

Volume 9, Nomor 2, October 2018

ISSN : 2087 - 2097

LINGUISTIKA

Jurnal Pendidikan Bahasa Inggris

JPBI

Vol. 9

No. 2

Hlm. 67

October 2018

ISSN 2087 - 2097

Diterbitkan Oleh :
**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS BANDAR LAMPUNG**

DEWAN REDAKSI

Jurnal Linguistika

Penanggung Jawab

Rektor Universitas Bandar Lampung

Ketua Penyunting

Yanuaris Yanu Dharmawan, S.S., M.Hum.

Wakil Ketua Penyunting

Dameria Magdalena S., S.Pd., M.Hum.

Penyunting Pelaksana:

Drs. Harpain, M.A.T., M.M.
Yanuar Dwi Prastyo, S.Pd.I., M.A., Ph.D.
Helta Anggia, S.Pd., M.A.
Dameria Magdalena S., S.Pd., M.Hum.
Wayan Karang Yana, S.Pd., M.A.
Yanuaris Yanu Dharmawan, S.S., M.Hum.

MITRA BESTARI:

Prof. Dr. Cucu Sutarsyah, M.A.
(Universitas Lampung, Indonesia)
Dr. Agus Wahyudi, M.S.
(Universitas Bandar Lampung, Indonesia)
Dr. Hery Yufrizal, M.A.
(Universitas Lampung, Indonesia)
Drs. Basturi Hasan, M.A.
(Universitas Lampung, Indonesia)

Penerbit:

Program Studi Pendidikan Bahasa Inggris
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Bandar Lampung

Kantor:

Fakultas Keguruan dan Ilmu Pendidikan
Kampus A Universitas Bandar Lampung
Gedung Rektorat Lt.3 Jl. Z.A. Pagar Alam No. 26
Labuhan Ratu 35142, Bandar Lampung
Telp. (0721) 771331
e-mail: fkip@ubl.ac.id

Linguistika, Jurnal Pendidikan Bahasa Inggris, merupakan jurnal ilmiah yang menyajikan artikel orisinal tentang Pendidikan Bahasa Inggris. Jurnal ini merupakan sarana publikasi dan ajang berbagi riset dan pengembangannya di bidang Pendidikan Bahasa Inggris. Pemuatan artikel di jurnal ini dialamatkan ke kantor editor. Informasi lengkap untuk pemuatan artikel dan petunjuk penulisan artikel tersedia di dalam setiap terbitan. Artikel yang masuk akan masuk proses seleksi editor. Jurnal ini terbit secara berkala sebanyak dua kali dalam setahun (Oktober, April). Pemuatan naskah tidak dipungut biaya.

Linguistika, English Education Journal, is a scientific journal publishing original articles on English Education. The journal provides a broad-based forum for the publication and sharing of ongoing research and development in English Education. The paper to be presented in this journal is addressed to the editorial office. The complete information regarding the procedures to send an article is available in each volume. All articles will be subjected to review process by the editors. Starting from 2010, the journal has been periodically twice a year (October, April).

Mengutip ringkasan dan pernyataan atau mencetak ulang gambar atau tabel dari jurnal ini harus mendapat ijin langsung dari penulis. Produksi ulang dalam bentuk kumpulan cetakan ulang atau untuk kepentingan periklanan atau promosi atau publikasi ulang dalam bentuk apa pun harus seizin salah satu penulis dan mendapat lisensi dari penerbit. Jurnal ini diedarkan sebagai tukaran untuk perguruan tinggi, lembaga penelitian dan perpustakaan di dalam negeri.

Quoting summaries and statements or reprinting images or tables from this journal must get permission directly from the author. Reproduction in the form of a collection of reprints or for the purposes of advertising or promotion or re-replication in any form must be authorized by one of the authors and obtain a license from the publisher. This journal is circulated as an exchange for universities, research institutions, and libraries in the country.

