

A BREAKTHROUGH

The Use of Lasvita (Android-Based Learning) for Better Writing at Senior High School Level

Yuanovita Prihatianti Fitria^{1*)}, Ngadiso²⁾, Sumardi³⁾

English Department, The Faculty of Teacher Training and Education Sebelas Maret University
Indonesia

*yuanovitapf89@gmail.com

Abstract

The total number of Indonesian students who use internet connection are 34 million students. Therefore, it is expected that a senior high school student can apply technologies to learn writing. Lasvita is one of media which is offered as a new media to teach writing for senior high school. Some teachers may skeptical with students who use android. Android is regarded as an obstacle in class because the students are more interested in mobile phone rather than the lesson. This research investigates student's perception taught by using this media. Mix method approach will be employed. The population is senior high school students at science major. 72 students are taken to be the samples, 36 new-entry students and 36 active students. Questionnaires and interview are employed as the instruments to collect the data. The assumptions factors of the better writing may be varied. They may include the interesting graphic, course work and challenging assignments are stimulating for knowledge building, and learning supports personalized-learning and is self-directed.

Keywords: Lasvita, android-based learning, writing skill

Introduction

Technology as the development of human's activities today has also impacted to English teaching specifically in writing area. Boonkit, 2010 in Pujasari (2014, p. 1) states that the modern world of media, mass communication, and Internet demands a good knowledge of English. Moreover, total number of Indonesian teenager who uses internet connection are 34 million students. Therefore, it is expected that a senior high school student can apply appropriate technologies, especially to learn writing. This reason also underlies the importance of conducting a research in writing especially in the aspect of technology. Lasvita which is product on android based-learning which is also as part of web-based learning is one of media which is offered as a new media to teach writing for senior high school. Some teachers may skeptical with students who use android all over the time (Mukalal, 2017). Android is regarded as an obstacle in class because the students are more interested in mobile phone rather than the lesson. By

knowing this problem, this research try to investigate the student's perception taught by using Lasvita.

Lasvita (Fitria, 2017) is as a part of web based learning in solution for the problems. Lasvita is an application for teaching writing especially to make an assessment through online system. It is a media of teaching writing skills that is applicable across grade levels and curriculum areas. It can be applied for the narrative, descriptive, expository and persuasive forms of writing. It provides chances for students to be independent in learning writing outside of classroom.

Knowing that the advantages of Lasvita are holistic and students-centered; it will help the students to maximize the use of their mobile phone, especially for independent learners. Some of previous study concern about mobile learning by doing action research (Chen, 2013), this research attempts to conduct this by using mix-method. This research will not only give some treatment, but also do the interview

with the students about their experience using this media to learn writing.

Materials and Method

1. Android-based learning

Mobile technology is the fastest growing technology in hi-tech industry (Hsu, 2013). During the past decade, mobile learning has attracted the attention of practitioners, because of the rapid development of telecommunication technology and its application to mobile devices. M-learning is acknowledged as greatly helpful in various educational scenarios, i.e., collaborative learning, independent learning, and lifelong learning.

One of the development of mobile learning is the use of mobile learning application in teaching and learning environment. Mobile learning applications are applications developed using various technologies and platforms (Pocatilu, 2010). It means that there is no doubt that in teaching and learning area, students are becoming easy and knowledge in the hand (Lee, 2012). Although it uses technology, project based on mobile learning are varied. They are vocabulary practice, quiz delivery, live tutoring, and email lesson content (Hsu, 2013). Some people may assume that it possible to spend more additional cost for traffic use (Hsu, 2013), but mobile learning is believed in facilitating learning materials anywhere and anytime (Ozdamli, 2011).

2. Lasvita application

Lasvita is one of product of web-based learning that stands for Language Assistance Via Electronic Device. It is a website program which is made to do language teaching, especially for writing skill. *Lasvita* is useful to help teachers in doing language teaching because it provides features that is easy to operate. All the students need to do to use this website is by signing up, register the account, and run the program.

This program is available for students who have android based mobile. It is

possible to use, because most of students has their own mobile. The teachers as a programmer control the activity of students. This program can't be operated without the permission of the teachers. The students can do the exercises provided, but to access the next exercises, the teachers should approve before the students run the program.

a. Teaching steps of Lasvita

i. Open the website

This is the profile of Lasvita. Before the students click anything here, this profile will appear.



Figure 1. Front Profile of Lasvita

To operate Lasvita, we should make sure internet connection and then connect to internet. Click the website address by using android. This depends on the connection. Good internet access will make the program easy to run. Actually, this program only need internet service data mobile, because the capacity is small.

ii. Signing in and Signing Up

The second step is registration. Two choices are presented.



