

**INDONESIAN STUDENT EXPERIENCE OF MOBILE ASSISTED
LANGUAGE LEARNING (MALL) ON ENGLISH SPEAKING SKILL
THROUGH APPLICATION ON SMARTPHONE**

A Thesis

**Presented to the Department of English Language Education as Partial
Fulfilment of the Requirements to Obtain the *Sarjana Pendidikan* Degree in
English Language Education**



By:

Nur Cholishoh Fadhilah

19322002

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF PSYCHOLOGY AND SOCIOCULTURAL SCIENCES
ISLAMIC UNIVERSITY OF INDONESIA
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APPROVAL SHEET

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By:

Nur Cholishoh Fadhilah

19322002



Approved on 20th July 2023

By:

Supervisor



Willy Prasetya. S.Pd., M.A

NIP.173220502

RATIFICATION SHEET
INDONESIAN STUDENT EXPERIENCE OF MOBILE ASSISTED
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THROUGH APPLICATION ON SMARTPHONE

By:

Nur Cholishoh Fadhilah (19322002)

Defended before the Board of Examiners on 20th of July 2023 and

Declared Acceptable

Board of Examiners

Chairperson : Willy Prasetya, S.Pd., M.A.

First Examiner : Rizki Farani S.Pd. M.Pd.

Second Examiner : Anandayu Suri Ardini, S.S., M.A.

Yogyakarta, 20 July 2023

Department of English Language Education

Faculty of Psychology and Sociocultural Sciences

Islamic University of Indonesia

Head of Department,



Puji Rahayu, S.Pd., MLST., Ph.D.

NIP.053310402

STATEMENTS OF WORK'S ORIGINALITY

This is to certify that, to the best of my ability, this thesis, except for what is specified in the references and citations, is my own work and does not contain the work of others. This thesis has not been submitted for any degree or other purposes. I certify that the intellectual content of this thesis is the product of my work and that all the assistance received in preparing this thesis and sources have been acknowledged.

Yogyakarta, 20 July 2023



Nur Cholishoh Fadhilah
19322002

MOTTO

“Never involve men in your learning process, because that will only hinder you.”

(Unknown)

“The Best Way to Get Started is to Quit Talking and Begin Doing.”

(Walt Disney)

DEDICATION

1. My late father, I am very grateful to him for patiently guiding me and making me a strong person to this day. I never imagined that he would leave me and my mother so soon, but my mother once said on the day my father died like this, "You don't want to see your father sick all the time, do you? So, try to be sincere. Let him be happy up there with Allah."
2. My mother, I sincerely thank you for the endless support and for the encouragement to take this huge decision at the last minute. I never imagined that I would finish this thesis with all the things that have happened in my life, but because of your support and encouragement, I kept moving forward and did not easily give up on writing my thesis.
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4. My thesis supervisor Mr. Willy Prasetya S.Pd., M.A. who, has patiently guided, supported, and has been always responsive throughout the process of writing this thesis. I could not have finished this thesis without your guidance, suggestion, and support. May Allah SWT bless you for your good deeds.
5. For my roommate and Kimochi Group, I'm really glad to have these supportive guys, and they are Minami, Aulia Setyani, and Dwi Dyah. Thank you for being

on my side when I was confused with a thesis and with my relationship, which had run around while I was preparing for the thesis trial, I got carried by my feelings, and I needed support from friends. I know I can count on you guys.

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Yogyakarta, 20 July 2023



Nur cholishoh fadhilah

19322002

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Finally, the researcher fully realizes that this thesis is still far from perfection. All suggestions and recommendations are extremely welcomed for further improvements. Hopefully this thesis could be beneficial to the readers.

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**INDONESIAN STUDENT EXPERIENCE OF MOBILE ASSISTED
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ABSTRACT

In Indonesia most students using their mobile phone to access social media, but we know that mobile phone not only used to access social media, but also, we can use mobile phone to access material related to improve students' speaking skill in English, this research explores Indonesian students' experience of Mobile Assisted Language Learning (MALL) to improve their speaking skills both inside and outside the classroom. Therefore, it's important to use mobile assistance to improve their speaking skill. The purpose of this study is to explore the use of mobile-assisted to improve student speaking in English and find out how influential mobile-assisted as a medium is in supporting students' speaking skills. The research is qualitative research from one participant from Senior High School. Narrative study explores personal experiences, highlights changes or comparison of perspective from past, present, and future. This research was conducted to find out how the participant use mobile phone to improve their speaking skills. In addition, data analysis performed thematic analysis, which was used to identify themes. The findings showed that it is possible for someone to use mobile assistance to practice he/she speaking skill and to improve his/her speaking skill. The using of mobile assisted language learning, it is indeed very helpful in improving the ability to speak in English, various materials that we can access and search easily via cellphones, for example material in the form of videos that we find a lot on YouTube. From the interview, the research question could be answered on how the participant's experience was practicing speaking skill.

Keywords: Mobile Assisted Language Learning (MALL), independent learning, speaking skill, English Language

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Mobile assisted language learning has many benefits, one of which is in improving the ability to speak in English, we can access the material we are looking for easily via mobile phone. As the access to wireless networks expands, and ownership of devices that can communicate with such networks increases, the use of mobile devices to support language learning becomes over more common. Kukulska-Hulme, A., & Shield, L. (2008) argued that, this makes it easy if we want to access anything related to language learning to be easy and not take a long time. Therefore, most people already have mobile devices, many of whom use this media as a tool to help them access language-related learning.

Mobile devices are also very helpful in language learning and have been introduced in the context of education. The usage of handhelds in educational contexts was more effective compared to laptops because of the distinctive features of mobile devices, such as instant access to information, individualized interfaces, and immediate communication and feedback (Sung et al., 2016).

Mobile devices are one of the most important communication tools as well. They are the most important technology products which young people have used very commonly in recent years because they have voice, text, and video communication support and connect to the internet, Nilgun Tosun (2018). A mobile phone is a medium that is used to access all kinds of things that we want to know about, and of course, all of that is supported by internet access that has been

provided by the mobile phone itself. On the mobile phone, there is a network that can connect to the internet.

Mobile Assisted Language Learning (MALL) is a language teaching method that effectively integrates listening, reading and speaking activities. We can also develop academic research, critical thinking, and research skills. Mobile Assisted Language Learning (MALL) considers the use of mobile technology in language learning, Gholami, J., & Azarmi, G. (2012). Since learning English is considered an important element of professional education in many communities, providing a more comfortable environment for people to learn English will improve student performance and discriminate between learning needs. It is one of the educational goals to support the transformation. They also consider that with the use of MALL, it is easier for them to access material both outside and inside the classroom.

Learning languages through mobile devices, or in other words m-learning, has various benefits, one of which is that they can use it both during class time and outside class, for example, when they can in class or maybe when they are on the bus, shopping malls, workplaces, and more to learn languages, Kukulska-Hulme, A., & Shield, L. (2008). We know that English is one of the most used and mainstream languages in the world today. This affects everything from work to education. English definitely plays a big role. The importance of this role in the world is so great that it is inevitable that people will ignore it completely.

Meanwhile, the use of mobile devices has been very widely used, especially among young people and students. Students feel helped using Mobile Assisted Language Learning in their learning. In the field of improving English speaking

skill using of mobile assisted language learning it is can help students to improve their speaking skill, to fill this gap this research explores Indonesian students' experience of using Mobile Assisted Language Learning (MALL) to improve their speaking skills both inside and outside the classroom.

1.2 Formulation of the problem

Based on the study above, the problem can be identified in the context of Mobile Assisted Language Learning to improve students' speaking skills, as follows:

- 1. How does the students use mobile assisted language learning to improve their speaking skill**
- 2. How the use of mobile assisted language learning have a significant impact on improving students' speaking skills both in the classroom and outside of the classroom**

1.3 Objectives of the study

The objective of this study is to explore how Mobile Assisted Language Learning can improve a student's speaking skills and to explore the experience of students about Mobile Assisted Language Learning to improve speaking skill student.

