

**TALK ENGLISH VS LINGODEER APPS:
THE TEACHING OF MICRO AND MACRO SPEAKING SKILL USING MOBILE APP
AT SYEKH YUSUF ISLAMIC UNIVERSITY, TANGERANG**

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Abstract

Indonesian government has issued several regulations towards the living practices of its citizens in reaction to the pandemic of Corona virus (Covid-19). Face to face meetings now has been replaced by online meetings. Schools and all educational institutions are forced to rely on technology to deliver their teachings. Through observing the first semester of students in English language department of Syekh Yusuf Islamic University Tangerang, it is found that the students still have problems in using English communicatively. The teaching of this skill is harder since there is no face to face interaction and classes are conducted online with limited supporting facilities. This study tried to compare the teaching of micro and macro skills of speaking by applying Talk and LingoDeer Applications as the media to improve students' speaking skills. This research used a quasi-experimental research non-equivalent control group design with 45 students as the participants of the research. The study found that the choice of application determines the success of the students' learning. Talk apps is successfully improve students' speaking skill especially in terms of their pronunciation and fluency. LingoDeer App successfully improved students' comprehension.

Keywords: Talk English App, Lingodeer, Micro Speaking Skill, Macro Speaking Skill, MALL

1. Introduction

Due to the coronavirus outbreak that was declared as a global pandemic by WHO on March 11th (Cucinotta & Vanelli, 2020), most public places were shut down to prevent a wider spread of corona virus, including schools and universities. In Indonesia, Large-Scale Social Restriction or *Pembatasan Sosial Berskala Besar* (PSBB) was established at the end of March 2020 by the government (Khifzhon Azwar & Setiati, 2020). The Indonesian Minister of Education and Culture, Mr. Nadiem Anwar Makarim, adopted online learning as a substitute for face-to-face learning. The use of technology is rapidly increased because the teachers are forced to rely on online interactions in order to keep

the teaching-learning process running despite of the restriction to mass gather.

Previously, teaching was more into Computer Assisted Language Learning (CALL) but nowadays people prefer a learning tool that is considered to be more practical, that is Mobile Assisted Language Learning (MALL). MALL is likely to be more involved in the future supported by new mobile software that might be more popular than computer software, as proven, these days most people prefer to use mobile dictionaries to computer dictionaries (Ismail & Emrah, 2016). Yudhiantara and Nasir (2017) investigate dstudents' perceptions towards the use of MALL,

on how students reap the benefits of mobile phone for language learning. They found that the students engage with mobile phone for language learning, especially English because the mobile phone can be used anywhere and anytime, for example, for the use of offline dictionary. Mobile phone also facilitates students with other applications and features such as PDF reader to open e-books, audio-video player to help students gain a deeper understanding about the materials given, peculiarly for those who are clueless about what they read on the e-books, and audio-video recorder to accomplish learning project.

To see a bigger picture about MALL, we should acknowledge teachers' perception towards MALL as well. Raja Khan, et al (2018) found a positive attitude from 62% of EFL instructors toward mobile phone integration in EFL learning. They believe that mobile phone can facilitate learning in terms of portability, learning opportunities, multimedia functions, accessibility, scaffolding, availability, and connectivity of data, ubiquitous forms of learning, and time-efficiency. The respondents agree that the challenge in integrating MALL to the learning is the use of mobile phone by students that are for non-academic purposes and learners' inefficiency in using mobile phone as well as the facts that the instructors are not experts in integrating MALL with formal classes. They are only able to use mobile phone for basic reasons. Lastly, considering that it is an integrated technique, teachers and students only use MALL for certain circumstances and not all along the learning process. Based on these previous researches, it is shown that MALL is a beneficial tool for online language learning process, especially English learning.

English has been used as international communication tool in many countries. Mastering English can be helpful to improve our communication skill. Speaking is a crucial aspect to build communication. It comes naturally, spontaneously, and in real time. It creates an interaction between interlocutors where one or both of them conveying their expression and message through sounds, words, and intonation. In line with that, Jondeya (2011) stated in her thesis that speaking is the process where two or more people needed as the listener and the speaker

to build and share the meaning through the use of various verbal and non-verbal symbol, so a mutual communication built (Jondeya, 2011). Supported by Fauzan (2014) He stated that speaking is a verbal language that becomes one of the indicators in mastering language. It allows us to express our idea and thoughts. (Fauzan, 2014).

