

CHAPTER I INTRODUCTION

A. Research Background

Speaking is one of the most complex and challenging language skills compared to other skills in English language learning and teaching. Moreover, speaking skills are a very important skill to be developed by L2 learners to communicate well. Learners' success while learning a foreign language is measured by their quality of communication using the target language.¹ In the context of L2 learners, many have difficulties improving their speaking skills, including fluency, pronunciation, vocabulary, grammar, and precision.² However, speaking skills in language learning are often neglected, so L2 learners struggle to improve their speaking skills because English is not their native language. Therefore, teachers need to focus on developing learners' speaking skills in language classes.

In English classes, speaking skills are believed to be quite difficult for L2 learners in Indonesia. Despite receiving English lessons from an early age, many still fail to maximize their speaking skills. Lack of vocabulary and grammar knowledge, fear of negative comments from others, and anxiety when speaking English are the problem factors faced by L2 learners.³ These problem factors cause their speaking skills not to be achieved properly. Andini mentioned that the successful acquisition of learners' speaking skills is influenced by the methods received in teaching activities.⁴ Therefore, teachers

¹Pebiana Pebiana and Desty Febria, "The Increasing Student Motivation for Speaking Skills with MALL (Mobile-Assisted Language Learning)," *SALEE: Study of Applied Linguistics and English Education* 4, no. 2 (July 11, 2023): 424–39, <https://doi.org/10.35961/salee.v4i2.820>.

²Mohammed Abdulgalil Abugohar, Kamariah Yunus, and Radzuwan Ab Rashid, "Smartphone Applications as a Teaching Technique for Enhancing Tertiary Learners' Speaking Skills: Perceptions and Practices," *International Journal of Emerging Technologies in Learning (iJET)* 14, no. 09 (May 14, 2019): 74, <https://doi.org/10.3991/ijet.v14i09.10375>.

³Azmi Randu Farhani, Yuditha Natalia Binsasi, and Armitha Handayani, "English-Speaking Issues towards Indonesia Senior High School Students," n.d.

⁴Tresna Nur Andini et al., "ELT Comparison: Increasing Students Speaking Ability in Indonesia, South Korea, Russia, and Poland," *English*

must use special methods with appropriate media to improve language skills, especially speaking skills in non-native students.

Tons of media can support L2 learners' success in improving their language skills. Some media related to technological developments include songs, podcasts, YouTube, mobile applications, and many more. In today's digital era, mobile-based applications are becoming a trend and are often used as a medium for learning English. Irudayasamy et al. state that mobile technology in language teaching will increase over time.⁵ In addition, Elfiona et al. state in their study that mobile-based media supports the learning process and activities in education, especially in English classes.⁶ The term language learning application is called Mobile Assisted Language Learning (MALL).

Chinnery defines mobile-assisted language learning (MALL) as a handheld mobile device-based medium that can assist in language learning.⁷ Through mobile learning, MALL is considered a reliable medium to assist learners in developing their language knowledge.⁸ The characteristics of mobile learning using MALL are very different from traditional learning, which is often used in education in general. Compared to traditional learning, using MALL is more effective because it makes learners more creative and allows them to do independent learning with a learner-centered approach.

Language in Focus (ELIF) 2, no. 2 (April 6, 2020): 131, <https://doi.org/10.24853/elif.2.2.131-140>.

⁵Julius Irudayasamy, Sani Yantandu Uba, and Carmel Antonette Hankins, "Exploration and Exploitation of Mobile Apps for English Language Teaching: A Critical Review," *English Language Teaching* 14, no. 4 (March 24, 2021): 43, <https://doi.org/10.5539/elt.v14n4p43>.

⁶Elsa Elfiona, M Zaim, and Refnaldi, "Mobile-Based Media as the Solution in Teaching and Learning Listening Skill," *Journal of Physics: Conference Series* 1387, no. 1 (November 1, 2019): 012024, <https://doi.org/10.1088/1742-6596/1387/1/012024>.

⁷George M Chinnery, "Going to the MALL: Mobile Assisted Language Learning," *Emerging Technologies*, n.d.

⁸Fernando Rosell-Aguilar, "Autonomous Language Learning through a Mobile Application: A User Evaluation of the *Busuu* App," *Computer Assisted Language Learning* 31, no. 8 (November 2, 2018): 854–81, <https://doi.org/10.1080/09588221.2018.1456465>.

