

Video-based Mobile Learning in EFL's Writing

Imelda

SMKN 2 Batu

Jl. Raya Pandanrejo No.39A, Kota Batu, 65332-Indonesia. E-mail: ime3lda@gmail.com

Abstract: The development of ICT has been recognized as an important aspect in today's EFL classroom. Due to the low achievement of Indonesian EFL's writing, video-based mobile learning is believed to be able to enhance the students' writing skill. The flexibility and the practicality of mobile learning through video project offer a solution to English teachers in facilitating the students' language learning and fostering the students' engagement in authentic – real life context at their interests. This paper aims at presenting the literature review on the benefits of video-based mobile learning and its implementation in EFL's writing.

Key Words: mobile learning, video project, EFL writing skill, writing process approach

Abstrak: Perkembangan teknologi informasi dan komunikasi yang dikenal dengan singkatan ICT memiliki pengaruh penting terhadap pengajaran bahasa Inggris sebagai bahasa asing. Metode *video-based mobile learning* dianggap mampu meningkatkan keterampilan menulis bahasa Inggris siswa Indonesia yang rendah. Fleksibilitas dan kemudahan penerapan metode *mobile learning* melalui proyek video memberikan solusi kepada pengajar bahasa Inggris untuk memfasilitasi dan mendorong peran serta siswa dalam pembelajaran yang autentik dan nyata sesuai minat mereka. Artikel ini bertujuan untuk menyajikan tinjauan pustaka tentang manfaat *video-based mobile learning* serta penerapannya dalam pembelajaran menulis siswa EFL.

Kata kunci: pembelajaran mobile, proyek video, keterampilan menulis efektif, pendekatan proses menulis

INTRODUCTION

In Indonesia, the 2013 curriculum emphasizes on communicative competence in language teaching in which the four skills of language (listening, speaking, reading, and writing) are integrated. Celce-Murcia (2007) state that communicative competence also demands the active participation of the learners in the production of the target language, both oral and written. It means that students nowadays are required to have the speaking and writing skills as well. Writing refers to a media which is used to convey message through symbols and communicate ideas that need creative thinking process (Ferris, 2007; Bruce & Rafoth, 2009; MacArthur, Graham, & Fitzgerald, 2016). In this era of globalization, in which English is used as both verbal and non-verbal way of communication throughout the world, writing skill is seen as an essential skill that a learner should master. Cahyono

(2009) points Cahyono (2009) pointed out that writing is a media to converse messages to the readers over different places and occasion.

Regardless the importance of writing, it is claimed that writing in a foreign language is a challenging and complex for learners. In EFL context, writing is considered to be the hardest skill to acquire, compared to the other skills e.g speaking, reading, and listening (Cahyono & Widiati, 2011; Richard & Renandya, 2013). Generally, the difficulties faced by EFL learners in writing can be categorized into linguistic, psychological, cognitive, and pedagogy (Hyland, 2003). Learners often struggle with the structure or grammatical features during writing that make them unsuccessful in communicating their ideas. Moreover, the lack of learners' vocabulary also causes some problems in comprehending the content of the text. The problems seem doubled by the teaching strategy which cannot accommodate the learners' need and interests. Hence, this

leads to the learners having low motivation and lack of self-confidence in learning the writing skill. In Indonesia, the dilemma is not merely due to the linguistic, psychological, cognitive, and pedagogy aspects, but also influenced by the curriculum policy. The time allocated for teaching and practice writing is noticeably insufficient; it is getting inadequate treatment (Cahyono & Widiati, 2006). With regard to the low achievement of students' EFL's writing, ICT can be chosen as an alternative way in teaching and learning. English teachers as facilitators are urged to design activities which can be suited with today's students' interests. Jang (2008) mentions that the integration of ICT in English as a Foreign Language (EFL) classroom is beneficial to ensure the favourable outcome in the instructional goals.

