

CHAPTER 2

LITERATURE REVIEW

This chapter presents a brief explanation of some theories that support the study. The theories have related the use of Cake application viewed from the principles of MALL with composite indicators of speaking skills.

2.1 What is MALL?

MALL is defined as language learning that is assisted or improved by using a mobile handheld device. Kukulska-Hulme (2020) argued that MALL “is the use of smartphones and other mobile technologies in language learning, especially in situations where portability and situated learning offer specific advantages” (p. 1). Besides, MALL is considered a way to learn to use personal mobile devices outside the classroom (Wang & Higgins, 2006; Kukulska-Hulme, 2009; Kukulska-Hulme & Bull, 2009 as cited in Darmawati, 2018). Consequently, MALL is a technology used for language learning that uses a mobile device in free or informal situations, which benefits language learning.

MALL has shortcomings in language learning; usually, the most common issue was network instability, which was reported by 39.16% (Fatoni et al., 2020). Some common thoughts regarding network instability include that delays occur frequently, professors’ voices and instructional materials are not synchronized, and they cannot attend courses when wi-fi is not connected. Meanwhile, MALL provided several benefits to both instructors and users. For example, students may move, interact, and fully

participate in class (D. Kim et al., 2017; Wan Azli et al., 2018). It means that MALL has advantages and disadvantages for the language learning process.

Nowadays, language teaching typically uses technology, let alone a mobile phone or smartphone. Furthermore, MALL is a “teaching method that uses mobile phone technology as a way of stressing learner-centeredness and autonomy” (Alemi et al., 2012, p. 100). Therefore, MALL can be a proper teaching method for language learning using a mobile phone for autonomous learning.

2.1.1 MALL in Speaking Practice

The majority of English as EFL students do not have enough chances to practice their English-speaking skills. It can be helped by using MALL in speaking practice because MALL provides various advantages for learning anywhere and anytime while considering one’s preferences (Crescente & Lee, 2011; Sandberg et al., 2011 as cited in Hwang et al., 2016). MALL for speaking practice can improve pronunciation and vocabulary than a traditional using class (Ahn & Lee, 2016; Alavinia, 2013). Therefore, students can enhance their speaking skills significantly using MALL.

Moreover, MALL can develop more positive attitudes towards speaking and their confidence to communicate because MALL reduced the feelings of embarrassment, anxiety, and fear they experienced when speaking activity (Pop et al., 2011; Sun et al., 2017). Besides, they do not feel worried about making mistakes while speaking (Halimah et al.,

2018) using MALL. Thus, MALL can increase their confidence when speaking practice where they are usually worried about speaking English.

The use of MALL in speaking practice can help students learn autonomously. In this example, learners can use mobile video and audio functions on devices to autonomously demonstrate and communicate to their teacher the sort of L2 activities their professions necessitate (Kukulska-Hulme et al., 2017). Moreover, it increases learner autonomy by establishing objectives, content, and progression, selecting methods and procedures, monitoring acquisition, and assessing what has been learned (Blanco & Cera, 2019). Consequently, students do not have to spend much money to take courses traditionally, for they can enhance their language learning skills autonomously, especially in English-speaking practice.

2.1.2 The Principles of MALL

MALL has values as the hallmarks of technology in language learning. According to Elias (2011), the principles of MALL are equitable use, flexibility use, tolerance for error, and instructional climate.

1. Equitable use

Course content should be accessible to persons with a wide range of abilities and in a range of locations. It means content and assignments that should be accessed on various devices.

2. Flexible use

In this case, course design should accommodate a wide range of individual abilities, preferences, schedules, connectivity levels, and content choices. The mobile application can also facilitate learning across both formal and informal (Rinanda et al., 2019). Also, using mobile technology, students can learn English vocabulary as this application contains different learning content (Aminatun & Oktaviani, 2019). Thus, MALL can be used anywhere and anytime because it has varied valuable content.

3. Tolerance for error

In this case, designing language learning using mobile application environments should be a tolerance for errors. Furthermore, the students can be more comfortable in the learning process because the applications and learning situations can minimize this error.