1.4 Significances of the Study

This study is expected to explain the experience of using mobile assisted language learning to improve English speaking skill, and how mobile assisted language learning can have a positive impact on students, especially to improve

English speaking skills. for future researchers because this study expands the use of mobile assisted language learning among students, especially high school students.

CHAPTER II

LITERATURE REVIEW

2.1 Mobile Assisted Language Learning

According to the Kukulska-Hulme, A. and Shield, L. (2008), Mobile learning can evolve rapidly. While the early generations of mobile learning tended to suggest carefully crafted activities by educators and technologists, learners are more likely to rely on personal learning needs, such as those arising from increased mobility or frequent travel. increasingly motivated. At the same time, it is often argued that mobile his devices are particularly well-suited to support social contact and collaborative learning, which is clearly relevant to language learning. According to Miangah, T. M., & Amin, N. (2015) Mobile-Assisted Language Learning (MALL) deals with the use of mobile technology in language learning. In contrast to classroom learning, in MALL, there is no need for the learners to sit in a classroom or at a computer to get learning materials. In fact, MALL can be considered an ideal solution to language learning barriers in terms of time and place. Mobile Assisted Language Learning has had so many benefits; therefore, many of us, including students, often use our mobile cellular to view, download, and use applications or websites to simply search for learning materials or use them in our daily life in terms of improving their speaking skills in English. The use of MALL itself does not require students to sit in front of the class first and then can access the material, but it can be from anywhere and anytime. Among all modern communication devices, mobile phones are the most powerful communication media because they can act as learning tools despite technical limitations. With such learning tools, the

learner controls the learning process and progresses in their own space based on their cognitive state. Mobile-based learning is also very helpful for students to better understand the material in class; students can also easily get what material they want.

MALL itself can also really help students in terms of improving students speaking skills in English, and it is undeniable that we, as EFL learners, must be able and at least understand how to speak English properly and correctly because English is one of the most important languages in students' lives in the future. Given the prominence of information technology, MALL has become an indispensable part of English as a foreign language (EFL) learning and has been recognized as an efficient tool in this setting, Burston, (2015).

Mobile assisted language learning very influential on students because students can easily access whatever they want to know. Of course, in terms of learning materials, now there are many kinds of tools that they can download and use. In terms of improving students' own English language skills, there are many tools that they can try very easily on various platforms available on mobile phones. Mobile devices now used for everything from voice calling to sending brief messages, video chat, listening to audio (Mp3, Mp4, Mpeg), online browsing, and shopping, among other things. Apart from these advantages, mobile devices have evolved into tools for education and language acquisition, and all users, whether teachers or students, are becoming accustomed to this environment in order to make education as accessible as possible.

The research of Gholami, & Azarmi (2012) Mobile learning is a feature that really supports features in learning through mobile-assisted and educational technology enhanced by mobile devices. m learning shows that they have a positive impact on students' behavioral attitudes and the great potential of these tools for use in both formal and informal learning contexts. By using mobile learning, we can learn anywhere, anytime, and for the rest of our lives. One area of learning that is focused on getting the benefits of mobile learning is language learning. This concept then makes Mobile Assisted Language Learning formed. Studies based on MALL have stated that the use of cell phones for language learning makes students more motivated and more effective.

2.2 Previous Studies

This study uses quantitative research methods that discuss the experience of using Mobile Assisted Language Learning to improve students' speaking skills in English. This research is focused on the speaking activities that could be successfully supported by mobile devices. The findings of this research Conducting an online interview via zoom meeting with a senior high school student who has used mobile devices to improve her speaking skills in English both at school and outside school. The participant who will be asked for her opinion about the use of MALL in her daily life is a high school student who basically likes learning about the English language. This student likes to learn English at home, which she does independently, or at school when there are English lessons. Yuniarti (2004) Mobile devices also enhance the impact of individual pedagogies such as inquiry-based learning and self-directed learning. Learning through mobile phones is considered

to be able to have a positive impact on students when used to access the material. She will provide a wide scope with a variety of materials offered, and this can be done by students when they try to learn independently and can also be accessed anywhere and anytime.

This research is focused on students in Indonesia to achievement toward using Mobile Assisted Language Learning (MALL) as supplementary learning material. It is a narrative study where the form used to know how important English is in daily life, especially in context speaking. Motiwalla (2007) In recent years, research has appeared in the literature examining the use of various forms of mobile technology in language learning, including technologies such as mobile phones. Several studies have investigated the use of mobile phones in learning, especially vocabulary learning, and the results support that the experimental group learned vocabulary on mobile.

Previous research discusses how students' perceptions of the importance of improving students English speaking skills through mobile-assisted language learning and data collection are pre-test and post-test and using quantitative and also qualitative research methods, and this research discusses perceptions of how they perceive improving students' English speaking skills towards mobile assisted language learning, and the method used is interviewing senior high school students in a school in the city of Yogyakarta.

Kukulaska-Hulme, Agnes, and Lesley Shield (2008). The Mobile Assisted Language Learning (MALL) project was conducted to investigate the extent to which mobile devices are used to support social contact and collaborative learning.

We were particularly interested in speaking and listening practice and the possibility of both. Synchronous and asynchronous interactions in online and distance learning. We will review the development of mobile language learning so far and propose future directions. The use of mobile phones among teenagers has grown rapidly, and this can be seen in the number of students who already have mobile phones. Many of them use it for the benefit of learning and accessing material both through applications found on the mobile phone itself and through the website. The use of mobile phones as a means of learning among students can certainly be used to improve speaking skills, especially speaking in English. The use of mobile phones will certainly have a great impact on the future, and of course, in the future, there will be more interesting features that will be provided by this device. The mobile phone itself, every year, has made a lot of updates on its device, this does not rule out the possibility that in the future she will greatly help students in learning English and of course in the field of speaking, especially speaking in English.

2.3 Theoretical Framework

There is the main theory from Agnes Kukulska-Hulme & Lesley Shield, (2008) describes an experience of Mobile Assisted Language Learning from content delivery to supported collaboration and interaction. In contrast to classroom learning, in MALL, there is no need for the learners to sit in a classroom or at a computer to get learning materials. In fact, MALL can be considered an ideal solution to language learning barriers in terms of time and place.

