THE IMPLEMENTATION OF MOBILE LEARNING APPLICATION
IN TEACHING PRONUNCIATION AT YEAR
SEVEN STUDENTS OF MTsN 2 JEMBER:
APPLICATION OF QR CODES

UNDERGRADUATE THESIS

Presented to the State Institute of Islamic Studies of Jember
in practical fulfillment of the requirement
for the undergraduate degree (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Program

By:

SITI HAJAR
NIM.T20166057

STATE INSTITUTE OF ISLAMIC STUDIES OF JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION PROGRAM
2020

APPROVAL OF ADVISOR

THE IMPLEMENTATION OF MOBILE LEARNING APPLICATION IN TEACHING PRONUNCIATION AT YEAR SEVEN STUDENTS OF MTsN 2 JEMBER: APPLICATION OF QR CODES

UNDERGRADUATE THESIS

Presented to the State Institute of Islamic Studies of Jember
in practical fulfillment of the requirement
for the undergraduate degree (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Program

By:

SITI HAJAR
NIM. T20166057

Approved by Advisor:

Nina Hayuningtyas, M.Pd
NIP. 198108142014112003

ii

VALIDATION OF EXAMINERS

THE IMPLEMENTATION OF MOBILE LEARNING APPLICATION

IN TEACHING PRONUNCIATION AT YEAR

SEVEN STUDENTS OF MTsN 2 JEMBER:

APPLICATION OF QR CODES

UNDERGRADUATE THESIS

Has been examined and accepted by the board of examiners as the requirement
to obtain a bachelor degree (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Program

Day : Thursday
Date : November 12th 2020

The Board of Examiners

Chairman

Secretary

Asy'ari, M.Pd.I.
NIP. 19760915 200501 1 004

Sari Dewi Noviyanti, M.Pd.
NUP. 201660393

Members:

1. Moch. Imam Machfudi, Ph.D.

(   )

2. Nina Hayuningtyas, M.Pd.

(   )

Approved by
Dean of Faculty of Tarbiyah and Teacher Training

Dr. Hj. Mukni'ah, M.Pd.I
NIP. 19640511 199903 2 001

iii

MOTTO

يَـٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُوٓاْ إِن تَنصُرُواْ ٱللَّهَ يَنصُرْكُمْ وَيُثَبِّتْ أَقْدَامَكُمْ ﴿٧﴾

O ye who believe! If you help *the cause of* Allah, He will help you and will make

your steps firm (Muhammad: 7)[1]

ٱدْعُ إِلَىٰ سَبِيلِ رَبِّكَ بِٱلْحِكْمَةِ وَٱلْمَوْعِظَةِ ٱلْحَسَنَةِ ۖ وَجَـٰدِلْهُم بِٱلَّتِى هِىَ

أَحْسَنُ ۚ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَن ضَلَّ عَن سَبِيلِهِۦ ۖ وَهُوَ أَعْلَمُ بِٱلْمُهْتَدِينَ

﴿١٢٥﴾

Call unto the way of thy Lord with wisdom and goodly exhortation, and argue

with them in a way that is best. Surely, thy Lord knows best who has strayed from

His way; and He knows those who are rightly guided (An-Nahl: 125)[2]

---

[1] Malawi Sher Ali, *The Holy Qur'an Arabic Text and English Translation* (UK: Islam International Publications Limited, 2015) 601.
[2] Ibid., 315.

DEDICATION

This undergraduate thesis is dedicated to:

1. My beloved parents, Mr. Muhammad and Mrs. Nunuk Suprapti, who have already prayed and supported for my success and advise me all the time. I love them so much.

2. My beloved sisters: Siti Nuraini and Siti Nurul Safitri. I am so thankful for them supports.

3. My beloved advisor, Mrs. Nina Hayuningtyas, M.Pd, thank you for your guidance and your patience in helping me so much in finishing this thesis.

4. My beloved lecturers and almamater IAIN Jember which has contributed a lot for my development.

5. All of my friends in: PBI 2 who always give me support and thanks for experiences in four years.

6. All of my family in MTsN 2 Jember who always helped me in finishing this thesis.

PREFACE

In the name of Allah, the almighty, the most beneficent and the most merciful, for blessing me with His mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, as well as his family and his followers. This thesis entitled "The Implelmentation of Mobile Learning Application in Teaching Pronunciation at Seventh Grade Students of MTsN 2 Jember in Academic Year 2019/2020: Application of QR Codes" is submitted as a compulsory fulfillment of the requirments for S1 degree of English Education Department at Teacher Training and Education Faculty, State Institute of Islamic Studies of Jember. When finishing this thesis, the researcher has obtained so much help, assistance, aid, support, and many valuable things from various sides. Therefore, the researcher would sincerely thank to the following people:

1. Prof. Dr. Babun Suharto, SE., MM, as the Rector of State Institute of Islamic Studies of Jember who was provided all campus facilities in this collage.

2. Dr. Hj. Mukni'ah, M.Pd.I, as the Dean of the Faculty of Tarbiyah and Teacher Training, State Institute of Islamic Studies of Jember.

3. As'ari, M.Pd.I, as the Head of English Education Department.

4. Nina Hayuningtyas, M.Pd, as the advisor who has patiently guided and helped in correcting and giving countless time for the researcher to finish this thesis well.

5. Agus Suprayitno, S.Pd, as the English teacher who has given permission and helped the researcher to conduct this research in MTsN 2 Jember.

6. The students of class 7A who have helped the researcher to conduct this research in MTsN 2 Jember.

Finally, the researcher is fully aware that there are still a lot of weakness in this thesis. For this, the researcher truthfully need criticism and suggestion from the readers to enhance the quality of the thesis.

Jember, 12 November 2020

The Researcher

ABSTRACT

Siti Hajar, 2020: *The Implementation of Mobile Learning Application in Teaching Pronunciation at Year Seven Students of MTsN 2 Jember: Application of QR Codes.*

Keyword: mobile learning application (QR: code), teaching pronunciation

Pronunciation is a micro subskill of speaking. Based on the syllabus of junior high school, the students need to master in linguistic competences including pronunciation. By learning pronunciation, the students are able to evolve the communication ability in form of spoken and written form. Yet, a lot of errors are made when they want to pronounce 'an', 'end', and 'ant'. The students still couldn't different how to pronounce those examples. Therefore, choosing an appropriate media for teaching-learning process is an ability that every teacher must have. The teacher can apply the mobile learning application of QR codes as the media to make English teaching-learning process effectively and easily. So, it can solve some students' problems in learning pronunciation. Mobile learning application of QR code is one of interesting and the effective media that can be used in teachig-learning process. Furthermore the teacher was implemented the mobile learning in teaching pronunciation. That implemented make the researcher curious to the research about QR code. Because QR code is something new in teaching pronunciation. Then, the researcher want to know how the teacher implement the mobile learning in teaching pronunciation at seventh A class of MTsN 2 Jember.

This research aims: first, carry out the goals of implementing mobile learning application (QR codes). Second, investigate the material used in teaching pronunciation. Third, explore how the teacher procedure of mobile learning application (QR codes). Fourth, describe the evaluation process in implementing mobile learning application (QR codes) in teaching-learning process at year seven students of MTsN 2 Jember in the Academic Year 2019/2020.

This research used qualitative approach. The data were collected through observation, interview, and document review. To analyze the data, the researcher used data condensation, data display, and conclusion drawing and verification. Data validations conducted by the researcher were: technique triangulation and source triangulation.

The results of this research are first, the goals of teaching pronunciation are: the students are able to demonstrate, how to pronounce correctly, compare the transactional text, confident in pronouncing the words, mention and pronounce the vocabularies. Second, the materials used are: the words are often used to described size, the material of things, and how things are (in chapter 10 entitled *Describing Things*). Third, the procedure of QR codes the teacher implemented the mobile learning based on the lesson plan that he had planned. Fourth, teacher used formative and diagnostic evaluation.

TABLE OF CONTENTS

Page

LIST OF TABLES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. Research Background

Allah's commandment, Qur'an Sura Al-rahmaan verse: 1-4

<div dir="rtl">

ٱلرَّحۡمَٰنُ ۝ عَلَّمَ ٱلۡقُرۡءَانَ ۝ خَلَقَ ٱلۡإِنسَٰنَ ۝ عَلَّمَهُ ٱلۡبَيَانَ ۝

</div>

The meaning of Sura Al-rahmaan: *It is* God, the Gracious (1), Who has thaught the Qur'an (2), He has created man (3), He has taught him plain speech (4).[3]

> *Teaching for pronunciation, speak because the content in God's teaching a Koran, that application to read the Koran is attributed only to the ease way in pronounced on the people and the ease of the letters coming out of its places: out of the throat, a verbal two-libied tounge with numerous varieties of venom.*[4]

These verses truly reminds us, that man is given the potential of God to speak, reason, language, process and express his thoughts (al-bayan). This ability can only be achieved by humans. It is with this ability that civilization can evolve and progress rapidly. Al-bayan's teaching was not

---

[3] Malawi Sher Ali, *The Holy Qur'an Arabic Text and English Translation* (UK: Islam International Publications Limited, 2015) 637.

[4] Shofi ar-Rahman al- Mabar Kafuuriy, *al-Misbah al-Munir fii Tahdziibi at-Tafsir Ibn Katsir* (Riyadh: Darunnasr, Cetakan ke iii, 2012), 1390.

limited to speech, but also included all forms of expression including art and facial features.

People use the international language (English), to interact with others around the world. English has a function to transfer information, as an international language. As we know Indonesian people have difficulty in learning and speak English, such as in pronunciation, because we as non-native speakers and we have varied sounds in each vernacular. However, teaching and learning English in Indonesia has been set in law. It explains in UU number 20 of 2003 respecting the National Education System. Subsection 33 part 3rd: Foreign language can be used as the introductory language of certain educational forces to support learners' foreign-speaking abilities.[5] Teaching language skills taught in Junior High School is now more impressive in reading learning. While learning to develop students' speaking skills especially in pronunciation has still not been fully implemented by the teacher.

Pronunciation is a much more important and pervasive feature of communication than is generally recognized. It is the crucial starting point for all spoken language since thoughts must be articulated in sound to be heard and so to become a message that can be communicated to another person. Pronunciation is required not merely for talking, but for

---

[5] UU number 20 of 2003, Subsection 33 part 3rd

communicating and making sense to another person, that is, for making meaning in both an audible and an understandable form.[6]

English pronunciation represents one of the most important language subskills which people need for right and understandable communication. Generally, it is the production of sounds. Dalton and Seidlhofer add that the pronunciation as the sound production is defined in two senses as first, production, and reception of sounds of speech in which the sound is used as a part of a code of a particular language. Second, pronunciation regarding acts of speaking in which sound is used to obtain meaning in contexts.[7] From those statements, speaking English will be nice to speak in accord with proper pronunciation of words, so that not misunderstanding occurs in the transmission of meaning. Learning English pronunciation from a very early age is expected not only to prevent fatal errors but also to reach a satisfactory result.[8] Because young learners are good impersonators who are able to impersonate English sound better than adults.

According to the syllabus 2017, particularly English teaching at 7th has been focused on vocabulary and reading, this requires pronunciation comprehension'. Students need to help themselves outside the class to develop their English pronunciation. With the dawn of technology and what has provided to the field of language teaching and learning, oral production

---

[6]Martha C. Pennington and Pamela Rogerson-Revell, *English Pronunciation Teaching Contemporary Perspectives* (UK: Palgrave Macmillan, 2019), 1.

[7]Adela Klarofa, "Teaching English Pronunciation to Young Learners - Focus on Accuracy", (Thesis, University of Pardubice, Pardubice, 2013), 10.

