

# J E T L I

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### M-LEARNING DEVICE: USING VIDEO TO IMPROVE STUDENTS' WRITING SKILL

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#### Abstract

Mobile learning devices like; mobility, flexibility, availability, supporting all kinds of communications, and interaction between teacher and students. The use of mobile learning has an effect on learning the era of industrial revolution 4.0 that touches the virtual world, human connectivity, machine, and data, known as the Internet of Things. The objective of study was to use video based mobile learning on students' writing skill. The participants of the study were 80 students at grade 10 SMK 4, Malang. They were asked to write an essay after watching a video. They stated that using video based mobile learning was helpful in improving the quality of their writing both content and techniques. The usage of mobile learning is necessary to improve students' writing skill and their thinking skills.

Keywords: *mobile learning device, video, writing skill*

#### 1. Introduction

Today, advances in technology will influence the future curriculum. Curriculum is planning to show that is the curriculum itself is touching the future (Saedah Siraj, 2008, p.1). The curriculum will take students to compete with each other in education. Now, most schools are participating equipped with technological facilities to assist teaching and learning. Technology can change teaching and learning by being a source of knowledge, a medium for transmitting content, and an interactive resource furthering dialogue and creative exploration (Beth, 2009). Technology has been demonstrated to be beneficial to the students but teacher must plan its use appropriately.

Applicable development will require teachers to take advantage of technological advances and ease of teachers who will educate the students. The students who have been shaped by world events and technology tools, and entering the education system (Obliger, 2003). Students would like to find learning

experiences by using tools such as mobile learning technology. Using tools such as mobile learning technologies will improve the student's creativity in school. Students will easily get the knowledge by using mobile learning.

This study is interested to research because it will providing for education in the learning and teaching will be more easily obtained by students in "Learning To Go" easy transfer to the students between teacher collaboration and communication through mobile phone or device and the basic learning and teaching becomes easier, effective, and the capacity to think their own.

The number of mobile subscribers globally is estimated to have reached four billion in 2008, 61 percent were with mobile penetration reaching. Around 58 percent of subscribers are in developing countries, and subscriber growth in Africa – more than 50 percent is per year – is the highest in the world (Rohit Singh, 2009). It has been developed in the use of learning technology, information and communication in the mobile learning program.

A simple mobile learning can be understood as a process of utilizing information technology such as mobile phones equipped with telecommunication facilities such as video (Mahzan, 2003) and multimedia as the main media in the delivery of material and interaction between teacher and students, and tools equipment technology as application for use in teaching and learning (Ian, 2001; Saedah siraj, 2003; Tammimuddin, 2006).

As a tool will give the mobile learning to the students in secondary school, mobile learning such as Personal Digital Assistants (PDAs), mobile phone, laptops and tablet PC technologies, in teaching learning (Maryam, 2009). Mobile learning through the use of wireless mobile technology allows anyone to access information and learning materials from anywhere and at any time. It will be implemented in teaching the English language using the mobile learning focused on writing skills of students in the study. Students' listening skills may be enhanced and tested by asking them questions about what they have heard. And they can be taught to listen selectively for specific kinds of information (Herberd, 2004, p. 13). And writing skills is one of the integrated skills of speaking, which is intended to produce something that is called writing. Students can be taught to recognize the idea and information from writing and listening skill.

This study researched at grade X (tenth) in Malang. Because, Malang school includes an International Curriculum (Kompas news, 11 Oct, 2009) and accreditation A. The school assessment is included in the accreditation of "A" must match the national education standards: content standards, standard processes, competency standards, standards of educators and educational personnel, infrastructure standards, management standards, financial standards, and assessment standards (Mulyasa, 2008). The international curriculum had international standard in lesson plan, it includes English lesson plan. English based standard in lesson plan are the four language skills: Reading, writing, listening and speaking. In the field of English

language teaching, syllabus is concerned with the grammar and vocabulary of the language.