4. Instructional Climate

Instructional climate means how the course is delivered to the students. For instance, quiz activities, games, notifications, which are helpful for language learning, especially in speaking practice. Furthermore, students could learn more with enjoyable situations from these quizzes and games than before.

Besides other experts on mobile technology, Mehdipour and Zerehkafi (2013) have another principle. Mehdipour and Zerehkafi

(2013) define the many benefits and capabilities provided by mobile learning. They are summarised below:

5. Portability

Mobile technologies, because of their small size and weight, can be taken anywhere and anytime. As compared to PCs, MALL devices are more lightweight. As a result, they are more realistic and can incorporate emerging technologies inside and outside the classroom.

6. The Anytime and Anywhere

Mobile technologies allow learning at the time and place of our choosing. That is, mobile learning focuses on Just-in-Time-and-Place learning, in which web surfing and apps can deliver instantaneous knowledge to a learner's fingertips in seconds.

7. Interaction and Engagement

MALL increases learner participation because it accommodates different learning styles and allows students to participate in learning activities. Mobile technology causes them to become more engaged, better understand what they have learned, and are more likely to interact with other students or the instructor outside of class and value the faculty member (Fisher & Baird, 2006). Then, digital technology allows students to participate in various activities, particularly those that require students to interact with one another and share what they have learned (Hwang et al., 2014). Therefore, the participants can learn more

actively than before and try different learning styles with new situations with MALL.

8. Motivation

Learners get motivated when they experience new tools. In addition, since learners feel safe and spontaneous, widespread ownership of various mobile devices increases commitment to use and learn from them. Mobile technology environments will boost student motivation, provide fluency in distributed modes of communication, and enable various expressions and experiences (Fisher & Baird, 2006). Consequently, when students are exposed to new tools, they become more motivated.

9. Collaboration

Learners can collaborate due to the communication features of mobile devices. For example, several students in different locations can participate in the same activity. In addition, they can share files, multimedia, games, and a variety of educational materials.

2.2 Cake Application in Speaking Practices

Cake Application is a mobile application for learning English suitable for teenagers and general users. This application for learning English uses videos with short and fun English conversations and will update the content every day (Fitria et al., 2021). Cake Application was released on 22nd March 2018 by Cake Corporation. This application is in the category of education on the Google Play store (Ananda, 2019). In other words, this application for

learning English, especially in speaking practice, provides videos in terms of authentic conversations and fun learning situations suitable for the learning process.

The research conducted by Pulungan & Siregar (2020) about Cake application highlighted that students might verify their pronunciation with speech recognition, which includes speaking practices that replicate conversations with native speakers. Essentially said, students may record their voices and receive quick feedback. Students will soon be able to sound like native speakers. Additionally, students can utilize Cake application in various strategies or tasks to achieve speaking class.

Cake Application offers students learning slang, idioms, phrases, and daily expressions curated from YouTube videos. Different categories are also based on students' levels, needs, and interests (Daniel, 2020). Besides, it is provided several topics such as school, travel, family, food, business, technology, and others divided into beginners, intermediate and expert users. Furthermore, this application assists people in becoming better speakers when studying English. Yanthi (2020) stated that "it gives people the confidence and skills to speak powerfully on stage, in front of the public, or in everyday life" (p. 167). Moreover, Xiaoyu (2018) argued that it is essential to use Cake English applications to improve students' spoken English skills. Based on this research, students can more be adding new vocabulary since Cake application provided much vocabulary that improved their speaking skills.

Students can learn English vocabulary as this application contains different learning content and quickly participates in collaborative interaction among language learners (Xiaoyu, 2018). Moreover, Suanpang (2012) stated that mobile learning has proven to be beneficial in assisting learners to exchange information and foster social engagement (as cited in Domingo & Garganté, 2016). Hence, the use of Cake application for speaking skills can be helpful for users to practice better speaking skills with modern features.

2.2.1 Steps to Use Cake Application

Before the students and users use Cake Application for the speaking activity, the students and the users should know how to use Cake Application. Five steps must be used in this application based on the research conducted by Daniel (2020) about Cake application.

