

# Improving English Speaking Skills of Fourth Grade Elementary School Students Through Contextual Problem-Based Mobile-Assisted Language Learning Media

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## ABSTRAK

Penelitian ini dilatarbelakangi oleh rendahnya keterampilan berbicara bahasa Inggris siswa dan kurang optimalnya pemanfaatan media pembelajaran dalam kegiatan pembelajaran. Tujuan penelitian ini adalah untuk membuat media pembelajaran yang dapat meningkatkan keterampilan berbicara siswa kelas IV sekolah dasar dalam bahasa Inggris. Studi ini menggunakan model ADDIE. Subjeknya adalah ahli materi, ahli media pembelajaran, praktisi, dan siswa di kelas IV sekolah dasar. Tujuannya adalah untuk mengukur tingkat keterampilan berbicara bahasa Inggris mereka. Data dikumpulkan melalui observasi, wawancara, dan angket/kuisisioner. Pedoman observasi, pedoman wawancara, lembar skala penilaian, dan lembar angket/kuisisioner adalah alat yang digunakan untuk mengumpulkan data. Sebanyak 34 siswa dari kelas empat sekolah dasar terlibat dalam uji coba produk. Untuk menentukan efektivitas produk, uji-t dengan sampel berkorelasi digunakan untuk menganalisis data dari hasil pre- dan post-test. Hasil penelitian menunjukkan bahwa, alat pengajaran bahasa yang dibantu secara mobile (MALL) berbasis masalah kontekstual bersifat valid. Dengan demikian, hasil evaluasi ahli dan praktisi menentukan validitas dan efektivitas masalah kontekstual yang dikembangkan.

## ABSTRACT

This study was motivated by the low English speaking skills of students and the less than optimal use of learning media in learning activities. The purpose of this study was to create learning media that can improve the speaking skills of fourth grade elementary school students in English. This study used the ADDIE model. The subjects were material experts, learning media experts, practitioners, and students in fourth grade of elementary school. The purpose was to measure their level of English speaking skills. Data were collected through observation, interviews, and questionnaires. Observation guidelines, interview guidelines, assessment scale sheets, and questionnaire sheets were the tools used to collect data. A total of 34 students from fourth grade of elementary school were involved in the product trial. To determine the effectiveness of the product, a t-test with correlated samples was used to analyze data from the pre- and post-test results. The results showed that the mobile-assisted language teaching tool (MALL) based on contextual problems was valid. Thus, the results of expert and practitioner evaluations determine the validity and effectiveness of the developed contextual problems.

## 1. INTRODUCTION

Children need to start learning English in elementary school because, if they do not learn it in the age range of 2 to 13 years, the ability to absorb the first language will be reduced. The purpose of learning English in elementary school is to maintain language skills, provide instruction, and introduce culture. The language practice learned by students is the most important aspect in the English learning process. This means that teachers not only teach students pronunciation, structure, and sentence structure, but they also involve students in language interactions, especially in English. The purpose of this is to foster mental motivation and increase the knowledge that students have learned. In elementary school, English is taught with four language skills, namely, reading (reading), listening (listening), speaking (speaking), and writing (Naiborhu, 2019; Nurani et al., 2019). Based on the four language skills, speaking skills have not been running optimally. Students still have difficulty communicating, even in very basic English. Speaking skills

are an interactive process of building meaning that includes producing, receiving, processing and using both verbal and nonverbal components (Sari, 2018; Yayah et al., 2022). The development of speaking skills, which are natural language skills, including correct pronunciation of words, correct sentence structure, and making sentences that make sense, is part of the process of teaching speaking skills.

The real goal of speaking learning is for students to be able to participate in short conversations, create and answer questions, find ways to convey meaning, and gather information from others. To improve speaking skills, the teaching and learning process must be more fun, use interesting media, and be practical (Djonnaidi et al., 2021; Wuryaningtyas, 2015). In order for this to be achieved, good and systematic learning is needed. In addition to good and systematic learning, there are several factors that need to be considered as supporting factors for achieving these learning objectives, namely a pleasant learning atmosphere and involving students to actively participate in learning. Learning that is fun, interesting and practical is called edutainment, which is a learning process that is designed in such a way that educational and entertainment content can be combined harmoniously to create fun learning (Yunailis et al., 2019; Fadlillah, 2014). However, learning is often less effective because learning has not been able to attract students' interest in learning, marked by students getting bored quickly, tending to play, and not actively participating in it so that it can hinder the process of achieving learning objectives. So that learning takes place in a fun, interesting, and practical way and students play a role as learners. Therefore, teachers should plan learning activities that can increase students' interest in learning by using appropriate learning tools such as learning media.

