

Computer- vs. Mobile-Assisted Learning to Promote EFL Students' Speaking Skills: A Preliminary Classroom-Based Research

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Submission date: 28-Jan-2023 05:00PM (UTC+0700)

Submission ID: 2001079651

File name: computer.pdf (299.93K)

Word count: 7066

Character count: 39208



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This study aims to compare the effectiveness of computer- and mobile-assisted learning on the EFL students' speaking skills development. This research was conducted at one state junior high school in Banten Province, and the numbers of students were thirty students. This research focused on improving students' speaking skill by using Macromedia Flash and Smartphone. It used Classroom Action Research (CAR) as the research method. The steps of the research were Plan, action, observation, and reflection. There were two cycles, and there two meetings in each cycle. The research was conducted for two weeks. The data analysis used quantitative data that was obtained from the test, observation sheet and questionnaire. The researchers used a scoring rubric to measure students' scores and then calculate the mean score. All aspects of the speaking skill improved in the second cycle meaning that the score of mean, median and mode improved (86, 67, 85, 85, respectively). In particular, the students' speaking score mean was 55.19. Then, after they were given the treatments in the first cycle, the score improved to 75. After the second cycle, the students' speaking score means reached 85. The students' responses from the questionnaire results justified the test results.

Keywords: speaking skills, Macromedia flash, smartphone, Indonesian students, classroom-based action research

Citation: Juniardi, Y., Herlina, L., Lubis, A. H., Irmawanty, & Pahamzah, J. (2020). Computer- vs. Mobile-Assisted Learning to Promote EFL Students' Speaking Skills: A Preliminary Classroom-Based Research. *International Journal of Instruction*, 13(3), 417-432. <https://doi.org/10.29333/iji.2020.13329a>

INTRODUCTION

Speaking skill has long been considered as an essential skill to be able to communicate with other people around the world as one of the ultimate goals of foreign language learning (Al-Hosni, 2014; Ariyanti, 2016; Brown, 2001). Speaking can also facilitate language acquisition and development. In a situation when the target language is also a language for instruction in the classroom, speaking is an essential means for thinking and learning. Thus, the lack of speaking competence prohibits the opportunities for students to develop their communicative competence.

In the EFL context, particularly Indonesia, the students are encouraged to possess the competency to express the meaning of the simple transactional and interpersonal oral texts, both formally and informally. Those texts are commonly found in various forms in daily life contexts. They can be in the form of Recount, Narrative, Procedure, Descriptive, and short functional text such as advertisement, notice, announcement, greeting card, and memo (Ministry of Education and Culture, 2013).

However, myriad previous studies have reported on the students' difficulties in performing their speaking skills in EFL contexts (Al-Hosni, 2014; Al-Jamal & Al-Jamal, 2014; Ariyanti, 2016; Gan, 2013; Tercan & Dikilitas, 2015). They argued that speaking anxiety still becomes an academic scourge among the students. Linguistic deficiencies such as lack of grammar understanding and lack of vocabulary are contributing factors to the manifestation of speaking anxiety. Psychological factors then emerge in which the students are afraid of peer mockery if their performances are not satisfactory.

The circumstances conform to the results of the preliminary observations at one state junior high school in Banten Province. The students were only asked to memorize some dialogues and then practice them without any exploration. This made the students cannot speak English fluently and accurately. Even, they found it difficult to tell their daily activities in English, although they always encounter the topics every day. This difficulty arose from some external factors as well such as the teaching method, the materials, and the teaching media.

Of those mentioned above internal and external factors hindering the students' speaking skill development, the use of the teaching media is considered pivotal currently in this more digitalized era; in other words, education 4.0 era. Ideally, the students need media, which can stimulate them to gain ideas to speak and also give them enjoyment. Media which are equipped with a visual presentation like animation movie can be one of the alternatives. That kind of media can help the students acquire the use of the expressions in the real situation, hear the right pronunciation of some words, and also make enjoyment. That is why it is essential to give the students enjoyment and avoid them from getting bored during the lesson that possibly becomes noisy (Lubis, 2018).

