

THE EFFECTIVENESS OF MOBILE PHONE APPLICATION TO IMPROVE GRAMMAR SKILL FOR UNDERGRADUATE STUDENTS

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Abstrak : Tujuan dari penelitian ini adalah untuk mengukur efektivitas penggunaan aplikasi mobile dalam pengajaran dan pembelajaran tata bahasa untuk mahasiswa. Aplikasi yang digunakan dalam penelitian ini adalah Busuu. 28 mahasiswa sarjana berpartisipasi dalam penelitian ini. Aplikasi mobile Busuu dipilih sebagai sarana untuk proses belajar mengajar. Ini memiliki beberapa fungsi untuk guru dan siswa. Manfaat menggunakan busuu adalah, 1. Materi yang digunakan disusun berdasarkan grade pengguna, 2. Merupakan media interaktif, 3. Siswa akan dievaluasi setiap perkembangannya, 4. Mudah diakses, 5. Ada interaksi dengan pengguna lain. Langkah selanjutnya untuk memantau siswa adalah tinjauan ekstensif. Penelitian kualitatif ini dirancang sebagai penelitian eksperimental yang meliputi pre-test dan post-test untuk mengukur hasil keefektifan penggunaan Busuu. Hasil penelitian menunjukkan bahwa nilai rata-rata peserta meningkat. Artinya penggunaan aplikasi handphone efektif untuk proses belajar mengajar dalam pembelajaran online.

Kata Kunci: Busuu, Ketrampilan Tata Bahasa, Aplikasi Ponsel

Abstract : The aim of this study is to measure the effectiveness of using mobile application in teaching and learning grammar to university students. The application used in this research is Busuu. 28 undergraduate students participated in the study. Busuu mobile application was chosen as a tool for teaching and learning process. It has several function for teachers and students. The benefits of using busuu are, 1. The material used is arranged by users' grade, 2. It is an interactive media, 3. Students will be evaluated by each development, 4. Easy to be accessed, 5. There is interaction with other users. The next step to monitor the students is extensive review. This qualitative research was designed as experimental research which included pre-test and post-test to measure the result of the effectiveness of using Busuu. The result of the study indicated that the mean score of participants was increased. It means that the use of mobile phone application is effective for teaching and learning process in online learning.

Keywords: Busuu, Grammar Skill, Mobile Phone Application

INTRODUCTION

Most students who learn grammar have perception that grammar is hard to comprehend and boring. So, teachers have to find the effective way to teach grammar. Pegrum stated that, for the most application related to mobile language learning targeted on vocabulary acquisition and grammar learning (Kukulka, 2018). The area of language learning activities included SAMR model that has been discussed earlier. The mobile apps represent more efficient ways for students who involved in language learning. With extending learning from home by online learning with their teachers in distance mobile apps is very helpful. Mobile apps provide a brief interactive introduction to a lesson and functioned as an advanced organizer.

Mobile learning is service or facility that resources learners with universal electronic

facts and academic content material that aids in acquisition of information regardless of place and time. Mobile assisted language learning (MALL) is other variety of e-learning that is applied completely for L2 learning (Hismanoglu, et. al. 2015).

At university level of students, mobile phones are the thing that commonly found in the hands outside and inside classroom as an academic tool for communication. A research that find the result contribute to research in Mobile assisted language learning and educational application design, mobile apps are able to shed more light on students and provide different language skills. The type of apps significantly shape students' attitude concerning app-based language learning (Nami, 2020).

E-learning as a tool to promote the change in academic study and provides an opportunity to integrate informal learning aspect into formal parts, learning opportunities mean flexible in time and facilitate the developments of students' competences (Birzina, et. al., 2012). As teachers have to take into consideration the changes that can happen every time in today's situation (Al-Omari and Salameh, 2012). Teachers' roles are unreplaced. Although using mobile phone application as the tool to manage the class in distance, teachers must take their place as the facilitator.

In Pandemic situation, students need explanation to English Grammar subject. But, using online meeting, such as Google meeting or zoom meeting, have more difficulties. It's about connection, quota, and participation.

Mobile phone applications provide the alternative way for teaching and learning process. The students can use their mobile phone effectively, from affective aspect. Besides, from psychomotor aspect, students enjoy giving positive response to the performance of using mobile phone application (Inayati and Damayanti, 2016).

The numbers stakeholder in teaching and learning language will take benefit from this study. The study considered to give more information and recommendation for teachers who teach English Grammar about what mobile application should they use to teach grammar. Teachers and students also will be able to consider the effectiveness of time and place in controlling students by using mobile apps.

RESEARCH METHOD

The targeted population for this study was all undergraduate students of one of public university in Mojokerto, East Java. Random sampling was done and chosen 28 college students of English department as a sample of this research.

The instrument used in this study were mobile application, extensive review, and evaluation. Busuu mobile application was chosen as a tool for teaching and learning process. It has several function for teachers and students. The benefits of using busuu are, 1. The material used is arranged by users' grade, 2. It is an interactive media, 3. Students will be evaluated by each development, 4. Easy to be accessed, 5. There is interaction with other users. The next step to monitor the students is extensive review. The stage in

extensive review, teacher did some interaction with the students about what they understand and don't understand. So, by communicating with students, teacher was able to monitor students' development in learning English. Then as the final step, evaluation was conducted to measure the effectiveness of using busuu.

A quantitative research methodology (Pre-Experiment) was used toward this study. The researcher met the teacher to recommend busuu as the helpful tool to manage grammar class. Then teacher used busuu in grammar class. The students who agreed to participate the study were explained how to operate busuu. Data collected by pre-test and post-test. It measure the significant difference between pre-test and post-test.

RESULTS AND DISCUSSION

Table 1. The mean score of students

No	Name	Pre-Test	Post-Test
		1	2
1	ARBC	70	80
2	ALM	55	70
3	AAJ	65	70
4	AF	75	80
5	ADS	75	80
6	AA	80	85
7	AN	85	80
8	AR	75	80
9	AP	70	70
10	AL	75	80

11	CEWJ	75	80
12	EKS	85	85
13	FNU	75	70
14	IRA	80	75
15	LF	80	80
16	MS	85	75
17	MSR	80	85
18	MLS	85	80
19	MDF	80	80
20	NWA	85	80
21	NWM	85	80
22	NCK	80	85
23	NK	80	85

24	RN	80	80
25	RST	80	85
26	SI	75	85
27	UA	80	80
28	VJ	65	75
	Mean Score	77,14285714	79,28571429

Based on the table, there are significance difference that occurs on students' mean score.

The difference is 2.14. The mean score was increased among students. The result of the study indicate that the students learn using busuu have increased their score. The problem statement has explained the difficulties of doing online learning without mobile application.

CONCLUSION

Learning language is integrated to comprehend grammar for better communication using foreign language fluently. Grammar, pronunciation, and the other skills are integrated. Teacher have to upgrade their knowledge and skills to give

material for students. Every change, such the pandemic situation make teacher to have more idea to teach effectively. Mobile apps could help teachers to do online teaching and learning

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