Here she found about Vygotsky's theory (1978) the popular concepts of social cognition to be relevant as we consider how students can learn together in an online learning context to create new knowledge collaboratively (p. 252). Mobile learning called online learning because mobile learning is the acquisition of any knowledge or skill through using mobile technology, anywhere, anytime (Wang, 2006), learners can use the Internet to access up-to-date and relevant learning materials, and can communicate with experts in the field in which they are studying. Situated learning is facilitated, since learners can complete online courses while working on the job or in their own space, and can contextualize the learning. Implementation of a personalized learning culture reflects the challenges of personalization as per government policy. Recent trends towards 'anytime, anywhere' learning mirror the changes from a manufacturing base to knowledge. The challenge for educators is not simply to increase skills and knowledge bases of learners, but to ensure those skills are flexible, transferable and derive learning from the knowledge base, skills and experiences of each and every learner. Mobile Learning has a strong foundational base when it comes to how the student will learn when there is an interaction of the learning material, technological platform, and the wireless network.

## **2. Mobile Learning**

Mobile learning is defined as the acquisition of any knowledge and skill through using mobile technology, anywhere, anytime (Susan, 2007) such as Mobile phones, PDAs and digital audio players (Margaret,2006) laptops/compact laptops, table PCs, Smart phone, games consoles, ultra-compact computer, hybrid devices, and media players (podcasting+/-video) (Jovannalyn,2009; John,2007).

Talks about technology are related mobile learning. Mobile learning, or m-learning, is typically defined as learning with mobile technologies, and based on the application of wireless educational technologies (e.g., mobile phones, personal digital assistants, laptop computers, portable digital media players). Talking about the media, another phase which represents the development of knowledge about teaching evolution is Technology. Media Teaching is not solely as a tool Conductor learn but more than that, to implement and evaluate the teaching-learning process and communication, thereby achieving the school curriculum (Kassim, 2006).

Developments in mobile technologies increasingly make it possible to support learning on the move and make use of these spontaneous learning situations. A tendency to use blended learning scenarios combining different forms of learning, and integrating various ways of content access (Tim de Jong, 2010) for instance of blended learning to access, web-based, desktop, and mobile. A blended learning scenario call for software integrating the use of these devices. A couple of mobile

projects aim at a better integration of mobile learning scenarios into more formal, classroom-based scenarios.

Learning is a social process. It happens in collaboration between people and together with technology. Learning as a knowledge and social skill that has to be learned and continuously improved. Learning is mobile in terms of space, for instance, it happens at the workplace, at home, and at places of leisure; it is mobile between different areas of life, for instance, it may relate to work demands, self-improvement, or leisure; and it is mobile with respect to time, i.e., it happens at different times during the day, on working days or on weekends (Hokyung, 2009). Obviously, learning is not restricted to the location of the classroom. Social interaction with anybody, at any time, and in any place may well lead to learning. The building and exchange of thoughts and ideas which takes place in the course of a discussion, in any context at all, is likely for at least one of the participants, to lead to a greater understanding of, or insight into, the topic in question. In formal learning situations, such as classrooms, the role of the more knowledgeable other is most often taken by a teacher, though peer–peer dialogue is also very important and the teacher engages pupils in dialogue and supports the development of understanding.

Mobile learning has reached the stage where the “early adopters” and “early majority” are making the use of mobile and wireless technologies visible across a broad range of contexts and applications. At the same time, the technological and social diversification of the field means that it has become much more open to innovation on the part of educators, for instance practitioners in teaching and training, whereas in the not too distant past it tended to be largely in the preserve of researchers and specialists. Evidence is provided by the availability of case studies that show how educators are taking advantage of mobile learning to bring about significant enhancements and transformations in their teaching practice.

### **3. The Kinds of Mobile Learning Devices**

Mobile devices create not only new forms of knowledge and new ways of accessing it, but also create new forms of art and performance, and new ways to access. As digital information from diverse sources grows exponentially, assessment of the quality and relevance of that information is just one example of the expanding need for critical thinking skills. The use of mobile devices as assistive technologies is likely to increase as inclusively designed devices become more widespread and as such provide more opportunities to develop innovative technology solutions for accessibility problems. Mobile devices have also become commonplace tools serving a wide array of purposes that may include teaching and learning. Using a mobile phone or similar devices can allow fieldwork to take on completely new dimensions. When the whole world becomes a classroom, it seems irrelevant to sit in school to learn history, geology, botany, or environmental studies.

The definition of mobile learning has evolved with the advent of new technology. This defined is as the acquisition of any knowledge and skill through using

mobile technology, anywhere, anytime (Susan, 2007) such as Mobile phones, PDAs and digital audio players (Margaret, 2006) laptops/compact laptops, table PCs, Smart phone, games consoles, ultra compact computer, hybrid devices, and media players (podcasting+/-video) or PSP (John, 2007; Jovannalyn, 2009) iPod and pen drive (USB flash) (Jacob, 2008).

