Improve Students' Listening Skill

in Autonomous Learning Using Mobile Assisted

Language Learning (MALL) at Senior High School

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Abstract

This research aimed to improve the students' listening in autonomous learning using Mobile Assisted Language Learning (MALL), this research was conducted in SMAN 18 Bulukumba. The data had been counted by the researcher, then the researcher consider about the implementation of autonomous learning using MALL. In conducted this research, the researcher gave the students autonomous learning and the students work. The data were got using the test for the students, then the data counted by researcher by using Classroom Action Research method of data collection technique, and also through documentation with 32 students in the classroom.   The Results of this research showed that autonomous learning using Mobile Assisted Language Learning (MALL) can improve the students' listening, especially in Respond and Understand of their mobile phone by using several applications podcasts; it proven by the results of the test, where the students' achievement in listening respond and understand was shown by the students' scores in D-test (50 and 55.7), Cycle I (60.3 and 60), and Cycle II (81.1 and 71.). Hopefully, the result of this research is able to be replicated by SMAN teachers and students in solving similar problems faced in autonomous learning using Mobile Assisted Language Learning (MALL).

Keywords: Autonomous Learning; Listening; Mobile Assisted Language Learning (MALL); podcasts

Introduction

The prevailing atmosphere for Indonesian students to learn English before graduation, whether at home, with neighbors, or even in an old school, makes it difficult for students to learn or practice English (Hastuti, 2014:122) that the experience of language learning in a neighborhood surrounded by the English language is most effective in providing exposure and opportunities to function with

one another. However, it doesn't prevent college students from learning English on their own. Instead, learning English is encouraged as part of the higher education curriculum. Students who control their English learning themselves are accepted as autonomous learners.

The subject of the autonomous learner and the relationship between language learning has long been controversial. Student autonomy refers to the ability to take full responsibility for their own learning (Benson: 2011, Holec: 1981, cited in Tsai: 2016). This means that the autonomous learner is active in his learning who clearly understands the purpose of his learning and expressly takes responsibility Participate in goal setting for your learning, take initiatives to plan and conduct learning activities, review your learning regularly and evaluate its effectiveness.

In addition, hand phone has played a role in helping the self-employed learner. Both the internet and technology are becoming important elements to assist the autonomous student in learning. In many previous studies, the technology was examined on the autonomous learner. In this thesis, the researcher takes a research example. On using digital games by the Hand phone to analyze the autonomous student through technology carried out by Chik (2014). Both technology and the internet are used in digital games to aid the autonomous learner.

According to Prensky (2001:1) states that today's students represent the first generations to grow up with this new technology. He also states that they have spent their entire lives surrounded by and using computers, videogames, digital music players, video cams, cell phones, and all the other toys and tools of the digital age. Today's students are also called as a modern student. In this case, a modern student can exploits the product of technology wisely. The example is smartphone.

Through listening by using Mobile Assisted Language Learning (MALL) can be a media on teaching learning process. Mutahar (2017:1) states that modern media is followed by postmodern media which is related to mass media that enables human beings to cater to their needs at in anytime, anywhere, on any digital devices. Especially on language learning, Mobile Assisted Language Learning (MALL) can be useful.

According to Reinders (2010:7), there are 20 ideas allow the teacher to offer increased opportunities for language learning by taking advantage of a tool that students are intimately familiar with and carry around at all times. Hamdani (2013:674) argues that the students reported mobile phone helped them to manage the course information, to promote more of their thinking skills and to corporate with each other's. Both the teachers and the students use Mobile Assisted Language Learning (MALL) in the classroom to support their language teaching learning. In this point, English can be clearly if it is learned by using smartphone.

Even though using Mobile Assisted Language Learning (MALL) is a flying issue today, there is a field that many researchers fail to address. It is the students' perception on the usage of such Mobile Assisted Language Learning (MALL) in the teaching and learning process.