CONTENTS

**STUDENTS' PERSPECTIVE ON THE USE OF GOOGLE CLASSROOM
IN ENGLISH CLASS61**

Erni Dewi Riyanti, Achmad Sofari Usman

**THE ANALYSIS OF STUDENTS' CRITICAL THINKING IN ONLINE
DISCUSSION FORUM BY USING SCHOOLOGY IN SPEAKING
CLASS68**

Dameria Magdalena Sidabalok., Sela Fitriana

**SPOTTING FAKE NEWS AND HOAXESIN CRITICAL READING
COURSEUSING MEDIA LITERACY PROJECT82**

Adesti Komalasari

**NURSING STUDENTS' PERCEPTION OF SPINE (SPEAK ENGLISH
FOR PROFESSIONAL NURSES), AN ICONIC MODEL OF MALL92**

Margaretha Dharmayanti Harmanto

**SEMANTIC RELATIONS OF SUCCESS-RELATED WORDS:
MEANING COMPONENT
ANALYSIS.....104**

Athriyana S. Pattiwael

**TEACHING WRITING SKILL IN DESCRIPTIVE TEXT TRHOUGH
GUIDED QUESTIONS TO THE SEVENTH GRADE STUDENTS OF
TAMAN DEWASA IBU PAWIYATAN
YOGYAKARTA.....115**

Dwi Ambaretno Ningtyas

**LEARNERS' STRATEGIES IN IMPROVING THEIR VOCABULARY
MASTERY.....121**

Marita Safitri

NURSING STUDENTS' PERCEPTION OF SPINE (SPEAK ENGLISH FOR PROFESSIONAL NURSES), AN ICONIC MODEL OF MALL

Margaretha Dharmayanti Harmanto
Universitas Muhammadiyah Yogyakarta
Corresponding email: margaretha@umy.ac.id

Abstract

This study aimed to discover the students' perception of an iconic model for mobile assisted language learning. The Android application was developed to help nursing students who learn English for Specific Purposes (ESP) especially speaking. The data were obtained quantitatively. The instrument used was questionnaires which were distributed in two stages of the development process. The first was during the preliminary study and the second was distributed in the implementation stage. The result showed that the students perceived that the navigation pane, the screen design, the information presented, the media integration, and the overall functionality are good (4.1) out of the maximal score (5.00). In conclusion, SPINE application is also efficient and acceptable for the users in terms of its navigation pane, screen design information presentation, media integration, and overall functionality.

Keywords: mobile assisted language learning, ESP, perception

1. INTRODUCTION

In this digital era, sustainable development for English learning-teaching is demand able. The use of ICT in the classroom has become a common phenomenon to promote better learning. As the enhancement of technology which embarks in the area of learning-teaching, the use of CALL (Computer Assisted Language Learning) has now shifted to MALL (Mobile Assisted Language Learning). The use of MALL in the classroom emerges various applications created to help the learners to study various subjects. In terms of learning English, there are numerous applications built to help the learners improve their ability in English skills such as listening, reading, writing and speaking. Learners nowadays are keen to use technology even there is a term to call them as a digital native. Moreover, they can gain information and resources just by clicking and touching their gadgets which then the term tech-savvy was created by Eaton (2010 in Shuib, Abdullah, Azizan, & Gunasegaran, 2015). They exploit their creativity and explore their curiosity about using technology. Since learners are individuals who need motivation, inspiration, and guidance. Compared to

traditional face to face traditional learning, the use of technology in the classroom may challenge as well as give changes the students to learn more since they will gain experiences in the learning environment. Besides, the learners will be able to have "self-directed actions", "opportunities for self-paced interactions", "privacy", and "a safe environment" because they will get specific feedback when they make errors (Bahadorfar & Omidvar, 2014).

The use of mobile devices for teaching and learning in the classroom might also be related to teachers' rationales, belief, and classroom action in spite of their reluctance to use it (Van Praag & Sanchez, 2015). As the growth of technology in mobile devices, the applications to learn English are enhanced as well. Now, it is not merely for learning word or vocabulary, phrases, grammar or spelling, but as the enhancement cloud system, it now enables learners to share information, images, voice and even it provides opportunities for collaborative learning (Godwin-jones, 2011). Developing an application for learning the language in mobile devices requires some aspects which then further called as a philosophy of mobile assisted language

learning and teaching. The philosophy of mobile devices for learning requires how it can “create and share multimodal texts, communicate spontaneously with people anywhere in the world, capture language use outside the classroom, analyze their own language production and learning needs, construct artifacts and share them with others, provide evidence of progress gathered across a range of settings, in a variety of media” (Kukulka-hulme, Norris, & Donohue, 2015). Therefore, the need for developers of sustainable application for language learning which can work in the different operating system is demandable (Godwin-jones, 2011). Applications are developed to promote better learning system which might specify to certain needs of the learners. Appropriate development of mobile application will promote learning effectiveness both the teacher and the learner. Moreover, it will achieve higher learning objectives (Hashim, Fatimah, & Ahmad, 2013).