As virtual technology in educational setting grows swiftly, the introduction of Mobile Assisted Language Learning (MALL) since the 21st century is one example of the application of ICT as a tool to assist the language learning. The term mobile learning differs from computer-assisted language learning (CALL) since it involves the use of portable devices, emphasizing the flexibility and practicality of communication and information connection (Kukulska-Hulme & Shield, 2008). It also includes the application of mobile phones and tabs as sources of learning and a reflection of the mobility of learners "anywhere" and "anytime" (Quinn, 2000; O'Malley et al., 2003; Keegan, 2005). In today's gadget era, mobile phone is considered as a supporting tool in accessing information. The following figure shows to what extent mobile device is used among the population of six South East Asian countries including Indonesia (Figure 1).

From Figure 1, it can be concluded that more than 50% of the population among six ASEAN countries – Indonesia, Thailand, Philippines, Malaysia, Singapore, and Vietnam – are mobile device users. It

means that, most people consider the gadgets as a supporting tool in accessing information, in which more than 50% of the population are also internet and social media users. The data of mobile users (67%) in Indonesia among those six countries in Southeast Asia proves the importance of internet and mobile phone as sources of information. In addition, based on survey data by Hootsuite (2018), it is reported that the most active social media platforms in Indonesia are Youtube (43%), Facebook (41%), Whatsapp (40%), and Instagram (38%).

For these reasons, mobile learning through video production on Android platform is believed to able to facilitate the EFL learners in creating such a personalized learning and flexible interactions. Popular photo or video editor applications such as Viva Video, Video Show, Photo Grid, etc. do offer instant access to a vast range of video production to implement the concept of mobile learning. The excitement of video production is an experience which can be a chance for EFL learners to express their ideas in writing.

A review of literature suggests that mobile learning entails the concept of flexibility in utilizing technology and the mobility of learners that enhance educational setting (El-Hussein & Cronje, 2010). Accordingly, it is required of EFL teachers to be able to design activities and media in language classroom through mobile learning. The scheme of integrating media in writing activities can be a good opportunity to attract the students' attention in writing. Harmer (2011) stated that fun activities in writing can promote students' active participation. Further, video project is a suitable and effective way to connect language learning to the authentic context in daily life environment (Ting, 2013). Learner-made video can boost students' motivation to take part in collaborative projects and communicate their ideas creatively (Xiang, 2018).







ASEAN -6 Digital Population 2018					
 Indonesia		 Thailand		 Philippines	
Population	265.4 M	Population	69.11 M	Population	105.7 M
Internet users	50%	Internet users	82%	Internet users	63%
Social media users	50%	Social media users	74%	Social media users	64%
Mobile users	67%	Mobile users	80%	Mobile users	58%
 Malaysia		 Singapore		 Vietnam	
Population	31.83 M	Population	5.75 M	Population	96.02 M
Internet users	79%	Internet users	84%	Internet users	67%
Social media users	75%	Social media users	83%	Social media users	57%
Mobile users	68%	Mobile users	82%	Mobile users	73%

Figure 1. The Digital Population on ASEAN-6 in 2018 (Source: WeAreSocial, Hootsuite, 2018)

Considerable studies on the development of mobile learning as a teaching media in EFL classroom have been conducted (Miangah, 2012; Fadli 2013; Wang; 2014; Fattah, 2015; Renny 2016; Handayani et al., 2018). A descriptive qualitative study was done in Iran by Miangah (2012) to demonstrate the benefits of using mobile phones in learning vocabulary, listening, grammar, phonetics, and reading comprehension. However, there are some limitations in MALL approaches which are the absence of video lectures and the language skills area e.g. speaking and writing. Wang (2014) in his qualitative study stated that teaching English with Video Materials from YouTube for College English Teaching in China Zhaogang can stimulate students' autonomy and pro-activity, augment the classroom activities, encourage students' motivation in learning English and attract their concentration in the classrooms. Fattah (2015) studied about the effectiveness of using WhatsApp messenger to develop students writing skill in college students from a private university in Saudi Arabia. The data of the pre-test and post-test indicated that there is a significant different between experimental group and control group. He concluded that WhatsApp technology is able to develop students' engagement in EFL instruction. The data of the pre-test and post-test indicated that there is a significant different between experimental group and control group. He concluded that WhatsApp technology is able to develop students' engagement in EFL classroom.

