

THESIS

**THE IMPLEMENTATION OF AUTONOMOUS LEARNING USING
MOBILE ASSISTED LANGUAGE LEARNING (MALL) IN
TEACHING LISTENING AT SMAN 18 BULUKUMBA**



By

SYAMSIR

NIM: 105.07.03.002.18

**GRADUATE PROGRAM
MAGISTER OF ENGLISH LANGUAGE EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR
2023**

**THE IMPLEMENTATION OF AUTONOMOUS LEARNING USING
MOBILE ASSISTED LANGUAGE LEARNING (MALL) IN
TEACHING LISTENING AT SMAN 18 BULUKUMBA**

A THESIS

In Partial Fulfillment of the Requirement
for Magister Degree

Study Program
Magister of English Language Education

Written and Submitted by

SYAMSIR
NIM: 105.07.03.002.18

to

**GRADUATE PROGRAM
MAGISTER OF ENGLISH LANGUAGE EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR
2023**

ii

THESIS

THE IMPLEMENTATION OF AUTONOMOUS LEARNING USING
MOBILE ASSISTED LANGUAGE LEARNING (MALL) IN
TEACHING LISTENING AT SMAN 18 BULUKUMBA

Written and Submitted by

SYAMSIR
NIM: 105.07.03.002.18

Has Been Defended in Front of the Thesis Examination Committee
On 04th February and Fulfilled the Requirements

Approved By
Committee of Supervisors

Advisor I

Dr. Radiah Hamid, M.Pd.
NIDN. 0911117004

Advisor II

Erwin Akib, M.Pd., Ph.D
NBM. 860 934

Director of Graduate Program
Muhammadiyah University of Makassar

Prof. Dr. H. Irwan Akib, M.Pd.
NIDN. 12086303

Head of Magister English Language
Education Study Program

Dr. Radiah Hamid, M.Pd.
NIDN. 0911117004

APPROVAL SHEET

Thesis Title : The Implementation of Autonomous Learning using Mobile Assisted Language Learning (MALL) in Teaching Listening at Sman 18 Bulukumba
Nama : Syamsir
Nim : 105.07.03.002.18
Study Program : Magister Pendidikan Bahasa Inggris

This is to certify that the thesis entitled **“the Implementation of Autonomous Learning using Mobile Assisted Language Learning (MALL) in Teaching Listening at SMAN 18 Bulukumba”** on 04th February 2023 has been approved by the committee of examiners and fulfilled the requirements

Makassar, Agustus 2023

Approved by
Committee of Examiners

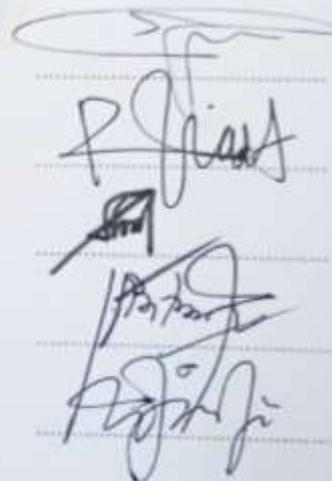
Dr. Syamsia, S.P., M.Si.
(Chair of Examiners)

Dr. Radiah Hamid, M.Pd.
(Advisor I)

Erwin Akib, M.Pd., Ph.D.
(Advisor II)

Dr. Ratna Dewi, S.S., M.Hum.
(Member of Examiner)

Dr. Syamsiarna Nappu, M.Pd.
(Member of Examiner)



PERNYATAAN KEASLIAN TESIS

Yang bertanda tangan di bawah ini:

Nama : SYAMSIR

Nomor Pokok : 105 07 03 002 18

Program Studi : Magister Pendidikan Bahasa Inggris

Menyatakan dengan sebenarnya bahwa tesis yang saya tulis ini benar-benar merupakan hasil karya saya sendiri, bukan merupakan pengambilalihan tulisan atau pemikiran orang lain. Apabila dikemudian hari terbukti atau dapat dibuktikan bahwa sebagian atau keseluruhan tesis ini hasil karya orang lain, saya bersedia menerima sanksi atas perbuatan tersebut.

Makassar, 2023

Yang Menyatakan,


SYAMSIR
105070300218

MOTTO AND DEDICATION

“Tahajjud is the prayer of those seek success”

*“Tahajjud is a simple act of meeting your lord,
and getting all your prayer answer”*

*“Tahajjud prayer is cry out to the almighty in
darkest hour of the night and see his mercy touch
you miraculously”*

This thesis is dedicated to my beloved parents and my beloved family.

Who always pray, support, and love me.

ABSTRACT

SYAMSIR, 2022. “*The Implementation of Autonomous Learning using Mobile Assisted Language Learning (MALL) in Teaching Listening at SMAN 18 Bulukumba*.”*Supervised by H. Bahrin Amin and Erwin Akib.*

This research aimed to improve the students’ listening in autonomous learning using Mobile Assisted Language Learning (MALL), this research was conducted in SMAN 18 Bulukumba. The data had been counted by the researcher, then the researcher consider about the implementation of autonomous learning using MALL.

In conducted this research, the researcher gave the students autonomous learning and the students work. The data were got using the test for the students, then the data counted by researcher by using Classroom Action Research method of data collection technique, and also through documentation with 32 students in the classroom.

The Results of this research showed that autonomous learning using Mobile Assisted Language Learning (MALL) can improve the students’ listening, especially in Respond and Understand of their mobile phone by using several applications podcasts; it proven by the results of the test, where the students’ achievement in listening respond and understand was shown by the students’ scores in D-test (50 and 55.7), Cycle I (60.3 and 60), and Cycle II (81.1 and 71.). Hopefully, the result of this research is able to be replicated by SMAN teachers and students in solving similar problems faced in autonomous learning using Mobile Assisted Language Learning (MALL).

Keyword: Mobile Assisted Language Learning (MALL), Listening, Autonomous Learning, podcasts

ABSTRAK

.SYAMSIR, 2022. “Penerapan Autonomous Learning Menggunakan Mobile Assisted Language Learning (MALL) dalam Pembelajaran Mendengarkan di SMAN 18 Bulukumba.” Dibimbing oleh H. Bahrin Amin dan Erwin Akib.

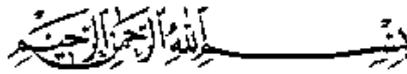
Penelitian ini bertujuan untuk meningkatkan kemampuan menyimak siswa dalam pembelajaran mandiri menggunakan Mobile Assisted Language Learning (MALL), penelitian ini dilakukan di SMAN 18 Bulukumba. Data telah dihitung oleh peneliti, kemudian peneliti mempertimbangkan tentang peningkatan siswa.

Dalam melakukan penelitian ini, peneliti memberikan siswa pembelajaran mandiri dan siswa bekerja secara kolaboratif. Data diperoleh dengan menggunakan tes untuk siswa, kemudian data dihitung oleh peneliti dengan menggunakan metode Penelitian Tindakan Kelas teknik pengumpulan data, serta melalui dokumentasi dengan 32 siswa di dalam kelas.

Hasil dari penelitian ini menunjukkan bahwa pembelajaran mandiri dengan menggunakan Mobile Assisted Language Learning (MALL) dapat meningkatkan kemampuan mendengarkan siswa khususnya dalam Merespon dan Memahami ponsel mereka dengan menggunakan beberapa aplikasi podcasts Hal ini dibuktikan dengan hasil tes, dimana prestasi siswa dalam mendengarkan merespon dan memahami ditunjukkan oleh nilai siswa pada tes D (50 dan 55,7), Siklus I (60,3 dan 60), dan Siklus II (81,1 dan 71.). Diharapkan hasil penelitian ini dapat direplikasi oleh guru dan siswa SMAN dalam memecahkan masalah serupa yang dihadapi dalam pembelajaran mandiri menggunakan Mobile Assisted Language Learning (MALL).

Kata Kunci: Pembelajaran Bahasa Berbantuan Seluler (MALL), Mendengarkan, Pembelajaran Otonom

ACKNOWLEDMENT



Alhamdulillah Robbil A'lamin, I express my sincere gratitude to the almighty God, Allah S.W. T, who has given guidance, mercy, and good health. So that i could finish writing this thesis. Salam and Shalawat are delivered to the final, chosen, religious messenger, the prophet Muhammad S.A.W.

I would like to express my deepest prost profound and gratitude to my parents are Tambara and Calong for their prayer, financial, motivation and sacrificed. Big thanks for my friends who always give me support and advice in writing this thesis.

I would like to convey my high appreciation and sincere thanks to my consultants Dr. H. Bahrin Amin, M. Hum and Erwin Akib, M.Pd., Ph.D. for their invaluable clear perspective, professional expertise, and motivation along the researcher finished this thesis.

I realize that in carrying out the research and writing this thesis, many people had contributed their valuable suggestion, guidance, assistance, and advice for the completion of this thesis. Therefore I would like to thank them:

1. Prof. Dr. H. Ambo Asse, M.Ag the rector of Makassar Muhammadiyah University.
2. Prof. Dr. H. Irwan Akib, M.Pd, the Director of Graduate Program Makassar Muhammadiyah University.
3. Dr. Radiah Hamid, M.Pd., the Head of Magister of English Language Education Study Program

4. All the lectures of Magister of English Language Education Study Program for their guidance during my study.
5. Kasmianti, S.Pd., M.Pd., the head master of SMAN 18 Bulukumba and the teacher of English and all students in class XI MIPA 1 who had become my object in conducting research in academic year 2019/2020.
6. Special thanks to my friends in class Magister of English Language Education Study Program.

Finally, alhamdulillah robbil alamin and I would like to thank everybody who was important to the successful realization of this thesis. This thesis is far from perfect, but it is expected that it will be useful not only for the researcher, but also for the readers. For this reason, constructive thought full suggestion and critics are welcomed.

