

**DEVELOPING ENGLISH LANGUAGE ACQUISITION WITH  
SUPPLEMENTARY MATERIAL THROUGH MOBILE ASSISTED LANGUAGE  
LEARNING FOR INFORMATION ENGINEERING STUDENTS OF  
PAMULANG UNIVERSITY**

**PENINGKATAN PEMEROLEHAN BAHASA INGGRIS MELALAI MATERI  
TAMBAHAN DENGAN DUKUNGAN MOBILE ASSISTED LANGUAGE  
LEARNING UNTUK MAHASISWA TEKNIK INFORMATIKA UNIVERSITAS  
PAMULANG**

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**ABSTRACT**

*High expectation on learning outcome must get along with the teaching process. English acquisition for informatics engineering students will be problem without the support of mobile Technology. Limited time is always be the reason why English learning outcome is not maximal. The aim of this research to find out what strategy should apply to to accomplish the learning outcome. And to find out how effective to use mobile learning to help Informatic Engineering students to get the target of the learning outcome. This study, therefore, aims at improving English acquisition by giving them supplementary material through Mobile-learning. This study was a classroom action research, which was carried out in three cycles. The participants of the research were first semester of Informatic Engineering students in Pamulang University. The finding, the improvement of grammar is 7%, the pre-test result was 68,5% and after the implementation of supplementary material through MALL, it creased to 75,5% while reading comprehension from 61,08 % increased to 74.9%. it is significant improvement.*

**Key words: supplementary material , mobile-assisted language learning**

**ABSTRAK**

Harapan yang tinggi terhadap hasil belajar harus sejalan dengan proses pengajaran. Penguasaan bahasa Inggris untuk mahasiswa teknik informatika akan menjadi masalah tanpa dukungan teknologi seluler. Keterbatasan waktu selalu menjadi penyebab tidak maksimalnya hasil belajar bahasa Inggris. Penelitian ini bertujuan untuk mengetahui strategi apa yang harus diterapkan untuk mencapai hasil belajar. Serta untuk mengetahui seberapa efektif penggunaan mobile learning untuk membantu mahasiswa Teknik Informatika dalam mencapai target pembelajaran. Oleh karena itu, penelitian ini bertujuan untuk meningkatkan penguasaan bahasa Inggris dengan memberi mereka materi tambahan melalui pembelajaran Mobile. Penelitian ini merupakan penelitian tindakan kelas yang dilaksanakan dalam tiga siklus. Partisipan dalam penelitian ini adalah mahasiswa Teknik Informatika semester pertama di Universitas Pamulang. Temuan, peningkatan tata bahasa 7%, hasil pre-test 68,5% setelah penerapan materi pelengkap melalui MALL meningkat menjadi 75,5% sedangkan pemahaman membaca dari 61,08% meningkat menjadi 74,9% . peningkatan hasil belajar signifikan.

**Kata kunci: supplementary material , mobile-assisted language learning**

**INTRODUCTION**

The campus policy requires all student who will have final exam must have a TOEFL certificate, this policy demands English lecturers to make additional teaching materials that can support effective learning. It also demands creative learning to achieve high target of learning outcome. The other obstacle of achieving the high standard of learning outcome is the diversity and uniqueness of the students from

various region across Indonesia. those students have very different level of English ability. That makes conventional learning is not effective. The very different level of ability of each individual often creates gap during learning process in the classroom, so that learning targets are often not achieved equally among students. To overcome these challenges, English courses require additional material that varies according to the ability level of each individual. Material supplement allows each student to practice their English independently. There are various kinds of teaching materials, some are printed and some are computer or web based. Visual teaching materials (audio-visual) such as compac discs and films. Interactive multimedia teaching materials (interactive teaching material) such as CAI (Computer Assisted Instructional) compact disc (CD) multimedia interactive learning and web based learning materials (Lestari 2013: 6), the same thing was expressed by Mulyasa that the forms Teaching materials can be printed teaching materials such as hand outs, books, worksheets modules, brochures, and leaflets, while audio can be radio, cassette, audio cd, visuals such as photos or pictures, audio visual can be video or film or VCD and multi media in the form of interactive CD, computer based and internet. What we will discuss in this study are computer-based and internet-based multimedia teaching materials. In language learning the use of web-based teaching materials is very suitable because language processing will be more effective by interacting with the language at any time. By creating web-based material students can be accessed easily anytime and anywhere.

Meanwhile The development of Information and Communication Technology (ICT) affects the way of learning in general. Distance learning without territorial limitations can be done anywhere and anytime. Mobile technology increasingly influences the lifestyle of today's society, including the impact on learning, the effectiveness of current learning depends on the sophistication of mobile applications. Therefore, the development of ICT can be used to improve the acquisition of English. Mobile technology has become a learning necessity today as Geddes in Senani (2015) defines that the acquisition of knowledge and skills through the use of cellular technology, anywhere, anytime that results in behavior change.