- a) PDAs (Personal Digital Assistants) are pocket-sized computers. PDAs are extensible, with optional hardware (e.g., keyboards and wireless networks) and software (e.g., word processors, databases, bilingual dictionaries, flash-cards).
- b) Smart phone integrates telephone features, along with camera, PDA and MP3 player. It also supports access to Internet. Users can download audio or video lectures, flash movies, edit text documents, send IM and use the phone for storing data.
- c) Laptop or tablet PC is the most functional of all the mobile devices and it has all the features of a workstation PC. It comes with the network support for Bluetooth, Wireless and Ethernet. Tablet PCs also integrate handwriting recognition, voice to text conversion etc
- d) MP3 player is a digital audio player which plays music and audio files, but no interactivity is offered. This could be used by students to listen to podcasts and audio lectures.
- e) USB Pen Drive is are devices that allow storage of computer files that you can remove and take from computer to computer and writeable. The price of the drive is determined by the size of its memory measured in megabytes or gigabytes. USB flash devices which combine the functionality of a digital audio player, video text.
- f) Hand phone is a long-range, electronic device used for mobile telecommunications over a cellular network of specialized base stations known as cell sites. In addition to the standard voice function, current mobile phones may support many additional services, and accessories, such as SMS for text messaging, email, packet switching for access to the Internet, gaming, Bluetooth, infrared, camera with video recorder and MMS for sending and receiving photos and video, MP3 player, radio and GPS.
- g) iPod is a portable media player that allows a user to download music, podcasts, audio books and other video. Students can thus download lecture materials such as a syllabus, sample quizzes, audio and video lectures.
- h) PSP is abbreviated Play Station Portable that a handheld game console manufactured and marketed by Sony. PSP is the first handheld video game console to use an optical disc format, Universal Media Disc (UMD) as its primary storage medium. Other distinguishing feature of the console include its large viewing screen, robust multi-media capabilities and connectivity with the play station 3 other PSPs and internet.

‘Mobile learning’ is both a new concept and one that has some familiar connotations.

It is certainly concerned with learner mobility, in the sense that learners should be able to engage in educational activities without the constraints of having to do so in a tightly delimited physical location. To a certain extent, learning outside a classroom or in various locations requires nothing more than the motivation to do so wherever the opportunity arises – from books, electronic resources, places and people. Typical examples are mobile phones (also called cell phones or hand phones), smart phones, palmtops and handheld computers (Personal Digital Assistants or PDAs); Tablet PCs, laptop computers and personal media players can also fall within its scope. These devices can be carried around with relative ease and used for communication and collaboration, and for teaching and learning activities that are different from what is possible with other media. (Agnes, 2005). Mobile learning brings a new dimension of portability to e-learning, which itself has already started to engage with a wider range of students. More than anything, those providing mobile technology or mobile learning courses need to be cognisant of the needs of disabled students and integrate accessibility into the initial development phases of any new technology or curriculum.

According to Seppälä (2003) about M-learning is not just electronic, it's mobile'. One feature of mobile learning is the opportunity to break away from teaching that takes place in a classroom, and to move to another location while communicating via information networks. Another distinctive feature of mobile learning is that it enables learners to enter an information network at the precise moment when necessary by using a portable learning device and a wireless network. Mobile learning may be considered as an extreme form of flexible learning. The mobile environment integrates studies that take place on campus, at home or outside university facilities into one shared, flexible learning environment.

The main elements of mobile learning are mobile technologies, mobile devices, wireless protocols, and wireless applications.

- a) Mobile technologies support learning experiences that are collaborative, accessible, and integrated with the world beyond the classroom (Jovannalyn, 2009). The way new forms of educational services and learning activities is provided to mobile users using last achievements of technology enhancements like wearable computing technologies (Korneliya, 2007).
- b) Mobile devices are available to address a broad range of applications and users. They range from very inexpensive Web-enabled devices to high-end customized tablets, with laptops, a variety of PDAs, and smart phones in between. Along with size differences get variations in the features and performance that these devices provide. No matter which type of mobile application you are looking to deploy, a device is available that will meet your needs. Those are allow mobile application such as web sites, portals, to be designed and developed using wireless language like Wireless Markup Language (WML), is a lot like HTML (Hyper Text Markup Language) in that it provides navigational support, data input, hyperlinks, text and image presentation, and forms. HTML is the markup language of choice. If a developer is comfortable with programming HTML, he

or she will be well prepared to create content for all of the leading browsers, including Internet Explorer, Netscape, and Mozilla. Unfortunately, this is not the case in the wireless world, where HDML, WML, HTML, cHTML, and XHTML are all used for various browsers. The factors that contribute to which markup language will be required in a given development effort include geographic location, device type, and the micro browser being used.