[8] Hepy Yudo Hartoto, "The Errors of English Pronunciation among The Second Grade Students of Terson Junior High School Tersono Batang", (Thesis, UNNES, Semarang, 2010), 3.

has received more attention in comparison to the previous years.[9] Also, in this case, many English foreign learners have difficulties in the pronunciation learning process because of some factors. There are six factors influence learners' pronunciation, mother tongue, age, amount of exposure phonetic ability, personality, and motivation.[10]

Up to the present, young learners still unfulfilled the standard of English pronunciation. A lot of errors are made when they want to pronounce 'an', 'end' and 'ant'. The students still couldn't different how to pronounce those examples. When the researcher asked students to read (some words or some short text) some of the students were not yet fluent in the reading. The mistake occurs as in the words 'forgive', 'promise', 'good luck', 'third' (especially in ordinal number). The factors that caused the error in pronunciation were among them the ability to heed. Because people have different hearing sensitivity and that can be wrong. Besides, the words are so rarely used to speak that students forget how to pronounce them. Meanwhile, pronunciation is needed as their understanding of learning a foreign language. Furthermore the teacher was implemented the mobile learning in teaching pronunciation. That implemented make the researcher curious to the research about QR code. Because QR code is something new in teaching pronunciation. Then, the researcher want to know

---

[9]Nadia Ghonane, "The Attitudes of Second Year EFL Students at Dr Moulay Tahar University towards Learning English Pronunciation through Mobile Assisted Language", *Arab World English Journal,* 5 (July, 2019), 111.

[10]Riswanto and Endang Haryanto, "Improving Students' Pronunciation through Communicaticative Drilling Technique at Senior High School (SMA) 07 South Bengkulu, Indonesia", *International Journal of Humanities and Social Science*, 21 (November, 2012), 82.

how the teacher implement the mobile learning in teaching pronunciation at seventh A class of MTsN 2 Jember.

There are many methods and strategies that can be used in teaching pronunciation, such as the first, audio-lingual method its existence to the Behaviorist models of learning which relied heavily on drills.[11] Second, a silent way is the name of a method devised by Caleb Gattegno. Elements of the method use of color chart and the colored Cuisenaire rods. These pronunciation charts (called Fidel charts) provide physical foci for student learning and also create memorable images to facilitate students' recall.[12] Third, TPR (Total Physical Response) is the method that has the general objectives to teach oral proficiency at a beginning level. Comprehension may be a means to an end, and therefore the ultimate aim is to show basic speaking skills. A TPR course aims to supply learners who are capable of an uninhibited communication that's intelligible to a speaker. Besides, the researcher chooses one of a method in teaching pronunciation that is mobile learning application by using QR code can be mixed with the audio-lingual method. Mobile learning application is both a new concept and one that has some familiar connotations. It is certainly concerned with learner mobility, in the sense that learners should be able to engage in educational activities

---

[11] Jeremy Harmer, *The Practice of English Language Teaching* (UK: Longman, t.t.), 79.
[12] Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching 2nd Edition* (UK: Cambridge University, 2001), 81.

without the constraints of having to us so in a tightly delimited physical location.[13]

The QR code implementation to engage the learners in teaching and learning, specifically, it could be used to enhance class performance.[14] QR codes also can be used to support outside the classroom. Inside, many media can be used in learning English. Those are whiteboard, flashcard, sound, motion picture projector, etc. From that statement, we see that everywhere m-learning information systems are ideal for use in education. Nowadays, there is publishing who created that book enables students to foster their four skills namely: listening, speaking, reading, and writing. This book is also designed with short conversations and activities that use QR code applications (Erlangga Book).QR codes application becomes an alternative way for students that they become fluent in learning pronunciation. Whereas, they should be fluent in pronunciation because it is a fundamental part of learning a language process. In MTsN 2 Jember, the teacher has been applying QR codes in teaching pronunciation.

There are some previous studies that related to the teaching-learning process by using the mobile learning application of QR code. The researcher has summarized some previous studies which can be the references or the guidelines for the researcher in handling the new one to be a difference from the previous studies.

---

[13] Agnes Kulkuska and John Traxler, *Mobile Learning a Handbook for Educators and Trainers* (UK: Routledge, 2005), 1.
[14] Saida Ulfa, "Mobile Technology Integration into Teaching and Learning", *International Journal of Science and Technology*, 1 (Maret, 2013), 3.

The first research is conducted by Nadia Ghounane (2019). The title of this research was "The Attitudes of Second Year EFL Students at Dr. Moulay Tahar University towards Learning English Pronunciation through Mobile Assisted Language". The result of this research displayed that the use of mobile learning was effective to improve students' pronunciation. The second research is conducted by Hsin Chih Lai, et. al. (2013). "The Implementation of Mobile Learning in Outdoor Education: Application of QR codes". The result displayed that the use of the QR code was effective and made interest learning. Another research is conducted by Katleen Murray Vigil (2017). "Quick Response (QR) Codes for Audio Support in Foreign Language Learning". The result displayed that the usage of QR code was suited media in teaching a foreign language.

Based on the explanations and some previous studies above, it indicates that QR codes have been effective to be implemented. The researcher has conducted research entitled **"The Implementation of Mobile Learning Application in Teaching Pronunciation at Year Seven Students of MTsN 2 Jember: Application of QR Codes".**

B. Research Questions

Based on the background of the research, the research questions are as follow:

1. What are the goals of implementing mobile learning applications in teaching pronunciation at Year Seven Students of MTsN 2 Jember?

2. What is the material used in teaching pronunciation at Year Seven Students of MTsN 2 Jember?

3. How is the procedure of mobile learning application (QR codes) in teaching pronunciation at Year Seven Students of MTsN 2 Jember?

4. How is the evaluation process in implementing mobile learning application (QR codes) in teaching-learning process at Year Seven Students of MTsN 2 Jember?

C. Research Objectives

Based on the research question, the research objectives are:

1. To carry out the goals of implementing mobile learning applications in teaching pronunciation at Year Seven Students of MTsN 2 Jember.

2. To investigate the material used in teaching pronunciation at Year Seven Students of MTsN 2 Jember.

3. To explore the procedure of mobile learning application (QR codes) in teaching pronunciation at Year Seven Students of MTsN 2 Jember.

4. To describe the evaluation process in implementing mobile learning application (QR codes) in teaching-learning process at Year Seven Students of MTsN 2 Jember.

D. Research Benefit

The research is expected to give some benefits to readers.

1. For teachers

This research should be a reference for English teachers in teaching. Teachers can make the students pronounce accomplishment better than before.

2. For other researchers

It can be used for reference in conducting further research to expand other learning strategies for teaching.

E. Definition of Key Terms

There were some terms that the researcher felt significant to explain. The terms were as below:

Mobile Learning is education via the internet or network using personal mobile devices, such as tablets and smartphones to get learning materials through mobile applications, social interaction, and online educational hubs.

Pronunciation may be a way during which a language or a specific word or sound is spoken. This is a micro subskill of speaking. In conclusion, the significance of this title is to analyze the teacher and students in the mobile learning class process. First, to analyze how the teacher implements the media (mobile learning). Second, the researcher hoped after the implementation of this strategy, students can be accustomed to listening to the native speaker and they can pronounce the vocabularies correctly.

QR: Codes is brief for Quick Response, the codes can be read fastly by a mobile phone. People may soon see QR: Codes in a mall, a magazine advert, a book, a web page, etc. Furthermore, QR: Codes can store much more data, including URL links, and text.

F. Systematic Discussion

Systematic discussion contains a description of the flow of thesis discussion starting from the introductory chapter into the closing chapter.[15] The research result was observed in 5 chapters. The first chapter is introductory which included research background, research question, research objective, research benefit, and also the definition of the term.

The second chapter is a review of related literature (journal or thesis) which consists of a theoretical description, previous study, and conceptual framework.

The third chapter is the research method which included research design, source of data, research instrument, data collection technique, instrument validity, data analysis technique, research procedure, and systematic discussion.

The fourth chapter is about research findings and discussions. These included the brief history of the school, the result of the research, the result of data analysis, and the discussion about the variable research.

The fifth chapter is about conclusion and suggestion. These included the conclusion and suggestion of this research.

---

[15] Tim Penyusun, *Pedoman Penulisan Karya Ilmiah* (Jember: IAIN Jember Press, 2019), 82.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter aims to explain theories related to this discussion which will the foundation of this study. The theories provide evidence that will be needed in this study. Therefore, it discusses the previous study, mobile learning application (QR codes), and pronunciation.

A. Previous Study

To support this study, the researcher provided some previous studies related to this study. The first research was conducted by Hartoto's (2010) entitled *"The Errors of English Pronunciation among The Second Grade Students of Tersono Junior High School Tersono Batang."* The method was used action research. The instrument used to collect the data is pronunciation errors test consist of isolated word interrogative sentences. The research findings in this study were 19 kinds of pronunciation error made by the students of Tersono 01 Junior High School.

The second research was conducted by Riswanto and Haryanto (2012) entitled *"Improving Student's Pronunciation through Communicative Drilling Technique at Senior High School 07 South Bengkulu Indonesia."* The research employed classroom action research (CAR). There were 30 students as the respondents of this research. The research was conducted in three cycles.

The third research was conducted by Ulfa (2013) entitled *"Mobile Technology Integration into Teaching and Learning".* The research employed

11

classroom action research (CAR). The research population was 29 undergraduate students of the Educational Technology Department. In this research, the mobile phone is used to retrieve additional online resources, formative assessment or quiz and a questionnaire.

The fourth research was conducted by Arif Bakla (2018) entitled "*Quick Response Codes in Foreign Language Instruction: Practical Ideas and Strategies*". The method was used qualitative design. This research attempts to provide a brief overview of practical techniques for using QR codes in teaching and learning of the language skills *(reading, listening, speaking and writing)* and content areas *(grammar, vocabulary, and pronunciation).* The research ends with some recommendations for effective use.

The fifth research was conducted by Goh Lay Huah and Barry W. Jarret (2014) entitled *"Integrating QR Codes and Mobile Technology in Developing Listening and Speaking Skills in the Teaching of English Language"*. The research method used action research. It was carried out for three cycles with positive feedback gathered from the learner. The action was implemented on three groups of learners. The first and second groups comprised of in-service teacher trainees. The third group involved secondary school teachers. This research focused on integrating the use of technology as a tool in developing listening and speaking skills.

Table 2.0

The Differences and Similarities of this Research

No.	Title	Differences	Similarities
1	2	3	4
1.	Hepy Yudo Hartoto (2010). The Errors of English Pronunciation among The Second Grade Students of Tersono Junior High School Tersono Batang	• The previous research focused on errors of English vowel sound concerning Javanese or Indonesian language sound. This research focuses on the vocabulary of Describing Things as the material in teaching-learning process. • The previous research method used action research. This research method uses qualitative research.	• The location was in Junior High School. • The data collected by using a recording.
2.	Riswanto and Endang Haryanto (2012). Improving Student's Pronunciation through Communicative Drilling Technique at Senior High School 07 South Bengkulu Indonesia	• The previous research focused on the drilling technique. This research focuses on the audio-lingual method and drilling. • The previous research location was at Senior High School. This research location was at Junior High School.	•Teaching pronunciation focused on the drilling technique.
3.	Saida Ulfa (2013). Mobile Technology Integration into Teaching and Learning	• The previous research method used was action research. This research method uses qualitative research. • The previous research location was at University. This research location was at Junior High School.	• Used mobile learning application QR codes in teaching English.

1	2	3	4
4.	Arif Bakla (2018). Quick Response Codes in Foreign Language Instruction: Practical Ideas and Strategies	• The previous research focused on practical techniques for using QR codes in teaching and learning of the language skills and content areas. This research focuses on the implementation of QR codes in teaching pronunciation.	• The research method used qualitative research. • Used QR codes in teaching English.
5.	Goh Lay Huah and Barry W. Jarrett (2014). Integrating QR Codes and Mobile Technology in Developing Listening and Speaking Skills in The Teaching of English Language	• The previous research focused on integrating the use of technology as a tool in developing listening and speaking skills. This research focuses on the implementation of QR codes in teaching pronunciation. • The previous research method used was action research. This research method uses qualitative research.	• Used QR codes in teaching English.