There are numerous studies related to the use of mobile assisted language learning to promote better learning in various language skills (Chen, Smith, & Carger, 2017; Hanumante, Debnath, Bhattacharjee, Tripathi, & Roy, 2014; Hsu, Lee, & Shih, 2012). There is also a study conducted an empirical study to discover an APP called English fun dubbing in English learning in China (Zhang, 2016). Besides studies related to the applications of mobile devices, some researchers also try to develop mobile devices which can answer learners’ need such as a mobile application using push notification (Shanmugapriya & Tamilarasi, 2013). There are also mobile devices designed in higher education (Huang, Y., Hwang, W., & Chang, K., 2017; Osman, Cronje, El-hussein, & Cronje, 2017). However, mobile applications for learning English as Specific Purposes (ESP) are still limited. For instance, the development of mobile application for ESP conducted by Hoven

and Palalas (2013) and mobile application for listening skill in business English Yamada, M., Kitamura, S., Shimada, N., Utashiro, T., Shigeta, K., Yamaguchi, E., Nakahara, J. (2011).

This study is conducted to find out the students' perception of an iconic model of Android application called SPINE developed by the researcher for nursing students to help them learn English especially speaking skill. The speaking skill was chosen based on the need analysis conducted prior to the study. The development of the application itself used Hybrid method (Passerini & Granger, 2000). This method is proposed for internet distance education course model. There are five steps in this design: Analysis, Design, Development, Evaluation, and Delivery. They suggest that it needs to follow a developmental model that represents hybrid characteristics of the objectivist and constructivist learning paradigm. It allows open navigation and learning objective readjustments based on the students' learning choices. The model is described in structured waterfall systems development life-cycle model and sequentially (step-by-step modality). The application itself was developed using app inventor from appinventor.mit.edu. It is a visual, block language to build Android Apps. The iconic model of Android App developed by the researcher is shown in figure 1 below. The application is intended to help the nursing students learn speaking English. Therefore, besides choosing the materials for the learning content, the researcher chose the features that are suitable for speaking. Those features were determined based on the theory of MALL (Traxler, 2007 in Shanmugapriya & Tamilarasi, 2013) especially related to designing communication of learning activities in which it should provide audio recording, video recording which can support spontaneous communication and collaboration.



Figure 1. Screenshots of the App

2. METHODOLOGY

This study was conducted in STIKES Wira Husada Yogyakarta. The research participants were the nursing students who were in the fourth semester. The data were gained from a questionnaire using Likert Scale. This study was the output of students' perception on the acceptability of the iconic model of Android Application which was gained from the students in preliminary study and the implementation phase from April – May 2016. Both the preliminary study and implementation stage were intended to obtain the data about the users' opinion on the application. The preliminary study was intended to discover the users' opinions on the application iconic model. There were five students chosen randomly to use the application. While the implementation

stage was conducted after the application being revised based on the result of the reviews form IT experts, teachers learning content experts and the users as well. The questionnaire was based on the evaluation of hypermedia by Passerini and Granger (2000). It consisted of five parts consist of the navigation pane, screen design, information presentation, media integration, and overall functionality. It involved 17 students from the fourth semester from nursing departments.

In order to discover the criteria of each statement in the questionnaire, Criterion-Referenced Evaluation (CRE) proposed by Sukarjo (2006) the result of the mean was classified. The formula for classifying the category as follows:

Table 1. The category and mean data

Category	Interval
Very High/Very Good	$4.80 < X$
High / Good	$3.60 < X \leq 4.80$
Fair	$2.40 < X \leq 3.60$
Low/ Poor	$1.20 < X \leq 2.40$
Very Low/ Very Poor	$X \leq 1.20$

Notes:

X = actual mean score

X_i (ideal mean score) = $\frac{1}{2}$ (maximum ideal score + minimum ideal score)

SD (standard deviation) = $\frac{1}{6}$ (maximum ideal score – minimum ideal score)

3. FINDING AND RESULTS

It is stated previously that the questionnaire consists of questions related to navigation pane, screen design, information presentation, media integration, and overall functionality. The term users and students are used interchangeably.