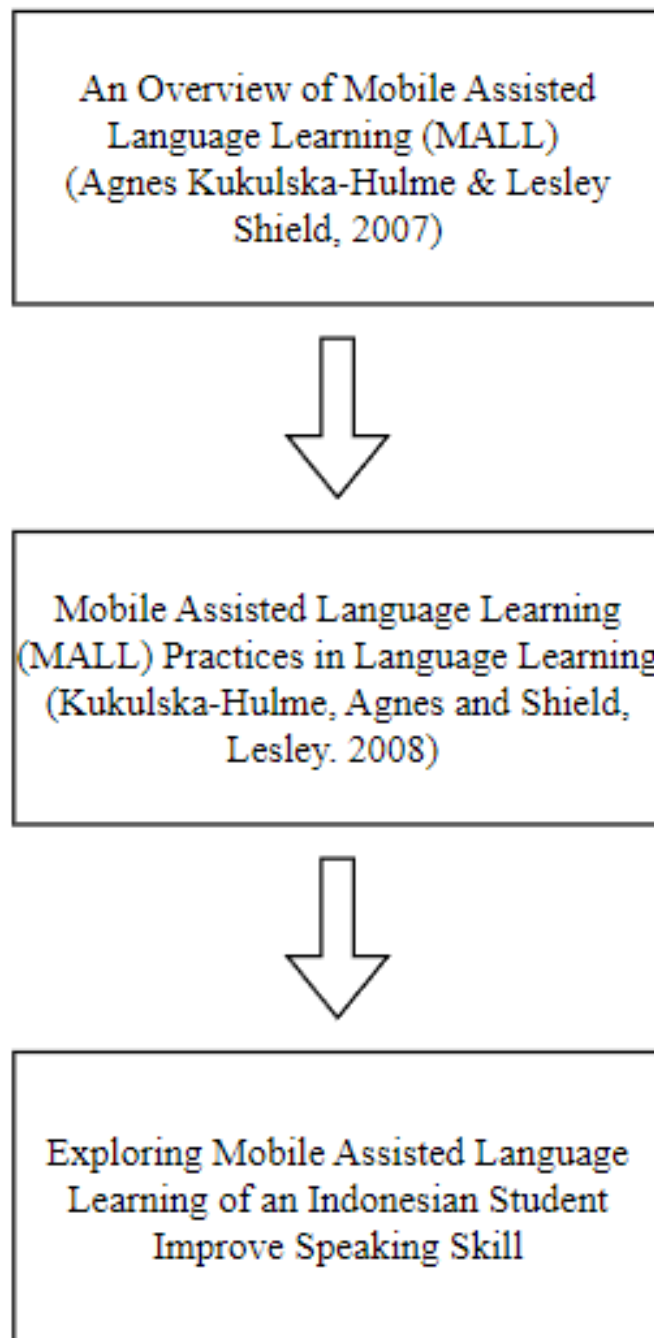


Figure 1
Theoretical Framework

CHAPTER III

METHODOLOGY

3.1 Research Design

The present study aims to investigate the effect of Mobile Assisted Language Learning on a student from a Senior High School in Yogyakarta city by using a narrative study. According to Creswell (2007), researchers use narrative study when the participant has the willingness to tell his/her stories and researchers intend to share his/her stories. In addition, narrative study is used by researchers to narrate someone's story of life in written form (Connelly & Clandinin, 2006).

3.2 Setting and Participant

In this study, there was only one participant whose pseudonym name was Safa. She is a female student from Senior High School in Yogyakarta city. In addition, in school, she often uses mobile-assisted learning, especially she is using mobile-assisted language learning to improve her speaking skill in English.

Safa's qualification to become the participant was because of her habit of speaking in English. Her biggest motivation for learning English is that she likes learning anything about language, especially English, and also, she wants to be fluent in English because she wants to study abroad. Her family always supports her in anything that she likes and wants to achieve Safa also often buys English reading books both in the form of novels and textbooks, and now she also often uses her smartphone to learn English because she is aware that her smartphone is also very supportive for her to practice her fluency in speaking English. In learning English, Safa often uses a mobile phone both at home, at school and when he is

outside. Safa uses her mobile phone to access any information regarding how she can improve her speaking in English. Safa also uses her mobile phone to communicate with other people using English.

3.3 Research Instrument

This study used the construct of Mobile Assisted Language Learning (MALL) practices in language learning (Kukulka-Hulme et al., Lesley. 2008). The following questions were solely used for the purpose of the findings' foundation, and then there were follow-up questions to make the findings more in-depth:

Construct	Conceptual Definition	Components	Interview Questions
Mobile Assisted Language Learning (MALL) practices in language learning (Kukulka-Hulme et al., Lesley.	The potential MALL (Mobile Assisted Language Learning in daily activity students to improve their speaking skills by doing dialogue and watching videos.	1. doing dialogue a. Identify the characteristic of the students when learning English b. Identify the effect of using MALL to learn English c. Figure out why MALL can be	1. How do you learn English independently? 2. Are there certain obstacles when you learn and speak English? What kind of obstacles do you often experience? 3. So far, what has made you feel challenged

2008)	(e.g., identify how to improve student speaking skills, identify how to make MALL can be effective for students to learn the English language)	effective for students to learn English.	<p>to learn English?</p> <p>4. How do you deal with difficulties when you learn English?</p> <p>5. How often do you speak English in your daily life?</p> <p>6. What kind of application that you often use when you learn the English language?</p> <p>7. Does the application help you in learning the English language?</p> <p>8. How often have you used the application to improve your speaking skill?</p> <p>9. How did you first</p>
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			<p>find yourself if it turns out you like English and want to be able to speak fluently in English?</p> <p>10. Do you feel influential enough when you use mobile-assisted to improve your speaking skill?</p> <p>11. Do you think mobile assistance has a big role in the process of learning English? Especially as long as you use it.</p>
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Table 3.3 *Research Questions*

3.4 Data Collection

Data collection was done through semi-structured online interviews via Zoom that lasted for 30 minutes in this study, and the second interview also via Zoom that lasted 20 minutes. The narrative study was chosen because it was appropriate to the study's objectives, specifically exploring Safa's learning of the English Language. In addition, a semi-structured interview was used in the present study because it was more convenient for the researcher to collect data more in-depth and would make the participant feel comfortable.

3.5 Data Analysis

This study transcribed, themed, and analyzed the data. Among them is about how to use mobile assisted language learning (MALL) among senior high school students using the method of watching videos that can be accessed via YouTube and also during dialogue to communicate with friends or relatives using English. The researcher read the interview transcript numerous times until she found several themes that are in accordance with the study. The themes are Safa's beliefs throughout speaking skills, Safa's ways of speaking skills, and Safa's better version of herself through speaking skills. Data analysis was conducted with thematic analysis, which was used to identify, analyze, organize, describe, and report themes within the data that has been collected (Braun & Clarke, 2006). Afterwards, the researcher showed the results of this study and the interview transcript to the participant to ensure whether the data was already correct.

3.6 Trustworthiness

Trustworthiness for this study is to rely on Lincoln and Guba's theory (1985). The trustworthiness of this study consisted of credibility, transferability, dependability, and confirmability. Credibility is defined as the truth of the study, and it is evident in the correct interpretation of data in the present study. As for transferability, it means how the study's findings can be employed in other research contexts like participants, times, and places. This study could be applied to other research contexts or even to an enormous scope. Dependability is defined as to what extent the researcher can be objective in her qualitative research so that her research is acceptable among studies.

The researcher was not biased throughout the study because it is based on and supported by numerous previous studies and some theories. Finally, the confirmability of this study was established by applying the previous dependability to validate the evidence used by the researcher to support the results, analysis, and suggestions. I apply this research is the influence of the use of mobile-assisted language learning on English language learning. Does this have a significant effect on students in Indonesia? This research is also supported by several journal articles from several figures who have previously researched how much influence the use of mobile-assisted language learning has on learning English. I took this research because this research discusses something that I have always been interested in, namely, related to the use of mobile phones as a means of learning English because I am also one of the users of mobile phones as a learning medium. I study English, especially in the aspect of improving my skills.

CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Findings

The data analysis was conducted with thematic analysis, and the researcher read the data until she found the themes that were presented in this chapter. From the data, Safa had cultivated her ability to speak English has existed since she was a child. That's because in her own family environment, Safa has been accustomed to using English as their daily language, and also Safa realized that she was very interested and enjoyed it when she talked in English. She has a great curiosity about English, and how she can fluently speak English, and when Safa was in Junior High School, Safa started using her mobile phone to access more things related to English, especially in terms of speaking. Therefore, this section presents Safa's perceptions of using mobile assistance to improve her speaking skills.

4.1.1 The Beginning of Safa's Speaking Practices in English with Mobile Assisted Language Learning (MALL)

Based on Safa's family member comes from a family that does use English as their daily language for communication, but their family also continues to use Indonesian as their main language. From a young age, around the age of 3-4 years old, Safa has been accustomed to communicating in English. She also often listens to stories/fairy tales told by her mother in English when Safa gets ready for bed at night. Safa also has several families, like her cousin from abroad, who often communicate with Safa using a mobile phone. That's what caused Safa to become

accustomed to using English as Safa's daily language in communicating but still mixed with the Indonesian language.

“For the first time, I learned English from my family, miss, especially from my mother and father. We have been accustomed to speaking English since I was 3 years old, I had started reading bedtime stories or fairy tales using English with my mother and in my family, it is also an educated family.”

For the first time Safa know English, she considered English as an ordinary language, but because she was used to using English both at school and at home and when she communicated with her cousin, that was what made Safa become interested in learning more about English, how to speak English with correct grammar and appropriate, and also pay attention to the pattern of the sentence.

This is supported by the mobile phone that she already had after she was in junior high school. She uses her mobile phone to communicate with her cousin, who is abroad, and Safa has started using her mobile phone to watch videos on YouTube related to speaking and how she can improve her speaking skills.

“My parents started giving me mobile phones and iPad when I was 15 years old or when I was in junior high school. At that time my parents advised me to use the mobile phone given for

good purposes such as learning things related to school and the future.”