Makassar, 2023

SYAMSIR

TABLE OF CONTENTS

COVER	i
APPROVAL SHEET	ii
SURAT PERNYATAAN KEASLIAN THESIS	iii
MOTTO	iv
ABSTRACT	v
ABSTRAK	vi
ACKNOWLEDMENT	vii
TABLE OF CONTENTS	viii
LIST OF TABLE	ix
LIST OF GRAPHIC	x
LIST OF APPENDICES	xi
CHAPTER I BACKGROUND	1
A. Background	1
B. Problem Statement	6
C. Objective of the Study	6
D. Significance of the Study	7
E. Scope of the Study	7
CHAPTER II REVIEW OF LITERATURE	8
A. The Concept of Teaching Listening	8
B. The Concept of Autonomous Learning	17
C. The Concept of Mobile Assisted Language Learning (MALL).....	33
D. Conceptual Framework	42

CHAPTER III RESEARCH METHODOLOGY	43
A. Research Design	43
B. Research Setting and Subject	43
C. Technique of Collecting Data	44
D. Research Procedures	44
E. Procedure of Data Analysis	48
CHAPTER IV FINDINGS AND DISCUSSION	51
A. Findings	51
B. Discussion	56
CHAPTER V CONCLUSION AND SUGGESTION	64
A. Conclusion	64
B. Suggestion	65
REFERENCES	66
APPENDICES	68

LIST OF APPENDICES

Appendix I : Teaching Material

Appendix II : D-Test, Cycle I, and Cycle II

Appendix III : The Students Listening the Autonomous Learning in Responding

Appendix IV : The Students Listening the Autonomous Learning in Understanding

Appendix V : Documentation

LIST OF TABLES

	Page
3.1.The Assessment of Listening in Respond.....	25
3.2.The Assessment of Listening in Understand	26
4.1.The Mean Score of the Students Evaluation in Respond.....	28
4.2.The Mean Score of the Students Evaluation in Understand	30
4.3.The Students Improvement in Listening	32

LIST OF GRAPHICS

	Page
4.1.The Students Improvement in Respond	29
4.2.The Students Improvement in Understand.....	31
4.3.The Students Improvement in Listening	32

CHAPTER I INTRODUCTION

A. Background

In this modern era, the existence of technology is known closely by people. Young (2008:1) states that technology is a part of nearly everything people do. They utilize the products of technology in their daily activity. These are television, computer, cell phone, mobile phone, hand phone, gadget, smartphone, laptop and etc.

The prevailing atmosphere for Indonesian students to learn English before graduation, whether at home, with neighbors, or even in an old school, makes it difficult for students to learn or practice English (Hastuti, 2014:122) that the experience of language learning in a neighborhood surrounded by the English language is most effective in providing exposure and opportunities to function with one another. However, it doesn't prevent college students from learning English on their own. Instead, learning English is encouraged as part of the higher education curriculum. Students who control their English learning themselves are accepted as autonomous learners.

The subject of the autonomous learner and the relationship between language learning has long been controversial. Student autonomy refers to the ability to take full responsibility for their own learning (Benson: 2011, Holec: 1981, cited in Tsai: 2016). According to Holec (1981), cited in Tsai (1981), they perform autonomous learning by setting goals, respond and progress, selecting methods and techniques, monitoring acquisition and evaluating the products

purchased. This means that the autonomous learner is active in his learning who clearly understands the purpose of his learning and expressly takes responsibility. Participate in goal setting for your learning, take initiatives to plan and conduct learning activities, review your learning regularly and evaluate its effectiveness (Little: 2003, quoted in Tsai: 2016).

Dornyei and Ushioda (2011: 123) believe that the autonomous learner can be promoted through this type of practice: The first practice is resource-based approaches, in which the independent interaction with learning materials is in the foreground. Second, technology-based approaches that focus on independent interaction with educational technologies; third, student approaches that emphasize the direct generation of psychological and behavioral changes in the student; Below are classroom-based approaches that highlight changes in the student-teacher relationship in the classroom. The classroom and the latter are curriculum-based approaches that extend the idea of student control over the planning and evaluation of learning to the whole curriculum.

In the previous opinion of Dornyei and Ushioda (2011: 123), one of the practices that can be used to promote autonomous learning is the technology-based approach. Furthermore, the presence of technology has caught the attention of the autonomous learner with its popularity and growing interest in technology learning (Tsai, 2016: 2). Unlike before the development of technology, the autonomous learner focuses on the task of teaching students how to function on their own. Managed Learning and using learning resources for self-access (Benson, 2013: 839).

In addition, hand phone has played a role in helping the self-employed learner. Both the internet and technology are becoming important elements to assist the autonomous student in learning. In many previous studies, the technology was examined on the autonomous learner. In this thesis, the researcher takes a research example. On using digital games by the Hand phone to analyze the autonomous student through technology carried out by Chik (2014). Both technology and the internet are used in digital games to aid the autonomous learner.

Prensky (2001:1) states that today's students represent the first generations to grow up with this new technology. He also states that they have spent their entire lives surrounded by and using computers, videogames, digital music players, video cams, cell phones, and all the other toys and tools of the digital age. Today's students are also called as a modern student. In this case, a modern student can exploits the product of technology wisely. The example is smartphone.

In the part of education, Mobile Assisted Language Learning (MALL) can be a media on teaching learning process. Mutahar (2017:1) states that modern media is followed by postmodern media which is related to mass media that enables human beings to cater to their needs at in anytime, anywhere, on any digital devices. Especially on language learning, Mobile Assisted Language Learning (MALL) can be useful. According to Reinders (2010:7), there are 20 ideas allow the teacher to offer increased opportunities for language learning by taking advantage of a tool that students are intimately familiar with and carry

around at all times. Hamdani (2013:674) argues that the students reported mobile phone helped them to manage the course information, to promote more of their thinking skills and to cooperate with each other's. Both the teachers and the students use Mobile Assisted Language Learning (MALL) in the classroom to support their language teaching learning. In this point, English can be clearly if it is learned by using smartphone. Kim (2013:2) argues that unlike the traditional classroom, the mobile device is available to access the internet, send or receive instant text messages, and run software and multimedia programs enhancing the quality of language learning.

There are three examples of research about using Mobile Assisted Language Learning (MALL) application in teaching and learning process. One of them is Soviana (2017). She conducted a study about using hand phone to assist students to learn English. She argued that hand phone with its feature and collaborative learning could help the students to be more engaged on teaching and learning process. Finally, on her conclusion, she stated that using Mobile Assisted Language Learning (MALL) is important to assist the students to acquire English well. The students are already familiar with technology, smartphone, and Mobile Assisted Language Learning (MALL) application. That is why, it is better if teacher could use Mobile Assisted Language Learning (MALL) as the teaching and learning media. Should make use the Mobile Assisted Language Learning (MALL) in teaching.

Even though using Mobile Assisted Language Learning (MALL) is a flying issue today, there is a field that many researchers fail to address. It is the

students' perception on the usage of such Mobile Assisted Language Learning (MALL) in the teaching and learning process. This is a field that a very few researchers explore. There is a little known about the students' perception on Mobile Assisted Language Learning (MALL) usage. This field is important. The teaching and learning process involve two most important variables, namely teacher and students. When the teacher is ready to employ Mobile Assisted Language Learning (MALL) in the teaching and learning process, the one who is affected is the students. Therefore, when the teacher uses a new technique in teaching, the students should be asked about their perception to make the new technique worked properly.

In Indonesia, the researcher managed to find two literature review that explore the students' perception on the Mobile Assisted Language Learning (MALL) usage in the classroom. First, Pahmi (2016) discovered that the students have a positive perception on the usage of Mobile Assisted Language Learning (MALL) in the classroom. Likewise, Machmud (2018) conducted an online survey to explore the secondary school students' perspective on the mobile usage. The students generally have a good perspective on the usage of mobile phone at classroom. Despite the good perspective, the students also admit that sometimes they are tempted to check their Mobile Assisted Language Learning (MALL) to see their social media.

Based on the explanations above, the researcher tries to describe and analysis the used of Mobile Assisted Language Learning (MALL) as the supporting media in teaching learning process. Thus, the research that carries

out by the researcher entitled “*The Implementation of Autonomous Learning using Mobile Assisted Language Learning (MALL) in Teaching Listening at SMAN 18 Bulukumba).*”

B. Problem Statement

Based on the background of the study above, the problems can be identifying in this study as follows:

1. How is the implementation of the autonomous learning using Mobile Assisted Language Learning (MALL) in improving students listening especially in responding?
2. How is the implement of the autonomous learning using Mobile Assisted Language Learning (MALL) in improving students listening especially in understanding?

C. Objective of the study

Based on the statement of the learning above, the objectives of the study are stated briefly as follows:

1. To find out the implement of the autonomous learning using Mobile Assisted Language Learning (MALL) in improving students learning especially in responding
2. To find out the implement of the autonomous learning using Mobile Assisted Language Learning (MALL) in improving students learning especially in understanding.

D. Research Significance

Based on the research objectives to be achieved, this research is expected to be able to provide benefits directly or indirectly in the field of education, especially in listening, it is expected that:

Theoretically, this research can be useful for information that autonomous learning and Mall can be useful to go through some empirical studies conducted concerning the students' listening ability.

E. Scope of The study

This research was focused on implement the autonomous learning to using Mobile Assisted Language Learning (MALL) at the X IPA 1 Students of SMAN 18 Bulukumba in the Academic Year 2020/2021 which covers: the students focused to their skill in listening respond and understand.

CHAPTER II

REVIEW ON RELATED LITERATURE

A. The Concept of Teaching Listening

1. The Definition of Listening

According to Richard (2019), Listening is the active process of receiving and responding to spoken (and sometimes unspoken) messages. It means that in listening takes time to several process of the listeners brain start from the receiving messages until responding the messages.

Listening refers to the understanding of the implications and explicit meanings of words and sentences of spoken language. Listening comprehension is more than just hearing what is said, it is a child's ability to understand the meaning of the words they hear and to relate to them in some way. When children hear a story, for instance, good listening comprehension enables them to understand it, remember it, discuss it, and even retell it in their own words. This is an important skill to learn even at an early age, because good listeners grow up to become good communicators.