This research had a similarity to those of the studies above. It is about the used QR codes in teaching-learning process. The differences between this study and another study are the place, the participant of the research, the result, and method used in the research. Though the research of implementing mobile learning application of QR codes at junior high school it is rarely researched. In this research, the researcher wants to carried out the goals of implementing mobile learning, to described the material used in teaching pronunciation, how the teacher's procedures in implementing the barcode in teaching pronunciation, and the evaluation process of implementing mobile learning in teaching pronunciation at year seven students of MTsN 2 Jember.

B. Theoretical Framework

    1. Media

        a. Definition of Media

Media come from the Latin word *medius* that has meaning 'middle', 'intermediary', or 'escort'. Gerlach and Ely in Arsyad say generally media are humans, materials, or creations that build a condition, thus the students are able to get knowledge, skill, or attitude.[16] Media are used to make the teaching and learning process more fun, comprehensible, and motivating.[17] Therefore they will make the effective and interesting in teaching-learning process.

Teaching media are important tools that are provided and brought into the classroom by a teacher to facilitate teaching-learning process. Teaching media are all physical devices which can present message and stimulate students to learn.[18] The researcher can see that on learning activity, the media can help the teacher in delivering the teaching material so the students will clearly understand the topic.

From the theories above, it can be concluded that media are tools that can help the teacher to convey the lesson to the students, make the students participate seriously in the learning activity, and make the teaching-learning process easier and interesting.

---

[16] Li-Ling KUO, Christine, *Bulletin of Social Education Volume 20, pp. 61-68 (June 1991):* The Importance of Educational Media in Teaching, 1991, CUHK Edu, Beijing, p. 1.

[17] Intan Alfi, "Improving the Students' Speaking Skill through Communicative Games for the Grade VIII Students of MTsN Ngemplak", (Thesis, University of Yogyakarta, Yogyakarta, 2015), 5.

[18] Arief S. Sadirman, R. Rahardjo, Agung Haryono, and Rahardjito, *Media Pendidikan* (Jakarta: PT Raja Grafindo Persada, 2008), 36.

b. Kinds of Media

   Kasihani stated that there are three kinds of media:[19]

   1) Visual media is media that can be seen and touched by students. For example picture, realia object, flashcard, real, and photo.

   2) Audio media is media that contain recorded text to listen to. For example radio and cassette recorder.

   3) Audio-Visual media is media that can be seen, listened, and touched. For example TV, film, etc.

c. Benefits of Media

   There are some benefits of learning media in the teaching-learning process. Those are:

   1) Teachinng more attention so the students can be motivated to learn.

   2) It can help the students to understand the material and enable them to master and achieve learning objectives.

   3) It can make learning methods more varied, not merely verbal communications through a teacher's word so that students do not get bored and the teacher does not run out of energy.

   4) Students can do more activities because they do not only listen to the explanation of the teacher, but also other activities such as observing, doing demonstrating, acting out, and others.

---

[19] Suyanto Kasihani, *English for Young Learners* (Jakarta, Bumi Aksara, 2007), 102.

2. Mobile Learning Application

Teaching and learning will be gladdened if using mobile learning applications. Remind that, students today more be expressive if using a mobile phone. Mobile learning application is both a new concept and one that has some familiar connotations.[20] While Traxler said in his journal that mobile learning can perhaps be defined as 'any educational provision where the sole or dominant technologies are handled or palmtop devices'.[21] The other definition according to Hidayat and Utomo said mobile learning is a service that gives general information electronically to the learner.[22] It is certainly implicated with learner mobility, in the sense that learners should be able to employ in educational activities without the restraints of having to do so in a hardly confine physical location.

As we know, mobile technologies become transforming the traditional ways of process learning into any time and particularly, anyplace education. In recent year, the implementation of mobile learning has a particular position between learners because can confirm the usability in learning vocabulary, grammar, developing the reading skill, and pronunciation. The especially purpose of this mobile learning was to help the teacher in teaching, to make an easy learning process in learning pronunciation (for students), and to teach the correct

---

[20] Agnes Kulkuska and John Traxler, *Mobile Learning a Handbook for Educators and Trainers* (UK: Routledge, 2005), 1.

[21] John Traxler, "Defining Mobile Learning", *IADIS International Conference Mobile Learning Journal*, 2005, 262.

[22] A. Hidayat and G. Utomo. "Open Source Based M-Learning Application for SupportingDistance Learning", *TELKOMNIKA,* 3 (2014), 657-664.

pronunciation (for students). Learning by mobile learning provides a variety of new learning for students. The students can utilize the gadget to access study material at any time and wherever they want.

There were many researchers had been conducted about mobile learning, but not all studies have addressed the use of Quick Response codes in education.[23] As far as pronunciation is concerned, the introduction of the mobile device helped the teacher to download audio that supports in developing his or her students' oral production. Besides, can help learners in developing their listening skill. There are so many materials in QR codes so that the material serves different types of learners.[24] The implementation of mobile learning applications can be fastly by using QR codes application. QR (Quick Response) has two-dimensional bar codes.

In the year 1994 Denso-Wave has developed the application of QR codes. QR codes provide information that can be stored 7,089 numeric characters, 4,296 alphanumeric characters, 2,953 binary bytes, 1, 817 Kanji characters, or a mixture of them. It stores information in both vertical and horizontal directions, the sample figure of QR codes as shown in figure 1.[25] QR codes were often scanned by smartphones to

---

[23] C. Law and S. So, "QR codes in Education", *Journal of Educational Technology Development and Exchange*, 2010, 3.

[24] N. S. Chen. et al., "Augmenting Paper-Based Reading Activities with Mobile Technology to Enhance Reading Comprehension. *WMUTE '10 Proceedings of the 2010 6th IEEE International Conference on Wireless, Mobile, and Ubiquitous Technologies in Education*, 2010, 201-203.

[25] Saida Ulfa, "Mobile Technology Integration into Teaching and Learning", *International Journal of Science and Technology*, 1 (Maret, 2013), 3.

reveal the information that they encode. That way information is shared precisely and with ease for each student.

Picture 2.0

QR Codes Model
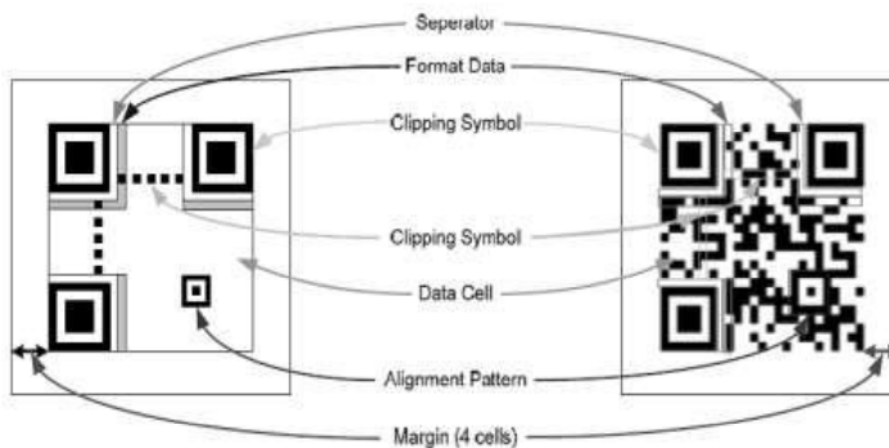
There were some procedures to use the digital access of Bright book. First, the user (teacher and student) must download the Erlangga Reader application from the Play Store. Second, scan the QR codes with Erlangga Reader suitable to the selected material. But, users can choose one of the methods to scan (scan by autoplay or scan by web player). If the users select web player the scanned will be saved in mobile whereas autoplay only plays one audio time.

Arif Bakla stated that by scanning the code attached to an object (e.g., table, board, window, door, and so forth), learners could not only hear the pronunciation of some vocabulary items but also study their meaning and see their use in context. Worksheets (e.g., those with some reading passages) could be enriched with audio pronunciations of particular words. Similarly, the audio versions of reading passages could

be attached in QR codes next to each paragraph, so that learners could shadow-read the passages and improve their pronunciation in this way.[26] This theory explained that using QR codes in teaching pronunciation could make or helped in pronounce the word better than before.

Besides, according to Hsin in the system usage procedures of the implementation mobile learning application of QR code. There were: first, the user uses the camera function and decoding software in the mobile device to decode the QR codes. Second, the mobile device decodes the OR code, obtains the Web address of the corresponding e-learning website, and links to the specific learning content. Third, within the specific learning content destination, the user can navigate through the interface using audiovisual material or audio guides.[27]

From those procedures the teacher should array the barcode with a mobile phone camera. The QR scanners that can be downloaded based on the mobile phone. Data can be encrypted in QR codes to give an understanding of information installed in the codes. There are many materials in the Erlangga book, that conform to the syllabus. The materials are about: interpersonal text (greeting, thankful, to apologize, and farewell), transactional text (introduction), asking for the time, identifying and mentioning things around us (various object, animals, and buildings), describing things around us, and interpreting the lyrics of

[26] Arif Bakla, "Quick Response Codes in Foreign Language Instruction: Practical Ideas and Strategies", *Inonu University Journal of the Faculty of Education,* 3 (2018), 756.
[27] Hsin Chih Lai *The Implementation of Mobile Learning in Outdoor Education: Application of QR codes* (British: British Journal of Educational Technology, 2013), 59.

the song. The material used in this research is 'describing things around us', suitable with the second-semester syllabus.

a. The Value of Mobile Learning[28]:

- It is influential to bring new technology into the classroom.

- Tools used are more lightweight than books and PCs.

- Mobile learning was often wont to diversify the kinds of learning activities students partake in (or a blended learning approach).

- Mobile learning supports the training process instead of being integral to it.

- Mobile learning was often a useful add-on tool for students with special needs. However, for SMS and MMS, this could be hooked into the students' specific disabilities or difficulties involved

- Mobile learning was often used as a 'hook' to re-engage disaffected youth.

b. The Benefits of Mobile Learning[29]:

- Relatively inexpensive opportunities, because the cost of mobile devices are significantly less than PCs and laptops.

- Multimedia amount delivery and creation options.

- Extended and situated learning support.

- The decrease in training costs.

- Potentially a more rewarding learning experience.

---

[28] Yousef Mehdipour and Hamideh Zerehkafi *Mobile Learning for Education: Benefits and Challenges* (India: IJCER, 2013), 97.
[29] Ibid., 97.

- Improving grades of literacy, numeracy, and participation in education amongst young adults.

- Using the communication features of a mobile phone as a part of a bigger learning activity, e.g.: sending media or texts into a central portfolio, or exporting audio files from a learning platform to your phone.

c. The Disadvantages of mobile learning[30]:

- Distracted learning, e.g.: students spend time in front of a screen to learn. Mobile learning must be regulated keeping in mind the other hours a student spends in front of a screen.

- Multitasking hurt recall of course material has also been found to be not conducive to recall and retention of material. Mobile learning should be built in a way that helps address distracted learning.

The inference from the explanation above was: First, the important value and benefit of mobile learning, are can bring new technology and potentially more rewarding learning experience. It means that, the teacher can develop the teaching strategy. The students can explore their potential by trying to exercise more often and students can involve their skill (listening, pronunciation, reading). Second, the disadvantaged teacher can overcome increasing learning reliance by giving a task (practice such as introducing or making performance) in front of their

---

[30] https: //elearningindustry.com/advantages-and-disadvantages-of-mobile-learning. Accessed on 5th March 2020.

friends. Students can not spend in front of a screen if they are accompanied by a teacher or their parents.

a. The Advantages of QR codes:

- The main advantage of a QR code is its versatility. QR codes can be used for anything and everything.

- Free, can embed many types of media, easy to use.

- Does not require an understanding of writing code, although if you can write code you can change the appearance to include a picture or logo within the QR code itself.

- A fun and effective way of delivering enhanced information directly and conveniently to users.

- Can track how many times the QR code is scanned for statistical purposes.

