MOBILE INTERNET-BASED LEARNING TO CULTIVATE STUDENTS' SPEAKING SKILL DURING CORONAVIRUS PANDEMIC

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ABSTRACT
Coronavirus pandemic has been spreading in Indonesia and influences the way of Indonesian life. In the education sector, the coronavirus pandemic has forced teachers to conduct all the learning activities from home. The present study dealt with teaching speaking skill through mobile internet-based learning during the coronavirus pandemic where all students had to learn from their own home. The present online learning conducted in two cyclic sessions by making use of pre-test and post-test research design with descriptive and quantitative analysis to collect the required data. The grand mean figures for the first cycle and second cycle showed convincing findings since the mean figure of the initial reflection is much lower than the corresponding mean figures obtained for each session. Therefore mobile internet-based learning is considered to be an effective way of learning during coronavirus pandemic in Indonesia.
Keywords: *Mobile, Internet, Learning, Improve, Speaking*

Introduction

Coronavirus pandemic has affected the communities of the world. People are not only physically suffered but they also suffered psychologically. There is a lot of worry and nervousness about having direct contact with others. This situation forced most people to work from home. There is even a strong and urgent precaution given by the government so that all people stay inside their house. In the education sector, this phenomenon certainly has a strong impact on how the learning process should be conducted. The quick solution is by utilizing online learning as what has been suggested by the Indonesian education authority.

In whatever situation teachers are expected to be able to work professionally, and they should be able to create a conducive learning atmosphere (Mantra, Handayani, Suwandi, 2019). Although teachers are trained to be professional, It should be acknowledged that there is only a few teachers and lecturers are capable of carrying out the lesson through an online system. Consequently some doubt of being successful to enrich students' knowledge during the coronavirus pandemic. Being aware

of the lack of knowledge of online learning, teachers come with a sudden solution to utilize mobile phones as a learning device as it has many features and ready use applications can be used as a learning medium. Based on the observation, it seems students and teachers enjoy conducting the lesson through mobile internet-based learning.

The present study tries to figure the effectiveness of mobile internet-based learning in teaching speaking as informal interaction as it usually this lesson is practiced directly in the classroom. Although the coronavirus pandemic occurred, the learning process of speaking for informal interaction should be conducted effectively, it is not merely for the seek of curriculum completion but is also for the continual improvement of students' speaking skill as it has been known that speaking skill is one of the most important language skill. Therefore, it should be continually learned by the students to be able to communicate effectively in English.

Without speaking, students cannot communicate with others inside or outside the classroom. Mantra (20016) states that getting students to speak in class sometimes is not an

easy task to do. Teachers have to be able to create a good learning atmosphere for students to take part in learning speaking. Moreover, students' abilities should be assessed properly so that appropriate actions can be taken by the teachers for improvement (Widiastuti, Mukminatien, Prayogo, & Irawati, 2020). In a good class atmosphere, students often take part freely and are active if the teachers give them a suitable topic and task. Carter & Nunan (2001) argues that to most people, mastering the art of speaking is the most important aspect of learning a foreign language. Moreover, students' success is measured in terms of their ability to carry out a conversation both inside and outside the classroom.

Mastering speaking skill in English is a priority for many foreign language learning. Moreover, speaking skill is an important part of the curriculum in language teaching, and this makes them an important object of teaching (Burns, & Claire, 2003). It means that students have to speak in English well to complete their achievements. states that speaking is a heightened version of familiar day-to-day interaction. Moreover, Burns, & Claire (2003) describe that it can be used by the students for making interactions with others. The interactions come from communication between the speaker and the listener which has a certain purpose in social interactions. Through speaking, people can convey their ideas, opinion, thought, feeling, suggestions, advice, etc to other people.

Speaking is a part of daily life that people take for granted to express themselves to others. Speaking is used by people to communicate with the other to share information in some different form (Burns & Claire, 2003). Most of the speaking activities are in the form of face-to-face dialogue. Therefore, it involves interaction between the speakers during the communication. Moreover, it involves an understanding between the speakers during the communication. Mantra

&Maba (2008) further emphasizes that students tend to get something done, explore ideas, working out some aspect of the world simply by communicating with other students or other people. Therefore it is highly important to improve students' speaking skill although coronavirus pandemic has disadvantaged students from face to face learning. As an effort to continually enhance students' speaking skill for informal interaction, therefore the clinical action was undertaken with the hope it could improve students' speaking skill. Through various efforts of setting up the lesson, the online speaking classes could be conducted effectively during the coronavirus pandemic.

Many studies have proved that online learning in language teaching was successfully conducted to develop students' language competence. Students found that they learn more independently and creatively as a result students become more productive in learning. Although there is still some doubt on how students actually learn as very limited supervision by the teachers. Some teachers presumed that students are more willing to spending their time using their mobile phones for other purposes instead of learning. Therefore this study is considered to be important to carry out to find out the effectiveness of mobile internet-based learning to improve students' speaking for informal interaction.

Research Methods

This study made use of an online-based action research design. This design was chosen since students have to study from home during coronavirus breakout in Bali. The only that students can still enjoy the learning process is through an online system by utilizing mobile devices. In collecting the data, two kinds of tests were employed, they were, initial reflection or pre-test and reflection or post-test. Hence, the initial reflection or pre-test (IR) was intended to evaluate the pre-existing speaking skill of the students, while reflection or post-test (R) was

meant to reveal the expected increase in the students' speaking skill after the subjects have been taught through mobile internet-based learning.

