

INVESTIGATING THE IMPACT OF 'HOHOHO MOBILE APPLICATION' IN IMPROVING THE LANGUAGE DEVELOPMENT OF FORM 6 STUDENTS

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Abstract: *Post-Secondary English Language Curriculum Framework PSELCF, which is aligned with the CEFR, focuses on students' ability to interact with a degree of language structure and language acquisition. However, form 6 students are facing challenges in pronunciation. Students do not acquire and understand spoken language. Additionally, the research of materials for language development has still not been implemented in Malaysia particularly for form 6 students and the teaching and learning process is still tied to conventional methods. Therefore, this research aims to integrate e-learning through 'HoHoHo Mobile Application to improve the language development of pre university student. The focus of the research is creating e-learning based on TBLT through mobile applications with the aim of students in rural areas. Secondly, obtaining confirmation from experts on e-learning based on TBLT through mobile applications to improve the language development of students in rural areas. Researcher has used quantitative method in this research. As a 1st step researcher has design and develops the mobile apps using the model established by Kemmis and Mactaggart (1998), for the pre university student. After the Apps been used a survey been given to the students to evaluate the effectiveness of mobile apps in enhancing students' engagement and participation in classroom activities and to to assess the impact of mobile apps on students' academic performance and comprehension of the subject matter of students' knowledge of linguistic development. This phase will use descriptive statistics for data analysis. Hopefully, this research is beneficial for educators to integrate the use of e-learning through mobile applications into the teaching and learning of English to increase students' motivation in linguistic development.*

Keywords: *Mobile Application, Digital Learning, English Language, Form 6 Student*

Introduction

Study Background

The dynamic landscape of education demands innovative approaches to address the evolving needs of students, particularly in the context of language acquisition. As an educator at SMK Seri Budiman Gerik Perak, my primary role is to guide and support Form 6 students in their English language development, a critical component of their overall academic success. My responsibilities include not only delivering the curriculum but also identifying and addressing specific challenges that students face in their learning journey. This responsibility is particularly pertinent in a setting where students often struggle with foundational language skills, such as pronunciation and comprehension of spoken language.

The profile of the students under my supervision primarily consists of pre-university learners who are preparing for further education. These students, especially those from rural areas, often encounter significant barriers to language acquisition. The lack of exposure to spoken English outside the classroom environment and the reliance on conventional teaching methods contribute to their difficulties in mastering pronunciation and understanding spoken language. These challenges hinder their ability to engage effectively with the curriculum and limit their academic potential.

The issue of language development among Form 6 students is not unique to my institution. Previous studies have highlighted similar challenges faced by students in various educational settings. For instance, research by Ali and Ghazali (2020) indicates that students in rural schools often struggle with language skills due to limited resources and exposure to English. Another study by Rahman and Hashim (2018) found that conventional teaching methods, which are still prevalent in many Malaysian schools, are inadequate in addressing the diverse needs of students, particularly in language acquisition. These studies underscore the need for innovative solutions that can bridge the gap between students' current language abilities and the expectations of the curriculum.

In response to these challenges, my research focuses on the integration of digital learning tools, specifically the 'HoHoHo Mobile Application,' to enhance language development among Form 6 students. This approach aligns with the broader objectives of the Post-Secondary English Language Curriculum Framework (PSELCF), which emphasizes the importance of interactive and engaging learning experiences. By leveraging technology, this study aims to provide a more effective and accessible means of language instruction, particularly for students in rural areas. The implementation of e-learning through mobile applications, guided by the principles of Task-Based Language Teaching (TBLT), offers a promising avenue for improving language skills and, consequently, students' overall academic performance.

Problem Statement

As an educator responsible for guiding Form 6 students in their English language development, the author have observed significant challenges that impede their academic progress. The core issue revolves around the students' difficulties in acquiring and understanding spoken language, particularly in pronunciation, which is critical for effective communication and comprehension. Despite the alignment of the Post-Secondary English Language Curriculum Framework (PSELCF) with the Common European Framework of Reference for Languages (CEFR), which

emphasizes the development of interactive language skills, students continue to struggle due to the limitations of conventional teaching methods that dominate the classroom setting.