- Data Restoration: occasionally QR codes and bar codes become damaged or they may get dirty. The barcode reader will not be able to scan a damaged or dirty code. QR code can be scanned. Up to 30% of codewords in a QR code can be restored depending upon the amount of damage.

- Expert in Scan Position and Speed: Barcode must be scanned in the correct position. But QR code can be scanned from any position. This is due to the three-position detection patterns located in three corners of the code. The reader will locate these three detection patterns and know how to correctly read the code. This feature speeds up the time needed to scan objects.

b. The Disadvantages of QR codes:

- Lack of Awareness: One disadvantage of QR codes and perhaps the biggest problem is the lack of familiarity with the QR code among people.

- Expensive Smartphones and apps required: User needs to have a smartphone in order to use one. Along with the smartphone they also need a QR codes reader application.

- QR codes not default provided: QR codes reader are not preinstalled on most phones. It is installed by the user.[31]

3. **Pronunciation**

Pronunciation is a much more crucial and pervasive feature of communication than is generally accepted. Pronunciation is appropriate not solely for talking, but for communicating and making sense to other people, that is for making meaning in both an audible and an understandable form. In other definition, pronunciation is a clue to the speaker's origin, social background, personal and communal identity, attitudes, and motivations in speaking, as well as the role(s) and position(s) which the speaker is enacting in a specific communicative context.[32]

Phonetic and phonology are two main fields in the study of pronunciation. Phonetic is a wide-ranging field, and it does not

---

[31] Shaheen Sufyan and Rupesh C., "QR (Quick Response) Codes Application in Academic Libraries: Case study of KRRC (Central Library)", *Conference Paper Research Gate*, (December, 2013), 4-5.
[32] Martha C. Pennington and Pamela Rogerson-Revell *English Pronunciation Teaching and Research* (UK: Palgrave Macmillan, 2019), 8.

necessarily have a direct connection with the study of language itself. Phonetic refers to the study of speech sounds. Phonology, on the other hand, is primarily concerned with how we interpret and systematics sound. The study of the phonology of English presence at the vowels, consonants, and suprasegmental features of the language.[33]

In both of these aspects, pronunciation is the foundation of messaging in speech-through articulating words and their combinations in grammatical and discourse units and through projecting multiple facets of social and contextual meaning.[34] Based on Brown's theory, the orally produces differences among the English phonemes and allophonic variants.[35] From that theory, gave an interpretation of pronunciation is one of the types of classroom speaking (imitative performance). When the teacher teaches languages especially in pronunciation (vocabulary), at junior high school the feature (focus on) is the phonemes.

4. **Teaching Pronunciation at Junior High School**

The study of pronunciation has become a crucial aspect of teaching English as a foreign language. In the learning process, the student may face difficulty which is important to be described. Goodwin stated in teaching pronunciation, the goal of instructions threefold: to enable our learners to understand and be understood, to build their confidence in entering communicative situations, and to enable them to monitor their

---

[33] Gerald Kelly, *How to Teach Pronunciation* (UK: Longman, 2001), 9.
[34] Martha C. Pennington and Pamela Rogerson-Revell, *English Pronunciation Teaching Contemporary Perspectives* (UK: Palgrave Macmillan, 2019), 1.
[35] H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy: Second Edition* (San Fransisco: Longman, 2000), 272.

speech based on input from the environment.[36] To conclude these goals, he describes the tools need to teach pronunciation in a systematic and principled way.

According to Kelly, a lot of pronunciation teaching tends to be done in response to errors which students make in the classroom.[37] It seems that teaching is not prepared before. He adds that the fact that pronunciation tends to undergo neglect may not be due to the teachers' deficient interest in the subject or the lesson but rather to the feeling of confusion on how to teach it. However, pronunciation instruction needs to be learned to students. Moreover, in the basic competence of Junior High School, the students need to master linguistic competencies including pronunciation.

It means that the students need to reach that they are able to evolve the communication ability in form of spoken and written forms so that the students can reach the functional level. The functional level means that the students need to be able to overcome daily problems. So that, what the teachers need to implore in pronunciation instruction is basic activities for pronunciation.

a. Goals in Teaching Pronunciation

According to Morley, there are four realistic goals in teaching pronunciation, such as:[38]

---

[36] Janet M. Goodwin, *Teaching Pronunciation a Course Book and Reference Guide* (British: Cambridge University, 2001), 117.
[37] Gerald Kelly, *How to Teach Pronunciation* (UK: Longman, 2001), 13.
[38] M. Celce Murcia, *Teaching English as a Second or Foreign Language* (Singapore: Heinle & Heinle, 2006).

1) Functional intelligibility

   Intelligibility is defined as spoken English in which an accent, if present, is not distracting to the listener. Since learners achieve an accent-free pronunciation, we are setting our students up for failure if we strive for a native-like accuracy. So, it is fine for learners to still own their accent when they speak English.

2) Functional communicability

   It is the learner's ability to function successfully within the specific communicative situations he or she faces. If we teach how to employ pauses, pitch movement, and stress to achieve the communicative goals, they will have attained a great deal of "functional communicability".

3) Increased self-confidence

   Self-confidence should be possessed by students so that they can speak and be understood.

4) Speech monitoring abilities

   By teaching learners to pay attention to their own speech as well as that of others, we help our learners make better use of the input they receive.

To achieve these goals, an English teacher should create real-life context and provide suitable materials or media when the students learn how to pronounce correctly in the classroom.

b. Teaching Techniques

Kelly's theory offers several techniques and activities to improve students' pronunciation:[39]

1.) Drilling. Drilling is a basic way of practicing pronunciation in the classroom. The teacher gives the model first and students imitate what the teacher says. There are variations of drilling which can be done in the classroom. First, choral drilling is a way to drill the whole students. By doing this, students can build confidence. Secondly, chaining is one of the ways to help students' difficult sentences.

2.) Chaining is done through isolating certain parts of the sentence, modeling them separately for students to repeat, and gradually building the sentence up until it is complete. Thirdly, 'open pair' drilling, where, such as question and answer drills might be set up across the class, with one student, another responding, and so on. With drilling, the student can make sure of how they pronounce the words while their vocabulary is increasing.

3.) Minimal pairs and related activities. In minimal pairs activity, teachers provide students with pairs of similar words in which they have one or more different phonemes. In this activity, the students can realize that if they mispronounce one phoneme, the meaning of words can change.

---

[39] Ibid., 16-22.

4.) Pronunciation and spelling activities. These activities can help students to find a relation between how words are spelled and how to pronounce them. These activities can use homographs and homophones as references. Homographs are words that have the same spelling but different pronunciations (*Why don't you read this book? And I've already read it.*). Meanwhile, homophones are words that have the same pronunciation but different spelling (*right* and *write; their* and *there*).

5.) Taping students' English. Tapes can be made while students are engaged in language difficulties, but especially those concerned with pronunciation.

6.) Listening activities. Listening activities can bring authentic materials into the classroom. This activity can encourage students to notice features related to pronunciation.

7.) Reading activities. In reading activities, many teachers stage their activity by asking students first to do an exercise in order that students can get the gist of the text they are reading. In reading, the teacher can encourage students to read aloud the text and then he can monitor their pronunciation. Though there are pros and cons related to this kind of activity, Kelly guarantees us that reading aloud offers opportunities for the study of the links between spelling and pronunciation, of stress and intonation, and of the links between words in connected speech.

In MTsN 2 Jember, the teacher used drilling, pronunciation and spelling activities, and listening activities in teaching pronunciation by using QR codes.

5. **Teaching Pronunciation by Using Mobile Learning Application of QR: Codes**

According to So in Burhan Durhak, the most important aspect of mobile learning is the trilogy of 'location independence', 'time independence', and 'meaningful content'. These three basic features are among the characteristics of mobile learning, and they differ from e-learning and web-based learning due to these features.[40] Such audio recordings now can be accessed quickly and easily by students using mobile technology to scan paper resources for trigger images, such as QR codes, that link to supplemental materials. This relatively new technique of scanning links to multimedia content from paper or other physical objects is known as transmedia navigation.[41]

QR codes could be a part of language education. Aktaş and Çaycı support this by noting that the use of QR codes could have an influence, not only on educators and learners but also on learning processes, so it is wise to revise how to use QR codes in foreign language education. QR

---

[40] Gurhan Durhak, "QR Codes in Education and Communication", *Journal of Distance Education-TOJDE*, 4 (April, 2016), 46.
[41] Kathleen Murray Vigil, "Quick Response (QR) Codes For Audio Support In Foreign Language Learning", (Thesis, Boston University School of Education, Boston, 2017), 41.

codes with vocabulary activities could be pronunciation-oriented as well.[42]

QR codes made it easier to create personalized lessons and differentiated instruction especially for learners who need supplemental material, or English language support. Learners also had the opportunity to use their mobile phones to snap a picture of the QR code, get the materials they needed, and worked at their own pace, either individually or in groups.[43]

The main points for analysis (the variables) were the aspects of "user capability," "usefulness," "ease of use", and "attitudes and willingness to adopt." We used multiple regressions to develop a path for teacher willingness to adopt the QR code information system, the analysis results: the correlation coefficient of the effect of the ease of using the QR code information system on the QR code information system usefulness was 0.749. This indicates that the higher the perceived ease of using the QR code system a teacher displays, the more positive their attitudes toward the perceived usefulness of the QR code system are. The correlation coefficient of the effect of the QR code information system usefulness on the teachers' willingness to adopt the QR code information system was also high at 0.872. The results of this

---

[42] Arif Bakla, "Quick Response Codes in Foreign Language Instruction: Practical Ideas and Strategies", *Journal of the Faculty of Education*, 19, (November,2018), 756.
[43] Goh Lay Huah and Barry W. Jarrett, "Integrating QR Codes and Mobile Technology in Developing Listening and Speaking Skills in the Teaching of English Language", *Journal of University Penang Malaysia*, (October, 2016), 31.

study show that both the ease of use and the usefulness of the system have a significant positive correlation.[44]

6. **The Nature of Teaching English at Junior High School**

In teaching English at Junior High School, the teacher should teach the students based on the curriculum of 2013 which consists of two mind competencies these were core competence and basic competence. The curriculum of 2013 is the newest curriculum design at the beginning of 2013 was promoted by the Ministry of National Education and Culture, which must be implemented in Indonesia's formal education. The characteristic of the curriculum of 2013 these were:

a. Scientific Approach

In the curriculum of 2013, teaching-learning process used a new approach that was a scientific approach. This change is expected to be able to improve the teaching quality and the students' competencies including knowledge, skill, and attitude. Based on the Ministry of National Education and Culture, scientific approach consists of five steps for all lessons and it must be there in every meeting of learning. As below:[45]

1) Observing

The students are trained about seriousness, thoroughness, and searching for information.

---

[44] Hsin-Chih Lai. et al, "The implementation of mobile learning in outdoor education Application of QR codes", *British Journal of Educational Technology*, 44 (February, 2013) E61.

[45] Kementrian Pendidikan dan Kebudayaan, *Modul Manajemen Implementasi Kurikulum K13* (Jakarta: Direktorat Jenderal Guru dan Tenaga Kependidikan, 2018), 62.

2) Questioning

The students are expected able to develop creativity, curiosity, and the ability to formulate questions.

3) Experimenting

The students have to communicate with others and practice to appreciate the opinion from other friends.

4) Associating

Competencies that develop are honest, careful, disciplined, and hard-working. The students collect the data in some activities by using a certain aid.

5) Communicating

Students have to develop their ability to express the idea and practice their ability to use language.

b. Textbook

According to the Ministry of National Education and Culture law number, 71 year 2013 about lesson textbook and teachers' guideline textbook for elementary and junior high school, the government designs a textbook for instruction guidelines.[46] The textbook is provided for teachers and students namely *When English Rings a Bell*. The teacher textbook consists of four chapters. The students' textbook consists of some chapters in which each chapter contains the material including the exercise for students, classroom language, and glossary.

