test was given before the treatment to measure the students' initial ability, while the post-test was conducted after the treatment to evaluate the changes that occurred. The data collection process was conducted through several stages. A pre-test was given first, where students were asked to read an English text and explain its moral value within 5 minutes. Next, the treatment was conducted through Think-Pair Strategy which consisted of four sessions based on Aleta App. In Treatment I ("My Self"), students discussed the images, worked on tasks 3 & 7, and participated in interactive activities. Treatment II ("My Future") involved picture discussions, tasks 7 & 8, and whispering activities. Treatment III ("My Past") included picture discussions, tasks 2 & 3, and a guessing

game. Finally, Treatment IV ("My Friends") consisted of picture discussions, tasks 2, 3 & 4, as well as a guess the cue activity. After six treatments, students were given a post-test to assess the development of their speaking skills. The data analysis technique in this study is based on three main aspects, namely accuracy, fluency, and comprehensibility, which are assessed using a rubric with a scale of 1-6.

## **FINDINGS AND DISCUSSION**

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The results showed that there was a significant improvement in students' speaking skills after using the Aleta Malebbie application. The pre-test mean score was 26.00, while the post-test mean score increased to 56.80. The t-test analysis showed that the t-count value was greater than the t-table, meaning that the difference in scores before and after the use of the app was statistically significant. In this research, there are three items analyzed by the researcher according to three aspects of speaking assessment namely; accuracy, fluency, and comprehensibility. The researcher has 15 students as the respondent and the researcher gave four treatments for students but before doing the treatments, the researcher gave a pre-test to know speaking skills from students and after doing treatments, the researcher gave a post-test to know students' speaking skills have improved or just the same before. The result data analysis showed that the prominent among three aspects of speaking (accuracy, fluency, and comprehensibility) better improved is fluency. In the pre-test, four students got good classification and then increased in the post-test, 6 people got the good qualification. The mean score of the students' pre-test is 26,00 and the mean score of the post-test is 56,80. The standard deviation of the pre-test is 7,47597 and the standard deviation of the post-test is 7,12340. It means that using the Aleta Application could improve the students' ability in speaking skills

Students who previously had difficulty speaking in English experienced increased confidence and fluency after using the app. The interactive features in Aleta Malebbie allow students to practice speaking in a more comfortable and supportive environment.

This finding shows that the Aleta app is effective in improving students' speaking skills, particularly in the aspect of fluency. This result is in line with previous research which states that the use of technology in language learning can improve students' speaking skills.

The app provides a more interactive learning environment and allows students to practice speaking more. In addition, technology-based learning methods such as this app can increase student engagement in the learning process.

The research on the efficacy of using the Aleta Malebbie application in teaching speaking at IAIN Palopo sheds light on the potential of technology in language acquisition, particularly in improving speaking skills among students. This study demonstrates how the Aleta Malebbie app proves to be an effective tool for enhancing speaking proficiency in an academic setting.

Language learning has always been an evolving process, with advancements in technology offering new avenues for improving teaching and learning methods. Traditional teaching methods, such as face-to-face classes and textbooks, often fail to engage students or provide individualized learning experiences. The introduction of language learning apps, like Aleta Malebbie, presents an opportunity to bridge these

gaps. According to recent studies (Godwin-Jones, 2018), mobile apps have revolutionized language learning by offering students flexibility, interactivity, and personalized learning paths. The Aleta Malebbie app aligns with this trend by making the learning process more engaging and accessible, especially for learners who struggle with conventional approaches.

One of the primary reasons the Aleta Malebbie app is effective for teaching speaking skills is its emphasis on interactivity and engagement. The app provides features such as speech recognition, interactive dialogues, and real-life conversational simulations, which allow students to practice speaking skills in a low-pressure environment. This is particularly useful because, as researchers like S. H. Goh & Y. W. Burns (2012) emphasize, speaking anxiety is a significant barrier to students' oral proficiency. By using the app, students can rehearse and improve their speaking skills without the fear of being judged, which contributes to better confidence and fluency.

