

**LOQW**

Language in the Online & Offline World

**Language in  
the Online and Offline World 5:  
The Amplitude**

**April 19-20, 2016**

English Department  
Petra Christian University  
Surabaya - Indonesia

**Proceedings**



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# *Language in the Online & Offline World 5: The Amplitude*

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## PREFACE

The interest of the LOOW conferences held by the English Department of Petra Christian University has indeed been in the language used in the online and offline world. The first time it was held in 2010, the conference explored the language used in the online and offline world. In the following year, 2011, the second LOOW conference was held with the theme “The Awakening”, realizing that there might be differences in the language used in the online and offline world. Then, having realized the changes occur in the language used in the online and offline world, another conference, LOOW 3, was held in 2012 with the theme, “The Transformation”. In 2014 echoing the freedom of opinion in its theme, “The Latitude”, LOOW 4 re-examined the language trends and practices and offered challenges in teaching.

This time the theme taken is “The Amplitude”. As it is conveyed by the word, the proceedings of LOOW 5 contain papers of a wide range of topics, such as literature, culture, teaching, research, and business communication. I do hope that through the exchange of ideas in the parallel sessions and through the plenary and featured speakers’ presentations, more ideas and insights can trigger all the conference participants to have a broader horizon in the respective fields and to come up with fresh ideas in our next LOOW conference.

On behalf of the organizing committee, I would like to express my sincere gratitude for all the plenary and featured speakers, who are willing to share their ideas and knowledge in this conference. To all the presenters and participants, I express my heartfelt gratitude for your participation in this conference. Without your efforts and interest, it would be impossible to hold this conference.

We wish you a productive conference that will enlighten not only your mind, but also your heart.

Dr. Julia Eka Rini  
Chairperson of the Organizing Committee

## TABLE OF CONTENTS

THE IMPACT OF MEDIA ROLE IN KHALED HOSSEINI'S NOVELS: FROM NO ONE TO BE SOMEONE .....	1
Hiqma Nur Agustina	
STUDENTS' RECORDED VIDEO AS MEANS IN IMPROVING LEARNING MOTIVATION IN SPEAKING ACTIVITY .....	7
Zahrah Zakiya Ahda Annysa Dwi Cahyani	
UTILIZING FLIPPED CLASSROOM MODEL IN TEACHING WRITING .....	15
Mahendra Puji Permana Aji	
EVIDENTIAL AND BOOSTERS MARKERS IN EFL STUDENTS' ARGUMENTATIVE WRITING: A LOCAL CORPUS-BASED STUDY .....	21
Reni Andriani Armin Fani	
CREATIVITY IN POETRY AND PROSE .....	27
Peter Angkasa	
TAKING ADVANTAGE OF MOOCS' FLEXIBILITY TO DEPOLARIZE THE SOCIETY'S ADVANCEMENT POTENTIALS .....	35
William Angkasa	
E-C IDENTIFICATION THROUGH THEME ANALYSIS IN THE UNILEVER HEROES PROGRAM .....	43
Condra Antoni Irham Irene Ossi Widyastuti Maria Christiani	
SPIDERSCRIBE.NET AS A BREAKTHROUGH FOR ORGANIZING STUDENTS' IDEAS IN WRITING .....	51
Muhammad Affandi Arianto Risda Asfina	
TEACHING ENGLISH EASIER USING COMPUTER ASSISTED LANGUAGE LEARNING (CALL) .....	57
Luh Mas Ariyati Arfan Fahmi	
THE DEVELOPMENT OF DEFENSE MECHANISM AS THE RESULT OF SOCIETY'S TREATMENT IN THE YOUNG ELITES BY MARIE LU .....	63
Astari	
CREATIVE LANGUAGE: LANGUAGE DEVIATION IN ROWLING'S LITERARY WORK .....	67
R. Agus Budiharto	
FINDING THE BEST MATERIAL TO ENHANCE STATE STUDENTS' VOCABULARIES .....	73
Pricillia Chandra	
OXFORD I-WRITER APPS AS INSTRUCTIONAL MEDIA TO ENHANCE STUDENT'S MOTIVATION AND LEARNING ACHIEVEMENT .....	81
Desi Surlitasari Dewi	