---

[46] Menteri Pendidikan dan Kebudayaan Republik Indonesia, Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 71 Tahun 2013 tentang Buku Teks Pelajaran dan Buku Panduan Guru untuk Pendidikan Dasar dan Menengah, 1.

c. Syllabus and Lesson Plan

The design of the syllabus and lesson plan is comprehensively stated in the appendix of the law of the Ministry of National Education and Culture number 65 the year 2013, 3rd Chapter. The instruction plan is designed in form of the syllabus and lesson plan which refers to the content standard. The design of a syllabus and lesson plan refers to the approach adopted.[47]

Although the syllabus and official textbook have already been designed and provided by the government, teachers have a responsibility to design the lesson plan based on the students' needs. A lesson plan should be made before the instruction process runs.[48]

It can be concluded that the teacher should teach the students based on the curriculum of the 2013 which consists of two mind competence namely core competence and basic competence. The character of 2013 curriculum in ELT is described in some essential characteristics such as using a scientific approach in the instruction process, centralized syllabus design by government and providing guideline textbooks for teachers and students.

---

[47] Menteri Pendidikan dan Kebudayaan Republik Indonesia, Lampiran Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 65 Tahun 2013 tentang Standar Proses Pendidikan Dasar dan Menengah, 5.
[48] Kemndikbud, *Kurikulum K13*, 137.

7. The Evaluation of Teaching Process

Assessing is an ongoing process that encompasses at much wider domain.[49] Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconciously makes an assessment of the students' performance. There are some purposes of assessment. First, assessment is to increase in continuous learning process (formative). Second, it is to give feedback for the students on their progress or achievement (summative). Third, it is to identify students' need to be supported (diagnostic).[50]

Formative assessment means evaluating students in the process of "forming" their competencies and skills with the goal of helping them to continue that growth process. The key to such formation is the delivery (by the teacher) and internalization (by the student) of appropriate feedback and performance, with an eye toward the future continuation (or formation) of learning.[51] According to Mansyur et al, formative assessment is carried out at the end of each discussion of a topic and it is intended to the extent of the learning process has proceeded as planned at the beginning of the activity.[52]

Summative assessment aims to measure, or summarize what a student has grasped, and typically occurs at the end of a course or unit of instruction. A summation of what a student has learned implies looking

---

[49] H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (San Fransisco: Longman, 2003), 4.
[50] Jean Brewster, Gail Ellis, Dennis Girard, *The Primary English Teacher's Guide* (China, Penguin English, 2003), 245.
[51] Ibid., 6.
[52] Mansyur et al, *Assessment Pembelajaran di Sekolah* (Yogyakarta: Pustaka Pelajar, 2015), 14-15.

back and taking stock of how well that student has accomplished objectives, but does not necessarily point the way to future progress. Final exams in a course and general proficiency exams examples of summative assessment.[53] Diagnostic assessment is the assessment to diagnose specified aspects of a language. This kind of assessment can help teachers determine what to teach and help in the selection of suitable interventions. Based on the purpose of assessment above, the teacher did the formative assessment (the teacher gives the students post test after teaching-learning process) and the diagnostic assessment (the teacher diagnose the students' intelligibility in pronunciation).

---
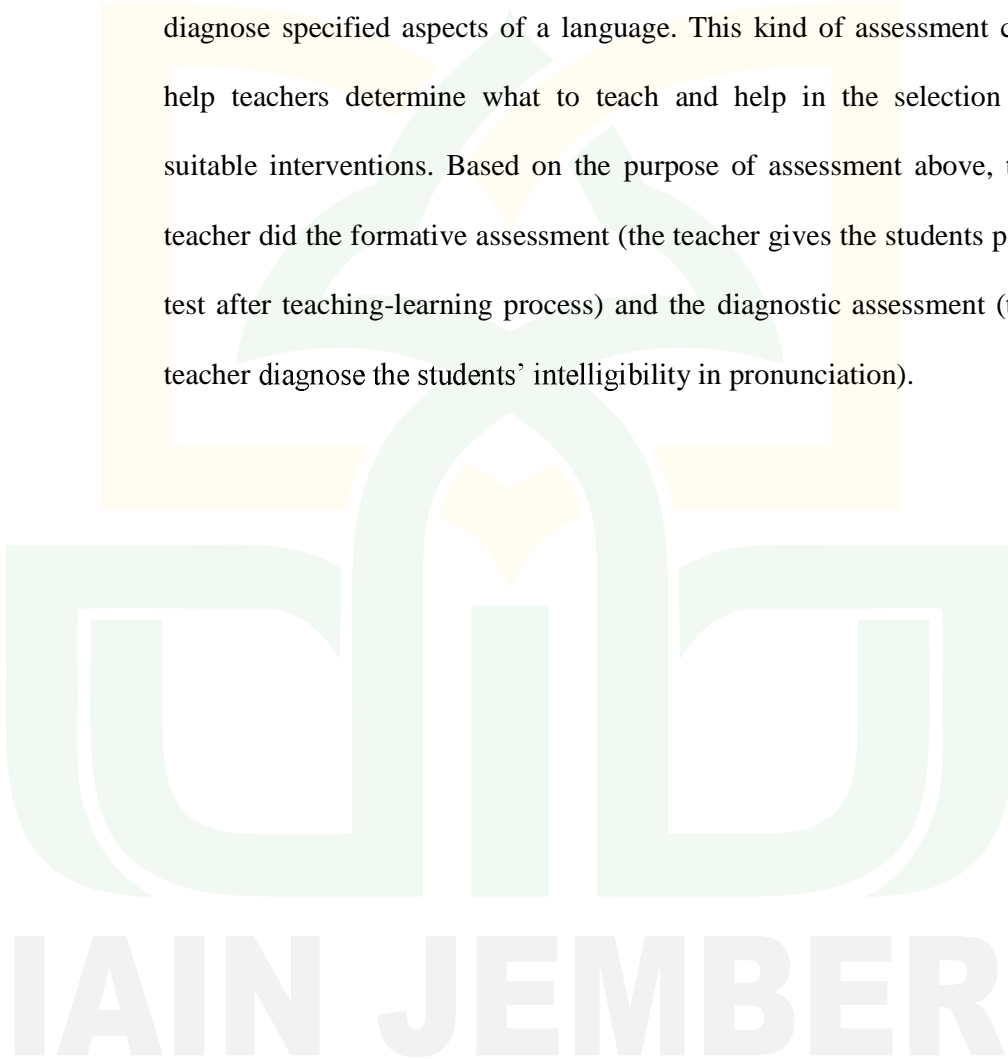
[53] Ibid., 6.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methodology. It consists of seven sections: Research Design, Place of the Research, Subject of the Research, Data Collection Technique, Data Analysis, Data Validity, and Research Procedures.

A. Research Design

This study used a qualitative research design. Qualitative research is a situated activity that locates the observer within the world. It consists of a group of interpretive, material practices that make the world visible. [54] These studies change the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self. At this level, qualitative research requires an interpretive naturalistic approach to the world. This differs from quantitative research which attempts to gather data by objective methods to provide information about relations, comparisons, predictions, and attempts to remove the investigator from the investigation.[55] That gives meaning, the qualitative researchers do their study in a real setting which needs data collection such as interview, observation, artifacts, etc. to describe the problematic moment and meaning of live research.

---

[54] Norman K. Denzin and Yvonnas S. Lincoln *The Sage Handbook of Qualitative Research Third Edition* (London: Sage Publications, 2005), 3.
[55] Prashant Kumar Astalin, "Qualitative Research Designs: A Conceptual Framework", *International Journal of Social Science & Interdiciplinary Research*, 2 (March, 2013), 119.

In this study argues, the argument is to explain how the implementation of using mobile learning applications (QR codes) in teaching pronunciation. In interpreting the rich data, this study expends a descriptive approach.

B. Place of the Research

This study was carried out at year seven of MTsN 2 Jember which was located at Merak Street no. 44b, Patrang-Jember. The researcher chose this school because the English teacher applied this learning application in teaching pronunciation.

C. The Subject of Research

The researcher conveyed the types of data and sources of data. This description included what the data collected, who was going to be the informant or research subject, how to collect the data and capture in order to guarantee the validity of data.[56] The subjects of the research were an English teacher and year seven students of MTsN 2 Jember. The researcher chose seven A class of MTsN 2 Jember, because the teacher taught at that class. The researcher also chose three students as the research subject because of some considerations. First, they were smart in the class. Second, they were very active in the class.

D. Data Collection Technique

In this part, the researcher was outlining the data-collection technique that could be used. The technique used in this research were:

---

[56] Tim Penyusun IAIN Jember, *Pedoman Penulisan Karya Ilmiah* (Jember: IAIN Jember Press, 2018), 46-47.

1. Observation

Observation is that the process of gathering open-ended, firsthand information by observing people and places at a research site.[57] Sarwono states that observation to recording the events, behaviors, objects in view, and other things that need support in the research.[58] The observation technique can be divided into two kinds, namely participant observation and non-participant observation.

In this research, the researcher used non-participant observation to observe the seventh-grade students of MTsN 2 Jember where the researcher only observed what the teacher and students do in the class without teaching or being students there. By doing this observation, the researcher could see the teacher's technique in teaching English and the students' activities in the class. Then, the researcher had been researched the teacher's implement QR codes learning in teaching pronunciation.

2. Interview

An interview is a kind of verbal communication, which aims to get information. Sugiyono's theory, the interview is one of the data collection methods which the researcher becomes an interviewer who asks a question to the people interviewed in direct communication to obtain information from the interview.[59] From the theory mentioned, the researcher could

---

[57] John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (Boston: Pearson, 2012), 213.

[58] Jonathan Sarwono, *Metode Penelitian Kuantitatif & Kualitatif* (Yogyakarta: Graha Ilmu, 2006), 224.

[59] Sugiyono, *Metode Penelitian Kualitatif* (Yogyakarta: Ar Ruz Media, 2006), 137.

explore the important questions that have not been thought of in the research plan.

In this research, the researcher used a structured interview to get the desired data. So the informants could answer the interviewer's piece. The data that the researcher obtained by using the interview technique were: First, the goals of implementing mobile learning in teaching pronunciation by using QR: Codes. Second, the material used in teaching pronunciation by using QR: Codes. Third, the students' responses after being implemented mobile learning application in teaching pronunciation by using QR: Codes. Fourth, the achievement of the students' pronunciation after being implemented mobile learning.

3. Document Review

Document review is a process that provides the researcher with a systematic procedure for identifying, analyzing, and deriving useful information from these existing documents.[60] Documents contain public and personal records that qualitative researchers obtain a few site or participants during a study, and that they can include newspapers, minutes of meetings, personal journals, and letters.[61] The purpose of this data to review a variety of existing sources with the intention of collecting independently verifiable data and information.

---

[60] Witkin, B.R., & Altschuld, J.W, "Planning and Conducting Needs Assessments: A Practical Guide", International Journal WBI Evaluation Group, (2007), 1.
[61] John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (Boston: Pearson, 2012), 223.

The documents related to this research such as First was public research collected as an attendance list of the students. Then, the second was private research collected the document review as a personal journal, lesson plan (RPP), syllabus, and letter of research permits.

E. Data Analysis

This section explained how the researcher drew the processing data techniques such as tracking, setting, and data classification. According to Miles and Hubberman theory, there are three types:[62]

1. Data Condensation

    Data condensation refers to the method of choosing, focusing, simplifying, abstracting, and or transforming the data that appear within the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials. The researcher used data condensation by categorized, made abstraction from field notes, interview, and documentation to identified the similar ones to tell all the analytic choices.

    In this process, the researcher managed the data or information to get the important points related to the research.

2. Data Display

    The second major flow of study activity is data display. Generically, a *display* is an organized, compressed assembly of data that allows conclusion drawing and action. The information and

---

[62] Matthew B. Miles, A. Michael Hubberman, and Johnny Saldana, *Qualitative Data Analysis A Methods Sourcebook Edition 3* (London: Sage Publication, 2014), 12-13.

description of the data were about teaching pronunciation by using the mobile learning application of QR codes, which included the learning objective, teaching procedures, learning material. The researcher displayed the data by using a description based on the field notes from the observation, interview, and document review.

