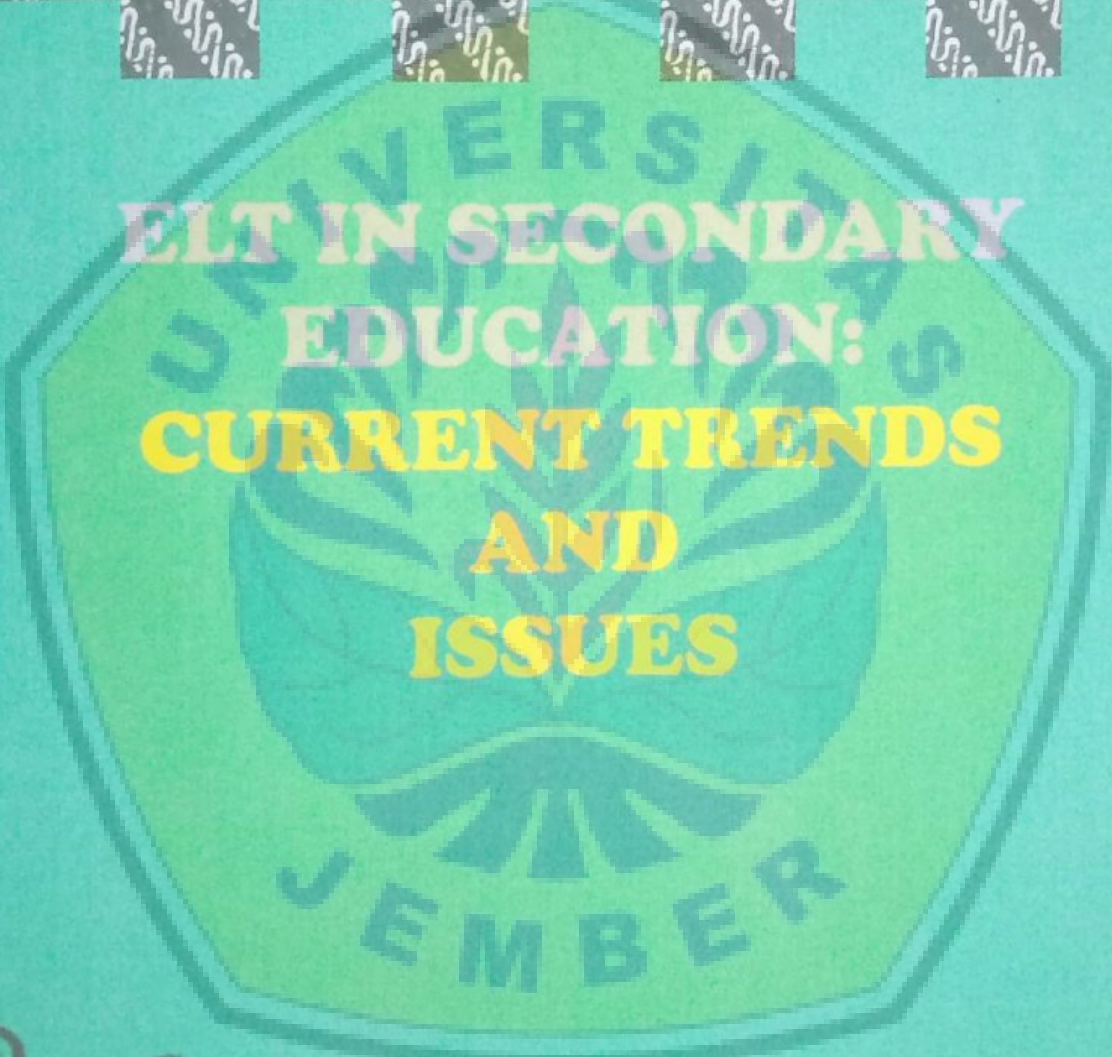





**National English Language  
Teaching in Secondary Education  
Conference**



**ELT IN SECONDARY  
EDUCATION:  
CURRENT TRENDS  
AND  
ISSUES**



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National English Language  
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**ELT IN SECONDARY  
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# PROCEEDINGS

National English Language Teaching in Secondary  
Education  
(NELTISE) Conference

## ELT in Secondary Education: Current Trends and Issues

At H3 Building  
Pascasarjana  
Universitas Negeri Malang  
Malang, Indonesia, February 4th, 2017

Plenary Speakers:

Prof. Bambang Yudi Cahyono, M.Pd., M.A., Ph.D.

