

**THE EFFECTIVENESS OF VOCABULARY LEARNING VIA MOBILE  
PHONE**



**A Thesis**

*Submitted to the Faculty of Cultural Sciences*

*Hasanuddin University In Partial Fulfillment of Requirement to Obtain*

*Sarjana Degree in English*

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**MAKASSAR**

**2020**



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THESIS  
THE EFFECTIVENESS OF VOCABULARY LEARNING VIA MOBILE  
PHONE

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It has been examined before the Board of Thesis Examination


On 26 October 2020

and is declared to have fulfilled the requirements


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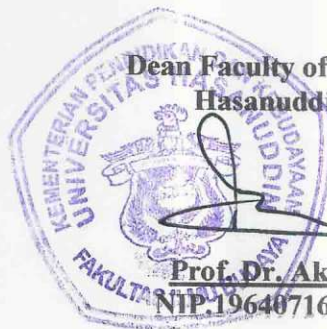
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Today, Monday, 26 October 2020, the Board of Thesis Examination has kindly approved a thesis by **SOFIA CITA PUTRI IMBAN** (Student Number: (F211133 02) entitled:

**THE EFFECTIVENESS OF VOCABULARY LEARNING VIA MOBILE  
PHONE**

Submitted in fulfillment one of the requirements of undergraduate thesis examination to obtain Sarjana Sastra (S.S.) Degree at the English Department, Faculty of Cultural Sciences, Hasanuddin University.

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The thesis by **SOFIA CITA PUTRI IMBAN** (Student Number: **F21113302**)  
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## ACKNOWLEDGMENTS

*Alhamdulillah* *rabbil'alamin*, the writer gives all praises and gratitude to Allah SWT, the lord of the universe, who always gives her strength, health, patience, and guidance in this life so she can complete this thesis. Then, peace and blessing is upon to the most honorable prophet and messenger of God, Muhammad SAW.

This paper is written as a partial fulfillment of requirement for strata one degree of English Department of Faculty of Cultural Sciences in Hasanuddin University. On this occasion, the writer would like to express a special thanks to my Supervisors, **Dra. Marleiny Radjuni, M.Ed.** and my second supervisor **Dra. Nadira Mahaseng, M.Ed.**, for their support, advice and encouragement during the study and the process of making this thesis.

Foremost, the writer would express her deep gratitude to many friends that the writer could not mention the name one by one. For the friendship during years of journey at English Department.

Makassar, October 2020

Writer



## ABSTRACT

**Sofia Cita Putri Imban.** The utility of Mobile Phone in Improving Vocabulary Gain (Supervised by Marleiny Radjuni and Nadira Mahaseng)

This research discusses about the utility of mobile phone in improving the student's vocabulary. The main purpose is to present how mobile phone can be utilized in order to enhance the number of vocabulary needed by the students in writing, speaking, listening. The research was based on the issue that the students lack of vocabulary needed for language learning.

The method employed for this study is descriptive-qualitative. The writer collects data from the sample who use mobile phone in their daily conversation. This device is considered very useful in enhancing the student vocabulary and the students could utilize to improve their vocabulary. They were told to use English in their chat to friends and were asked to consistently use the dictionary whenever they encounter problems by accessing the mini dictionary in their phone. Data were analyzed after six months period of 20 samples in using their mobile phones.

The findings of this analysis indicate that after several months of mobile phone utilizations, the majority of samples reported that they have significant increase in vocabulary gaining. They also reported that they could only use dictionary occasionally when encountering difficult words after several months of phone utilizations. The findings indicate that vocabulary may be enhanced if students routinely use mobile phone and chatted using target language to their friends. The findings confirms importance of repeated use of mobile phone and access the mini dictionary provided by it.

