Application of Mobile Applications in Teaching English Phonology in Elementary Schools

Yani Lubis[1], Devi Adelia[2], Putri Nabila Husni[3], Pratiwi Hawa[4], Ine Rizkiara[5]

[1,2,3,4,5] Universitas Islam Negeri Suatera Utara

Jl. Williem Iskandar Pasar V Medan 20371, Sumatera Utara, Indonesia

yanilubis@uinsu.ac.id, deviadelia2233@gmail.com, putrinabila210305@gmail.com, pratiwihawa3@gmail.com, inerizkiara08@gmail.com

Abstract: *Application of Mobile Applications in Teaching English Phonology for elementary school students to learn English independently, interestingly, and can be used whenever and wherever they are. One method that can increase interest and vocabulary in English for elementary school students is by creating interesting and unique learning media. Well-designed learning media can foster interest in learning and improve the quality of school education. The aim of this research is to determine the benefits of implementing mobile applications in teaching English phonology in elementary schools. The method in this research uses a qualitative method. The results of this research, the application of mobile applications in teaching English phonology in elementary schools, can help elementary school students in listening training , becoming interactive games in learning English, practicing vocabulary and speaking (speaking).*

Keywords*: Application, Mobile, Phonology, Teaching*

In the era of globalization, the development of information and communication technology has demonstrated its identity. Technological efficiency in various fields, especially in matters of time, energy and costs through the speed and accuracy of information. This situation makes application makers compete to create useful, mobile-based applications. Mobile-based applications are applications that are practical or easy to carry because they run on cell phones. With features that are no longer standard, such as voice messages and SMS *(Send Message Service)* , this has caused the growth of smartphone users to increase very rapidly. With the mobile application, users can search for information anywhere and at any time, including information about English language learners. (Lutfiansyah, 2019)

Android smartphones can be used as another alternative medium for learning various English language skills. Having an application that can be used as a medium for

learning English will of course be very helpful for the general public or students who want to learn English instantly. The process of learning English in elementary school (SD) is not easy because most children do not focus when studying, like to play with friends, are not active, and students feel bored because learning is teacher-centered. The process of learning English at elementary school is not optimal because teachers only use textbooks as a learning resource. The teacher-centered learning method is lectures, questions and answers, reading lesson material to students and giving assignments to students. (Wahjusaputri et al., 2023)

This is difficult for students to master English because learning is not interesting, students feel bored, students are not active, and students have difficulty memorizing the English words they have learned. English lessons are considered difficult for elementary school (SD) students, so teachers need to carry out learning innovations that can increase students' interest and activeness in learning English. The main requirement for mastering English is mastering the vocabulary so you can compose a series of sentences. The more vocabulary a student has, the easier it is to communicate in English combined with grammatical skills. Mastery of English vocabulary requires learning methods and media that are appropriate to the age and level of ability of students in receiving lessons. (Handayani., 2022)

Application of Mobile Applications in Teaching English Phonology for elementary school students to learn English independently, interestingly, and can be used whenever and wherever they are. One method that can increase interest and vocabulary in English for elementary school students is by creating interesting and unique learning media. Well-designed learning media can foster interest in learning and improve the quality of school education. Mobile Applications in Teaching English Phonology in Elementary Schools are an interactive and interesting learning media that includes text, audio/video, and evaluation. (Rante Sampebua et al., 2023)

Learning English at the basic level should emphasize the most basic language elements, namely vocabulary, pronunciation, simple grammar and simple conversation. Another thing that English teachers need to pay attention to is the importance of creating a comfortable situation and arousing interest and motivation in learning English. The *Learn English mobile* application is an interactive learning media that can improve students' phonology teaching. (Ardian, 2019)

The low level of students' language skills also makes it difficult to convey material from teachers to students. In order for students to understand what the teacher is saying, in the end, the teacher often uses two languages in learning, with the comparison of using Indonesian more than English, or often the teacher uses English then continues by conveying the sentences he conveys to the students in translated language. . (Yasinta, 2020) Another difficulty faced by students is the difficulty of expressing ideas or thoughts completely in English. This difficulty is based on low vocabulary *(vocabulary/vocab), as well as a* good and correct understanding of language structure *(grammar)* . Apart from these two things, students often complain about *pronouncing difficult words.*

METHOD

This research uses descriptive qualitative research , because the researcher wants to describe and illustrate how Islamic guidance and counseling strategies increase student happiness. Qualitative research is a type of research in which the discovery procedures carried out do not use statistical procedures or quantification. In this case, qualitative research is research about a person's life, stories, behavior, and also about the function of organizations, social movements or reciprocal relationships. (Sugiyono, 2018)

In this research, the subject of the author's research will be all the sources of information that can provide data about this research, namely English teachers and students. Primary data is data obtained from first-person informants who know clearly and in detail about the problem being researched. This research data includes the results of observations and interviews conducted by research in elementary schools. Secondary data is data sourced from recorded documents, recorded data, and photographs which are used as complementary data. Secondary data in this research was obtained from relevant journals and research.