A MULTIDISCIPLINARY APPROACH TO ENGLISH BUSINESS COMMUNICATION WITHIN CONNECTIVISM LEARNING THEORY Patrisius Istiarto Djiwandono	.....87
EFFECTIVE COMMUNICATION TO PROMOTE NATIONAL PRIDE WITHIN INTERNATIONAL COMMUNITY Helena Nursanti Djiwandono	.....93
CULTURAL PENCAK SILAT: MEDIA TRADITION (OFFLINE) AND MODERN (ONLINE) AS A MEANS OF CHARACTER EDUCATION Suryo Ediyono	.....97
STUDENTS' CHARACTER BUILDING THROUGH POSTER PRESENTATION IN TEACHING SPEAKING Vindy Cahya Ekaningrum	.....103
TRANSLATOR AS PROFESSION Sari Endahwarni	.....109
NEGATIVE THOUGHTS ON PSYCHOLOGICAL DISORDER, A PATHWAY TO NEGATIVE ACTIONS Euodia	.....115
USING SELF-RECORDED VIDEO AS A REFLECTIVE PRACTICE TOOL TO FOSTER STUDENTS' LEARNING AUTONOMY Sandi Ferdiansyah	.....119
PROMOTING STUDENT-STUDENT INTERACTION THROUGH THE GUESSING GAME AND SOCRATIC STRATEGY Indali Fitriani	.....131
THE STUDENTS' ATTITUDES TOWARDS THE USE OF AUTHENTIC MATERIALS IN BUSINESS COMMUNICATION CLASS Abdul Halim	.....135
ENGLISH READING FOR BUSINESS STUDENTS: A WAY TO BUILD CHARACTERS Nuriyatul Hamidah Siti Lailatul Khoiriyah	.....139
TEACHING MULTILITERACIES BY USING SOCIAL MEDIA IN LANGUAGE, SOCIETY AND CULTURE COURSEWORK Astri Hapsari Ahmad Faozan	.....145
DESIGN AND IMPLEMENTATION OF RST (RECOLLECTING SMART TEACHING) FOR SECONDARY SCHOOL Hastowohadi	.....151
MAXIMIZING ADJACENCY PAIRS TO PROMOTE THE INTERACTIVE CONVERSATION IN SPEAKING CLASS Muhammad Hidayat	.....157
INVESTIGATING INDONESIAN ENGLISH IMMERSION STUDENTS' CHOICE OF COMPLIMENT RESPONSE Pritz Hutabarat	.....163
THE IMPACT OF VIOLENCE ON TELEVISION ON AGGRESSIVE BEHAVIOR Inge Hutagalung	.....169

BOOSTING STUDENTS' SELF-ESTEEM IN SPEAKING THROUGH SELF-FOOTAGE .....	173
Evi Yuniarisda Hutagalung Ririn Ovilla	
ENHANCEMENT OF LANGUAGE ACQUISITION THROUGH ONLINE COUPON DEALS .....	179
Ajit Ilangovan Ramesh Manickam Arun Gunasekaran	
IMAGE AND TEXT RELATIONS IN INDONESIAN COMIC BOOK MICE CARTOON: OBLADI OBLADA LIFE GOES ON .....	183
Nobella Indradjaja Aylanda Hidayati Dwi-Nugroho	
RELATING OFFLINE AND ONLINE LINGUISTIC LANDSCAPES TO LANGUAGE AND INTERCULTURAL COMMUNICATION IN THAILAND .....	189
Andrew Jocuns	
CHARACTER EDUCATION THROUGH LITERATURE IN LANGUAGE CLASSROOM: MAKING IT HAPPEN .....	195
Udin Kamiluddin	
COMPARING THE TRANSLATION OF NOUN PHRASES OF HUMAN AND GOOGLE TRANSLATORS .....	201
Clara Herlina Karjo	
WIKIS IN THE CLASSROOM: PROMOTING COLLABORATIVE ARGUMENTATIVE WRITING .....	207
Rizqi Khoirunnisa	
TEACHING GERMAN PHONETICS TO INDONESIAN STUDENTS – USING NEW MEDIA-TOOLS TO ENHANCE COMMUNICATION IN THE CLASSROOM .....	211
Marlene Klaessner	
RESEARCHING THE LANGUAGE AND CULTURE OF CHINESE INDONESIANS IN CONSTRUCTING, DECONSTRUCTING, AND RECONSTRUCTING THEIR IDENTITIES .....	221
Esther Kuntjara	
TABLEAU SCRIPT WRITING, PERFORMING, AND DIGITALIZING: HUMANIZING LEARNERS VIA CREATIVE PROCESSES .....	227
Oktafina Dewi Kurnianti	
BULLYING IN WORLD WIDE WEB AGE: A CORPUS BASED ANALYSIS OF [BULLY] AS VERB IN THE AMERICAN ENGLISH .....	233
Johan Cocciant Malendra	
THEME AND RHEME PATTERN ANALYSIS IN SENTENCES: PROMOTING LEARNERS' SELF REFLECTION TO BUILD COHESION .....	241
Dyah Dewi Masita	
TEACHING AND LEARNING ENGLISH WITH DIGITAL MEDIA TECHNOLOGIES: BENEFITS AND CHALLENGES IN INDONESIA .....	247
Venny Eka Meidasari	