1. Step 1

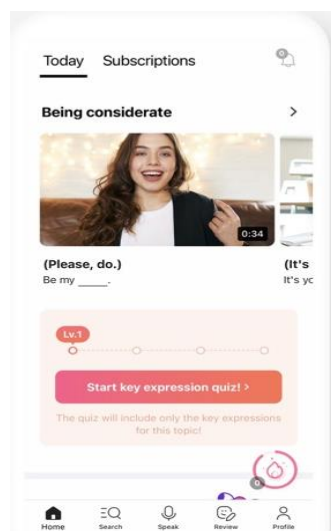


Figure 2.1 Step 1 of Cake Application

When the students are using Cake Application, the students should enter the application using a Google account or Facebook to

have Cake Application's account and find out the application's score and notifications. Additionally, this application has many suggestions that the beginner students' class can use until expert students' class.

2. Step 2

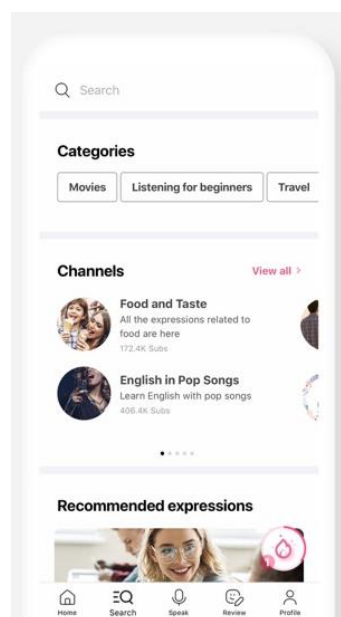


Figure 2.2 Step 2 of Cake Application

After students get the main menu from the timeline, students can click “explore” to explore the contents of Cake Application's channels or click categories to look at the categories that the students want. The function of exploring is that students can learn more broadly and comfortably according to what they need and want to be more effective, especially in speaking practice.

3. Step 3

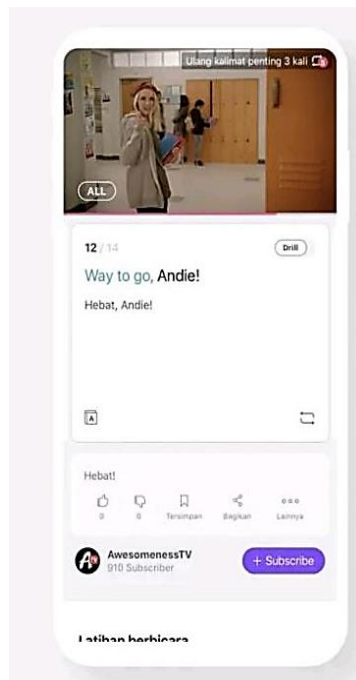


Figure 2.3 Step 3 of Cake Application

In this case, students watch the videos they want or the advice given by Cake Application. The duration given varies in each video. Besides, the students need to listen to the conversation first because, after this step, they must join the AI speech recognition to know their English fluency. Additionally, the video includes key expressions that they can learn from because they can repeat them and know their mistakes in indicators of speaking skills. Based on the research of Kim (2014), after reflecting on their mistakes, students can gradually speak more fluently, and they can then apply this type of self-reflection to their classes or in their daily lives. Hence, this feature helps students to practice speaking skills better than before.

The usage of a mobile phone as a learning tool is one of the new and exciting techniques claimed to benefit EFL students when it comes to studying English—for example, reducing their anxiety and improving their pronunciation and speaking abilities (Soler Costa & Han, 2017; Suparmi, 2015). It can provide good things for students when they use Cake application to practice speaking skills.