The above passage indicates that Safa's parents already believed in her mobile phone use when Safa was 15 years old. Her parents believed that Safa could make good use of the mobile phone that Safa had obtained. Safa also believes that she can also use her mobile phone to use as it should and also to access learning that Safa can easily find on her mobile phone. This, of course, also has a good influence on Safa, he uses his mobile phone to access material related to speaking, and he is sure that with his new mobile phone, he will easily learn to speak. Another thing Safa does with her mobile phone is to communicate with her cousins who are abroad.

To communicate with their cousins who are abroad, they usually communicate every two times a week, and usually, they discuss what things they do in their daily lives. Other topics they often talk about are related to the culture in their country, such as the culture in their cousin's country and the culture in Indonesia itself. They also usually exchange information about what has been going on lately. Of course, the language they use is English because it is indeed a desire of Safa herself to use English as their intermediary language in communicating, as Safa said she uses English in communicating with her cousin as well as to improve her ability to speak English which is supported by mobile phones as their medium in communicating between Safa and her cousin.

For the media to communicate between Safa and her cousin, use Skype video communication because, according to Safa's personal voice and video call quality, this feature allows users to chat with each other in HD video quality. Currently, Skype video also allows users to hold meetings on any device. Another thing that makes Safa use Skype is that her cousin does not use the WhatsApp application on her mobile phone. Therefore, Safa chooses to use the Skype application to communicate with them.

When she was in school, especially when Safa was in high school, she increasingly used her mobile phone to learn English because Safa's school really used mobile phones for the benefit of classroom learning. Starting from the material that will be delivered both in the form of power points and learning videos taken from YouTube, Google Classroom, or Google Forms for assignment collection. All of them use mobile phones, that's what then makes Safa more confident in using smartphones as a medium to improve her speaking skills in English.

"I believe that mobile phones play an active role in my process of learning and improving my speaking skills. Because I felt that change in me miss. Where I feel much more confident in speaking English and know more vocabulary that I didn't know before."

Indeed, Safa believes that by utilizing a mobile phone, she can easily do anything to be able to improve her speaking and also improve her ability to speak English. Safa will continue to use her mobile phone to continue to learn and increase

her knowledge because the reason she uses a mobile phone as her learning medium is mobile phone provides a significant change in her English speaking, and a mobile phone is also very supportive to be used as a learning medium. Another reason Safa wants to be able to speak English fluently is that she wants to continue her schooling when she graduates from a senior high school abroad.

4.1.2 The Way Safa Practiced and Learn English with Mobile Assisted Language Learning (MALL)

Safa started actively using her mobile phone when she was in Junior high school and is a senior student now. Safa realized that using and utilizing mobile phones made her understand anything related to English, and Safa realized that mobile phones had a big influence on her and also on her future. The first time she used a mobile phone was to play mobile phones in general, such as looking at social media like Instagram, YouTube, WhatsApp and so on. In addition to opening social media, another thing Safa does is use a mobile phone to make video calls with her cousin, who is abroad. Then, Safa realized that using a mobile phone, It turned out that it was not only for fun but also had a positive impact on her. She could learn English through her mobile phone.

With a mobile phone, she started to learn English, especially in speaking. Safa accessed several applications and websites that could help her improve her speaking skills. She started by accessing YouTube because she believed there were plenty of videos that could help her improve her speaking skills. There are several YouTube channels that are suitable and support what Safa needs, like when she listens to a YouTube channel from TED or by watching random videos from

someone's YouTube channel or native speakers who speak English on various topics. From there, Safa tries to understand the meaning of the topic being talked about and the sentence spoken by the person then she will practice it until she feels that the pronunciation is correct. Besides that, she also tries to find the meaning of a word that she may not know and then write the word into notes that she did use to write new words that Safa encountered during her study of English. Doing this way, according to Safa, is more effective, and also Safa understands faster if she uses such a method of learning to speak through the mobile phone she has.

In addition to using YouTube, Safa also uses Cambridge Dictionary to learn English, especially when she is looking for the meaning of a word she just discovered and how to pronounce it. Usually, what Safa does is write the word and its pronunciation. Then she would recite it several times until she memorized it.

Safa became very interested in English, especially in speaking English when Safa was in Junior high school and continued until she was in senior high school. The interest increased because when Safa was in senior high school, she felt that the school environment really supported Safa in learning English, especially in speaking skills which had been Safa's interest in learning English from the beginning. The reason why the school environment is more supportive of her in learning English is that indeed the Safa school has implemented learning using electronic media such as mobile phones, besides that Safa's school is a very advanced school in the academic field. That is what makes Safa's school has implemented learning using mobile phones compared to books. It is always customary to use English to communicate both with the teacher and with fellow

friends. Regarding the use of the mobile phone itself in Safa's school, when there are lessons, especially English lessons, it is very suitable in terms of its use. Safa School is a technology-based school in terms of learning, and students there are getting used to using technology that is on their respective mobile phones. Mobile phones in learning English are very often used in the learning process at Safa's school, one of which is to access material provided via WhatsApp group, YouTube, or Google Classroom.

The use of mobile phones in Safa's school is also often used to access English learning videos, such as dialogue videos between two or more people having a dialogue in English discussing something with a video duration of 3-10 minutes or a video from a native speaker. This is done with the aim that students at the high school have expertise in speaking English. By getting used to listening to the dialogue or people speaking in English, it is hoped that students will become familiar with English and be able to improve their speaking skills.

Safa's interest in English, especially English speaking, increased due to several factors, for the first reason is about the English subjects at Safa's school were interesting and not boring because they were also supported by school facilities, including schools with above-average English proficiency levels. This is because the students there have received many certificates of appreciation, such as the award for an English storytelling competition or an English debate competition.

For learning English at the Safa school, already mentioned earlier, the learning system used in Safa's school also uses mobile phones as a medium of learning for students. English teachers at Safa schools also often use mobile phones

for learning because students there are allowed to use mobile phones, but their use is limited for learning. Several other subjects at Safa school have also used mobile phones as learning media by students because mobile phones are considered one of the most efficient learning media and also provide many features that can be used in the learning process. One of the benefits of mobile phones is that they are used to access related materials on how to improve students' speaking skills.

Safa also often uses a mobile phone. She has to learn English when she is at home. For example, Safa often watches English videos on YouTube, such as TED Talks, English with Lucy, etc. Safa also uses applications originating from the website, namely the Cambridge Dictionary, both of which use mobile applications. Phone as an intermediary to access it. This method was done by Safa because it was considered very influential in improving her speaking skills by watching various videos on YouTube. Indeed, the content of the video was related to ways to improve her English speaking to have a positive impact on her learning process. The usual way she learns to improve her speaking skills is to watch the video first while she turns on the transcript of the video she watched. At the same time, she will remember what was being talked about and recite it according to the example in the video and not to forget, Safa will also look at the Cambridge dictionary for the meaning of a word that she may not know the meaning of.

According to Safa's opinion, mobile phones really help Safa in accessing English learning or accessing media that can be used to improve her speaking skills. Safa watches English videos very often, which is one of the factors that makes Safa interested in and using English. Safa thinks that using a mobile phone is more

effective for learning English, and she can access it anywhere and anytime. Safa is also very optimistic that he will be able to speak English fluently. Safa herself has the desire to study abroad, that's why she wants to be able to speak English fluently and according to grammar, because according to Safa, if we are abroad for vacation, at least should be able to speak English even though it's just the basics, because some Most countries in the world use English as an intermediary language. Especially if we are abroad to study education, it will take quite a long time, and therefore we are required to understand English and how to communicate in English according to the existing language and with the correct pronunciation.