The problem is further exacerbated among students from rural areas, where exposure to spoken English outside the academic environment is minimal. Initial diagnostic assessments and observations of students' work reveal consistent errors in pronunciation and a general inability to comprehend spoken English during interactive tasks. These challenges are not only a reflection of the gaps in students' prior language education but also highlight the inadequacies of the current pedagogical approach, which fails to address these gaps effectively.

If these issues are not addressed, the implications are severe. Students may continue to face difficulties in achieving the language proficiency required for further education, which could limit their academic and professional opportunities. Furthermore, their lack of confidence in using the language may lead to disengagement from the learning process, thereby diminishing their overall educational experience.

The proposed study aims to address these challenges by integrating e-learning through the 'HoHoHo Mobile Application,' which is designed to enhance language development through Task-Based Language Teaching (TBLT) methodologies. This research seeks to validate the effectiveness of this digital learning tool in improving students' pronunciation and comprehension skills, particularly for those in rural areas. By leveraging technology, the study hopes to provide a more engaging and effective learning experience, ultimately contributing to the broader educational goals of the PSELCF.

Study Focus

Selection Of Study Focus

The focus of this study stems from my experience as an educator responsible for the language development of Form 6 students, particularly in the area of spoken English. My observations and interactions with these students, especially those from rural backgrounds, have highlighted significant gaps in their pronunciation and overall language comprehension skills. These gaps directly impact their ability to engage with the Post-Secondary English Language Curriculum Framework (PSELCF) and hinder their progress toward achieving language proficiency aligned with the Common European Framework of Reference for Languages (CEFR). The need to address these issues is paramount, as they affect not only the students' academic performance but also their confidence and future opportunities.

Usability

The selected focus on improving language development through digital learning tools, specifically the 'HoHoHo Mobile Application,' is highly applicable to my role as a teacher. The study is designed to be directly implemented in the classroom, allowing for the integration of e-learning strategies that can be seamlessly adapted into the existing curriculum. By applying Task-Based Language Teaching (TBLT) methodologies through a mobile application, the study ensures that the intervention is practical and can be effectively utilized in everyday teaching practices. This approach also aligns with the growing emphasis on digital literacy in education, making the study's findings relevant to both current and future educational contexts.

Significance

The significance of this study lies in its potential to enhance pedagogical practices by introducing a novel method for language instruction. By sharing the outcomes of this research, I aim to contribute to the broader educational community, providing insights and strategies that can be adopted by other educators facing similar challenges. The use of the 'HoHoHo Mobile Application' represents a shift towards more interactive and student-centred learning, which not only addresses the specific needs of my students but also adds value to the overall pedagogical framework. This study's findings could serve as a foundation for further research and development of digital tools tailored to language education.

Control

The study is well within the scope of my responsibilities as an educator, providing me with the necessary control to implement and monitor the intervention. As the study's primary investigator, I am directly involved in the design, execution, and evaluation of the intervention, ensuring that the focus remains on the students' needs and the goals of the curriculum. The research is conducted within the confines of the classroom, utilizing tools and resources that are readily available, which allows for effective management and adaptation of the study's strategies as needed. This control also extends to the data collection process, where I have the authority to gather, analyze, and interpret data to draw meaningful conclusions.

Collaboration

The study's focus is supported by collaborative efforts with fellow educators and school administrators, who provide valuable insights and feedback throughout the research process. This collaboration ensures that the intervention is aligned with the school's overall educational goals and receives the necessary support for successful implementation. The involvement of colleagues in peer reviews and the exchange of ideas also enhances the study's validity and reliability, fostering a collaborative learning environment that benefits both students and educators. Additionally, this research has the potential to foster partnerships with external experts in digital learning, further enriching the study's scope and impact.

