

PROCEEDINGS

The 3rd International Language and Language Teaching Conference
Friday-Saturday, 21-22 October 2016
at Sanata Dharma University, Yogyakarta, Indonesia

English Language Education
Sanata Dharma University
Jl. Affandi, Mrican, Caturtunggal
Depok, Sleman, Yogyakarta 55281
(+62) 274-513301



LLT JOURNAL





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THE 3rd INTERNATIONAL LANGUAGE AND LANGUAGE TEACHING CONFERENCE (LLTC 2016)

Contributors:

Markus Budiraharjo, Billy Nathan Setiawan, Yanti Suryanti,
Pauline Widyastuti, Eko Bagus Panuntun, Yani Fretty H. Panggabean, Agnes Siwi Purwaning Tyas,
Wahyu Kartika Wienanda, Yohana Ika Harnita Sari, Lia Agustina, Carla Sih Prabandari, Gregorius Punto Aji,
Made Frida Yulia, Supardi, Melania Wiannastiti, Vinny Sutriani Raranta, Athifah Utami,
Ignatius Tri Endarto, Antonius Herujiyanto, Ahimsa Padmanaba Murfi, Lintang Kumalaning Angkasa,
Made Wahyu Mahendra, Woro Kusmaryani and Fitriawati, Winarno, Lintang Kumalaning Angkasa, Nurul
Hidayah Pratama, Esa Maulisakina Wilma Ariyani, Almas Adibah, Firima Zona Tanjung, Paulus Subiyanto, Ni
Wayan Sadiyani, Ni Nyoman Yuliantini, Tommi Yuniawan, Mochamad Rizqi Adhi Pratama, Agata Nina Puspita,
Dominique Savio Nsengiyumva, Maria Vincentia Eka Mulatsih, Andreas Winardi, K. M. Widi Hadiyanti, Simona,
Supriyani, Theodesia Lady P., Agatha Lisa, Pratama Irwin Talenta, C. I Wayan Eka Budiarta, Bagus Putra
Krisdiana, Rady Russetia Dewi, Eka Wahjuningsih, Leo Candra Wahyu Utami, Illiyin Zarkasih, Monika Gultom,
Yohana Veniranda, Vera Syamsi, Fajria Fatmasari, Magvirah El Walidayni Kau, Sri Widyarti Ali, Helena Badu,
Fadhila Yonata, Sri Sarwanti, Rini Estiyowati Ikaningrum, C. Prima Ferri Karma, Tri O. Ervina, Ida D. Sukmawati,
Yuliana Zakiyah, Fitri Wijayanti, Avilanofa Bagus Budi, Maria Evita Sari, Martha Erika Diana, Bernadetha Wahyu
Widyaningrum, Danin Christianto, Christiana Novitawati, A. Rus Winarni, Tinon Hastoririh H, Endang Purnama,
Tina Priyantini, Najib Khumaidillah, Istiqomah Khoirul Ilmi, Citra Putri Utami, Najib Khumaidillah,
Istiqomah Khoirul Ilmi, Citra Putri Utami, Cicilia Dwi Setyorini, Budi Setyono, M. Zakia Rahmawati, Made Frida
Yulia, Patricia Angelina Lasut, Wahyu Hidayat, Anis Nariswari, Diah Norita Rumpaka, Mutiatun Nasihah,
Rusiana, Titis Sulistyowati, Ista Maharsi, and Eko Bagus Panuntun.

Editors:

Barli Bram | Christina Kristiyani | Christina Lhaksmita Anandari
Carla Sih Prabandari | Mega Wulandari | Monica Ella Harendita
Truly Almendo Pasaribu | Yohana Veniranda

Reviewers:

Nik Aloesnita Binti Nik Mohd Alwi, Universiti Malaysia Pahang, Malaysia
Sharilyn Mae Childers, Saint Cloud State University, Saint Cloud, Minnesota, USA
Lilik Ratnasari Gondopriono, City University of New York, USA
Joana Llanderal, University of Southern Mindanao, Philippines
Tariq Saeed, Open Polytechnic, New Zealand



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Tariq Saeed

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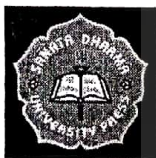
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Ajeng Bisana Pradhipta

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Contributors:

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COLLABORATIONS:



English Language Education Study Program
Sanata Dharma University
Jl. Affandi, Catur Tunggal Depok,
Sleman, Yogyakarta
Website:
www.usd.ac.id/fakultas/pendidikan/pbi/



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Preface

The Organizing Committee are delighted to present the proceedings of the Third International Language and Language Teaching Conference (LLTC 2016). The main of the conference is: Pursuing Meanings in English Language Teaching. This year's proceedings contain 64 full papers, covering various topics in language learning-teaching, linguistics and literature.