**Key Words:** mobile phone, utilization, enhance





## ABSTRAK

**Sofia Cita Putri Imban.** Kegunaan Ponsel dalam Meningkatkan Penguatan Kosakata (Dibimbing oleh Marleiny Radjuni dan Nadira Mahaseng)

Penelitian ini membahas tentang kegunaan ponsel dalam meningkatkan kosa kata siswa. Tujuan utamanya adalah untuk menyajikan bagaimana ponsel dapat digunakan untuk meningkatkan jumlah kosa kata yang dibutuhkan siswa dalam menulis, berbicara, mendengarkan. Penelitian ini didasarkan pada masalah kurangnya kosakata siswa yang dibutuhkan untuk pembelajaran bahasa.

Metode yang digunakan untuk penelitian ini adalah deskriptif-kualitatif. Penulis mengumpulkan data dari sampel yang menggunakan ponsel dalam percakapan sehari-hari. Perangkat ini dinilai sangat berguna dalam meningkatkan kosakata siswa dan siswa dapat memanfaatkannya untuk meningkatkan perbendaharaan kata mereka. Mereka diberitahu untuk menggunakan bahasa Inggris dalam obrolan mereka dengan teman dan diminta untuk menggunakan kamus secara konsisten setiap kali mereka menemui masalah dengan mengakses kamus mini di ponsel mereka. Data dianalisis setelah enam bulan periode 20 sampel dalam menggunakan ponsel mereka.

Temuan dari analisis ini menunjukkan bahwa setelah beberapa bulan penggunaan ponsel, sebagian besar sampel melaporkan bahwa mereka mengalami peningkatan yang signifikan dalam perolehan kosakata. Mereka juga melaporkan bahwa mereka hanya dapat menggunakan kamus sesekali ketika menemukan kata-kata sulit setelah beberapa bulan menggunakan telepon. Temuan menunjukkan bahwa kosakata dapat ditingkatkan jika siswa secara rutin menggunakan ponsel dan mengobrol menggunakan bahasa target dengan teman-temannya. Penemuan ini menegaskan pentingnya penggunaan berulang ponsel dan akses kamus mini yang disediakan olehnya.

**Kata Kunci:** telepon genggam, pemanfaatan, tingkatkan



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# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Emerging technologies have brought about major changes in the teaching and learning processes (Pavlik, 2015). Mobile phones, one of these technologies, have led to a proliferation of studies that explore their use in education. Language teaching studies and practices have also been affected from this tide of change, as well (Stockwell, 2010). By providing flexible, practical, and personalized opportunities of use in and outside the classroom, mobile learning challenges the conventional ways of teaching remarkably (Kukulska-Hulme &Traxler, 2005). Especially with smartphones that come with both powerful hardware and software, which makes them as capable as a computer, learning on the go becomes more and more convenient.

As Stockwell (2015) highlighted, the big and touch-sensitive screen of today's smartphones offer great advantages in contrast to pre-smartphone mobile devices used in several studies (Hayati et al., 2013; Lu, 2008; Kukulska-Hulme,2010; Thornton & Houser, 2005). Vocabulary teaching is at the heart of developing proficiency and achieving competence in the target language. There has been constant effort in search of the best technique to teach vocabulary. In this context, although vocabulary is a core of foreign language learning, idiomatic expressions are the most frequently used non-literal expressions, and building

f daily conversations in a language, so lack of ability to use them



competently can cause communication problems for the language learner such as sounding unnatural and inauthentic (Cooper, 1998, 1999).

These expressions are particularly important to become proficient in the target language (Boers et al, 2006). Moreover, good command of idiomatic expressions is generally considered as becoming closer to the fluency of native speakers of the target language (Fernando, 1996; Schmitt, 2000; Wray, 2000). Therefore, as Irujo (1986) emphasized, teaching idioms should be an integral part of language teaching programs from beginning levels and taught in naturalistic contexts with ample chances of practice. However, while teaching idioms, difficulties arise

Language has a very important thing in the world, and it is a tool of communication used by human to interact one each other. In the world, there are many languages used for communication. Every country has a special language that makes it difficult to do conversation with other people who does not share the same language. Therefore, English can be a great way to easily communicate with people all over the world because it is the second language in the world after local language or mother tongue.