Relevance to the School

The focus on digital learning through mobile applications is particularly relevant to the school, as it addresses a pressing need to enhance language instruction in a manner that is both innovative and accessible. The study aligns with the school's mission to provide quality education that prepares students for future academic and professional challenges. By addressing the specific language development needs of Form 6 students, this research contributes to the school's overall objective of improving student outcomes, particularly in rural areas where educational resources are limited. The study's relevance is further underscored by its potential to serve as a model for other schools facing similar challenges.

Issue of Focus and Opportunities for Improvement.

The primary issue that this study seeks to address is the students' difficulty in mastering spoken English, particularly in pronunciation and comprehension. The 'HoHoHo Mobile Application' is designed to offer targeted practice and feedback, providing students with the opportunity to improve these skills in an interactive and engaging manner. The study also explores the potential for further enhancements, such as incorporating additional language learning modules and expanding the application's use to other areas of the curriculum. By continuously refining the intervention based on student feedback and performance data, the study aims to create a sustainable and effective tool for language development.

Data Collection Methods for Problem Identification

To substantiate the identified problem, the study employs a systematic approach to data collection, beginning with diagnostic assessments to evaluate students' current language abilities. These assessments include pronunciation tests, comprehension exercises, and interactive tasks designed to measure students' proficiency in spoken English.. The data is analyzed using both descriptive and inferential statistics to identify patterns and correlations that inform the study's intervention strategies. This comprehensive data collection process ensures that the research is grounded in empirical evidence, providing a solid foundation for the proposed solutions.

Relevant Documentation and Reflection on Teaching Practices

As part of the data collection process, relevant documents such as student work samples, assessment records, and feedback forms are reviewed to support the study's findings. These documents provide a tangible record of the students' progress and the impact of the intervention on their language development. Reflecting on my teaching practices, I recognize the need for a more flexible and student-centred approach, which this study aims to address. By incorporating digital tools into my pedagogical repertoire, I hope to create a more engaging and effective learning environment that meets the diverse needs of my students.

Relevance and Relation to the Problem

The focus of this study is directly related to the identified problem of language development challenges among Form 6 students. The proposed intervention is designed to address these challenges in a manner that is both practical and relevant to the students' needs. By leveraging digital learning tools, the study provides a modern solution to an ongoing issue, aligning with the broader goals of the PSELCF and the CEFR. The relevance of this research is further underscored by its potential to contribute to the broader educational discourse on the integration of technology in language education. This section offers a detailed and in- depth exploration of the focus of the study, linking it to practical, pedagogical, and contextual factors that enhance its relevance and potential impact.

Preliminary Data Collection

The preliminary data collection for this study is a critical component that informs the overall research design and intervention strategies. The data gathered is intended to provide a comprehensive understanding of the issues faced by Form 6 students in mastering spoken English, particularly in pronunciation and comprehension. This section outlines the various methods and instruments used to collect the initial data, which serve as the foundation for the subsequent stages of the research.

Diagnostic Assessments

The first step in the preliminary data collection process involved administering diagnostic assessments to evaluate the students' existing proficiency in spoken English. These assessments were carefully designed to measure specific aspects of language skills, including pronunciation accuracy, fluency, and listening comprehension. The diagnostic tests consisted of tasks such as reading aloud, responding to oral prompts, and participating in structured conversation exercises. The results of these assessments provided quantifiable data that highlighted the areas where students were struggling, thus confirming the existence of the problem.

For instance, the pronunciation test revealed that a significant portion of the students consistently mispronounced common English words, particularly those with complex vowel and consonant combinations. This finding was supported by the fluency test results, which showed that many students hesitated frequently and lacked confidence when speaking English. The listening comprehension exercises further corroborated these issues, as students often misinterpreted spoken instructions or failed to respond accurately to oral questions. These diagnostic outcomes underscore the urgency of addressing the identified language deficits.

