Chapter II
Mobile Assisted Language Learning

2.1 Mobile Learning

Innovation in education continues to grow. These developments ranging from printed media such as books and LKS, then digital-based media such as Electronic Learning (E-Learning) system. The term mobile learning (m-Learning) is a relatively new tool in education in the form of media by utilizing portable devices and mobile technology.

M-Learning began around 2003. M-Learning is an information technology development that can be used to make unique contributions to the educational advancement and other forms of E-Learning. The term m-Learning refers to hardware technologies such as mobile handsets as well as mobile devices such as PDAs (Personal Digital Assistant), Smartphones or Wireless. According to Darmawan (2012) states that m-Learning is one of the alternative learning can be done anywhere and anytime. Ally's opinion (2009) states that m-Learning is a learning through wireless mobile technology that allows everyone to access information and learning materials from anywhere and anytime. Another opinion expressed by Woodill (2010) states that m-Learning is the opposite of learning that occurs in the traditional class where the students just sit, move and watch the teacher standing in front of the class.

Based on the above opinion that m-Learning is a learning using mobile devices that can facilitate users in accessing learning content where and whenever not limited by the place and time. It is students and teachers can provide materials

or learning content outside the classroom so that learning does not only occur in the classroom.

2.2 Android

Learning using a mobile cannot be separated from hardware called the mobile phone. The development of mobile devices from time to time more sophisticated. The development of mobile devices that only feature phone and SMS, then there are developed entertainment features such as games and tools such as calculators and stopwatch. Currently, mobile devices are increasingly sophisticated like a notebook or laptop in general. Features such as accessing internet, video, images, documents and various other applications that can facilitate the work. Mobile devices are known as smartphones or smartphones, from a variety of mobile devices available, the most suitable form-Learning is a smartphone. Smartphones have a complete feature and easy to run applications. According to Woodil (2010) explained that the smartphone is currently viewed as one of the most suitable platforms used for M-Learning. Smartphones are growing nowadays have small and thin shapes and have many features and uses.

The smartphone cannot be separated from the Android operating system. The operating system is specifically used for mobile devices such as smartphones and tablets. According Safaat (2012) explains "Android is the operating system for Linux-based mobile devices that include operating systems, middleware and applications". Another opinion according to Purwantoro et al (2013) says "Android is a software used on mobile devices (devices running) that includes the

operating system, middleware, and core applications. Android is a router (bridge) between the user with his device and between devices with applications, it can allow users to run applications available in the device".

Based on the expert's opinion can be concluded that Android is the operating system used in Linux-based smartphone device in the form of software that includes middleware and core applications that function as a router between users and application devices that can facilitate users run applications that are available.

The development of the android system started first by Cinar (2012) suggests that "Android Inc was founded in Silicon Valley, California, in October 2003, with the idea of providing a mobile platform that is more aware of user's location and preferences ". The first android development began in 2003 which aims to compete with Symbian and Windows Mobile. After 2 years of establishment, the Google is interested and acquired Android to date.

The operating system used on Android according to Andry (2011) "Android operating system is a modification of the Linux kernel. Linux that has open source (open) so that programmer can develop the Android application or modify the system, unlike Windows Phone or iPhone which have closed source (closed) because of this nature android more popularity than Windows Phone or Apple Phone. According to Safaat (2012) explain the factors that affect the android's popularity are:

1. Complete (complete platform): software makers can freely make an approach in developing software. Android is also a secure operating system and widely available equipment for building software.

2. Open (open source platform): Android is openly provided so developers can freely develop applications.

3. Free (free platform): developers can freely make applications without licenses or royalty fees to be paid, no membership fees, no testing fees, no contracts required and may be freely distributed and traded in various forms.

Based on the opinion of the experts above, Android first started in 2003 which has the initial goal to rival Symbian and Windows Phone which is a modification of the Linux kernel that has the properties of open, complete and without a license making it easier for developers to create applications. The popularity of android from year to year increasing until the main goal to compete with Symbian and Windows Phone is now reached.

2.3 Media

The word media comes from the Latin and it is the plural of the word "medium", which means intermediary or introduction. Media is an intermediary or messenger of the sender (communicator or source/source) to the recipient (communicant or audience/receiver) according to Sadiman (2008) "Learning media is anything that can be used to send messages from sender to message recipient".

In general, it can be interpreted that the learning media is a tool of teaching and learning process. That is everything that can be used to stimulate students' thoughts, feelings, concerns, and abilities or skills so as to encourage the learning process in learners.

Learning media can also be interpreted as a tool or medium or intermediary used in the process of interaction that takes place between teachers and students to encourage the process of teaching and learning in order to gain knowledge, skills and establish what is learned and help to achieve quality learning goals.