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**MALL IN FOREIGN LANGUAGE TEACHING:
FOSTERING STUDENTS' EXTENSIVE LISTENING AND READING ABILITY**

Eka Wahjuningsih
Prodi Pendidikan Bahasa Inggris Universitas Jember
merrynining@gmail.com

Abstract.

It cannot be denied that students nowadays are considered as digital natives who have been familiar with the technological devices since they were born. This phenomenon makes them addicted of using those devices in their daily activities. Teachers should have actually taken benefit from this situation by considering using these technologies in their teaching and learning process. One of the technologies that can be applied in a foreign language classroom is MALL (Mobile Assisted Language Learning) which is believed to be able to help the students master the target language in a fun way. However, MALL as a digital media in a language class is not popular yet. Only few teachers realize that their mobile device can actually be used to teach their students. This article tries to discuss the usage of "Listening English" as one of the MALL applications to foster the students' listening and extensive reading ability

Key words: MALL, Extensive Reading, Extensive Listening

Introduction

El-Husein (2010) states that technological devices which have been produced in portable form and changing the users' daily lives are still limited to social function where people use the device to have communication. Only few people regard that mobile device can be applied in learning including higher education.

Yet, nowadays, more and more teachers have tried to use technology in the classroom because of the massive growth of the available technology which has become more popular in the field of education. Teachers start to believe that the integration of technology in the classroom gives them contribution to improve the quality of their teaching and learning process because they are convinced that applying technology in the classroom can give benefit to both teachers and students in class. It may occur because technology can provide both of them resources to teach and to learn. Thus, it is obvious that even the teachers can also learn something from the materials provided by the technological devices.

Garcia and Fombona (2015) mention that there are two factors which become convergent in advanced societies. One is technology which can give specific and advanced service to support knowledge and innovation to develop ourselves and that can function as the solution of the problems happen in society's lives. The second factor is the global communication including the one conducted in English. Therefore, it is necessary to analyze the application of technology and the learning of English to better life in our society.

Because of the benefit of using technology as it has been mentioned above, therefore, it is quite necessary for teachers to learn to integrate technology in their teaching and learning process to make it more successful. Using technology in classroom is also believed to make the students enjoy the class more because they are digital natives who have been familiar with technology.

Some forms of technological devices have been familiar for both the teachers and the students, such as computer, PDA, tablet or mobile phones which also give the users

opportunity to learn foreign languages not only English but also other languages such as Spain, Dutch and the others. Students who have become the Z generation have been accustomed to using technology in their daily life. They cannot be separated from their device. Therefore, to adapt themselves to this situation, teachers should also have the ability to use those devices in the classroom by considering whether the levels of the materials taken from the device are suitable or not with the aim of the teaching or with the students' level.

It is mentioned above that one of the devices that can be used in the classroom is mobile phone which belongs to mobile device which is said to be "a familiar part of the lives of most teachers and students" (Facer, 2004, p. 1) in Kukulska-Hulme, Agnes and Shield, Lesley (2008). Dealing with that statement, El-Husein (2010) also claims that advanced mobile devices such as "smart" cellular telephones have become popular among people because they are wireless and portable. It makes the users able to use them while they are moving. It means that they do not have to stay at a certain place if they want to get any information but they can do it whenever and wherever they are as long as they have the mobile devices with them.

Discussion

Mobile Learning

Chinnery (2006) states that the devices commonly used in doing Mobile Learning are mobile phones, PDAs and also audio players which can actually be used in a classroom. It may occur because according to Kress and Pachler (2007) mobile phones technology is able to cover the functions that other devices have that makes this technology multi functional or what is known as technological convergence.

One of the projects dealing with mobile learning that was conducted by European Union (Pęcherzewska & Knot, 2007) showed that mobile phone is the device that is used very often, followed by PDA and iPods. It implies that using mobile phone in a classroom including a foreign language classroom is not a strange thing anymore.

Another research dealing with the usage of mobile technology was conducted by Liu, Navarrete & Wivagg (2014) in Garcia and Fombona (2015) which discussed about the usage of iPod Touch in teaching English as a second language at the primary educational level. This research suggests the exploration of such practices because they are very potential to be given to today's society, especially to the young generation, because they have been familiar and are accustomed to using these devices. It also analyzes the usage of digital mobile device, laptop, tablet and smartphones for interpersonal communication in which there is only few investigations dealing with this technology in teaching English.

The integration of mobile device in teaching and learning process is commonly called as mobile assisted language learning which should consider some crucial aspects including how to use them in different kinds of learning. This situation is supported by Kukulska-Hulme & Shield (2008) and Traxler (2009) who mention that mobile devices not only delivers multimedia content but also materials that can be discussed because of the availability of real situation, voice, and also text. It implies that among the available materials in the mobile devices, teachers should be able to find the most suitable one for the students and apply them in the classroom in an appropriate way.