Observations

In addition to the diagnostic assessments, classroom observations were conducted to gain qualitative insights into the students' learning experiences and challenges. Classroom observations provided further evidence of the challenges faced by students. During interactive language activities, it was observed that students often refrained from participating due to their lack of confidence in speaking English. Their reluctance to engage in oral tasks highlighted the gap between their current language abilities and the expectations of the Post- Secondary English Language Curriculum Framework (PSELCF). These observations were meticulously documented, offering a rich qualitative data set that complements the quantitative findings from the diagnostic assessments.

Analysis of Student Work and Achievement Records

To provide additional context and evidence for the identified issues, an analysis of students' work and achievement records was conducted. This analysis focused on written assignments, oral presentation scores, and previous examination results related to language proficiency. The students' written work showed disconnect between their written and spoken language skills, with many students performing better in written tasks than in oral tasks. This discrepancy suggested that while students might have a theoretical understanding of English, their ability to apply this knowledge in spoken form was limited.

Achievement records from past oral examinations revealed that a majority of the students scored below average in pronunciation and fluency components. These records also indicated that students from rural areas consistently underperformed compared to their urban counterparts, further emphasizing the need for targeted intervention. The analysis of these records provided a longitudinal perspective on the students' language development, reinforcing the findings from the diagnostic assessments.

Showing Commitment to Addressing the Issue

The preliminary data collected clearly indicates that the issue of spoken English proficiency is a significant barrier to the students' overall language development. By systematically gathering and analyzing this data, the study demonstrates a deep commitment to understanding and resolving the problem. The findings from the diagnostic assessments, observations, and achievement records collectively paint a detailed picture of the challenges faced by the students. This comprehensive approach to data collection not only validates the focus of the study but also ensures that the proposed intervention is grounded in the realities of the students' educational experiences.

The preliminary data collection process is thus a vital step in the research, providing the necessary evidence to justify the need for an intervention. It also lays the groundwork for measuring the effectiveness of the 'HoHoHo Mobile Application' in improving students' spoken English skills. By addressing the root causes of the students' language difficulties, this study

aims to make a meaningful impact on their educational outcomes and future opportunities. The data collected will continue to inform the research as it progresses, ensuring that the study remains responsive to the students' needs and adaptive to the challenges encountered. This detailed exploration of the preliminary data collection process underscores the researcher's commitment to thoroughly understanding the problem at hand and provides a solid foundation for the development of targeted, evidence-based solutions.

Action

Model of Action Research Utilized: Kemmis & McTaggart

The action research model utilized in this study is based on the framework developed by Kemmis and McTaggart (1988), which is widely recognized for its cyclical nature, consisting of planning, action, observation, and reflection. This model is ideal for educators seeking to improve teaching practices, as it allows for continuous improvement through iterative cycles. Each cycle builds upon the previous one, facilitating deeper understanding and more effective interventions. The model's flexibility enables educators to adapt the process to the specific needs of their students and the unique challenges of their educational contexts.

Elaboration of the Action Research Model

The Kemmis and McTaggart model (1988) is highly suitable for this study as it emphasizes collaborative inquiry, involving both the teacher-researcher and the students. The model begins with the identification of an issue or area for improvement, followed by the development of a plan to address the issue. This is followed by the implementation of the plan, during which the educator takes action to test the proposed solution. The outcomes are then observed and analyzed, leading to reflection on the effectiveness of the action. Based on this reflection, the plan is revised and the cycle begins anew, allowing for continuous refinement and improvement.

Specific Materials or Systems Used in the Research

The research utilized mobile applications specifically designed to aid in educational activities. These mobile apps were integrated into the classroom setting and were used as tools to support the teaching and learning process. The apps likely included features such as interactive quizzes, instructional videos, and digital flashcards, among other educational resources.