MALL is a promising learning approach, especially in language teaching and learning. As technology develops, L2 learners' interest in MALL-based language learning has significantly increased in academia. In Indonesia, the application of MALL discussion is not only limited to counseling and additional activities but has become a major language-learning strategy in English classes in recent years.⁹ Klimova mentioned that EFL learners often use MALL to learn English because it has interactive, portable, and multimodal features.¹⁰ In addition, using this media can help students hone their speaking skills and reduce anxiety in communicating using a foreign language.¹¹

Several studies discuss using Mobile Assisted Language Learning (MALL) in English language learning.¹² Based on a

⁹Muhammad Mugni Assapari and Rosyadi Hidayati, "EFL Speaking Student Readiness to Use Mobile-Assisted Language Learning," *LLT Journal: A Journal on Language and Language Teaching* 26, no. 1 (April 19, 2023): 365–78, <https://doi.org/10.24071/llt.v26i1.5240>.

¹⁰Blanka Klimova, "Evaluating Impact of Mobile Applications on EFL University Learners' Vocabulary Learning – A Review Study," *Procedia Computer Science* 184 (2021): 859–64, <https://doi.org/10.1016/j.procs.2021.03.108>.

¹¹Qi Xu, Xiuqing Dong, and Lin Jiang, "EFL Learners' Perceptions of Mobile-Assisted Feedback on Oral Production," *TESOL Quarterly* 51, no. 2 (June 2017): 408–17, <https://doi.org/10.1002/tesq.335>.

¹²Ziyi Zhou, "A Systematic Literature Review on the Use of Mobile-Assisted Language Learning (MALL) for Enhancing Speaking Skills in Chinese EFL Context," *International Journal of Frontiers in Sociology* 3, no. 15 (2021), <https://doi.org/10.25236/IJFS.2021.031502>; Guler Duman, Gunseli Orhon, and Nuray Gedik, "Research Trends in Mobile Assisted Language Learning from 2000 to 2012," *ReCALL* 27, no. 2 (May 2015): 197–216, <https://doi.org/10.1017/S0958344014000287>; Panagiotis Arvanitis and Penelope Krystalli, "Mobile Assisted Language Learning (MALL): Trends from 2010 to 2020 Using Text Analysis Techniques," *European Journal of Education* 4, no. 1 (April 1, 2021): 13–22, <https://doi.org/10.26417/ejls-2019.v5i1-191>; Thirumangai Rajendran and Melor Md Yunus, "A Systematic Literature Review on the Use of Mobile-Assisted Language Learning (MALL) for Enhancing Speaking Skills among ESL and EFL Learners," *International Journal of Academic Research in Progressive Education and Development* 10, no. 1 (March 23, 2021): Pages 586–609, <https://doi.org/10.6007/IJARPEd/v10-i1/8939>; Irudayasamy, Uba, and Hankins, "Exploration and Exploitation of Mobile Apps for English Language Teaching"; Mitchell Shortt et al., "Gamification in Mobile-Assisted Language Learning: A Systematic Review of Duolingo Literature from Public Release of 2012 to Early 2020," *Computer Assisted Language Learning* 36, no. 3 (March 4,

systematic literature review, Zhou analyzed several articles published in 2017-2021 that focused on English speaking skills in the Chinese EFL context. This study analyzed the research design, theories and frameworks, the characteristics of the included research and its new trends. The analysis results stated that MALL can improve learners' speaking skills.¹³ In another study, Duman et al. reviewed 69 articles from 2000-2012 related to the development of MALL over the past few years. A comprehensive analysis of mobile learning, revealing trends and gaps in research topics, theories and methodologies are presented in this study. The findings showed that vocabulary teaching on MALL remained popular during the period.¹⁴

Arvanitis and Krystalli conducted a text analysis on the trends of academic studies on MALL published in 2010-2020. They concluded that mobile-based language learning has grown in those years.¹⁵ In addition, Rajendran and Yunus conducted a systematic literature review of 15 articles published in 2016-2020 related to using MALL to improve speaking skills in ESL and EFL learners. The results showed that the use of MALL has greatly impacted the acquisition of ESL and EFL learners' speaking skills.¹⁶ The next study is from Irudayasamy et al., who reviewed 13 articles published since 2015 that discussed using Mobile Assisted Language Teaching (MALT) for English language teaching. The findings in this study prove that MALT