Rida Afrilyasanti, M.Pd.



**Universitas Negeri Malang**

Anggota IKAPI No. 059 / JTI / 89

Jl. Semarang 5 (Jl. Gombong 1) Malang, Kode Pos 65145

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**Conference Chairperson**

Diana Nur Utami, S.Pd.

**Proceeding Team**

Rida Afrilyasanti, M.Pd.

Shandra Nitalinawati, S.Pd.

Jazilatur Rizqiyah, S.S.

Nurohman, S.Pd.

Henry Mardiono, S.Pd.

Class of 2014 (East Java Provincial Government Scholarship Receivers)

**Layouter & Cover Designer**

Jazilatur Rizqiyah, S.S.

---

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## FOREWORD

We welcome you to the National English Language Teaching in Secondary Education (NELTISE) Conference held on February 4, 2017 in Universitas Negeri Malang, East Java, Indonesia. The conference theme, “ELT in Secondary Education: Current Trends and Issues” was an invitation to discuss the development of the secondary education dealing with ELT and other related issues.

NELTISE 2017 provides a highly competitive forum for reporting the latest development in the research and best practices of ELT in secondary education. We are pleased to present the proceedings of the conference as its published record.

The authors of submitted papers come from different regions in Indonesia. They are selected based on their papers' linearity with the conference theme. In addition, they have an absolute responsibility to the content of their papers due to the authority we give them.

The conference program represents the effort of many people and therefore we would like to express our gratitude to the presenters and participants who have taken part and professors and staff for always being so helpful. We feel honored and privileged to serve the best recent development in the field of ELT in secondary education to you through this exciting program.

Committee

## TABLE OF CONTENTS

<i>Indonesian EFL Secondary School Teachers' Perceptions on How In-service Education Teaching Practices Improved Their Competences</i> Bambang Yudi Cahyono, Universitas Negeri Malang	1
<i>Where Do We Stand? EFL Teachers' Role in Online Forum Discussion</i> Rida Afrilyasanti, Universitas Negeri Malang & SMAN 8 Malang	7
<i>Developing Greater Interactivity in Distance Education by Using Online Teaching and Learning</i> Henry Mardiono, Universitas Negeri Malang & SMAK Untung Surapati Sidoarjo	13
<i>Blended Learning In Indonesia and the Reluctance to Implementing it</i> Indra Rinaldi, Charis National Academy, Malang	20
<i>Integrating Instagram with EFL Teaching and Learning: Empirical Teaching Ideas</i> Heri Setiawan, Faculty of Cultural Studies, University of Jember	25
<i>The Prospect of Computer-Based Test of English as a Foreign Language in Indonesia: A Literature Review</i> Moch. Said Mardjuki, Indonesia University of Education	33
<i>Combining Process Approach with Video: Alternative Strategy in English Language Teaching</i> Renny Papilaya, Universitas Negeri Malang Suaibatul Aslamiah, Universitas Negeri Malang	39
<i>Switching Online to Offline: Maximizing the Potential of Online Communicative Activities</i> Sandi Ferdiansyah, Universitas 17 Agustus 1945 Banyuwangi	45
<i>Using Microsoft Word Features in Writing Class: Students' Motives in Participating in Computer-Mediated Group Peer Feedback Tasks</i> Aris Kurniawan, Universitas Negeri Malang & SMA Al Azhar Tulungagung	51
<i>Utilizing Spidergram and Cornell as the Media to Enhance Critical Listening</i> Cintya El Meysarah, Universitas Negeri Malang	58
<i>The Use of Instagram as a Digital Language Learning Platform to Improve ESL Students' Writing Proficiency</i> Maharani Khansa & Rini Anjarwati, Universitas Negeri Malang	64