The use of learning media in the teaching and learning process can arouse new desires and interests, arouse motivation and stimulate learning activities, and even have psychological influences on students (Isa & Rustini, 2023; Wahyuningtyas, 2020). Naz & Akbar in several previous studies stated that, if the learning process utilizes media, there are many positive contributions, including saving time in explanations, increasing interest in learning, attracting attention, clarifying ideas, clarifying concepts, and strengthening students' memories (Aufa et al., 2023; Putri & Indriani, 2023; Wahyu et al., 2020). However, it turns out that there are still many teachers who ignore the use of learning media (Ilat et al., 2021; Budiyo, 2020). This results in a lack of student understanding of the material, less structured learning activities, learning activities that are not varied, and a lack of wider accessibility to students. Previous research states that the lack of learning media will also affect student learning motivation (Agustin et al., 2021; Megantari et al., 2021). This is in line with the situation in the field experienced by the author when participating in the MBKM program at SDN 4 Kaliuntu, which was organized by the Gugus Merdeka Belajar Kampus Merdeka FIP Undiksha. Based on observations that have been carried out, especially in English subjects, it was found that students often experience difficulties in learning English, especially speaking because students have not yet mastered pronunciation and vocabulary in English.

This situation is also supported by several previous studies which state that speaking learning has not been mastered by students due to the limited vocabulary that students have (Shafira & Santoso, 2021; Saputra, 2017). In addition, students also feel less confident in trying to communicate using English. This problem is also supported by a study of psychomotor learning outcomes documents that the author has conducted at SDN 4 Kaliuntu regarding students' low English speaking skills. Based on the data obtained, most of the students' English speaking skill scores are still relatively low with a percentage of 85.71%. To support this, there should be media that can support English learning, especially speaking learning. However, in reality, there are some teachers who do not use learning media that can attract students' interest in learning English. This results in limited student participation in learning, students tend to get bored with learning, and messages or materials are not conveyed well to students.

Other research findings also state that teachers have difficulty in developing appropriate and innovative media (Suryanda et al., 2021; Latifah et al., 2020). Teachers only use books to support learning activities. This results in learning being carried out ineffectively, thus affecting students' English speaking skills. Coupled with the results of an interview on Thursday, July 20, 2023 with Mrs. Gusti Ayu Arya Udayanti, S.Pd. as an English teacher, it was found that the space for creativity and innovation of teachers in the use and development of interesting learning media has so far been relatively low. This is also due to the limited time available to teachers and the limited devices available to develop the learning media, which affects the effectiveness of learning in the classroom.

In response to the existing problems, a solution is needed in the form of Mobile Assisted Language Learning (MALL) learning media based on contextual problems which can later facilitate students during language learning, especially English. This is in line with previous research which states that the use of MALL can facilitate learning or improve students' English pronunciation skills (Sulistiyowati, 2021; Hidayati & Rosyid, 2020). MALL is a subset of mobile education (m-learning) and computer-assisted language learning (CALL). MALL teaches students using mobile devices such as cell phones (such as the iPhone or iPad), MP3 or MP4 players (such as the iPod) and personal digital assistants (PDAs). MALL can make it

possible to access language learning materials, quizzes related to teaching materials and communicate with teachers and their peers anytime and anywhere (Juniarta, 2019; Burston, 2015). This MALL learning media will contain English questions and statements in the form of real-world problems that are close to students' daily lives or commonly called contextual problems. Contextual problems are problems that are in accordance with the situations experienced by students and are in accordance with real life and close to students (Siti et al., 2019; Rizki, 2018). Contextual issues are presented in MALL and supported by the presentation of images.

The urgency of this research is the low English speaking skills of students and the less than optimal use of learning media in learning activities. This study aims to create learning media that can improve the speaking skills of fourth grade elementary school students in English. The innovation of mobile assisted language learning (MALL) media based on contextual problems is expected to improve the English speaking skills of fourth grade elementary school students.

