THE EFFECTIVENESS OF MOBILE ASSISTED LANGUAGE LEARNING (MALL) THROUGH QUIZLET APPLICATION TO IMPROVE VOCABULARY IN ENGLISH FOR WAITER/SS

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ABSTRACT

English proficiency is essential skill for waiter/ss which indicates by vocabulary mastery. English proficiency can be empowered by the implementation of Mobile Assisted Language Learning (MALL). This research aims at analyzing the effectiveness of Mobile Assisted Language Learning (MALL) through Quizlet Application to improve vocabulary in English for waiter/ss. The sample of this research was 26 students of FBS B at Mediterranean Bali Hospitality and Entrepreneur College in academic year 2022/ 2023. This research was quasi-experimental research in form of one group pretest-posttest design. The data were collected through test using ESP vocabulary test administered twice (pretest-posttest). The finding shows that the implementation of MALL through Quizlet Application to improve vocabulary in English for waiter/ss can be categorized as quite effective with N-Gain score 62,4%.

Keywords: *MALL, Quizlet Application, English for waiter/ss.*

1. INTRODUCTION

Tourism is an enormous industry which offers great opportunity to Indonesia especially Bali. It potentially contributes to job vacancy and nation's foreign exchange. The quality of tourism significantly relies several aspects, one of the important aspects to support the quality of tourism is qualified human resources. The basic requirement of professional and qualified human resource is the ability in English. The English proficiency is considered as compulsory skill to involve in global atmosphere.

English is a mean of global communication spoken in almost all over the world. English is the most spoken language and dominated language in the world in any field (Nishanthi, 2018). English can widen the comprehension, develop life skill, enrich original language, and promote as precious asset to improve professional career (Mahu, 2012). The survey conducted on English Proficiency and Indonesia's position in global employment shows that 96% of company in Indonesia requiring English proficiency as one of professional aspects of human resources (Reisha, 2019). Thus, it strengthens the role of English is crucial in global competition.

English can be taught in three different domains; as mother language or primary language (L1), as second language or secondary language (ESL), and as foreign language (EFL). In Indonesia, English has been taught as foreign language or English as Foreign Language (EFL) where English has been implemented as instrumental dan operational need. Instrumental need refers to the use of English as occupational need such as jobs related to tourism, international affair, public communication, etc. Additionally, English has been used as mean of requiring written and spoken information.

The important of English cannot be denied which has been a basic requirement in any job role especially in tourism industry. Waiter/ss is a job role in tourism industry which requires the ability in English both spoken and written. Waiter/ss has great

responsibility in serving food and beverage as well as ensuring guests' satisfaction in hotel/ restaurant. Most of the waiter/ss job needs the ability in English starting welcoming guest, communicating/ exchanging information, presenting menu, dealing with guest request, and etc. To prepare qualified waiter/ss, the training center or college has to take consideration to provide contextual and meaningful training program.

The program must provide English specified for Food and Beverage Service or English for Specific Purpose (ESP). ESP is the teaching of English for any purpose that could be specified (Agustina, 2014). Hutchinson and Waters (1987:19) define ESP as an approach to language teaching in which all decisions as to content and method are based on the learners' reason in learning. Robinson (1991:1) views ESP as an enterprise involving education, training, and practice and drawing upon three major realisms of knowledge namely language, pedagogy, and students'/ participants' specialist area of interest. Richards and Rodger (2001:107) saw ESP as a movement that seeks to serve the language needs of learners who need English in order to carry out specific roles (e.g. student, engineer, nurse) and who need to acquire content and real-world skills through the medium of it rather than master the language for its own shake.

Mediterranean Bali is one of training center and vocational college which have several qualified training programs, such as Hotel Accommodation, Housekeeping, Food Production, and Food and Beverage Service Program. Food and Beverage Program is C3 program (1 year) to prepare qualified waiter/ss. Based on the preliminary observation, the most common obstacle in this program is ability in mastery specific vocabulary related to waiter/ss job in ESP – English for Waiter/ss course. Furthermore, the pre-test of vocabulary mastery of English for Waiter/ss amounted of 75 (the average score of 26 students in FBS B).

As the base of program, the ability in English especially in ESP vocabulary mastery must be taken into consideration to be solved. One of the solutions to improve ESP vocabulary is the use of Mobile Assisted Language Learning (MALL). MALL is the learning by empowering mobile technology to provide learning experiences to the student (Traxler, 2007). MALL is a part of *Computer Assisted Language Learning* (CALL) for mobile learning (m-learning) and language teaching and learning. Valarmathi (2011) states that Mobile Assisted Language Learning (MALL) describes an approach to improve leaning process through mobile devices. MALL provides greater opportunity to access application spontaneously and continuously in various context (Kukulska-Hulme & Shield, 2008).

