



## EFFECTIVENESS OF MOBILE ASSISTED LANGUAGE LEARNING (MALL) IN ENHANCING SPEAKING SKILL EFL STUDENTS' AT SMP NEGERI 45 PALEMBANG

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### ABSTRACT

The purpose of this study is to assess how well Mobile Assisted Language Learning (MALL) at SMPN 45 Palembang improves speaking abilities in English as a foreign language (EFL). Using a pre-experimental approach, the study involves a single group of students from the same class using the MALL method. This study is quantitative in nature and uses oral pre- and post-test data gathering methods in a single class of students at SMP Negeri 45 Palembang. With an average pre-test score of 61.69 and an average post-test score of 79.3, the statistical analysis and data gathering results demonstrate an improvement in English language proficiency following the implementation of MALL. These results demonstrate that MALL is a useful instrument for raising students' proficiency in speaking English as a foreign language (EFL).

*Keywords: Mobile Assisted Language Learning (MALL), speaking skill, English foreign language, pre-experimental research.*

### 1. INTRODUCTION

Since it immediately affects a student's ability to communicate effectively and confidently, speaking skill development is crucial in language instruction. In addition to being a fundamental component of language learning, speaking fluency is also an essential ability for everyday language use. This background gives a summary of the main elements affecting pupils' development of speaking skills. People strive to gain the skill in order to be able to engage with the global community because speaking is seen to play a vital part in communication (Parupali, 2019). According to Bueno, Madrid, and McLaren (2006, p. 321), "speaking is one of the most difficult skills a language learner has to face." Among the four English language skills, speaking is seen to be the most important. Even after years of language

training, students still find it difficult to speak when asked in real-time situations. Since speaking calls on the speaker to create phrases on the fly, it appears to be the most difficult of the four core English language skills. Given that speaking English might be difficult, students can use a number of strategies to improve their speaking skills, which will raise their competency and make English a required language for all students (Kasirin, Untung, 2011). The primary cause of unemployment is inability to communicate in English, which calls for a revision of instructional methodologies and tactics to help students become more proficient speakers of the language. As a result, many nations have started implementing English instruction at the very beginning of schooling (Theriana, 2019). Students frequently struggle with speaking, therefore improving their abilities is a crucial part of language education, which

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attempts to provide them the tools they need to communicate effectively. The complexity of acquiring good spoken English abilities is influenced by a number of factors, including the need for practical communicative skills, various degrees of language anxiety, and limited exposure to real English contexts (Brown, 2007; Jin & Zhang, 2018).

The rapid advancement of technology in this globalized age has affected schooling, as there are several resources available to enhance English as a foreign language (EFL) speaking abilities. Given the changing nature of education in the current globalized era, both teachers and students must be quick to adjust and innovative in planning lessons and using technology as a useful teaching tool. Teachers may create an engaging and interactive learning environment for students by incorporating technology into their classes. Technology also makes it possible for students to access a wide range of educational resources, enabling them to learn on their own and acquire the digital skills necessary for success in the future. In this fast-paced age of globalization, educators and students can close the learning gap and raise the standard of education by making effective use of technology. Among them is the application of Mobile-assisted language learning (MALL) is one of the topics that has shown a lot of promise. MALL, which stands for "anytime, anywhere," refers to language learning activities that are carried out via mobile devices without regard to time or geographic constraints (Traxler & Kukulska, 2016). In today's educational environment, mobile devices have become an essential tool. Because of their adaptability, gadgets like laptops, tablets, and smartphones give students access to knowledge and educational materials at any time and from any location. Additionally, a range of more dynamic and interactive teaching strategies are made

possible by the digital learning platforms and applications that are currently available. This not only makes learning simpler and more adaptable for students, but it also makes them more involved in the process (Hashim et al., 2017). Additionally, there are digital learning platforms and applications that offer a range of more engaging and interactive teaching strategies and enable more dynamic interactions between educators and learners. According to research, MALL gives students the chance to practice their language skills in a tailored, mobile setting, which boosts motivation and engagement (Stockwell, 2010). But issues like the digital divide and possible distractions from mobile devices should also be taken into account (Crompton, 2013).

Based on the researchers' observations, there were students in SMP Negeri 45 have limitations in resources to learn, so that students are less interested in understanding foreign languages of English, especially in speaking skills. Researchers Ensure fair access and overcome potential weaknesses is to maximize the benefits of MALL in language education. In short, studies and research on effectiveness of Mobile Assisted Language Learning in language learning are ongoing. That's why academics are finally motivated to do research on "Effectiveness of Mobile Assisted Language Learning (Mall) in Enhancing Speaking Skill EFL Students' at SMPN 45 Palembang"

## 2. LITERATURE REVIEW

### 2.1 Speaking Skill

Speaking skills are defined as the skills which allow us to communicate effectively. As described by Hosni (2014: p.22), speaking refers to the active utilization of language to convey meaning.

