

The Usage of Short Story via Phone Application: Enhancement and Motivation among Second Language Learners

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ABSTRACT

The study focuses on the use of short story via phone application among second language learners. The samples of the study consist of 21 subjects from two classes of Malay language. The subjects were given a story entitled “The Fox” from the phone application. The subjects were to watch the story for three weeks. Then, the subjects rewrite the story and the essays were marked accordingly. The results of the story revealed that majority of the subjects managed to write the character, characteristic and storyline of the story. The study also revealed that the subjects managed to write the correct vocabulary, sentence structure and spelling in their writings. In addition to that, short story via phone application enhances the subjects learning in the second language and motivates subjects learning in the classroom. It is suggested that future studies will focus on other short stories using the phone application.

Keywords: short story, phone application, second language learners

INTRODUCTION

Short stories can be found not only in books but also in the new digital media. The new digital media includes the usage of internet in computer and mobile phones. Learners will find reading the short stories using the mobile phones as a motivation in learning where they can read the stories at anywhere and anytime of the day. Nowadays, researchers have studies on the usage of technology among users of language learners. Learners seem to be interested to learn something new with the technology and this will help in the process of learning a second language. The mobile phone technology has also managed to boost students motivation in learning and therefore, various suggestion were made in order to have a new learning experience among learners of all ages. Mobile phones as in phone application is a software application designed to run on mobile devices such as smartphones and tablet computers. As such, most devices are sold with several apps compiled as pre-installed software, such as a web browser, email client, calendar, mapping program, and an app for buying music or other media or more apps (Cutlack, 2013).

A study by Cavus & Ibrahim (2016) showed the development of an interactive application that can be used in teaching English as a second language using children's stories in mobile devices. The experimental study was to find out the potential of using the developed interactive mobile application in improving the learning skills such as vocabulary, pronunciation, listening and comprehension of the learners of the English language. Cavus & Ibrahim (2016) claimed that the study is applying the autonomy among learners where the students learn without the help of a teacher. 37 volunteered subjects participated in the study. A Pre-Test and a Post-Test have been performed to find out the learning abilities of students. The results of the experimental study clearly showed that English learning skills of young students had higher statistically significant improvements as a result of using the developed application in the experimental group. It can be concluded that the developed mobile application can be used as an educational tool in teaching English as a second language. Learners of second language who may be interested in improving their listening, vocabulary, comprehension and pronunciation skills (Normaliza Abd Rahim, 2014) while learning a second language should find this mobile application enjoyable and useful. The study by Cavus & Ibrahim (2016) is parallel to the study by Stewart & Gachago (2016), Normaliza Abd Rahim (2014), McWilliam (2010) and Lambert (2010) where the study focused on storytelling to enhance learning.

On the other hand, Stewart & Gachago (2016) focused on collaborative digital storytelling project. The study implemented simultaneously in both a South African and an American university classroom in 2015. This study facilitated dialogue and the sharing of digital stories by means of a closed Facebook group where instructors were able to investigate students' critical awareness and social consciousness across continents. The result of the study showed that personal stories were viral in the space for critique and a raised awareness of how students are

impacted by global hegemonic discourses. The implications of practice for this study include breaking down the barriers for both real and imagined since they relate to how educators conceive the use of technology in classroom spaces and student engagement across continents. However, Stewart & Gachago's study (2016) is also similar to the study by Burgess (2006) and Carabas & Harter (2005) where digital storytelling among learners created interesting experience and learning environment. Also, Normaliza Abd Rahim, Hazlina Abdul Halim & Noor Shahila Mansor (2017) and Harter, Japp & Beck (2005) stated that learning through stories will help the narratives, health and healing process of a learner.

Subsequently, Glover, Hepplestone, Parking, Rodger & Irwin (2016) claimed that pedagogy approach to technology has played a major role to enhance learning. The approach to technology enhanced learning was developed by Sheffield Hallam University (SHU). It is a method to encourage the use of, and experimentation with the technology within teaching practice and also to promote the mainstreaming of innovative practice. Through a consultative approach, all staff members were invited to contribute, SHU has created a Teaching Approaches Menu that reflects the practice at the institution. The Menu can be used to explore teaching practice and appropriate supporting technology either by individuals or as part of a facilitated discussion. The background to the project is provided, along with the design philosophy and approach, including a brief review of other frameworks. The Teaching Approaches Menu is introduced, its development outlined, and some initial feedback is presented. The study by Glover, Hepplestone, Parking, Rodger & Irwin (2016) is parallel to the study by Cavus & Ibrahim (2016), Stewart & Gachago (2016), Zhang & Koda (2016), Borich (2012), Hartley (2009), Lundby (2008) and Meadows (2003) where, the materials chosen for learning will affect the students' motivation in learning.