UTILIZING AUTHENTIC E-MEDIA IN EFL CLASSROOM FOR PROMOTING STUDENTS' CHARACTER BUILDING ..... Alfi Hidayatu Miqawati	253
BUSINESS COMMUNICATION IN TOURISM INDUSTRIES: BEST PRACTICE IN IN-HOUSE TRAINING ..... Kun Aniroh Muhrofi-Gunadi	257
PEDAGOGICAL DISCOURSE FUNCTIONS ON TRANSLANGUAGING PRACTICE IN THE CLASSROOM INTERACTION ..... Mujiono	261
BUILDING STUDENTS' CHARACTERS THROUGH "JOINT CONSTRUCTION" STAGE IN GENRE-BASED TEACHING OF WRITING ..... Sri Mulatsih	269
ONLINE DISCUSSION FORUM: ENCOURAGING STUDENTS TO BE SELF-DIRECTED LEARNERS ..... Ira Mutiaraningrum Senia Puspita Ayu	275
LANGUAGE CREATIVITY IN ONLINE MEMES ..... Novrika Nartiningrum Yusnia Sakti Nur Laili	279
UNITING CHAINED-SENTENCES WITH CONJUNCTIONS AND ITS IMPLICATION TO STUDENTS' WRITING SKILL ..... Iffatun Nida	287
THE USE OF DISCOURSE MAKERS TO IMPROVE WRITING SKILL OF EFL STUDENT ..... Ulin Ni'mah	293
SAFARI: SOCIAL PROGRAM FOR PREPARING TEACHER TRAINING STUDENTS TO BE PROFESSIONAL TEACHER ..... Nurnaningsih	299
INSTAGRAM: A SOCIAL MEDIA USAGE TO CREATE ATTRACTIVE ADVERTISEMENT FOR MANAGEMENT STUDENTS ..... Lulud Oktaviani Elsa Marina Desiarti	305
EXTRA-LINGUAL FACTORS FACILITATING EAST INDONESIAN STUDENTS' PERCEPTION ON PRODUCING LONG-SHORT VOWEL OF ENGLISH ..... Yune Andryani Pinem	311
STUDENT'S PERCEPTION TOWARDS PEER ASSESSMENT IN PEER TEACHING ..... Gatot Prasetyo	317
IMPLEMENTING STAY-STRAY TO IMPROVE MANAGEMENT DEPARTMENT STUDENTS' BUSINESS COMMUNICATION SKILLS ..... Dian Pratiwi Rizki Amalia Rachmawati	325
KAJIAN PENGGUNAAN LAGU DALAM PENGAJARAN PRONUNCIATION PADA PEMBELAJAR MUDA ..... Veronika Unun Pratiwi	331