Speaking skills built of smaller unit called micro speaking skills and macro speaking skills. According to Brown (2004: 142-143) micro skill refer to producing small unit such as collocations, words, phonemes, morphemes, and phrasal units. While the macro skills refer to fluency, discourse, function, style, cohesion, nonverbal communication, and strategic option. In micro skills, students are expected to be able to produce English phonemes and allophonic orally, different length of English language chunks, English stress patterns, rhythmic structure, intonations, produce words or phrases for pragmatic purposes, and deliver fluent speech at different rates. In macro skills, students are expected to be able to accomplish communication function based on the situation, convey links and connection between events and communicate it as a main idea, and use non-verbal communication features to help them convey the situational meaning.

Through researchers' experience and observation in teaching speaking at the University of Islam Syekh Yusuf Tangerang, it is known that some students are still struggling in speaking English. In this online learning situation where face-to-face learning is not allowed, teaching this skill becomes harder and it is likely far to reach the success of learning.

However, the success in learning, especially for ESL is influenced by external and internal factors (Macaro 2010). External factors include things outside pupils' individual conditions such as the environment and the teaching curriculum. Internal factors

involve students' emotional and cognitive aspects, such as motivation and anxiety (Mahmoudi, 2015), students' willingness (Macaro 2010), students' self-efficacy (Ersanlı, 2015), and students' ability in memorizing (Klemm, 2007). Based on the external factors to achieve success learning, teaching techniques must be chosen creatively, so the learning does not get boring and monotone. Therefore, the students could be more motivated in the learning process, make the learning less difficult. Thus, the researchers, as a teacher, try to use MALL and chose which application suits the best for the students.

Darmawati (2018) used MALL as a learning tool in speaking class for second semester computer science students at Pamulang University. She found that the use of MALL improved students' pronunciation, vocabulary, grammar, fluency, and speaking comprehension. Similar positive output also achieved in Miqwati and Wijayanti's class. They used flashcard as a media to teach pronunciation through MALL in EFL class at Politeknik Negeri Jember. It is proven that the use of MALL gave an autonomous experience to the students. Students experienced social practices as well as they did a teamwork during the class (Miqawati & Wijayanti, 2017). Hadi and Emzir (2016) investigated the use of MALL in improving students' speaking ability focused on macro speaking skill. The participants are 30 students of English Department at Universitas Muhammadiyah Jakarta. The study shows a significant improvement of students' speaking when they implemented MALL in the learning. The students became more active and participated more during the class (Hadi & Emzir, 2016).

In this study, the researchers try to implement Talk English Apps and Lingodeer as the MALL that are used as the teaching tools in the teaching-learning process to improve students' micro and macro speaking skill. Talk English is a beginner version of the English Conversation Practice App. Talk English focused on a wider speaking skill practice such as conversation, interpersonal interaction, and dialogues. It allows the user to listen to the given conversation, repeat, practice by recording their own conversation and evaluate their own speaking skills by listening to their recordings. Talk English App serves the

material in real-life dialogue scripts based on various scenarios in different circumstances. There are 2 main categories, Beginner English Conversation and Business English Conversation. Each category divided into several modules that illustrates different situation. For example, Beginner English Conversation category divided into chat-small talk module, complains & feelings & opinions module, debate-argument module, entertainment & food module, etc.

Lingodeer focuses on basic skills to master in learning language, such as grammar, pronunciation, vocabularies, and sentence structures that are designed into gamification. It serves the material in the form of pictures, quizzes, and games. Similar with Talk English, Lingodeer also give the material in modules with different theme such as animal, color, family, number, food, etc. Available in two different option, classic mode for learning and challenge mode for practicing that both of each mode has some levels. Besides that, before guided straight to the quizzes, users are introduced to the grammar that will be used in that module (www.blog.lingodeer.com).

This research tries to compare the use of Talk English Apps and Lingodeer, which one is more effective in improving micro and macro speaking of second semester students of English Education Department at Syekh Yusuf Islamic University year 2020/2021 and whether there are a significant diffeence between the use of those two apps. For this purpose, the following are addressed as the research questions:

- a. Is there any significant difference between using Talk English application and LingoDeer as Teaching media in improving students' speaking skills?
- b. Does the use of the applications affect significantly on the students' speaking skills improvement?

2. Method

Research Approach

In collecting the data, doing data analysis, and data interpretation, the researchers use experimental research. Supported by Fraenkel, Walen, and Helen (2012), experimental research is one of the strongest methodology to use, and it is possible to make a causal relationship between two variables.