<i>Boosting Students' Writing Productivity through Some Useful Websites</i> Wahyu Nia Safitri, Universitas Negeri Malang Edo Setya Devaniaga, STIBA Malang	69
<i>ICT Application in Task-Based Learning to Improve Students' Ability in EFL Writing</i> Winarko, Universitas Negeri Malang & SMPN 2 Ngoro, Jombang	76
<i>Animation Android Apps in Secondary Education: Enhancing Students to Learn English Skills</i> J Eka Wahjuningsih, Universitas Jember	82
<i>Interactive Project-Based Language Learning by AV-To-AV Technique</i> Syukur Insani & Qisthiyah Karimah, Universitas Negeri Malang	87
<i>Using Whatsapp in Assisting Students to Learn English</i> Anis Soviana, Universitas Negeri Malang & SMKN 4 Malang	93
<i>Developing Prototyped Online ESP-Based Supplementary Reading Materials for Vocational High School Students</i> Luki Emiliya Hidayat & Sri Rachmajanti Universitas Negeri Malang	98
<i>Students Struggles Faced in the Implementation of e-Material through Edmodo for Independent Learning</i> Areta.Puspa, Universitas Jember	104
<i>Developing Reading Comprehension Test of TOEIC Using the Integration of New General Service List (NGSL), TOEIC Service List (TSL) and Topics for Vocational High Students</i> Fardhila Sheli Rahmawati & Mukhamad Suhermanto, Universitas Negeri Malang, Politeknik Negeri Jakarta	109
<i>Enhancing Vocational High School Students' Integrated Language Skills Using Indonesian On-Line Children's Literature</i> Maria Gregoria Dian Kurniasari, Universitas Negeri Malang	114
<i>Maximizing The Use of Pre-Listening Activities to Improve Learners' Listening Comprehension</i> Novita Pratiwi & Giovanni Oktavinanda, Universitas Negeri Malang	120
<i>Utilizing Edmodo to Teach English Language in Vocational High School</i> Nur Arifin, Universitas Negeri Malang	125
<i>Developing Distance e-Learning Supplementary Materials for On-The-Job Training Students of Vocational High School</i> Seswanto, Universitas Negeri Malang	132

<i>Solving Problems Affecting Writing Ability of EFL Students by Using ICT-Based Solutions</i> Dwi Slamet Santoso, Universitas Negeri Malang	140
<i>WebCT Technology in the Practicum Experiences of Pre-Service EFL Teachers</i> Lidia Nur Utami, Universitas Negeri Malang	146
<i>The Implementation of Teacher's Corrective Feedback (TECOF) Strategy to Improve Eleventh Graders' Writing Skill</i> Fahmy Imaniar, Universitas Negeri Surabaya	152
<i>Strategies in Engaging Students in the Classroom: Self-Reflecting Teaching</i> Hafida Ruminar. Universitas Negeri Malang	160
<i>Video Game Culture in EFL Instruction: What should Teachers Do about It?</i> Febrina Rizky Agustina, Universitas Negeri Malang	166
<i>Utilizing Whatsapp as a Media for Learning Writing Narrative Text</i> Nyoman Mega Sumamelati Degeng, Norisma Alif Fujiyanti, & Ery Dwi Sandhya, Universitas Negeri Malang	173
<i>Computer-Based Learning as a Means to Achieve Standardized English Language Teaching</i> Dyah Christina Iswandari, Universitas Negeri Malang	181
<i>Digital Learning and Learning Strategies</i> Siti Azizah, STAIN Pamekasan	187
<i>ICT in ELT: Introducing "COCA" as a Learning Source</i> Agung Is Hardiyana Febry, Universitas Negeri Malang	192
<i>EFL Teachers' Perceptions on the Efficacy and Efficiency of Continuous Professional Development</i> Shandra Nitalinawati, Universitas Negeri Malang	198
<i>The Use of Video Recording as a Way of Applying ICT in Story Telling Activity: A Case Study in an Extracurricular Class in SMPN 5 Malang</i> Dhinar Arienintya & Rininta Triwuri Cahyaningpuspita, Universitas Negeri Malang	204
<i>Using M-Story Book to Promote Extensive Reading Activity for EFL Learners</i> Ima Dwi Lailatul Firda, Universitas Negeri Malang	210
<i>Reflective Practice through Research Attitude and Webbloging Among EFL Teachers</i> Diana Nur Utami, Universitas Negeri Malang & SMKN 11 Malang	215