Based on the explanations above, the researcher is interested to analysis the used of

Mobile Assisted Language Learning (MALL) as the supporting media in teaching learning process. Thus, the research that carries out by the researcher entitled "Improve Students' Listening Skill in Autonomous Learning Using Mobile Assisted Language Learning (MALL) at Senior High School"

Method

This research was classroom action research (CAR). The researcher implemented of the autonomous learning using mobile assisted language learning as a way to find solution on the students' respond and understand in teaching listening. The subject of the researcher was the students of X IPA 1 SMAN 18 Bulukumba which is consist of 32 students. The researcher applied the analytic scoring rubric and there are 32 students as sample.

Result

The findings of this research cover with the description of the students' improvement in respond and understand and the students listening process.

The researcher used Mobile Assisted Language Learning (Mall) Podcasts to improving the students Listening ability. It was indicated by the improvement of mean scores in D-Test from (50) to (60.3) in cycle I and (81.1) in cycle II.

It was recognized that in D-Test, the students in score 50 were failed to create good explanation text. They could not describe the event clearly because the event was explained shortly and the central purpose of their Listening was confusing. The results shown are not satisfactory. Students cannot make well-organized listening. Most of them have difficulty in wide variety of exercise; use written notes, dictation exercise, typing, and vocabulary.

Transcript

John: Hi, this is John. Thanks for calling. I'm not here at the moment, so please leave a message and I'll call you back.

Marina: Hi, John, this is Marina Silva calling from Old Time Toys. Your colleague Alex gave me your phone number. She said you can help me.

I need some information on your new products. Could you

> *please call me when you are back in the office? My phone number is 0-2-0-8, 6-5-5-7-6-2-1.*
>
> *Also, can you please email me your new brochure and information about your prices? My email address is Marina, that's M-A-R-I-N-A, dot Silva, that's S-I-L-V-A, at O-L-D-T-I-M-E hyphen toys dot com.*
>
> *Thanks a lot. I look forward to hearing from you*

From the examples above, it can be concluded that students in class X IPA 1 of SMAN 18 Bulukumba were still confused to listening an Mobile Assisted Language Learning (Mall) Podcasts. Most of them did not know how to listening by using Mobile Assisted Language Learning (Mall) Podcasts and they were confused to choose appropriate words and tenses in their listening. The students still do not show knowledge of subject. They need to pay attention of how to listen the words correct so that the reader can understand the respond of the text.

In cycle I, the students in score 60.3 showed the positive improvement in the students listening.

Transcript

Hello, everyone. Hello! It's nice to see you all here. Welcome to British Life and Language. I am your teacher. My name is Lindsay Black. That's L-I-N-D-S-A-Y Black. Before we begin, some information about the class.

Our class is in room 13, on the first floor. When you go upstairs, turn left to find the room. Again, that's room 13.

We have class twice a week, on Monday and Wednesday. Our class begins at 4.30 p.m. and lasts 90 minutes, so we finish at 6 p.m. That's 4.30 to 6. Please arrive on time, OK?

Also, I have an office hour if you have questions. I'm in office 7B on the second floor. My office hour is Friday at 6 p.m. So, if you have any questions or problems or want to talk to me, it's Friday at 6 p.m. in office 7B.

We begin next week, on March the 13th. That's Monday, March the 13th. The course ends on
May the 20th. May the 20th is the last day.

I think that's all … Oh, one more thing. For this course you need the book. Here it is: British Life and Language Level 1 Student's Book. So, please get a copy of the book. I don't want to see any photocopies of the book,

thank you! Remember, it's level 1 student's book.   Don't buy the teacher's book.

I think that's all, everyone. I look forward to working with you. See you next Monday

From the example above, it can be concluded that the student in Listening autonomous learning still have limited knowledge of subject. The students still need to listen more and make the respond of the text well. They have to pay attention in listen the correct words and make a space in Listening because the meaning of the text will unclear so that the respond of text cannot be understood by the reader. However, here it can be seen from the increase in the ability to listen their autonomous learning. Therefore, the researcher continues his research to cycle II to solve problems so that students' Listening skills can improve significantly.