Learning media is an integral part of learning activities in schools. The use of instructional media is also a creative and systematic effort to create experiences that can help the learning process of students. This is because the media acts as a stimulant to learn and can foster motivation to learn so that students do not easily bore in following the process of teaching and learning.

2.3.1 Learning Supplements

M-Learning can be used as a learning supplement for learners based on android technology. According to Darmawan (2012) explains that:

1. Supplements (additional)

M-Learning as a supplement, ie students are free to choose whether to use m-Learning or not. Here means, there is no obligation/requirement for students to use or access m-Learning materials. Despite its nature of choice, students who use it will have additional knowledge or insight.

2. Complement (complimentary)

M-Learning as a compliment, the learning material is programmed to complement the learning material received by the students. In this case, means the M-Learning material becomes a complement for students in conventional learning programmed as remedial.

3. Substitution (substitute)

There are three alternative models of learning activities that students can choose: (1) fully face-to-face (conventional), (2) some face to face and partly using the internet, or (3) fully using the internet.

This alternative learning model has been used in several universities in developed countries. The goal is that students can freely manage learning activities in accordance with the time and daily activities.

Based on the above opinion, it can be concluded that the function of supplements is the freedom of students in choosing whether to use m- Learning or not in learning activities. That is, there is no requirement for students in utilizing m-Learning, although it is optional of course very useful if students choose m-Learning as an additional in learning activities so as to increase knowledge and insight.

2.3.2 Visual Vocabulary Application

Visual Vocabulary is an application that presents over three hundred words that can help us in learning vocabulary. Learn English with Visual Vocabulary

quickly and effectively. Use most effective Visual memory technique to build your Vocabulary skills. Visual Vocabulary app is the way to improve your language skills by answering Test and Listening task questions.

Visual Vocabulary app is perfect for Beginner, Pre-Intermediate, Intermediate and Upper-Intermediate levels. Start with basic words and topics, and Learn new words daily review learned words and topics with flashcard, test and listening tasks features.

Here the writer will attach images and features of visual vocabulary applications:

Picture 1. *Visual Vocabulary Application Display*

2.3.3 Procedure to Use Visual Vocabulary Application

There are several steps to use the Visual Vocabulary Application, the procedures are listed below:

1. Turn on the smartphone (Android/I-phone)
2. Tap the visual vocabulary application (if not downloaded, download first at play store)
3. Choose the topic that related with the theme/ subject of the study
4. Choose the features that you wanted to use
5. Enjoy the features and Happy Learning

2.4 Teaching English to Young Learner

Teaching English to young learner must have another technique. Beside the adult, young learner needs more attention and attractive media to increasing their will for learning. Teachers of English need to consider their students' age which supports the basis of their teaching practices and materials, including media. According to Harmer (2002) "people of different ages have different needs, competence, and cognitive skills". Therefore, teaching to young learners must have different technique because the young learner is different with another learner

According to Cameron (2001) He said there are false assumptions include to teaching children is only need to learn simple language. The assumptions below: The first assumption refers to teaching children seen as an extension of mothering, not as an intellectual enterprise.

1. The topics (the teaching materials) for teaching language to children are simple, for example colors, numbers, songs and talking about themselves.

Beside that assumptions Cameron (2001) states that "teacher of young learners need skill in managing children, beside to have knowledge of language, of teaching, and of language learning. Therefore teachers of young learners need to have capability of how to manage children and also need to know better of the interesting topic or material to teach the children or young lerners.

2.5 Vocabulary

2.5.1 Teaching Vocabulary

Teaching vocabulary especially to young learner is not easy. The success of vocabulary teaching not only depends on the teachers' and the students' competence but also the technique of teaching vocabulary. There are many techniques of teaching vocabulary. However, there are'nt all the techniques can be helpful for the students. In this case, the teacher has to choose the appropriate techniques teaching vocabulary items in a classroom situation. Following are the main methodologies for teaching vocabulary items in an English language classroom.

There are a lot of techniques that can be used in teaching vocabulary to young learners. Brewster (1992) give some examples of techniques to introduce new vocabulary, they are as follows:

1. Using object
2. Drawing

3. Using illustrations and pictures

4. Mime, expressions and gestures

5. Using opposites

6. Guessing from context

7. Eliciting

8. Translation

Meanwhile, Allen (1983) states about more techniques for beginner classes, namely: using commands, using real object, using communication experiences, and the value of picture and students draw.