Moreover, listening comprehension can be referred as the way of understanding speakers' talk. Hamada (2013) states that listening comprehension as a communicative process where are audiences are engaged in building meaning. Audiences grasp the oral information through sound segregation, existed knowledge, sentence structures, stress intonation as well as the other linguistic or non-linguistic signs. In other words, Nadig (2013) explains that listening comprehension is some process of comprehension and

defining spoken language. These include realizing sounds, grasping the person's talk meaning, and understanding the grammar of sentences. Listening comprehension further can be seen as a process of totally understanding the language and defining the language meaning being uttered by the speakers.

According to Azizah (2014, p.8), students need to understand the meaning of the uttered language in order to listen well. Further, someone needs a complete understanding to be able comprehend meaning. Hence, it can be concluded that understanding is to find out the meaning of something that somebody utters, and comprehending the meaning of something requires an ability to achieve the understanding entirely to what exactly have spoken by the speakers.

2. The Process of Listening

The process of listening occurs in five stages. These are hearing, understanding, remembering, evaluating and responding, Tyagi (2016:2). The first stage is hearing. Hearing is referred to the response caused by sound waves stimulating the sensory receptors of the ear. It is physical response. Hearing is perception of sound waves, you must hear to listen, but you need not listen to listen (perception necessary for listening depends on attention). Brain screens stimuli and permits only a select few to come into focus. These selective perception is known as attention. That is an important requirement for effective listening.

The second stage is understanding. This step helps to understand symbols we have seen and heard. We must analyze the meaning of the stimuli

that we have perceived. Symbolic stimuli are not only words but also sounds like applause and sights like blue uniform that have symbolic meanings as well. The meaning attached to these symbols are a function of our past associations and of the context in which the symbols occurs. For successful interpersonal communication, the listener must understand the intended meaning and the context assumed by the sender.

The third stage is remembering. Remembering is an important listening process because it means that an individual has not only received and interpreted a message but has also added it to the mind's storage bank. In listening, our attention is selective, so too is our memory, what is remembered may be quite different from what originally seen or heard.

The fourth stage is evaluating. Only active listeners participate at this stage in listening. At this point, the active listener weighs evidence, sort fact from opinion, and determines the presence or absence of bias or prejudice in a message. The effective listener makes sure that he or she doesn't begin this activity too soon. The beginning this stage of the process before a message is completed requires that we no longer hear and attend to the incoming message as a result, the listening process ceases.

The last stage is responding. This stage requires that the receiver complete the process through verbal and or nonverbal feedback because the speaker has no other way to determine if a message has been receive. It becomes the only overt means by which the sender may determine the degree of success in transmitting the message.

3. Teaching Listening

Listening is one of the most important skill in learning English as second language. The first stage of language development is listening, since the learners need to listen before they try to speak. Listening involves identifying the sounds of speech and processing them into a words and sentences. Hossain (2015) figure out as a receptive skill, listening use the ears to receive individual sounds; letters, stress, rhythm, and pauses, and the brain will convert these into message that has a meaning. It is a skill that some language learners need to work harder than others. Those are the reason of the importance of listening for language learner.

Teachers have a major responsibility in their classes and they can have a great effect for their students to create good atmosphere. According to Underwood (in Machackova 2009) there are three-phase in listening; pre-listening, while- listening and follow-up stage;

The pre-listening stage takes place before a main stage. The goal of this stage is to provide students with background information and vocabulary to prepare them. Underwood stated that the activities consist of variety, such as; providing background information, let the students to look some pictures, discuss the topic, make question and answer session, etc

The while-listening stage contains of listening activities done by the students, with the purpose is to help students to get the main meaning of the text. The most important function of this stage is to develop the students' listening skill. Teachers should pay attention while choosing the listening

activity, it would be interesting and challenging, not too-long and having variety exercises. Besides, the teacher needs to give feedback immediately, not only for the teacher but also for the students, to talk about the listening task during the following lesson.

Follow-up stage can be consisting of a reflection on why the students missed some parts of the text or what is their problem during listening practice. In this stage finding a solution to the problem is the best activity can be done.

4. Types of Listening

Rost (2011:182) figure out there are six types of listening practice, those are intensive listening, selective listening, interactive listening, extensive listening, responsive listening, and autonomous listening;

a. Intensive Listening

In intensive listening tasks, the learner only focusing on interpret the specific sounds, words, and grammar, or what the speaker actually says. While the feedback on the accuracy of performance is provide by the teacher. Types of intensive listening practice include: dictation, elicited repetition, shadowing, word spotting, error spotting, grammar processing and mediation (translation or simultaneous interpretation).

b. Selective Listening

In selective listening, learners' attention is focusing on planned tasks with specific purposes in mind. The learners try to extract information for certain details or focus on main idea. In other words, they looking for

information for this type of listening. The important aspect in selective listening is the instruction of the pre-listening portion. This phase will help the learner in understanding the extract because it may contain of a short activity to review upcoming vocabulary. The class may discuss pictures or photo that may relate to the listening topic that may lead to some predictions about the extracts. The teacher's primary job in this task is to give feedback on task completion.

c. Interactive Listening

Interactive listening refers to a type of conversational interaction in which the listener takes a leading role in understanding, through providing feedback, supporting the speaker and asking questions. In classroom setting, interactive listening associate with two-way collaborative tasks where the listener involved in social negotiation of meaning such as clarification requests, turn-taking and confirmation checks. The tasks of this listening type focus on pushed output and comprehensible input, commonly involve conversation partners co-constructing the direction of the discourse in order to complete a shared task. Based on Ellis (in Rost 2011), the key characteristics of an effective two-way collaborative task are; selecting from a menu of linguistic resources needed for task completion, focus on meaning rather than on language form, selecting from a menu of linguistic resources needed for task completion, and a definite outcome which can be evaluated for its exactness or propriety.

d. Extensive Listening

Extensive listening refers to focusing on meaning in extended period with long-term goals that go beyond language learning in a few minutes non-stop. Extensive listening includes academic listening, sheltered language instruction, and 'listening for pleasure'. In designing the tasks for the learner, the teacher can help learners learn to get the benefit and avoid the problems in the process of listening by strategy instruction. Providing the feedback can also become the other option for the teacher.

e. Responsive Listening

Responsive listening refers to the type of listening practices which train the learners' appropriate reactions to what is listened to along respond, affective dimension and cultural is the primary goal. The focus on this type is not on comprehension but on the responses of the learners to the listening input. In this case, it is higher level of listening ability with presumed comprehension.

f. Autonomous Listening

Autonomous listening refers listening activities which manage by the learner without the teacher's help. It is at the core of a learner's listening ability not the type of listening, for instance; the ability to decide what to listen to, when, for what purpose, for how long, and whether the result of listening is satisfactory. The autonomous listening tasks has purpose which is to create successful learners who can make listening strategy independently as a tool for a language learning and language

5. Problem in Listening

Underwood (in Osada, 2004) states seven causes of obstacles to efficient listening comprehension.

1. Speed of delivery cannot control by the listeners

Underwood mentioned that the learner's problem in listening comprehension is that the learners cannot control the speed of delivery which is the contrast with reading as the input skill.

2. Repeated words make them confused

This problem became the serious problem because the decision to repeat the audio is not in the teacher's hand. Nonetheless, it is not easy for the teacher to assess the understanding of the learners in particular part of the recording.

3. Limited vocabulary

Another problem regarding to the vocabulary used by the speaker which is sometimes unfamiliar to the listeners. Thus, the listeners get difficult to catch the meaning of what the speaker says and get the topic of the listening text.

4. Fail in recognize the signal of moving from another point, repeating a point or giving example

The discourse markers are difficult to recognize by the learners when the recording is in set of informal situation. While in the formal situation, the learners may feel easy to recognize the mark of the changing topic or

moving points because there are transitional words such; next, before, after, etc. which can figure out by the learners easily

5. Lack of contextual knowledge

The speakers' culture is also impacting in comprehending the meaning of the listening text. Since in guessing the meaning the listeners tend to relate to what they hear with what they know. However, there are aspects which cannot be deniable as mentioned; the distinction context in gestures, loudness, and intonation.

6. Difficult to concentrate in a foreign language

The learners' unfamiliarity towards foreign language turn into another problem in comprehending the listening text. It is quite complicated for the learners to establish on the language.

7. The learners may have established certain learning habits

In teaching-learning process, the teacher commonly tends to let he learners to understand every single word which appears in conversation to make them understand the topic. Yet, this habit sometimes makes the learners feel anxious and cannot enjoy listening because they put their self to concern on every single word in the text.

B. The Concept of Mobile Assisted Language Learning (MALL)

1. Description and Purpose of Mobile Assisted Language Learning (MALL)

Mobile Assisted Language Learning can be defined as language learning which deals with mobile devices and technology (Sutrisna,

Ratminingsih, & Artini, 2018). As supported by Kukulska-Hulme and Traxler (2005), types of mobile devices in Mobile Assisted Language Learning are smartphones, tablet, and laptops. These devices are used as its name mobile technology which facilitates the users by the function of mobility and portability. It means that these devices are easy to be carried which makes the teachers and students can use these devices to learn anywhere and anytime. In line with Azli, Shah, and Mohamad (2018), Mobile Assisted Language Learning as formal and informal learning which can support traditional learning. It is said as formal and informal learning because it can be done in the classroom or outside of the classroom.

Additionally, Abdelraheem and Ahmed (2015) state that Mobile Assisted Language Learning is a language learning strategy that uses mobile phone applications such as Facebook, Instagram, YouTube and other social media that supports language learners to learn their target language. In line, So (2016) states that Whatsapp can be used in language learning because this application enables teacher and students to communicate outside of classroom. It also enables teacher to share learning material through group chat to students.

From those statements, Mobile Assisted Language Learning can be inferred as language learning strategy which uses smartphones, laptops and tablets as tool. These devices can be used in implementing MALL through utilizing some features and applications that is related to learning materials.

