ACQUIRING ENGLISH VOCABULARY FROM MOBILE PHONE USE

Nurul Afiyattena[1], Reni Apriani[2]

[1, 2]STKIP La Tansa Mashiro,Jl.Raya Soekarno Hatta (by pass) Pasirjati Kel. Cijoro lebak, Rangkasbitung - Indonesia
Correspondent Email: [1]nurulfiya1991@gmail.com
Email: [2]reniapriani776@yahoo.co.id

ABSTRACT

The studies regarding the effectiveness of teaching using a mobile phone on students' vocabulary mastery are widely discussed. While the process of how students acquire that vocabulary from a mobile phone is barely touched. That's why the purpose of this study is to investigate the process of students acquiring English vocabulary from mobile phone use and whether the students comprehend the meaning of the vocabulary that they acquire or not. The design of this study employed study case design. The subject of this study was 7 students at a fourth-grade elementary school. The observation and interview were used for data collection. The research results demonstrated that mobile phone has great potential as an instructional tool for acquiring English vocabulary. The findings also indicated that the process of acquiring English vocabulary is caused by two factors. The first is psycholinguistic factors and the second is social factors. The finding indicated that the psycholinguistic factors hold the significant one. It can be seen from the repetition and exploration done by their own self in acquiring the English vocabulary. While the social factor such as people around them (their parents and friends) have less contribution in assisting them in acquiring the English vocabulary. Regarding the comprehension of vocabulary that they acquired, the findings suggested that three students understand and know the real meaning of most of the English vocabulary that they gained from daily mobile phone use, while the rest (four) students knew the words only based on words function without knowing the real meaning of each English word. Generally, findings clearly showed that mobile phones facilitated students in acquiring English vocabulary independently.

Keywords: Vocabulary Acquisition, Mobile Phone Use

INTRODUCTION

Nowadays the overflow of the use of technology is very significant due to its advance and its role in every life field. Especially one of its roles is as a tool in teaching and learning activities. Nowadays more computer programs are used in second language (L2) instruction. Those are Computer-Assisted Language Learning (CALL) and Mobile-Assisted Language Learning (MALL) which are new realms towards learning a language in general, and learning and acquiring L2 vocabulary in particular. It means that the use of technology appears in the process of acquiring the language.

As Krashen (1982, cited in Jarvis, 2013) pointed out that "...in language education when applied to an electronic environment, the unconscious acquisition is almost certainly taking place through exposure to authentic English from a variety of C-bM. That is why in recent years, with the development of computer-assisted language learning (CALL) the need and opportunity for investigating the impact of multimedia on vocabulary acquisition has been increased (Nikolova, O.R., 2002, cited in Zainab

Nafiseh 2012). According to Arani, K.A., (2010) "Since mobile assisted language learning (MALL) is derived from the principles of computer-assisted language learning (CALL), it has the capability of providing EFL learners with the same opportunities for independent..." Therefore, MALL manifests itself as a good language teaching and learning tool. As MALL provides learner learn independently the use of Mobile phones within the classroom has been found to enhance speed in teaching and learning, provide students with freedom of location and time, enable one-to-one learning based on individual educational histories or test results; and allow teachers to keep up the new educational subjects for future education (Oku, M., 2001 cited in Zainab and Nafiseh 2012). In such a way, children can't be separate from technology use. In this case is mobile phone which has some applications especially the game application. Most of the applications written and speaking in English and children often play the game continuously, and they will receive or acquire some new words. The assumption is that children don't aware of how many English vocabularies that they acquire. They have just known them due to the use of mobile phone continuously. Some words receptively first and later achieve productive knowledge. This generally seems to be the case, but according to Schmit (2000) in language learning, there are usually exceptions. An example of knowing a word productively (at least in speaking mode) but not receptively in the written mode happened to some children with a word connected with law.