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Spoken language is the medium via which young learners come into contact with, comprehend, exercise, and pick up a new language. Richard (2009: p.1) adds that in the past, speaking often involved activities such as repeating after the teacher, memorizing dialogues, or responding to drills.

**2.2 Types of Speaking**

Six types of speaking skill area are described by Brown (2004) as a process of creating and sharing meaning via the use of verbal or spoken form. The following are those six categories:

- a. Imitative
- b. Instensive
- c. Responsive
- d. Transactional
- e. Interpersonal
- f. Extensive (monologue)

**2.3 Importance of Speaking skill**

The ability to speak English is acknowledged as one of the subjects that students must learn, and it is often considered one of the most challenging lessons to master, as Bueno, Madrid, and McLaren assert that "speaking is one of the most difficult skills language learners have to face" (2006:321). Consequently, there is a need for new learning models to evolve simultaneously.

**2.4 Mobile Assisted Language Learning (MALL)**

The utilization of Mobile Assisted Language Learning (MALL) for English foreign language acquisition is an integral component of the evolution of Information and Communication Technology (ICT) methods, inherently intertwined with technological advancements as educational tools. MALL defined as language learning facilitated through handheld mobile devices (Chinnery, 2006, p. 10), represents a form of language learning media that

employs technology in the shape of applications designed to bolster language acquisition.

**2.5 English as a Foreign Language (EFL) for speaking skill**

According to Johnson (2008), English as a Foreign Language (EFL) refers to the teaching and learning of English in countries where English is not nationally spoken. Furthermore, in Indonesian students to quickly acquire science or knowledge from other countries, English is required of them as a foreign language.

**2.6 Recount Text**

- a. Meaning of Recount Text
- b. Types of recount text

Recount texts fall into one of the following categories, per the Department for Education and Child Development of South Australia (2012):

1. Personal recount
  2. Factual recount
  3. Imaginative retelling
- c. Generic Structure of Recount Text

According to Wardiam (2008: 61), there are some steps for constructing recount text:

1. Orientation is the first paragraph that gives information about who, where, and when the events happen.
2. Events are where the writer or the speaker talks about what happened in the events in chronological order.
3. Reorientation / personal comment Reorientation is the evaluate remark which are interspersed throughout the record of events, but it is

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optional. Reorientation is about how the ending of the event.

4. Language features of recount text

**3. METHODS**

This study employed a pre-experimental design with a single group design both before and after the test. Researchers use this strategy to assess students' speaking abilities both before (pretest) and after (posttest) when they get instruction using Mobile Assisted Language Learning (MALL). A population of all class VIII students and a selection of class VIII students participated in the study, which was carried out during English class hours at SMPN 45 Palembang. Three pupils were chosen at random. In order to identify significant changes between the pretest and posttest outcomes, paired sample t-tests were used for analysis of the data collected from oral tests that were measured using valid and reliable instruments. The purpose of this study is to determine how MALL affects students' ability to talk through recount text monologues.

**4. RESULT AND DISCUSSION**

**4.1 Description of the Research Implementation**

This study was conducted at SMP Negeri 45 of Palembang during the 2024/2025 academic year, involving all eighth-grade students, with class VIII.3 (29 students) as the sample. The research began on May 7, 2024, with a pre-test on the same day. The pre-test involved 29 students delivering a short oral monologue about personal experiences. The initial treatment introduced the Mobile Assisted Language Learning method, followed by subsequent activities. The second treatment

followed the same learning plan, and a post-test, identical to the pre-test, was conducted on May 15, 2024.

**4.1.1 The Result of the Student's score in pre-test**

Table 1. The percentage and qualification of the students' score in the pretest on speaking recount:

N o.	Qualific ation	Scor es	Freque ncy	Percenta ge%
1.	Very Good	81 – 90	-	-
2.	Good	71 – 80	10	34.5%
3.	Moderate	61 – 70	8	27.6%
4.	Enough	51 – 60	2	6.9%
5.	Low	31 – 50	9	31%
6.	Poor	0 – 30	-	-
<b>TOTAL</b>			<b>29</b>	<b>100%</b>

Based on the students' scores on the pre-test the researcher found the percentage and qualification of students' scores in speaking out of all 29 students. The researcher found that there were 10 students 34,5% good, 8 students 27,6% Moderate, 2 students 6,9% enough, and 9 students 31% low.