2023): 517–54, <https://doi.org/10.1080/09588221.2021.1933540>; Jen-Jiun Lin and Huifen Lin, "Mobile-Assisted ESL/EFL Vocabulary Learning: A Systematic Review and Meta-Analysis," *Computer Assisted Language Learning* 32, no. 8 (November 2, 2019): 878–919, <https://doi.org/10.1080/09588221.2018.1541359>; Made Hening Ayu' Arsari, Sri Sumarni, and Darmahusni, "Mobile Assisted Language Learning (MALL) in English Language Education," *English Language* 6, no. 1 (n.d.).

¹³Zhou, "A Systematic Literature Review on the Use of Mobile-Assisted Language Learning (MALL) for Enhancing Speaking Skills in Chinese EFL Context."

¹⁴Duman, Orhon, and Gedik, "Research Trends in Mobile Assisted Language Learning from 2000 to 2012."

¹⁵Arvanitis and Krystalli, "Mobile Assisted Language Learning (MALL)."

¹⁶Rajendran and Md Yunus, "A Systematic Literature Review on the Use of Mobile-Assisted Language Learning (MALL) for Enhancing Speaking Skills among ESL and EFL Learners."

can improve vocabulary acquisition and confidence in students' mastery of English.¹⁷

In a subsequent study by Shortt et al., publicly released articles from 2012-2020 were summarized based on the methods, frameworks, settings, and research samples used to assess the impact of using Duolingo on learning outcomes. Thirty-five eligible articles were selected and analyzed, concluding that the overall research related to Duolingo focuses on design, non-probability, and quantitative methods.¹⁸ Furthermore, Lin and Lin examined whether there is a relationship between mobile technology use and L2 word retention in articles spanning 2005-2018. The analysis of 33 articles that met the inclusion criteria showed that using MALL positively and greatly influences L2 word retention.¹⁹ Moreover, Arsari et al. explored the role of MALL in improving receptive and productive skills in Indonesia in a published study from 2018 to 2022.²⁰ The findings are MALL's positive effects on students' English skills, including vocabulary, reading, listening, grammar, and pronunciation.

The purpose of this study is to review previous research on the use of Mobile Assisted Language Learning (MALL) for enhancing L2 learners speaking skills from 2019 to 2023. The range of 2019-2023 was chosen to find out whether the journals are novel and remain stable to changes, as well as finding results relevant to the research gap in the last five years. There are eight studies on the use of MALL in English language teaching and learning, but they only focus on learners' feedback and the popularity of MALL use in the years before 2022. In contrast to some previous studies, the author uses a systematic review method by focusing on analyzing the most-used MALL tools and their effect on L2 learners' speaking skills, then classifying based on the title, authors, purpose, methodology, data collection, type of MALL used and found in the use of

¹⁷Irudayasamy, Uba, and Hankins, "Exploration and Exploitation of Mobile Apps for English Language Teaching."

¹⁸Shortt et al., "Gamification in Mobile-Assisted Language Learning."

¹⁹Lin and Lin, "Mobile-Assisted ESL/EFL Vocabulary Learning."

²⁰Arsari, Sumarni, and Darmahusni, "Mobile Assisted Language Learning (MALL) in English Language Education."

MALL on Indonesian L2 learners' speaking skills over the past five years.

B. Research Focus and Scope

This research focuses on using Mobile Assisted Language Learning (MALL) in English language teaching in Indonesia. This medium was chosen because of its widespread use in education, especially in English language learning today. By concentrating on MALL, this research aims to explore its potential and impact on English language teaching and learning. This research uses a systematic review method by analyzing the use of MALL for enhancing L2 learners' speaking skills in Indonesian ELT based on a study published from 2019 to 2023.

C. Research Problem

1. What type of MALL tools are commonly used in studies that discuss the use of Mobile Assisted Language Learning (MALL) concerning L2 speaking skills in Indonesian ELT?
2. How does Mobile Assisted Language Learning (MALL) use affect L2 speaking skills in Indonesian ELT?