4. Step 4

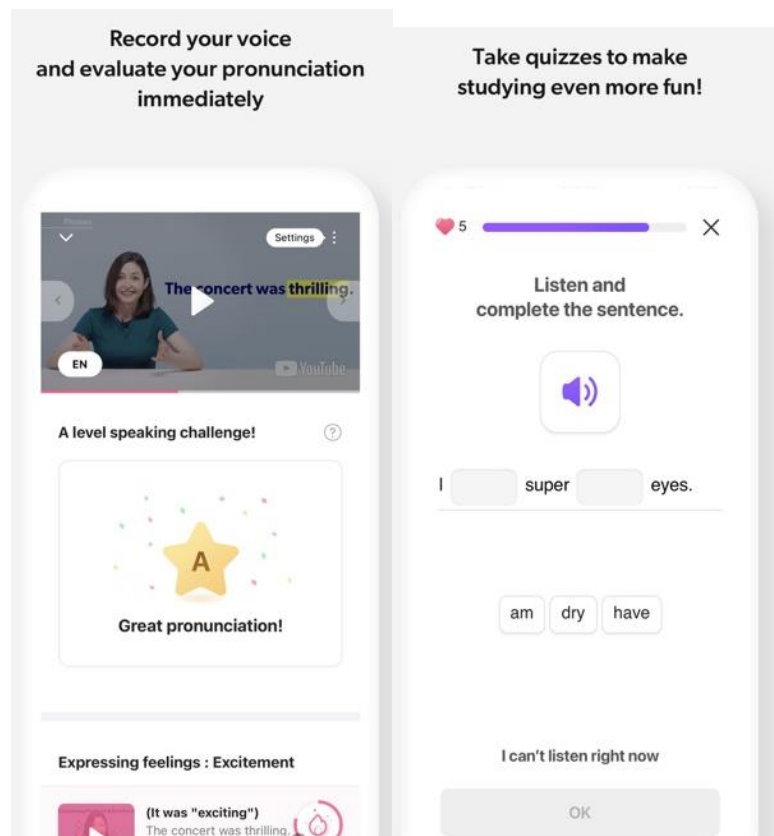


Figure 2.4 Step 4 of Cake Application

This step talks about students or users being directed to do speech recognition and listening quizzes to see their speaking skills fluency. Additionally, to start speaking practice, students must touch the

microphone symbol on the bottom and decide what level students want to learn, then choose the episode or topic that students need to learn; each episode costs ten coins. Therefore, when students sign in to this application, they will get 30 coins to open the speaking course episodes.

Besides, this application will give the students the score, such as A is for excellent, B is for good, C is for the students should try and learn again. Furthermore, because of this mobile technology for their speaking skills, the students can express their minds or think without hesitation (Nayyaf et al., 2019). Also, González (2012) highlighted that utilizing mobile applications for learning to speak has a high potential for practising and improving specific components of English pronunciation, such as particular phonemes, stress, and intonation (as cited in Rinanda et al., 2019). Thus, this feature is helpful for users, especially students who want to train their speaking skills even better because of this speech recognition.

5. Step 5

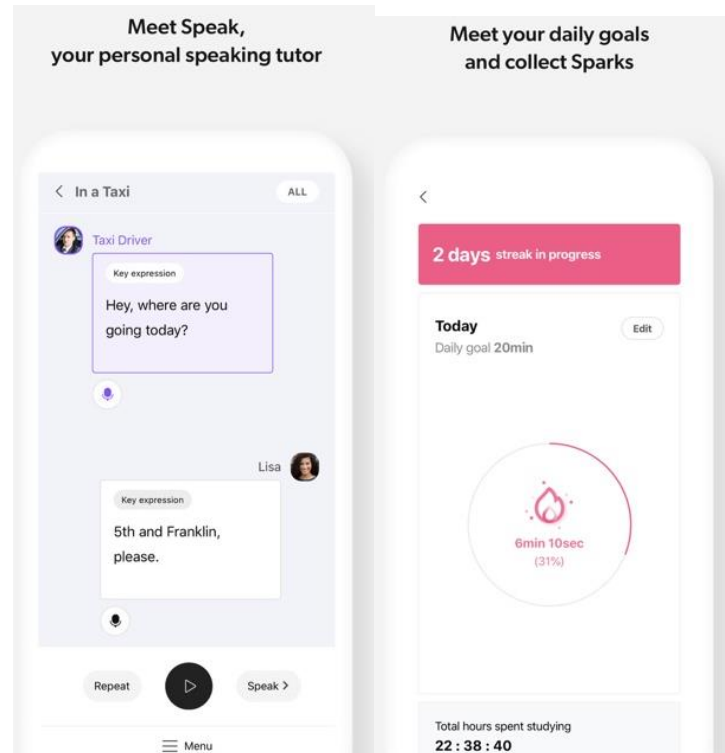


Figure 2.5 Step 5 of Cake Application

The last step is the audio recording feature. Students can choose which characters they want to learn as comfortably as possible to practice speaking. Furthermore, when students dub through audio recording, Cake Application provides scores to students directly, such as scores A, B, and C. Based on the previous study, from this feature it helps students overcome their fears (Yalçın & İnceçay, 2014). Thus, this last step can reduce fear when speaking English in front of many people or practising alone.