The first category is navigation pane which includes its easiness to move from

one screen to another, the function of the buttons on general and in each unit. As well as the instructions displayed in the buttons. According to the result of the questionnaire, the navigation pane was considered as good for 4.12. The result of the questionnaire is presented in table 2 below.

Table 2. The result of users' questionnaire in the preliminary study for the navigation pane

CODE	STATEMENT	N		MEAN	CATEGORY	
		Valid	Missing			
<i>NAVIGATION PANE</i>						
UV2	Navigation pane eases me to move from one screen to another.	5	0	4	Good	
UV3	The buttons in the SPINE application can function well.	5	0	4.2	Good	
UV15	The buttons in sub-unit listen and repeat can function well.	5	0	4	Good	
UV 29	The instruction buttons in the quiz are clear.	5	0	4.2	Good	
UV30	The instruction buttons in the quiz can function well.	5	0	4.2	Good	
				Total	4.12	Good

The second category is screen design related to the dimensions of text, icons, graphics, and color. The result of the questionnaire showed that the screen display, the texts size, the icons, the colors,

and the images were considered as good, ranges from the mean score of 4 to 4.4. Therefore, the revision of these aspects is optional. The researcher made some revision on the icons, which were

previously just button with texts on it, changed into buttons with image icons, such as in exit, enter, home and topic buttons. There were some buttons that the researcher tended to change, but

considering the limited size of the applications, the researcher only changed the color of some buttons to make them more contrast with the background and clearer.

Table 3. The result of the users' questionnaire in the preliminary study for screen design

CODE	STATEMENT	N		MEAN	CATEGORY
		Valid	Missing		
<i>SCREEN DESIGN</i>					
UV 1	The screen display of the SPINE application is interesting.	5	0	4.4	Good
UV 4	Text size on SPINE application is appropriate with the mobile phone screen.	5	0	4.4	Good
UV 5	The icons used in the SPINE application are clear.	5	0	4	Good
UV 6	The colours used in the SPINE application are interesting.	5	0	4.4	Good
UV 7	The images used in the SPINE application are clear.	5	0	4.4	Good
			Total	4.32	Good

The third category is information presentation which is related to how the application can give information comprehensively. There are three statements to represent that the application has given clear instruction to its users. The result showed that this category was considered as good in which it was scored

3.8 – 4.0. However, the revision was needed relating to the instruction in listen and repeat unit, since the users had an opinion that this sub-unit had not given clear instructions on what button to click for recording, for stopping the recording and playing the recording to listen to their own voice.

Table 4. The result of the users' questionnaire in a preliminary study for information presentation

CODE	STATEMENT	N		MEAN	CATEGORY
		Valid	Missing		
<i>INFORMATION PRESENTATION</i>					
UV 8	There are clear instructions on how to use the features in SPINE application.	5	0	4	Good
UV 14	There is clear instruction on sub-unit listen and repeat.	5	0	3.8	Good

CODE	STATEMENT	N		MEAN	CATEGORY
		Valid	Missing		
UV 22	There are clear instructions on how to do the exercise on each quiz.	5	0	4.2	Good
			Total	4	Good

The fourth category is media integration which is related to the media used such as text, graphics, audio, and video. Those media should be able to work together to form a cohesive program. Based on the result of the questionnaire, in subunit "Listen and repeat" the features used in the application are audio and audio recording which are categorized as good for 4.2. It means that both media are efficient and acceptable for the users to learn to listen and to check their pronunciation. The next media feature used in the application speaks to text,

which implemented in quiz 2, is considered as good for 4.2. This feature enables the users to check whether they said the statements correctly which was integrated with audio for the feedback for the users. The last media integration is video recording which is integrated with the mobile phone's camera is considered as good for 4.2. According to three statements represented the use of media in SPINE application, the total mean score for media integration is 4.2 which is categorized as good.