On the other hand, Hoang & Boers (2016) suggested that adult second language learners have often been found to produce discourse that manifests limited and non-native use of multiword expressions. It can be said that adult second language learners are relatively unsuccessful without the pedagogic intervention at transferring multiword expressions from input texts to their own output resources. Hoang & Boers (2016) found that the learners were asked to re-tell a short story which they had read and listened to, twice. The learners' re-tells were subsequently examined for the extent to which they recycled multiword expressions from the original story. In the study, in order to gauge the influence of the input text on these learners' renderings of the story, a control group was asked to tell the story based exclusively on a series of pictures. The results of the study suggest that multiword expressions were recycled from the input text to some extent in comparison with the recycling of single words. It can be seen that this study managed to enhance students learning the second language. However, the activities chosen have made the students increased in motivation when learning the second language by using the short story. Hoang & Boers (2016) study is parallel to the study by Zhang & Koda (2016) and Webb & Chang (2012) where second language vocabulary can also be learnt successfully using the assisted repeated reading. The study by Webb & Chang (2012) showed that repeated reading ensured the students' knowledge of the vocabulary. Schmitt (2010) claimed that vocabulary can be learnt in various ways and educators will find ways to enhance students learning. Schmitt (2010) agrees with Nation (2001) and claims that learning vocabulary in another language can be interesting if educators prepare with various materials. Here, Ellis (2003), Normaliza Abd Rahim (2013), Normaliza Abd Rahim, Hazlina Abdul Halim, Roslina Mamat & Nor Shahila Mansor (2016), Siti Noor Riha Sulong & Normaliza Abd Rahim (2017) and Normaliza Abd Rahim, Nik Rafidah Nik Muhammad Affendi & Awang Azman Awang Pawi (2017) suggested the task-based language learning and teaching in order to have interesting lessons in the classroom.

The objectives of the study were to identify and discuss the students' writing in the second language by using short story via phone application.

METHODOLOGY

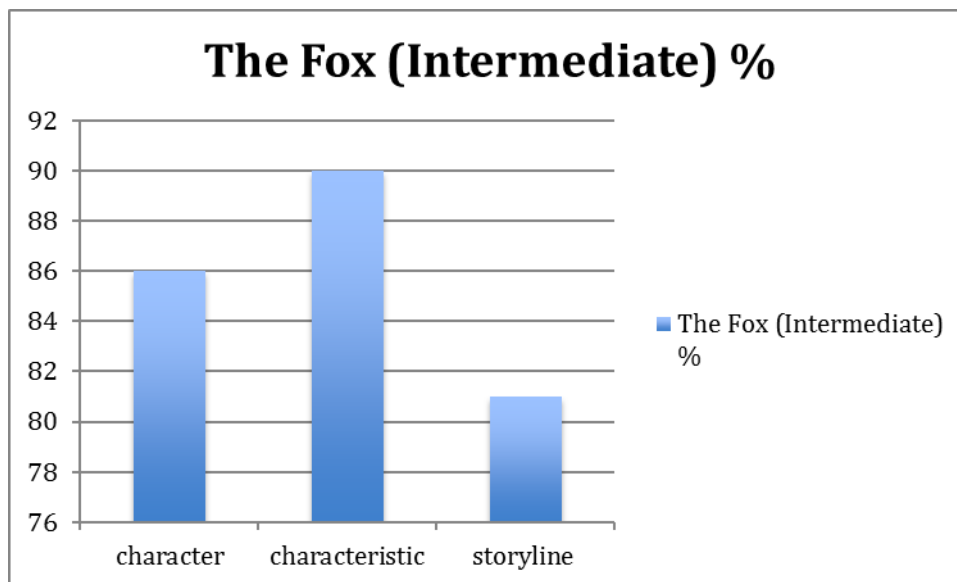
The samples of the study consist of 21 subjects from two classes of Malay language at Hankuk University of Foreign Studies, South Korea. The subjects were given a short story entitled "The Fox" from a phone application. The short story is in the Malay language. The subjects were given three weeks to watch the story via online and they have to ensure that they understood the story. Then, the subjects were to write an essay on the story that they have watched. The written essays were marked according to the character, characteristic and storyline. The essays were marked according to the vocabulary, sentence structure and spelling. Two graphs were prepared for the discussion of the study. The Fox is taken from the compilation of *Pekaka Bercerita Siri 1*, copyrighted by Dewan Bahasa dan Pustaka (Normaliza Abd Rahim, 2016). This data of the study were analysed by using Brown & Yule's (1983) discourse analysis theory. According to Brown & Yule (1983), there are four approaches in spoken and written discourse; reference, presupposition, implicature and inference. This study focuses on presupposition of the discourse analysis theory. Presupposition a thing tacitly assumed beforehand at the beginning of a line of argument or course of action.