## 2. METHOD

This study is a research and development study using the ADDIE model. The subject of this study is the Mobile Assisted Language Learning (MALL) media based on contextual problems. To determine the validity of the product, the research subjects are material experts and learning media experts. To determine the practicality of the product, the research subjects are teachers and students. Then, to determine the effectiveness of the product, the research subjects are fourth grade students of SD Negeri 4 Kaliuntu. The object of this study is the level of English speaking skills of fourth grade students of SD Negeri 4 Kaliuntu. Other objects are the validity, practicality, and effectiveness of the product.

The data collection methods used in this study include qualitative observation, quantitative observation and questionnaires. This study uses data collection instruments in the form of questionnaires and observation sheets. The questionnaire is used at the stage of testing the validity and practicality of the product by experts and practitioners. The observation sheet is used during the pre-test and post-test to determine students' English speaking skills after using the developed media. The questionnaire and observation sheet used to collect data in this study are in the form of a rating scale. In order for the rating scale instrument used to be accountable for its validity, the preparation of the instrument is expected to go through the following steps, (1) making a grid table, (2) consulting the grid with the supervising lecturer, and (3) compiling the instrument. The instrument grid used in this study can be presented in Table 1, Table 2, Table 3, and Table 4.

**Table 1.** The Subject Matter Expert Questionnaire Grid

No	Aspect	Indicator	Instrument Item Number	Number of Items
1.	Learning Design	Suitability of the material presented in the learning media with basic competencies	1	1
		Suitability of the concept of the subject matter with the media used	2	1
		Depth and completeness of the material	3	1
		Contextual	4	1
		Ease of understanding the material	5	1
		Systematic, coherent, logical and clear flow	6	1
		Clarity of discussion descriptions, examples and exercises	7	1
		The suitability of the number of exercises with the amount of material presented	8	1
		Learning materials can be reviewed again	9	1
		The overall content of learning media can motivate students in learning.	10	1
<b>Number of Items</b>				<b>10</b>

**Table 2.** The Media Expert Questionnaire Grid

No	Aspect	Indicator	Instrument Item Number	Number of Items
1.	Software engineering	Maintainable (can be maintained/managed easily)	1	1
		Usability (easy to use and simple to operate)	2	1
		Compatibility (learning media can be installed/run on various existing hardware and software)	3	1
		Operational multimedia learning	4	1
		Reusable (some or all of the learning media program can be reused to develop other learning media)	5	1
2.	Visual Communication	Communicative, in accordance with the message and acceptable/in line with the target's wishes)	6	1
		Navigation in media operations	7	1
		Audio(narration, sound effects, background sound, music)	8	1
		Visual(layout design, typography, color)	9	1
		Moving media (animation, movies)	10	1
<b>Number of Items</b>				<b>10</b>

**Table 3.** The Practicality Questionnaire Grid for Students

No	Aspect	Indicator	Instrument Item Number	Number of Items
1.	Learning Design	Ease of understanding material using learning media	8	1
		Suitability of the practice questions in the media with the material presented	9	1
		Student learning independence with the help of media	10	1
		Interest in learning with the help of media	11	1
2.	Operational	Systematic, coherent, logical and clear flow	2	1
		Clarity of discussion descriptions, examples and exercises	6	1
		The suitability of the number of exercises to the amount of material presented	7	1
3.	Visual Communication	Initial media view	1	1
		The use of fonts in media is easy to read	3	1
		Conformity of size, color, and image resolution to media	4	1
		The language used in the media is easy to understand	5	1
<b>Number of Items</b>				<b>12</b>

Source: Mishra &amp; Reddy (2003) with modification

**Table 4.** English Speaking Skills Instrument Grid

Aspect	Indicator	Instrument Item Number	Number of Items
Vocabulary	Use vocabulary and expressions appropriately.	1	1
Meaning(word comprehension)	Understand the vocabulary used in an expression correctly.	2	1
Pronunciation	Say it with the right words and sentences.	3	1
Grammatical (grammar)	Using grammar with proper meaning.	4	1
Fluency (smoothness)	Pronounce words and sentences fluently.	5	1
<b>Number of Items</b>			<b>5</b>

Source: Ahmad (2016) with modification

This study used 4 instruments, namely: (1) media validity test instrument by material experts, (2) media validity test instrument by learning media experts, (3) media practicality test instrument by teachers/practitioners, and (4) effectiveness test in the form of observation sheets. Qualitative data analysis was carried out using descriptive techniques. The prerequisite analysis tests carried out in this study included normality tests and variance homogeneity tests. The data analysis method used to test the hypothesis in this study was the paired sample t-test. Hypothesis testing in this study used computer assistance with the IBM SPSS Statistics for Windows version 21.0 program.