MALL can be implemented in various devices, one of them is smart-phone (Febriyanti, Putra, & Santosa, 2021). Smart-phone is the most common device people commonly own. Smart-phone provides enormous application which can be empowered to support language teaching; one of the applications which can be used for language teaching is Quizlet which can be free-downloaded in AppStore for IOS user and Play Store for Android user.

Quizlet is flashcard-based application offers various features to enrich vocabularies in enjoyed and interactive way (Rahma & Dewi, 2022). Additionally, this application can be accessed in www.quizlet.com using various web browsers. This application provides more than 200 sets of learning which has been feasibly accessed anywhere and anyone. The set includes flashcard, spell, write, test, match, gravity, and live.

Quizlet can be potentially effective in vocabulary mastery. The research conducted by Setiawan, Pancoro, and Putro (2021) indicates that the implementation of Quizlet in vocabulary acquisition brings significant effect. In addition, the research conducted by Rahma and Dewi (2022) shows Quizlet application is an effective

learning media for students' vocabulary mastery. Furthermore, Okkan dan Aydın (2020) finds out that the use of Quizlet can be effective in improving motivation.

Thus, this research was conducted to find the effectiveness of the implementation of MALL through Quizlet application to improve students' vocabulary of English for waiter/ss in FBS B Class of Mediterranean Bali Hospitality and Entrepreneur College in academic year 2022/2023.

2. RESEARCH METODOLOGY

This research is quasi-experimental research aiming at finding out the effectiveness of MALL through Quizlet application to improve students' vocabulary in English for waiter/ss. The design of this research is one group pretest-posttest design which distributed pretest before the treatment and posttest after treatment was implemented. The design of this research can be seen in Figure 1.

$$O_1 \ X \ O_2$$
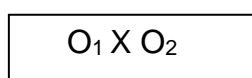
Source: (Sugiyono, 2017:75)
Figure 1. Design One Group Pretest-Posttest

Remarks
O_1 : Pretest score
X   : Implementation of MALL through Quizlet application
O_2 : Posttest score

The sample of this research is 26 students of FBS B class of Mediterranean Bali Hospitality and Entrepreneur College in academic year 2022/2023. This sample was determined through purposive sampling technique due to the phenomenon of vocabulary mastery was tangible in this class. The variables of this research are students' vocabulary mastery as dependent variable and the implementation of Quizlet application as independent variable.

The data were collected through test which were administered twice; before and after the treatment. The instrument was implemented was ESP-vocabulary test. The technique of data analysis implemented was N-Gain score. The data were testified the normality using Shapiro-Wilk test and Paired Sample Test as requirement of N-Gain Test. Normalized Gain score were formulated using following formula:

$$N\text{-Gain} = \frac{\text{Posttest score} - \text{Pretest score}}{\text{Ideal score} - \text{Pretest score}}$$

N-Gain score was classified in some categories in form of percentage (%). The classification of N-Gain score can be seen in following table.

Table 1. N-Gain Score Interpretation

Percentage (%)	Interpretation
< 40	Ineffective
40 – 55	Less effective
56– 75	Quite effective
>76	Effective

Sumber: Hake (1999)

Table 1 is the guidance to take a conclusion on the effectiveness of the implementation of MALL through Quizlet Application to improve students'

vocabulary in English for waiter/ss in FBS B class at Mediterranean Bali Hospitality and Entrepreneur College in academic year 2022/ 2023.

3. RESULTS AND DISCUSSION RESULT

The data were collected from pretest and posttest were analyzed several stages. To implement the N-Gain data analysis, the data must meet some criteria, namely the data were distributed normal and the data show significant different among two groups (pretest and posttest. The normality of the data was analyzed using Shapiro-Wilk. The result of normality test can be seen in Table 2.

Table 2. Normality Test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Pretest	.142	26	.193	.926	26	.061
Posttest	.104	26	.200[*]	.948	26	.204

Source: Data Analyzed, 2022

The normality test on Table 2 shows that the significance of pretest is 0,061 and posttest 0,204. Both significance values indicate that the distribution of data on pretest and posttest can be categorized as normal. The distribution of data can be categorized as normal if the significance value greater than α (sig. > 0,05) (Ghozali, 2016:154).

N-Gain can be implemented if the data show significant different which can be measured by Paired Sample test. The result of Paired Sample test can be seen in Table 3.

Table 3. Paired Samples Statistics

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	69.73	26	8.530	1.673
	Posttest	88.73	26	3.986	.782

Source: Data Analyzed, 2022

Table 3 shows descriptive statistics of both samples namely pretest and posttest. The mean score of pretests is 69,73 of 26 students and the mean of posttest is 88,73 of 26 students. It shows that mean of posttest is more than pretest. The difference mean of two data pairs were gained using Paired Sample Test. The result of Paired Sample Test can be seen in Table 4.