Research Setting

This research was conducted at Syekh Yusuf Islamic University Tangerang, Jl. Maulana Yusuf RT 001/RW 003, Babakan, Tangerang, Banten, 15188. Started from June 2021. The population in this research is 62 second semester students of English Department Syekh Yusuf Islamic University Tangerang year 2020/2021, while the researchers take 50 students randomly of the population as the sample and divide them into two groups, experimental and control group, consist of 25 for each group.

Research Design

This research used Quasi experimental nonequivalent control group research. There were 2 groups, experimental group and control group. The data was collected through tests, observation, and documentation. The researchers used pre-test and post-test for both groups. Pre-test used to investigate students' early English speaking skill, and post-test used to compare the learning outcomes of both groups in order to investigate the effect of the use of LingoDeer and Talk English apps towards students' speaking skill.

Class	Test	Treatment	Test
R1	Pre-test	X	Pre-test
(Experimental Class)	O1a		O1b
R2	Post-test	C	Post-test
(Control Class)	O2a		O2b

Table 1. Research Design

- R1 : experimental class sample
 X : treatment given to experimental class sample
 C : treatment given to control class sample
 O1a : test given to experimental class before

treatment

- O2a : test given to control class before treatment
 O1b : test given to experimental class after treatment
 O2b : test given to control class after treatment

The researchers were interested in investigating micro and macro speaking skill, which in this research are the independent variable, the dependent variables are Talk English App and LingoDeer.

Data Collection

In this research, one of the researchers took the role as the teacher as it is in line with the concept of experimental research where the researcher participates in the process of learning and experience the process itself. Pre-test was given to the samples before the treatment was implemented to the learning. In the beginning of the learning process, the teacher gave the learning topics and information about it, then let the students decided which one they wanted to perform. Because this was a research on speaking skill in a speaking class, the researcher focused on oral test to study the students' speaking performance. The pre-test was given to investigate if there was a difference in students' speaking skill before and after the implementation of Talk English App and LingoDeer as the teaching media. After the treatment was carried out to the students, the teacher offered post-test which similar to the pre-test, focused on oral test. Students were asked to make dialogue with their friend based on the topic given by the teacher.

To scoring and evaluating students' speaking performance, researchers adopted Rukmini & Saputri (2017) as a consideration for assessment criteria as follows:

Criteria	Rating Scores	Comments
Pronunciation	22-25	Very clear to understand
	18-21	Easily understood despite the influence of the mother tongue can be detected
	14-17	There are pronunciation problems so that listeners need full concentration
	10-13	There are serious pronunciation problems that cannot be understood
Grammar	22-25	No or few grammatical errors
	18-21	Sometimes there is a mistake but it does not affect the meaning
	14-17	Often make mistakes making the meaning hardly comprehensible
	10-13	Severe solecism that it could not be understood
Vocabulary	22-25	Using the appropriate vocabulary and expressions
	18-21	Occasionally using less precise vocabularies and should be explained again
	14-17	Often using inappropriate vocabularies
	10-13	Vocabulary is very limited so that the conversation cannot be happening
Fluency	22-25	Very fluent
	18-21	Fluency is slightly disturbed by the language problem
	14-17	Often hesitated and stalled because of the language limitation
	10-13	Talk disjointed and stopped so that the conversation cannot be happening

Table 2. Speaking Assessment

Based on the speaking assessment rubric according to (Rukmini & Saputri, 2017), the score from each competence ranged from:

22-25 : Excellent

18-21 : Good

14-17 : Satisfactory

10-13 : Poor

Data Analysis

The researchers used SPSS ver. 26 to compare the mean score of experimental and control group post-test as the comparison result used to investigate the differences in the effectiveness of using Talk English App and LingoDeer towards students' speaking skill from both group with the aim to answer the research questions.

Normality test and homogeneity test are applied as the technique of data analysis. The normality data was applied to find out whether the data was normally distributed or not, collected from pre-test and post-test data of experimental class. If the value experiment class significance > 0.5, then Ho is accepted, and data can be considered distributed normal. Otherwise, if the value experiment class significance < 0.5, then Ho is rejected and the data considered distributed not normal. The homogeneity test was applied to analyze among two variants to find out whether they have the same distributed or not using SPSS with Fcount Homogeneity test result can be seen of homogeneity variance. The data considered homogenous if the value of Fcount < Ftable with the criteria value 0.05.