Cake Application provides time results about how long students learn to use it. It may assess their ability and teach their awareness of the value of learning (Aminatun & Oktaviani, 2019). Therefore, students know about their study time to improve speaking skills using a Cake Application to be even more enthusiastic in learning.

2.3 What is Speaking?

Speaking is one of the skills to be mastered by the students. Speaking is an interactive process of constructing meaning, receiving, and processing information (Gowa & Zia, 2012, p. 21). Besides, speaking is a valuable skill for EFL students because it is an international form of communication that allows them to share their thoughts and ideas with foreigners (Tseng, 2019). Therefore, speaking is essential for students to communicate smoothly and share various creative ideas and thoughts.

2.3.1 The Indicators of Speaking Skills

Indicators in speaking skills should be known by people who want to practice speaking because from here, students can focus on practising speaking skills. According to Brown (2007), at least four speaking skills indicators usually appeared: pronunciation, fluency, vocabulary, and accuracy.

1. Pronunciation

In speaking practice, pronunciation is one of the essential things in communication. Pronunciation is “how people produce more precise language when they say it” (Carnia, 2015, p. 5). It contains segmental

features such as vowels, consonants, stress, and intonation patterns. Thus, the speakers should pronounce English words correctly.

2. Fluency

Fluency is how flow and efficiency are when expressing ideas, especially in English. Riadil (2019) stated that fluency could produce continuous speech without causing comprehension difficulty or breakdown of communication. As a result, fluency is one of the essential things in speaking because it relates to whether a person is fluent or not.

3. Vocabulary

Vocabulary is an essential aspect of language and communication skills. Hornby (1974) expressed that vocabulary is the range of words known or used by the person in a trade, profession, and many more (as cited in Carnia, 2015). Therefore, if the students' have a lot of vocabulary and can use it in their communication and speaking practice, they can express their words correctly.

4. Accuracy

Accuracy refers to correcting students' use of the language system, including their pronunciation, grammar, and vocabulary (Nisha, 2020). Besides, accuracy can produce a discourse free of grammatical error (Riadil, 2019). Therefore, accuracy includes all aspects essential to speaking practice because it relates to communication efficiency.

2.3.2 Speaking Practices in EFL Context

For foreign-language learners, mastering English-speaking abilities is a top priority. As a result, the learners frequently assess their language learning achievement and the efficacy of their English course based on how much they believe they have progressed in their spoken language ability. The chance for learners to communicate in the language, which promotes interaction, is an essential component in L2 or foreign language development (Richards & Renandya, 2002). In other words, learners should also understand how native speakers use the language in organized interpersonal communication, where numerous elements interplay.

Speaking practice is one of the essential things for the students who want to become more fluent in English. When students practice speaking in English as a foreign language (EFL) classroom, their communication chances improve (Garcia-Ponce & Tagg, 2020). In addition, speaking practice helps students increase their language fluency, confidence, and experience (Styfanyshyn & Kalymon, 2020). It also helps to speak more fluently and pay attention to intonation through a smartphone for speaking practice (Hamzaoglu & Koçoğlu, 2016). Therefore, speaking practices are the most important things to be used by all students, especially foreign languages with their difficulties.

2.4 Students' Perceptions

Everyone has their perception of what they think, see, and feel. Moreover, this starts the formation of perception. Perception is our ability to recognize and comprehend information collected through our senses, and it also involves how people respond to a specific scenario with the understanding people have. Perception is a uniquely personal experience in which one can only draw on what one knows (McDonald, 2011). Besides, perception is “man’s primary form of cognitive contact with the world around him” (Efron, 1969, p.137). According to Gibson (1969), perception is a process of information pick-up over time (as cited in Adolph & Kretch, 2015). Hence, perceptions will be formed which are influenced by what they feel, see, think, starting from themselves and the environment related to their experience of an object. These usually complement each other to form a perception.