Because mobile devices have been more popular and more affordable, educational institutions are occupied by digital native students (Zur & Zur, 2011). Therefore, it is worth investigating about the possibility of applying this technology and the effectiveness of mobile device in teaching and learning process.

One of the mobile devices which have been familiar for the learners is smartphone. Ilyas & Ahson (2006) in Garcia & Fombona (2015) mention that smartphones are smart electronic devices that can be held by hand and integrate the combination function of a cell phone and a small computer. Thus, besides having the ability to make and receive calls, this device can also send text messages, email, instant messaging and some other operations including audio and video. Further, smartphone also offers the ability of using Wi-Fi to manage and store the digital data that it processes and also to manage applications that can be found in the smartphone. The newest ones have got the fourth-generation terminal of the internet network which is called as 4G which can give faster service to the users.

Because of the ability that it owns, smartphone has been very potential to be used in the classroom because it has many applications such as digital text, voice or multimedia or even the combination of those three aspects that can be applied for conducting mobile assisted language learning (MALL). One of the applications that can be used in a foreign language classroom is "Listening English".

Listening English

It is one of the applications that can be installed in students' smartphone which can be used to improve students' English skills and components, because the materials are for listening combined with reading skill, pronunciation, grammar and also speaking. This application consists of three different levels, namely beginner, intermediate and advance in which each level has different parts. For examples: Beginner level consists of: English Conversation, News Report, Express English, English Speak and Vocabulary, and VOA Learning English. The next level is the intermediate one which consists of: the English we speak, Words in the News, LingoHack, and English at Work. Meanwhile, the Advance one consists of: 6 minute English, 6 minute Grammar, and drama. "Listening English" also provides "Practice" session.

"The English We Speak" of the intermediate part is a session in which there are two speakers making a dialogue about a certain topic. That is why it is said as "speak" because it gives the learners examples on how to make a dialogue. In this session the learners can read the dialogue while listening to the speakers having the dialogue. The second part of the intermediate session is LingoHack. This session consists of a little bit longer monologue. The speaker speaks faster than the ones in "Words in the News" session. Here, the learners are given the unfamiliar words before listening to the monologue. Only after the students have finished listening to the monologue, can they do the exercises provided in each monologue. At the end of each recording the answer of the exercises is also given. The next one is "English at Work" which is a series of dialogue happen at work. It consists of episodes in which each episode consists of different dialogue between at least two people that might happen at work.

This paper discusses about the intermediate section especially on "Words in the News" which belongs to the intermediate part. "Words in the News" consists of the recording of a certain topic accompanied by the voice of the announcer, the script and some exercises in which the vocabularies which are considered to be unfamiliar for the readers are given before the learners listen to the recordings. It aims at preparing the listeners for the recording that the speaker is going to read. Then, the recording which is about 2-3 minute long is delivered for the listeners to listen to (if it is for listening only). Most of the recordings are taken from BBC learning English.

"Words in the News" is actually an audio-book program in which the students can read the script while listening to the recording. Because most of the recordings are

taken from BBC learning English where the speaker is British, then the students got input about how to pronounce the words by using British accent and about their culture.

However, before being able to get the advantage, of course the students have to install the application. Then, they can choose the topic that they like, listen to the speaker and at the same time they can read the text being read by the speaker. Thus, it is helpful for the students to know how to pronounce the words that they do not know and it is not necessary for them to look up their dictionary just to find out how to pronounce those unfamiliar words. Thus, they are not overwhelmed by the unfamiliar words. Besides listening to the recording along with the correct pronunciation, they can also read the text. Thus, they will read the correct spelling of the words that they do not know. Therefore, it can be said that by asking the students to use this application, they can actually integrate the English skills, in this case listening and reading, along with the English components, namely vocabulary.

After having the new vocabulary, listening to the recording and reading the script, the learners can do the exercises provided in "Words in News" in which the answer of the exercise is also provided. Thus, this application is very practical for the learners to train their listening and reading skill because they can immediately check whether their answers are correct or not.

In this paper, it can be reported that this application is used for extensive reading and extensive listening at the same time. Thus, by asking the students to install this application, it is expected that the students can have more exercises dealing with the recordings and the texts outside the class because very often students say that it is difficult to find any recording to drill their listening skill.