Regarding the facts above, it is undeniable that teachers who have the central role in the teaching-learning process should apply media and maintain a pleasant learning atmosphere that encourages the students' learning progress based on their needs and interests (Lubis, 2018). Juniardi and Utami (2013) suggested that EFL teachers should try to create a supportive learning atmosphere in the classroom, which will be conducive

to learning (p. 134). Meanwhile, students have different personalities and learning styles. Therefore, the teachers have to prepare the teaching media well.

In another research, Juniardi, Irmawanty, and Pahamzah (2015) told that using various media, method, and technique motivates students and makes them more interactive. This students' attitude is needed in the speaking classroom (p. 208). The teacher provides the class with some media such as colored papers, pictures, and videos. The interactivity of students makes them used to speak up and enjoy in the classroom. Conductive class and learning experience that is set by the teacher is needed in speaking class.

Two of the many contemporary teaching methods considered beneficial to develop the students' English language skills are smartphones and computers. Both learning media are in accordance with the demand for education 4.0 oriented to the digitalized learning process. Some previous studies have reported the advantages of using both tools (Alsied & Pathan, 2013; Darmi & Albion, 2017; Machmud & Abdulah, 2017; Thomas, O'Bannon, & Bolton, 2013). The findings revealed that the use of either smartphone or computer could foster a positive, learner-centered learning atmosphere so that the students can overcome their linguistic deficiencies. As a result, their foreign language learning anxiety can be lessened.

Although many studies have been conducted to investigate the effectiveness of using smartphones and computers in EFL teaching and learning context, scant attention is devoted to the comparative study between both learning media. Therefore, this study aims to address the existing gap. The following research questions drive this study: (1) To what extent the students' speaking skills were elevated by the use of Macromedia Flash and smartphone? (2) How do the students perceive the use of Macromedia Flash and smartphone in their speaking class?

LITERATURE REVIEW

Speaking as a Productive Skill from EFL Perspective

Speaking skill is the most crucial aspect that must be improved. Nunan (1989) states, "Mastering speaking is a single important aspect of learning a foreign language, and the success is measured in terms of carrying out of the conversation in the language" (p. 39). Language is used to communicate, and speaking is a form of communication that is used. That is why speaking ability is an essential aspect of building excellent communication.

Brown (2001) posits that when someone can speak a language, it means that he/she can carry on a conversation competently. Additionally, he states that the benchmark of the successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

It is also justified by Richards (2006) in Syafrizal and Rohmawati (2017, p. 68), "The mastery of speaking skill in English is a priority for many second-language or foreign language learners. Speaking is a basic skill to tell and share ideas in communication." In

other words, the improvement of speaking skills must become the first agenda in EFL learning.

From the definitions above, it can be concluded that speaking is able to say something which involved the ability in using the words in the correct order, correct pronunciation, right grammatical form, and meaningful context (fluency) and choosing the choice of words (vocabulary) in the process of interpreting and negotiating to mean in conveying messages to establish and maintain social relationship.

Teaching English Speaking to Young Learners

Secondary school students (teenagers) are, in fact, overall, the best language learners (Harmer, 2000, p. 38). It is because although teenagers seemed to be less motivated and humorous than adults, they need a little attention from the teacher or in other words, they are disciplined. Teenager students, in particular, may be disruptive in class. Apart from the need for self-esteem and the peer approval they may provoke from being disruptive, there are other factors, too, such as boredom.

However, teachers should not become too preoccupied with the issue of disruptive behavior. We will all remember the unsatisfactory classes. We will also look back with pleasure on those groups and lessons which were successful. Teenagers, if the teacher well manages them, have a high capacity to learn, high potential for creativity, and a passionate commitment to things that interest them. There is almost nothing more exciting than a class of involved young people at this age pursuing a learning goal with enthusiasm. It is a challenge for the teacher to provoke the engagement of the students with the material which is relevant and involving. We also need to consider our students' self-esteem and be conscious of the need for the students' identity (Harmer, 2002, p. 39).