<i>Video Recorded Teaching: Motivation for English Teacher Professional Development</i> Nurohman, Universitas Negeri Malang & SMK PGRI 2 Nganjuk	222
<i>TPACK, Collaborative, and Inquiry Learning to Enhance a Sustainable Longitudinal Teacher Development Program</i> Fastha Bagus Shirotha, Universitas Negeri Malang	229
<i>CLIL Approach to Encourage High Order Thinking Skill (HOTS) Processing among the Eleventh Across Major Graders at SMA Negeri 1 Turen</i> Fadilah Umi Maisyaroh, SMAN 1 Turen, Malang	242
<i>EFL Teachers' Possible Problems in Implementing Content-Language Integrated Learning (CLIL) at International School</i> Lusy Aprillya Monica, Universitas Negeri Malang	249
<i>Personal Competence and Its Relation to English Teachers' Professional Development</i> Aurora Paramahita Kusumawardhani, Universitas Negeri Malang	257
<i>Learning Management Systems: The Amelioration of Effort and Quality of Classroom Management as Part of Teacher Professional Development</i> Adi Surya Irawan, Universitas Negeri Malang	262
<i>Implementing One-to-One Digital Learning in Helping Students Write Narrative Texts</i> Ida Prasetyaning Jati, Universitas Negeri Malang	268
<i>Interactive Learning Using Smartphone Flashcards Application to Enhance Vocational High School Students' Vocabulary Mastery</i> Atik Sri Rahayu, Universitas Negeri Malang	275
<i>Implementing Three Features of the Context of Situation in Social Science Class of SMA Muhammadiyah 1 Gresik</i> Dian Arsitades Wiranegara, SMA Muhammadiyah 1 Gresik	281
<i>Having Fun Learning Grammar for Senior High School Grade X with "Grammar Bubbles" Games</i> Dieta Hanurani, SMAN Balung Jember, East Java Indonesia	289
<i>The Importance of Online Discussion Forums for English Teacher Professional Development</i> Maria Yustriciasanti, Universitas Negeri Malang	294
<i>EFL Students' Ability in Pronouncing Final Consonant Clusters</i> Ana Ahsana El-Sulukiyyah, STKIP PGRI Pasuruan	299
<i>Using Jigsaw Technique to Increase the Students' Vocabulary</i> Barotun Mabaroh, STKIP PGRI Pasuruan	306