Table 5. The result of the users' questionnaire in the preliminary study for media integration

CODE	STATEMENT	N		MEAN	CATEGORY
		Valid	Missing		
UV 16	Listen and repeat sub-unit can help me to check my listening and my own pronunciation.	5	0	4.2	Good
UV 25	Quiz 2 about <i>checking vital sign</i> which is completed with speak to text button is interesting because I can check my pronunciation.	5	0	4.2	Good
UV 28	In my opinion, Quiz 5 <i>explaining medication</i> which is completed with video feature is interesting.	5	0	4.2	Good
			Total	4.2	Good

The last category discusses the overall functionality which comprises that the design of the application should be in accordance with the intended learning objectives. The first overall functionality is related to units or topics used in the application which was in the good

category for 4.2. The second is the suitability of selection of topics which are in accordance with the materials the users learn in class since the choice of materials are based on the syllabus they used. The result showed that it was categorized as good for 4.4. The third is the suitability of

subunits in the application for the users to practice speaking, such as sub-units: pronunciation, listen and repeat, language focus, conversation, and quiz. The result showed that it is categorized as good for 4.4.

The fourth and fifth are the functionality of subunit pronunciation to practice pronouncing the words and the sound quality of this subunit which show good category for 4.2. and 4.4 respectively. The sixth and seventh functionalities are related to subunit language focus, which contains language expressions used for communicating with patients and the examples. These are also categorized as good for 3.8 and 4 for the result of the mean score. The eighth and ninth functionalities are categorized as good as well for 4 and 4.2 in which they discussed sub unit conversation on whether it gives a clear example of expressions used in each unit, and whether it gave a clear example of intonation, pronunciation and correct language expressions when communicating with patients.

Next, it is related to the functionality of quizzes used in the application. In accordance with the overall functionality of quizzes to help them recall the materials they had learnt previously and the quizzes to help them practice the English skills of reading, writing, listening and speaking, both functions are considered good for 4.2 and 4.6 respectively. There are two quizzes which are similar in its form of answering the questions by entering the answers in the provided box, namely quiz 1 and quiz

4 in which each quiz is interesting for the users which got 4.2 and 4 for the result of the mean score. Quiz 4 receives good category in which it provides the users to practice listening when answering the questions in forms of multiple-choice questions. The last statement related to the quiz is whether the quizzes provided in the application gives feedback to the users related to their English ability, which gained 4.4 for the mean score. It means that the quizzes can provide the feedback needed by the users.

The last four statements are about SPINE application to help the users learn English speaking. They stated that it helps them to be fluent (4.2), improve their ability to speak in English accurately (4.4), it eases them to learn to speak using mobile phones (4.2) and it supported both independent and collaborative learning (4.6). Therefore, the overall functionality is considered as good as well based on the mean score it gains for 4.2. In addition, the users in the preliminary study also perceived that SPINE application is good based on the result of the mean score it achieves for 4.2 related to its navigation pane, screen design, information presentation, media integration, and overall functionality.

Based on the result of the preliminary stage, then the App was revised to be evaluated in the implementation phase. Based on the result of the questionnaire for the users' perception of the iconic model, the application is considered good; it means that the final revision is optional.

Table 6. The result of the users' questionnaire in the implementation stage

CODE	STATEMENT	N		MEAN	CATEGORY
		Valid	Missing		
NAVIGATION PANE					
I2	Navigation pane eases me to move from one screen to another.	17	0	4.1	Good
I3	The buttons in the SPINE	17	0	4.1	Good

CODE	STATEMENT	N		MEAN	CATEGORY
		Valid	Missing		
	application can function well.				
I15	The buttons in sub-unit listen and repeat can function well.	17	0	4.1	Good
I 29	The instruction buttons in the quiz are clear.	17	0	4.2	Good
I30	The instruction buttons in the quiz can function well.	17	0	4.1	Good
SCREEN DESIGN					
I 1	The screen display of the SPINE application is interesting.	17	0	4.1	Good
I 4	Text size on SPINE application is appropriate with the mobile phone screen.	17	0	3.9	Good
I 5	The icons used in the SPINE application are clear.	17	0	4.0	Good
I 6	The colours used in the SPINE application are interesting.	17	0	3.8	Good
I 7	The images used in the SPINE application are clear.	17	0	3.9	Good
INFORMATION PRESENTATION					
I 8	There are clear instructions on how to use the features in SPINE application.	17	0	3.8	Good
I 14	There is clear instruction on sub-unit listen and repeat.	17	0	4.2	Good
I 22	There are clear instructions on how to do the exercise on each quiz.	17	0	4.0	Good
MEDIA INTEGRATION					
I 16	listen and repeat sub-unit can help me to check my listening and my own pronunciation.	17	0	4.2	Good
I 25	Quiz 2 about <i>checking vital sign</i> which is completed with speak to text button is interesting because I can check my	17	0	4.1	Good