A CLOSER LOOK ON THE VERB MOKTA 'TO EAT' IN KOREAN: IMPLICATIONS FOR KOREAN LANGUAGE LEARNERS FROM INDONESIA .....	335
Prihantoro	
EXPERIENCING CULTURE SHOCK THROUGH "ANNA AND THE KING" .....	341
Prima Purbasari	
TEXT ANALYSIS: AN ALTERNATIVE-SOLUTION TO COMPREHEND THE TEXT FOR ESP STUDENTS .....	347
Areta Puspa	
AUTHENTIC ASSIGNMENT TO REDUCE THE PLAGIARISM OF ACADEMIC WRITING AT TERTIARY SCHOOL .....	351
Priyo Raharjo	
FELICITY CONDITION OF APOLOGY STATEMENTS IN E-COMMERCE COMPLAINT CASE MESSAGES; CASE STUDY: EBAY .....	357
Puji Rahayu	
LANGUAGE AND IDENTITY: CODE SWITCHING AS COMMUNICATION DEVICE BY INDONESIAN MULTILINGUAL SOCIETIES THROUGH FACEBOOK STATUS .....	363
Ni Putu Ade Resmayani Dwi Puji Septarini	
A PRAGMA-RHETORICAL ANALYSIS OF THE ENGLISH-WRITTEN JOKES .....	369
Dyah Rochmawati	
MOTIVATIONAL STRATEGIES IN TEACHING SPEAKING SKILL .....	381
Arofiatus Sa'diyah	
THE STAGES OF HOTEL ADVERTISEMENT PUBLISHED IN INDONESIA NEWSPAPER .....	387
Wijang Sakitri Tusyanah Sri Utami	
A GOOD ORDER OF ACTIVITIES IN TEACHING ENGLISH TO YOUNG LEARNERS (3 TO 5 YEARS OLD LEARNERS) .....	391
Yokhebed Santoso	
THE USE OF REFERENCE IN STUDENT'S ESSAY .....	397
Alfiah Nur Senta	
MONDA'U CULTURAL VALUES AS ORAL TRADITION IN PLANTING RICE ON ETHNIC TOLAKI .....	401
La Ode Sidu La Ino	
HOW DO THEY END THE TALK? CLOSING STRATEGIES IN TV SERIES' SPOKEN DISCOURSE .....	407
Arnis Silvia	
INDONESIANS CONDOLENCES STRATEGIES IN RESPONDING TO AN OBITUARY STATUS UPDATE ON FACEBOOK .....	415
Thaibatun Nisa Sirat Istiqamah Ardila Faida Azhimia	

BATIK MOTIF DESIGN OF WEST JAVA AS BUSINESS MEDIA IN SUSTAINING CREATIVE INDUSTRY .....	421
Ypsi Soeria Soemantri Susi Machdalena Tajudin Nur Agus Nero	
WHEN TEGAL GOES INTERNATIONAL: TRANSFORMING WARTEG TO FINE DINING THROUGH @WartegGourmet .....	427
Valentina Widya Suryaningtyas Nina Setyaningsih	
THE ANALYSIS OF TWO ESL/EFL WEBSITES: ENGLISHCLUB AND ACTIVITIES FOR ESL STUDENTS .....	435
Antonia Tefa	
IN THE WORLD OF TERROR: A SHIFT OF CULTURAL VALUES FALSIFIED BY MEDIA .....	441
Tsuroyya	
THE INFLUENCE OF ACTIVENESS AND ENGLISH USAGE ON SOCIAL MEDIA TOWARD INDONESIANS' ENGLISH WRITING SKILLS .....	447
Tusyanah Wijang Sakitri Sri Utami	
THE POWER THROUGH LANGUAGE USE IN FTV PEMBANTU SUPER MODEL .....	455
Christy M. Uktolseya	
INTEGRATING TECHNOLOGY IN THE WRITING CLASSROOM: A PRACTICAL EXPERIENCE IN FACILITATING BLENDED LEARNING PROCESS FOR A LARGE CLASS SIZE .....	461
Sri Utami Wijang Sakitri Tusyanah	
MALL AS A DIGITAL MEDIA IN A FOREIGN LANGUAGE TEACHING: FOSTERING STUDENTS' CREATIVITY .....	467
Eka Wahjuningsih	
EDUCATION BUSINESS: HOW TO TURN YOUR LESSON PLAN INTO BIG MONEY .....	471
Subur Laksmono Wardoyo	
THE FLOUTING OF MAXIMS OF CONVERSATION AND ITS IMPLICATURE IN RAGE COMICS .....	477
Yuli Widiana	
ENGAGING ARGUMENTATIVE ESSAYS: A CASE STUDY IN AN EMBEDDED WRITING PROJECT .....	489
Marwito Wihadi Erwin Oktoma	
CULTURAL MATERIALS IN THE CLASSROOM: A CASE STUDY OF TWELVE INDONESIAN JUNIOR HIGH SCHOOLS .....	493
Yuyun Yulia Hasti Robiasih	
PROMOTING STUDENTS' STUDY SKILL AND CRITICAL THINKING THROUGH MIND MAP ACTIVITIES .....	499
Ignasia Yuyun	