In cycle II, the students score 81.1 showed good improvement in some modifications were made to the teaching procedure. Several students had complained about the operation of Podcasts and the limited types of homework assignment it offered; therefore, the researchers decided to offer more options to the students, especially with regard to how they could practice listening via language-learning applications.

Transcript

Student: Excuse me, Ms Henderson?
Teacher: Yes, Diana. How can   I help   you?
Student: I'm sorry, but   I can't come to class next Wednesday. I have a doctor's appointment.
Teacher: OK. Thanks   for letting me know.
Student: Is there anything to do at home?
Teacher: Let me just check my notebook. OK, first of all … you need to read chapters 17, 19 and   20   in the book.   There are also   some articles and   a video to watch – those are online.   I'll post the links online in the   usual place.
Student: Chapters 17 to 20.

Teacher: Yes, except chapter 18. Chapters 17, 19   and   20.
Student: Ah, OK. Um … is there a deadline?

> *Teacher: Yes, this Friday.   But there's something else.   I was going to give you all a practice test.*
> *Student: A practice test?*
> *Teacher: Yes, to help   people prepare for the   mid-term exam.*
> *Student: Ah. All right.*
> *Teacher: Don't worry,   I can   send you the practice test by email   on Wednesday. Can you send it to me before Friday?*
> *Student: Sure, no problem.*
> *Teacher: And don't forget to bring   a certificate from the   doctor to the   office.*
> *Student: Thanks,   Ms Henderson! I'll do that.*
> *Teacher: You're welcome, Diana. Take*

From the example above, the students make some improvement in Listening because the students show some knowledge of subject of the text. The students listen much about the mars' attitude. The students have less correct words in Listening so that the respond of the text deliver clear to the reader. This statement is in line with the research results (Aghbar :1992) which states that by Listening together the students can share ideas and exchange information to improve the quality of listen respond.

1. The Students' Understanding in Mobile Assisted Language Learning (Mall) Podcasts

The researcher used Mobile Assisted Language Learning (Mall) Podcasts to improving the students Listening ability and the percentage improvement of the students' score in Listening Understanding. It was indicated from the improvement of the students' mean scores in D-Test from (55.7) to (60) in cycle I and (70.2) in cycle II.

It was recognized that in pretest, the students in score 50 were failed to create good explanation text because they could not generate ideas effectively, so that the ideas were still confused. It was hard to determine what their Listening wanted to tell about and what information that the reader has on it.

In the   research results" table,   many   students   said   that mobile phone was flexible since it can be utilized for various things. Some of them answered that mobile phone was flexible because it was not only for communication but also as learning media and sharing tool.

Transcript

John*: Hi, this is John. Thanks   for calling.   I'm not   here at the moment, so please leave a message and   I'll call you back.*

Marina*: Hi, John, this is Marina Silva calling   from Old Time Toys. Your*

colleague Alex gave me your phone number. She said you can help me.

I need some information on your new products. Could you please call me when you are back in the office? My phone number is 0-2-0-8, 6-5-5-7-6-2-1.

Also, can you please email me your new brochure and information about your prices? My email address is Marina, that's M-A-R-I-N-A, dot Silva, that's S-I-L-V-A, at O-L-D-T-I-M-E hyphen toys dot com.

Thanks a lot. I look forward to hearing from you

In cycle I, the students in score 60 showed the positive improvement in the students understanding. In this stage, the students still wrote incorrect word.

Transcript

Hello, everyone. Hello! It's nice to see you all here. Welcome to British Life and Language. I am your teacher. My name is Lindsay Black. That's L-I-N-D-S-A-Y Black. Before we begin, some information about the class.

Our class is in room 13, on the first floor. When you go upstairs, turn left to find the room. Again, that's room 13.

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May the   20th. May the   20th is the last   day.

I think that's all … Oh, one more thing.   For this course you need the book.   Here it is: British Life and Language Level 1 Student's Book.   So, please get   a copy of the book.   I don't want   to see any photocopies of the book,   thank you! Remember, it's level 1 student's book.   Don't buy the teacher's book.

I think that's all, everyone. I look forward to working with you. See you next Monday

Mobile phone offered flexibility for the users since they could use it to do various things such as browsing, reading references, communicating with their fellows, recording video, taking photo, writing notes and presenting their discussion.