The use of Mobile Assisted Language Learning has beneficial in language learning. According to Chiu et al. (2015), the use of mobile device in language learning could improve students' language skills. It is because mobile devices provide some features and applications that supports language learners to improve their language skills. Chartrand (2016) states that the use of dictionary application on smartphone enables learners to improve their pronunciation and vocabulary mastery. It is because language learners can listen to the correct pronunciation from the dictionary application and they try to pronounce it.

Besides, Chartrand (2016) also points out that language learners and teachers enable to access learning materials easily. Since, the use of MALL provides internet access, language learners can access supporting learning materials easily. It makes language learners having rich of information source related to language learning materials. Moreover, Krivoruchko et al (2015) states that through the implementation of MALL facilitates mobility to language learners and teachers. It means that language learners can learn their target language anywhere and anytime. While, teachers can access teaching-learning material anywhere and anytime. In general, MALL has some benefits to teachers, students and learning process.

Many studies had been conducted which is related to the use of mobile technology in English learning. Dashtestani (2013) explored the attitudes of Iranian English as foreign language teacher toward the implementation of MALL. The result showed that there were positive attitudes

of the participants toward the use of mobile phones for language learning and teaching. However, there were some problems faced by Iranian English teachers in implementing MALL. The problems such as students may not use their mobile phones for academic purposes, small screen size and keyboard of mobile phones, low speed internet connection if there was no Wi-Fi or packet data.

Wagner et al. (2016) found that the respondents has positive perceptions in which they believed that MALL is good learning strategy to support their teaching learning process. As supported by Yudhiantara and Saehu (2017), they found that students' perception toward mobile phone to support classroom activities were positive. Classroom activities were supported by reading e-books that contained Phonology subject, playing audio and video file to get visualization of the Phonological concept, and operating offline dictionary. Grimshaw, Cardoso, and Collins (2017) reported that most language teachers were opened to engage their students in MALL, but they still worried with the limitation of MALL.

Moreover, Azli, Shah, and Mohamad (2018) found that the respondents had positive perception toward the use of MALL in classroom. They assumed that the use of MALL could enhance the teaching learning process. They also hoped that MALL can be used by educators to assist them in EFL teaching learning process become effectively. Dehkordi (2018) also found that there was no significant difference between perception of male and female learners. Both perceived positively toward the use of technology-based

learning like MALL in EFL learning process. Widian, Santosa, and Myartawan (2018) also found that tenth grade students had positive perception toward MALL in learning English. Besides, students who had mobile technology tend to have more positive perception rather than students who had no mobile technology.

Mobile assisted language learning (MALL) is a highly popular multidisciplinary study field which increasingly attracts the attention of scholars around the world (Karim, 2017). The potential contained in the MALL has attracting many peoples in applying the use of mobile technology in the pedagogical field. With the relation to the technology, the emergence of MALL believed as the successor of e-learning. As stated by Lyddon (2016) “The adoption of mobile devices such as smartphones and tablet computers has largely eased restrictions on where and when learners can learn as well as introduced a host of previously unavailable options in terms of modality and respond”. Possession of mobile devices as portable tools that not restrict the learner to learn only in classroom also giving learning plans support for the students to gain knowledge of learning easily. The use of mobile devices also give potential to help us observe and recall things better, fill gaps in our knowledge, and enhance our ability to communicate (Lyddon, 2016, p. 304).

Innovation in education continues to grow. These developments ranging from printed media such as books and LKS, then digital-based media such as Electronic Learning (E-Learning) system. The term mobile learning

(m-Learning) is a relatively new tool in education in the form of media by utilizing portable devices and mobile technology.

Based on the above opinion that m-Learning is a learning using mobile devices that can facilitate users in accessing learning respond where and whenever not limited by the place and time. It is students and teachers can provide materials or learning respond outside the classroom so that learning does not only occur in the classroom.

2. Teaching Steps of Mobile Assisted Language Learning (MALL)

According to Smith, et al., (2017) the procedures of conducting Mobile Assisted Language Learning are:

- a. Students download from the app store via a computer with an internet connection, or from the mobile device itself. This app can only be viewed via mobile devices. Apps are used for various purposes like education, social networking or entertainment, etc.
- b. The teacher introduces the students to two applications that will be used to download the App Store and the Google Android store
- c. The Students are able to explore the state of language learning applications, the devices they run on, and how they were developed.
- d. The Students just open Aurasma, point the mobile phone's camera to the triggering image and the material, I decided to give them, is right there on their screens.

3. The Advantages and Disadvantages of Mobile Assisted Language Learning (MALL)

Mobile technologies are rapidly attracting users, providing them with sophisticated features. The integration of such technologies into teaching and learning has been more gradual, as educators need to understand how they can be effectively used to support various kinds of learning and develop effective methods and materials for mobile assisted language learning (MALL). The main characteristic of mobile learning is the ability to learn everywhere anywhere as have been said before. The two main characteristics of mobile phones are: portability and connectivity. Portability which enable learners to move mobile phones and bring learning materials, whereas connectivity means that the device must be able to be connected and communicated with the learning website by means of wireless network of the device to access learning material including short message service and mobile e-mail to transfer information between instructors and learners (Miangah & Nezarat, 2012 p. 310). Additionally, Andrzejewska (2014) stated that there are, as well, other advantages provided by mobile phones such as: flexibility, low cost, small size,.. Klopfer et al. (2002) suggests the following classification of mobile phones: a) Portability: device is taken to different places due to small size and weight, b) Social interactivity: exchanging data and collaboration with other learners, c) Context sensitivity: the data on the mobile phone device can be gathered and responded uniquely to the current location and time Connectivity: mobile devices can be connected to other device, data collection devices or a common network by creating a shared network, d)

Individuality: activity platforms can be customized for individual learners. (cited in Andrzejewska, 2014 p.45).

More particular, Ally (2009) and Chinnery (2006) stated that advantages of MALL can be summarized as follows: 1) it provides interaction and communicative activities, fosters understanding of the socio-cultural aspects of the language and it provides comprehensible input and facilitates student production; 2) it provides sheltering strategies for language development and respond-specific understanding (modeling, bridging to students' background experiences, contextualizing, metacognitive activities, etc.) and uses task-based strategies and offers authentic materials; 3) it provides communicative language practice, uses collaborative learning and supports cognitive abilities and critical thinking skills; 4) it facilitates focused practice for the development of reading, writing, listening, and speaking skills across the curriculum and disciplines, it uses multiple modalities to support different learning styles; 5) it is student-centered and, addresses specific needs of students; it meets affective needs of students: motivation, self-esteem, and autonomy. And it facilitates learning with various applications; 6) it allows learners to access learning materials and information from anywhere and at anytime and provides appropriate feedback and assessment of respond knowledge and English skills.

Although learning service through mobile devices has some advantages, it has its own constraints. According to Klopfer et al. (2002) some of these disadvantages are: 1) Small screen/keypad, reading difficulty

on such screens, data storage and multimedia and graphics limitations and the cost of the Internet access on the mobile phone. Some mobile phones are not designed for educational purposes, thus teachers should be aware of this and should take to consideration what kind of tools learners have and set or adapt resources compatible to such tools, 2) Dependence on networks that may not provide very high transmission capacity and may be subject to disturbances of many kinds. Teachers and instructors should make students acquainted with learning possibilities that mobile devices have to offer. It is the role of the teacher to gather information about students' computer and mobile literacy and adjust the learning process and types of applications to be used to students' abilities as well as their educational needs. (Cited in Andrzejewska, 2014 p.45)

On the other hand, MALL also has its disadvantage. Based on Kljunic and Vukovac (2015) theory, MALL possesses a negative aspect. For example, the students may have a diverse Mobile Assisted Language Learning (MALL) model. The different model may have its uniqueness and specifications. Thus, the students may have different experience in the teaching and learning process. Then, the availability of mobile networks may become the obstacle.

Despite its disadvantage, MALL could be a potential media in teaching and learning process. The advantage of using MALL in classroom is better than its disadvantage. Based on its advantage, the students will experience a new level of teaching and learning process.

C. Conceptual Framework

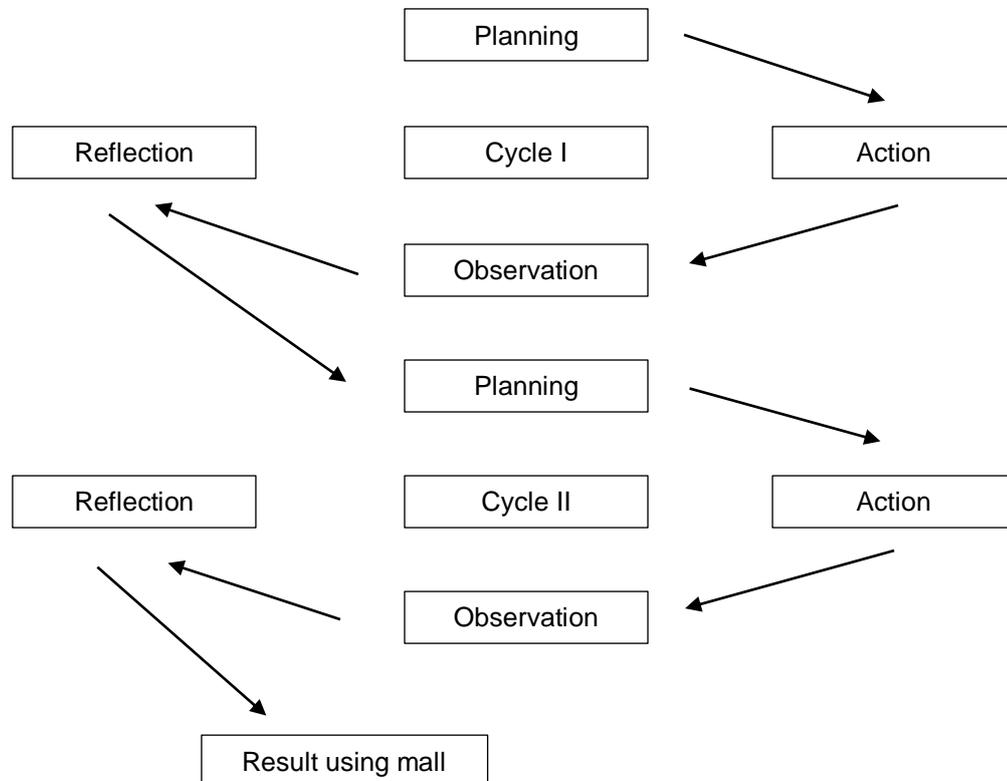


Figure 2.1. Autonomous Learning and MALL Conceptual Framework

The figure above indicates that this study will investigate teaching and learning process in the class. The researcher will observe students and identify Autonomous and MALL in learning process.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research was classroom action research (CAR). The researcher implemented of the autonomous learning using mobile assisted language learning as a way to find solution on the students' respond and understand in teaching listening.