In Indonesian EFL context, Fadli (2013) developed android-based media to support learning material of recount text for junior high school students. Another supporting study was also conducted by Renny (2016), investigating the effects of mobile phone combined with process approach in the writing skill of the undergraduate students of Universitas Negeri Malang. Renny (2016) in her experimental study found a significant difference on the writing skill of EFL learners taught using mobile phone. In the exploration of Instagram as a media for teaching writing, Handayani et al. (2018) reports that the students of vocational high school in Barabai get better writing ability by employing Instagram.

Regarding the issues and literatures on mobile learning explained previously, the current paper concerns to present the ideas of implementing video-based mobile learning and offer the benefits to students' writing skills in EFL classroom.

DISCUSSION

The Implementation of Video-based Mobile Learning on EFL's Writing

Educators and teachers are now selecting teaching and learning materials which are more relevant to the lifestyles and daily life needs of the Z generation learners – those who were born between 1995 and 2014. A smartphone, which is user friendly, and social networking have become new-fashioned technology for accessing information and doing assignments. By implementing video-based mobile learning, students will have a good chance to use the foreign language in authentic and meaningful context.

The Figure 2 shows the steps of conducting video-based mobile learning combined with process approach in writing. The process approach in writing based on Grenville (2001) and Murray (2004) involves 5 stages: pre-writing or planning – drafting – revising – editing and publishing.



Figure 2. The Process Approach in Writing (Grenville, 2001& Murray, 2004)

All of the stages in writing process approach will be assisted by Android applications, focusing on the student-centred learning. In the planning step, the students have to determine the topic, content structure and also the ideas of the text. They can browse on the internet and video lectures about how to write a procedure text. Meanwhile, drafting is the process of starting to write the ideas of the content using a graphic organizer such as mind-mapping. Revising step includes checking the result of writing and possibly changing the content structure to make it more communicative. Using internet and online dictionaries, the writer can add some new ideas or drop the parts that they think unnecessary. The next step is editing. Here, the writer concerns more on the language use such

as grammar, vocabulary, and mechanics before the video production phase. The students will also choose and edit some photos suitable with the subtitles. In the last step which is publishing, the students will create a video using Android applications such as Viva Video, Video Show, Photo Grid, or other Android applications. Then, the project will be sent to the teacher via Whatsapp. To give a clear gestalt on the students' activities, the explanation of the stages is presented in Table 1.

The Benefits of Video-based Mobile Learning

The effectiveness of video-based mobile learning is supported by some reasons: the benefits of mobile learning as learning sources and contextual teaching aid, the video-making project as a media to assist the writing task, the involvement of ICT in the process approach to writing, and the comfortable environment during the treatment.

First, mobile phone, as the source of learning, helps the students to search references and generate ideas on the writing process. The video lectures, as material sources which are shared to the students, can be stored and played repeatedly by the students. Thus, the students have the chance to comprehend the genre and language features of procedure text.

Kukulska-Hulme and Shield (2008) mentioned that using gadget for mobile learning alleviates the communication and the access of material in the teaching and learning process. In the planning stage, using their gadgets, the students access the internet to search for information and discuss the vocabulary items concerning the topics of the procedural texts with online dictionaries. This notion supports the Jacobsen's (2001) theory in which he claims that using technological tools in teaching helps students increase their knowledge and develop their innovation skills. In line with this, Cahyono and Mutiaraningrum (2016) declared that utilizing ICT in teaching and learning process enhances the students' writing performance effectively.