From the observation, students were encountered to utilize their phone for many things. Students utilized mobile phone as their learning media by browsing materials, opening their offline dictionary or reading references through their phone, even they used it for presentation. Moreover, when they got either individual or group task, they used their phone to assist them in doing the task.

From the above explanations proved that mobile phone was very flexible. It was not only for communication but also as learning media, sharing tool, and assisting media for students" learning activities. The flexibility of mobile phone helped students in their learning activities.

The students score 70.2 showed they were able to generate ideas effectively, the information or ideas were clear, so that giving the readers enough information to gain.

Transcript

Student: Excuse me, Ms Henderson?
Teacher: Yes, Diana. How can   I help   you?
Student: I'm sorry, but   I can't come to class next Wednesday. I have a doctor's appointment.
Teacher: OK. Thanks   for letting me know.
Student: Is there anything to do at home?
Teacher: Let me just check my notebook. OK, first of all … you need to read chapters 17, 19 and   20   in the book.   There are also   some articles and   a video to watch – those are online.   I'll post the links online in the   usual place.
Student: Chapters 17 to 20.

Teacher: Yes, except chapter 18. Chapters 17, 19   and   20.

Student: Ah, OK. Um … is there a deadline?
Teacher: Yes, this Friday.   But there's something else.   I was going to give you all a practice test.
Student: A practice test?
Teacher: Yes, to help   people prepare for the   mid-term exam.
Student: Ah. All right.
Teacher: Don't worry,   I can   send you the practice test by email   on Wednesday. Can you send it to me before Friday?
Student: Sure, no problem.
Teacher: And don't forget to bring   a certificate from the   doctor to the   office.
Student: Thanks,   Ms Henderson! I'll do that.
Teacher: You're welcome, Diana. Take care

Those students confessed that they got ease of accessing information and materials by browsing. They were helped by the presence of internet connectivity. Moreover, they also admitted.

From the example above the introduction, development ideas and conclusion were effective composition. In this cycle, the students succeeded in making explanation text well. The students have been able to put their ideas into Listening well. Choosing words and arranging sentences into good hearing. So that Listening is formed that is easily understood by the readers. That is, the Mobile Assisted Language Learning (Mall) Podcasts given to students succeeded in improving students' abilities in Listening by using MALL. In addition, the learning techniques used can improve students' Understanding all abilities in making autonomous learning at the Tenth-grade students of IPA.

As mentioned in (Marginingsih, 2014) that the ability of the students to listen collaboratively gives the students the opportunity to arrange their Listening according to what they think until it becomes a continuous their hearing.

From the description above, the implementation of the Mobile Assisted Language Learning (MALL) Podcasts from the beginning was applied to the end after seeing the student's score on Listening the autonomous learning. As a main research is how to improve Listening by using MALL on respond and Understanding. The researcher and the teacher have succeeded in becoming communicators and conducting good learning to make students interested and motivated in listening.

Conclusion

Base on the data analysis, the results of the students' responding in listening by using MALL (podcasts) were 50 in D-Test, and in cycle I become 60.3 and 81.1 in cycle II. The total increase was 60.2%. This improvement was obtained by using the MALL which was applied to Mobile phone is very useful to support learning activities, Mobile phone makes teaching and learning process more interesting and easier, Mobile phone use is depending on the users, Mobile phone enables students to do various things, Mobile phone offers availability, connectivity and portability, It promotes autonomous learning, Minimizing students" expense (low-cost device), Mobile phone supports students in improving English skills. So it can be said that the MALL can improve students' responding listening skills. The results of the student' understanding on listening by using MALL were 55.7 in D-Test, and become 60 in cycle I and become 70.2 in cycle II. The total increase was 26%. From these results it can be said that the MALL can improve the results of listening student understanding. This is obtained by providing the opportunity for students to listen and discuss with their learning activities in various ways. They utilize several applications and features on their mobile phone to support their language learning activities. They mostly use the following applications Podcasts.

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