Extensive Reading

Chinnery (2006) states that because of the potential that smartphone has for mobile-assisted language learning, it has given a shift in classroom paradigms. It has changed the traditional classroom to become a more challenging one especially because the learners can learn everywhere not only inside the class. Besides, there has been more digitalized text that can be read from this device, so that it gives wider chance for the second or foreign language learners to experience reading inside and outside the classroom. The students can read other texts besides the ones given by the teachers. In this case, it helps the learners to do extensive reading. Chinnery (2006) also says that research about extensive reading by using mobile phone is one of the potential study in the field of English.

Renandya (1999) in Hedge & Dewey (2009) mentions that extensive reading should give a chance for the learners to do independent reading covering many reading texts and is for getting information or for pleasure. Extensive Reading should be emphasized on the meaning of what is read instead of giving emphasis on the language. It is contrary to what is called as intensive reading in which the learners read short texts and are still under the teacher's guidance. Its aim is to help learners mostly to identify main ideas or to enhance vocabulary and grammar. Yet, Carron & Carson (1997) and Nuttall (1992) in Renandya (1999) mention that intensive and extensive reading are complementary.

Furthermore, some criteria of extensive reading are also mentioned by Renandya, Rajan & Jacob (1999). They are: 1) students read large amount of material, 2) students choose what they want to read including various topic and genre, 3) the materials should be within their level of comprehension, 4) learners take part in post-reading activities, 5) both teachers and learners become readers, 6) teachers provide help and guidance when needed.

Challenges in Implementing Extensive Reading

Some challenges will be faced by the teachers who are willing to conduct an Extensive Reading program. The first factor is about cost in which the price of books is not cheap meanwhile the institution sometimes has difficulty in providing the money. The second factor is about the staff that should be able to manage the books. The next challenge according to Campbell & Weatherford (2013) and Robb & Kano (2013) in Cote & Milliner (2014) is about whether teachers can evaluate the students' accountability for their reading. It is because teachers are preoccupied to have the students to deal with the standardized test or the requirement to finish the textbook. Therefore, teachers cannot manage a carefully planned extensive reading program.

E-book Reading

Extensive reading can also be conducted by reading e-books. The availability of mobile technology which has spread widely and powerfully makes learners able to access more digitalized texts from their mobile device. Huang (2013) in (Cote and Milliner (2014)) mentions that E book reading was begun by the Kindle book released by Amazon in 2007. Since then, reading e books has become famous. Because of the needs to engage their learners with new technology, institutions including universities try to explore the possibility of integrating the electronic reading into their teaching and learning process (Gerlich, Browning & Westermann, 2011, in Cote & Milliner (2014)) to train the learners to read both printed and electronic texts, including English texts.

Benefits of e-book reading

Doiron (2011) mentions that dealing with mobile device such as smartphone, reading electronic texts can motivate learners to read more because it is easy for the readers to connect to multimedia features available in their mobile device. Further, motivation and the availability of multimedia can lead the learners to become autonomous learners. Another advantage of reading e-book is that because of the smartphone that they have, learners can choose and read a certain book wherever and whenever they are without bringing the heavy printed book. Besides, readers can also adjust the size of the font and the screen layout (Huang, 2013; Lai & Chang, 2012, Chiang, 2013 in Cote & Milliner (2014)).

Extensive Listening

It is said above that "Words in the News" can also be used for extensive listening. Harmer (2001) claims that extensive listening should be combined with intensive listening in order to improve the learner's skills because they have their own role. Fluency is enhanced by applying extensive listening and accuracy can be enhanced by giving intensive listening. If learners want to be competent in listening, they have to be good at both fluency and accuracy. Yet, learners think that they just get listening practice inside the classroom and are not willing to practice listening outside. They often argue that it is difficult for them to find the resources to listen to. However, the smartphone that they have is actually full of listening resources that they can listen to outside the classroom.

Ferrato and White (2004) distinguish the difference between intensive and extensive listening. They are as follows.

Table 1. The difference between Extensive and Intensive Listening

Intensive	Type of Listening	Extensive
Accuracy	GOAL	Fluency

Listen to details/specific information; mimic texts; improve and develop listening strategies	PURPOSE	General information, Enjoyment, Building word recognition ability Chunking language into meaningful units of sound
Sounds, words, pronunciation-linking, connected speech, New language features	FOCUS	Meaning, Global comprehension
Often difficult, shorter passages, teacher's choice	MATERIAL	Easy Longer passage, Learner's choice
Slower	SPEED	Faster
Must finish, time constraints	METHOD	Stop if does not like it Rewind and repeat again and again

(Ferrato & White, 2004)

Conclusion

After knowing about the differences between extensive and intensive reading and listening, teachers should have given more exercises on those aspects. To help teachers have extensive reading and listening they may take the benefit of mobile devices that the students have. It is said above that today's learners are generation Z who cannot be separated from their mobile devices, so that the teacher should realize and take benefit of this situation. One of the applications that can be used to have extensive reading and listening is "Listening English."

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