The following previous studies will highlight the use of technology to the second language acquisition. The first study was conducted by Hu Hai-peng and Deng Li-jing. (2007) by their research title is "Vocabulary Acquisition in Multimedia Environment". Their purpose research is to investigate the improvement of vocabulary acquisition through technology. Based on their research finding, "Vocabulary acquisition under multi-media environment can improve the vocabulary teaching efficiency and extend students' vocabulary, and it is also of great help in improving students' English level..." (P.59). Not to mention the application of CALL and CALT practice make a positive aspect in students' acquisition and give them more autonomy in language learning. (P. 58). The second study was conducted by Moghtada Abbasi and Masoud Hashemi by their research title is "The impact/s of Using Mobile Phone on English Language Vocabulary Retention". Their purpose of research is to know does using mobile phones by intermediate EFL learners have a significant effect on the learners' vocabulary retention and is there a significant difference between male and female intermediate EFL learners in vocabulary retention while using mobile phones. Their finding research suggest that Using mobile phones by intermediate EFL learners have a significant effect on the learners' vocabulary retention and there is no significant difference between male and female intermediate EFL learners in vocabulary retention while using mobile phones. The other study was conducted by Haisen Zhang by his research title is "Reexamining the effectiveness of vocabulary learning via mobile phones". One of some purposes of his study is to investigate the effectiveness of the vocabulary learning via mobile phones, and one of the finding is that students can learn vocabulary more effectively short-term via mobile phones than with paper material, but the effectiveness can be only achieved through repeated exposures. (cited in Haisen. P. 205).

Based on some findings above, it can be said that technology especially the use of mobile phone has significant role in improving, developing, and acquiring students' vocabulary. Mobile phone facilitates the students in learning independently they can practice and acquire some of the vocabularies through some applications in mobile phones. Unfortunately further investigation whether students understand those vocabularies that they acquire doesn't explore more by them. Therefore this research

attempts to address those assumptions by investigating how students acquire English vocabularies from mobile phone use and whether the students understand the meaning of those words.

METHODOLOGY

The research method that is used is qualitative research and the design that the researchers employed is case study. Case study can be considered as a robust research method particularly when a holistic, in-depth investigation is required. Case study also method enables a researcher to closely examine the data within a specific context. In most cases, a case study method selects a small geographical area or a very limited number of individuals as the subjects of study.

A. Research Setting and Participants

This research is only an investigation of single social unit, namely the chosen students in a certain period of time. Seven students (2 females and 5 males) of elementary school were the subject of this study. They were 8 years old. According to their mother and their teacher, they were talk active, smart and cheerful children. They often utter some English words. Whereas their mother and teacher barely taught them English formally. Then their teacher and mother wondered where the students get some of the English vocabularies. They can produce some of the technology words and any other English words. That is why the researchers interested in investigate the process of how they acquire the English vocabularies and do they understand those words or not. The researcher also asked their mother and teacher as secondary informant in order to complete and support some data. The research conducted at students' house and school.

B. Data Collecting

The researchers used the structure interview where some questions had been available and prepared in order to guide the participant in answering the research questions. The researcher formulated interview questions into two parts. The first part addressed about the process of acquiring the English words from mobile phone use, and the second part is identified whether students understand the meaning of those words or not. When interviewed, the researchers did the depth interview in order to dig some information in regard with research questions. This interview held for three times. In interviewing, the researcher recorded the participant utterances when answering some questions in order to help the researcher when she misses some information later. In addition to the researcher interviewed the secondary informant in this case is students' mother and teacher the function is to ensure and strength the information.

C. Data Analysis

The qualitative data such interview was analyzed using Miles and Hubberman model, they have three steps those are: *Data reduction, data display and conclusion/data verification.*

Reduction of Data, in this phase there were some steps did by the writer. *The first*, the writer collected the data from interview. Then those data were transcribed into English. *The second* step was checking the data, in checking the data, the writer: (1) Sorting the interview answers whether they are fit to be processed or dropped, for example the student answer does not follow the required question, (2) Check the completeness of the answers, whether all interview questions are answered or there are some that have not been answered and also check the clarity of meaning the answer. This step was done directly after

students finishing answered the interview and discussion. It was done because it made an ease to clarify and ask the students to revise their answer directly on the set. *The third* step was data coding. In this step, focus on the important things, coded, and broken down into themes and categories. During data reduction the first thing that the writer did was read both of data then the reseacher wrote the notes, comment or memos in the margin then summarized both data into table to make them easy to match the answer with the category. In addition the writer wrote the keyword of students' answer then the keyword was given coo. After all those keywords were coded, then they broke into themes and categories.