<i>Digital Jigsaw Puzzle: A Strategy to Foster Communicative Language Learning</i> Khoirul Anwar, SMAN 1 Pakusari, Jember	313
<i>Vocational High School Students' Attitudes Toward Learning English by Using Blogs</i> Fajar Ningtyas, Universitas Negeri Malang	319
<i>Willingness to Communicate: A Meta-Analysis of the Rise, Development, and Future Challenges</i> Sri Ayu Budi Lestari, Universitas Negeri Malang	326
<i>Multimodal Discourse Analysis on Online Jokes to Help Students in Argumentative Writing</i> Pritha Anggiarima, Universitas Negeri Malang	332
<i>To "e" or not to "e": Writing Activities for Vocational High School Students in the Digital Era</i> Eryunpas Setya Nurlaksono, Universitas Negeri Malang	336
<i>Proposing an Extensive Reading Worksheet to Trigger Students' Enthusiasm in Comprehending English Discourse</i> Dian Islami Prasetyaningrum, Universitas Negeri Malang	343
<i>The Use of Students' Own Drawing in Improving Descriptive Writing Ability of the Seventh Graders at SMP Negeri 5 Tuban</i> Ulfa Yuliasari, Universitas Ronggolawe, Tuban	349
<i>Implementing Accelerated Learning Method through Master Technique to Improve the Eight Grade Students' Writing Skill at MTs Negeri Bareng Jombang</i> Lailatul Muniroh, Universitas Negeri Malang	355
<i>Analyzing Teacher's Responses to Dialogue Journals in EFL Classroom</i> Laely Hidayati, Universitas Negeri Malang	364
<i>Engaging EFL Students in Virtual Task-Based Language Learning</i> Masrurin Lailiyah, Universitas Negeri Malang	370
<i>Developing a Board Game "Spinning Wheel" as Teaching Medium for Speaking to the Seventh Graders of Junior High School</i> Fikriya Fahmi Roosdianna, Universitas Negeri Malang	376
<i>Benefits of Hot Potatoes in Constructing Interactive Exercises</i> Yuwinda & Meiga Rahmanita, Universitas Negeri Malang	383



## Digital Repository Universitas Jember

- Indonesian Students' Perception, Value and Attitude Toward English Day Across Years of Study: A Case in Indonesian Schools* 388  
Bagio Tjahjadi, Niken Paramita, Wahyu Diny Sujannah, Hilda Hafid,  
Universitas Negeri Malang
- Comparison of English Vocabulary Mastery Between Computer-Gamer and Non-Gamer Indonesian Students* 396  
Lucia Niken Tyas Utami, Rahmawati Aprilanita, Gunawan Mansur,  
Universitas Negeri Malang
- A Teaching Experience: Collaborative Storytellers (Coster) as a Problem-Solving in Teaching Narrative for Low Achievers* 403  
Muslikan, Universitas Negeri Malang
- The Implementation of Multiple Intelligences on English Learning: A Case Study in English Club Program of SMAN 1 Lamongan* 412  
Dias Tiara Putri Utomo, Universitas Negeri Surabaya
- The Use of Alignment Written Production in the Whatsapp Group of EFL Students* 420  
Jazilatur Rizqiyah, Universitas Negeri Malang
- Integrating Target Culture in EFL Classroom through Role Play* 427  
Septemdira Intan Sari Suprobowati, Universitas Negeri Malang
- Using Overviewing Analyzing Synthesizing (OAS) Tasks to Improve Students' Higher Order Thinking Skill With Discussion Technique in Reading Instruction of the Eleventh Graders of SMA Laboratorium UM* 432  
Sri Hariyati, SMA Laboratorium UM, Malang
- To TEFL or "TENOR"? Ideas on Lesson Planning Based on CLIL for Pre-Service English Teachers* 438  
Suhandoko, Universitas Negeri Malang
- Pupil's Pragmatic Competence in English* 445  
Ratih Kesuma Dewi, Universitas Abdurrachman Saleh, Situbondo
- Cultural Content Analysis on Curriculum 2013 English Textbook Used by Eleventh Grade of Senior High School in Indonesia* 452  
Sri Wahyuni & Siti Nurul Jannah, STAIN Kediri

## Animation Android Apps in Secondary Education: Enhancing Students to Learn English Skills

Eka Wahjuningsih

*Faculty of Teacher Training and Education*

*University of Jember*

*Email: merrynining@gmail.com*

### Abstract

It cannot be denied that in this digital era, technology has been playing a very influential role in our life including in teaching and learning process of a foreign language. It is due to the fact that students nowadays cannot be separated from their technological devices. They belong to the generation of digital native who are always connected digitally with other people and are surrounded by authentic materials that can actually be beneficial for the process of learning a foreign language. Yet, they need guidance and instructional objectives to utilize the facilities in their surrounding so that it can be useful for the development of the language being studied. In this case, teachers should also take the benefit of the huge available resources to be applied into their language classroom. Therefore, teachers should change their vision from the traditional classroom into the modern one, by being able to bring and utilize the technological devices including android apps into their English classroom. This paper tries to explain how to utilize one of the animation android apps in teaching English to the learners.