Therefore, teaching speaking to junior high school students or teenagers is different from teaching speaking to adults or even children. They have their characteristics as teenagers. The goal of teaching speaking is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest (Richard, 2006, p. 47). They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation. To help students develop communicative efficiency in speaking, teachers can use balanced activities that combine language input, structured output, and communicative output. Language input comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class. It gives learners the material they need to begin producing language themselves.

Some experts share similar ideas on how to teach Junior High School students. Armstrong (2016, p. 34) says that teaching in secondary school requires teachers who are sensitive to differences, flexible, and willing to accept the differences. Ames and Miller (1994, p. 40) state that a middle school teacher must understand and value young adolescents as human beings. Even with their unique needs, they are to be understood, heard, and respected as individuals.

The Nature of Students' Perceptions of EFL Language Learning

Student response is the responses and reactions of students given during the learning (Panjaitan & Marlina, 2016). The student's response will be low if the student feels less interested. To know the student's response, can use the questionnaire. A questionnaire, according to Riduwan (2007), is a list of questions given to the subject of research to respond following the request of the researchers. Information obtained through a questionnaire can provide a picture (description) about the characteristics of individuals or a group of respondents. The questionnaire consists of two aspects, namely responses and reactions. In the response, aspect consists of two indicators, namely format, and relevance. While the reaction aspect consists of three indicators, namely interest, satisfaction, and confidence.

According to Amir (2015), the response is divided into three parts, namely, cognitive, affective, and conative. Cognitive, a response that is closely related to the knowledge of one's skills and information about something. This response arises when there is a change to that understood or perceived by audiences. Affective, the response that is associated with emotions, attitudes and judge a person against something. This response arises when there is a change in what the audience likes about something. Conative is the responsibility associated with real behavior that includes actions or habits.

Response arises when there are objects observed, there is attention to an object of observation and the existence of the five senses as a catcher object is observed, in addition in the emergence of the response there are several factors that influence the experience, work processes, learning process, level of individual experience, and the value of personality. From the above description shows that the response can be a requirement in the form of opinions that are considered suitable to meet the rational requirements can be put forward so that it can be concluded that the response is the impression or reaction after we observe the activities of sensing, judging, object formation of the object can be a negative attitude positive (Hidayati, 2013).

Student responses related to higher relevance of attention, satisfaction, and confidence. Relevance is the consistency of learning materials with the aim of student learning, conformity with the way students learn, and usefulness in student life.

Computer- and Mobile-Assisted Learning: The Case of Macromedia Flash and Smartphone

Macromedia Flash 8 is an animation that has been used by animators to create professional animations. It is very flexible and commonly used to create interactive animations, games, company profiles, advertisements, movies, and various web page components (Madcoms, 2016). Macromedia Flash 8 also can be used in developing an attractive tutorial. According to Sutopo (2003), there are some advantages of Macromedia Flash 8: (1) The size of the file is small. It is easy to distribute the materials; (2) It does not need a high technology of computer specification in its operation. It can make interactive buttons with a movie or another project; (3) The animation can be changed from one shape into another; and (4) It can be published in several types, for example, .swf, .html, .gif, .fla, .flv, .exe.

According to Dikse (2010, p. 11), Macromedia Flash is a vector-based interactive animation program that has an action script facility. Action script is a simple language program created to simplify the flash developers in controlling the timeline, sound, images, colors, and other elements. Action script allows the animation to be more interactive because the output file from the flash can run in accordance with the scripts that are implemented. In the learning process, Macromedia Flash is used as a medium in the form of interactive multimedia presentations. Besides can be used as a learning tool, Macromedia Flash is also popular software used to create an animation that is usually used for various purposes of the internet, for example, creating sites, banner ads, animated logos, and other complementary animations. Flash can also be used as a tool to create games and various other multimedia applications.