In this present study, the teaching-learning processes were divided into two cycles in which each cycle consisted of four interconnected sessions. This study was held to find out the effectiveness of teaching speaking skill through mobile internet-based learning. The degree of the effectiveness of teaching speaking through mobile internet-based learning was figured out by comparing the mean score gained by the students with their corresponding mean scores of the reflections or post-test of both first cycle and second cycle. All assessment of the speaking skill should be properly assessed to establish appropriate data regarding students' abilities (Widiastuti, 2017). The most required data to answer the research question under study was gathered through administering pre-test and post-test, some supporting data were collected through administering a questionnaire to the subjects under study. Therefore, there were three kinds of raw scores obtained for the present action study, they were, (1) scores showing the subjects' pre-existing speaking skill, (2) scores showing the subjects' progress achievement in speaking, (3) scores showing the subjects' changing learning behaviors.

Results and Discussion

The data analysis shed a clear light on the establishment of the finding of present class action study which investigated the effectiveness of folklore in improving speaking of the students under study. The mean score of initial reflection or pre-test scores obtained by the students in speaking pointed out the mean figure of 4.50. This mean figure clearly showed that the pre-existing linguistic competence of the students was low. The result of the data analysis of the reflection scores in the first cycle showed the increasing mean figures of 5.50, and 6.50. The mean figures obtained by the students

of each session in the first cycle were much higher than the mean figure of the initial reflection score. The grand mean figure of the reflection or post-test scores obtained by subjects under study was much higher than the mean figure of the initial reflection score. The resulted grand mean figure for the first cycle was 6.00. This grand mean figure convincing discovered much higher than the mean figure of the initial reflection scores. This grand mean figure convincing by revealing that the teaching speaking skill to the students through mobile internet-based learning.

The results of the data analysis of the reflection or post-test score obtained by the students in the second cycle turned out to show the progressing mean figures of 7.50, and 8.50. Compared with the mean figure of initial reflection scores, the mean figure obtained by the students for each session was convincingly much higher than the initial reflection mean figure. The grand mean figure of the reflection or post-test score obtained by the subjects in the second cycle was 8.00. This significant difference mean figure suggested that the teaching of speaking skill in the second cycle through mobile internet-based learning could be remarked to be more effective than the first cycle. This was because the second cycle was a revised version of the first cycle, in that the teaching scenarios in the second cycle were accordingly revised by taking into account the weaknesses found out in the first cycle.

The results of the analysis of the questionnaire items showed the comparative percentages of 70%, 25%, 5 % and 0 % for items A, B, C, and D respectively. The results of the comparative percentage figures obtained for the present class study proved that the subjects' learning behavior changed positively, that was their attitude and motivation heightened significantly. The findings of this study were believed to have rather limited validity as well as reliability. This was because, during the undertaking of this study, there were some compounding variables which were not simply

controlled. Therefore these research findings applied only to the subjects under study. In summary, the findings that the researcher presented above showed that mobile internet-based learning was considered to be effective to improve the speaking skill of the students

There are many reasons why speaking is the best of the communication channels. It is not always used, largely because people are afraid of their inexperience and inability to speak well. Nevertheless, practice and study can provide the skill needed to use this most direct path into the minds of others. It is worth the effort to become an effective speaker. The result of continuous speaking is that the peoples' minds become clogged with information. They are thinking over one fact, when the next one comes in, and then the next. There is no time to absorb, and soon the peoples' minds are drowning in information.

According to Widiastuti (2017), there are three main points should be taken under careful consideration by the teachers during the learning process to create meaningful learning. Firstly, the lesson should design and conduct meaningfully by utilizing various forms of assignments. Secondly, assessment should be conducted formatively to allow students to know their ability and actively improve their learning achievement. Thirdly, teachers should continually provide feedback to allow students to know how to improve their learning achievement. These three characteristics of successful learning can be intensively carried through mobile internet-based learning. Teachers can directly provide feedback to the students through various application platforms available on their mobile phone which they agreed upon the learning of speaking.

Moreover, mobile internet-based learning enables teachers to create many activities for speaking assignments to create an innovative and enjoyable teaching-learning process of speaking. Therefore, the students become continually encouraged to practice their ability in speaking. The practice of speaking

using mobile internet-based learning also found to be more effective for shy students in speaking. Students found the speaking activities more enjoyable and diminishing their feeling of being shy. This can be understood that speaking practice through mobile internet-based learning to avoid direct contact or face to face interaction. This finding is a surprising phenomenon as naturally, most people would rather speak through face to face interactions.

This study proved that online learning improved students' learning achievement in speaking and also proved that online learning encourages shy students to speak. Therefore online learning basically can be utilized to overcome students who feel shy to speak in front of others. Then eventually their confidence to speak in front of others will be developed and after a while, they may become a confident speaker.

Conclusions

Speaking skill in a foreign language has often been viewed as the most important skill. It is an important part of the curriculum in language teaching. Therefore in whatever situation, teachers should continually make an effort to create meaningful activities for speaking exercises. During the coronavirus pandemic, teachers in Bali are encouraged to conduct online learning to teach from home. Since they are familiar with the mobile phone, most teachers conducted the learning process through a mobile phone. Similarly, this study was conducted through mobile internet-based learning and prove that the learning of speaking is sufficiently successful. The success of the learning process can be seen from the increasing main figured obtained in this study. Moreover, this study also reveals mobile internet-based learning may ease students from being shy to speak in English.

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