This research focused on the improvement of teaching-learning quality, particularly the students' listening skill in using mobile assisted language learning (MALL). The actions were focused on the result of the students listening through autonomous learning with using mobile assisted language learning (Mall) in podcast. When the result of the actions was not satisfying, the quality of the action to be implemented in the next action should be refined.

B. Research Setting And Subject

This classroom action conducted at the Tenth grade students of SMAN 18 Bulukumba. The Tenth grade consists of 6 classes. Each class consisted of 30-32 students.

The subject of the researcher was the students of X IPA 1 SMAN 18 Bulukumba which is consist of 32 students.

C. Research Instrument

To get those data, the researcher collected the data by using the similar data collection techniques as a listening test was used to know the students' listening achievement after the implementation of autonomous learning in using mobile assisted language learning (Mall) e.i. podcast. Then, it also used to know whether there was an improvement of the teaching listening or not.

D. Research Procedures

1. Preliminary Study

In this step, The D-test score 52.85 was the parameter of the students' ability in listening. After finding the problems faced by the students during the Listening lesson and knowing the class situation, the researcher and the English teacher discussed and selected some problems which urgent and feasible to solve so that the students can meet 70 as the KKM of English subject.

Based on the preliminary research data, the researcher and English teacher did some actions having three steps: planning, implementation and observation, and reflection.

a. Cycle I

The technique to listening to the students was autonomous learning. The material was using mobile assisted language learning. The procedures are as follows:

1) Plan

- a) Prepared the lesson plan
- b) Prepared the material of teaching
- c) Prepared text which is related with the material
- d) Prepared the test
- e) Prepared the students' attendance list

2) Action

The researcher start from learning and teaching process based on the lesson plan. The researcher introduced autonomous learning to the students. The phases of learning and teaching process were as follow:

- a) The teacher need to psychologically prepare their students to listen better
- b) Discuss their weak and strong points, their emotions when they don't hear, work with fears.
- c) Monitor their reactions in order you could build your personalized strategy how to help students.
- d) The students should obviously speak more with different interlocutors, practice their reactions to think in English.
- e) And then, the students started to listen an essay by developing answer they have discussed

3) Observe

The observation was to check of the first cycle:

- a) Some students activities in their learning on listening
- b) Some response of the students in the process of learning and teaching.

- c) The activity of teacher during autonomous learning using mobile assisted language learning (MALL) and learning teaching process.

4) Reflect

From the first cycle, the researcher got some data from the test and also observation.

- a) Evaluate some activities which has been finished
- b) Analyzed all the data what to repaired, and also to improve
- c) Made a temporary conclusion to the classroom action research in every cycle.
- d) Decided any action in further, either for do further cycles or not.
- e) If the students were not get good score in the first cycle, the researcher will do the cycle 2

b. Cycle 2

The technique to listening to the students was autonomous learning.

The material was using mobile assisted language learning. The procedures are as follows:

1) Plan

- a) Prepared the lesson plan
- b) Prepared the material of teaching
- c) Prepared text which is related with the material
- d) Prepared the test
- e) Prepared the students' attendance list

2) Action

The students start from learning and teaching process based on the lesson plan. The researcher introduced autonomous learning to the students. The phases of learning and teaching process were as follow:

- a) The teacher need to psychologically prepare their students to listen better
- b) Monitor their reactions in order you could build your personalized strategy how to help students.
- c) The students should obviously speak more with different interlocutors, practice their reactions to think in English.
- d) And then, the students started to listen write by developing answer they have podcast listened

3) Observe

The observation was to check of the first cycle:

- a) Some students activities in their learning on listening
- b) Some response of the students in the process of learning and teaching.
- c) The activity of teacher during autonomous learning using mobile assisted language learning (MALL) and learning teaching process.

4) Reflect

From the first cycle, the researcher got some data from the test and also observation.

- a) Evaluate some activities which has been finished
- b) Analyzed all the data what to repaired, and also to improve

- c) Made a temporary conclusion to the classroom action research in every cycle.
- d) Decided any action in further, either for do further cycles or not.
- e) If the students were not get good score in the first cycle, the researcher will do the cycle 2

E. Data Analysis

The researcher analyzed the students 'listening progress based on the result of analytic scoring rubric. In scoring students' works, there were two elements to score. They are responding and understand. The distribution score of listening elements was illustrated by the table:

1. Respond

In the respond component the researcher used scale 0-100 scoring rate as follows:

Classification	Score	Indicator
Excellent to very good	100-90	Knowledge-substantive, etc
Good to average	89-73	Some knowledge of subject-adquate range-etc
Fair to poor	72-56	Limited knowledge of subject-little substance-etc
Very poor	55-43	Does not show knowledge of subject non substantive-etc

Heaton (1989:146)

2. Understand

In the respond component the researcher used scale 0-100 scoring rate as follows:

Classification	Score	Indicator
Excellent to very good	100-90	Knowledge-substantive, etc
Good to average	89-70	Some knowledge of subject-adequate range-etc
Fair to poor	69-50	Limited knowledge of subject-little substance-etc
Very poor	49-35	Does not show knowledge of subject non substantive-etc

Heaton (1989:146)

- a. Scoring students' answer of the students' listening ability, the researcher was used percentage technique.

$$P = \frac{F}{N} \times 100$$

Where : P = percentage

 F = frequency

 N = the total number of students (Gay. 1987)

- b. To find out the mean score of the students' achievement in autonomous learning through mobile assisted language learning (MALL) by using the following formula:

$$\bar{X} = \frac{\Sigma X}{N}$$

Where: \bar{X} = The Mean Score

ΣX = The Sum of All Score

 N = The Total Number of the Student

(Gay, 1981:298)

- c. To know the implement of the autonomous learning using mobile assisted language learning the researcher was used percentage technique by using this formula:

$$(D\text{-Test} \rightarrow C1) : P = \frac{X1 - (D\text{-Test})}{D\text{-Test}} \times 100$$

$$(C1 \rightarrow CII) : P = \frac{X2 - X1}{X1} \times 100$$

$$(D\text{-Test} \rightarrow C II) : P = \frac{X2 - (D\text{-Test})}{D\text{-Test}} \times 100$$

Where:

P: Percentage of the students

X1: First Cycle

X2: Second Cycle

D- Test : Diagnostic Test

(Sudjana, 1999).

CHAPTER IV
FINDINGS AND DISCUSSION

A. Findings

The findings of this research cover with the description of the students' improvement in respond and understand and the students listening process.

1. The Students' Respond in using Mobile Assisted Language Learning (Mall) Podcasts

In the first cycle, the students were asked to listen a topic based on the material by the teacher. The topic was voicemail message. The students answer by using their own words. They were asked to listen the material with length of 50 words minimally. The researcher checked the students Listening by using Heaton J.B (1989) band score in term of respond and understand. The students' evaluation score in listening ability can be seen in Table 4.1.

Table 4.1
The Mean Score of the Students Evaluation in Respond e.i Podcast

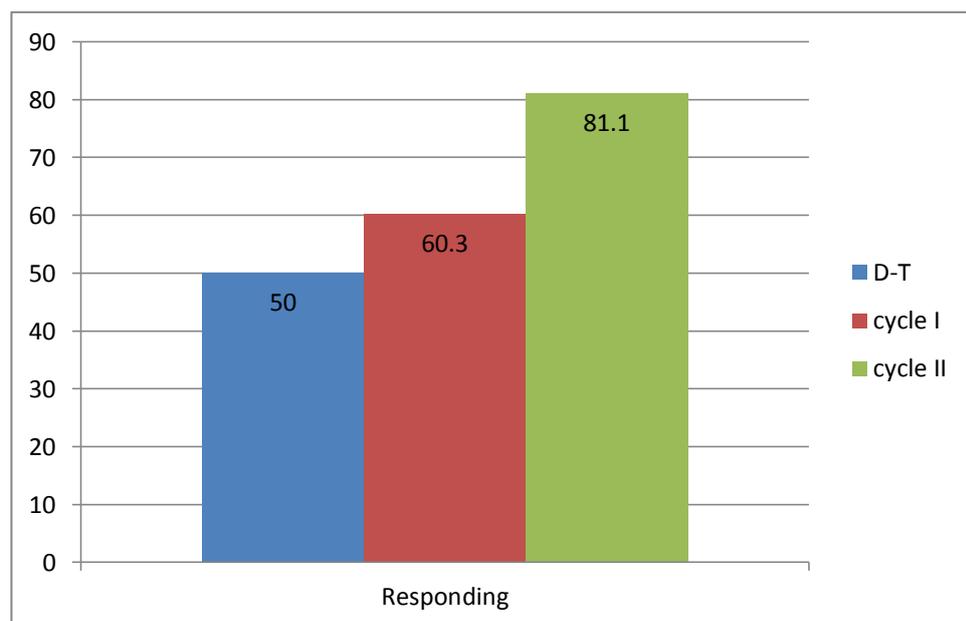
Mean Score	
D T	50
Cycle I	60.3
Cycle II	81.1

The data in Table 4.1 shows the students skill in respond as the result of calculating of the diagnostic test and the autonomous learning by using

Mobile Assisted Language Learning (Mall) Podcasts. The mean score in diagnostic test was different from the students in cycle I. The mean score in diagnostic test was 50, in cycle I was 60.3 and in cycle II was 81.1. The assessment of cycle II was greater than cycle I and diagnostic test.