There are four skills in language, namely speaking, listening, reading and writing. But to master these skills people need to mastery vocabulary first to make their English. Vocabulary becomes the most basic thing in mastery these skills. So, vocabulary is the main requirement in using language.

learning a language we must learn and mastery vocabulary to  
cate well especially in English. But most people are not interested in





increasing their vocabulary, especially in memorizing it. So it causes people are difficult to communicate or interact use English especially Indonesian people.

Nowadays, there are many students majoring in English department who have difficulty in mastering English language skills. and one of the factors affecting students is the lack of vocabulary mastered by students. There are many factors that influence students in the process of learning English, especially in learning vocabulary whereas basically students must master English language skills by increasing the quantity of vocabulary they have. Level of education should affect to mastery vocabulary. The higher level of education, the wider the scope of vocabulary mastery. this can be accepted because the subjects taught at each level of education are different, especially students majoring in English, many new terms are introduce at a higher level. many of the references read, also affect the mastery of vocabulary. this is in accordance with the opinion of Roekhan and Martutik(1991: 51)which states,

*The more read, the more the amount of vocabulary mastered by someone.*

To learn English is not easy, especially Indonesian people because Indonesians have many dialects. They tend to have problems in English speaking or pronunciation. Besides that, they also have difficulties in vocabulary and writing. In writing, they have many troubles in the grammatical sentence or structure for English structure is so much different from Indonesian language structure. Vocabulary is the basic thing in learning English. To learn English,

have to know the meaning of the word. Therefore, students have to make rich their vocabulary in order to understand the meaning of the word.



The world has improved so much from day to day and people have more abilities to make all easy. Nowadays, technology really helpful to make things done. Most of the works are done by machines to save time. The mobile phone can be used especially for distance education. Mobile phone can help people to connect with each other and that can make it easier for communication. They only have to simply send a message or make a call to anyone.

Mobile phone can help the user to communicate with each other or to get information in another place even from a long distance. However, some people disagree to use mobile phone for children. For example, some teachers forbid their students to bring or use mobile phone in school or during the class. In fact, mobile phone actually can help students in study. For instance, the students can use mobile phone to search the meaning of the word they do not know or not understand. The students also can search any story or read anything in English by using mobile phone with the help of internet. This may help in improving the vocabulary of the students. Then, students can set the language of their mobile phones to English to make the students always remember or not easily forget the meaning of the word.

By utilising mobile phone, it can be easy to learn English because mobile phone devices have considerable potential for enhancing vocabulary acquisition and English learning among English learners. Not only for vocabulary but mobile phone can be used to enhance vocabulary acquisition with four research-based vocabulary learning strategies: dictionary use, phonological analysis (i.e., learning

analyzing the sound parts), morphological analysis (i.e., learning word



meanings by analyzing the componential word parts), and contextual analysis (i.e., learning word meanings by referring to learning context).

The results of a survey of the Indonesian Internet Service Providers Association (APJII) throughout 2017 said that Indonesian people were more found of using their smartphones to access the internet. The tendency of internet users in Indonesia is centered on the use of chat applications. This is because approximately 89.35 percent of users claim to use the internet to communicate with others. And to improve people or student vocabulary learning via mobile phone appointed by the writer to analyze the reason of effectiveness the vocabulary learning by mobile phone especially in chatting application or social media. So the Writer taken "*The Effectiveness of vocabulary learning via mobile Phone*" as the title of this researcher.

## **1.2 Identification of Problems**

According to the topic, the writer finds some interesting points to analyze:

1.2.1 Students feel unmotivated in learning vocabulary

1.2.2 The teacher never use mobile phone in teaching English

1.2.3 The students' have difficulties to memories English vocabulary

1.2.4The activity teaching and learning vocabulary used less of variation

1.2.5 The teacher's technique in memorizing the new vocabularies that have been listed is not active.

## **1.3 Scope of Problem**

Related to identification above, in this research the writer only focuses on

using mobile phone can improve students' vocabulary



2. The use of mobile phone affect students' motivation to learning English Language
3. Students' perceptions about the use of mobile phones in language learning.