**Key words:** *Animation Android Apps, English Skills*

### Background

Nowadays, technology has become a priority in every-day life. Today's generation who belong to native generation is more and more devoted to the technological devices. In almost all places we can see them open their device, being connected with other people, texting or calling other people, doing their assignment in their device, watching a video or browsing something to find some needed information. It all can be done, from their fingertips because of their technological device. They have become addicted and cannot be separated from their device.

It can be said that such phenomena happens because of the development of the devices. They are more and more portable which means that the size is not as big as they were some years ago. Besides, it is also lighter and lighter. Therefore, more and more people like this device because it can help them in many fields of life, including education, and it can also be brought everywhere more easily.

This phenomenon also spreads among our students who are surrounded by such devices either at home, schools, or even cars. Thus, it is obvious that such devices have become ubiquitous in our generation's daily life. Therefore, it should become everyone's including teacher's attention.

Technology is actually something that is complementary in the teaching and learning process. It helps learners understand the material being studied in the class. It is also useful to help the students achieve the goal of the teaching. Hence, teachers should find the appropriate technologies, along with its application, and integrated them into their classroom (Groff, Haas, Klopfer & Osterweil, 2009).

Akyol (2010) in Tahir (2015:11) mentions that because of the advancing technology, those who are dealing with education must be aware of the technological equipments. They should have the capability or improve their ability in dealing with technological devices so that they can make the students become more interested in the material given. In other words, it is expected that teachers can have the ability to utilize technology to improve their teaching and learning process (Hicks, Reid, & George, 2001) in Tahir (2015: 13).

One of the devices that becomes the students' favorite is smartphone especially the android one with its different specification depending on their needs. It is one of the devices from where the



students can do some different things such as having discussion about their subjects, their homework, having conversation with their friends and also their teacher in a particular group, or finding some information they need for their project or homework. Another most favorite thing that the students are fond of is watching movie. They can watch some movies from some websites or some downloaded program.

Simon and Fell (2012) mention that the result of a survey revealed that 60% of the students who are learning a foreign language and 14% of the instructors involved in the research use smartphones for learning the foreign language. Thus, it is clear that the number of students who are learning a language by utilizing their smartphone is bigger than the number of instructors who do so. The survey also found out that both students and teachers do not realize that actually their mobile phones can become one of the educational devices. They never know that actually they can maximize the usage of their smartphone to learn a foreign language. In this case, it means that students need any guidance in order to be able to take the benefit of their smartphones especially in finding the resources that can be used to deepen their knowledge or even to get something new dealing with the language they are learning. It is due to the fact that very often students only utilize their smartphones to download dictionary or translation apps. They never realize that there are abundant resources of language learning that they can utilize from their smartphones. One of the resources that they can utilize to learn a foreign language is movie.

Some English teachers are still thinking that watching some movies are not advantageous. They think that it will take much time for them to get the film, prepare the devices needed to play the film in the class, think of the level of difficulty that should suit the students' level and some other factors. Yet, it is not the case. There have been many websites provide educational films that can become the media in teaching a particular material or the supplementary materials for the students. Teachers should also be aware that the students' communication device also contains some programs that contain films. In this case, teachers should have taken advantage from this situation. They should have thought that the films that the students can find in their smartphones can be utilized to boost the students' ability in English. Those films can be utilized from the students' android apps in their smartphones.