### 3. RESULT AND DISCUSSION

#### Result

The main problem faced by students and teachers at SD Negeri 4 Kaliuntu is the limited learning media, especially in English lessons, which are still limited to the use of textbooks, projectors, and Youtube. In addition, students' English speaking skills in the classroom tend to be suboptimal. This can be seen from the percentage of students who are not yet fluent in speaking English in the classroom of  $\leq 23\%$ . Referring to the problems faced by teachers and students, the development of media for students' English speaking skills based on contextual problems is considered very necessary in facing the development of learning in the 21st century.

The fourth grade teachers of SD Negeri 4 Kaliuntu gave a positive response to the development of media for English speaking skills based on contextual problems. This can be seen from the results of the questionnaire which showed that 100% of teachers strongly agreed if learning media were developed for English speaking skills, which are then referred to as Mobile Assisted Language Learning (MALL) media based on contextual problems.

The results of the questionnaire and other questionnaires showed that MALL media is expected by teachers and students because it is easy to use, attracts students' attention, makes them enthusiastic, and is easy to understand. With MALL media, it is expected that students' English speaking skills will improve, so that students have confidence when speaking English. Another goal of the teacher is for learning activities to be active, innovative, creative, effective, and enjoyable. With MALL media, it is expected that students' English speaking skills will improve, students' confidence in speaking English will increase, and students' knowledge competence regarding learning materials/topics can be achieved.

One hundred percent of students are happy or interested in using smartphones. Based on their interests and learning styles, 94% of students said they were interested in learning using MALL media, 85% of students tend to use a kinesthetic learning style (learning by doing something), and the remaining 15% tend to use an auditory learning style (learning by listening to the teacher). Based on the results of each stage of analysis, it can be concluded that: (1) teachers and students need media to improve their English speaking skills; (2) the media created can help students achieve the required knowledge and skill competencies; and (3) MALL media is in accordance with the characteristics of grade IV students at SD Negeri 4 Kaliuntu. The results of the material expert assessment can be presented in [Table 5](#).

**Table 5.** The Summary of Material Expert Assessment

Expert	I	II
Total Assessment Score	37	39

After obtaining the assessment from the two expert lecturers, the assessment data was then analyzed using the Aiken validity formula to obtain the validity index and material qualification in the MALL media. In short, the results of the Aiken validity analysis can be presented in [Table 6](#).

**Table 6.** The Validity of MALL Material

Item	Expert I	Expert II	S1	S2	$\sum s$	V	Validity Qualification
1-10	39	36	29	26	55	0.92	Very high

Based on Table 2, it can be seen that the material in MALL obtained a validity index of 0.93, and is included in the range  $\geq 0.8$ . According to Aiken's validity criteria, if the validity index shows a number  $\geq 0.8$ , it means that the product developed is included in very high validity. This means that the material in MALL obtained a very high validity qualification. The summary results of the media expert assessment can be presented in [Table 7](#).

**Table 7.** The Summary of Media Expert Assessments

Expert	I	II
Total Assessment Score	39	36

After obtaining the assessment from the two expert lecturers, the assessment data was then analyzed using the Aiken validity formula to obtain the validity index and material qualification in the MALL media. In short, the results of the Aiken validity analysis can be presented in [Table 8](#).

**Table 8.** The Validity of MALL Material

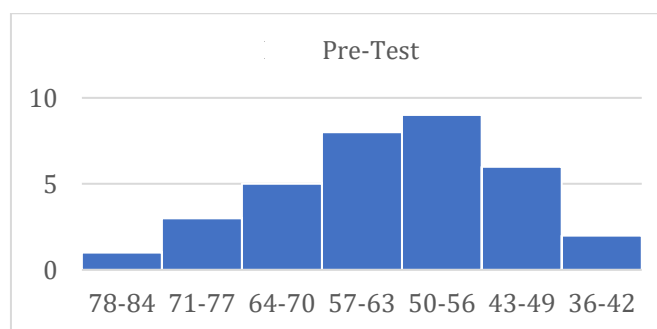
Item	Expert I	Expert II	S1	S2	$\sum s$	V	Validity Qualification
1-10	39	36	29	26	55	0.92	Very high

Based on the data obtained, it can be seen that the students' response to the Mobile Assisted Language Learning (MALL) media based on contextual problems obtained an achievement level of 92.18% and was included in the range of 90-100% based on the conversion of the achievement level on a scale of five. Based on this, it can be stated that the students' response was in the very good predicate. This means that students considered the practicality of the media in the Mobile Assisted Language Learning (MALL) media based on contextual problems very good. The results of the pre-test assessment scale calculation can be presented in [Table 9](#).