Summary of The Fox

Pada zaman dahulu, terdapat sekumpulan musang yang tinggal di dalam sebuah gua yang besar di dalam sebuah hutan. Pada waktu siang, musang akan tidur bersama keluarga. Setiap malam pula, musang-musang akan keluar ke hutan dan kampung untuk mencari makanan. Musang akan mencari ayam hutan dan ayam kampung. Musang akan membawa makanan tersebut untuk keluarga di dalam gua. Orang kampung berasa terkejut apabila melihat ayam peliharaan kesemuanya hilang. Mereka berasa marah. Pada suatu hari, seorang pemburu masuk ke dalam hutan. Dia terlihat sebuah gua. Lalu, dia cuba masuk ke dalam gua tersebut. Alangkah terkejutnya dia melihat banyak musang di dalam gua itu. Apabila melihat pemburu, kesemua musang terkejut. Mereka berlari keluar dari gua dan masuk ke dalam hutan. Pemburu pun menamakan gua itu gua musang.

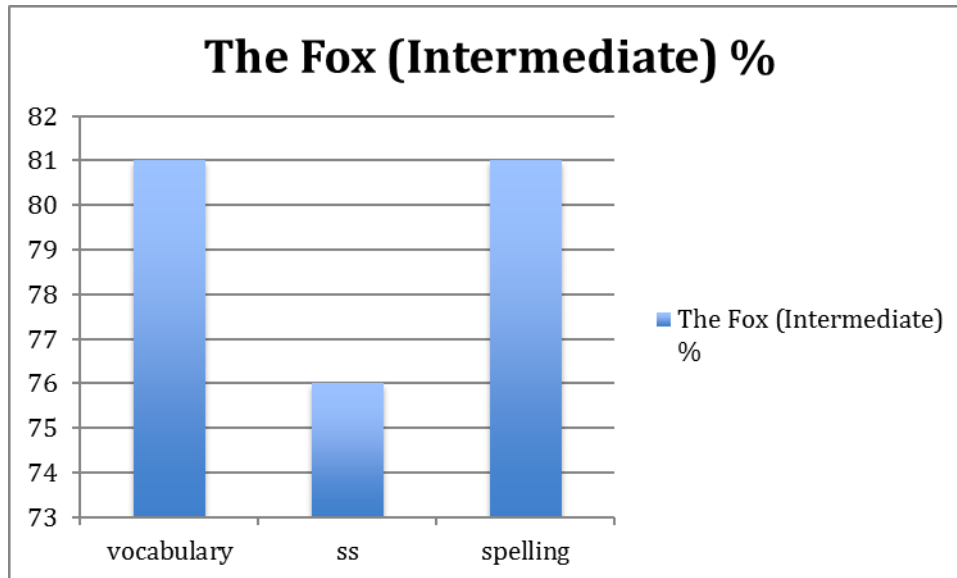
Long time ago, there lived a group of foxes in a big cave in the forest. During the day, the foxes sleep with the family. Every night, the foxes will go out to the forest and village to find food. The foxes will find the chicken from the forest and village. The foxes find the food for the family. The villagers were shocked when they found out that their domestic animals gone missing. They were angry. One day, a hunter went into the forest. He saw a cave. Then, he went inside to check. He was shocked to see a group of foxes in the cave. The foxes were also shocked to see the hunter. They ran out to the forest. The hunter named the cave “Fox Cave”.