3. Conclusion Drawing and Verification

The third stream of study activity is conclusion drawing and verification. From the beginning of data collection, the qualitative analyst is starting to decide what things mean-is noting regularities, patterns, explanations, possible configurations, causal flows, and propositions. The competent researcher holds these conclusions lightly, maintaining openness and skepticism, but the conclusions are still there, inchoate and vague at first, then increasingly explicit and grounded. The researcher had drawn the conclusion of the observation to know the teaching pronunciation by using the mobile learning application of QR code. In this step, the researcher concludes the research after analyzing all of the data.

F. Data Validity

In this part, explain the researcher's effort to acquire the validity of data obtained in the field. To obtain legitimate data, the researcher needs data validity techniques such as the presence extension of the researcher, in-depth observation, triangulation, member check, etc. This research used triangulation to bear out the data. There were three kinds of triangulation:

the source of triangulation, triangulation data collection techniques, and time of triangulation.[63]

1. The source of triangulation is to examine the credibility of data which was obtained from checking multiple sources. The result of data can be described, categorized then which view is the same or contrast from the sources. The data was analyzed came to the conclusion, then member checking with the sources.

2. The technique of triangulation is to examine the credibility of data which was obtained from checking the same sources by contrast technique. Example data obtained by means of the interview, observation, documentation, or questionnaires. If a find the contrast result of data from these techniques. The researcher took the discussion with the sources, to make sure of the data.

3. The time of triangulation is how the researcher can manage the time allocation, give an impact on the credibility of data. Example data that was done by interview technique in the morning, will give valid and credible data.

In this study, the researcher used sources of triangulation and the technique of triangulation. In the source of triangulation, the researcher used the result of the interview. Then, the researcher can examine the same data, to get the credibility of data. The technique of triangulation

---

[63] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta, 2018), 273-274.

is used to check the data from the same sources by different techniques.

G. Research Procedures

This section explains research programs, starting with the preliminary research, design expansion, factual research, and till the end of the writing report. There are three steps of this research:[64]

1. Pre-field research phase

   The Pre-field research phase is the phase where it is determined what must be done before a researcher enters the field of the research object.

   a. Arrange a research design

   In compiling this plan the researcher established the following such as the title of the research, the purpose of the research, the focus of the research, the benefits of the research, the object of the research, and the method used.

   b. Choose the research location

   Before conducting the research, a researcher must choose the research field. The chosen research field was at MTsN 2 Jember.

   c. Finishing the agreement

   Before conducting the research, the researcher asked for the license letter to the campus. Then, the researcher could

---

[64] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta, 2018), 274.

immediately carry out the stages of research after getting permission to conduct research at the site.

d.   Determining the informant

    After being given permission, the researcher began to explore and assess the field to better know the background of the research object. This was done in order to make it easier for the researcher to get the data.

e.   Plan the research instrument

After that, the researcher prepared the equipment needed in the study before diving into the field starting from preparing the notebooks, paper, and etc.

2.   Field research phase

The next pace was to carry out the research. In caring out this phase, the researcher collected the data needed by using several methods, including the observation, interview, and document review those were to get complete the data

3.   Post-field research

The last step was to analyze the whole data and then described it in the form of a report and consulted it with the supervisor. This activity continued to be carried out by the researcher so the supervisor gave the stated result of this study were ready to be tested.

CHAPTER IV

RESEARCH FINDING AND DISCUSSIONS

This chapter is to report the result of the research. It consists of research findings and discussion based on the analysis of collected data. The findings and the discussions were about the implementation of mobile learning applications in teaching pronunciation at year seven students of MTsN 2 Jember.

A. Description of the Research Object

1. The Brief History of MTsN 2 Jember

MTsN 2 Jember is the technical operations unit of education in the environment of the Ministry of Religion was in charge of the Regional Office of the Ministry of Religion. This school was established by decree of the religious minister of the Republic of Indonesia number 16 on the 16th of March 1978, with the publication of the decree that this formal school change is effective and recognized as existing state MTS 2 Jember. With 359 students divided into 9 classes, nurtured by 1 madrassa chief and 13 teachers and 2 employees, based on a letter from the head of Islamic religious education number 61/WTD/1981 on 15th of July 1981 the building corporate with PGAN Jember. There have been several changes in the school leadership (headmaster), as follow:[65]

a. H. Anang Saleh, BA

b. Drs. Ismun As

---

[65] Document review, *MTsN 2 Jember*, March 18th 2020.

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

c. Drs. H. Achmad Ma'mur, SH

d. Drs. Machrus

e. Drs. Kasmiri

f. Drs. Moh. Sholeh

g. Drs. H. Musthofa

h. Drs. Imam Syafi'i, M. Pd. I

i. Drs. Asyhar, M. Pd. I

j. Dra. Nurul Faridha – current

In the face of the nine years of compulsory education as mandated in the UUD 1945 and all its changes, MTsN 2 Jember is more organized to improve teacher competency and the ability of administrative staff in the framework of implementing the 2006/ KTSP curriculum and 2013 curriculum. In the year 2011, MTsN 2 Jember followed the Accreditation carried out by the National Madrasah Shcool Accreditation Board (BAN-S/M) obtained a rating of 94 A. In its the development of MTsN 2 Jember opened the program:

1. Full-Day School (in academic year 2010/2011)

2. Flagship Class Program (in academic year 2010/2011)

3. Acceleration Class (in academic year 2011/2012)

4. Full-Day School with deepening of English material (2012/2013)

5. Acceleration Class (in academic year 2014/2015)

6. Semester Credit System (in academic year 2015/2016)

In the implementation of education with the Semester Credit System (SKS), technically it refers to the Decree of the Director-General of Islamic Education Number 3364 of 2015 concerning the technical guidelines for organizing the semester credit system at *Madrasah*. Based on the Decree of the Director-General of Islamic Education Number: DJ.I/ 590/ 2012 dated 23rd May 2012 concerning the Establishment of Parent Madrasah for the One-Roof Madrasah Tsanawiyah (MTs-SA) Australia Program of Indonesia Basic Education Program (AIBEP), then MTs 2 Jember was designated as Parent from Filial Madrasah (MTs SA Balung-Jember).

2. **The Profile of MTsN 2 of Jember**

Table 4.0

The Profile of MTsN 2 Jember

No	School Identity	
1	School Name	MTsN 2 Jember
2	NSM	121135090002
3	NPSN	20581534
4	Telphone Number	0331-482926
5	E-mail/ Website	mtsnjember2.com
6	Address	Jl. Merak No. 11 Slawu
7	Sub-distric	Patrang
8	Regency/ City	Jember
9	Province	East Java

10	Country	Indonesia	
11	Geographical Position	-8.1558000	Across
		113.6910000	Longtitude

Table 4.1

The Students Situation of MTsN 2 Jember

In Academic Year 2019/2020

Class	Quantity of Gender		Quantity of Student	Quantity of Class
	L	**P**		
VII	127	126	253	8
VIII	88	120	208	7
IX	132	122	254	8
Total	347	368	715	23

3. **Organizational Structure of MTsN 2 Jember:**

1. Committee   : DR. H. Muhaimin Suhermin, M. Pd

2. Headmaster   : Dra. Nurul Faridha

3. Education Consultant :

a. Administration   : Nikmatul Masykuroh, S.Ag

b. Chamberlain   : Laili Suryanah, S. Pd

c. Curriculum   : Marti, M. Pd

    1. Learning Service   : Laili Suryanah, S. Pd

    2. Information   : Hosnan, S. Pd

    3. Full Day   : Qurratulaini, S. Pd

    4. Lab. of Science   : Fathur Rosi, M. Pd

    5. Library   : Dra. Titik Fauziyah

    6. Lab. of Computer   : Arif Setyo Purnomo, S. Pd

4. Public Relations   : Ani Kuntariani, M. Pd

    a. Human Resources   : Anik Rumpiati, S. Pd

    b. Quality Development : Rika Nurul B., S. Si

5. Counseling   : Laili Suryanah, S. Pd

6. Infrastructure   : Junaidi Rahman, S. Pd

    a. Building   : Agus Suprayitno, S. Pd

    b. Green   : Dra. Nur Indah Rahmawati

7. Citizenship   : M. Abi Sholeh, M. Pd. I

8. Administration   : Menok Nanik, S. Pd

9. Order   : M. Nur Hafidz, S. Pd. I

                 Muh. Safihan R, S. Pd

10. Religious   : Ulil Farhah, S. Ag

11. Healthy   : Dra. Siti Fatimah

Source: Document review 2019

4. **The Geographical Location of MTsN 2 Jember**

MTsN 2 Jember was located at Jl. Merak 11 Slawu, Patrang, Jember Regency-East Java. Geographically, the location of this school is quite conducive for education, because there are some schools around MTsN 2 Jember such as SMPN 7 Jember and MAN 2 Jember.

5. **Vision and Mision of School**

a. Vision

" The Formation of Religious People, Professional, Competitive"

b. Mision

To realize the vision, MTsN 2 Jember determines several strategic steps through the school's mission:

1. Foster appreciation and practice of Islamic teaching and national culture as a source of wisdom and action;

2. Develops the academic and non-academic potential of students, optimally according to their talent and interest through a quality learning process;

3. Implement the learning and guidance effectively, innovative and quality to students as capital to continue to a higher level of education.

B. **Research Finding**

The research findings were taken from the result of the implementation of the observation of teaching-learning process, interview, and documents related to the research. These the explanations:

1. **The Goals of The Teaching Pronunciation by Using Mobile Learning Application of QR Codes**

A successful teaching-learning process is when the teacher can accomplish the goal of teaching. The goals of teaching are planned before the teaching-learning process. Here the teacher used a mobile learning application of QR: codes as the media in teaching pronunciation. Mobile learning application is an educational media that can be used in teaching pronunciation. In this interview, the English teacher explained the goals of teaching pronunciation by using mobile learning application of QR:Codes as below:

> "The learning objectives should related to the Core Competence and Basic Competence. By using mobile learning application of QR:codes as media in teaching pronunciation, I aim to improve students' pronunciation because as beginners in English. And by listening to native speaker much, the students will know the mistakes. Mobile learning application is suitable for teaching pronunciation, because the students can learn how to pronounce the word (vocab) correctly. The media can facilitate me in assisting the material and can make the students more confident and interest in learning English, especially in pronunciation (describing things)." [66]

According to the interview above, the teacher defined the goals of teaching which were related to the Core Competence and Basic Competence. In the teaching pronunciation by using a mobile learning application of QR: code, the teacher purpose was to make them pronounce vocabulary easily, and correctly because the students felt difficulty in pronouncing the words when they read the short text.

---

[66] Agus Suprayitno, *Interview*, Jember, February 14th 2020.

Actually, the use of the mobile learning applications in the teaching process could help the teacher persuade or motivate the students in pronouncing the word correctly.

Before teaching learning process, the teacher should make the lesson plan. A good lesson plan contains lesson objectives, learning activities, and assessment to evaluate the students' understanding. These learning objectives had been written in the lesson plan as in the picture below:

Picture 4.0
Learning Objective of Teacher's Lesson Plan

TUJUAN PEMBELAJARAN
Setelah pembelajaran diharapkan peserta didik mampu:
1. Melalui penjelasan guru, peserta didik dapat menerima materi tentang Deskripsi Benda
2. Mendemonstrasikan sifat orang, binatang, dan benda yang terdapat di rumah, sekolah, dan sekitarnya sesuai konteks yang tepat.
3. Menyebutkan dan mengucapkan kosakata mengenai decribing things dengan baik.
4. Membandingkan teks interaksi transaksional terkait sifat orang, binatang, benda yang dapat dibedakan penggunaannya.
5. Memberi pendapat dari hasil diskusi kelompok, setelah melakukan refleksi proses belajar.