Second, video project on Android platform assists the students to organize their writing Hsieh and Tsai (2017) mention that mobile devices can engage the students' participation in creative work projects to share various ideas in real-life context. In the drafting and revising stages, before video-making, the students collect photos and write the rough ideas representing the image. Using pictures or photos stored in mobile phone as a source of vocabulary, it helps the students organize the ideas better, as the set of pictures portrays the events in chronological order. Stimulus material such as a visual image is also appropriate to help students in developing the content of text (Weigle, 2008). Krceliè and Matijeviè' (2015) state that

Table 1. Activities in Video-based Mobile Learning Using Writing Process Approach

Meeting	Stages	Activities
1	Prewriting/ planning in pairs	<ul style="list-style-type: none"> - Given some video lectures as brainstorming, the students discuss kinds of procedural text. - The students analyse the social function, generic structure, and the language features. <ul style="list-style-type: none"> - The students discuss the vocabulary items using online dictionaries. - In pairs, they search references and browse ideas to determine a topic using mobile phone. <ul style="list-style-type: none"> - Together with the partner, they plan the ideas. - As a home work, students are requested to collect photos concerning the topic and store in mobile phone. <ul style="list-style-type: none"> - The students write the first draft using mind mapping.
2	Drafting and revising individually	<ul style="list-style-type: none"> - They make outlines of the procedure text based on the generic structure of the text. - Using the pictures, the students then develop the steps based on the topic chosen. <ul style="list-style-type: none"> - The students finish the first draft. - The students improve the first draft focusing on the content and organization of the text. They add new ideas or drop the parts that they think unnecessary.
3	Editing and publishing individually	<ul style="list-style-type: none"> - The students improve the composition focusing on vocabulary, grammar. - The students correct the error in mechanics, such as spelling, capitalization and punctuation. - The students are involved in video-making project. Using video editor application, the students select, edit pictures, and choose the music soundtrack for the video. <ul style="list-style-type: none"> - The students insert the text in the video. - The students share the video in the teacher's Whatsapp account. <ul style="list-style-type: none"> - The students present the video in class.

visual media develops students' vocabulary items and facilitates activities in foreign language learning. This also supports the theory of Heaton (1988) and Harmer (2005), explaining that pictures are effective to stimulate the students' imaginative competence. Thus, it can be concluded that pictures in video-making assignment aid the English language teaching and learning, especially in writing. In addition, the tool used for making video project is on-android-based, which is familiar with the trait of today's generation. EFL students in the generation Z are more likely to use their mobile gadget to work on their school assignments. Some video editor applications on Android platform such as Viva Video, Video Show, Photo Grid, Kinemaster, etc. do provide enormous and instant access that simplifies the process of video making. Moreover, today's technology in smartphone grants the memory space for ease, so the video assignments saved in the students' device can be frequently accessed. Therefore, students can observe their mistakes and make improvement on their writing. These facts are pertinent with the statement of Whalley et al. (2006) that mobile technology used in teaching foreign language such as photos and audio-video recording triggers the students' creativity in modifying and adapting materials into new designs. Furthermore, this is also in line with the idea that video assignment encourages students to involve critical thinking, and participate in creative tasks (Bajrami & Ismaili, 2016).

Meanwhile, during the editing and publishing stages, the activities of composing a procedure text through video using Android applications encourage the students in learning foreign languages, especially in the writing skill. Video-based mobile learning is a sort of fun and entertaining activity to expose the students' creativity in mastering foreign language writing. Since students might experience high anxiety level during the language learning process, engaging students in producing individually video projects will foster a less threatening environment. The excitement of adjusting the text into the pictures, selecting attractive background or theme and inserting music soundtrack for students' video assignments facilitate the students' active learning. Sadylova and Shelestova (2016) declared that the active learning methods in classroom develop creative work of students in the process of learning a foreign language. In relation to Second Language Acquisition (SLA) theories, providing a comfortable language environment will reduce the students' anxiety

and influence the success of second language acquisition (Dulay, Burt, & Krashen, 1982).