#### **1.4 Research Questions**

1. How students use their mobile phones in learning English Language?
2. How students explore their perceptions and attitude about the use of the mobile phone for learning?

#### **1.5 Objective of Writing**

1.5.1 To find out how students at English department of cultural science faculty in Hasanuddin University use their mobile phone in the learning process to improve their vocabulary

1.5.2 To show the perceptions and attitudes of students about the use of mobile phones in learning vocabulary

#### **1.6 Significance of Writing**

This research is important to be undertaken to help the students who interested to improve their vocabulary and to make it easier to learn English. It is also done to inform to the students about the positive effect of mobile phone that can help them to learn English easily. The writer hopes that the readers of this thesis can get the strategy to improve their vocabulary, and can be easy to learn English or understand what the meaning of the word. Hopefully, this thesis also can be used as the reference to the other researchers in the future.



## CHAPTER II

### THEORETICAL BACKGROUND

In this chapter, the writer would like to present two parts. The first part is previous studies which include several study related to this research. The second part is literature review that explains about the literature review to support the analysis.

#### 2.1 Previous Studies

There are some previous studies which are related to this study. The first study is Al Aamri, Kamla Suleiman (2011) in “The Use of Mobile Phones in Learning English Language by Sultan Qaboos University”. In this research, the researcher focuses on attempts to study and investigates the current use and practices of cell phones in the process of learning English Language by Sultan Qaboos University freshmen. The researcher uses questionnaire as a methodology with 100 students on the Intensive English for Science program as a sample of their research. There are three questions in his research.

The first is how do SQU students use their mobile phones in learning English Language? The second is does the use of mobile phone affect students’ motivation to learn in learning? The last question is what are students’ perceptions about the use of mobile phones in language learning? The results from an analysis of the questionnaire survey indicated that the use of mobile phones in the classroom is still limited. Students like to use them but teachers do not encourage them to do so fearing that this digital device will be a big distraction for

teachers and students alike. Also, despite the fact that mobiles manifest themselves as a good learning tool, they still need to proof for educationists,





practitioners, teachers and decision maker that they are more “saint” than sinners in the educational field and classroom.

Another important research is by ArchanaGautam (2014) who wrote a journal “Mobile Learning; An Effective Way of Teaching and Learning English Language”. He explains about mobile learning for teaching and learning. He focused in analyzing the term M-Learning or “Mobile Learning” has different meanings for different fields. He said the term covers: learning with portable technologies including computers, notebooks, mobile phones and tablets. M-learning focuses on the mobility of the learner, interacting with portable technologies, and learning that reflects a focus on how society and its institutions can accommodate and support an increasingly mobile population.

Using mobile tools for creating learning ideas and materials becomes an important part of informal learning. It is convenient for the teachers and the students because it is accessible from anywhere. He also wrote the advantages of M-Learning such as used as an educational tool, improve communication skill, for better management, large reach, and a new way of teaching. His research also has some disadvantages of M-Learning such as the mobile is so small so it can be stolen and lost easily, it is not easy to search and save all the information on mobile, screen of mobile is very small only a small amount of information can be displayed at a time, and mobile battery is also a problem in M-Learning once the battery runs out, the student/teacher have to plug it for recharging.

Although it has some disadvantages of M-Learning, he concluded that M-

is flexible, timely and very effective way of teaching and learning. mobile learning can really help a student in studying, it can be limiting



in such a way that only the privileged few can afford having a mobile device. In other words, using mobile phone has helped poor students in learning some useful vocabularies.

Another important documentation is a study by Dr. Mansour Habbash (2015) who conducted research on “Learning English Vocabulary Using mobile phones: Saudi Arabian EFL Teachers in Focus” in this research the writer focus on teaching. How teacher explores the effectiveness of using mobiles in teaching vocabulary in EFL (English as a Foreign Language) classes in Saudi Arabia. The main objective of this study is to find out the possibility of enhancing the students’ understanding of English vocabulary through mobile phone interface and to help them in using vocabulary items more precisely.