- c) Wireless protocols like markup used in mobile phone with Wireless Application Protocol (commonly referred to as WAP), is an open international standard for application layer network communications in a wireless communication environment. Its main use is to enable access to the Mobile Web from a mobile phone or PDA (Korneliya, 2007).
- d) Wireless applications that are not mobile use fixed wireless networks. These are wireless networks that provide network access in a fixed environment. An example is a wireless local area network (WLAN) that is used to give desktops network access. We have mobile applications that are not wireless. There are many examples where this is the case. Any application that can be used on the move and that does not have wireless connectivity fits into this category. This includes many laptop and personal digital assistant (PDA) applications.

A mobile device is anything that can be used on the move, ranging from laptops to mobile phones. As long as location is not fixed, it is considered mobile. Areas that are not included in our definition of mobile include remote offices, home offices, or home appliances. While these are definitely remote, they are not considered mobile. Wireless network technology is one of the hottest topics in mobile computing. And the state of the third-generation (3G) wireless networks, the effect of Bluetooth for personal networks, and wireless local area network technology.

Application of advanced technologies in education allows new types of learning activities to be implemented as they are enough flexible to the mobile learner (Korneliya, 2007).

Mobile technologies are rapidly changing our lives with increasing numbers of services supported by mobile devices, including Web-based learning applications, providing opportunities for people to study anytime and anywhere. (Feng Xie, 2009). Mobiles now keep us in touch in almost all the ways that laptops used to: with email, web browsing, photos and videos, documents, searching. Mobile technologies have facilitated social applications such as mobile publishing, listening, and sharing of diverse resources. Mobile technologies enable various social software applications on mobile settings.

#### **4. Using Video to improve The Students' Writing Skill**

Technology makes the personalized learning agenda achievable, manageable. The theory can be described in mobile learning that, the learner identified the benefits of mobile learning as empowering for the learner because they can:

- a) To access when they want, means student who facilitate and monitor peer activities to allow students to assess and aid each other informally, they can share their learning in home by mobile learning. Mobile learning allows for flexibility of access, from anywhere and usually at any time —essentially, it allows participants to collapse time and space. However, the learning materials must be designed properly to engage the learner and promote learning (Terry, 2004, p. 4). The design must accommodate a wide range of individual preferences and abilities. An example would be content that allows a student to choose different text sizes.

- b) Have fun with their learning, means collaborative learning environments that students create to document and assess their own learning, they can share message or video call for fun learn in outside school.

The purpose of learning and teaching is expected of the changes in student behaviour. Teaching and learning process by using the right strategy, it is expected the results obtained in teaching and learning to satisfy both educators and students. Strategy by selecting the media are as teaching tools will make it easier for students to absorb knowledge and assist teachers in teaching in the classroom.

Mobile learning provides interesting contexts and new affordances for the design and implementation of games. The location, mobility and the inter-player communication capacity of the devices all contribute to innovative possibilities for game and play designs. There has been an increased interest in the educational use of computer games. Thus, by structuring learning in play, we are allowing engagement in fantasy and actions that would otherwise be impossible. By using mobile technology and game-attributes there is a major reconnection with the games and play that have featured as human learning over the eons to the concepts and methods of computer game play of today.

Assessment tools selected media is something that required a tool for an educator or teacher who is transferred to the delivery of material can be applied as appropriate, and the purpose of teaching or education of the teaching-learning process that is expected to be achieved well. Use of media tools will assist teachers in implementing curriculum content that will be taught to students. Thus, students are fun to learn lessons that will be provided by educators.

- c) Choose content to learn, means the use of online mobile learning for assessments that extend beyond quizzes to simulation exercises, virtual labs, and other automated assessments of active student learning, they can video call or receiving message their study from a teacher as long distance in school.