**Table 9.** Pre-test Assessment Scale Calculation

Score Range	Classification or Predicate
$75 \leq M \leq 100$	Very high
$58 \leq M \leq 75$	Tall
$41 \leq M \leq 58$	Low
$25 \leq M \leq 41$	Currently
$0 \leq M \leq 25$	Very Low

Based on the category table, the average value of students during the pre-test, which is 57.29, meets the category  $41 \leq M \leq 58$ , so the students' pre-test value can be categorized as moderate. Observations and understanding of the distribution of mean, median, and mode values in the pre-test can be presented in [Figure 1](#)

**Figure 1.** Pre-Test Data Distribution Graph

Based on the graphic image, it can be seen that the mean is 57, median 57, mode 54.7. The graph presents data for each pre-test interval class starting from 36 - 42 with a frequency of 2, up to the interval class 78 - 84 with a frequency of 1. Furthermore, the calculation of the post-test assessment scale can be presented in [Table 10](#).

**Table 10.** Post-test Assessment Scale Calculation

Score Range	Classification or Predicate
$75 \leq M \leq 100$	Very high
$58 \leq M \leq 75$	Tall
$41 \leq M \leq 58$	Low

Score Range	Classification or Predicate
$25 \leq M \leq 41$	Currently
$0 \leq M \leq 25$	Very Low

Based on the category table, the average value of students during the post-test, which is 81.76, meets the category  $75 \leq M \leq 100$ , so the students' post-test value can be categorized as very high. Observations and understanding of the distribution of mean, median, and mode values in the post-test can be presented in Figure 2.

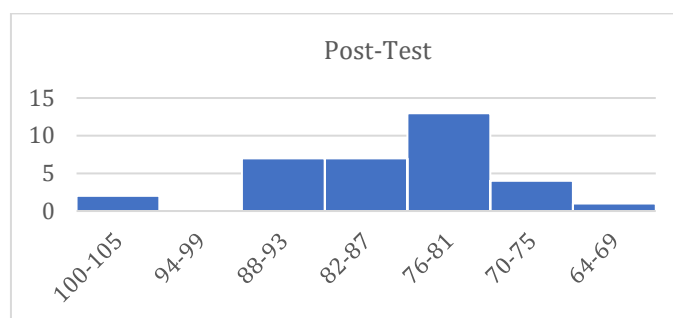


Figure 2. Post-Test Data Distribution Graph

Based on the graphic image, it can be seen that the mean is 82, median 80, mode 79.1. The graph presents data for each pre-test interval class starting from 64-69 with a frequency of 1, to the interval class 100-105 with a frequency of 2. Furthermore, the prerequisite tests in this study include the normality test of data distribution and the homogeneity test of variance. The normality test aims to determine whether the distribution of research data is arranged normally or not.

English speaking skill score data before media implementation showed a significance value in the Kolmogorov-Smirnov column of 0.10 and in the Shapiro-Wilk column of 0.47. These results indicate that the significance value in both columns is greater than 0.05 (significance level of 5%). This means that the value of students' English speaking skills before the implementation of MALL media is normally distributed. The results of the normality test showed that the data on communication skill scores after media implementation had a significance value of 0.19 in the Kolmogorov-Smirnov column and 0.25 in the Shapiro-Wilk column. These results indicate that the significance value in both columns is greater than 0.05 (significance level of 5%). This means that the value of students' English speaking skills after the implementation of MALL media is normally distributed.

One of the prerequisite tests that must be carried out before conducting a t-test is the homogeneity of variance test. The results of the homogeneity of variance test show a significance value of 0.10. These results indicate that the significance value is greater than 0.05 (significance level of 5%). This means that the data on students' English speaking skills before and after the implementation of MALL media are declared homogeneous. The t-test aims to determine the differences in students' English speaking skills before and after the implementation of MALL media.