The participant in this research is teacher and the method of this research is qualitative. The required data were gathered by distributing a questionnaire to all the teachers engaged in EFL classes. A questionnaire with fifteen questions about the viability of using mobiles in classroom was prepared and distributed to about one hundred teachers and he received responses from fifty-six teachers. The responses are analyzed by the qualitative interpretive method and the results are put for discussions with the aim of using the outcomes in constructing the course materials for future EFL studies and for providing the teachers with proper recommendations in preparing materials and in choosing relevant methods for their languages classes.

A much recent research Zengning (2011) in journal “Vocabulary Learning

by Mobile Phones: Perceptions of Chinese Adult Learners” in this

the researcher focused on how mobile phone in perceived as a language



learning tool and what opinions students have after the mobile phone learning experience. The participants of this research are adult learners. A total of 24 adult learners majoring in English participated in this research. Most of them are at the age of 20-30 and on average they have intermediate English proficiency level. In the methodology, the researcher use questionnaire. That is how adult learners learn vocabulary with mobile phones? And how adult learners perceive vocabulary learning assisted by mobile phones? The first question has methods to see how learners utilize mobile phone message. Firstly, we need to know how often they read the message and how they deal with the message after reading. The both results of the methods are different.

The most learners (95,7%) read the messages. After reading the new message, most of those who read the text message lessons (78.3%) kept the message for future reference while some (21.7%) deleted it. And then, the last question has questionnaire section with regard to adult learners' attitude towards vocabulary learning assisted by mobile phones, learners were required to choose one from the five scales ( 1=strongly disagree, 2 slightly disagree, 3=neutral, 4=slightly agree, 5=strongly agree). In conclusion, the current findings provide additional insights into the perception of vocabulary learning via mobile phones from Chinese adult learners in EFL settings. The major research findings showed the majority of adult learners favor vocabulary learning via mobile phones due to the convenience facilitated by the portability and accessibility of the mobile phones.

Another important research is by, Hu young (2011) who wrote a journal about the effect of the features of smart phone vocabulary applications on Korean



college students' satisfaction and continued use. This article explores learner's patterns of usage of smart phone vocabulary applications. It also examines which vocabulary application features affect Korean college students' satisfaction on m-learning and influence their continued use of mobile technology for studying English. Thirty-two college students participated in the current study. All participants owned smart phones, and downloaded one of two different applications. The major findings of the current study are as follows:

The students utilized the application mostly while commuting but did not use them often. Secondly, functionality had the single most significant effect on the students' satisfaction and their continued use of the vocabulary learning application. The wanted functions indicated by the in-depth analysis of the open-ended questionnaire were the classifying functions for the memorized and the non-memorized vocabulary, more examples, audio for pronunciation, and self-control of vocabulary repetition.

There are four skills in language, Namely speaking, listening, reading and writing. But to master these skills people need to mastery vocabulary first to make their English. vocabulary becomes the most basic thing in mastery these skills. So, vocabulary is the main requirement in using language. According to Soedjito in Taringan (1994 : 447) Vocabulary is (1) All words in one language (2) The wealth of words by a speakers (3) words used in one field of science (4) A list of words arranged like a dictionary accompanied by a brief and practical explanation.

In learning a language we must learn and mastery vocabulary to cate well especially in English. The more vocabulary we have, the more English we have. Sthal and Nagi (2005 – 5) said a person who knows



more words can speak, and even think, more precisely about the world. A person who knows the terms scarlet and crimson and azure and indigo can think about colors in a different way than a person who is limited to red and blue. A person who can label someone as pusillanimous or a recreant can better describe a person's cowardly behavior. Words divide the world; the more words we have, the more complex ways we can think about die world”.

## 2.2 Theoretical Discussions

In this chapter the writer would like to discuss about how to use mobile phone for studying or learning English to improve vocabulary. The writer also would like to explain about the definition of vocabulary and definition of mobile phone. And then, in this part the writer mentioned the advantages of mobile phone.