In addition, Safa's school has supported learning to use mobile phones instead of books, which is what increasingly makes Safa use her mobile phone more often to learn. One of the subjects that already use mobile phones instead of books is English subjects. Often Safa English teachers apply the use of mobile phones when learning is in progress. When explaining the material, usually Safa's English teachers form groups of 3-4 people, sometimes also individuals, then ask them to search the internet about the material to be taught, for example when discussing "Descriptive Text", they will be given 8-10 minutes to find out about what is the meaning of descriptive text then how is it structured, and its characteristics. After the time is over, each group is asked to convey what they have obtained in front of the class or in another way, and each representative is asked to enter what they have obtained into the Google form prepared by the teacher. Another application used is YouTube, of course, to access material related to the material being taught. There is also Google Classroom. This application has certainly been widely used by many

teachers because this application is also one of the applications that really supports the learning process.

It is undeniable that Mobile Assisted is indeed very supportive of the learning process and does not rule out the possibility of English learning can also be accessed and learned using mobile-assisted, especially when we want to improve our speaking skills, because mobile assisted has features that can be used to access material related to speaking. Safa continues to practice speaking English because there is a goal that she must achieve in her life.

One of the things Safa wants to achieve is that she wants to study abroad, and she knows that one of the requirements is that she must be able to use English because English is one of the languages that must be used when she is abroad, both for travel and for studying. This is what makes Safa start to use her mobile phone more to learn and access material.

4.1.3 Safa Believe That English will be Very Important in The Future, and She will Keep Practice Speaking in English with Mobile Assisted Language Learning (MALL)

Safa is very excited when she speaks English, and she is very interested if anyone speaks English with her. This is supported by the scope of her family, who do use English as their daily language. Safa will also continue to speak English when she grows up and when she is already working. In addition, Safa will also continue to use the mobile phone she has to be used as a medium for her to improve her ability to learn English. She believes that continuing to use the mobile phone as

a medium in learning to speak English will have a positive impact and will certainly make it easier for her to improve her ability to speak English.

According to Safa, English is an important language to learn and must be able to master at least the basics of English. In Safa's personal life, she has been accustomed to using English both within her family, her siblings, and of course, when she is at school. That's what made Safa choose to study English more, especially in speaking skills with the mobile phone. Safa thinks that when she can speak English fluently, this will help Safa in her life.

Safa has the desire to be able to study abroad, and the requirement for her to be able to understand English both in terms of material, such as grammar and how she speaks English fluently because English is an international language for communicating with people from abroad. Safa has had the cloth since Safa was in high school. She had that dream, and her family agreed with what Safa had planned.

" I see this activity impacted my life significantly in terms of the way learn English with a mobile phone, especially in speaking, how can we easily find the material we want either in the form of videos or text, examples of correct and proven pronunciation of English words, and the time used is not wasted, because in my opinion it can be accessed at any time and I believe that English will be very useful for me in the future."

In other words, speaking English practices had Safa a better life. Learning to speak using a mobile phone is also considered more capable of having a positive and significant impact. Safa believes that using a mobile phone as a medium for her to access material gives Safa a big influence in her life, and she also believes that mobile phones will be more often used for learning media in the next few years because judging from its development now. Many students in Indonesia, both from elementary, junior high, and high school, already have mobile phones that can be used to find material related to education. It does not rule out the possibility in terms of speaking English. English is a very pleasant language, and of course, it is a language that is widely used in various countries. This is what makes Safa believe that we must learn English and we must be able to speak English.

4.2 Discussion

Findings from the current study that can be supported by previous studies are discussed further in this section, such as the way Safa practiced and learned English speaking skills with mobile-assisted language learning (MALL), the way Safa practiced and learned English with mobile-assisted language learning (MALL), and Safa believe that English is very important in the future and she will keep practicing speaking in English.

Safa has always been trying to practice speaking in English. She learns by using mobile assistance, like how to pronounce words in English correctly. Also learned about grammar and how to spell words in English. Safa believes that mobile assistance has so many benefits for her, like a tool that is prepared to support students in learning languages, especially English. This finding is supported by

Miangah and Tayebah Mosavi (2015). In order to make education as significant as possible, it is important that mobile assists or mobile devices continue to grow as tools for teaching and language learning and that all users, including students, become familiar with this environment. Furthermore, with the advent of the internet, open learning and distance learning have become a means of getting education from anywhere in the world. With the allure of distance learning, she quickly realized that a variety of mobile devices could be a very effective resource for teaching.

Mobile phone ownership among teenagers, especially students, is very helpful for them in the learning process, especially learning that does use mobile phones as their media in learning. This way can have a significant influence on students when learning using mobile phones because students become more motivated by the existence of some interesting features and applications contained in mobile phones according to what is needed. For example, she uses her mobile phone to access some materials and uses several applications to help her learn to speak English. With the help of mobile assistance, Safa is more motivated to learn to speak. Similar to the outcome from Pettit & Kukulska-Hulme (2007), the widespread ownership of mobile and wireless devices means that learners are increasingly in a position to take the lead and engage in activities motivated by their personal needs and circumstances of use, including greater mobility and travel.

Safa understands English is one of the languages in this world which must be studied seriously. Therefore, she utilized devices such as mobile-assisted. Safa's speaking practices brought her to view the function of mobile-assisted language

learning in English speaking skills. She believes that MALL makes her comprehend the English language, and it makes Safa development of the advantage of learning to speak English independently under any conditions by Javad Gholami and Ghader Azami. (2012) Mobile learning is a feature that really supports features in learning through mobile-assisted and educational technology enhanced by mobile devices.

According to Safa's narratives, many findings revealed how Safa practiced her English-speaking skill. The first is Safa used mobile-assisted language learning to improve her speaking skill with Cambridge Dictionary and also watching YouTube from TED talks, English with Lucy, etc. Safa found that the Cambridge Dictionary is one of the dictionaries with a high level of accuracy. In addition, the pronunciation of the Cambridge dictionary was in accordance with the native pronunciation. Secondly, Safa used YouTube media with the TED talks and English with Lucy channel. According to her, this channel inspires Safa to train herself to speak English. She felt that when she watched the channel, she indirectly knew how to pronounce words or sentences in English properly and correctly. Besides that, also, by watching videos from TED talks and English with Lucy, Safa got a lot of new vocabulary. Other evidence from Kukulska-Hulme, Agnes and, Shield, Lesley (2008) is that as access to wireless networks increases and ownership of devices capable of communicating with such networks increases, the use of mobile devices is increasingly supported. Language learning is becoming more and more popular. MALL differs from mobile-assisted language learning in that it uses personal wearable devices that enable new ways of learning and emphasize continuity or spontaneity of access and interaction across different contexts of use.

TED Talks and English with Lucy, for Ted talks, was an incredibly motivational platform that brought together influential and accomplished people from a variety of backgrounds to share their thoughts; on social issues, global issues, the economy, education, health, and other topics were among the many that were discussed. Safa used the application to improve her ability to speak English, and she believed that the utilization of her mobile phone to enhanced her English-speaking skills. She began the habituation in junior high school until now, and it was proven to develop her confidence in speaking English. Safa admitted that the significance of mobile phones in the strengths supported her purpose of learning English. This is supported by a statement from an expert, Petersen & Divitini (2005), the use of personal mobility on mobile devices used to empower language learning. When we are confident in what we are going to do and work it will make us

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This study aims to know how mobile-assisted language learning can improve students' speaking skills. The findings revealed that Safa frequently used mobile phones to improve her speaking skills ever since she entered senior high school. For the first time, Safa thought that English was one of the common languages and didn't think it was too important, and also in her family. When she is at school or when she talks with friends, she uses English, so she gets used to using English when she speaks. This happened when Safa was 3-4 years old. In addition, Safa has a family member who comes from abroad, and they often communicate using English because of her habit, which finally made Safa become accustomed to speaking English. When Safa was in junior high school and when she was in senior high school, she began to be more interested in learning English. This was because Safa also attended one of the schools which always ranked in the top 3 favorite schools in the city of Yogyakarta, and the level of English proficiency at Safa's school was also above average -flat. The learning system in her school also used mobile phones as learning media. Safa is aware that English is a universal language, one of the important languages that we must master, and if we can master how to speak English fluently, it will be beneficial for us. Safa started learning English by using a mobile phone. She thinks mobile phones are more effective for learning English, there Safa can easily find various information and materials related to English. To improve her speaking skills, he uses TED talks to find out how to speak

English fluently by paying attention to the grammar used. Apart from using TED talks, Safa also uses an application available on the website, namely the Cambridge Dictionary, there Safa can find out the meaning of the word Safa is looking for accompanied by a short, concise, and clear explanation. However, according to Safa, the mobile phone really helped her in improving her ability to speak in English.