**MALL AS A DIGITAL MEDIA IN A FOREIGN LANGUAGE TEACHING:  
FOSTERING STUDENTS' CREATIVITY**

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**Abstract:** The increasing number on the use of mobile technology has been more obvious in the last few decades. More and more students and teachers have mobile technology which actually can be used in the teaching and learning process. The use of such a technology in language learning is called as Mobile-Assisted Language Learning (MALL) which is believed to be able to lead students to master the target language more easily and in a fun way because many of them like improving their proficiency if they are provided with technology inside and outside the classroom. Yet, the usage of MALL in the classroom is not popular yet. There is only few teacher applies mobile technology efficiently in the classroom. This article tries to discuss that the use of iStoryBooks – along with its values- as one of the MALL media can be applied to improve students' creativity.

**Keywords:** MALL, creativity

**Introduction**

In the past decades, the teaching and learning process happened only in a traditional way, in which it was conducted in a classroom environment in which there was a teacher presenting new knowledge for the learners by having books and boards in the classroom. This phenomenon was used to be defined as the context of learning (Beale, 2007; Klopfer, 2008). When it happened, it is quite understandable that teachers tried to provide the materials (books) in the classrooms. In this case, the materials are made suitable with the students' level. Sometimes, it did not cover the authentic materials that actually can enlarge students' knowledge. It can also be said that teachers did not have control on what happened to the learners out of the classroom.

Yet, because of the massive growth of technologies teachers can make the teaching learning process becomes more complex and adaptable to the available technologies which have made interactional and social-based approaches happen. The technologies began with the inventions of audio recorders, TV, VCR, and projectors that can be used to help teaching and learning process. The more modern ones are computer and internet which provide possibilities to conduct teaching and learning process both inside and outside the classroom.

The presence of internet creates some new terms such as -, Online-, Ubiquitous-, Personalized-, Virtual- for learning (Pachler & Cook, 2010). Furthermore, the vast development of technologies also introduces portable and personal devices such as mobile phones, digital audio players and personal digital assistances (PDA). Almost all people including students have such a device. This is supported by Sesame Workshop (2007) which states that over 50% of the children have a cell phone; 30% have a portable game player, and 20% have a digital music player (<https://www.slideshare.net>). Very often, students have more than one device which is used for different functions. In that link Garg (2012) also states that the number of mobile devices worldwide exceeds the number of PCs and that by 2015, more than half of US workers access Web mostly via mobile devices.

These devices create new concept and view of learning which is called as Mobile Learning or M-learning (Bachmair, Pachler, & Cook, 2009). This term has the understanding that the learning process can be done in a mobile way which means that it may happen across multiple contexts, through social and content interactions by using personal electronic devices. Dealing with this term, Sharples et.al (2009:2) state that M-learning helps linking people in real world and virtual worlds, creating learning communities between people on the move, providing expertise on demand, and supporting a lifetime of learning. It can be concluded that in term of learning, M learning is used by using personal electronic devices and is conducted in a mobile way between those who are in real world and the materials provided in the virtual worlds.

Nowadays, the increasing number of mobile learning products and its service which consist of new content which can be used in the teaching and learning process and its vast number of applications have created exciting situation in learning something from the applications. All these phenomena are commonly conducted by using cellular telephones, I pad or I pod. Thus, it can be said that those types of mobile devices have been significantly useful in this digital or technology era because they meet the needs of the society. In

other terms, the society can also use their digital devices in term of education, not only for communicating by doing phone calls, or sending messages by using short message service (SMS) or for doing something dealing with the social media that they have. Instead, they can use the applications in their mobile devices for enlarging their knowledge. That is why it is said that it is useful in term of learning.