Figure 1. How to Enter Lsvita

This step allows the students to access the program, but they have to register and creating the account first by clicking sign-up. This is for security program. One account for one android. The data needed covers name, number, and email address. For them who are successful in creating account is permitted to sign in and access the material.

Teacher will tell the objective of the activities will be given by accessing Lasvita. The teacher will explain material, especially what kind of text will be learned, and what is the function of the text in their daily life. Next, the students will be informed about the indicators of writing by using Lasvita connected to projector so that they will understand. Teacher will make sure that the students understand well about the series of the activities today. When the students are ready to start the activity, the teacher monitors them by walk around the class. The teacher will recall the students to read the material carefully.

iii. One Click Mouse and Simple Test

This is the third step of Lasvita. In this step, the students will see eight buttons with eight choices. Before entering this step, the teacher will confirm about material. The teacher will explain that in this step, short question and answer will be presented. To check their understanding before continuing further activity, some of students are welcomed to come forward to present and share their understanding to class.

Next, the teacher will allow the students to practice in mobile phone using Lasvita. The test will be divided into multiple choice test, fill in the blanks, and write an essay. Multiple choice and fill in the blanks will be easy to do directly on mobile phone. On the contrary, for essay test the students may get difficulties to write before drafting first. Therefore, they will be given opportunity to compose it in a paper first and then type in the application.

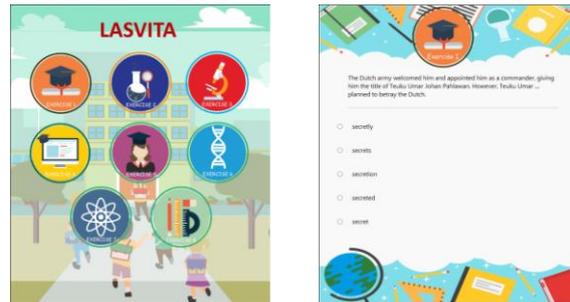


Figure 3. Exercise Profile

iv. Progress Report

The fourth step is to know the progress. This is the figure of report that will be got by students. After presenting the material, let the students to do exercise, now time for the teacher to check the student's work. It is easy because Lasvita provides statistical data which can be monitored by the teacher who will act also as an administrator. Students are taken to see the big screen and discuss their work with the teacher.



Figure 2.4 Student's Report

This part also facilitates the students to know the progress comparing with all members of class. After this, teacher will confirm and make sure that the students understand well. Teacher will end the meeting, ask the students to search another text with similar genre and want them to compare with their work. The teacher make sure that she will check the student's essay work and ready to discuss in the following meeting.

b. The advantages of Lasvita

New learning theories and approaches enable to learn and teach in a

more effective way. Students can experience a sense of equality. Course work and challenging assignments are stimulating for knowledge building.

Students can work at their own pace, when they want. Web-based learning enables to study more deeply areas of interest. It encourages exploring material on your own and enables to skip over materials already mastered. Web-based learning supports personalised learning and is self-directed. It builds self-knowledge and self-confidence and encourages students to take responsibility for their own learning.

The Method Use

1. Research Design

In this research, the writer employs a descriptive- quantitative content analysis with qualitative approach. Using qualitative approach means the research is based on qualitative data and tends to follow the inductive mode of the scientific method. Johnson et al (2004, p. 45). While descriptive design, Gay (1992, p. 13) says that it determines and report the way things are. In accordance to Gay, also Riyanto (in Kholil, 2006, p. 31) explains that the explanation of the relationship between the variables and testing the hypothesis are not needed in this design.

Elaborated to quantitative content analysis, descriptive quantitative content analysis is applied using principle of objectivity. The categories arranged to be operational, that is, does not cause a double interpretations. The quantitative principle here is that messages that appear must be quantified to obtain frequency counts messages intended. (Ida, in Bungin, 144, p. 2003).

2. Research Site

The location of the research is at one of the State Senior High School in East Java

3. Participants

We invited 72 students of 2017/2018 academic year in science programs. The

students are coming from two classes, with each class consists of 36 students.

4. Instruments and procedure

The electronic survey questionnaire contained two blocks: (1) personal data (age, entering year, and sex); (2) presented 12 close-ended questions concerning the perception of the use of Lasvita to teach writing for 72 students. These questions are addressed the following attributes of the influence of Lasvita for their better writing: (1) Technology is important in our lives; (2) I am not interested in traditional media in the classroom; (3) Mobile learning cannot be regarded as an effective media to teach writing; (4) Mobile learning cannot help students to learn writing joyfully; (5) I dislike to work independently; (6) My previous teacher supported my personal need in learning English (7) The materials and assignment using traditional media motivates me a lot to make a good writing (8) learning only from book and whiteboard are the best (9) I don't see that mobile learning is important media to teach writing (10) I never dream and expect that my I can study English through my mobile phone (11) I do not want to use game for studying writing (12) I like manual scoring in English class. This research chose these twelve attributes based upon our review of the literature about teachers identity and factors influenced.