Based on the percentages above there were improvements of the students listening by using Mobile Assisted Language Learning (Mall) Podcasts. To see clearly the improvement of the students listening respond, the following graphic was presented.

Graphic 4.1
The Students Improvement in Responding e.i. Podcast



Graphic 4.1 showed the improvement in D-Test to the cycle I and from Cycle I to Cycle II. The students mean score D-Test is 50 while the students mean score in cycle I is 60.3 and 81.1 in cycle II.

2. The Students' Understanding in using Mobile Assisted Language Learning (Mall) Podcasts

The implementation of Mobile Assisted Language Learning (Mall) Podcasts could assess the students' Listening understanding. The students' evaluation score in Listening understanding can be seen in Table 4.2.

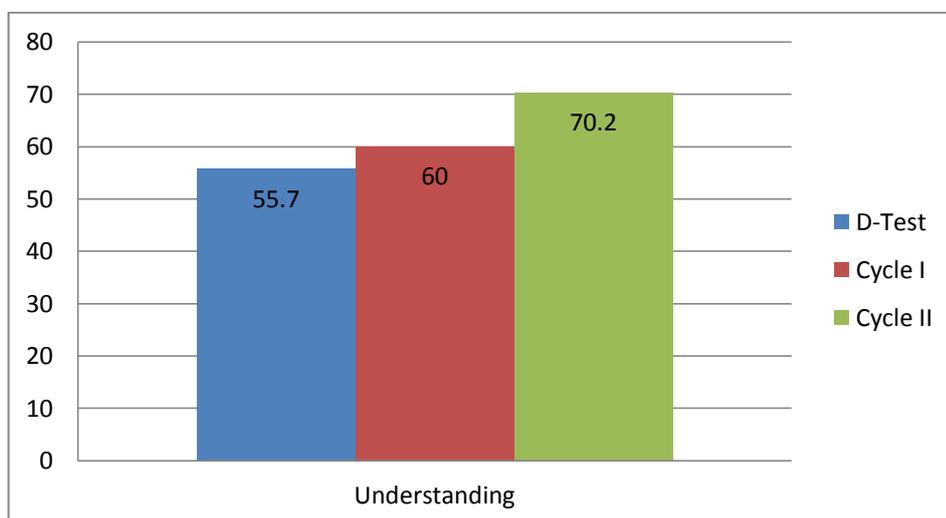
Table 4.2
The Mean Score of the Students Evaluation in Understanding

Mean Score	
D T	55.7
Cycle I	60
Cycle II	70.2

The data in Table 4.2 shows the students skill in Understanding as the result of calculating of the diagnostic test and the students Listening skill by using Mobile Assisted Language Learning (Mall) Podcasts. The mean score in D-Test is different from the students in cycle I. The mean score in D-Test is 55.7, in cycle I is 60 and in cycle II is 70.2. The assessment of cycle II is greater than cycle I and diagnostic test.

Based on the percentages above there were improvements of the students Listening understanding by using Mobile Assisted Language Learning (Mall) Podcasts. To see clearly the improvement of the students Listening Understanding, the following graphic was presented.

Graphic 4.2
The Students Improvement in Understanding



Graphic 4.2 show the improvement in D-Test to the cycle I and from Cycle I to Cycle II. The students mean score D-Test is 10 while the students mean score in cycle I was 12.1 and 16.2 in cycle II.

The result of the reflection in the cycle II showed that there was improvement from cycle I to Cycle II. It can be seen in the following table:

Table 4.3
The Students Improvement in Listening

No	Indicators	D-Test	Cycle I	Cycle II	Improvement %		
					DT-CI	CI-CII	DT-CII
1	Responding	50	60.3	80.1	20.6	32.8	60.2
2	Understanding	55.7	60	70.2	7.7	17	26
	Total	105.7	120.3	150.3	28.3	49.8	86.2
	Mean Score	52.85	60.15	75.15	14.15	24.9	43.1

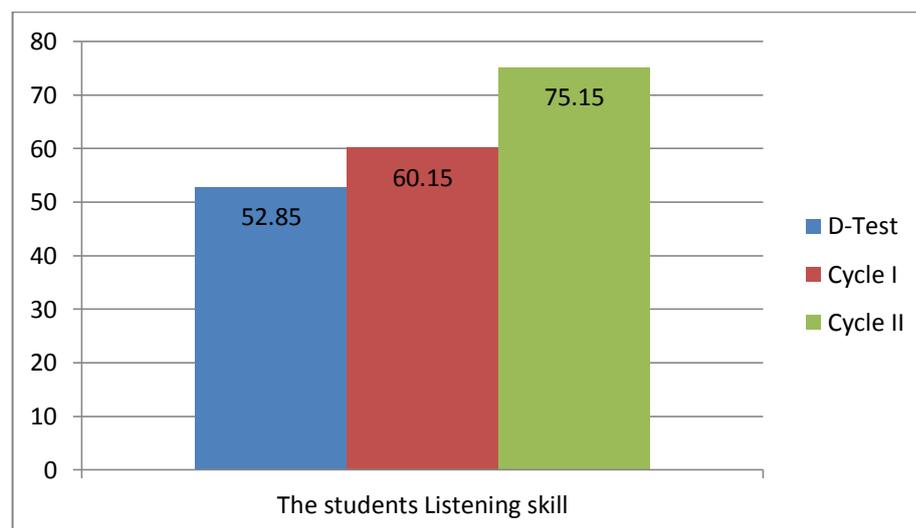
Table 4.3 indicates that there is improvement of the students Listening skills from D-test to cycle I and cycle II, which in D-Test the students mean score (52.85) and categorized as poor achievement. After

evaluation in cycle I the students Listening skill becomes (60.15) and categorized as fair. And cycle II (75.15) as good. The improvement of the students' Listening skill from D-Test to cycle I (14.15%). There was also improvement of the students' Listening skills from Cycle I to Cycle II (24.9%) and D-Test to Cycle II (43.1%).

Table 4.3 proves that the use of Mobile Assisted Language Learning (Mall) Podcasts and Listening process in teaching and learning process is able to improve the students Listening skills after taking action in cycle I and cycle II where the students' achievement in cycle II was greater (cycle II > cycle I > D-Test).

To see clearly the increase of the students' Listening skills can be seen in following graphic:

Graphic 4.3
The Improvement of the Students Listening Skills



Graphic 4.3 shows that the improvement of the students' Listening skill in cycle II was higher (75.7%) than cycle I (59.4%) and D-Test

(52.8%). The result of D-Test is the lowest achievement. The students' achievement in D-Test is categorized poor. After evaluation in cycle I and II, there is improvement of the students' Listening skills where the result of cycle I is categorized fair and in cycle II is categorized as good.

B. Discussion

Based on the research results obtained, the researcher described several interpretations of the research results in detail. In the Listening test, it was measured two components of Listening namely: Respond and Understanding.

1. The Students' Respond in Mobile Assisted Language Learning (Mall) Podcasts

The researcher used Mobile Assisted Language Learning (Mall) Podcasts to improving the students Listening ability. It was indicated by the improvement of mean scores in D-Test from (50) to (60.3) in cycle I and (81.1) in cycle II.

It was recognized that in D-Test, the students in score 50 were failed to create good explanation text. They could not describe the event clearly because the event was explained shortly and the central purpose of their Listening was confusing. The results shown are not satisfactory. Students cannot make well-organized listening. Most of them have difficulty in wide variety of exercise; use written notes, dictation exercise, typing, and vocabulary.

Transcript

John: *Hi, this is John. Thanks for calling. I'm not here at the moment, so please leave a message and I'll call you back.*

Marina: *Hi, John, this is Marina Silva calling from Old Time Toys. Your colleague Alex gave me your phone number. She said you can help me.*

I need some information on your new products. Could you please call me when you are back in the office? My phone number is 0-2-0-8, 6-5-5-7-6-2-1.

Also, can you please email me your new brochure and information about your prices? My email address is Marina, that's M-A-R-I-N-A, dot Silva, that's S-I-L-V-A, at O-L-D-T-I-M-E hyphen toys dot com.

Thanks a lot. I look forward to hearing from you

From the examples above, it can be concluded that students in class X IPA 1 of SMAN 18 Bulukumba were still confused to listening an Mobile Assisted Language Learning (Mall) Podcasts. Most of them did not know how to listening by using Mobile Assisted Language Learning (Mall) Podcasts and they were confused to choose appropriate words and tenses in their listening. The students still do not show knowledge of subject. They need to pay attention of how to listen the words correct so that the reader can understand the respond of the text.

In cycle I, the students in score 60.3 showed the positive improvement in the students listening.

Transcript

Hello, everyone. Hello! It's nice to see you all here. Welcome to British Life and Language. I am your teacher. My name is Lindsay Black. That's L-I-N-D-S-A-Y Black. Before we begin, some information about the class.

Our class is in room 13, on the first floor. When you go upstairs, turn left to find the room. Again, that's room 13.

We have class twice a week, on Monday and Wednesday. Our class begins at 4.30 p.m. and lasts 90 minutes, so we finish at 6 p.m. That's 4.30 to 6. Please arrive on time, OK?

Also, I have an office hour if you have questions. I'm in office 7B on the second floor. My office hour is Friday at 6 p.m. So, if you have any questions or problems or want to talk to me, it's Friday at 6 p.m. in office 7B.

We begin next week, on March the 13th. That's Monday, March the 13th. The course ends on May the 20th. May the 20th is the last day.

I think that's all ... Oh, one more thing. For this course you need the book. Here it is: British Life and Language Level 1 Student's Book. So, please get a copy of the book. I don't want to see any photocopies of the book, thank you! Remember, it's level 1 student's book. Don't buy the teacher's book.