5.2 Suggestion

The present study has several limitations that must be noted. First, there was only one participant who participated in this study. Future studies need to involve more participants to build generalizability in the current how mobile phones can improve students speaking skills, which can know how important mobile-assisted language learning improve student speaking skills. Second, the present study's findings are mobile phone is effective in improving speaking skill for students. Future studies should explore more about mobile-assisted language learning in-depth to have richer data. Last, the present study only used the interview transcript as the data. Meanwhile, other artefacts can make the narrative study's findings richer such as any belongings that show her/his English-speaking skill practices using mobile-assisted language learning is very helpful. Further studies should use other artefacts to make the study richer. Thus, future studies should use these limitations to explore mobile-assisted language learning to improve student speaking skills.

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APPENDICES

Appendix 1 Informed Consent

INFORMED CONSENT (SURAT PERNYATAAN PERSETUJUAN)

Yang bertanda tangan di bawah ini:

Nama : Emily Martha Renaunia
Umur : 18
Jenis Kelamin : Perempuan
Pekerjaan : Pelajar

Menyatakan ketersediaan untuk menjadi informan dalam penelitian yang berjudul "INDONESIAN STUDENT PERCEPTIONS OF MOBILE ASSISTED LANGUAGE LEARNING (MALL) ON ENGLISH SPEAKING SKILL THROUGH APPLICATION ON SMARTPHONE" dan bersedia untuk:

1. Diwawancarai terkait dengan topik penelitian
2. Didokumentasikan dalam proses interview dalam bentuk foto
3. Direkam selama proses wawancara dari awal sampai akhir wawancara
4. Dihubungi lebih lanjut apabila ada data yang perlu ditanyakan kembali

Semua nama, tempat, dan informasi akan dijaga kerahasiannya.

Demikian pernyataan ini saya buat dengan sebenar-benarnya tanpa paksaan dari pihak manapun.

Peneliti,



Nur Cholishoh Fadhilah

Yogyakarta, 20 Juni 2023

Partisipan,



Emily Martha Renaunia

Appendix 2 Interview Transcript

- **Transcript 1**

<p>Respondent: Shafa</p> <p>Time: 45 menit</p> <p>Date: 12-30-2022</p> <p>Place: Zoom Meeting</p> <p>I: Interviewer R: Respondent</p>			
No	Subject	Transcription	Themes
1	I	Apakah kamu suka dengan bahasa Inggris? dan sejak kapan kamu mulai suka dengan bahasa Inggris?	
2	R	<p>Of course, I do. Suka banget miss. Bahasa inggris adalah bahasa yang sangat saya senangi ketika saya belajar.</p> <p>Untuk awal mula saya tahu bahasa inggris itu dari family saya miss, terutama dari mamah dan ayah sayaa. Kami memang dibiasakan berbicara dengan bahasa inggris sejak masih kecil miss ditambah lagi pada saat saya umur 3 taun saya sudah mulai dibacarakn cerita tidur atau dongeng yang menggunakan bahasa inggris miis dengan mamah saya dan di keluarga saya juga merupakan keluarga yang berpendidikan ya miss jadi menurut mereka bahasa inggris adalah salah satu bahasa yang wajib untuk dipelajari dan setidaknya kita bisa bebicara menggunakan bahasa inggris miss. Pada saat saya pertama kali dengar orang tua saya</p>	<p>Interesting in learning English</p>

		berbicara bahasa inggris saya merasa sedikit asing miss jujur saja, apalagi pada saat saya sendiri yang berbicara bahasa inggris, namun lambat laun saya mulai terbiasa ya miss meskipun banyak kosa kata saya yang masih salah. Namun itu tidak menutup kemungkinan untuk saya terus belajar agar speaking saya lebih berkembang buat kedepannya.	
3	I	Kenapa kamu suka bahasa Inggris? Alasan basic nya gitu alasan pertama yang kamu suka dari bahasa Inggris	
4	R	<p>Waktu awal memang saya menganggap bahasa inggris tidak terlalu penting miss namun saya suka aja miss ketika orang tua saya membiasakan berkomunikasi dengan saya menggunakan bahasa inggris I think something different kaya merasa keren gitu miss ketika saya berbicara bahassa inggris (hehe), namun itu semua berubah ketika saya berada di sekolah menengah atas.</p> <p>Saya mulai suka dengan bahasa inggris dan menganggap bahasa inggris adalah salah satu bahasa yang harus saya pelajari and I must to try speaking English fluently buat kedepannya miss dan tentunya buat masa depan saya miss, and then merupakan bahasa yang penting untuk saya kedepannya di masa depan saya tentunya miss.</p>	<p>Meaning-making: habits from her environment</p> <p>Meaning-making: Interesting in learning English</p>

		<p>Saya juga mempunyai beberapa saudara dari mamah saya yang berasal dari luar negeri dan tinggal disana miss, ketika kami sedang melakukan panggilan telepon ataupun video call kami yang berasal dari indonesia lebih banyak menggunakan bahasa inggris untuk berkomunikasi dengan mereka hal itulah juga yang akhirnya membuat saya kemudian menyukai bahasa inggris dan ingin mempelajarinya lebih banyak lagi. Saya juga suka nonton movie dengan subtitle Bahasa Inggris miss lewat ponsel saya atau engga movie yang berasal dari luar gitu miss, karena itu menurut saya sangat membantu saya miss</p>	<p>Meaning-making: Interested in learning English Strategy: Using mobile phone</p>
5	I	<p>Bagaimana kamu belajar Bahasa Inggris secara mandiri?</p>	
6	R	<p>Dari nonton movie English terus habis tuh paling efektif ya kita speaking menggunakan bahasa inggris baik saat bersama teman maupun keluarga, sih miss, saya biasanya bicara pake bahasa Inggris di daily conversation aja gitu miss sama temen-temen di sekolah, juga selain itu saya juga punya teman online dari luar. Walaupun bahasa Inggris not my first language, tapi sudah menjadi kebiasaan sedari saya kecil ya miss, karena kebiasaan itu lah jadi udah fluent lah miss sedikit sedikit. Ada satu cara saya sih miss dan menurut saya itu juga salah satu cara efektif untuk meningkatkan kemampuan</p>	<p>Meaning-making: Thoughts Meaning-making: thoughts</p>

		<p>speaking saya yaitu salah satunya dengan belajar dari smartphone. Kita akan hidup di zaman modern ya miss, dimana semua orang pasti memiliki smartphone itulah mengapa saya sering menggunakan smartphone untuk belajar speaking bahasa inggris secara mandiri and I think this way very help me to improve my speaking skill miss. Kalau saya ya miss suka menggunakan aplikasi YouTube untuk melihat video orang berbicara using English miss and when I found new word from the video that I watched I immediately looked for it in the online dictionary on my mobile phone, for example, the English dictionary application that I often use is Cambridge Dictionary. And then I try to practice the words miss sampai saya bisa melafalkannya dengan benar, selain YouTube saya juga sering membuka Cambridge dictionary untuk mencari arti dari kosa kata baru yang saya temui baik pada saat saya membuka smart phone saya ataupun saya melihat kosa kata tersebut dimana saja. Seperti itu. Menggunakan gadget untuk belajar bahasa inggris adalah salah satu cara paling efektif sih miss menurut saya ya miss ini</p>	<p>Meaning-making: Thoughts</p> <p>Strategy: Using mobile phone to improve speaking skill</p>
7	I	<p>Selama kamu belajar berbicara bahasa Inggris, kamu pernah enggak sih nemuin tantangan gitu kalau misalnya pernah tantangan seperti apa yang sering kamu temui?</p>	