After collecting the data, the next step is analyzing the data. There are some steps in analyzing data. First of all, analyzing based on entering year in gform. Secondly, analyse each type of the factors in a given questions. Thirdly, analyzing the personalization and self directed learning by using Lasvita.

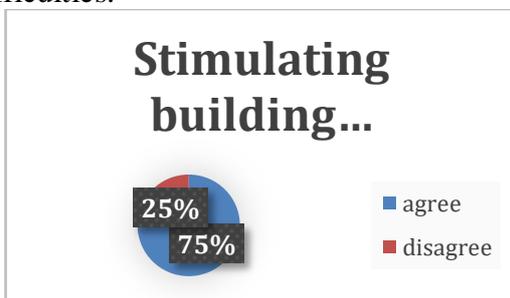
Findings and Discussion

The researcher took 72 respondents of science program students. Their academic years in entering post-graduate program are 2017-2018.

1. Stimulating knowledge building

Stimulating knowledge building by using Lasvita means that Lasvita is able to enhance the curiosity of students to think continually. The researcher gathers the data from 72 respondents by giving close ended question to dig up their idea about stimulating knowledge building. The questions are (1) Technology is important in our lives; (2) I am not interested in traditional media in the classroom; (3) Mobile learning cannot be regarded as an effective media to teach writing; (4) Mobile learning cannot help students to learn writing joyfully. Those questions evaluate whether lasvita can stimulate their building knowledge or not. After data result calculating and processing, the chart shows that 75% respondents have the perception that Lasvita helps them to think step by step in constructing idea to be written. It can be understood that the respondents have this ideology since their daily activities during English class always use conventional media, like whiteboard based.

Using conventional media in their previous meeting, only give them knowledge how to start writing. However, by using Lasvita, they feel easy to start writing because it is composed orderly, so that they feel easy to write. They are introduced with the vocabulary, the mechanic, and organization before they start writing. It helps a lot to construct better writing without difficulties.



2. Support personalized and self directed learning

Based on these questions: (5) I dislike to work independently; (6) My previous teacher supported my personal need

in learning English (7) The materials and assignment using traditional media motivates me a lot to make a good writing (8) learning only from book and whiteboard are the best (9) I don't see that mobile learning is important media to teach writing (10) I never dream and expect that my I can study English through my mobile phone (11) I do not want to use game for stuying writing (12) I like manual scoring in English class, the researcher gets the result that mostly, students agree that Lasvita can facilitate them to learn more personal and more self directed. Fundamentally, each student also need to work independently with a good material and media. They also explain that working in group too, especially for writing, take them into the situation where they always be dependent to others. Consequently, they will lose their confidence when they want to put some ideas in writing class. Lasvita also give them opportunity to work outside of the class. They can practice the material after school and in their leisure time. The students are free, to do the exercises they want, such as vocabulary. More over, using Lasvita also makes the scoring effective, because they don't need to wait too long for the score.



Conclusion

In the trend of using android just for accessing social media, the conventional teachers actually have an opportunity to direct the students in a such condition where mobile phone can also be an effective media to learn English, especially writing. The creativity of the teachers are required. By using appropriate strategy and good monitoring, mobile phone no more becomes a threat for students in senior high school.

The teachers need to encourage themselves to familiar with android based learning itself. Because in some cases, actually the factors that prevent this effectiveness of using this kind of media is the readiness of the teachers. Lack of confidence and limited experience to try it in class become serious problem.

References

- Chen, X. B. (2013). Tablets for informal language learning: Student usage and attitudes.
- Hsu, L. (2013). English as a foreign language learners' perception of mobile assisted language learning: a cross-national study. *Computer Assisted Language Learning*, 26(3), 197-213.
- Lee, K. B., & Salman, R. (2012). The design and development of mobile collaborative learning application using android. *Journal of Information Technology and Application in Education*, 1(1), 1-8.
- Ozdamli, F & Cavus, N. (2011). Basic elements and characteristics of mobile learning. *Procedia Socia and Behavioral Sciences*, 937.
- Pocatilu, P. (2010). Developing mobile learning applications for Android using web services. *Informatika Economica*, 14(3), 106.
- Pujasari, Ratu Sarah. (2014). The Effectiveness of Community Language Learning in Teaching Speaking. Universitas Sebelas Maret