According to Cross (1991) the procedure of teaching vocabulary can be divided into three stages, they are as follows:

1. Presentation

In this stage, the teachers can use various techniques which are recommended in the previous discussion. However, the teachers have to be careful in selecting the techniques that they used in teaching activity. Dealing with it, the teachers must consider about the student's need of vocabulary, the area of vocabulary, which is appropriate to the students' level and how vocabulary can be stored in the student's mind. Therefore, teaching vocabulary is a complex process.

2. Practice

In the second stage, the teacher give exercises to the students in order to practice the subject items being learnt, making completion, matching, words

classification, etc. those are several types of exercise that can be used by the teacher in this stage.

3. Production

In this stage the students are expected to apply the newly learnt vocabulary through the speaking activities or writing activities.

2.5.2 The Definition of Vocabulary

Vocabulary is the basic language aspect that must be mastered before mastering English skills. There are some definitions of vocabulary by some experts. According to Hornby (2006) "Vocabulary is all the words that a person knows or uses and it is all the words in a particular language". According to Hatch and Brown (1995) "Vocabulary is a list or set of words for a particular language or a list or set of word that individual speakers of language might use". From the definition above, we can see that vocabulary is all the words in a language that is familiar and used by a person to communicate with each other.

2.5.3 The Importance of Vocabulary

Vocabulary is the first basic important aspect for learning English by learners. By mastering vocabulary, they are able to communicate both orally and written well. Also, by having a lot of vocabularies, the learners are hoped to master four skills in English such as reading, speaking, writing, and listening.

According to Rivers in Nunan (1991) "Vocabulary is essential for successful second language use because, without an extensive vocabulary, the learners will

be unable to use the structures and functions we may have learned for comprehensible communication". From the statement it can be concluded vocabulary is the first element in English. It must be mastered well by young learners to support the English mastery.

2.5.4 The Aspects of Vocabulary

There are some aspects of learning vocabulary. According to Lado as cited in Mardianawati (2012), there are some vocabulary aspects as follows:

1. Meaning

When the teacher delivering the students about the meaning, the teacher should explain that a word may have more than one meaning when it is used in a different context. In order to discover the meaning, the teacher can use ways such as guided discovery and use dictionaries.

2. Spelling

In learning vocabulary, spelling is important because it aids in reading and as the connector of letters and sounds.

3. Pronunciation

Pronunciation is the way in which a particular person pronounces the words of the language (Hornby, 2006). Most of the words have only one pronunciation, but sometimes a word has two or more pronunciations. It can be seen from some words are " present", which pronunciation /ˈpreznt/ and /prɪˈzent/ and the

word "read", which pronunciation /ri:d/ and /red/. English pronunciation is difficult to learn because it is not related to the spelling of words. The students want to able to speak English well with understandable pronunciation so that they can communicate without annoyance and it makes the receiver easier to communicate.

4. Word Classes

Word classes are categories of a word. According to Hatch and Brown (1995), the word classification is based on their functional categories which are called part of speech. There are parts of speech should be practiced fluently to the students such as nouns, verbs, adjectives, adverbs, pronouns, preposition, conjunctions, and interjections.

5. Word Use

Word use is how a word, phrase, or concept is used in a language. Word use may also involve grammar and thus be the subject of profound analysis (Mardianawati, 2012).

2.5.5 Learning vocabulary

Teachers have always been naturally interested in how learners go about learning vocabulary. If we know more about learner strategies and what works well, we can help learners get more benefit strategies. According to Brown and Payne in Hatch and Brown (1995) did an analysis that resulted in a very clear model where the strategies fall into five essential steps:

1. Encountering new words.

The first essential step for vocabulary learning is encountering new words that are having a source for words. The young learner's strategies here included learning new words by reading books, listening to TV and reading newspapers and magazines. Dictionaries are also sources where new words and new uses for old words can be encountered. Another indication that encountering new words can more effective in others is with interactive video materials. When students have seen an object or an action, their desire to know the word more increase, it makes the learners can learn new words quickly.

2. Getting the word form.

The importance of getting a clear image of the form of a word become appears when students asked to give definitions for words. Beginning students are particularly likely to make mistakes that are obviously related to confusions of the form of the one word with the form of other words.

3. Getting the word meaning

Getting the meaning of the words, language learners may also need a different kind of definition of distinctions depending on the words being learned and the reason for needing them.

4. Consolidating word form and meaning in memory

In this step, the students do the exercises in order to make strong memory connection between the form and the meaning of the words. Many kinds of vocabulary learning drills such us flashcards, matching exercises, crossword puzzles, strengthen the form-meaning connection.

5. Using the word

The final step in learning words is using the words. It has a goal to provide a mild guarantee that words and meanings will not fade from memory once they are learned.