8	R	<p>Kalau tantangan tentu ada miss kadang suka hilang confidentnya untuk berbicara bahasa inggris terus juga kadang menemui kesulitan pada grammarnya miss.</p> <p>Karena kalau misalnya kita ngomong cuma kayak cocok cocok aja dengan kalimatnya menurut kita udah pas tapi belum tentu grammarnya benar kan miss? Jadi menurut saya paling susah itu grammar. Jadi kalau masalah grammar aku emang harus selalu belajar sih miss, karena kan grammar sendiri itu penting ya miss kalau kita mau berbicara bahasa inggris makanya itu miss gimana caranya saya bisa dengan percaya diri berbicara bahasa inggris dengan grammar yang benar juga miss. Terus juga ketika saya berbicara bahasa inggris saya kadang juga masih ragu dengan pelafalannya juga miss, entah feeling nya saya aja yang ngerasa tidak benar atau emang kurang benar di pelafalannya gitu miss. Jadi kalau misalnya ada saudara yang datang ke indo, aku tuh kadang masih ada keraguan takut salah miss, tapi ya itu miss aku tetap berusaha buat memperbaiki itu semua dengan terus belajar</p> <p>sekarang saya merasa jauh lebih baik dibandingkan dengan yang dulu miss dan itu semua kebantu pada saat saya mulai menggunakan mobile phone saya untuk belajar dan mengakses materi secara online</p>	<p>Meaning-making: Less confident</p> <p>Meaning-making: less confident but high motivation</p> <p>Meaning-making: High motivation</p>
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9	I	Ketika kamu menemui kesulitan tersebut apa yang akan kamu lakukan untuk mengatasinya?	
10	R	<p>ketika saya menemui kesulitan biasanya hal yang akan saya lakukan adalah mencari solusinya tentunya ya miss, seperti contoh saja ketika saya menemukan kesulitan yang berkaitan dengan bagaimana cara untuk melafalkan salah satu kosa kata dalam bahasa inggris yang baru saya temui saya akan membuka mobile phone saya lalu mencari arti kata tersebut di cambridge dictionary miss, dan saya selalu menggunakan Cambridge dictionary ketika saya menemui kesulitan dalam hal grammar or kosa kata miss. Kenapa saya menggunakannya karena menurut saya disana terdapat fitur yang tidak ada dalam dictionary online lainnya, yaitu fitur dia menjelaskan makna dari kosa kata yang sedang dicari menggunakan penjabaran secara spesifik dan jelas. Itu yang membuat saya lebih sering menggunakan cambridge dictionary dibandingkan dengan dictionary online lainnya gitu miss. Namun ketika saya ingin belajar bahasa inggris saya juga menggunakan YouTube miss dan membuka channel YouTube TED, karena disana terdapat berbagai kisah inspiratif dari berbagai manusia yang berasal dari negara-negara lain. Dan itu menurut saya juga merupakan salah satu cara yang</p>	<p>Strategy: Using mobile phone to improve speaking skill</p>

		<p>paling efektif untuk kita belajar speaking bahasa inggris, disana kita bisa menemukan kosa kata baru dan bagaimana cara melafalkannya baik itu dari native speakernya langsung. Jujur miss saya menemukan berbagai manfaat saat saya mulai suka melihat video dari TED miss. Saya merasa channel YouTube tersebut memberikan saya manfaat yang cukup besar, karena channel YouTube tersebut juga sudah dikenal banyak orang dari berbagai negara karena menampilkan orang-orang sukses dengan usaha mereka sendiri menjadi inspirasi untuk banyak orang ya miss dan tentunya mereka menyampaikan kisah mereka menggunakan bahasa inggris. Dari situ saya memahami bahwa bahasa inggris adalah salah satu bahasa yang wajib kita pelajari.</p>	
11	I	Seberapa sering kamu berbicara menggunakan bahasa inggris dalam keseharian kamu?	
12	R	Sering banget sih miss, karena baik di sekolah maupun dirumah kebanyakan menggunakan bahasa inggris ketika melakukan komunikasi, tapi sometimes juga di mix sih miss menggunakan bahasa indonesia.	
13	I	Oke kita move ke pertanyaan seputar Mobile phone yang sering kamu gunakan ketika belajar bahasa inggris yaa,	

		Seberapa sering sih kamu menggunakan mobile phone untuk belajar bahasa inggris?	
14	R	Kalau itu sering banget miss, soalnya saya sendiri dalam satu hari pegang handphone aja bisa diibaratkan 20 jam perharinya, dan tentunya saya membuka mobile phone tidak hanya untuk membuka sosial media saja ya miss, tentunya saya juga membuka aplikasi yang berhubungan dengan pembelajaran terutama untuk meningkatkan speaking saya miss, walaupun saya membuka sosial media juga bisa sambil belajar miss, seperti saja contohnya ketika saya membuka instagram saya sering menemukan beberapa kosa kata baru yang mungkin dijadikan caption dalam postingan seseorang ataupun melihat video blogger yang berasal dari luar negeri gitu miss, bagaimana cara dia berbicara, pelafalannya, intonasinya saya mempelajarinya dari situ miss. Begitu pula dengan Youtube dan Cambridge Dictionary.	Strategy: Using mobile phone to improve speaking skill
15	I	Apakah dengan kamu menggunakan mobile phone memberikan pengaruh yang signifikan terhadap kemampuan kamu dalam berbicara bahasa inggris?	
16	R	Of course, sangat berpengaruh miss, seperti yang sudah saya katakan tadi ya miss mobile phone memberikan pengaruh yang cukup signifikan dalam kemampuan	

		<p>berbicara bahasa inggris saya miss, dengan mobile phone saya dapat dengan mudah mengakses materi yang ingin saya cari dan menggunakannya kapanpun saya mau miss. Itu sangat efisien juga ya miss apalagi didalam mobile phone sendiri sudah memiliki fitur yang sangat lengkap dalam mendukung saya belajar bahasa inggris.bisa dikatakan juga setelah saya menggunakan mobile phone selama proses belajar saya, saya semakin percaya diri untuk berbicara menggunakan bahasa inggris miss, yaa karena itu sih disana kan terdapat berbagai contoh pembelajaran baik dalam bentuk teks maupun video gitu ya miss, jadi ya memang sangat membantu saya dan membawa perubahan yang signifikan sih miss untuk diri saya sendiri.</p>	<p>Meaning-making: thoughts</p> <p>Strategy: Using mobile phone to improve speaking skill</p>
17	I	Jadi dengan kamu menggunakan mobile phone secara tidak langsung membuat kamu percaya diri untuk berbicara bahasa Inggris?	
18	R	<p>Iyaa miss bisa dibilang seperti itu, sebelum saya memakai mobile phone untuk belajar bahasa inggris saya merasa kurang percaya diri untuk berbicara bahasa inggris, tetapi setelah saya menggunakan mobile phone untuk belajar bahasa inggris kepercayaan diri saya meningkat dan saya</p>	<p>Strategy: Using mobile phone to improve her confident</p>

		menjadi lebih pd ketika orang lain mengajak saya untuk berbicara bahasa inggris.	
19	I	Aplikasi apa sih yang ada di mobile phone kamu dan yang menurut kamu sesuai untuk dijadikan pembelajaran dalam mengimprove skill speaking kamu dan tentunya sudah sering kamu gunakan dalam pembelajaran?	
20	R	Kalau menurut saya aplikasi yang menurut saya bisa buat improve speaking saya buat berbicara bahasa inggris sih dengan saya liat youtube sih miss dan dengan menggunakan Cambridge dictionary. Dua aplikasi itu very help me to improve my speaking skill. Honestly ya miss semua aplikasi yang berkaitan dengan bahasa inggris bisa banget buat digunain untuk belajar bahasa inggris sih miss karena pada dasarnya kita bisa belajar itu dari mana saja kan miss, tapi semua itu balik lagi ke orangnya sih miss mana aja yang bisa dia gunain dan dia juga merasa cocok dengan aplikasi itu untuk belajar bahasa inggris. Nah kalau saya merasa cocok menggunakan aplikasi di mobile phone saya yaitu youtube dan Cambridge dictionary.	Strategy: Using a mobile phone
21	I	Hmm I see, dengan kamu belajar lewat aplikasi youtube dan Cambridge dictionary itu bisa bantu kamu dalam meng improve speaking kamu, right? Hal apa yang bisa	