Display of Data, The next step is display the data. It is useful to look at the overall picture of research results. After all the data had been placed based on their categories, so the data needed to be displayed. ***Conclusions and Verification***, To set the conclusion, the writer verified the data first throughout the error trial which is in line with member check thus ensuring the significance or meaningfulness of the results. The writer verified and rechecked the final results with prior problems that those children faced and those research questions. Hopefully the research results answer the prior research problems and questions. After the verification activities were fulfilled, so the writer drags the conclusion of the study.

RESULTS AND DISCUSSION

The data suggested that there are two factors in process of students` in acquiring the English vocabularies. The first factor is psycholinguistic factors and the second is social factors, but between two, the psycholinguistic factors are the significant one. The psycholinguistic factors that effected students in acquiring English vocabulary process are: The process of repetition and

their exploration during hold the mobile phone. They always held the mobile phone and played the game over and over again. This finding is in accordance with finding of Zhang et all (2011) who mentioned that This study has made several findings. First, students can learn vocabulary more effectively short-term via mobile phones than with paper material, but the effectiveness can be only achieved through repeated exposures, which is also supported by Lu's (2008) findings. In addition the researchers also found that most of the students didn't understand the vocabularies that they saw and heard, they tried and explored by themselves then they decided the meaning of those words by their own selves. It can be also said that mobile phone facilitated them to acquire the English vocabulary independently. Because the process of repetition fixed in their mind, they remembered those vocabularies for a long time because it saved in their long-term memory, that is why it also effected to their understanding to the meaning of some vocabularies that they acquired. The positive effect that this study reveal is in accordance with the research finding of Wu (2014) he asserted that smartphones has positive and significant effect of helping students/children in learning the English vocabulary.

The finding also shows that students' understanding of some English vocabularies are not good enough because the process of acquiring the meaning of those words is depended on their own comprehension. They didn't ask the true meaning of some words that they acquired to people around them. It causes some miss understanding to some vocabularies meaning that they acquired. The social factors that effects the process on the modern world, the use of technology is an important aspect that has received considerable attention in recent years and has been changing the landscape of language teaching and learning. Applications technology and Mobile-Assisted Language Learning (MALL) programs have become a new trend in this era. Especially they role in

second language learning instructions and acquisition of acquiring students English vocabularies is micro social that is their interaction with their social intercourse. Regarding with the comprehension of vocabularies that they acquired, the findings had suggested that three students understand and know the real meaning most of the English vocabulary that they gained from mobile phone use. While the rest (four) students knew the words based on their function without knowing the real meaning of each English word. Generally findings clearly showed that mobile phone facilitate students in acquiring English vocabularies independently even some of students didn't the real meaning of each word.

CONCLUSIONS AND SUGGESTIONS
Conclusion

The findings of this study imply that the process of acquiring English vocabulary can be caused of two factors, the first is psycholinguistic factors and the second is social factors. The micro social factors that is people interaction in this case is students' family and friends is not as significant as psycholinguistic factors that are repetition and imitation of sounds while using mobile phone. In accordance with the comprehension of meaning of vocabulary that they acquired, finding indicated that three students understand and know the real meaning most of the English vocabulary that they gained from mobile phone use while four students knew the words based on their function without knowing the real meaning of each English word. The findings also indicated that the reason why the rest students didn't comprehend those words well are: firstly, he barely asked the meaning of those words to people around them especially their parents, teachers and friends. Their parent and teacher also didn't aware of the English words that their children acquired, so they never asked and fix the wrong meaning that the students

produced. Secondly, they comprehended the meaning of each word just based on their exploration and practice while playing the game. They tried to push some knobs based on instruction that asked , then they decided the meaning by their own selves, but generally findings clearly showed that mobile phone facilitate the students in acquiring English vocabularies independently even it doesn't merely they know the meaning of each word truly.