**4.1.2 The Result of the Student's score in post-test**

Table 2. The percentage and qualification of the students' score in the posttest on speaking recount text

N o.	Qualifica tion	Scor es	Freque ncy	Percenta ge%
1.	Very Good	81 – 90	11	38%
2.	Good	71 – 80	17	58.6%

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3. Moderate	61 – 70	1	3.4%
4. Enough	51 – 60	-	-
5. Low	31 – 50	-	-
6. Poor	0 – 30	-	-
<b>TOTAL</b>		<b>29</b>	<b>100%</b>

Based on the students' scores on the pre-test the researcher found the percentage and qualification of students' scores in speaking out of all 29 students. The researcher found that there were 11 students 38% very good, 17 students 58,6% good, 1 student 3,4% moderate.

**4.1.3 Data analysis (The result of t-matched- t-Test calculation)**

In this research, it was found that result of t-obtained was 17,75 where the value of t table was 1,701 at significance level of 0.05 %. Since The t-obtained was higher than value of the table. Consequently, the null Hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted. In other word, teaching speaking with MALL was effective.

**Hypothesis testing**

**a. Paired sample test**

Table 3. Paired samples tes

Pair 1	Posttest - Pretest	Mean		Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation		Lower	Upper			
		17.56897	10.48104	1.94628	13.58219	21.55574	9.027	28	.000

From the Table above, the Sig. (2-tailed) was 0.000. It was lower than 0 .05. So, it can be stated that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. It means that there is a significant different on students' speaking skill than before, after used Mobile Assisted Language Learning (MALL) in enhancing students' ability on speaking skill.

**b. Paired sample statistic**

Table 4. Paired sample statistic

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest	79.2586	29	5.32953	.98967
	Pretest	61.6897	29	13.57085	2.52004

Based on the table above, it can be seen that the test scores before treatment had an average value of 61.6897. After being given treatment, an average score of 79.2586 was obtained, which means that after being given treatment using the Mobile Assisted Language Learning (MALL) method, there was an increase in foreign language speaking skills, so that mobile assisted language learning proved to be effective.

**c. Paired sample correlations**

Table 5. Paired sample corelations

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Posttest & Pretest	29	.710	.000

The Table above shows the results of the correlation test with a correlation value of 0.710 and sig= 0.000<0.05, so it is concluded that there is a relationship between the pre-test and post-test. In the third table, the paired sample t test obtained a sig value of 0.000<0.05, so the Ho hypothesis is rejected, so it can be drawn. The conclusion is that the pre-test score is 61.69 - 79.29, proving that Mobile Assisted Language Learning (MALL) is effective in enhancing English speaking skills in foreign languages at SMPN 45 Palembang.



**Vol 8 No. 1 (2025) ESTEEM****4.2 Research discussion**

The researcher used the Match t-test to assess the data after finishing the study at SMP 45 Palembang. Data was gathered both before (pre-test) and after (post-test) of trials utilizing the MALL technique for learning English as a foreign language at SMP 45 Palembang. Using a paired sample t test and a hypothesis, the researcher conducted an analysis test. With a total of 29 students and a significance level of 0.05, the matched t-test computation reveals that the critical value is 1.071 and the "T" achieved is 3.302 based on the average student scores in the pre-test and post-test. This demonstrates that the obtained "t" (3.302) is higher than the t table's critical value and the hypothesis testing results. Thus, it can be said that mobile assisted language learning is successful in improving speaking abilities at SMP Negeri 45 Palembang since the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted.

**5. CONCLUSION**

The purpose of this study is to assess how well Mobile Assisted Language Learning (MALL) helps students at SMPN 45 Palembang improve their foreign language speaking abilities. Based on the data analysis, hypothesis, and discussion in the previous chapter, it can be said that SMP Negeri 45 Palembang students' speaking abilities are improved by Mobile Assisted Language Learning (MALL). This is demonstrated by comparing students' speaking scores on the pre-test and post-test, where the former was 61.69. The student's score rose by 79.26 after receiving instruction in improving EFL speaking abilities through the Mobile Assisted Language Learning (MALL) approach. The average score of the students on the post-test is greater than the average score on the pre-test or before to

therapy. based on the pre-test and post-test results of the pupils. Next,

A sig value was derived from the hypothesis test findings using a paired sample t-test with a 95% or 0.05 significance level. (2tailed) equals zero. less than 0.05 (0.000). The null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is supported, indicating a substantial difference and the effectiveness of mobile assisted language learning in enhancing the speaking abilities of foreign language learners. The researcher came to the conclusion that using Mobile Assisted Language Learning (MALL) to enhance students' foreign language speaking comprehension skills at SMP Negeri 45 Palembang was successful based on the data analysis results above.

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