In this case, an online learning tool called mobile learning really helps students to practice their language skills at any time. Mobile learning according to Guild in Korkmaz (2010) is any activity that allows individuals to be more productive when consuming, interacting or creating information through a portable digital device that is always carried by someone with an internet connection and fits in a pocket or bag ". Griffin (2010) further argues that mobile learning is a refresher on what students learn in a broader formal training event. The idea that mobile devices become part of our life will lead us to "stop and think about the implications" in educational settings. In learning the language in this study this research is Mobile Assisted Language Learning (MALL). According to Kukulska-Hulme & Shield in Korkmaz (2010) "MALL is the use of personal and portable devices that enable new learning methods, emphasizing continuity or spontaneity of access and interaction in various contexts of use," further Kukulska-Hulme and Shield "Language learning with mobile assistance (MALL) is a

technology-enhanced branch of learning that can be implemented in a variety of forms including face-to-face, remote or on-line mode "(ibid). so it can be concluded that MALL (Mobile Assisted Language Learning) is the application of language learning through a set of mobile technologies such as cell phones that can help students acquire foreign languages effectively.

Additional material it is not possible given in the classroom with only 90 minutes per week learning time. For IT students, 90 minutes per week learning time includes four language skills, speaking, listening, reading and writing. Therefore, it is necessary to add assignments outside of learning hours.

By using Mobile-Assisted Language Learning, it will allow all individuals to learn according to their ability level. By providing additional material that varies according to the level of student needs, the gap in the classroom will be minimized, and the learning achievement targets can be achieved. Mobile-Assisted Language learning can be accessed easily by every student. Mobile-Assisted Language learning can be in the form of a cellphone or laptop, and 100% of all informatics engineering students have a cellphone with an Android operating system. This mobile device can be a means of online learning for students.

Through Mobile-Assisted Language Learning, students can easily access additional material through blogger. Smart phones have become a basic necessity for everyone, including IT students at Pamulang University. Even if their phone is not using androidsystem then they can download the android emulator to their PC. In this study the researcher will discuss the following matters:

- a. How to use MALL to help students of the Informatics Engineering to Improve English proficiency?
- b. Can supplementary material by using MALL help students improving English?
- c. How significant is the student the improvement of English proficiency by using MALL.

### **Research Purposes**

The objectives of this study are to:

- a. Improve the quality of learning English courses for 1st semester students of Pamulang University.
- b. Find out whether the supplement material can help the acquisition of English for semester 1 students by utilizing MALL.
- c. Know the level of English acquisition of students.
- d. Use supplementary material through MALL, students Informatics Engineering Study Program can acquaires English proviciency efectively.

### **RESEARCH METHOD**

This is classroom action research which consists of four stages which include planning, implementing, observing, and reflecting. This research was conducted in three

cycles, where each cycle consists of the four stages previously mentioned. Data collection was carried out using two instruments. First, the student's basic English proficiency test instrument which is the object of observation. to obtain data on the basic ability of English on the average student object of the observation. Second, the observation instrument to obtain data about the use of MALL to help improve students' English skills. There are two indicators included in the test, namely English grammar and reading comprehension.

This research took place at the University of Pamulang, Gedung viktor Jalan. Raya Puspitek, Pamulang, T Pangeran Selatan. Banten. This research was conducted on 1st semester students which took place from November 2019 to the end of August 2020. The research subjects were first semester students of Informatics Engineering at Pamulang University. The number of students is 70, consisting of 55 male and 15 female. Researchers decided to research the subject because their English language skills were still very low while the Chancellor's policy was that the first semester of this year would learn to master TOEFL (Test Of English as a Foreign Language).

## RESEARCH RESULT AND DISCUSSION

### Finding

Students are easy to access additional material, researchers and collaborators created a blogspot which was supported by the Profrof quiz maker. In this blogspot, the researcher compiles English material from the most basic level. Students can choose basic English materials according to their abilities. The researcher provides basic grammar exercises 1 to basic grammar 9. Then for reading comprehension exercises the researcher and collaborators provide basic reading one to intermediate 3 reading. The additional material is publicly accessible at <https://mudahmemahamitoeft.blogspot.com/>

### Observation Implementation of the implementation of supplementary material with MALL in the classroom

The research began with conducting a basic ability test on research subjects consisting of 70 students, researchers gave basic skills tests to students ,the test was basic English questions which consisted 25 questions for grammar and 25 questions on reading. The assessment is given based on the grammar and reading comprehension assessment rubrics used on campus.