3. Result and Discussion

Experimental Class Test Data Result

The researchers wanted to investigate the difference between students' speaking skill score before and after the treatment was implemented. The teacher gave pre-test in the beginning of learning process before treatment. During the treatment, English

Talk App was implemented in experimental class as a tool to learn English. Apparently, the result of post-test shows an improve significantly. Based on the result of data analysis, the pre-test score mean is 74.67 with students' lowest score was 56 and the highest score achieved was 88. While for the post-test where the treatment had been implemented, the higher score achieved was 88 and the lowest score was 80 with mean score for post-test 85.05. The following diagram draws a comparison between experimental class' pre-test and post-test mean score, and shows an improvement of students' score in post-test:

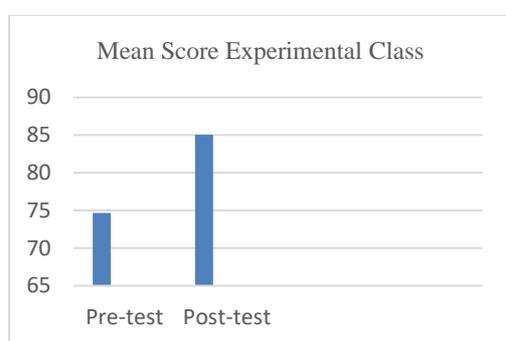


Diagram 1. Mean Score Comparison of Experimental Class

Furthermore, the researchers did a statistical calculation using SPSS ver. 26 obtained the standard deviation (sd) = 6.833 for the mean value 76.74, and for the mean value 85.05, standard deviation (sd) = 2.711. The following table shows a descriptive statistics of pre-test and post-test experimental class:

	N	Range	Minimum
Pre-test	25	32	56
Post-test	25	8	80
Valid N (listwise)	25		

	Maximum	Sum	Mean
Pre-test	88	1568	74.67
Post-test	88	1786	85.05
Valid N (listwise)			

	Std. Error	Std. Deviation	Variance
Pre-test	1.489	6.822	46.533
Post-test	.592	2,711	7,348
Valid N (listwise)			

Table 3. Descriptive Statistics of pre-test and post-test Experimental Class (using English Talk App)

Control Class Test Data Result

Similar with experimental class, the researchers wanted to investigate the difference between students' speaking skill score before and after the treatment was implemented. The teacher also gave pre-test in the beginning of learning process before treatment. The difference is during the treatment, the MALL that was implemented in control class is Lingodeer App. Unfortunately, the result showed that students' speaking skill in control class did not reach the improvement significantly. Some students got low scores in control class. The highest score achieved in pre-test was only 77, while the lowest score was 65 with mean score pre-test 69.05. In the post-test, the highest score achieved is the same with experimental class which 88. The lowest score in post-test was 75. Mean score post-test for control class was 78.57. The following diagram draws a comparison between control class' pre-test and post-test mean score:

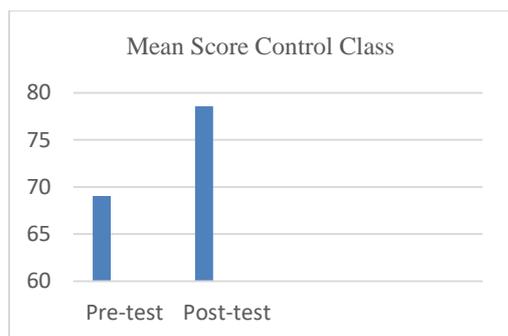


Diagram 2. Mean Score Comparison Control Class

The researchers did a statistical calculation as well. Data analysis obtained the standard deviation (sd) = 4.382 for the pre-test mean score 69.05, and for the post-test mean score 78.57, standar deviation (sd) = 2.856. The following table shows a descriptive statistics of pre-test and post-test control class:

	N	Range	Minimum
Pre-test	25	12	65
Post-test	25	13	75
Valid N (listwise)	25		

	Maximum	Sum	Mean
Pre-test	77	1450	69.05
Post-test	88	1650	78.57
Valid N (listwise)			

	Std. Error	Std. Deviation	Variance
Pre-test	1.054	4.832	23.348
Post-test	.623	2,856	8.157
Valid N (listwise)			

Table 4. Descriptive Statistics of pre-test and post-test Control Class (using Lingodeer)

Testing of Data Normality

To find out the data normality in students' micro and macro speaking skills in the experimental class, the researchers used Kolmogorove test Liliefors of Shapiro and Wilk with SPSS. The significance value can be

determined distributed normally or not, by seeing the significance value that must be above the criteria value: (sig) > 0.05.