Besides, perception formation occurs through five stages: stimulation-selection, grouping, interpretation-evaluation, storage in memory, and recall (Desvianto, 2013). The five mutually support each other to form a perfect perception. Therefore, when expressing perceptions, it is expected not only what is felt but also to recall events from previous experiences and be interpreted into language.

Students’ perceptions and ideas are fundamental in the learning process in the education field because students’ perceptions have an essential role in creating effective learning and improving student achievement. Students are

one of the most vital aspects of education, and the classroom environment will not be possible without them (Senowarsito et al., 2020). From the definition of perception and students, it can be concluded that students' perceptions are the process of students' treatment of information about an object in the teaching and learning process through observation with their senses. Thus, students can give meaning and interpret the observed object.

2.5 Study of the Relevant Research

Research continues to be carried out by various parties to find new truths across multiple science fields relevant to this research. Gromik (2012) conducted one of the researches entitled, "Cell Phone Video Recording Feature as A Language Learning Tool: A Case Study". The study was a single case study investigation of students' weekly use of their mobile phone video recording feature to create 30-second videos in Japanese students. The surveys, interviews, observations, and video samples were used to gather qualitative data to report the advantages of using the mobile phone video recording function to increase EFL learners' oral confidence. This study found that students could improve their speaking ability and became aware of the time limit in cell phone performance. Furthermore, students agreed that the cell phone could help them improve their speaking ability.

The use of Automatic Speech Recognition has been researched for speaking practice. This research was conducted by Ahn & Lee (2016) entitled, "User Experience of a Mobile Speaking Application with Automatic Speech Recognition for EFL Learning' in Korean learners". This research

used a survey with both quantitative and qualitative items. Furthermore, the findings highlight mobile phones and ASR's potential use for learning to speak in the EFL context. Therefore, the results showed that the students had positive attitudes toward using the application for learning to speak. They particularly expressed great interest in the speech recognition function because it immediately demonstrated the consequence of their speech input.

The use of smartphones for lowering speaking anxiety has been researched in a previous study. Machmud & Abdulah (2017) conducted this study entitled, "Using Smartphone-Integrated Model of Teaching to Overcome Students' Speaking Anxiety in Learning English as a Foreign Language". This study was conducted among the eighth-grade students at a middle school in Gorontalo. This research aimed to investigate the effect of a teaching model that integrates the use of smartphones toward the learning achievement of both high and low anxiety students. This method was an experimental method to explore the cause and effect of smartphone uses in their speaking practice, such as video and voice recorder. This research has shown that students tend to achieve higher scores when taught using mobile-phone integrated teaching models than those taught with conventional teaching.

The research about mobile applications for speaking practice has been carried out for speaking skills, namely the Orai application. Putra et al. (2018) conducted the study entitled, "Investigation of the Effect of Orai Smartphone-Based Application on Speaking Competency for Adult Learners". The

quantitative method utilized a post-test-only control group design to gather the data. This research investigates the effect of the Orai smartphone-based application on speaking competency for adult learners in the post-millennial era. The study was conducted with the Freshmen of an English Language Education Department in North Bali, Indonesia. The experimental group was taught using the mobile phone of the Orai application, whereas the control group was conducted by using the conversation practice technique. The findings showed that students who were not given the Orai Smartphone-Based Application or still taught using the conventional approach scored significantly lower. Students who trained using the Orai Smartphone-Based Application, on the other hand, had a higher mean score. It means that the use of the Orai Smartphone-Based Application had a significant impact. This application can help students develop their speech skills and communicate successfully.

2.6 Conceptual Framework

Based on the literature review, speaking is hard to follow for some students, especially EFL students. Many students feel that they do not feel comfortable speaking English because of a lack of confidence, anxiety, and worry about the mistake. This problem can be solved using technology, namely MALL, and many applications that improve English skills, especially speaking practice. The concept of MALL is that learning English can learn anywhere and anytime, and then students can repeatedly practice according to the module given by the teacher or the application. Thus, the researcher

recommended practising using a smartphone application that focuses on speaking practice, such as Cake Application, Hello English, Duolingo, Orai Application. On the other hand, students can use video and speech recording on their mobile phones for speaking practices.