		membuat kamu berpikir kalau dua aplikasi itu membantu kamu?	
22	R	<p>Hmmm.... Sebenarnya alasannya banyak sih miss tp yang paling spesifik menurut saya adalah dengan melihat dan mendengarkan orang yang berbicara bahasa inggris atau dengan kata lain orang itu native speaker itu akan sangat membantu saya miss karena saya berfikir bahwa dengan kita menonton seorang native speaker berbicara bahasa inggris secara langsung I mean nonton langsung dari video ya miss itu secara tidak langsung akan melekat di otak saya miss, apa yang sedang dia bicarakan bagaimana cara pelafalannya miss, hal-hal seperti itu lah miss yang membuat saya ketagihan untuk rutin menonton video dari youtube yang membahas sesuatu dengan menggunakan bahasa inggris. Pasti deh miss kebanyakan orang yang menonton seorang native speaker berbicara dengan menggunakan bahasa inggris mereka secara tidak langsung akan memasukkannya dan merekam apa yang baru saja mereka tonton kedalam pikiran mereka miss dan bagi orang yang tingkat ketertarikannya dalam bahasa inggris tinggi, orang itu pasti akan langsung paham dan tertarik dengan apa yang baru saja mereka dengarkan dan saya yakin sih miss orang itu akan langsung mencoba</p>	<p>Strategy: Using a mobile phone</p> <p>Meaning- making: Thoughts</p>

		untuk mengingat setiap kata yang telah mereka dengarkan dan melafalkannya ketika mereka berbicara dengan orang lain.	
23	I	Oke2 saya paham dengan apa yang kamu maksud, kalau disekolah nih, sekolah kamu juga kan sering menggunakan mobile phone seperti apa yang kamu katakana tadi untuk pembelajaran disekolah. Apakah ada aplikasi tertentu yang digunakan dalam pembelajaran disekolah kamu atau mungkin aplikasi yang digunakan adalah aplikasi random yang sesuai dengan mata pelajaran yang akan digunakan?	
24	R	Memang disekolah saya sering miss menggunakan aplikasi yang ada di mobile phone dan seperti yang miss tanyakan tadi aplikasi yang digunakan oleh setiap guru berbeda miss namun ada juga yang sama, seperti contohnya saja dalam mata pelajaran bahasa inggris ya miss untuk bahan materinya sendiri guru saya sering memutarakan video pembelajaran yang ada di youtube miss yang sesuai dengan materi yang akan diajarkan gitu miss dan untuk durasinya engga yang begitu Panjang miss paling lama itu ada sekitar 20 menitan. Selain itu jika kita akan mengadakan tes harian gitu miss biasanya kita juga menggunakan google form gitu miss atau engga aplikasi	Strategy: Using mobile phone for the learning process in school

		<p>quizizz or kahoot miss. Dan untuk pembelajaran yang menggunakan paper or buku paket gitu miss kita udah jarang gunain miss karena di sekolah ini pun lebih sering menggunakan media mobile phone dibandingkan dengan paper miss. Karena menurut sebagian besar guru disini menggunakan mobile phone dianggap lebih efektif dan fleksibel dibandingkan dengan buku paket yang tebal miss. Dan disini juga disetiap kelas dan di luar ruang kelas juga sudah disediakan wifi miss jadi tidak perlu khawatir tentang masalah paket internet miss.</p>	
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- **Transcript 2**

No	Subject	Transcription	Themes
1	I	Hallo Safa, kita ketemu lagi ya disini... yupss ini adalah interview kita yang kedua dan semoga kamu masih mau yaa miss tanya-tanya disini, tenang aja ya safu ini ga banyak ko pertanyaannya di sesi yang kedua ini	
2	R	ihh miss jangan gitu, aku malah seneng kok miss bisa komunikasi lagi sama miss disini, dan dengan senang hati juga miss aku akan menjawabnya	
3	I	Oke, kita mulai aja yaa untuk sesi kedua ini	
4	R	Okee miss	

5	I	<p>kita langsung pada penggunaan mobile phone aja yaa, jadi gini pada saat wawancara pertama kan kamu ada bilang bahwa kamu sering menggunakan mobile phone untuk belajar speaking bahasa inggris, apakah dengan melakukan metode seperti itu membuat perubahan yang signifikan dalam diri kamu dan bagaimana timeline kamu dalam belajar?</p>	
6	R	<p>Okee miss, jadi apakah hal itu berpengaruh dalam diri saya secara signifikan atau engga? Jawabannya adalah iya miss, karena setiap saya belajar menggunakan mobile phone ya miss saya merasa semakin percaya diri aja gitu miss, karena kan kalau saya belajar lewat mobile phone ya miss itu tidak ada limit waktunya jadi saya merasa bahwa itu akan sangat berdampak bagi saya, saya bisa mengaksesnya kapan saja saya mau dan ketika saya dimana saja gitu miss.</p> <p>Dan untuk yang kedua timeline saya mengerjakannya yaitu pada saat weekdays ya miss mungkin saya akan menggunakan mobile phone saya untuk belajar pada saat malam hari miss karena kan kalau pada saat malam hari biasanya saya disekolah dari pagi sampai dengan sore hari gitu miss. Umm miss tapi pada saat disekolah saya juga sering menggunakan mobile phone sih miss untuk digunakan sebagai media pembelajaran dikelas. Guru</p>	<p>Strategy: Using a mobile phone for the learning process</p> <p>Strategy: Using a mobile phone for the learning process</p>

		disekolah saya sering menggunakannya untuk mengakses materi, memberikan tugas seperti itu miss.	
7	I	Media yang kamu gunakan ini Youtube, right?	
8	R	Yes miss, youtube	Strategy: Using a mobile phone for the learning process
9	I	Biasanya kamu menonton video channel apa dari youtube?	
10	R	Biasanya sih saya menonton video dari channel Tedtalks, english with lucy, dan sebagainya miss.	Strategy: using mobile phone for learning process
11	I	ohh iyaa miss hampir lupa untuk menanyakan ini, di umur berapa sih kamu sudah bisa mengakses mobile phone kamu sendiri?	
12	R	Orang tua saya mulai memberi saya ponsel dan iPad ketika saya berusia 15 tahun atau ketika saya masih di sekolah menengah pertama. Saat itu orang tua saya menyarankan saya untuk menggunakan handphone yang diberikan untuk	

		keperluan yang baik seperti mempelajari hal-hal yang berkaitan dengan sekolah dan masa depan. Sebelum itu saya menggunakan mobile phone or ipad milik orang tua saya miss untuk berkomunikasi dengan saudara saya yang ada diluar negeri dan untuk sekedar bermain game namun itu semua dilakukan dibawah pengawasan orang tua saya miss.	Strategy: Using a mobile phone for the learning process
13	I	Bagaimana tanggapan kamu dengan penggunaan mobile phone untuk belajar secara mandiri? ini based dari yang telah kamu lakukan ya, dari pribadi kamu sendiri. Dan apakah kedepannya kamu akan tetap mengakses mobile phone untuk belajar dan untuk lebih meningkatkan kemampuan speaking kamu?	Strategy: Using a mobile phone for the learning process
14	R	Kalau menurut pengalaman saya pribadi ya miss, mobile phone memang seberpengaruh itu sih miss, ketika saya belajar menggunakan mobile phone it's very very helped me to improve my speaking skill miss, and for the future, I will keep using mobile phone miss especially to improve my speaking skill.	Strategy: Using a mobile phone for the learning process
15	I	Wahh bearti memang seberpengaruh itu ya mobile phone untuk proses belajar kamu, semoga kedepannya kamu tetap menggunakan mobile phone ya untuk meningkatkan kemampuan speaking kamu dan maybe untuk belajar hal	

		lain yang bermanfaat buat kamu kedepannya. Dan sepertinya ini sudah cukup safa terimakasih telah meluangkan waktunya di weekend ini dan semoga kamu sehat selalu dan lancar semua yang dicita-citakan.	
16	R	Aminnn miss dan terimakasih juga doanya miss, doa baik balik lagi ke missnya, hehe	