The past decade has seen the rapid development in using mobiles phones in vocabulary teaching and the focus has been on the role of these devices in teaching vocabulary to L2 learners. A feature of mobile phones that was initially widely used in the studies was the SMS (Short Message Service). Several experimental studies compared SMS-based vocabulary instruction to different types of more traditional instruction. For example, Lu (2008) and Zhang et al. (2011) both attempted to investigate the effect of SMS messages compared to printed materials.

Results of their studies showed that SMS groups outperformed the control groups who were given printed materials in the posttest; however, there was no

at difference in the delayed posttests. Similarly, Suwantarathip and

tnakul (2015) conducted an experimental study that compared the effect





of in-class paper-based vocabulary exercises with SMS messages sent to students outside the classroom to teach and practice new vocabulary for a 6-week long period. The study reported that the participants in the experimental group outperformed the control group. In addition to the text messaging capabilities of SMS, Saran and Seferoglu (2010) also used MMS (Multimedia Messaging Service) in their study. While the experimental group was taught vocabulary via SMS and MMS messages that included multimedia such as images and sounds, the control group was taught the same vocabulary items in the classroom.

The scores of the experimental group were significantly higher than the control group in the post test. In their study, to compare the effects of SMS versus paperback dictionaries in academic vocabulary learning, Alemi et al. (2012) found that there was no significant difference between vocabulary knowledge of two groups in the post tests; however, the SMS group was more successful in the delayed posttest. Furthermore, all these studies reported positive attitudes of students towards the use of SMS in vocabulary learning. Platforms and programs other than messaging services were also used in teaching vocabulary on mobile devices.

Thornton and Houser (2005) wanted to test the effectiveness of e-mails on mobile phones on vocabulary teaching. In the first 4 week-long experiment, they sent students mini vocabulary lessons via emails, which students received on mobile phones for the first 2 weeks, and via computers for the last 2 weeks. In the second experiment, students were divided into 2 groups, one of which received

while the other had the same content as printed material. Students reported using mobile phones was a more effective method and more preferable to



computers and printed materials. The last experiment was the evaluation of a website that the authors, together with their students, developed to teach idioms. Vidioms included idioms with explanations, and examples through multimedia (sounds, images, videos). The authors asked a group of students to evaluate the website as they used it on mobile devices such as phones and PDAs. Students found the website significantly ‘effective and enjoyable’ (p. 225) to use on mobile devices. Basoglu and Akdemir (2010) conducted a study on vocabulary learning to see the difference of use of mobile phones and flashcards. They used a mobile application for experimental group giving the words for six weeks while the control group learned the same words with flashcards. Their study reported a significant difference between two groups as the experimental group did achieve significantly better in the multiple-choice posttest.

Another example is Stockwell (2010) who compared vocabulary learning on mobile phones and computers in relation to student achievement, task completion speed, and time for a 3-year period between 2007 and 2009. A Moodle-based system called Vocab Tutor was developed to run both on computers and mobile devices. Findings of the study showed no significant difference in terms of student scores; however, most students preferred using the system on computers with an increase of mobile phone use in 2009. As a recent study that made use of smartphones, Wu (2015) created a mobile application called Word Learning-CET6 to teach vocabulary to a group of 70 Chinese college students.

While the experimental group used the application, the control group was intended to study the vocabulary items on their own via text messages. The



posttest results at the end of the experiment reported a significant difference between two groups with experimental group outperforming the control group. As can be seen in the above mentioned studies, experiments with different types of mobile learning tools varying from SMSs to applications that were written to teach vocabulary have all been proved to have benefits for the learners compared to more conventional ways of learning. To the best knowledge of the researchers, few studies on idiom teaching through mobile devices were found in the literature. One of them is an experiment in Thornton and Houser (2005) which was the evaluation of a website that the authors, together with their students, developed to teach idioms.