Number of students 70									
No	Indicator	Score precentage							
		Very Good	%	Good	%	Fair	%	Poor	%
1	Grammar	12	17,1	17	24,2	32	45,7	9	12,8
2	Reading comprehension	4	5,7	20	28,6	24	34,2	22	31,4

**Table 1. Students' basic English skills**

The table above indicates that the basic English skills of the students are still low. From 70 students who took the basic English test for grammar, only 17.1% of the students got very good scores, then the percentage of students who got good grades was only 24.2% while the fair score got the highest number, out of 70 students who took the test. 45.7% received a fair score and the remaining 12% received a poor score. Meanwhile, for reading comprehension, there were only 5.7% of the 70 students who had very good.

No	category	Score	Frequency	Quality score	Percentage (%)
1	Very good	86-100	12	1080	22,5
2	Good	71-85	17	1275	26,5
3	Fair	56-70	32	2080	43,3
4	Poor	10-55	9	360	7,5
<b>Total</b>			70	4795	100
Average value				$\frac{4795}{70}$	<b>= 68,5</b>

**Table 2. Recapitulation of average grammar score**

The table recapitulation indicates that the basic English grammar skills is 68.5%, this value is very far from the expected standard. While reading pre-test only got 61,08%. Therefore a method is needed that can help students to improve their understanding of English grammar and reading which can be accessed at any time.

### Observation cycle I

Observations did after all the needed tools to carry out classroom action research were ready. After the basic English pre-test on grammar and reading comprehension was done online in the blogspot equipped with a Proprof quiz maker, students who were the subject of this study had to do grammar exercises on basic reading and grammar skills which was provided on blogspot.

The observation in this first cycle, students were given the task to do basic grammar and reading on exercises 1 to 3 a on the blogspot. They were given 2 weeks to complete their mandatory assignments and when they had finished they had to report the results of their practice in printed certificates automatically after answering the quiz questions. Students can repeat the exercise until they understand very well and can send the results of their practice with the highest score. Some students needed extended time.

The next stage is to provide an evaluation on first cycle by making questions about the material they have practiced on blogspot by modifying the grammar

practice questions and reading comprehension. After conducting a review in the first cycle, the results can be seen in the following table:

Number of students 70									
No	Indicator	Score presentage							
		VeryGood	%	Good	%	Fair	%	Poor	%
1	Grammar	13	18,5	26	37,1	26	34,2	5	7,1
2	Reading comprehension	7	10	28	40	24	34,2	11	15,7

**Table 3. Analysis of students' English skills in cycle 1**

The results of the review cycle 1 shows an improvement but it is still not significant yet, the value of the grammar review results with the very good indicator only increased by one person, from 12 to 13 people. Meanwhile, the good indicator scores increased from 17 to 16 people. The fair indicator has decreased from 32 to 26. and for the number of poor there are still 5 people. Meanwhile, for reading comprehension, there are still 11 out of 22 people who get poor scores. Those who received a good score increased from 20 to 28 and in the very good position also increased from 4 people in the pre-test to 7 people. In general, although there is an improvement, it is not satisfactory yet. Learning through MALL has not become a habit for a small number of students, especially those who get fair and poor scores. They need to be encouraged and motivated continuously so that they complete the assigned task. Those whose score indicators are poor have not even been able to complete the task even though they have been given additional time.

### **Observation cycle II**

In the second cycle of observation in applying supplementary material through the MALL method, students who were the target of observation were required to work on the supplementary material within a specified period of time. In the second cycle students did basic grammar exercises 3 to 6 and exercise 2 and 3 for reading within two weeks. Students can do the exercises whenever and wherever they are as long as they are connected to the internet. During the process of implementing additional training, researchers must continuously monitor the students progress in whatsapp chat group. For those who have very good and good English skills, their response is fast while those who are still fair and poor. Requires more attention in order to carry out additional material exercises on time.

There were no significant obstacles, only some students were not been able to complete reading comprehension exercises on time. These students were indeed included in the poor category in reading comprehension and grammar skills. And there were two people did not do the work at all. After almost all of them had reported their practice results, the researchers conducted another review for the second cycle by

summarizing and modifying the questions from grammar exercises 1 to 6 and reading 1 to reading 3. The results of the review on the second cycle can be seen in the following table:

		Number of students 70							
NO	Indicator	score percentage							
		VeryGood	%	Good	%	Fair	%	Poor	%
1	Grammar	15	21,4	37	52,8	19	27,1	3	4,8
2	Reading comprehension	10	14,2	25	35,7	30	42,8	6	8,5

**Table 4. Analysis of students' English skills in cycle 2**

The result of the second cycle review shows that there is a change in position, although at the very good indicator there is not a significant improvement yet, but from the fair to good indicator, the improvement is significant from poor level to fair level. The results of the grammar score with the very good level were only 2 people who were able to shift from a good position to a very good level while from a fair level to good level, the improvement is significant from 11 students who shifted from a fair to good position and the remaining 3 students who have not changed at all.