CODE	STATEMENT	N		MEAN	CATEGORY
		Valid	Missing		
	pronunciation.				
I 28	In my opinion, Quiz 5 <i>explaining medication</i> which is completed with video feature is interesting.	17	0	4.0	Good
OVERALL FUNCTIONALITY					
I 9	The units in SPINE application help me to practice speaking.	17	0	4.5	Good
I 10	The choice of units in SPINE application is suitable for the material I learn in class.	17	0	4.4	Good
I 11	The sub-units in SPINE application (<i>pronunciation, listen and repeat, language focus, conversation, and quiz</i>) are suitable to practice speaking.	17	0	4.4	Good
I 12	Sub-unit <i>pronunciation</i> helps me to practice my pronunciation.	17	0	4.2	Good
I 13	The sound quality in sub-unit pronunciation is good.	17	0	4.1	Good
I 17	Sub-unit <i>language focus</i> helps me to understand the language expressions used in the related unit.	17	0	4.0	Good
I 18	The examples given in sub-unit <i>language focus</i> are complete.	17	0	3.8	Good
I 19	The conversations in sub-unit <i>conversation</i> give a clear example of the use of language expressions in related units.	17	0	4.0	Good
I 20	The conversations in sub-unit <i>conversation</i> give a clear example of intonation, pronunciation, and correct language expressions when communicating with patients.	17	0	4.1	Good
I 21	Sub-unit <i>quiz</i> helps me to review the material I have	17	0	4.4	Good

CODE	STATEMENT	N		MEAN	CATEGORY
		Valid	Missing		
	learned in each unit.				
I 23	The quizzes help me to practice reading, writing, listening and speaking.	17	0	4.4	Good
I 24	Quiz 1 <i>admission to a hospital</i> is interesting.	17	0	4.2	Good
I 26	Quiz 3 about <i>reinforcing a diet program</i> practices my listening to answer the questions.	17	0	4.1	Good
I 27	Quiz 4 about <i>the patient's positioning</i> is interesting.	17	0	4.1	Good
I 31	Quizzes in SPINE application give feedback to develop my English ability.	17	0	4.1	Good
I 32	SPINE application can help me to improve my ability to speak fluently.	17	0	4.2	Good
I 33	SPINE application helps me to improve my ability in speaking English accurately.	17	0	4.4	Good
I 34	SPINE application eases me to learn to speak using a mobile phone.	17	0	4.4	Good
I 35	SPINE application supports English learning both independently and collaborative	17	0	4.4	Good
			Total	4.1	Good

Even though the application was considered good in general, but there are some elements that needed be consider if the researcher would like to revise the application further. Those elements are related to the text size, the colors, and image used in the application. Nevertheless, the size of the text would be

affected by the size of the mobile devices as well, and so would be the color. Besides, the researcher needs to give clearer instruction for each screen as well as in each exercise. In terms of overall functionality, the sub-topic language focus needs to be elaborated more, to give more information to the students.

4. CONCLUSION AND SUGGESTIONS

Based on the result of the users' perceptions of the SPINE, it can be concluded that the app is acceptable for nursing students to learn to speak.

However, there are some technical and cost considerations when to develop the App further. The technical problems when implementing SPINE Android application

is error/bugs and internet connection. Furthermore, it should be able to be applied to different users' devices. Some devices, even though they are Android-based mobile phones, they have a different version of Android. The example was when the application was installed in Android version 6.0 or Marshmallow version, the system refused to install the package.

It occurred because the android version is updated continuously which then it will detect the bugs of an application. If it is installed in Android version of before Marshmallow, it would be able to install, but then there would be some missing components so that it would give a warning. When it was installed in the Marshmallow version when the package was about to install, the machine would scan and when it found a bug caused by the application, it would cancel the application.

The cost consideration was related both for the developer and the users. In terms of developing the application, the cost consideration for the researcher/developer would be on the internet access when developing in ai2.appinventor.mit.edu since it mostly should be online, even though the offline verse is available too. It also related to technical consideration as well, since the knowledge of the researcher was limited, then there were some "bugs" that need to

be consulted to the IT programmer to make it a perfect application. It also considers the fact that ai2.appinventor.mit.edu there was some technical problem that the program has limited ability to build a huge capacity since it is only limited to 5 MB. However, as suggested by one of the IT experts, one of the solutions to minimize the errors/bugs was to hire the person who knows IT well.