Videos included idioms with explanations, and examples through multimedia (sounds, images, and videos). The authors asked a group of students to evaluate the website as they used it on mobile devices such as phones and PDAs. Students found the website significantly 'effective and enjoyable' (p. 225) to use on mobile devices. Another study is by Hayati et al. (2013) who investigated the teaching of idioms to a group of 80 Iranian English learners. Students were divided into 3 groups, each of which received a different type of instruction to learn 80 idioms. The first group was the self-study group that received the idioms with their definitions and examples through printed material. The second group received 4 SMS messages that covered 4 idioms along with meanings and example sentences, while the last group was taught through short texts rather than definitions for a more contextualized instruction, and in the

n. The post-test results showed that scores in all groups were significantly different, with SMS group being the highest, and the self-study



group the lowest. Furthermore, responses to the post-experiment survey indicated that students mostly found use of mobile phones and SMS messages effective and preferable as a teaching

### **2.2.1 Definition of vocabulary**

Vocabulary is one of the language components which have to be mastered by the students in learning a new language. The students will get difficulties in using English if they are lack of vocabulary, because vocabulary is the basic to learn language especially for ones who wants to do public speaking. However, it is also hard to learn English as it requires the vocabularies to be memorized. Some people such as children cannot remember or easily forget the word that they were studied in class.

### **2.2.2 Difficulties of Learning Vocabulary**

The students have some difficulties in learn vocabulary because of lack of understanding in the grammatical of the words. The incorrect pronunciation is often caused by the lack of sound similarity between English and the students' native language, not have practice in their daily activity, and have problem to bring and to find the meaning of the word one by one in the dictionary. According to Rohmatillah (2010):

There were some factors that caused students' difficulties in learning vocabulary (1) the written form is different from the spoken form in English, (2) The number of words that students need to learn is exceedingly large, (3) the limitations of information about words, (4) The complexity of word knowledge. Knowing a word involves much more than knowing its dictionary definition, (5) causes of lack of understanding of grammatical of the words, (6) the incorrect pronunciation is often



caused by the lack of sound similarity between English and the students' native language.

### 2.2.3 Definition of Mobile Phone

A mobile phone is a wireless handheld device that allows users to make calls and send text messages, among other features. The earliest generation of mobile phones could only make and receive calls. Now, mobile phones are packed with many additional features, such as web browser, games, cameras, video players, and even navigational systems.

### 2.2.4 The Ideas for Using Mobile Phones in the Language Classroom

There are some ideas for using mobile phones in the language classroom. Hayo (2010) :Twenty ideas for using mobile phones in the language classroom: (1) use the Notes feature to collect everyday language; (2) use the camera feature to take pictures of text; (3) use free programs to organize language samples; (4) use the Voice Memo Recorder feature to record language from media outlets; (5) use the Voice Memo Recorder feature to record conversations outside the classroom; (6) use the Text Messaging feature to reinforce vocabulary learning;(7) use free programs to make flash cards for mobile phones; (8) use the Text Messaging feature for circular writing; (9) use the Text Messaging feature for tandem learning; (10) use the mobile phone to keep a blog; (11) use the mobile phone for micro blogging on Twitter; (12) use the mobile phone for social net working;(13) Use the mobile phone for a language exchange; (14) Use the mobile phone for “phlogging”; (15) Use mobile phone memory to distribute listening material; (16) Use mobile phone memory to distribute reading material; (17) Use the mobile phone to play games; (18) Use the Voice Memo Recorder, Notes, and



Calendar features to keep a portfolio; (19) Use the mobile phone to check student comprehension and get feedback; (20) Use mobile phone memory for research and data collection.

### **2.2.5 The Advantages of using mobile phone in learning**

#### **a. Used As an Educational Tool**

Mobile phone is very easy to use as a supporting material for the students as well as teachers. They can access data from anywhere and teacher can send messages and assignments to them anytime.

#### **b. Improve Communication skill**

Mobile phone can improve the communication skills among the students and can help them to remove the hesitation in speaking in public. Also can make the communication between teacher and students easy. Teacher can easily talk to the parents and can give all the information regarding the students' performance immediately to the parents.

#### **c. For Better Management**

Each and everyone has different interests, skills and mental status. No two person can be the same. So teaching through mobile can give an opportunity to the student to learn at their own pace.