Furthermore, dealing with those mobile devices, wireless and portable features have also been very beneficial because of its borderless communication in terms of time and distance. This means that they can be used to access the information from many different places in a very short time. In this way, it changes the traditional classroom teaching and learning process to the technological-based one so that it is said that the mobile devices give influence in the modern education world. It also gives new term for our students. Because of the vast growth and popularity of such devices it is then said that "digital native" students have occupied the university (Zur and Zur, 2011).

### **M-Learning**

It is said above that most devices used in M-learning contexts are mobile phones, PDAs, and audio players (Chinnery, 2006). Kress and Pachler (2007) states that those devices have specific characteristic and functions but the growth in mobile phone technology has covered other devices function in some extents that make them multi functional. It is also said that they are technologically convergence devices because of having the ability to cover other devices functions.

In addition, Kress and Pachler (2007) also state that young people are very familiar with mobile phones. It is because of the fact that mobile phones are cheaper and more available than other technological devices such as laptops or desk top computers. This condition makes it possible that some students have more than one mobile phone. Therefore, the curriculum developers including teachers have the possibility to use them in educational environments. In term of this thing, Kukulska-Hulme & Shield (2008) and Traxler (2009) state that mobile phones support not only the transmission and delivery of multimedia content but also the materials that contain discourse that can become the topic of discussion, especially because they provide real-time situation, voice, text and also multimedia.

### **The Definition of Mobile Learning**

The first thing that the experts did dealing with mobile learning is exploring the context of mobile learning itself. It is said that in term of educational activity, Mobile learning makes sense only when people use the technology which is fully mobile. Besides, the users of the technology should also be mobile while they learn. This becomes the emphasis of Mobility of learning and the significance of the term "mobile learning".

However, there is still some dispute amongst industry advocates in how mobile learning should be defined: in terms of devices and technologies; in terms of the mobility of learners and the mobility of learning, and in terms of the learners' experience of learning with mobile devices.

Some researchers and educators view mobile learning as the immediate descendant of e-learning such as what Pinkwart, et al. (2003) state that e-learning is 'learning supported by digital "electronic" tools and media', and by analogy, mobile learning is 'e learning that uses mobile devices and wireless transmission'. Furthermore, Quinn (2000) defined it earlier that mobile learning is simply learning that takes place with the help of mobile devices, or the intersection of mobile computing (the application of small, portable, and wireless computing and communication devices) and e-learning (learning facilitated and supported through the use of information and communications technology). In addition Turunen et al. (2003) view mobile devices as a medium to give assistance in combining work, study and leisure time in meaningful ways.

Dealing with this term, Traxler (2007) and other advocates of mobile learning define mobile learning as wireless and digital devices and technologies, generally produced for the public, used by a learner as he or she participates in higher education. Meanwhile, others define mobile learning by emphasizing the mobility of learners and the Mobility of learning, along with learners' experience as they learn by means of mobile devices. Thus, it is clear that the important terms dealing with mobile learning are mobility and learning.

In this case, mobility refers to the capabilities of the technology in terms of the physical contexts and the students' activities while participating in the learning situation. It also refers to the learners' behavior while using the technology to learn. Thus, according to Traxler (2007) mobile learning is not about 'mobile' or about 'learning' as previously understood, but part of a new mobile conception of society". Therefore, it is suggested that research and reflections on mobile learning should stimulate multidisciplinary and interdisciplinary thinking and methods in education.

Yet, in this digital era, Mobile learning is also said to be the ability to obtain or provide educational content on personal pocket devices such as PDAs, smartphones and mobile phones. In this case, what is

considered as educational content are digital learning assets which can be in the form of content or media made available on a personal device.

### Mobile-Assisted Language Learning

Mahmoud Al Saidi (2013) in his slide stated that Mobile-Assisted Language Learning (MALL) is an approach to language learning that is assisted or enhanced through the use of handheld mobile devices. It is a merging language teaching methodology which can effectively integrate listening, reading and speaking activities. Thus, by applying MALL in the classroom, teachers can ask the students to listen to something while reading a particular passage and after that they can have speaking activities dealing with what they have listened to and read. It is also said to be able to develop students' academic study, critical thinking and research skills. It is due to the fact that, example, by listening to something from their mobile device, students can share their opinion about the content of the text so that they become more critical.