	Statistic	Df	Sig.
Experimental class (English Talk Apps)	866	25	008
Control class (Lingodeer Apps)	810	25	001

Table 5. Result of Test Normality

Based on the table above, it shows the significance value for experimental class is 008 which above the criteria value 008 > 005, then the distribution is normal. Unlike the experimental class, the control class' significance value is lower than the criteria value which 001 < 005. It indicates that the data distribution is not normal in control class.

Testing of Data Homogeneity

Data homogeneity was tested to determine variant population, has the same of different variance. This analysis is done by One Way Anova Test using SPSS 26.

		Levene Statistic	df 1
Result	Based on Mean	.7028	3
	Based on Median	1.885	3
	Based on Median and with adjusted df	1.885	3
	Based on trimmed mean	6.109	3

		df 2	Sig.
Result	Based on Mean	80	0.000
	Based on Median	80	0.139
	Based on Median and with adjusted df	45.079	0.146
	Based on trimmed mean	80	0.001

Table 6. Result of Test Normality

The researchers used non-parametric by Wilcoxon Signed Ranks Test to analyze the normality. If the significance is < 0.05, the data group variant is not the same. If the significance is > 0.05 then the data group is

homogeneous. Based on the table above, it is shown that the significance value is lower than the criteria value ($0.000 < 0.005$). It can be concluded that the variance of control and experimental groups are both not distributed normally.

Testing of Research Hypotheses

The purpose of testing the hypothesis is to find out the final result about which MALL application that is more effective to improve students' speaking skill (English Talk App or LingoDeer). We can know the result by seeing which hypothesis is accepted. Previously, this research has two hypotheses, they are:

- a. **Null Hypotheses (Ho)** that stated "there is no significance effect between using English Talk App and LingoDeer to improve students' micro and macro speaking skills at the second semester of English Education Department Universitas Islam Syekh Yusuf Tangerang".
- b. **Alternative Hypotheses (Ha)** that stated "there is a different significance effect between using English Talk App and LingoDeer to improve students' micro and macro speaking skills at the second semester of English Education Department Universitas Islam Syekh Yusuf Tangerang".

To test the hypothesis, researchers used Wilcoxon test because the data was not normal. Wilcoxon test is a non-parametric statistical test that compared two paired groups.

English Talk Apps - LingoDeer Apps	
Z	-.3898 ^b
Asymp. Sig (2-tailed)	0.000
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

Table 7. The result of Wilcoxon Signed Ranks Test

Based on the table above, we can see that the significance value achieved is 0.000, lower than the criteria value ($0.000 < 0.005$). Thus, Ho is rejected and Ha is accepted. It means that there is a significance difference between using English Talk App and LingoDeer App to improve students' micro and macro speaking skills or it could be concluded that the use of English Talk App is more effective than LingoDeer to improve students' micro and

macro speaking skills at the second semester of English Education department Syekh Yusuf Islamic University Tangerang.

Discussion

Based on the research that had been conducted at Syekh Yusuf Islamic University Tangerang with 50 second semester English Education Department students as the sample, the result shown that English the use of Talk App is more effective than the use of LingoDeer to improve students' micro and macro speaking skills. It is calculated and analyzed using a non-parametric statistical Wilcoxon SPSS 26 based on the result of hypotheses test proved by the score in Asymp. Sig (2-tailed) $0.000 < 0.05$.

However, if we take a look at the result of mean score and standard deviation; the experimental and control class got the same high score, 88. It means that both of English Talk App and LingoDeer can be used to improve students' micro and macro speaking skills.

4. Conclusion and Suggestion

Conclusion

Based on the result, it can be concluded that both of English Talk App and LingoDeer could be used to improve students' micro and macro speaking skills. It was proved by analyzing the data using IBM statistical SPSS version 26 that gave the same result of mean score and standard deviation where experimental and control group got the same score 88. The result shown both of the group's post-test result were increased. Experimental class's pretest mean is 74.67 increasing into 85.05 in the post test. The lowest score 56 in pre-test and 80 in post-test, with the highest score in both pre-test and post-test are 88 for experimental class. The control class's pre-test mean is 69.05 increasing into 78.57. The lowest score in pre-test 65 and 75 in the post-test, while the

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