The use of Macromedia Flash in this research is more into animated video as well as images that are tailored to the material to be delivered to students. This animated video in the form of a series of cartoon images (animation) is made as attractive as possible with a blend of Macromedia flash animation applications can be arranged motion and sound system to deliver material to students. While the image to be used in this study are the drawings that support the learning materials and in the discussion as a problem, which will then be discussed by students.

Teachers use this learning media because it has several advantages. Macromedia Flash is an interactive media that can generate motivation, as well as the ability to think critically to students so that the media is more effective for students. According to Jamaluddin (2005, p. 46), "Exposure to an interactive multimedia author helps students with giving new and different perspectives on how to organize and present information in written form rather than view writing as a flow of text, learners can see the text as a collection of related statements between each other." It can be concluded that the media has a significant role in making communication and interaction between teachers and students alike. The application of Macromedia flash on learning in the classroom helps students understand the material because of its attractive appearance in the form of motion animation resembling the original form.

In EFL context, the use of Macromedia Flash 8 is considered beneficial in assisting English teachers' teaching reading process (Saputra & Tiarina, 2013); in developing learning materials of English phonology (Deiniatur, 2019), English grammar (Nurani & Robiasih, 2017), and English speaking (Rohmah, 2019); in developing the students' writing skills (Lisda, Rahman, & Atmowardoyo, 2015); and in elevating the students' reading motivation (Hakim, Marbun, & Suhartono, 2018). However, the exploration of the effectiveness of Macromedia Flash 8 in developing the students' speaking skills is still scant.

Meanwhile, according to Misty (2007), smartphones are internet-enabled phones that typically provide Personal Digital Assistant (PDA) functions, such as calendar functions, to-do books, address books, calculators, and notes. There are some benefits from using a smartphone; (1) Facilitate communication between people; (2) Tools for finding information or knowledge; (3) Entertainment media; and (4) As a direction.

Following the objective of the present study, previous studies asserted that the use of a smartphone could lessen the students' speaking anxiety. Machmud and Abdulah (2017) found that students with low and high anxiety levels agreed on the advantages of the smartphone to overcome their anxiety mainly associated with peer pressure. It was justified by the quantitative results of their speaking performances improved after the implementation of the smartphone-integrated EFL learning model. The findings were corroborated by Darmi and Albion (2017) demonstrating that the students' speaking performances increased at the end of the semester.

METHOD

This study was designed as preliminary classroom-based action research. This action research was conducted to see and investigate the improvement of students' speaking skills through the use of Macromedia and smartphone in the teaching-learning process. Since it was preliminary, the improvement of the students' speaking skill was not considered permanent nor absolute.

The subject who conducted and played the primary role in the research was the researchers. Thus, how to lead and treat the class was utterly known because the researchers understand how to conduct it. During the research process, there was also an observer who helped her to examine and observe the teaching and learning process.

The participants of the research were the eighth-grade students at one state junior high school in Banten Province. From three classes, only one class was chosen as the participant because their speaking scores were low. In total, 30 students participated in this research. This research was conducted for about two weeks consisting of four meetings based on the subject schedule from the school.

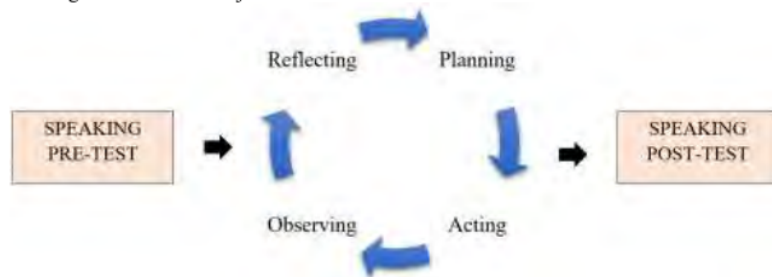


Figure 1
The Research Procedure

Regarding the whole process of this research, the framework of classroom-based action research as proposed by Burns (1999, p. 32) was adopted. There were four stages in each cycle: planning, acting, observing, and reflecting. Figure 1 depicts the whole stages of the present study. Before starting the research cycle process, the students were given a pre-test in order to measure their speaking ability before the treatments. The

researchers took two cycles of the research process, which were two treatments in the first cycle (two meetings) and two treatments in the second cycle (two meetings).