I think that's all, everyone. I look forward to working with you. See you next Monday

From the example above, it can be conclude that the student in Listening autonomous learning still have limited knowledge of subject. The students still need to listen more and make the respond of the text well. They have to pay attention in listen the correct words and make a space in Listening because the meaning of the text will unclear so that the respond of text cannot be understood by the reader. However, here it can be seen from the increase in the ability to listen their autonomous

learning. Therefore, the researcher continues his research to cycle II to solve problems so that students' Listening skills can improve significantly.

In cycle II, the students score 81.1 showed good improvement in some modifications were made to the teaching procedure. Several students had complained about the operation of Podcasts and the limited types of homework assignment it offered; therefore, the researchers decided to offer more options to the students, especially with regard to how they could practice listening via language-learning applications.

Transcript

Student: Excuse me, Ms Henderson?

Teacher: Yes, Diana. How can I help you?

Student: I'm sorry, but I can't come to class next Wednesday. I have a doctor's appointment.

Teacher: OK. Thanks for letting me know.

Student: Is there anything to do at home?

Teacher: Let me just check my notebook. OK, first of all ... you need to read chapters 17, 19 and 20 in the book. There are also some articles and a video to watch – those are online. I'll post the links online in the usual place.

Student: Chapters 17 to 20.

Teacher: Yes, except chapter 18. Chapters 17, 19 and 20.

Student: Ah, OK. Um ... is there a deadline?

Teacher: Yes, this Friday. But there's something else. I was going to give you all a practice test.

Student: A practice test?

Teacher: Yes, to help people prepare for the mid-term exam.

Student: Ah. All right.

Teacher: Don't worry, I can send you the practice test by email on Wednesday. Can you send it to me before Friday?

Student: Sure, no problem.

Teacher: And don't forget to bring a certificate from the doctor to the office.

Student: Thanks, Ms Henderson! I'll do that.

Teacher: You're welcome, Diana. Take

From the example above, the students make some improvement in Listening because the students show some knowledge of subject of the text. The students listen much about the mars' attitude. The students have less correct words in Listening so that the respond of the text deliver clear to the reader. This statement is in line with the research results (Aghbar :1992) which states that by Listening together the students can share ideas and exchange information to improve the quality of listen respond.

2. The Students' Understanding in Mobile Assisted Language Learning (Mall) Podcasts

The researcher used Mobile Assisted Language Learning (Mall) Podcasts to improving the students Listening ability and the percentage improvement of the students' score in Listening Understanding. It was indicated from the improvement of the students' mean scores in D-Test from (55.7) to (60) in cycle I and (70.2) in cycle II.

It was recognized that in pretest, the students in score 50 were failed to create good explanation text because they could not generate ideas effectively, so that the ideas were still confused. It was hard to determine what their Listening wanted to tell about and what information that the reader has on it.

In the research results" table, many students said that mobile phone was flexible since it can be utilized for various things. Some of them answered that mobile phone was flexible because it was not only for communication but also as learning media and sharing tool.

Transcript

John: *Hi, this is John. Thanks for calling. I'm not here at the moment, so please leave a message and I'll call you back.*

Marina: *Hi, John, this is Marina Silva calling from Old Time Toys. Your colleague Alex gave me your phone number. She said you can help me.*

I need some information on your new products. Could you please call me when you are back in the office? My phone number is 0-2-0-8, 6-5-5-7-6-2-1.

Also, can you please email me your new brochure and information about your prices? My email address is Marina, that's M-A-R-I-N-A, dot Silva, that's S-I-L-V-A, at O-L-D-T-I-M-E hyphen toys dot com.

Thanks a lot. I look forward to hearing from you

In cycle I, the students in score 60 showed the positive improvement in the students understanding. In this stage, the students still wrote incorrect word.

Transcript

Hello, everyone. Hello! It's nice to see you all here. Welcome to British Life and Language. I am your teacher. My name is Lindsay Black. That's L-I-N-D-S-A-Y Black. Before we begin, some information about the class.

Our class is in room 13, on the first floor. When you go upstairs, turn left to find the room. Again, that's room 13.

We have class twice a week, on Monday and Wednesday. Our class begins at 4.30 p.m. and lasts 90 minutes, so we finish at 6 p.m. That's 4.30 to 6. Please arrive on time, OK?

Also, I have an office hour if you have questions. I'm in office 7B on the second floor. My office hour is Friday at 6 p.m. So, if you have any questions or problems or want to talk to me, it's Friday at 6 p.m. in office 7B.

We begin next week, on March the 13th. That's Monday, March the 13th. The course ends on May the 20th. May the 20th is the last day.

I think that's all ... Oh, one more thing. For this course you need the book. Here it is: British Life and Language Level 1 Student's Book. So, please get a copy of the book. I don't want to see any photocopies of the book, thank you! Remember, it's level 1 student's book. Don't buy the teacher's book.

I think that's all, everyone. I look forward to working with you. See you next Monday

Mobile phone offered flexibility for the users since they could use it to do various things such as browsing, reading references, communicating with their fellows, recording video, taking photo, writing notes and presenting their discussion.

From the observation, students were encountered to utilize their phone for many things. Students utilized mobile phone as their learning media by browsing materials, opening their offline dictionary or reading references through their phone, even they used it for presentation. Moreover, when they got either individual or group task, they used their phone to assist them in doing the task.

From the above explanations proved that mobile phone was very flexible. It was not only for communication but also as learning media, sharing tool, and assisting media for students' learning activities. The flexibility of mobile phone helped students in their learning activities.

The students score 70.2 showed they were able to generate ideas effectively, the information or ideas were clear, so that giving the readers enough information to gain.

Transcript

Student: Excuse me, Ms Henderson?

Teacher: Yes, Diana. How can I help you?

Student: I'm sorry, but I can't come to class next Wednesday. I have a doctor's appointment.

Teacher: OK. Thanks for letting me know.

Student: Is there anything to do at home?

Teacher: Let me just check my notebook. OK, first of all ... you need to read chapters 17, 19 and 20 in the book. There are also some articles and a video to watch – those are online. I'll post the links online in the usual place.

Student: Chapters 17 to 20.

Teacher: Yes, except chapter 18. Chapters 17, 19 and 20.

Student: Ah, OK. Um ... is there a deadline?

Teacher: Yes, this Friday. But there's something else. I was going to give you all a practice test.

Student: A practice test?

Teacher: Yes, to help people prepare for the mid-term exam.

Student: Ah. All right.

Teacher: Don't worry, I can send you the practice test by email on Wednesday. Can you send it to me before Friday?

Student: Sure, no problem.

Teacher: And don't forget to bring a certificate from the doctor to the office.

Student: Thanks, Ms Henderson! I'll do that.

Teacher: You're welcome, Diana. Take care

Those students confessed that they got ease of accessing information and materials by browsing. They were helped by the presence of internet connectivity. Moreover, they also admitted.

From the example above the introduction, development ideas and conclusion were effective composition.. In this cycle, the students succeeded in making explanation text well. The students have been able to put their ideas into Listening well. Choosing words and arranging sentences into good hearing. So that Listening is formed that is easily understood by the readers. That is, the Mobile Assisted Language Learning (Mall) Podcasts given to students succeeded in improving students' abilities in Listening by using MALL. In addition, the learning techniques used can improve students' Understanding all abilities in making autonomous learning at the Tenth grade students of IPA.

As mentioned in (Marginingsih, 2014) that the ability of the students to listen collaboratively gives the students the opportunity to arrange their Listening according to what they think until it becomes a continuous their hearing.

From the description above, the implementation of the Mobile Assisted Language Learning (Mall) Podcasts from the beginning was applied to the end after seeing the student's score on Listening the autonomous learning. As a main research is how to improve Listening by using MALL on respond and Understanding. The researcher and the teacher have succeeded in becoming communicators and conducting good learning to make students interested and motivated in listening.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The results of the students' responding in listening by using MALL (podcasts) were 50 in D-Test, and in cycle I become 60.3 and 81.1 in cycle II. The total increase was 60.2%. This improvement was obtained by using the MALL which was applied to Mobile phone is very useful to support learning activities, Mobile phone makes teaching and learning process more interesting and easier, Mobile phone use is depending on the users, Mobile phone enables students to do various things, Mobile phone offers availability, connectivity and portability, It promotes autonomous learning, Minimizing students' expense (low-cost device), Mobile phone supports students in improving English skills. So it can be said that the MALL can improve students' responding listening skills.

The results of the student' understanding on listening by using MALL were 55.7 in D-Test, and become 60 in cycle I and become 70.2 in cycle II. The total increase was 26%. From these results it can be said that the MALL can improve the results of listening student understanding. This is obtained by providing the opportunity for students to listen and discuss with their learning activities in various ways. They utilize several applications and features on their mobile phone to support their language learning activities. They mostly use the following applications Podcasts.

B. Suggestion

Based on the result of the data analysis and conclusion, the researcher suggests as follows:

1. It was suggested to the English teachers to apply MALL as the alternative in the teaching and learning process to improve the students' English skill especially in improving their listening ability
2. It can be a useful reference for improving their knowledge about Mobile-Assisted Language Learning (MALL) and a guide for maximizing mobile phone for language learning, especially English.
3. Mobile-Assisted Language Learning (MALL) is undergoing rapid evolution and mobile phone has become one of the learning media. Therefore, the researcher hopes that teachers can use this research as one of their references for integrating mobile phone into classroom instructions
4. The students to keep using and exploring their mobile phone for learning activities
5. The students were accepted improving their autonomous learning in teaching listening using MALL (podcasts).