## **Android Apps**

According to <https://www.techopedia.com/definition/25099/android-app> Android app is a software application for Android platform. It is built for mobile devices and is designed for a smartphone or a tablet PC running on the Android OS. Thus, it is clear that android apps are the applications that can only be found in android devices, either in a smartphone or in a tablet. Further, it is said that although an Android app can be found in the websites, yet, many of them have been uploaded and can be found in android market, which is an online-store, selling these application. Some of these apps are free and some others are not. One of the applications that can be found in students' smartphone is animation movies. Still, there are many different apps for animation movies. It is the teacher's big job to tell the students about those apps. Again, it means that teachers should be able to explore their own devices before being able to tell the students the apps from where the students can get the benefit.

## **Movie in Learning a Foreign Language**

Language is the heritage of culture which becomes one of the important aspects in human's life. It has the understanding that if someone learns a language he should not only learn about the language, but he also learns about the culture of the language. This idea is supported by Chan and Herrero (2010:21) who mention that when someone learns a new language, he is also in the process of developing his intelligence because he does not only learn about a language but also all the aspects of the language being studied such as the context, the pronunciation, the spelling and the others. Therefore, it can be said that he is becoming more intelligent.

Besides, it is also mentioned that learning a new language also gives opportunities to the learners to enter and get closer to the culture of the language. By knowing the culture of the foreign language being learned, in the long run, this will give a chance to the learners to be prepared for the important skills needed in this global world. For examples: by learning a new language, someone



knows what to say in a restaurant when he is there. One of the media from which students can learn the culture of a new language is by watching some movies.

Talking about movies, Ismaili (2013:122) mentions that movies belong to visual literacy which becomes one of the enjoyable sources that can have the function for entertainment and also for language acquisition. Furthermore, Corporation for Public Broadcasting (CPB) states that educational television and movie are advantageous. The advantages are as follows: 1) reinforces reading and lecture material. It has the understanding that in this case the movie contains some subtitles so for the learners to read from. Therefore, the subtitle of the movie can become the material of a particular meeting, (2) aids in the development of common base of knowledge among students. In this case, movie can help students learning a foreign language to know the basic of the language itself. They can know in what situation a certain expression should be uttered, they know how to react in a particular occasion, 3) enhance students' comprehension and discussion. In this case, it means that after watching the movie the learners can check their understanding by answering the questions given by the instructors or by having a discussion about the content of the movie, 4) provides greater accommodation of diverse learning styles. There are many types of learners in one class. Some of them are auditory, some are kinesthetic, some others are visual. All of those types of learners should be treated in the same way. Thus, if the students are kinesthetic, yet the instructor is trying to play a recording, the kinesthetic students are not supposed to move here and there. Then, they have different activities to accommodate learners who belong to the kinesthetic ones, 5) Increases student's motivation and enthusiasm. Movie is full of pictures and motion, so that it increases students' enthusiasm in watching the movie.

### **Animation Android App to Enhance Students to Learn English**

Talking about animation, it is often related with cartoon because the images in the animation are considered to be not real but they are animation. In this paper, animation android app refers to cartoon animation that can be installed from the android market in the smartphones.

Very often, animation cartoon is accompanied with subtitles. Teachers who are teaching foreign language are sometimes worried that having subtitles in a movie is not beneficial for the students. They think that subtitles are going to distract the learners' attention so that they will not fully pay attention on the images or the sound produced by the characters in the animation but they try to read the subtitle. However, d'Ydewalle and Gielen (1992:34) mention that some studies reveal that what the teachers worry about does not happen. Those studies prove that learners as the viewers of the animation can share their attention to both the subtitles and images and sound.