In order to get the data, tests (both pre-test and post-test), video recorder, questionnaire, and observation notes were used. The tests were to know the students' improvement in speaking skills during the process. The video recorder was used to record the speaking activity. The questionnaire was used to know students' perceptions on the use of Macromedia Flash and Smartphone after it had been implemented in the classroom. The observation notes were taken to see how Macromedia Flash and Smartphone were implemented based on the lesson plan and how the students responded to and participated in the activities. In assessing the students' speaking performances, an oral proficiency category by Brown (2004) was employed comprising five aspects: grammar, vocabulary, intonation, pronunciation, and fluency. An expert assessed the students' speaking performances.

FINDINGS

This section elucidates the findings to address the research questions sequentially.

RQ 1: The improvement of the students' speaking skills through Macromedia Flash vs. smartphone

The data of the research were obtained from two-cycle processes. In this research, the pre-test was given to reveal the students' speaking skill improvement before they were given the treatments. The result of the pre-test showed that more than half of the total students in the classroom were poor in all aspects of speaking. Their score is under the standard threshold (hereafter *KKM*) as much 75. In the observation session, the researchers also conducted a post-test to see the improvement of students' speaking skills after the treatment.

The categories of the students' speaking skills before and after the intervention

Based on the observation, the speaking activities by using Macromedia Flash Animation and Smartphone had a little weakness dealing with the usage of smartphones in the classroom. They had less knowledge about some applications that can be used. Some students also were concerned with their chat.

Figure 2 showed that most of the students' speaking pre-test scores were still below the *KKM*. Of 30 students, there are eight students (26.67%) are "Good" and 13 students (43.33%) "Fair," whereas the rest of students, nine students (30%) still "Poor."

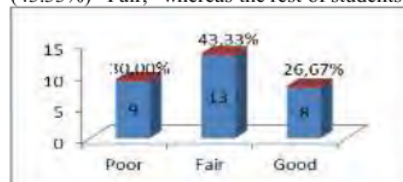


Figure 2
The Percentage of Students' Speaking Skill before the Intervention

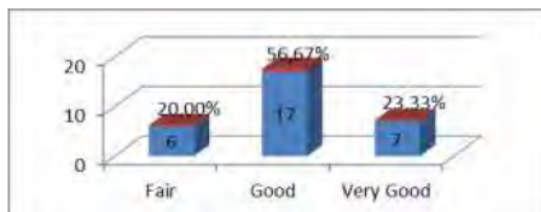


Figure 3
The Percentage of Students' Speaking Skill after the Intervention

Based on the data above, it can be concluded that from 30 students, there were seven students (23,33%) are "Very Good," 17 students (56,67%) are "Good," and six students (20%) are "fair." Furthermore, it can be said that students' speaking skills that were taught by Using Macromedia Flash and Smartphone reached the *KKM*.

The percentage of students speaking skill after getting treatments in the first cycle starts from the most significant percentage to the smallest one, as follows: (1) There are 1 student who had an improvement of speaking skill as much as 30% after getting the treatment by using Macromedia flash and smartphone that was compared with the result of Pre-test. (2) There is one student who had an improvement in speaking skills as much as 25% after getting the treatment by using Macromedia flash and smartphone that was compared with the result of the Pre-test. (3) Two students had an improvement in speaking skills as much as 20% after getting the treatment by using Macromedia flash and smartphone that was compared with the result of the Pre-test. (4) Four students had an improvement in speaking skills as much as 15% after getting the treatment by using Macromedia flash and smartphone that was compared with the result of the Pre-test. (5) There are 11 students who had an improvement of speaking skill as much as 10% after getting the treatment by using Macromedia flash and smartphone that was compared with the result of Pre-test; and (5) There are 11 students who had an improvement of speaking skill as much as 5% after getting the treatment by using Macromedia flash and smartphone that was compared with the result of Pre-test.