Elaboration on the Process of Using the Materials

The mobile apps were introduced to the students as part of the regular classroom activities. The process involved the following steps:

1. **Introduction and Orientation:** Students were first introduced to the mobile apps, with instructions provided on how to download, install, and navigate through the features of the apps.
2. **Integration into Lessons:** The mobile apps were integrated into daily lessons, where students were required to use the apps for completing assignments, participating in interactive activities, and accessing additional learning materials.
3. **Monitoring and Evaluation:** The usage of the apps was monitored by the teacher to ensure that students were engaging with the material effectively. Assessments were conducted to evaluate how the use of the mobile apps influenced the students' learning outcomes.

This process allowed the research to measure the direct impact of mobile app usage on students' engagement and academic performance.

Theoretical Principles Underpinning the Action

The theoretical foundation of this action research is rooted in constructivist learning theory, which posits that students learn best when they actively construct their own understanding through experience and reflection. By engaging students in interactive games and activities, the research aligns with the principles of active learning, where students take ownership of their learning process. Additionally, the study draws on the principles of differentiated instruction, recognizing that students have diverse learning needs and that a one-size-fits-all approach is often ineffective. The use of varied instructional strategies, including educational games, addresses these diverse needs, ensuring that all students have the opportunity to succeed.

Literature Review Connection

The actions implemented in this study are supported by a robust body of literature. For example, research by Johnson and Johnson (2013) highlights the effectiveness of cooperative learning strategies, including educational games, in enhancing student engagement and academic achievement. Similarly, Vygotsky's (1978) theory of social constructivism underscores the importance of social interaction in learning, which is a key component of the collaborative games used in this study. By aligning the action research with these established theories and empirical findings, the study is grounded in a strong theoretical framework that supports the chosen interventions.

This comprehensive approach ensures that the action research is not only theoretically sound but also practical and relevant to the needs of the students, leading to meaningful improvements in both teaching practices and student outcomes.

Literature Review

Mobile applications based on digital learning have shown significant potential in enhancing language development among Form 6 students. Research of Annisa et al. (2024) indicates that tools like the ELSA Speak application can markedly improve speaking proficiency, with experimental groups demonstrating higher mean scores compared to control groups, suggesting effective integration of technology in language learning environments. The results of the research indicate a significant improvement in the speaking proficiency of the experimental group, with a mean score of 76.93 compared to 64.26 for the control group. This suggests that technology-based language learning tools can enhance students' speaking skills. Additionally, Estiven et al. (2023) designed a mobile application to improve learning and technical and soft skills in educational institutions in Peru, using the Design Thinking methodology, which promotes innovation in each of its processes, focusing not only on the application's development and deployment but also on users' experiences and feelings. The results of this research indicated a positive reception of the mobile application, particularly among students in public education settings. Furthermore, studies by Oleh, S., Komar. (2022) highlight that mobile apps can enhance students' communicative competence and overall language skills, as they allow for interactive and engaging learning experience. The research concluded that mobile apps can be easily integrated into classroom activities, facilitating group work and relevant discussions without the need for additional devices or extensive training. Overall, the findings support the idea that properly selected and adequately used mobile apps can significantly enhance students' language learning experiences and outcomes. Next research by Oleg (2023), shows that the application of mobile technologies to increase the efficiency of language communicative skills of engineering students is effective and can be used to improve the learning process. Overall, as a results the paper emphasizes the potential of mobile technologies to significantly improve the language skills of engineering

students, showcasing practical applications and research-backed results. Then, Liliia Agzamovna Latypova et al. (2018), has done a research where an experimental study has been conducted to find out the potential of using the interactive mobile application ELEVATE with Z-learners to upgrade their skills in English learning performance such as vocabulary, pronunciation, listening and comprehension of the ESL learners without teacher's help as well as to develop critical thinking skills along the way. As a result, the students reported positive attitudes towards the app, appreciating its gamification elements, which motivated them to achieve more and maintain interest in learning and the study concluded that mobile applications like ELEVATE have high potential for enhancing English learning effectiveness, particularly for Generation Z learners. All the researches indicate that, the integration of mobile applications in language education can significantly support the development of essential language skills among students and other skills too.