In collecting data in the field, the author used several interview techniques, as well as conducting direct observations in the field or at the research location. And documentation becomes evidence in the form of photographs as support for data collection techniques. The data analysis that the author uses is a qualitative descriptive technique. This descriptive research has a goal in carrying out this research, including obtaining definite data. What is meant by descriptive is to make a systematic, current, accurate explanation of the facts and characteristics of a particular population or area. Using qualitative techniques that require analytical techniques as a guide for the data analysis process. Qualitative Research with

Descriptive Techniques which seeks to describe and tell a story of research clearly so that it makes it easier for readers to understand the contents of this research that have been presented. (Sugiyono, 2018)

RESULT

The application of mobile applications in teaching English phonology in elementary schools can provide various benefits for students. Following are some of the ways in which mobile applications can be used:

Hearing Exercises (Listening), Mobile applications can provide interactive listening exercises to help students improve their understanding of sounds in English. Features such as voice recordings, listening games, and sound identification exercises can help students hone their ability to recognize and understand language sounds.

Interactive Games, Mobile apps can offer fun, interactive games to help students improve their phonological awareness. Games such as word puzzles, matching pictures to words, or word building games can help students understand the relationship between sounds and their letters.

Vocabulary and speaking practice (Speeking), Mobile applications can provide sound production exercises that allow students to practice pronouncing English sounds correctly. Features like voice recording and live feedback can help students improve their ability to pronounce difficult sounds.

However, it is important to choose applications that fit the curriculum and ensure that their use complements classroom learning effectively. In addition, it is also necessary to consider the accessibility and security of the application for students.

DISCUSSION

The application of mobile applications in teaching English phonology in elementary schools can provide various benefits for students, namely a. as listening training, b. Interactive games in learning and c. Vocabulary practice. The results are described in the discussion as follows:

Hearing Practice, Listening is a fun learning activity, like listening to the radio, listening to English songs, and watching English films. However, in reality listening receives little attention and is often underestimated by students and teachers in learning at school. It can be said that listening is related to hearing even though the two have differences. In connection with this, David stated: " *Hearing is with the ears, but listening*

is with the mind' . This means that hearing uses the ears, but listening uses thinking. The thinking in question is that in the listening process, not only hearing, but also requires a concentration factor. , attention and a serious effort to understand the content of the message or information conveyed (Putri, 2019)

Referring to the theory that has been explained, in listening there are activities of remembering and understanding. These two activities are included in Bloom's taxonomy as proposed by Anderson and Krathwohl. According to Anderson and Krathwohl, the cognitive process dimensions of Bloom's taxonomy are revised, especially the dimensions C1 *Remember* and C2 *Understand*. Researchers have narrowed down the listening process in Bloom's taxonomy into just a few aspects, including *recognizing* and *recalling* at C1, and *interpreting* , *classifying* and *comparing* at C2. Based on the theories and explanations that have been described, the researcher draws the conclusion that listening skills are initial language skills in the process of which there are aspects of *hearing*, noticing, recognizing, recalling, *classifying*, and *comparing* and requires a high concentration and attention factor, so that it requires a person to be more focused in order to be able to understand and respond to the content of the message or information conveyed through verbal and non-verbal communication so that communication takes place effectively (Rante Sampebua et al., 2023).

Someone who listens certainly has a goal to achieve, as does learning listening skills (Triasmosari, 2021), The objectives of learning listening skills put forward by Kasihani in *English for Young Learners* include: Listen to instructions or commands to do something. Get the information or answers needed. Obtain messages, news and stories conveyed orally. Apart from listening to instructions, listening can also be used to convey orders to do something. This learning is also intended to obtain information, messages, news and stories that have been conveyed

Listening has stages or steps so that the process can take place effectively. *The process of listening occurs in five stages. They are hearing, understanding, remembering, evaluating, and responding* . Hearing is a basic activity for someone to focus. Furthermore, this understanding is achieved if someone is able to understand *the* meaning of the sounds or symbols conveyed. Remembering, in the listening process the information that is obtained will be useful if the information can be converted into long-term information. Then evaluating, active listeners will consider and select information based on opinions or facts to avoid bias or prejudice from the information obtained. (Handayani., 2022)

Responding , this stage is the completion or final stage of the listening process and requires someone to provide feedback both verbally and non-verbally, as an indicator that the listening process is taking place effectively. In listening skills learning activities, Tarigan stated that there are several steps in listening skills activities, including: (1) determining meaning; (2) demonstrating expressions; (3) asking to repeat; (4) provide extensive training (Umi Baroroh, 2020).