Suggestions

Based on the finding that described above and the researchers try to offer some suggestions to the students, teacher and other researchers who interest to study the similar issue. The suggestions are described as follow: For the teachers, it is suggested; (1) To be aware and notice to the use of mobile phone for young learner especially in the school, mobile phone is actually has significant and positives side if the teacher and the school stake holders can control and manage the use of mobile phone in learning, not to mention it is hoped that the teacher can evaluate or ask them while they were using mobile phone for instance give the task using mobile phone that can improve students' vocabulary. (2) If it feels that school can't provide the gadget, it is better becoming the creative teacher to search and give some information in regard with English learning game/application in order to make students accustomed in playing that learning game/application (3) It is also suggested to be creative in making the teaching learning more interesting.

The suggestions for parents are (1) the parent should increase their awareness about the words that their children aquire through mobile phone use by asking or noticing what English words that children produce whether those are positive or negatives words. (2) Be diligent to evaluate and supervise the use of mobile phone at home, give the schedule where and when the children can operate the

mobile phone. (3) Ask the children to play the game/application that has the English words or educational English game/application so they can accustomed to access it.

REFERENCES

Chapelle, A, Carol. (2001). *Computer Application in Second Language Acquisition,* Cambridge University Press: UK.

Ellis, nick c. and susan g. sinclair. (2002). Working memory in the acquisition of vocabulary and syntax: putting language in good order, *journal of experimental psychology*, 49a (1), 234-250.

Fraenkel, Jack, R, at all. (2012) *How to Design and Evaluate Research in Education* (8th edition), McGraw-Hill: New York.

Facer, K., R. Joiner, D. Stanton, J. Reid, R. Hull, D. Kirk. (2004). *Journal of Computer Assisted Learning*, 20: 399-409.

Fitzpatrick, David; Purves, Dale; Augustine, George (2004). "*Language and Lateralization".* Neuroscience. Sunderland, Mass: Sinauer.

Hancock, R, Dawson and Bob Algozzine, (2006) *Doing Case Study Research,* Teachers College Press: New York.

Huberman, A, Michael, et al. (2014). *Qualitative Data Analysis* (3rd edition), Sage Publishing: NewYork.

Harley, T. (2005). *The Psychology of Language. From Data to Theory*, New York, Psychology press Translation, vol. 52, p. 13-21.

Harmer, Jeremy. (2001) *The Practice of English Language Teaching (3rd edition),* Pearson education: England.

Hu Hai-peng, Deng Li-jing. (2007). *Vocabulary Acquisition in Multimedia Environment*. US-China Foreign Language, 5, 8, 55-59.

Jarvis , H. (2013). Computer Assisted Language Learning (CALL): Asian Learners and Users going Beyond Traditional frameworks. Asian EFL Journal, 190-199.

Krashen, Stephen. (2002) *Second Language Acquisition and Second Language Learning*: University of Southern California.

Lightbown, Patsy M., and Nina Spada. (2013). *How Languages Are Learned*. Oxford: Oxford University Press.

Lu, M. (2008). *Effectiveness of vocabulary learning via mobile phone.* Journal of Computer Assisted Learning, 24(6), 515-525.

Mehring, Jeff G. (2005). *Developing Vocabulary in Second Language Acquisition:* From Theories to the Classroom.

Saran. M, Seferoglu. G. (2010). *Supporting Foreign Language Vocabulary Learning Through Multimedia Messages Via Mobile Phones*. Journal of Education, 38. 252-266.

Saville, Muriel –Troike. (2006). *Introducing Second Language Acquisition*, New York: Cambridge University Press.

Trask, RL, edited by Peter Stockwell. (2007). *Language and Linguistics the Key Concepts* (2nd edition), Routledge: New York.

Thorburry, S. (2002). *How to teach vocabulary.* England: Pearson Education Limited. A course in language teaching .

Troike, Muriel Saville, (2006). *Introducing second language acquisition,* New York: Cambridge University Press.

Yule, George. (2006). *The study of Language (The 3rd Edition).* Cambridge University Press: Cambridge.

Zhang, Haisen. (2011). *Re-examining the effectiveness of vocabulary learning via mobile phones. TOJET: the Turkish online journal of educational technology*, 10, 203-214.

Wu, Qun. (2014). *Learning ESL Vocabulary with Smartphones.* Procedia - Social and Behavioral Sciences 143. 302 – 307