REFERENCES

- Al-Fahd, F., 2009. 'Students' Attitude and Perception Toward the Effectiveness of Mobile Learning in King Saud University, Saudi Arabia'. *The Turkish Online Journal of Educational Technology*. (8) 2, pp. 111- 119.
- Ajayi, Victor Oluwatosin. 2017. *Distinguish Between Primary Sources of Data and Secondary Sources of Data (Online)*. Benue State University Makurdi. (https://www.researchgate.net/publication/320010397_primary_sources_of_Data_and_Secondary_sources_of_Data) DOI: 10.13140/RG.2.2.24292.68481.
- Benson, Phil. 2007. Forty Years of Language Teaching surveys and studies: Autonomy in language teaching and learning. *Language Teaching, (Online)*, Vol. 40, No. 01: 2140 (http://Journals.cambridge.org/LT_A) DOI: 10.1017/S0261444806003958.
- _____. 2011. *Teaching and Researching: Autonomy*. New York: Routledge Taylor and Francis Group.
- _____. 2013. Autonomous learner. *TESOL quarterly*, Vol. 4, No. 47: 839-843. DOI: 10.1002/tesq.134.
- Bull, G., Thompson, A., 2004. Establishing Framework for Digital Images in the School Curriculum. *Leading and Learning with Technology*. (31) 8, pp. 14-17.
- Bermudez, Natanael Mauricio Mendez & Bayron Giovanni Marmolejo Diaz. 2017. *Duolingo: An Useful Complementary Mobile Phone to Improve English as a Foreign Language Learning and Teaching*. Colombia Teaching English as a Foreign Language School of Education Universidad Nacional Abierta y a Distancia.
- Brikena & Gezim Xhaferi. 2011. Developing Autonomous learner in Higher Education in Macedonia. *Procedia Social and Behavioral Sciences, (Online)*, Vol. 11: 150-159 (<https://Scimedirect.com>) DOI: 10.1016/J.sbspro.2011.01.051.
- Castro, Ana Paula de, Suzana da Hora Macedo & Helvia Pereira Pinto Bastos. 2016. Duolingo: An Experience in English Teaching. *Journal of Educational and Instructional Studies in the World*, Vol. 6, No. 4 (7): 59-63.

- Chapelle, Carol. 2010. The Spread of Computer-Assisted Language Learning. *Language Teaching, (Online)*, Vo. 43 No. 01: 6674 (<https://lib.dr.iastate.edu/cgi/viewcontent>). DOI: 10.1017/S0261444809005850.
- Chik, Alice. 2014. Digital Gaming and Language Learning: Autonomy and Community. *Language Learning & Technology, (Online)*, Vol.18, No. 2: 85-100 (<http://lt.msu.edu/issues/June2014/chik.pdf>).
- Ekawati, D., Muhtar, S. N., Dalimunthe, R. N. R., Kurniwati, N., 2017. Developing EFL Students' Descriptive Listening Through Alternative Joint Construction. 44th ISFC, The Organising Committee of the 44th International Systemic Functional Congress, Wollongong, Wollongong.
- Gromik, N. A., 2012. Cell Phone Video Recording Feature as a Language Learning Tool: A Case Study. *Computer and Education*. pp. 223-230.
- Kee, C. L., Samsudin, Z., 2014. Mobile Devices: Toys or Learning Tools for the 21st Century Teenagers?. *TOJET: The Turkish Online Journal of Educational Technology*. (13) 3, pp. 107-122. Khabiri, M.,
- Khatibi, M. B., 2013. Mobile-Assisted Language Learning: Practices Among Iranian EFL Learners. *European Online Journal of Natural and Social Science*. (2) 2, pp. 176-190.

A P P E N D I C E S

OBSERVATION SHEET

AKTIVITAS MENDENGARKAN SISWA BELAJAR MANDIRI MENGUNAKAN MOBILE ASSISTED LANGUAGE LEARNING (MALL) PODCASTS

SATUAN PENDIDIKAN :
 KELAS/ SEMESTER :
 NAMA GURU :
 HARI/TANGGAL :

NO	Tahap Mendengarkan	Items Plan	Explanation
1	Planning	<p>How the students make a plan in planning their listening by using MALL?</p> <ol style="list-style-type: none"> a. The students using whatsapp, google classroom? b. The students make questions from the Application MALL? c. The students answer their questions? d. The students exchange their question with their partner? 	<p>In cycle I, the researcher gave the students listening to autonomous learning. The students listen the text about application PODCASTS and then the students made questions from the material such as “what is PODCASTS Apl.? Why does the PODCASTShappen used?” after the students wrote their question. The students exchanged their question with their partner. And they answered their friend’s question.</p> <p>In cycle II, the researcher gave the students using whatsapp. It is about communication by Online. After the students listen the text, the students made some questions such as “what is thunderstorm?, why does happened?, what does negative effect from thunderstorm?” after the students made the questions, the students answered their question by their selves. And then the students exchanged their questions with their friend but the answered they</p>

			<p>have made is not included. It aims to help the students in autonomous learning using MALL. After that, the students discussed with their friend about topic that they want to write by their listened. The students generated idea what we're going to write. The students did not have to look at previous listening. The students listen some idea of their listen.</p>
2	Drafting	<p>How many application that used?</p> <p>a. The students develop their general statement in introduction?</p> <p>b. The students structure their improvement in using MALL?</p> <p>c. the students make a summary?</p>	<p>In cycle I, The students began to using application namely: google translate. The students use the information that they have got in planning stage. The students put the idea that they have listen in planning stage into memo. At least the improvement consisted of one introduction, sequence of explanation. The students only made the rough draft as far as they can.</p> <p>In cycle II, The students began to make their first draft. The students can write better sentences then in cycle I because they understand what they are going to write by the U-Dictionary and google translate. In cycle II, the topic was natural which the students can choose like zoom, wa group</p>

The Students Listening by the Autonomous Learning using MALL in Responding

NO	Name	D-Test	cycle 1	cycle 2
1	Nn	40	45	55
2	Bb	45	50	70
3	M	40	45	75
4	Jm	45	50	75
5	Kh	50	55	85
6	Bfg	50	55	90
7	Ds	40	50	65
8	Aw	40	50	80
9	Xd	45	60	85
10	Cc	45	60	80
11	Nn	35	50	75
12	Bb	55	55	85
13	M	40	50	80
14	Jm	55	65	90
15	Kh	55	70	90
16	Bfg	45	65	80
17	Ds	45	60	80
18	Aw	45	60	80
19	Xd	55	70	90
20	Cc	50	65	90
21	Nn	60	65	85
22	Bb	60	70	90
23	M	55	70	85
24	Jm	55	70	85
25	Kh	60	70	80
26	Bfg	60	65	75
27	Ds	55	65	85
28	Aw	55	65	85
29	Xd	55	70	85
30	Cc	55	65	80
31	vf	60	65	80
Total		1550	1870	2515
Mean		50	60.3226	81.129

The Students Listening by the Autonomous Learning using MALL in Understanding

No	Name	D-Test	Cycle 1	Cycle 2
1	Nn	47	57	57
2	Bb	50	60	57
3	M	50	53	60
4	Jm	50	60	63
5	Kh	57	57	63
6	Bfg	60	60	70
7	Ds	43	60	63
8	Aw	53	57	70
9	Xd	57	60	70
10	Cc	53	57	70
11	Nn	50	60	67
12	Bb	57	60	70
13	M	53	60	73
14	Jm	60	60	73
15	Kh	60	60	70
16	Bfg	53	57	70
17	Ds	53	60	70
18	Aw	53	63	70
19	Xd	57	57	73
20	Cc	60	63	77
21	Nn	63	63	77
22	Bb	60	63	77
23	M	57	63	70
24	Jm	57	63	73
25	Kh	60	63	73
26	Bfg	63	63	77
27	Ds	57	63	70
28	Aw	57	60	77
29	Xd	57	60	77
30	Cc	60	60	73
31	vf	60	60	76
Total		1727	1862	2176
Mean		55.70968	60.06452	70.19355

TEACHING MATERIAL

Cycle I

Mobile Assisted Language Learning (Mall) Podcasts

A. What is an Mobile Assisted Language Learning (Mall) Podcasts?

The Mobile Assisted Language Learning (Mall) Podcasts tells how or why something occurs. It looks at the steps rather than things. The purpose of an explanation is to tell each step of the process (the how) and to give reasons (the why).

B. Generic structure

- 1) A general statement to position the listening
- 2) A sequenced mobile assisted language learning of why or how something occurs
- 3) Closing or concluding statement/ paragraph (optional)

Example of Mobile Assisted Language Learning (Mall) Podcasts

Transcript

***John:** Hi, this is John. Thanks for calling. I'm not here at the moment, so please leave a message and I'll call you back.*

***Marina:** Hi, John, this is Marina Silva calling from Old Time Toys. Your colleague Alex gave me your phone number. She said you can help me.*

I need some information on your new products. Could you please call me when you are back in the office? My phone number is 0-2-0-8, 6-5-5-7-6-2-1.

Also, can you please email me your new brochure and information about your prices? My email address is Marina, that's M-A-R-I-N-A, dot Silva, that's S-I-L-V-A, at O-L-D-T-I-M-E hyphen toys dot com.

Thanks a lot. I look forward to hearing from you

1.
.....
2.
.....
3.
.....
4.
.....

d. Editing

Check your listening by the using Mall (podcasts)

e. Publishing

Read your final listening in front of the class!

WORKSHEET FOR STUDENTS D-TEST

LISTENING BY USING MAIL ABOUT A VOICEMAIL MESSAGE AUDIO.

YOUR COMPOSITION WILL BE SCORED BASED ON SCORING RUBRIC

INCLUDING RESPONDING AND UNDERSTANDING.

WORKSHEET FOR STUDENTS CYCLE I

LISTENING USING MALL ABOUT ENGLISH CLASS AT 7 TASKS IN 45 MINUTES. YOUR COMPOSITION WILL BE SCORED BASED ON SCORING RUBRIC INCLUDING RESPONDING AND UNDERSTANDING.

WORKSHEET FOR STUDENTS CYCLE II

LISTENING USING MALL ABOUT ENGLISH CLASS AT 7 TASKS IN 45 MINUTES. YOUR COMPOSITION WILL BE SCORED BASED ON SCORING RUBRIC INCLUDING RESPONDING AND UNDERSTANDING.

DOCUMENTATION