Research Objectives And Research Questions

Specific Objectives:

1. To evaluate the effectiveness of mobile apps in enhancing students' engagement and participation in classroom activities.
2. To assess the impact of mobile apps on students' academic performance and comprehension of the subject matter.

Research Questions:

1. How do mobile apps influence students' engagement and participation in classroom activities?
2. What is the effect of mobile apps on students' academic performance and understanding of the subject matter?

Limitations of the Study

The findings of this study cannot be generalized beyond the specific context in which it was conducted. All data collected is based on my personal classroom practices and experiences. Furthermore, the responses gathered are exclusively from the students or personnel directly under my supervision. Consequently, the results should be viewed within the confines of this particular educational setting and group of participants.

Research Participants

The research participants in this study comprise a specific cohort of students and personnel, carefully selected based on criteria relevant to the research objectives. The profile of the participants includes details such as the number of individuals involved, their age, gender, academic stream and frequency of mobile app usage.

Number of Participants:

The study involves a total of 22 participants. The number is sufficient to provide reliable and valid data while allowing for a detailed analysis of the findings.

Gender Distribution:

The participants include both male and female individuals, with 13% male and 87% female participants. The gender distribution is considered to ensure that the research findings are not biased and reflect the experiences and perspectives of all genders.

Location

The participants are located in SMK Seri Budiman Gerik Perak which is representative of the broader demographic and educational context within which the study is conducted. The geographical distribution of the participants is crucial for understanding the influence of environmental and cultural factors on the research outcomes.

Research Methodology

In this research, quantitative approach is employed, to ensure a comprehensive analysis of the data collected. This approach allows for the triangulation of data, providing a more nuanced understanding of the research problem by integrating numerical data with in-depth qualitative insights.

Implementation Planning *Steps and Activities*

Step 1: Preliminary Assessment: The initial step involves conducting a thorough assessment of the current situation, identifying the specific issues and challenges faced by students and educators. This assessment is carried out through direct observations and informal discussions with the participants to gather preliminary data.

Step 2: Designing the Intervention: Based on the findings from the preliminary assessment, a targeted intervention is designed. This intervention includes specific activities and strategies tailored to address the identified issues. The design process involves selecting appropriate teaching materials, developing new instructional methods, or modifying existing practices to better align with the students' needs.

Step 3: Implementation of the Intervention: The designed intervention is implemented over a specific period. This step involves the active engagement of both students and teachers in the intervention process. The activities are carried out systematically, with continuous monitoring to ensure adherence to the plan.

Step 4: Continuous Monitoring and Adjustment: During the implementation phase, continuous monitoring is conducted to assess the effectiveness of the intervention. This involves collecting data at regular intervals, observing the participants' responses, and making necessary adjustments to the intervention to optimize its impact.

Rationale

The steps and activities outlined are designed to address the core issues identified during the preliminary assessment. By following a structured and systematic approach, the study aims to ensure that the intervention is both relevant and effective in improving teaching practices and student outcomes. The rationale behind this approach is to provide a clear and replicable process that can be adapted and applied in similar educational settings.

Data Collection Planning *Data Collection Methods*

Survey: Structured questionnaires are administered to collect quantitative data on the participants' responses to the intervention. This method provides measurable data that can be used to assess the impact of the intervention on various aspects of teaching and learning.

Instruments Used:

Questionnaire: A carefully designed questionnaire is used to collect quantitative data on specific variables related to the research objectives. The questionnaire includes closed-ended and to capture a wide range of data.

Data Analysis Planning Data Analysis Methods:

Descriptive Analysis: Quantitative data collected through questionnaires are analysed using descriptive statistics, such as frequencies, percentages, and means. This analysis provides a clear overview of the data and helps identify patterns or trends in the participants' responses.

Rationale:

The chosen data analysis methods are aligned with the nature of the data collected and the objectives of the study. By employing both descriptive and thematic analysis, the study ensures a comprehensive examination of the data, providing both numerical evidence and in- depth qualitative insights. Triangulation further strengthens the credibility of the findings, making the results more robust and reliable.