As stated previously that SPINE application is intended for the nursing students to help them learn to speak. The SPINE application promotes the fluency in terms of giving the example of how to be fluent by giving the example of pronunciation and conversation in which the later was also intended to give accurateness as well. It also promotes the aspect of accurateness in which it gives language expression used to communicate with patients so that they can read and practice the correct expressions grammatically. It also gives a chance for the learners to be able to practice their sentences in Listen and Repeat section. In quiz 3 they can say the sentences and get feedback on whether or not they have said the sentences accurately. Moreover, the last quiz promotes fluency and accuracy as well as the opportunity to collaborate because it asks the learners to make a dialog, then record the dialogue so that the teacher will be able to give feedback.

5. REFERENCES

- Bahadorfar, M., & Omidvar, R. (2014). Technology in teaching speaking skill, 9–13.
- Chen, Y., Smith, T. J., & Carger, C. L. (2017). Mobile-Assisted Narrative Writing Practice for Young English Language Learners From a Funds of Knowledge Approach. *Language Learning & Technology*, 21(212), 28–41. Retrieved from http://lt.msu.edu/issues/february2017/c_hencargersmith.pdf
- Godwin-jones, R. (2011). EMERGING TECHNOLOGIES MOBILE APPS FOR LANGUAGE LEARNING, 15(2), 2–11.
- Hashim, A. S., Fatimah, W., & Ahmad, W. (2013). A Proposed MobileSchool System for Requirements of Secondary Schools in Malaysia, 8(12), 3229–3237. <https://doi.org/10.4304/jsw.8.12.3229-3237>
- Huang, A. Y., Hwang, W., Chang, K., Huang, Y., Hwang, W., & Chang, K. (2017). International Forum of Educational Technology & Society

- Guest Editorial – Innovations in Designing Mobile Learning Applications Published by International Forum of Educational Technology & Society Guest Editorial – Innovations in Designing Mobile Learning, *13*(3), 1–2.
- Kukulska-hulme, A., Norris, L., & Donohue, J. (2015). *Mobile pedagogy for English language teaching : a guide for teachers Other Mobile pedagogy for English language teaching : a guide for teachers. ELT Research Papers* (Vol. 14.07).
- Passerini, K., & Granger, M. J. (2000). A developmental model for distance learning using the Internet, *34*, 1–15.
- Shanmugapriya, M., & Tamilarasi, A. (2013). Design and Development of Mobile Assisted Language Learning (MALL) application for English Language using Android Push Notification Services, *2*(6), 329–338.
- Shuib, M., Abdullah, A., Azizan, S. N., & Gunasegaran, T. (2015). Designing an Intelligent Mobile Learning Tool for Grammar Learning (i-MoL). *International Journal of Interactive Mobile Technologies (IJIM)*, *9*(1), 41. <https://doi.org/10.3991/ijim.v9i1.4238>
- Sukarjo. (2006). Kumpulan Materi Evaluasi Pembelajaran. Yogyakarta: Program Studi Teknologi Pembelajaran, Pascasarjana, Universitas Negeri Yogyakarta
- Van Praag, B., & Sanchez, H. S. (2015). Mobile technology in second language classrooms: Insights into its uses, pedagogical implications, and teacher beliefs. *ReCALL*, *27*(03), 288–303. <https://doi.org/10.1017/S0958344015000075>
- Yamada, M., Kitamura, S., Shimada, N., Utashiro, T., Shigeta, K., Yamaguchi, E., ... Nakahara, J. (2011). Development and Evaluation of English Listening Study Materials for Business People Who Use Mobile Devices: A Case Study. *CALICO Journal*, *29*(1), 44–66. Retrieved from http://search.proquest.com/docview/968115542?accountid=14548%5Cnhttp://metadata.lib.hku.hk/hku?url_ver=Z39.88-2004&rft_val_fmt=info:ofi/fmt:kev:mtx:journal&genre=article&sid=ProQ:ProQ:eric&atitle=Development+and+Evaluation+of+English+Listening+Study+Material
- Zhang, S. (2016). Mobile English learning: An empirical study on an APP, English Fun Dubbing. *International Journal of Emerging Technologies in Learning*, *11*(12), 4–8.