Reflection was conducted to see the weakness and obstacles that should be improved and overcome. Although teaching speaking using Macromedia and smartphones attracted students' attention, some students were busy with their chat. The researchers faced obstacles in controlling students. Some students used their smartphone for social media interaction. While the activities were done in groups, some students were passive. Students also faced limited credit, so they could not access some applications such as google translate and pronunciation dictionary. Moreover, it was needed to continue the treatments in the next cycle.

Students' speaking skill improvement after getting treatment in the second cycle which is the highest range percentage increase (35%) and the smallest only (5%) as follows: (1) There are six students who had an improvement of speaking skill as much as 35% after getting the treatment by using macromedia flash and smartphone that was

compared with the result of Post-test in the first cycle; (2) There are four students who had an improvement of speaking skill as much as 35% after getting the treatment by using macromedia flash and smartphone that was compared with the result of Post-test in the first cycle; (3) There are four students who had an improvement of speaking skill as much as 30% after getting the treatment by using macromedia flash and smartphone that was compared with the result of Post-test in the first cycle; (4) There are five students who had an improvement of speaking skill as much as 15% after getting the treatment by using macromedia flash and smartphone that was compared with the result of Post-test in the first cycle; (5) There are two students who had an improvement of speaking skill as much as 10% after getting the treatment by using macromedia flash and smartphone that was compared with the result of Post-test in the first cycle; and (6) There are two students who had an improvement of speaking skill as much as 5% after getting the treatment by using macromedia flash and smartphone that was compared with the result of Post-test in the first cycle.

Table 1
Students' Speaking Skill Comparison based on the Categories

No	Category/KKM (Cut-off score)	Number of students			Note	
		Pre cycle	Cycle I	Cycle II	Pre cycle- cycle I	Cycle I- Cycle II
1	Very Good	-	-	7	-	Yes
2	Good	1	9	17	Increase	Increase
3	Fair	5	13	6	Increase	Decrease
4	Poor	24	8	-	Increase	-

Based on the data above, it can be explained that there was a significant improvement in students' speaking skills after getting the treatments. Both learning media were proved to be beneficial in improving the students' speaking skills.

The aspects of the students' speaking skills before and after the intervention

Furthermore, Figure 3 depicts the percentage of students' speaking skill improvement as viewed from the five speaking aspects after the first cycle was conducted. The results showed that from 30 students, the students' speaking skills were above 70.

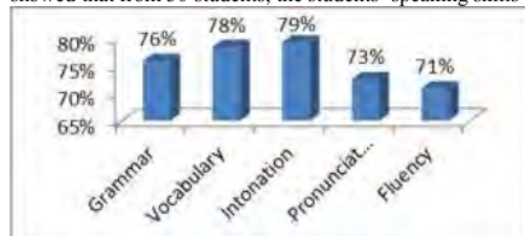


Figure 3
Students Speaking Skill in All Aspects of Speaking in the First Cycle

The comparison of students' speaking skills based on the measurement aspect of speaking can be seen in the following table.

Table 2
Students' Speaking Skill based on Measurement Aspects of Speaking

No.	Aspects of Speaking	Score			%		
		Pre cycle	Cycle I	Cycle II	Pre Cycle	Cycle I	Cycle II
1	Grammar	71	91	109	59%	76%	91%
2	Vocabulary	89	94	106	74%	78%	88%
3	Intonation	80	95	105	67%	79%	88%
4	Pronunciation	72	87	101	60%	73%	84%
5	Fluency	76	85	99	63%	71%	83%

The findings also revealed the comparison of students' speaking skills based on the mean, median, and mode of the scores, as displayed in Table 3 below.