Interactive games are a type of game that involves the active participation of players in a virtual or physical environment. In contrast to games that only require the viewer to watch or observe, interactive games allow players to interact directly with elements in the game and often have control over the development of the story or the outcome of the game. In interactive games, players often have specific goals to achieve or challenges to overcome. They can influence the storyline, make choices, solve puzzles, or participate in other activities according to the rules and mechanics of the game (Triasmosari, 2021).

Additionally, interactive games also often utilize technology to create immersive experiences for players. This can include realistic graphics, immersive sound, and responsive controls. Game developers often combine these elements to create engaging and immersive gaming experiences. Interactive games can be found in various forms, including video games, board games, role *-playing games,* and physical games that involve body movement. The main goal of interactive games is to provide entertainment, education, or even training to players, while stimulating active engagement and interaction (Setya Dewi & Ganing, 2022).

The use of information technology (IT) in learning provides many conveniences for teachers in carrying out their duties. Several technology applications (for example: English Discovery, Dyned, Minilyrics, Kamusku, Talk It, etc.) can be used by teachers in learning English at school. The problem is that they all require other supporting devices such as computers/laptops, cellphones (Android), internet connections, and electricity. Even some applications that prioritize blended learning are paid applications which are quite expensive. Not to mention the deviations that students often make in using information technology in learning (for example, unrecommended access, cheating via the internet, unnecessary chatting, etc.). Furthermore, the application of IT, which is supposed to offer ease of learning, actually creates a feeling of laziness in reading books. education because it is influenced by instant things (Marliani, 2021).

Based on research results (Triasmosari, 2021), this educational game is suitable for use as a learning medium. This can be known through the assessment results of test subjects consisting of learning content experts, learning design and learning media as well as individual trials and small group trials. obtain excellent qualifications from learning content and media and combat and small group tests. and obtain good qualifications from learning design experts, so that with these qualifications, this educational game can be said to be suitable for use as a learning medium. This application is very suitable for use in the learning process because it can help students to remember vocabulary in English easily and can give students a happy feeling when studying so that it can increase students' learning motivation towards learning English, where learning motivation is one of the keys to success. in achieving learning goals

Vocabulary and speaking practice, The application of mobile applications in teaching English phonology regarding vocabulary or speaking can be a very effective tool in improving students' abilities in two main aspects, namely pronunciation and understanding vocabulary. Mobile applications can provide interactive exercises to improve students' pronunciation in English. Features such as voice recording and comparing students' voices with models of correct pronunciation can help students hone their ability to pronounce words correctly (Baslini, 2019).

Mobile apps can be used to expand students' vocabulary through various activities, such as word puzzles, quizzes, or memory games. The app can provide word definitions, example sentences, and even audio connections to help students better understand and remember new vocabulary. Vocabulary really contributes and helps language learners in improving their language skills to become better. In other words, it can be interpreted that by having a large vocabulary, language learners will be able to easily create sentences both orally and in writing. In addition, the importance of vocabulary mastery can also reflect and predict high levels of reading proficiency (Issues, 2019).

Organization for Economic Co-operation and Development (OECD), Indonesian students' reading ability is below average and is ranked 57th out of 65 countries. This means that Indonesian students are still very weak in their ability to understand reading texts. One of the reasons for this is their limited vocabulary. Therefore, vocabulary mastery must be the main priority in teaching and learning English because one of the main elements in language skills is influenced by vocabulary mastery. The size of a child's vocabulary is the dominant factor in predicting a child's reading ability (Baslini, 2019).

Another reason why the use of mobile phones can help students' vocabulary achievements is because they have the opportunity to practice anytime and anywhere because they always have their cell phones with them.

SIMPULAN

Conclusions from research regarding the application of mobile applications in teaching English phonology in elementary schools may vary depending on the specific research results. However, some general conclusions that may be drawn are: Learning Effectiveness, mobile applications can increase the effectiveness of English phonology learning among elementary school students. The use of engaging technology such as applications can help increase student engagement and motivation in learning phonology. Openness and Accessibility, mobile applications allow easier access and openness to phonology learning materials, which can increase students' ability to practice and hone their skills independently outside of class hours. Skills Development, the use of mobile applications in learning phonology can help students develop listening skills, pronunciation and understanding sounds in English more effectively.

Challenges and Obstacles, although they have many benefits, implementing mobile applications in teaching can also face challenges such as limited access to technology in some environments, or challenges in integrating technology with existing curricula. Recommendations for Implementation, based on the research results, recommendations can be provided to guide teachers and policy makers in the implementation of mobile applications in phonology teaching, such as adequate teacher training, curriculum adjustments, and evaluation of the impact of using this technology on student learning. This conclusion must be based on empirical evidence obtained from research conducted, as well as consideration of the context and relevant supporting and inhibiting factors in the context of teaching in elementary schools.

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