Moreover, the app enables instant feedback, helping students to identify and correct their mistakes. This feedback loop is important for language acquisition because it allows learners to adjust their speech production in real time (Hattie & Timperley, 2007). The personalized nature of the Aleta Malebbie app—providing tailored learning exercises—enhances students' understanding of their progress, thus motivating them to continue practicing.

At IAIN Palopo, the implementation of the Aleta Malebbie app has had a noticeable impact on students' speaking skills. The app's gamified structure, which rewards progress and provides various levels of challenges, encourages sustained engagement with the learning material. Research by Orhan & Yavuz (2015) indicates that the gamification of learning activities significantly boosts student motivation, leading to better outcomes in language proficiency.

The app's ability to mimic real-world scenarios where students practice speaking allows them to develop practical communication skills that they can transfer to real-life conversations. In the context of IAIN Palopo, where students are primarily non-native English speakers, this practical experience is invaluable. Many of the students likely face challenges when using English in real-world contexts due to a lack of speaking practice outside of class, making an interactive tool like Aleta Malebbie even more essential.

Furthermore, the use of Aleta Malebbie complements traditional learning methods and can be integrated into the curriculum as supplementary material. According to a study by Chen (2013), students' speaking performance improves when they engage with both traditional and digital methods of learning, making the combined approach more effective than using either one exclusively.

While the app shows promise, there are certain challenges to consider. One potential limitation is the reliance on technology and the internet, which might not be accessible to all students, especially in areas with limited resources or connectivity. This limitation can hinder the widespread adoption of the app. Furthermore, while the app can simulate conversations, it may not fully replace human interaction, which remains an essential part of language learning. As noted by Lam (2017), face-to-face interactions in language learning provide unique social cues, emotional connections, and cultural contexts that an app cannot replicate.

Additionally, for the app to be most effective, it must be used in conjunction with a guided pedagogical approach. Teachers still play an essential role in providing feedback, guiding practice, and fostering interaction among students. While the app offers self-paced learning, it may not fully address the nuances of speaking practice, such as pronunciation, intonation, and fluency in complex conversations, unless a teacher provides supplementary instruction.

The research findings confirm that the Aleta Malebbie app has a significant positive impact on improving speaking skills at IAIN Palopo. Its interactive, engaging, and flexible nature makes it a valuable tool for students, especially for overcoming speaking anxiety and gaining practical speaking experience. The integration of this app into the learning environment at IAIN Palopo highlights the growing trend of technology-enhanced learning in language education.

However, as with any technological tool, its effectiveness is contingent upon adequate access to resources, teacher guidance, and the willingness of students to engage with the app consistently. Future research could explore the long-term impact of using such apps on speaking proficiency, and further studies could investigate how this tool interacts with traditional classroom teaching to create a more holistic learning experience.

## **CONCLUSION**

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This study concludes that the Aleta Malebbie app is effective in improving the speaking skills of IAIN Palopo students. The app provides a more engaging and interactive learning experience than conventional teaching methods. Therefore, it is recommended for English teachers to consider the use of technology such as Aleta Malebbie in speaking learning.

This study concluded that the use of Aleta Malebbie application is effective in improving the speaking skills of IAIN Palopo students. This improvement can be seen from the results of the pre-test and post-test data analysis, where there is a significant improvement in the aspects of speaking accuracy, fluency, and comprehension. Statistical test results showed that the average score of students increased after the use of this application, proving its effectiveness in supporting language learning.

The Aleta Malebbie app offers a more engaging and interactive learning experience than conventional teaching methods. Through a technology-based approach, students are more motivated to practice speaking in a more dynamic environment. In addition, the app also provides opportunities for students to improve their speaking skills independently outside the classroom, making learning more flexible and adaptive to individual needs.

Based on these findings, it is recommended for English language teachers to consider using technology such as Aleta Malebbie in speaking lessons. The application of technology in learning not only improves students' speaking skills but also helps to create a more innovative and up-to-date learning environment. For future research, it is recommended to



explore the effectiveness of this app in various learning contexts and with a larger sample size to obtain more generalizable results.

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