In the learning objective above, the students were expected to be able in learning the material about *Describing Things*. The students were able to demonstrate the characteristic of people, animals, and things in the house and in the school and around him/her. The students can mention and pronounce the vocabulary about describing things. The students can compare the transactional text about describing people, animals, and things. Then, the students can give the opinion from the result of the discussion.[67]

---

[67] *Document Review,* MTsN 2 Jember, March 18th 2020

In the field, the teacher started the teaching-learning process by greeting and praying together. Before starting the class, the teacher told the students about the learning objective or the goal of the teaching-learning process. The teacher said that the goals of teaching and learning pronunciation here are: first, the students were able to learn about the describing things material; second, the students were able to demonstrate the characteristic of people, animals, and things around him/her; third, the students were able to know how to pronounce the word (vocab) correctly, the students more confident and interest in learning English, especially pronunciation; fourth the students can compare transactional text about describing people, animals, and things in English class; fifth, the students can give the opinion from the result of the discussion.[68]

Based on the interview, document review, and observation above were strengthened by the student. R.A.R said:

> "*Sebelum memulai materi pelajaran, pak guru menjelaskan kepada kami mengenai tujuan pembelajaran. Tujuan pembelajaran yang telah beliau jelaskan pada materi Describing Things, seperti: siswa dapat menerima materi tentang Describing Things; kami dapat mendemonstrasikan sifat orang, binatang, dan benda yang berada disekitar kami; selain itu, kami dapat menyebutkan dan mengucapkan kosakata tentang Describing Things.* (Before started the material of lesson, the teacher explained us about the objectives learning. The objectives learning was explained by the teacher such as: the students were expected to be able in learning the material about *Describing Things*; we were able to demonstrate characteristic of people, animals, and things around us; furthemore, we can mention and pronounce the vocabularies about Describing Things)."[69]

---

[68] *Observation*, MTsN 2 Jember, February 14th 2020
[69] R.A.R, *Interview*, Jember, February 14th 2020.

In conclusion, the goals of the implementation of mobile learning application (QR code) in teaching pronunciation were: First, the students were able to learn about the describing things material; Second, the students were able to demonstrate the characteristic of people, animals, and things around him/her; Third, the students were able to know how to pronounce the word (vocab) correctly, the students more confident and interest in learning English, especially pronunciation; Fourth, the students can mention and pronounce the vocabularies about describing things; Fifth, the students can compare transactional text about describing people, animals, and things in English class; Sixth, the students can give the opinion from the result of the discussion.

2. **The Material Used in The Teaching Pronunciation by Using Mobile Learning Application of QR Codes**

The important instrument in teaching is the material of learning. The material is an instrument to describe the purposes teacher used to deliver instruction. The material of learning also can support student learning and increase student success. Based on the classroom observation, the material used by the teacher in teaching pronunciation by using Mobile Learning Application is about Describing Things. The English teacher stated that:

> "I taught Describing (things around us and some adjective) was suitable in the syllabus of seventh-grade (basic competence number 3.5 and 4.5) there was included the pronunciation and descriptive text. These materials are suitable with seventh grade, especially in teaching pronunciation by using moblie learning application as the media. Ya, both pronunciation and descriptive text are included in

syllabus of seventh grade of junior high school. Then, I resume that teaching pronunciation needs real example how to pronounce it. Mobile Learning Application facilitates us with it."[70]

From that statement, Describing Things taught the students to heeded and knew more about the objects around them. The material should be included in the syllabus. The material chosen by the teacher was convenient in teaching the students' pronunciation by using a mobile learning application, in which the students had to pronounce by mention and demonstrate the vocabularies they got when listening to the native speaker (the sound from the barcode).

That statement was accepted by the observation of the research, that can be found in the textbook and the material such as in the pictures below:

---

[70] Agus Suprayitno, *Interview*, Jember, February 14th 2020.

Picture 4.1
Textbook and The Material Used in Teaching Pronunciation by Using
Mobile Learning Application

Based on the pictures above, the teacher has used two books, they were *"Bright an English"* and *"When English Rings a Bell"*. The Bright an English book was used for the learning and exercise of students. While, When English Rings a Bell book was used for the compulsory book. It was

from the Ministry of National Education and Culture. For the material used by the teacher in implementing mobile learning applications in teaching pronunciation was about Describing Things. Describing is the material taught at the year seven students of junior high school, which included in chapter X entitled *Describing Things* and chapter V entitled *It's a Beautiful Day!* (When English Rings a Bell book).[71]

The vocabularies wich had learnt by the students such as:[72]

a. The words are often used to describe size: big, small, long, short, and tall.

b. The words are often used to describe the material of things: plastic, steel, fiber, fabric, iron, alumunium, wood, wax, and leather.

c. The words are often used to describe how things are: soft, fluffy, fragile, rough, flexible, useful, smooth, strong, and beautiful.

In the lesson plan, it the material discussed in teaching pronunciation by using mobile learning application of QR: codes, as below:

---

[71] *Observation*, MTsN 2 Jember, February 14th 2020.
[72] Nur Zaida, *Bright an English* (Jakarta: Penerbit Erlangga, 2016), 130-131.

Picture 4.2
Learning Material in the Teacher's Lesson Plan

MATERI ESENSI

Lingkup Materi:
Konsep dan objek kajian ilmu bahasa.
Materi:
Describing Things (fungsi sosial, struktur teks, unsur kebahasaan, dan topik).
Materi Esesnsi:
-Fungsi sosial seperti, siswa mampu menyimak, menirukan, menyebutkan sifat orang, benda dan binatang dengan tepat.
-Struktur teks seperti, memulai (*Your couch is very comfortable.*) dan menanggapi (*Thank you, I like this couch too*).
-Unsur Kebahasaan seperti, a.Pernyataan dan pertanyaan terkait sifat orang, benda, binatang. b Kosa kata, terkait dengan ciri fisik (a.l. red, big, dark, loud), selera (a.l. nice, beautiful, cute), mental (a.l. clever,

smart), psikologis (a.l. happy, sad, disappointed, angry, wild), budi (a.l. kind, good, polite).
c.ucapan, tekanan kata, intonasi, ejaan, tanda baca dan tulisan tangan.
-Topik, sifat dan keadaan orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar siswa yang dapat menumbuhkan perilaku yang termuat di KI.

Based on the lesson plan above, it could be seen that the essence of material were the text structure, the language features, and the topic about describing, in which the students should describe something by using description words that related to the material.[73]

The interview, observation, and the document review above were could be evidenced by the student, A.P said:

---

[73] *Document Review,* MTsN 2 Jember, March 18th 2020.

> *"Pak Agus, memberi kami materi tentang describing things. Sebelum pelajaran pak guru meminta kami mendengarkan suara dari barcode yang ada di buku Bright an English. Saya merasa mudah mengucapkan kosa-kata setelah mendengar dan mengulangi suara dari barcode.* (Mr. Agus gave us the material about describing things. Before learning process the teacher asked us to listen the voice from the barcode of Bright an English textbook. I felt easy to pronounce the vocabularies after listening and drilling the sound from the barcode)."[74]

According to the statement above, the material taught by using the barcode (mobile learning application of QR: codes) could help the students to pronounce the words (vocabularies) from that material.

Based on the interview, observation, and document review above, the researcher concluded that the material used by the teacher was about Describing Things as mentioned in the Bright an English textbook, was which based on the syllabus for year seven. Some words that should be pronounced by the students were: big, small, long, short, tall, plastic, steel, fiber, fabric, iron, alumunium, wood, wax, leather, soft, fluffy, fragile, rough, flexible, useful, smooth, strong, and beautiful. The teacher's ability was required to make the media appropriate with the material to be taught. The main focus in teaching pronunciation was to explore the speaking skill. Based on the Basic Competence the students were able to give and ask the information about people appearance, animals, and things.

---

[74] A.P, *Interview*, Jember, March 10th 2020.

3. The Procedure of Mobile Learning Application (QR codes) in Teaching Pronunciation

The researcher interviewed the teacher to know the process of teaching learning. Talking about the procedures of teaching, the teacher explained the procedures of the teaching pronunciation by using mobile learning application of QR:code, he said:

> "The procedure when I taught pronunciation included three steps: First, the opening, in the opening I gave the salam and led the pray. Then, I called out the students' name to check their presence and after that I explained the learning objective; Second, was the main activity. when I was implementing the mobile learning application I prepared the tools such as; mobile phone and power cable of the sound system. I scanned the barcode of Erlangga textbook which conform with the material used. Then, listened to the native speaker together then we repeated after the speaker. After that, students practiced one by one or we made a group into three groups to pronounce the vocabulary about Describing Things loudly. I would corrected my students when they incorrect in pronounce. Then, to anticipate the crowded class as the teacher, I must be able to manage the class well in order the students do not make much noise. I asked to the students to read the book and gave them the opportunity to ask questions. Afterward, the students made the discussion among their group (in their groups, the students are able to describe things). In the final disscusion the students can made the presentation in front of the class; Third, was the closing. In the closing I and my students made the conclusion of the learning result. Then, we prayed together and had salam."[75]

Based on the interview above, there were three steps of the implementation of teaching pronunciation by using mobile learning application QR: Codes. They were: opening, main activity, and closing. From that interview it could be known that the teacher prepared the mobile learning application of QR: Codes as the media in teaching pronunciation.

---

[75] Agus Suprayitno, *Interview*, Jember, February 14th 2020.

At the beginning of teaching, teacher scanned the barcode of Erlangga textbook to get the material. After that, the teacher and students listened to the native speaker and repeated. The students were divided into three groups. The teacher as the center also kept the class along the teaching learning process.

The observation in the field research supported as in the picture below:

Picture 4.3
The Process of Mobile Learning Application (The Teacher and Students Listening to The Sound Speaker)


In the picture above, the teacher explained the students' learning process and the media's instructions by the modelling the way of applying the media. The students as the listeners must listened the media carefully. If the students were noisy or inconsiderate, the media run not effectively.

During the process of teaching learning, the teacher rate the previous lesson of English lessons such as vocabulary. Then the teacher started the lesson, the teacher directly asked to the students to come in front of the class and asked about the material which had been given time ago (especially asked the vocabulary they had). The teacher began with mobile learning application in teaching pronunciation. The students looked at the material in the textbook. Meanwhile the teacher prepared the media (phone, cable, and textbook). When the media was ready, the students listened what they hear from the sound speaker (the sound of barcode). The teacher played the QR Codes of the sound three until four times.

After that, the students pronounced the vocabulary together with the teacher, the material about describing around them. For example, they pronounce the words "short", "big", "aluminium". They repeated the vocabulary three times. While the teacher listened carefully, and he found the students' error in pronounce the words such as "aluminium" and "rough", the teacher immediately corrected by explaining the correct pronounce. So the students followed the teacher's pronounce. The last, the teacher asked some students to came forward one by one and pointed representation of each group to pronounce the vocabulary about Describing Things. The teacher implemented this strategy in approximately 20 minutes. Besides, the implementation of mobile learning applications should be encouraging students to be more fluent and

accuracy in pronounce the vocabularies.[76] During teaching learning process, the students so enthusiastic when the teacher implement this strategy. Most of the students felt motivated to learn English especially in pronunciation because they felt helped by using QR codes (the sound of native speaker).