Table 3
Students' Speaking Skill based on Mean, Median, and Mode

No.	Statistic Parameter	Amount			Description	
		Pre Cycle	Cycle I	Cycle II	Pre cycle-Cycle I	Cycle I-Cycle II
1	Mean	55.19	75.33	86.67	Increase	Increase
2	Median	65	75	85	Increase	Increase
3	Mode	65	75	85	Increase	Increase

Based on the tables above, it can be explained that the students' speaking skills in English subject class based on the speaking aspects measured such as grammar, vocabulary, intonation, pronunciation, and fluency improved significantly after being given the treatments. The students' grammar comprehension improved from 76% to 91% in the second cycle. The vocabulary aspect increased from 78% to 88% with the good category. The intonation and pronunciation aspects reached 88%. The fluency aspect obtained 83%. All aspects of the speaking skills improved in the second cycle, meaning that the score of mean, median and mode improved (86, 67, 85, 85, respectively).

The weakness and obstacles that were faced in the first cycle could be overcome. Students seemed to enjoy and familiar with the media that were recommended to be used. It could be seen from the students' responses to the activities. Most students were involved and had responsibilities to be apart.

RQ 2: The students' perceptions of the use of Macromedia Flash vs. smartphone in learning English speaking

Regarding the students' responses to the use of Macromedia Flash and smartphone in teaching and learning to speak, the students were asked to fill in a questionnaire. There are four choices answer; SS (Strongly Agree), S (Agree), TS (Disagree), and STS (Strongly Disagree). The interval of students responses are stated: Excellent (81% - 100%), Very Good (61% - 80%), Good (41% - 60%), Bad (21% - 40%), and Very Bad (0% - 20%).

The result of the students' responses to the use of Macromedia Flash and smartphone in the teaching and learning process can be seen in Table 4 below.

Table 4
The Questionnaire Results of the Students' Responses

Dimension	Indicator		Students' response	
			Score Percentage	Score Category
Response	Format	<ul style="list-style-type: none"> ▪ The use of visual (Picture and Text). ▪ Material relevance towards students' experience 	76%	Very Good
	Relevance	<ul style="list-style-type: none"> ▪ Material Usability ▪ Accountability of students' needs. 	74.5%	Very Good
Average of the response aspect			75.25%	Very Good
Reaction	Interests	<ul style="list-style-type: none"> ▪ The example of real interesting graphs ▪ Boredom ▪ Curiosity ▪ Students' participation 	75.6%	Very Good
	Satisfaction	<ul style="list-style-type: none"> ▪ Students' positive feelings about their learning experiences 	75.4%	Very Good
	Confidence	<ul style="list-style-type: none"> ▪ Students' expectation that she/he will be succeeded 	75.2%	Very Good
Average of the reaction aspect			75.4%	Very Good
Overall response average			75.33%	Very Good

The students' responses covered responses and reactions that can be seen from the questionnaire given to them with the topic My Holiday (Recount Text). Based on the data analysis, the students responded as much as 75.25% towards the usage of Macromedia and smartphone.

The students' response average was 75.4% it means students have much interest in the animation movie even though some of them could not understand the material that is delivered. They thought the sentence and vocabularies that are used in Recount text are hard to be understood. Limitless of time also becomes one of the reasons students could not understand the material that is presented in an animated movie.

The students' average score of the reaction aspect is 75.40%. It indicates that with the use of Macromedia Flash and Smartphone makes students interested in the material of Recount text. It stimulates students' curiosity. The students feel happy with the way of delivering the material of Recount text. Using these media encourages students to know more about the material. Students believe that the material that is delivered by using Macromedia can give them the knowledge and also build the confidence to understand the material.