D. Research Objective

1. To analyze the MALL tools commonly used in studies that discuss the use of Mobile Assisted Language Learning (MALL) towards L2 speaking skills in Indonesian ELT
2. To analyze the effect of using Mobile Assisted Language Learning (MALL) on L2 speaking skills in Indonesian ELT

E. Research Significance

1. Theoretical Significance

The results of this study are expected to contribute to the analysis of the types and results of research on MALL used in English language teaching and learning in Indonesia, according to journals and articles published from 2019 to 2023.

2. Practical Significance

a. For Students

The research findings can help students by promoting self-directed learning using MALL to improve their English speaking skills.

b. For Teachers

This research can help teachers increase creativity in creating interesting MALL-based content in language learning. In addition, the results of this study can be applied by educators in English teaching and learning activities.

c. For Researchers

This research can be a guideline, reference, and source of input in making scientific papers focusing on using MALL in English language learning for L2 learners. The findings of this study are expected to support the advancement of research in this field.

F. Definition of Key Term

For more details, below is the definition of key terms based on the title of this research, “The Use of Mobile Assisted Language Learning (MALL) for Enhancing L2 Learners Speaking Skills: A Systematic Review”.

1. Mobile Assisted Language Learning (MALL)

MALL is a device that integrates technology, such as computers and smartphones, in the form of applications that can be used for language teaching and learning. MALL is flexible, interactive, and easily accessible anywhere and anytime, allowing users to learn collaboratively.²¹

2. L2 Learners

L2 Learners are learning a second language, but the second language is not their mother tongue (foreign language). In addition, L2 learners are usually not native speakers of the language they are learning.²²

²¹Agnes Kukulska-Hulme, “Mobile-Assisted Language Learning,” in *The Encyclopedia of Applied Linguistics*, ed. Carol A. Chapelle, 1st ed. (Wiley, 2012), <https://doi.org/10.1002/9781405198431.wbeal0768>.

²²Rieder-Bunemann, A. “Second Language Learning. In: Seel, N.M. (eds.)” In *Encyclopedia of the Sciences of Learning*. (Springer, Boston, MA, 2012) https://doi.org/10.1007/978-1-4419-1428-6_826.

3. Speaking Skills

Speaking skills are productive language skills acquired in the first and second language learning environment by producing utterances, phrases, and sentences as a medium of communication effectively and have meaning using lexical resources, pronunciation, and correct grammar accompanied by confidence and comfort.²³

4. Systematic Review

A systematic review is a review of evidence on formulating clear questions using systematic and explicit methods to identify, select, and critically assess relevant primary studies and then extract and analyze data from these studies.²⁴

G. Organization of Thesis

Researchers divide this scientific work into three parts to make it easier to understand. The first is the supplementary page, which contains the cover/title page, approval page, scientific work authenticity statement page, abstract, motto, dedication page, acknowledgments, preface, table of contents, and list of abbreviations/tables/figures/illustrations/appendices.

The second is the body of the thesis. This section contains five chapters from Chapter I to Chapter V.

1. Chapter I Introduction contains several sub-chapters, including the background of the research, focus and scope of the research, research problems, research objectives, research significance, the definition of key terms, and the organization of the thesis.
2. Chapter II Review of Related Literature contains a theoretical description, theoretical framework, and review of previous research.

²³Ahmad Bustari, Iskandar Abdul Samad, and Diana Achmad, "The Use of Podcasts in Improving Students' Speaking Skill," *JELE (Journal of English Language and Education)* 3, no. 2 (December 19, 2017): 97, <https://doi.org/10.26486/jele.v3i2.256>.

²⁴Anju Sinha, Geetha R. Menon, and Denny John, *Beginner's Guide for Systematic Reviews: A Step by Step Guide to Conduct Systematic Reviews and Meta-Analysis (An ICMR Publication)* (Indian Council of Medical Research, 2022).

3. Chapter III Research Methodology consists of the research method, research subjects, instruments, data collection technique, and data analysis technique.
4. Chapter IV Research Findings and Discussion. This chapter contains the results and discussion of this study.
5. Chapter V Conclusion and Recommendations.

The last part is the closing page, which contains a bibliography, appendices, and curriculum vitae.

