



Using Strategy in Learning English Vocabulary through Mobile Application

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Abstract

The purposes of this research were 1) to study mobile app based strategy in learning English vocabulary and 2) to study supplemental opinions and suggestions. Research samples were 219 first year students at Thai-Nichi Institute of Technology in 2017 academic year, derived through Simple Random Sampling Technique. The instrument used for gathering the data were the questionnaire with rating-scale and open-ended questions. Statistic used for analyzing the data were frequency, percentage, mean, standard deviation and content analysis.

Research findings were: 1) TNI students had a high level of mobile app based strategy in learning English vocabulary in overall; 2) Some of the students' suggestions were mobile applications should be user- friendly and the vocabulary should be arranged in different categories and levels.

Keywords: English-teaching learning process, English teaching technique, Mobile app in EFL Classroom



1. Introduction

The advance of mobile technologies, which can be in the form of iPods, mobile phones and tablet PCs, have turned handheld devices a part of people's daily life. This is not only for communication and entertainment, but it is also for learning by providing rich and interactive multimedia learning content for educational purpose. In relevant with appropriate learning strategies, mobile learning might facilitate the learners to achieve their educational goals. The significance of mobile learning in education is further described by as a key issue in the investigation of learning to create a new way for students across different cultures to learn English (Jeng et al, 2010; Kim et al., 2013).

Mobile Assisted Language Learning (MALL), a subset of m-learning, refers to the integration of mobile tools and applications to assist and enhance language learning inside or outside classroom (Chinnery, 2006; Kukulska-Hulme & Shield, 2008). For instant in in reading comprehension, mobile applications help learners to enhance their vocabulary and vocabulary knowledge (Chen & Hsu, 2008).

Consequently, it might be implied that the new digital world impulses the necessity of new techniques of teaching reading as learners have become more globally connected due to technology of communication.

2. Research Purposes

The purposes of this research were

- 1) to study mobile app based strategy in learning English vocabulary, and
- 2) to study supplemental opinions and suggestions.

3. Population and Samples

Population of this research was 1,200 TNI students in 3 faculties of Engineering, Information Technology and Business Administration in the second semester of 2017 academic year. Samples of the research were 219 TNI students derived through Simple Random Sampling technique. The instruments used for gathering the data were the rating-scale and open-ended questionnaire. The statistics used for analyzing the data were frequency, percentage, mean, standard deviation, and content analysis.

Instrumentation

The instrument used in this study is a questionnaire. The first part of this questionnaire asks for the demographic information on their genders and faculty.

The second part concerns a study of mobile app based strategy in learning English vocabulary. This part comprises 10 items of learning English vocabulary strategy based on mobile app.

The five levels of opinions used in the questionnaire are "Strongly Agree", "Agree", "Neither agree nor disagree", "Disagree" and "Strongly disagree". Responses from the student questionnaires were subsequently coded. The data of the students' coded responses were statistically calculated and analyzed. The computation of Cronbach's Alpha as a measure of reliability was employed to indicate how reliable the research questionnaire results are. Reliability is defined as the proportion of the students' responses to each item in the questionnaire and the reliability coefficient or calculated alpha is a lower bound of the true reliability of the research



instrument, or the questionnaire. The descriptive statistics is also used to determine the individual summary statistics for each of the 10 items in the questionnaire.

The third part asks for more opinions and suggestions of TNI undergraduate students which based on open-ended questions.

Data Analysis

Data analysis from questionnaire both single item and whole questionnaire which presented a form of rating scale. These rating scales were calculated to find out mean and standard deviation and then translated based on criteria developed by Best (1981) as follows:

- 1.00 \leq X < 1.50 refers to the lowest level.
- 1.51 \leq X < 2.50 refers to a low level.
- 2.51 \leq X < 3.50 refers to a moderate level.
- 3.51 \leq X < 4.50 refers to a high level.
- 4.51 \leq X < 5.00 refers to the highest level.

The collected data was analyzed using a computer program. The statistics used for analyzing the data were frequency, percentage, mean, standard deviation, and content analysis.

4. Results

Phase 1 The results of demographic variable of TNI undergraduate students

The analysis of the data from the students' questionnaire reported by TNI undergraduate students in the 2017 academic year is presented in the 2 section deals with the demographic variables from the students' responses to Part 1 of the questionnaire: genders, and faculties as following table.

Table 1: Table of the results of demographic data of respondents

Demographic data of respondents	n=219	Percentage
1. Genders		
1.1 Male	112	51.14
1.2 Female	107	48.86
Total	219	100
2. Faculties		
Engineering	57	26.02
Information Technology	83	37.89
Business Administration	79	36.09
Total	219	100

Table showed that percentages of TNI undergraduate respondents in genders ranged from 51.14% for male and 48.86% for female. For faculties, 26.02% were Engineering students, 37.89 were Information Technology students and 36.09% were Business Administration students.

Phase 2 The results of mobile app based strategy in learning English vocabulary



Table 2: Table of mean and standard deviation of mobile app based strategy in learning English vocabulary

No.	Strategy	X	SD	Level
1	I use an app to view the new vocabulary.	4.32	0.67	high
2	I use an app to identify the spelling of the difficult vocabulary.	4.19	0.58	high
3	I use an app to find out synonym of the vocabulary.	4.51	0.59	the highest
4.	I use an app to find out antonym of the vocabulary.	3.99	0.61	high
5	I use an app to help me remember the vocabulary.	3.97	0.71	high
6	I only use a dictionary app to look up words and sentences in English.	4.08	0.75	high
7	I use an app to listen to the pronunciation of the vocabulary.	4.11	0.77	high
8	I use an app to learn the vocabulary through games, video, and animation.	4.23	0.63	high
9	I use an app to check for the part of speech of the vocabulary.	4.05	0.54	high
10	I use an app to help me write a sentence.	3.83	0.59	high
	Total	4.13	0.64	high

The table above indicated that TNI students had a high level of mobile app based strategy in learning English vocabulary in overall ($X=4.13$). When considered in each aspect, it was found that the students had the highest level of item 3 “*I use an app to find out synonym of the vocabulary.*” Followed by item 1 “*I use an app to view the new vocabulary.*” However, the least opinion at a high level was item 10 “*I use an app to help me write a sentence.*”

Phase 3 The results of opinions and suggestions strategies of Thai-Nichi Institute of Technology students

The suggestions from the respondents were listed as follows:

1. Mobile applications should be user- friendly and easy to access.
2. Vocabulary should be arranged in different categories and from beginning level to advanced level.
3. Learning vocabulary should be organized in various activities.
4. Vocabulary should be listed for both English and Japanese.

5. Discussion and Conclusion

According to the study and data analysis, the results of this study were concluded as TNI students had a high level of mobile app based strategy in learning English vocabulary with highly concern on the use and accessibility of the apps. This is relevant to the notion of Freebody & Luke (1990) who note that the students should have the ability to analyze different texts inside and outside classroom. Accordingly, mobile can have a promising role in formulating and changing the reading practices through implementing certain features and applications.



6. References

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Bio Data

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