In line with this situation, some researches dealing with the usage of subtitles in the teaching and learning process reveal that there are some ways that teachers or instructors should accommodate when they want to integrate the usage of an animation having the subtitles. First, Cintaz and Cruz (2008:202) mention that an animation which is accompanied by subtitles is beneficial in a foreign language classroom to achieve the goal of the teaching learning process. Secondly, a community for schools in Europe mentions that an animation having its subtitles is useful for those who are learning a foreign language, because of some factors. They are: 1) helping the learners to read the text rapidly, process the information they get in a very short time so that it can improve the students' speed in reading, 2) it gives the examples to the students of how to pronounce the words correctly, 3) it is quite possible for the students to recognize some new words that they have never encountered before, 4) by having some new words, it helps the learners develop their vocabulary, 4) having subtitles can attract the students to learn the foreign language being studied outside the classroom (Arghir).

However, teachers should be very careful in choosing the film for the learners to learn from. The content should be appropriate with the students' level and so should the level of the language. It will be much better if the showing of an animation is accompanied by asking the students to do a pre and post task aiming at checking the students' understanding and to create effective teaching and learning process. Araujo (2008:230) mentions that some studies give the learners some exercises dealing with the usage of a movie accompanied by subtitle. The result of the studies reveals that in that case the subtitle can enhance students' linguistics achievements.



## Video for Kids

This app is one of the apps that can be installed from the learners' smartphones. It consists of many videos and they are good for young learners to learn English from.

Talking about young learners, Read (2011) says that those who belong to young learners are those who are around 5 – 12 years old. It is considered to be the best age to learn other language. Yet, in Indonesia, English is considered as a foreign language. Very often, it is formally given to the students of the junior high schools. Many of them have never learned English in the previous level of education. In this case, such an app can be applied to introduce English words and English expressions to them.

Lefever (2007) also mentions that young learners are keen, enthusiastic, outspoken, imaginative and creative. They like imitating someone communicating in English. That is why it is considered to be good to utilize movie so that they enjoy imitating the characters in the movie. In this case, they are learning English. It is because video consists of image and sound which make the movie interesting for the students. Moreover, if it is completed with subtitles so that they can also read the characters' utterances and listen to how the characters pronounce the words.

The criteria that can be found in this app are : lullaby for babies (with 22 videos inside this category), colors (46 videos), song (49 videos), learn English (25 videos) short stories (42 videos), cartoon (42 videos where some of them are more than 2 hours), popular video (50 videos where most of them are 45 minutes up to 75 minutes and it consists of rhymes without any subtitles), fairy tales (50 video where each of them is 13-15 minutes and they have subtitles), awesome music for kid (50 videos and each of them is 15-60 minutes, some of them have subtitles and some do not), numbers (47 videos) and learn alphabet (35 video). Compared to finding those videos one by one from you tube, this app combines some into one so that it will not so much time to have some stories.

The one emphasized in this paper is the "short stories" criteria which consist of 42 videos. There are only 6 videos which are considered to be long, 45-88 minutes. Yet, those long videos do not consist of one video only but they consist of some short videos. The other videos are around 5-10 minutes so that they are good for young learners because one of the characteristics of young learners is that they have short span of attention in which if the movie is too long then they can no longer concentrate their mind on the video. Besides, the videos in this category have a value. As it is mentioned above, young learners like to imitate people they watch. Thus, if they watch this video it is expected that they will do the value found in the videos. The videos in this criteria also has subtitles, therefore, while watching the movies, they can read the utterance spoken by the characters, check the spelling of the words, they can also get some expressions commonly used in daily life, and listen to how the words are pronounced. If they do not understand about the words, then the image of the video will help them understand what the speaker is talking about.

If this app is applied in the classroom, it is suggested that the teachers prepare some pre and post task for the learners to do in class. It is intended to make sure that all learners pay attention to the movie, read the subtitles, if necessary make some notes, to make them able to do the tasks. If the teacher leaves the learners doing nothing after watching the video, then it will be useless because the teachers cannot measure how far the learners understand the content of the movie they just watch.

This app can also be used as the supplementary materials so that the teachers can ask the learners to watch the video at home. Yet, to check their comprehension about the video they watch at home, still, the teachers have to assign the students to do something.

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