DISCUSSION

This study has delineated the findings of the students' speaking skill improvement through the use of Macromedia Flash and smartphone in the EFL context as well as their responses to its implementation. The findings revealed that both learning media could help the students acquire the use of the expressions in the real situation, hear the right

pronunciation of some words, and also make enjoyment. That is why it is essential to give the students enjoyment and avoid them from getting bored during the lesson. Based on Nation and Newton (2009) there are five principles of teaching-learning English for speaking as foreign language, namely meaning, interest, and a new language, understanding and stress-free. In line with that statement, the Indonesia government in PP Permendiknas No. 22 revised 2016 said that the process of teaching-learning activity should build students' soft skill that is known 4C (creativity, communicative, collaborative and critical thinking). It is highly needed to use media. Media which were equipped with a visual presentation like animation movies can be one of the alternatives.

On the other hand, considering time allotment also crucial in teaching speaking, the teacher should have much time to facilitate students to speak up. A smartphone can be one of the teaching tools to overcome that problem. Through a smartphone, the teacher can assess students' speaking skills effectively. It is in line with Darmi and Albion (2017) and Machmud and Abdulah (2017), stating that smartphone-integrated language teaching can lessen the students' speaking anxiety so that they can become more open and expressive in performing the speaking tasks. Smartphone has recording facilities which help the teacher to assess students at home. If a teacher wants to maximize the function of the smartphone, it also can be used in virtual teaching-learning.

There have been many media applied and developed to help the teacher to improve the students' speaking practice, and animation movies, a product of Macromedia Flash and Smartphone can be solutions. First, it can sometimes shorten learning times by illustrating changes in the operation or state of things. Second, it can show dangerous, rapid, or rare events or explaining abstract concepts. Third, animation increases interest and holds attention better than text or audio, and the resulting learning seems to be retained. As said by Asyhar (2011, p. 45), "Movie can interest students' attention because it contains interesting pictures and familiar stories." Overall, the present study indicates that well-designed and imaginative verbal presentations may be capable of producing similar outcomes. The most important reason perhaps because substituting the input text with animation movies is fun. It can be an alternative activity to overcome the monotonous activities in the classroom. As stated by Ariyanti (2016), the main factors triggering the students' speaking anxiety are the intertwined lack of linguistic repertoire and lack of positive classroom atmosphere through the realization of decreasing the peer mockery and increasing joyful learning atmosphere. This justifies the findings of the present study, which emphasize the occurrence of the joyful learning process since the students have been familiar with smartphones and computers. The attractiveness aspect of both learning media can assist the cognitive development of the students in absorbing the materials so that they can perform better.

Last but not least is that the implementation of animation movies and using a smartphone can stimulate the students to gain ideas, not just only memorizing dialogue. They can create their own stories. They realized that they got many improvements in their learning process, especially in their fluency. The students thought that this learning activity was fun and gave them much knowledge so that they can learn English with a

fun activity. Furthermore, this strategy can be used as an alternative way to minimize boredom of the students in the classroom.

CONCLUSION

The data sets have investigated the effectiveness of the use of computer- and mobile-assisted language learning on the improvement of the students' speaking skills in EFL junior high school context. The findings underscored that the use of Macromedia Flash and smartphone could generate effective teaching and learning processes to improve the students' speaking skills. Those media encourage the students' motivation and active engagement or participation in speaking activities. Furthermore, Macromedia Flash and smartphones are responded enthusiastically by the students. The students show good responses to the use of the media. Based on the data gained from the observation sheet and questionnaire, Macromedia Flash and Smartphone minimize students' passiveness, encourage students to speak up, and make students more enjoy and decrease stress levels.

However, the findings of the present study should be viewed with caution. We acknowledge certain practical limitations during the research in which we could not control the students' attitudes in the classroom. They prefer to use the smartphone for social media rather than for searching for information. Therefore, we suggest that future researchers consider the students' readiness and classroom management so that the overall control activities of the individual student can be maximized. Further exploration of the use of Macromedia Flash and smartphones in other contexts employing more rigorous data collection and analysis techniques might be an insightful continuum.

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