Hypothesis testing in this study was conducted using Paired Sample T-Test/Correlated Sample t-Test. Based on the t-test table, it was found that the significance value (2-tailed) was 0.000. The results of the t-test showed that the significance value (2-tailed) was 0.000. These results indicate that the significance value is less than 0.05 (significance level 5%) or  $p < 0.05$ . This means that  $H_0$  is rejected and  $H_a$  is accepted. Therefore, there is a significant difference in the English speaking skills of fourth grade students before learning using MALL media and after learning using MALL media.

## Discussion

The results of the development research show that, (1) the developed MALL media obtained a validity index of 0.92 with a very high validity predicate/qualification; (2) obtained an assessment from students of 92.18% with a very good predicate/qualification; and (3) obtained a significance value (2-tailed) of 0.000, which is less than 0.05 (significance level 5%). This indicates a significant difference in the English speaking skills of fourth grade students before and after they learned to use MALL media. There are several reasons why MALL media received a very good assessment from experts and users, and is effective in improving students' English speaking skills.

The first reason is that contextual issues are raised in the MALL media content in the What Are You Doing? material. One example of the application of integrated learning is English learning for grade IV elementary school which combines technology and contextual issues. Students can use MALL media to

indirectly obtain information about the material content while experiencing the experience of simulating various activities available in it. The combination of student experiences while learning can make learning interesting, fun, and not boring (Sunarti, 2020; Dewi et al., 2015). The integrated learning approach combines various learning elements into one learning activity (Oktavia & Dixon, 2021; Usmaedi, 2017). By linking or combining one topic with another, students can improve their understanding, strengthen their memory, and make the learning process more meaningful (Oktavia & Dixon, 2021; Dewi et al., 2015).

The second reason is that Mobile Assisted Language Learning (MALL) media is an interactive media that uses multimedia technology such as images, audio, video, and simulations. The use of technology in MALL helps create a modern and relevant learning experience for today's students. The use of technology as a medium in learning has opened new doors to enrich students' learning experiences and facilitate the development of students' cognitive and psychomotor skills (Said, 2023; Suyuti et al., 2023). Technology integration can increase student motivation and make learning more appropriate to students' digital lifestyles. This factor can make learning more interesting and help students engage in the learning process.

The third reason is that MALL media provides feedback on students' English speaking practice. MALL displays the percentage of correct pronunciation and grammar that has been recorded by students. This is in line with the results of previous studies that revealed that, with the help of speech recognition technology, MALL can help users in correcting and improving English pronunciation with the level of pronunciation error detection (Nguyen, 2023; Kholis, 2021). In addition, users can also receive feedback to correct pronunciation errors.

The fourth reason is that MALL media is manipulative and can be played by students. Learning by doing something or playing while learning can increase the effectiveness of learning (Wulandari et al., 2020; Zhang et al., 2019). Students will have the opportunity to interact, communicate, and negotiate with their peers through playing while learning. According to Jean Piaget's cognitive theory, elementary school students are still in the concrete operational stage. The learning process with a cognitive development approach will be much more effective, efficient, and will be right on target (Yunaini & Winingsih, 2022; Nuryati & Darsinah, 2021). The fifth reason is that MALL media combines bright colors such as blue, green, purple, and yellow, with animations in each question. Children in elementary school tend to like and choose bright picture colors, because bright colors seem cheerful and can stimulate students' attention in learning (Aeni et al., 2022; Oktaviani et al., 2020).

In the future, to improve English speaking skills, students can practice using various methods. Teachers can use learning media that encourage students to simulate certain activities, so that their English speaking skills can develop optimally. In addition, teachers can create active, innovative, and fun learning activities so that students' potential can develop optimally. The principal can facilitate activities that aim to optimize student potential, as well as activities that aim to develop teacher competence.

The innovation of mobile assisted language learning (MALL) media based on contextual problems can have implications for improving the English speaking ability of fourth grade elementary school students by using valid, practical, and effective contextual problems. The limitation of this study is that the product trial only involved 34 students from one school, so the results may not represent a larger population. Further research is suggested to determine a wider population to conduct product trials, so that the results can be more optimal.

#### 4. CONCLUSION

Based on the results and discussion, it can be concluded that the innovation of Mobile Assisted Language Learning (MALL) media based on contextual problems that was developed is valid in terms of expert assessment results, practical in terms of practitioner assessment results and effective in terms of student trial results. Valid, practical and effective Mobile Assisted Language Learning (MALL) media based on contextual problems is expected to be able to improve English speaking skills of grade IV elementary school students.

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