Media is a tool to facilitate in applying the curriculum content to be more easily understood by their students in the learning process. Curriculum as a learning material is the most traditional curriculum description that applies a combination of curriculum as a framework to improve the content of the material to be taught. The learning process refers to "how" to teach or "what" content will be



designed in the curriculum. It follows all the strategies, principles; approaches will be used to convey the contents of the subjects contained in the curriculum. The teacher is a person responsible for implementing the learning process will select and perform the best way to convey the contents of the subjects. Teachers must be able to understand all the contents of the subjects, which involves the arrangement of the topics in the subject, objectives and concepts that need to be taught. Therefore, teachers are individuals who have been trained in the specialization subjects, teachers should be able to understand is the subject called syllabus.

In this study combines the theory of Hilda Taba. It can be seen Curriculum Development Model has been used to model Hilda Taba, her most famous and greatest effect is the Theory and Practice (1962). Taba curriculum development model helps the learning process to deal with previous learning experience, and will make the learning problem solving in the future. In this book reveals his approach to curriculum development process.

Step 1: Diagnosis of needs

What has been needed for students can be searched against the difficulties in teaching and learning. It has been found in the search experience for students during their study at school. In this study, investigators look for student difficulties in student writing skills. What is the difficulty finding mechanics, or the contents in writing? Then, give the experience as a tool for media to facilitate students in teaching and learning.

Step 2: Formulation of subjective

The second step was to set goals that focus on the point of student writing skills. The purpose of this learning helps students in English writing skills.

Step 3: Selection of content

This step has been followed the teaching methods and provide the content that given by the student. What is the difficulty of contents, a mechanic in student writing skills? Is there any content difference in students' writing skill at grade tenth? Is there any mechanical difference in students' writing skill at grade tenth? Is there any gender difference in students' writing skill at grade tenth? Does video based mobile learning affect students' writing skill at grade tenth?

Step 4: Organisation of content

To follow the previous steps, this step has made it easier for the next step. The goal of learning must be considered for a teacher, to achieve the school curriculum. The content of English teaching has been reached on basic writing skills, including the content and mechanics on student writing skills.

Step 5: Selection of learning experience

This step has been towards the selection of a learning experience. To use these measures effectively; a teacher should seek the development of teaching and learning process. Thus, the development of curriculum has gained an understanding of specific learning principles, the strategy of the concept has been used, and sequence learning.

Selection of the learning experience has shown that past experience is different for students now. Teach using traditional methods has made the students are not enthusiastic in learning. Today, educators have used the method of m-learning, has made the students are able to absorb new knowledge.

Step 6: Organisation of learning experience

This step will be towards the end of the learning process. A teacher must have a teaching method that is able to absorb the learning interest of students. Some experience of teaching and learning has been done by a teacher, able to help teachers with teaching English in the classroom.

Step 7: Determination of what to evaluate and ways and means of doing it

The final step, assessment of teaching and learning will look at the feedback given to students. Determining what and how is about to evaluate the curriculum. Curriculum planners need to identify what the objectives are achieved. Procedure evaluation should be considered by teachers and students.

When writing is considered a social activity, the teacher's role is to initially provide guidance and direction when students need assistance. According to Vygotsky, 1962 that the point at which students need assistance is the zone of proximal development. It is the difference between what students can handle on its own and what they can accomplish with assistance from a knowledgeable person.

According to Vicky (2005), rubrics are very effective assessment tools because they describe specific level of performance. Many teachers already take advantage of generics, which they can quickly adapt to fit their content area and assessment purposes. Before students turn in an assignment, ask them to think about the content in their response and their writing by completing.

- a) Pre-writing is any activity in the classroom that encourages students to write. It stimulates thoughts for getting started. Pre-writing is the period where writers get ready to write—gathering information, organizing ideas, identifying audience and purpose, and selecting genre. The steps of pre-writing are chosen a topic, gather ideas and organize.