RESULTS AND DISCUSSION



Graph 1: Character, characteristic and storyline in The Fox

Graph 1 above shows the character, characteristic and storyline in the story The Fox among intermediate subjects at Hankuk University of Foreign Studies, South Korea. As for character, it can be seen that 86% of the subjects (18 subjects) managed to identify the characters in the story. The subjects also managed to identify between the main and other characters. The subjects mentioned that besides the fox, there were also other characters such as the village people and hunter. On the other hand, it can be seen that 90% of the subjects (19 subjects) managed to explain about the characteristics of the characters in. The subjects also stated that the foxes have similar and differences in characters. The subjects claimed that “Some foxes were happy (Ada musang yang gembira)”, “Some were serious (Ada musang yang serius)” and “Others were focused on finding food for their children (Musang yang lain memberi fokus terhadap mencari makanan untuk keluarga).” Also, the subjects claimed that, “The villagers were worried about their domestic animals which were taken by the foxes (Orang kampung berasa risau tentang binatang peliharaan yang dicuri oleh musang)”. On the other hand, the subjects also stated that “The hunter tried to help the villagers (Pemburu cuba membantu orang kampung)”. Subsequently, 81% of the subjects (17 subjects) showed that they managed to write the correct storyline of the story. The subjects seemed to understand from the beginning of the story until the ending of the story without missing the plot of the story. It can be seen that the subjects claimed in their writing that “The storyline seemed to be interesting (Jalan cerita ini sangat menarik)”, “The foxes ran away (Semua musang melarikan diri)”, “The foxes tried to find food for the family (Musang cuba mencari makanan untuk keluarga)”, “The villagers were worried (Orang kampung berasa sangat risau)” and others. The evidences showed that the subjects understood the story.



Graph 2: Vocabulary, sentence structure and spelling in The Fox

Graph 2 above showed the vocabulary, sentence structure and spelling in the story The Fox. It can be seen that majority of the subjects seemed to have written the correct vocabulary, sentence structure and spelling. 81% of the subjects (17 subjects) managed to use most of the vocabulary from the story. The subjects wrote words like, “catch (tangkap), cari (find), coop (reban), village (kampung), hunter (pemburu), shock (terkejut), lari (ran), family (keluarga) and others. The subjects also managed to put the vocabulary in the right sentence. However, 76% of the subjects (16 subjects) managed to write the correct sentence structure in the story. The sentences written such as, “The foxes live in the big cave in the forest (Musang tinggal di dalam gua yang besar di dalam hutan)”, “There are sleeping in the cave (Mereka tidur di dalam gua)”, “They will go to the village at night (Mereka akan pergi ke kampung pada waktu malam)”, “They have to find food for their family (Mereka mencari makanan untuk keluarga)” and others. It can be seen that the sentences used were correct and it can be seen that the subjects managed to understand the original story in the Malay language. On the other hand, 81% of the subjects (17 subjects) claimed that they memorized most of the words from the story. The subjects have written the correct spelling for most of the words. The words were similar to the vocabulary as stated above, “catch (tangkap), cari (find), coop (reban), village (kampung), hunter (pemburu), shock (terkejut), lari (ran), family (keluarga) and others. Here, it can be seen that the subjects managed to spell the words the English language correctly.

Among all the subjects, it seemed that four to five subjects did the same mistakes in writing. The subjects stated that they did not have the application in their phones and were not bothered to find the solution. So therefore, the subjects did not write the essay correctly. They admitted that they heard the story from their friends and guessed the storyline in the essay. Also, the subjects claimed that the process of learning by using the phone application that they did not have has made learning a difficult task.

CONCLUSION

The results of the study showed that majority of the subjects managed to rewrite the story by looking at the character, characteristics and storyline. The study too revealed that majority of the subjects managed to write the correct vocabulary, sentence structure and spelling. Here, it can be seen that the short story using the phone application has helped the subjects in understanding the story. Thus, the short story using phone application has also managed to enhance subjects in learning the second language. The subjects seemed to have motivation in learning the second language since it has different approach as compared to other activities carried out in the classroom. The result of the study is similar to the study of Cavus & Ibrahim (2016) where learning using the phone technology will help in the process of learning the second language. Also, this study is parallel to the study of Noraien Mansor & Normaliza Abd Rahim (2017a; 2017b; 2017c; 2017d), Cavus & Ibrahim (2016), Stewart & Gachago (2016), Hoang & Boers (2016) and Normaliza Abd Rahim (2014) in second language learning will motivate students in learning in a different environment than the normal classroom.

This study helps educators in preparing materials in the second language classroom. Educators will consider in using the short story by using the phone application since most students nowadays have a mobile phone. Therefore, with the availability of the mobile phones, the students will use it for learning purposes. This study

also helps second language learners in considering short stories by using the phone application. Second language learners will find it interesting since the word choice and sentence structure from the stories are suitable for them to learn. It is suggested that further studies should focus on other short stories using the phone application.

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