Table 4. Paired Sample Test

Paired Samples Test									
		Paired Differences							Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	
					Lower	Upper			
Pair 1	Pretest - Posttest	-19.0	6.369	1.249	-21.572	-16.428	-15.212	25	.000

Source: Data Analyzed, 2022

Table 4 shows that the sig. (2-tailed) value is 0,000 < 0,05. It can be concluded that there was the significant and tangible difference between pretest

score and posttest score. Thus, the data can be analyzed using N-Gain to find the effectiveness of using Quizlet to improve vocabulary in English for waiter/ss. The result of N-Gain score can be seen in Table 5.

Table 5. Analysis of N-Gain Score

No	Pretest	Posttest	N-Gain Score	N-Gain Score (%)
1	56	87	0.70	70.5
2	72	92	0.71	71.4
3	67	87	0.61	60.6
4	56	82	0.59	59.1
5	70	89	0.63	63.3
6	68	86	0.56	56.3
7	76	90	0.58	58.3
8	70	93	0.77	76.7
9	69	93	0.77	77.4
10	58	85	0.64	64.3
11	65	90	0.71	71.4
12	70	82	0.40	40.0
13	61	83	0.56	56.4
14	79	91	0.57	57.1
15	66	85	0.56	55.9
16	82	93	0.61	61.1
17	63	89	0.70	70.3
18	81	95	0.74	73.7
19	81	92	0.58	57.9
20	58	86	0.67	66.7
21	63	82	0.51	51.4
22	80	95	0.75	75.0
23	78	92	0.64	63.6
24	80	91	0.55	55.0
25	64	89	0.69	69.4
26	80	88	0.40	40.0
Mean				**62.4**
Min				**40.00**
Max				**77.4**

Source: Data Analyzed, 2022

Data on Table 5 shows the mean of N-Gain score of 26 students is 62,4%. N-Gain score ranges from 40,0% (the minimum score) to 77,4% (the maximum score). The mean of N-Gain score can be categorized as "Quite Effective" since it is in ranging score of 56% - 75%. It can be concluded that the implementation of MALL through Quizlet Application to improve vocabulary in English for waiter/ss is quite effective.

4.   DISCUSSION

Teaching English for waiter/ss is a part of English for Specific Purposes (ESP). Teaching ESP aims at equipping the learners with English proficiency that is necessary for a certain situation where the learners are going to use which has concerned on special vocabulary (Agustina, 2014). The key of ESP learning is vocabulary mastery related to the special terminology used in the ESP area (Susila, Sudarmawan, & Purandina, 2019). The implementation of Food and Beverage (FB) Service Program C3 at Mediterranean Bali Hospitality and Entrepreneur College puts greater emphasis on drilling special vocabulary related to FB Service, e.g. napkin, tray, captain order, water goblet, shaker, jigger, strainer, cocktail, etc.

The mastery on vocabulary can be one of indicators of the students' English proficiency. Vocabulary is the most important element in learning a language especially English, must be emphasized before listening, speaking, reading and writing skills, which can determine the one's English proficiency (Syarifudin, Marbun, & Novita, 2014).

One of the strategies to improve students' vocabulary mastery through the empowerment of the Mobile Assisted Language Learning (MALL). Katemba (2021) cites that the use of MALL is effective in enhancing students' vocabulary performance. This idea was come up by Huang, Huang, and Lin (2012) who states that technology has brought about a new type of learning a language called MALL (Mobile Assisted Language Learning). It has become a really interesting strategy for learners where students can use their phone for appropriate activity in classroom. The implementation of technology can improve students' motivation which has positive contribution to learning process (Susila, 2021).

This research found that the implementation of MALL through Quizlet application was quite effective in improving students' vocabulary in teaching English for waiter/ss with degree of effectiveness was 62,4%. This research is in line with the research conducted by Van and Thanh (2022) which shows that the MALL-integrated classrooms not only provided a significantly enriched vocabulary achievement among participants but also promoted their motivation towards the use of MALL to enhance their lexical knowledge. Additionally, Dağdeler, Konca, and Demiröz (2020) state that the use of MALL though mobile applications was an effective way of improving vocabulary knowledge receptively for only short-term memory. Furthermore, Gael and Elmiana (2021) strengthen that employing mobile applications in learning English is effective to develop L2 learners' English skills and also Mobile apps help L2 learners in learning English both as the second and foreign language.

5.   CONCLUSION

Based on the result of the research, it can be concluded that the implementation of Mobile Assisted Language Learning (MALL) through Quizlet application was quite effective in improving students' vocabulary in teaching English for waiter/ss with effectiveness level was 62,4%.

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