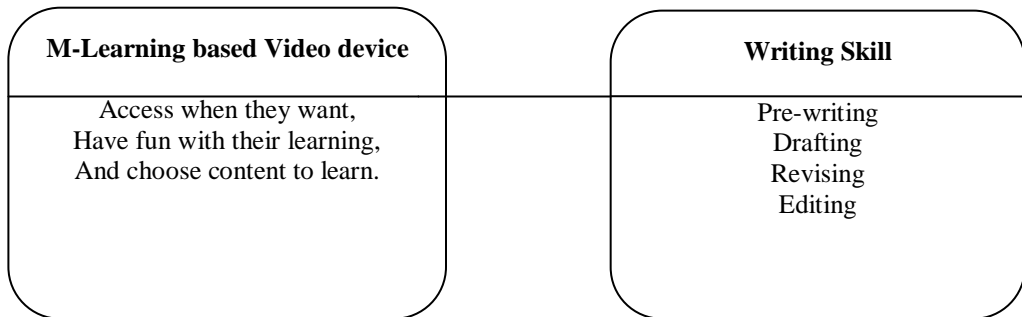
Choose a topic is how doing before you write, your teacher gives you a specific assignment or some ideas of what to write about. If not, choose your topic yourself.

Gather an idea is when you have a topic; think about what you will write about that topic.

In addition, ideas for writing can be elicited from multimedia source for instance printed material, video, films, as well as from direct interviews, talks, surveys, and questionnaires. Students will be more motivated to write when given a variety of means for gathering information during pre-writing.

Organize is that decide which of the ideas you want to use and where you want to use them. Choose which idea to talk about first, which to talk about next, and which to talk about last.

- b) Drafting refers to time spent composing a rough draft and the production stage of getting ideas down using complete sentences and reflecting the general conventions of writing. This is doing that write your paragraph or essay from start to finish. Use your notes about your ideas and organization.
- c) Revising and editing. Revising is the process of improving the draft. Students reread their work and share it with a partner or small group; they then make changes in the writing based on the feedback from their peers. Editing is the process of correcting mechanical errors and any lingering concerns with voice, tone, and style. Publishing, or sharing, is accomplished in a wide variety of ways when the work is in final form.



**Figure 1.** framework the use m learning device

Learning in virtual environments from our homes presents a very different scenario from the way educators initially viewed technology. Some of the students may have combined text, digital photography, and video to produce an interactive research project in your classroom.

Teachers can use the mobile devices to teach students how to organize their notes, highlight them, and create tables and charts as a study guide to improve study habits. The interactions between teachers, students, and technology must be understood for technology to be a positive influence (Beth, 2009).

The student was watching a video from YOUTUBE on their computer. The student was learning mobility when they were search YOUTUBE from their computer. They were watched YOUTUBE that has been searched for writing the paragraph more than 100 words. During watching a video from YOUTUBE 45 minute's duration, they can't write their exercise. The students watched full of a video from YOUTUBE 45 minute's duration.

Video is transferred through site (English Course (video Learning) that has been used as teaching materials of English at the tenth grade. This video is implemented specifically designed only for SMK4, to support the activity of learning and teaching at SMK Negeri Malang. Web pages that can be searched (<http://smkn4smg.sch.id/elearning/login/index.php>).



Figure 2. Transferred through video

The video that has been shown to the students who had taught for three weeks, it's using the technology of the Internet program. The use of technology in the classroom supports teachers in encouraging students to use higher-order thinking skills. Using the technology is a like the computer as a tool provides students with the opportunity to develop and use their higher-level thinking skills to solve problems that are relevant to their daily lives. As we move toward the idea of learning with technology, teachers are taking on a new role in the classroom. The student who facilitate and monitor peer activities to allow students to assess, and they can share their learning in home by mobile learning.

## 5. Conclusions

Future research should include evaluating the quality of student writing. The video based mobile learning technology made it easy for descriptions and feedback to be written and shared. The researcher should interview students to explain their behaviour and utterances. How do students have interest in learning English, can be seen from their behaviour and habits in teaching and learning. Achieve the learning objectives, and nothing is blocked or stuck to find a way to overcome the obstacles of teaching and learning process.

The teacher feedback leads students to improve their writing by providing them with response. The response is students receive when they are finished with a piece of writing. Evaluating student work is necessary and appropriate even in a context like the writing workshop

The researcher should interview teacher as well, to get an in-depth view of the language learning program. Teacher also should consider the use of observation

technique in the computer lab to seek clarity about the interaction between students and teacher, and students and students' sequence of the event could be recorded and detail collected to further strengthen the study. Few would disagree that teachers are able to bring more interesting, diverse, and rich materials into their classrooms through technology, such as via the Internet, students can interview authors, scientists, and experts in any field, or search the collections of world-class libraries.

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