CONCLUSION

The implementation of video-based mobile learning using writing process approach is considerably beneficial to advance the students' writing skill. It can be recognized that during the writing process students are encouraged to complete all activities. In the pre-writing or planning stage, the technology tools in mobile learning can assist the students in accessing information and learning materials efficiently. In the drafting and revising stages, the video-making assignment on Android platform helps the students organize their ideas and develop the content of the text. Additionally, the activities of composing a procedure text through video during the editing and publishing stages can boost the students' motivation in displaying their writing work. Therefore, it is suggested that EFL teachers apply this strategy to foster students' creativity and advance their foreign language writing skill.

REFERENCES

- Bajrami, L., & Ismaili, M. (2016). The Role of Video Materials in EFL Classrooms. *Procedia - Social and Behavioral Sciences*, 232, 502–506. <https://doi.org/10.1016/j.sbspro.2016.10.068>
- Bruce, S., & Rafoth, B. A. (Eds.). (2009). *ESL writers: a guide for writing center tutors* (2nd ed). Portsmouth, NH: Boynton/Cook Publishers.
- Cahyono, B. Y., & Mutiaraningrum, I. (2015). Indonesian EFL Teachers' Familiarity with and Opinion on the Internet-Based Teaching of Writing. *English Language Teaching*, 9(1), 199. <https://doi.org/10.5539/elt.v9n1p199>
- Cahyono, B. Y., & Widiati, U. (2006). The Teaching of EFL Writing in Indonesian Context: The State of Art. *Jurnal Ilmu Pendidikan*, 13(3), 139–150.
- Cahyono, B. Y., & Widiati, U. (2011). *The Teaching of English as a foreign language in Indonesia*. Malang: State University of Malang Press.
- Celce-Murcia, M. (2007). Rethinking the Role of Communicative Competence in Language Teaching. In E. A. Soler & M. P. S. Jordà (Eds.), *Intercultural Language Use and Language Learning* (pp. 41–57). Dordrecht: Springer Netherlands. https://doi.org/10.1007/978-1-4020-5639-0_3