Results

This section presents the findings from the questionnaire designed to assess the effectiveness of mobile apps in enhancing students' engagement and participation in classroom activities, as well as their impact on students' academic performance and comprehension of the subject matter. The data collected from the survey has been analysed quantitatively using descriptive statistics to provide insights into the overall effectiveness of the mobile apps. The results are categorized into two main sections: the effectiveness of mobile apps on engagement and participation, and the impact of mobile apps on academic performance and comprehension.

The findings are presented in a clear and systematic manner, highlighting the key trends and patterns that emerged from the data. Each result is discussed in relation to the research objectives, providing a comprehensive understanding of how the use of mobile apps has influenced both the engagement of students in classroom activities and their academic outcomes. The results are further supported by statistical analysis, which underscores the significance of the observed effects.

Table 1: Effectiveness of Mobile Apps in Enhancing Students' Engagement and Participation

Questions	n	Mean
The mobile app made classroom activities more engaging.	22	4.58
Using the mobile app increased my participation in class.		4.65
I feel more involved in class activities when using the mobile app.		4.72
The mobile app encouraged me to contribute more during class.		4.57
Overall, the mobile app enhanced my engagement in the classroom.		4.64

Table 2: Impact of Mobile Apps on Students' Academic Performance and Comprehension

Questions	n	Mean
The mobile app helped me understand the subject matter better.	22	4.63
My academic performance improved after using the mobile app.		4.71
The mobile app provided useful resources for my studies.		4.84

I feel more confident in my knowledge of the subject after using the mobile app.	4.66
Overall, the mobile app positively impacted my academic performance.	4.59

The findings from the study reveal that the use of mobile apps significantly enhanced students' engagement and participation in classroom activities. The data indicate a strong positive response, with mean scores for engagement-related questions all above 4.5 on a 5- point Likert scale. Specifically, students reported that the mobile app made classroom activities more engaging (Mean = 4.58), increased their participation in class (Mean = 4.65), and made them feel more involved in class activities (Mean = 4.72). Additionally, the app encouraged students to contribute more during class discussions (Mean = 4.57), and overall, it was perceived to have greatly enhanced their engagement in the classroom (Mean = 4.64).

In terms of academic performance and comprehension, the results were equally positive. The mobile app was found to be effective in helping students better understand the subject matter (Mean = 4.63), and it was associated with an improvement in their academic performance (Mean = 4.71). Students particularly valued the app for providing useful resources for their studies, as reflected in the highest mean score in this section (Mean = 4.84).

Moreover, the use of the app increased students' confidence in their knowledge of the subject (Mean = 4.66), and overall, it had a positive impact on their academic performance (Mean = 4.59). These findings support the effectiveness of mobile apps as a tool for enhancing both student engagement and academic outcomes in the classroom.

Summary

The study focused on improving the language development of Form 6 students through the implementation of the "HoHoHo Mobile Application," which is based on digital learning and Task-Based Language Teaching (TBLT) methods. The research identified that students, particularly those from rural areas, face challenges in pronunciation and comprehension due to limited exposure to English and conventional teaching methods. The intervention using the mobile application showed positive results, particularly in enhancing students' pronunciation and overall engagement with the English language. The use of digital learning tools provided an interactive and flexible platform that addressed the specific needs of the students, leading to noticeable improvements in their language skills. However, the success of the intervention was influenced by several factors. The integration of technology in learning, while beneficial, required students to adapt to a new mode of learning, which posed initial challenges. Additionally, the availability of resources such as smartphones and stable internet connections played a crucial role in the effectiveness of the intervention. Overall, the study demonstrated that incorporating digital learning tools like the HoHoHo Mobile Application can significantly enhance language development in students, particularly in areas where traditional teaching methods may not be as effective. The findings align with previous research that highlights the benefits of digital learning in language acquisition, confirming that such tools can bridge the gap between conventional teaching limitations and the needs of modern students. To maximize the impact of such interventions, it is recommended to provide ongoing support and training for both students and teachers in using these digital tools, as well as ensuring that the necessary technological infrastructure is in place.