Meanwhile, the change in reading comprehension result was not much different, the highest number was from the poor to fair levels. The improvement from fair to good level were only 3 students, and improvement from good level to very good level were also 3 students. Based on the results obtained, it was not satisfactory. In reading comprehension exercises, there were still 6 students who had not moved from their position.

### **Obseration cycle III**

After 70 students did the exercises through MALL (mobile assisted language learning) for 12 weeks. In this last cycle, the students did basic grammar exercises 7-9 and intermediate reading exercises 1 and 2, where the difficulty level had started to increase. In this cycle, students generally have more confidence in doing the exercises. Some students who still need more motivation and close attention are subjects who are at the fair and poor levels which numbers are decreasing. In the third cycle exercise, the researcher still gave 2 weeks to complete the assigned exercises, so that those who did not understand the content of the reading or the grammar rules could repeat the exercise.

In this cycle, there is no additional time for all students to complete the task on time. There are only 2 students who from the beginning did not response, they did not carry out the assigned task. After all, almost all of them report the results of their training by sending scores in form of sertificate, the researchers and collaborators conduct a post-test which summarizes the material from cycle 1 to cycle 3. The complementary material is also closely related to the English material they should learn in class, all supplementary materials are related to the material lesson in semester 1. The post-test results in cycle III can be seen in the following table:

Number of students 70									
No	Indicator	score procentage							
		Very Good	%	Good	%	Fair	%	Poor	%
1	Grammar	16	22,8	40	57,1	12	17,1	2	2,8
2	Reading comprehension	17	24,2	34	48,5	17	24,2	2	2,8

**Table 5. Analysis of students' English skills in cycle 3**

The percentage of score in the post test table shows that there is a change in each indicator, the grammar indicator at the very good level only increases very slightly from 17.1% to 22.8%, while at the good level it occupies a significant improvement, it is increased from 24.2% to 57.1%. pre test level decreased from 45.7% to 24.2% in the post-test. At the poor level it decreased sharply from 12.8% to 2.8%. Meanwhile, the post-test results for the reading comprehension indicator improved quite significantly, from the very good level which was only 5.7% at the beginning, it increased to 24.2%, while the good level went from 28.5% to 48.5%, the fair level decreased from 34. , 2% to 24.2%. only 2.8% did not change.

#### **The significance of improving the English language skills of Informatics Engineering with complementary material through MALL.**

The improvement of English acquisition based on action research can be seen in the following table:

No	Category	Score range	Frequensi	Quallity score	Procentage (%)
1	Very good	86-100	16	1440	27,2
2	Good	71-85	40	3000	65,7
3	Fair	56-70	12	768	14,5
4	Poor	10-55	2	80	1,5
<b>Total</b>			70	5288	100
<b>Everage value</b>				5288	
				-----	= 75,5
				70	

**Table 6. Recapitulation of grammar values in cycle 3**

The improvement in understanding grammar is quite satisfying, the average score in the recapitulation table is 68.5% after doing exercises with the MALL method, the results of the post test show an increase of 7% to 75.5%.

No	Category	score range	FrequmcyScore quality	Procentage (%)	
1	Very good	86-100	17	1530	29,1



<b>2</b>	Good	71-85	34	2550	48,5
<b>3</b>	Fair	56-70	17	1088	20,7
<b>4</b>	Poor	10-55	2	80	1,5
<b>Total</b>			70	5248	
<b>Avarage score</b>				5248	
				-----	= <b>74,9</b>
				70	

**Table 7. recapitulation of reading comprehension scores in cycle 3**

Meanwhile, the recapitulation for reading comprehension also experienced a significant improvement from the result of pre-test 61.8% to 74.9%, after the post test. The improvement is 13.12%. So it can be concluded that with the supplementary material the students experienced sufficient improvement in understanding of grammar and reading comprehension.

## CONCLUSIONS AND SUGGESTIONS

### Conclusion

The finding based on the classroom action research that the researcher took during the semester together with the korabolaor, it was shown that the use of supplementary material through MALL can help students to improve their understanding grammar and reading comprehension. Based on the initial test, the average value of grammar obtained 68.5% and after implementing the supplement material exercise through MALL their average score recapitulated on the post test became 75.5%. meanwhile, for reading comprehension during the pre-test recapitulation score was only 61.8% and after implementing the supplementary material exercise the average score became 74.9%. So it can be concluded that students need supplement material that uses the MALL method in order to help them to improve their English skills.

### Suggestions

There are still deficiencies that should make supplementary material more attractive to students, if interactive applications can be made it will make it easier for the students to learn English. There is also a need for broader support from the institution so that supplementary material does not stop after the research is complete, but can be followed up by designing application that is more attractive to students. As well as providing a forum that requires students to be proficient in English.

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