Using Mobile Application For English Learning

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Abstrak

Penelitian ini bertujuan untuk meningkatkan kemampuan mendengar siswa SMA Ethika Palembang dengan menggunakan aplikasi cake. Penulis menerapkan metode pra-eksperimen. Populasi penelitian ini adalah siswa kelas XII SMA Ethika Palembang tahun ajaran 2022/2023. Sampelnya adalah siswa kelas XII IPS yang berjumlah 21 siswa. Penelitian ini menggunakan purposive sampling dalam pengambilan sampel. Penulis menggunakan tes dan angket untuk mengumpulkan data. Hasil penelitian menunjukkan bahwa kemampuan mendengarkan siswa memiliki nilai yang buruk pada pre-test. Setelah perawatan, kemampuan mendengarkan mereka meningkat secara signifikan. Terlihat dari skor mereka yang berubah menjadi bagus. Dapat disimpulkan bahwa aplikasi cake efektif untuk meningkatkan kemampuan mendengar siswa. Data dari angket menunjukkan bahwa siswa memiliki persepsi positif terhadap penerapan penggunaan aplikasi cake. Berdasarkan hasil uji-t, penelitian menemukan bahwa ada perbedaan yang signifikan antara hasil pre-test dan post-test. Dari nilai signifikansi penelitian (sig 0,000 < p 0,05), berarti hipotesis nol (H_o) ditolak dan hipotesis alternatif (H_1) diterima.

Kata Kunci: *Aplikasi Seluler, Pembelajaran Bahasa Inggris, Pemahaman Mendengarkan*

Abstract

This study aimed to improve the listening ability of the students of Ethika Senior High School of Palembang by using Cake Application. The writer applied pre-experimental method. The population of the research was twelfth grade students of Ethika Senior High School of Palembang in academic year 2022/2023. The sample was the student of class XII IPS which consists of 21 students. The research used purposive sampling in taking the sample. The writer used tests and questionnaire to collect data. The result of the research showed that the students' listening ability had poor score in pre-test. After treatment, their listening ability was significantly increased. It could be seen from their score that changed became good. It could be concluded that cake application was effective to improve the students' listening ability. Data from questionnaire showed that students had positive perception toward the application of using cake application. Based on the result t-test, the research found that there was significant difference between the result of pre-test and post-test. From the value of significance from the study (sig 0.000 < p 0.05), it means that null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is received.

Keywords: *Mobile Application, English Learning, Listening Comprehension*

INTRODUCTION

Smartphones is ranging from resolution, a cell phone with more capabilities, features, to computing included the mobile operating system in it. Smartphones are now a must have item for everyone people, today's society is very enthusiastic about using smarthphones as tool to communicate with others. According to (G. J. Robert:2011) which cited by (Wang 2017) Nowdays, most people have a new smartphone they will immediately download the application. People can access various applications in various aspects such as transportation, health, economy, social, culture and education. Especially in the field of education which is now colored by the influence of globalization. The development of information technology has had an influence on the world of education, especially in the learning process. According to (Rogozin, 2012) Smartphone as learning media provide more learning opportunities deep for students because with using smartphone students can develop learning through search for information from the internet, as well as train skills the in implementing practicum because of the principle of mobility owned by a smartphone.

The use of smartphones is intended needs of searching and get information effectively and efficiently anywhere and anytime forr 24 hours. Various information is available in the application on a smartphone that can be accessed easily, including learnig English. In online learning requires the learning process to use a mobile application. According to Kukulska Hulme (2017), the use of mobile applications used in English teaching and learning shows that the implementation of mobile applications contributes to the development of all four language skill.

In English there are four skills to be learned, they are listening, speaking, reading and writing. There are many problems in teaching English, the students got an image that English is a hard subject to learn, the condition of the students who are lack of vocabulary that will make them unable to understand in learning English, the students often speak their mother-tongue language, which that causes them are unaccustomed with English. In listening comprehension, require the ability to process what is heard as well as provide the meaning of what conveyed by the native speaker. Pronunciation, vocabulary, and the meaning of the words or sentences conveyed have a significant impact on listening comprehension. Listening is the process of making sense out of what we hear. Listening is an active process of receiving, processing, and interpreting aural stimuli.

English teacher need a method to activate and improve the students listening skill, by creating efficient and effective technique, even find some way to make the learning process English are going to be fun, especially in teaching listening comprehension. Teacher have to follow the modern era, when everything are easy to find by internet, and when students can learn about something anywhere and anytime they want by using application in Smartphone. One of common applications is *Cake Application,* that is an English learning application whose main contents are videos with short and fun English conversations. This app is great for developing students listening abilities because it includes videos from a variety of sources that student can view and practice with, starting with pronunciation and speaking tones with essential words. Cake application is the listening material that available in the internet in which have many interesting topics and can be used in teaching and learning process.