MALL is ideal for language learners who want to have fun by learning English. In term of the device, as it is mentioned in the earlier part, Mobile phone is superior to a computer in portability – that is why it becomes popular among the English language learners. Professionally developed materials can be delivered through mobile phones to improve English language learners' vocabulary acquisition and critical thinking skills. In some other cases, students can read the definitions of words, sentences, improve pronunciation skills, and develop their thinking skills through quizzes because there are so many useful MALL software and references available and updatable online.

### Why Mobile-Assisted Language Learning?

There are some reasons why MALL is considered to be able to apply in a language classroom. The first reason is because of the ubiquity of mobile device and network. It is said so because 90% of the people on earth are covered by mobile phone network (Colley et.al, 2010) and that 41% of users have more than one mobile device (the oracle report written by Yu Vespi and Hazen in 2010). It is also because 85% of mobile phones shipped worldwide in 2011 has got an internet browser on them and that between 2010-2015 web accesses via mobile has exceeded desktop web access (Colley et.al, 2010). Besides, it is also said that learners downloaded most of the commercial or free applications downloaded by all mobile users. The second reason is because of the real life of our learners. All students have cell-phones and most of them own smart-phones so that it is easier to do mobile-assisted language learning. They are also motivated towards the vast growth of technology. Apart from those factors, our learners are geared to learn informally. Furthermore, they can also find mobile-based materials easily.

The next reason is that MALL is considered to be relatively cheap technology and some of them are very cheap even totally free content. They are also portable and ubiquitous. Besides, MALL is still new and fashionable. Finally, it can be said that MALL can be potential for encouraging learners' autonomy and facilitates peer interaction so that the learners become more sociable. There are also many e Books provided.

### Istorybook in Language Classroom

Dealing with MALL above, nowadays, more students have access to cell phones. They will open their cell phones to check text messages, email or to play games on the small screen of their mobile phones. Teachers should take advantage of this situation. It means that teachers should be able to take benefit of the availability of mobile phones to enrich the learners' experience and bring memorable experiences to the language classroom.

In this paper, the writer applied an application available in cell phones especially in the smart-phone. Such a device has "playstore" from which teachers and learners may download many applications that can be used in the language classroom. One of the applications is "istorybook" which is actually an audiobook application from which the learners can read the passage while listening to someone reading the passage for them. By doing so the learners can listen to the pronunciation of the correct word written in the book and read the spelling of the words at exactly the same time. Thus, they learn reading and listening all at once.

In the first meeting of extensive listening which is given in the second semester, the students had regular class of listening where they listened to the recording played by the lecturer. Then, the lecturer asked some questions dealing with what the learners had listened to. In that first meeting, only 10% (out of 45 students) understood the content of recording. They could answer the questions and clarified their answer correctly.

Then, in the second meeting, the lecturer asked them again, to listen to the recording and after listening to the recording for the first time there were only 5 students who could give slight information about the content of the recording. It was in that meeting that the lecturer asked the students to be in group of four

and asked them to download the "istorybook" application. The lecturer made sure that there was at least one smartphone in each group. After that, the lecturer asked the students to listen to the same text as what they just listened to and asked them to read the story while listening to someone reading the story for them. After listening and reading the story two times, there were more students who could express their opinion about what they just listened to and read. It seemed that reading to the text being listened to by the students helped them understand the context better. It is because sometimes the students do not get the pronunciation of some particular words in the recording but by reading what they were listening to, the students could get what the confusing words were. Thus, it helped the students understand the context more. At the end of the session, the lecturer asked the students to create something based on what they just read and listened to. In this second meeting, most of the students retold the story in their own words.

Yet, in the next meeting, the lecturer told them to create something different. Because they said that they need some other tools to create something different, then the lecturer let them do the activity at home to be brought in the next meeting. The result was so surprising that they could produce poems and pictorial story books. It means that they become more creative than just listened to the recording and answered the questions given by the lecturer. This activity was done in a month and it showed that the students were more enthusiastic in the listening class.

### Conclusion

Mobile learning can be very beneficial for the learners and also lecturers in providing some materials for the language classroom they have. That is why it is suggested that either the learners or the lecturer or teacher explore their smart-phone more than what they have done so far.

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