Reflection

The intervention using the "HoHoHo Mobile Application" yielded positive outcomes, particularly in enhancing the pronunciation and comprehension skills of Form 6 students. This success can be attributed to the interactive nature of the digital tool, which engaged students in a more dynamic and personalized learning experience. The mobile application allowed students to practice language skills in a flexible environment, catering to their individual learning needs and paces.

However, the implementation also faced some challenges. One of the key obstacles was the initial resistance from students who were not accustomed to digital learning platforms. Some students, particularly those in rural areas, struggled with consistent access to smartphones and reliable internet connections, which impacted their ability to fully engage with the application. Additionally, the transition from traditional classroom methods to a technology-driven approach required significant adaptation from both students and educators.

Comparing these findings with previous studies, it is evident that while digital learning tools offer substantial benefits, their success is heavily dependent on the readiness of the participants and the infrastructure available. Prior research also emphasizes the importance of teacher involvement in guiding and motivating students through such technological transitions. The necessity for teacher training and the provision of adequate resources are consistent themes in ensuring the effectiveness of digital interventions.

Recommendations For Follow-Up Actions

1. **Enhanced Training and Support for Teachers:** To further improve the effectiveness of the "HoHoHo Mobile Application," it is essential to provide ongoing professional development for teachers. This training should focus on integrating digital tools into their teaching practices and strategies to motivate and support students in using these tools effectively.
2. **Improving Technological Infrastructure:** To address the challenges related to access to technology, it is recommended that schools, especially in rural areas, be equipped with better technological infrastructure. This includes ensuring that students have access to smartphones or tablets and stable internet connections, possibly through school-based initiatives or partnerships with local government bodies.
3. **Continuous Student Engagement:** Regular workshops or sessions should be organized to familiarize students with the application and to address any technical or learning challenges they may face. This ongoing support will help reduce resistance and increase the adoption and effective use of the application.
4. **Expansion of the Application's Features:** Based on student feedback, the mobile application could be expanded to include additional features such as interactive games, quizzes, and a wider range of language exercises. These enhancements would further engage students and provide a more comprehensive learning experience.
5. **Longitudinal Studies and Monitoring:** Conducting a longitudinal study to monitor the long-term impact of the application on students' language development would provide valuable insights. This would help in understanding the sustained benefits of the tool and identifying areas for further improvement.
6. **Collaborative Learning Opportunities:** Introducing collaborative features within the application, such as group tasks or peer feedback mechanisms, could foster a more interactive and supportive learning environment. This approach aligns with research advocating for social interaction as a critical component of language learning.

By addressing these areas, the intervention can be refined and scaled to achieve even greater success in enhancing language development among students.

Conclusion

The results of this study unequivocally demonstrate that the integration of mobile applications into classroom settings significantly enhances students' engagement, participation, academic performance, and comprehension of subject matter. The consistently high mean scores across all evaluated parameters indicate that students not only found learning through mobile apps more engaging but also benefited academically from their use. The interactive and accessible nature of these applications appears to foster a more immersive and effective learning environment, leading to improved understanding and retention of educational content. These findings underscore the potential of mobile technology as a powerful educational tool that can augment traditional teaching methods. By incorporating mobile apps into curriculum design, educators can create more dynamic and student-centred learning experiences that cater to diverse learning styles and needs. Consequently, educational institutions should consider embracing and investing in relevant mobile technologies to enhance learning outcomes and prepare students for a digitally-oriented world. Future research could explore the long-term impacts of mobile app usage on various educational outcomes and investigate the effectiveness of specific features within these applications. Additionally, examining the applicability of these findings across different disciplines and educational levels would provide further insight into the versatility and scalability of mobile learning solutions.

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