The identification of the problems was: (1) The students' English listening skill is still low, it happens because the teacher often uses a monotonous way and no variation of media in teaching listening. (2) The students are afraid to make mistake when they practice Listening English, they feel bored because the teacher does not use interesting media in teaching English, and the students do not have rich vocabulary. (3) The students' lack of vocabularies, this problem was found when diagnosing test. The formulation of the pproblems is the use of Cake Application effective to improve the students' ability to understand and comprehend the listening material at the the twelfth grade students of Ethika Senior High School of Palembang, and what is the students' perception using cake application as learning media? The objectives of

the study were: to find out whether or not the use of cake application is effective to improve the listening comprehension at the twelfth grade students of Ethika Senior High School of Palembang? and to find out the students' perception of cake application as learning media?

METHODS

This study used quantitative method with the experimental research design. According to Sugiyono (2017) experimental research can be interpreted as a method of research used to find the effect of certain treatment against others to find the effect of certain treatment against others in controlled conditions. The population of this study was the twelfth grade students Ethica Senior High School of Palembang in academic year 2022/2023. The total number of population was 2 classes which the total number of population was 38 students. In this study the writer chosen sample from purposive sampling technique. Namely class XII IPS that consisted of 21 students.

In pre-experimental research, the writer used listening comprehension/ test by cake application and the student can improve their listening use several videos in cake application. There were two kinds of tests for this study; those were pre-test and post-test. Pre-test was intended to measure students Listening Comprehenaison mastery given before the treatment, while post-test was to measure students Listening Comprehension mastery after the treatment was given. Questionnaire was used to know the students' perception about cake application as media, the writer used the Likert scale for the quetionnaire where the qquestionnaire consists of 6 numbers where 3 points for positive and 3 points for negative statements. The writer share and collecting the questionnaire by using google form.

Method of analyzing data is a method to process the findings data into research. The technique of analyzing the data is using calculating the students' raw score. After collecting the data of the students, the writer was classified the score of the students and calculating the result test of listening by using the SPSS program version. The writer should find the scores using t-test, the Mean, modus, median and the Standard Deviation of both the pretest and the posttest score. The writer used the google form application to get the result of the questionnaire.

FINDINGS AND DISCUSSION

This application can improve students listening we can saw on the students' mean score in the pre-test and post-test, that the score were significantly different. The mean score of students' pre-test is 54.33 and post-test is 76, 57. On contrary, after got treatment the highest students' score was 93 and the lowest score was 63, it means teaching listening by using cake application were effective.. From the rate percentage and frequency of pre-test and post-tets, the writer indicated that before gave treatment, the students' achievement was poor. It was proven that there were 12 (58%) students were in poor classification, 5 (24%) students were in fairly poor classification, there were 3 (14%) were fairly good classification, and there was 1 (4,8%) student was in good classification, and 0 (0%) out of the students were in very good and excellent classification. After giviing treatment, the achievement of students was categorized as good classification. It was sure that 0 (0%) out of the stydents were very poor and poor classification, 2 (9.5%) students were in fairly poor classification, 11 (52%) students were in fairly good classification, there were 5 (23%) were good good classification, and 3 (14,2%) students got very good classification.

In this study, the writer also presented the total of mean score and standard deviation of pre-test and post-test both of them showed the paired sample statistics of pre-test and post-test. The value of standard deviation in pre-test is 11,051 and 7,801 in post-test. The paired samples correlations of pre-test and post-test, it showed correlation of the students' ability before and after treatment. The correlation is significant at

0,129, it means that were significant between students' ability in listening to the using cake application.

According to Singgih Santoso (2014), the guidelines of decisions making inpaired sample t-test are based on significant value (sig). SPSS output result If the sig value. (2tailed) < 0.05, so H_0 was rejected, and H_1 was accepted and If the sig value. (2tailed) > 0.05, so H_1 was rejected, and H_0 was accepted. Based to the output table paired sample test above, the sig value was 0.00 < 0.05, so H_0 was rejected and H_1 was accepted, it can be concluded that there is an average difference between pre-test and post-test in learning outcomes, it measn that there is an effect of using cake application to improve students' listening skills at Ethika Senior High School of Palembang.

The questionnaire in this research consisted of 6 items, each items provided with four alternatives of response categories namely: strongly agree, agree, disagree, and strongly disagree. To analyze the result of the questionnaires given to 21 students, to interpret the mean score of the students' attitude the researcher refers to the alternatives response categories. The statement of questionnaire on the students' attitude had four alternatives: Strongly agree, Agree, Disagree, Strongly disagree. Based on the students' mean score in questionnaire, the writer concluded that students at twelfth grade of Ethika Senior High School of Palembang have positive attitude toward the application of using cake application to improve their listening ability.

From the result of questionnaire statement, the writer indicated that by using cake application could help the students to improve students' skills in listening, it means that the students gave the positive statement towards by using cake application in listening skiil.

CONCLUSION

Based on the result and discussion, the writer use cake application concludes that the data show that the students' listening effectiveness before and after the treatments are significantly difference. It was found in students post-test was higher than the pre-test, which proved that the used of cake application in teaching listening skill contributed to the students' more effective in listening English. Using cake application can improve the students listening ability even though the results of them are different. It can be seen through their increasing score from pre-test to post-test. The students of twelfth grade at Ethika Senior High School of Palembang have positive perception toward the application of using cake application in their listening skills. It was supported by the questionnaire that they had answered.

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