- Dulay, H. C., Burt, M. K., & Krashen, S. D. (1982). *Language two*. New York: Oxford University Press.
- El-HuSsein, M. O. M., & Cronje, J. (2010). Defining Mobile Learning in the Higher Education Landscape. *Educational Technology and Society*, 13(3), 12–21.
- Fadli, M. A. (2013). *Pengembangan Aplikasi Mobile Learning Berbasis Smartphone Android untuk Pelajaran Bahasa Inggris Pokok Bahasan Recount Text*. Unpublished undergraduate thesis. Universitas Negeri Malang, Malang.
- Fattah, S. F. E. S. A. (2013). The Effectiveness of Using WhatsApp Messenger as One of Mobile Learning Techniques to Develop Students' Writing Skills. *Journal of Education and Practice*, 6(32), 115–127.
- Ferris, D. (2007). Preparing teachers to respond to student writing. *Journal of Second Language Writing*, 16(3), 165–193. <https://doi.org/10.1016/j.jslw.2007.07.003>
- Grenville, K. (2001). *Writing from start to finish: a six-step guide*. Crows Nest, N.S.W: Allen & Unwin.
- Handayani, A. D., Cahyono, B. Y., & Widiati, U. (2018). The Use of Instagram in the Teaching of EFL Writing: Effect on Writing Ability and Students' Perceptions. *Studies in English Language Teaching*, 6(2), 112. <https://doi.org/10.22158/selt.v6n2p112>
- Harmer, J. (2005). *The practice of English language teaching* (3. ed., compl. rev. and updated, 7. impr). Harlow: Longman.
- Harmer, J. (2011). *How to teach writing* (Repr). Harlow: Longman, Pearson Education.
- Heaton, J. B. (1988). *Writing English language tests* (New ed). London/ ; New York: Longman.
- Hsieh, W.-M., & Tsai, C.-C. (2017). Taiwanese high school teachers' conceptions of mobile learning. *Computers & Education*, 115(Supplement C), 82–95. <https://doi.org/10.1016/j.compedu.2017.07.013>
- Hyland, K. (2003). *Second language writing*. Cambridge/ ; New York: Cambridge University Press.
- Jacobsen, D. M. (2001, April). *Building Different Bridges: Technology Integration, Engaged Student Learning, and New Approaches to Professional Development*. Paper presented at the AERA 2001: What We Know and How We Know It, the 82nd Annual Meeting of the American Educational Research Association, Seattle.
- Jang, S.-J. (2008). The effects of integrating technology, observation and writing into a teacher education method course. *Computers & Education*, 50(3), 853–865. <https://doi.org/10.1016/j.compedu.2006.09.002>
- Keegan, D. (2005). *The incorporation of mobile learning into mainstream education and training*. Presented at the World Conference on Mobile Learning, Cape Town. Retrieved from (<http://www.mlearn.org.za/CD/papers/keegan1.pdf>)
- Krcelic, P., & Skledar Matijevic, A. (2015). A picture and a thousand words: Visual tools in ELT. *The International Language Conference on the Importance of Learning Professional Foreign Languages for Communication between Cultures*, 18(September), 110–114.
- Kukulska-Hulme, A., & Shield, L. (2008). An overview of mobile assisted language learning: From content delivery to supported collaboration and interaction. *ReCALL*, 20(03). <https://doi.org/10.1017/S0958344008000335>
- MacArthur, C. A., Graham, S., & Fitzgerald, J. (Eds.). (2016). *Handbook of writing research* (Second edition). New York London: The Guilford Press.
- Miangah, T. M. (2012). Mobile-Assisted Language Learning. *International Journal of Distributed and Parallel Systems*, 3(1), 309–319. <https://doi.org/10.5121/ijdps.2012.3126>
- Murray, D. M. (2004). *A writer teaches writing* (Rev. 2nd ed). Boston: Thomson/Heinle.
- O'Malley, C., Vavoula, G., Glew, J. P., Sharples, M., Lefrere, P., & Taylor, J. (2000). Guidelines for learning/teaching/tutoring in a mobile environment. Retrieved from <http://www.mobilelearn.org/download/results/guidelines.pdf>
- Papilaya, R. (2018). *Effect of Process Approach Combined with Internet Resources through Mobile Phone on EFL Students' Ability in Writing* (Unpublished master's thesis). Universitas Negeri Malang, Indonesia.
- Quinn, C. (2000). mLearning: Mobile, Wireless, In-Your-Pocket Learning, Linezine. Fall 2000. Retrieved October 4, 2017, from (<http://www.linezine.com/2.1/features/cqmmwiyp.htm>)
- Richards, J. C., & Renandya, W. A. (Eds.). (2013). *Methodology in language teaching: an anthology of current practice* (1st publ., 17. print). Cambridge: Cambridge Univ. Press.
- Sadykova, A. G., & Shelestova, O. V. (2016). Creativity Development: The Role of Foreign Language Learning. *International Journal of Environmental & Science Education*, 11(15), 8163–8181.
- Ting, N. C. (2013). Classroom Video Project: An Investigation on Students Perception. *Procedia - Social and*

- Behavioral Sciences*, 90, 441–448. <https://doi.org/10.1016/j.sbspro.2013.07.113>
- Wang, Z. (2014). An Analysis on the Use of Video Materials in College English Teaching in China. *International Journal of English Language Teaching*, 2(1). <https://doi.org/10.5430/ijelt.v2n1p23>
- Weigle, S. C. (2008). *Assessing writing* (5. print). Cambridge: Univ. Press.
- Whalley, J., Welch, T., & Williamson, L. (2006). *e-Learning in FE*. Gosport: Continuum International Publishing Group.
- Xiang, C. H. (Ed.). (2018). *Cases on audio-visual media in language education*. Hershey, PA: Information Science Reference(an imprint of IGI Global).