In the lesson plan arranged by the teacher, there were three steps in the teaching pronunciation by using mobile learning application. They were: opening, main activity, and closing as the picture below:

---
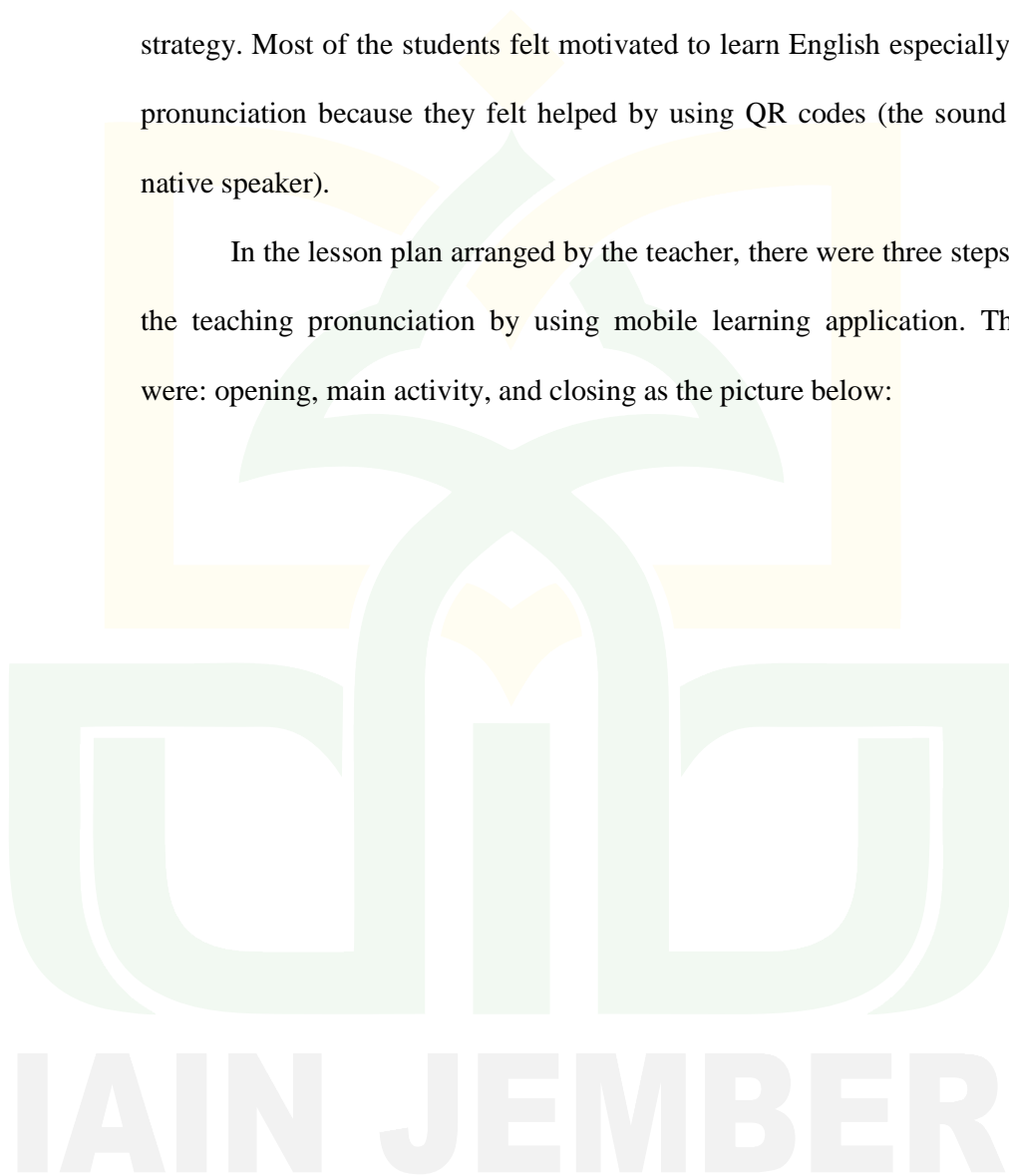
[76] *Observation*, MTsN 2 Jember, February 14th 2020.

Picture 4.4
The Teacher's Lesson Plan
KEG. PEMBELAJARAN

- **Pertemuan Ke-1**
- **Kegiatan Pendahulan**
- Salam dan doa
- Apersepsi
- Memulai dengan ice breaking untuk menyemangati siswa.
- Kesepakatan belajar antar guru dan siswa
- Guru menyampaikan indikator pencapaian kompetensi
- Guru menyampaiakan lingkup penilaian, yaitu: aspek pengetahuan dan keterampilan
- **Kegiatan Inti**
- Guru memfasilitasi kegiatan pengamatan dan membagi 3 kelompok kecil **Mengamati**
- Guru memulai dengan activity 1 halaman 130-131 (dengan memutar barcode) buku Bright an

English Erlangga kelas VII K3 revisi.
- Siswa mendengarkan dan mengulang kosa-kata dari barcode activity 1. (dengan dipandu oleh guru).
- Siswa **menyimak** teks bacaan (pada halaman 103-104 "buku

Bahasa Inggris When English Rings a Bell)

- Siswa **membaca** teks dengan suara keras.

Menanya

- Siswa menulis berbagai pertanyaan berkaiatan dengan konsep dan hasil pengamatan.
- Siwa menanyakan sesuai yang ditulis
- Siswa lain menjawab atau menanggapi
- Guru memberi penguatan.
- **Kegiatan Penutup**
- Guru dan siswa menyimpulkan.
- Guru dan siswa melakukan refleksi, penugasan dan materi berikutnya.
- Doa penutup dan salam

Pertemuan Ke-2

- **Kegiatan Pendahuluan**
- Salam dan doa
- Apersepsi
- Memulai dengan ice breaking untuk menyemangati siswa.
- Kesepakatan belajar antar guru dan siswa
- Guru menyampaikan indikator pencapaian kompetensi
- Guru menyampaiakan lingkup penilaian, yaitu: aspek pengetahuan dan keterampilan

Kegiatan Inti

Mencari Informasi/ data

- Sebelum memulai pembelajaran guru memandu para siswa untuk mengamati kembali activity 1 halaman 130-131 (dengan memutar barcode) buku Bright an English Erlangga kelas VII K13 revisi.
- Siswa mendengarkan dan mengulang kosa-kata dari barcode activity 1. (dengan dipandu oleh guru)

- Dalam kegiatan kelompok, guru membagi nomor soal pada activity 6 dan 7 halaman 134-135 (buku Bright an English Erlangga kelas VII K13 revisi).
- Siswa berdiskusi menemukan jawaban yang tepat.

Menalar

- Siswa secara berkelompok dapat mendeskripsikan benda (berdasarkan ukuran, bahan, dan sifat benda).

Mengkomunikasikan

- Siswa mempresentasikan laporan sederhana dengan waktu yang ditentukan guru.
- **Kegiatan Penutup**
- Guru dan siswa menyimpulkan.
- Guru dan siswa melakukan refleksi, penugasan dan materi berikutnya.
- Doa penutup dan salam.

In the teacher's lesson plan above, at the main activity, the teacher began the class by dividing some groups of students and finished with the concluding the learning result.

The statement was also given by S.R.A, as a students of seventh grade, she said:

> *Pada saat kegiatan belajar mengajar, sesudah memberi pendahuluan, pengantar pelajaran, pak Agus telah mempersiapkan media. Hal pertama yang dilakukan pak Agus ialah memberi tahu kami cara menggunakan barcode dengan menggunakan aplikasi yang ada di hp. Kedua, pak Agus mescan barcode dengan menggunakan hp. Ketiga, pak Agus memasang kabel sound ke hp. Keempat, pak Agus memutar suara barcode tersebut melalui hp. Kelima, pak Agus memandu kami untuk mendengar dan mengulangi kembali suara dari sound speaker (barcode). Terakhir, pak Agus meminta kami maju satu-persatu dan menunjuk perwakilan setiap kelompok maju ke depan untuk membaca (mungucapkan) kosakata tentang Descrbing Things dengan suara keras. Kemudian, Pak guru akan membetulkan kami jika kami salah saat pengucapan.* (When teaching learning process began, after gave the preface, introduction the lesson, Mr. Agus prepared the media. First, Mr. Agus gave us the procedure how the using the barcode by using the application of the handphone. Second, Mr. Agus scanned the barcode by using the handphone. Third, Mr. Agus burnt the cable of sound to the

handphone. Fourth, Mr. Agus revolved the voice of barcode by using the handphone. Fifth, Mr. Agus guided us for the listening and repeating the voice of sound speaker (barcode). Last, Mr. Agus asked us to came forward one by one and pointed representation of each group to pronounce the vocabulary about Describing Things loudly. Then, the teacher could corrected us when we incorrect in pronounce.)[77]

From the student's statement, it was true that the students enjoyed and felt comfortable in learning pronunciation and they also could try this learning media in their home.

Picture 4.5

The Presentation of Each Group

In the picture above, after implementing the media in teaching pronunciation the teacher asked the presentation of each group to come forward to present their work. After that, the teacher gave his feedback and conclusion of the material, then they prayed together, and had salam.

---

[77] S.R.A, *Interview*, Jember, March 10th 2020.

Based on the interview, the observation, and the document review, the researcher concluded the procedure of teaching pronunciation by using mobile learning application of QR: Codes had been done in sequence of the lesson plan. The procedures were; *first*, the teacher scanned the barcode of the textbook (Erlangga textbook); *second*, the teacher and students listened to the sound speaker (the barcode); *third*, the students repeated the sound speaker (native speaker that related to the material); *fourth,* the teacher could corrected them in pronounce the vocabulary when the students incorrect to pronounce the vocabulary; *fifth*, each group or one student came forward to lead the pronunciation (in repetition the vocabulary of describing). The media of mobile learning application was useful so that make the learning become easily in teaching pronunciation.

4. **The Evaluation Process in Implementing Mobile Learning Application (QR codes) in Teachinng-Learning Process**

An evaluation was needed to know the students' understanding about the lesson. As teacher stated:

> I have a daily test when teaching the material was done. For the daily test are written test and speaking test. I evaluated their speaking which related to the material, example asked the students to describe the things around them. Then the students also did the final exam twice in a year. During the teaching-learning process, I also diagnose the students' intelligibility in pronunciation.[78]

---

[78] Agus Suprayitno, *Interview*, Jember, February 14th 2020.

From that statement, it could be known that in the end of the material, the teacher usually gives a daily test to evaluate the students' understanding about the lesson. S.R.A as one of the students, said:

> *Pak guru selalu memberi kami ulangan harian sesuai dengan materi yang telah diajarkan kepada kami. Biasanya ulangan harian nya seperti ujian tulis atau ujian lisan. Di ujian lisan kali ini pak guru memberi soal tentang mendeskripsikan benda-benda yang ada disekitar kami. Selain ulangan harian kami juga mengikuti ujian tengah semester ataupun ujian akhir semester. Pada ujian semester seluruh mata pelajaran itu diujikan semuanya, termasuk pelajaran bahasa Inggris.* (Teacher always gives us a daily test based on the material had taught. Usually daily test are written test or oral test. At this time, the teacher gives us the oral test about describing things around us. Besides did the daily test, we also attend the middle test nor final test. In the final test, all lessons are examined including English lesson.)[79]

S.R.A explained that a daily test was given by the teacher, after the material was complete. At the time, the English teacher gave the oral test to evaluate their speaking after being taught by using mobile learning application. In that oral test, they must describe the things around them.

In the field of research, the teacher did an oral test by asking the students to come forward individually. The students must speak up about describe the things around them (in the class). They gave the description by used the vocab had they learned were first, the words are often used to describe size (big, small, long, short, and tall). Second, the words are often used to describe the material of things (plastic, steel, fiber, fabric, iron, alumunium, wood, wax, and leather). Third, the words are often used to

---

[79] S.RA, *Interview*, Jember, February 14th 2020.

describe how things are (soft, fluffy, fragile, rough, flexible, useful, smooth, strong, and beautiful).[80]

The teacher used QR codes as the strategy that made the teaching-learning process easily and fluently. Furthermore, the obstacles faced by the students in pronunciation were not significant. The students have been very helpful with the QR codes in learning pronunciation. They could pronounce the words well and clearly because they listened directly to the sound of a native speaker. They also enthusiastic because they felt that using the QR code was something new in the learning process. The students listened directly to the sound of a native speaker that makes them motivated to imitate in pronouncing the words well and correctly (something new for the students). Normally, the students just listened to the sound of their teacher, but now, the students listened to the sound from a native speaker that made them enthusiastic. Besides, the class was conducive because the students focused on listening to the sound of a native speaker.[81]

When the researcher interviewed the teacher, he said:

The using of QR codes really helped me in teaching pronunciation. QR codes made the teaching-learning process ran effectively and made the students focused because they were more interested in something new (QR codes). They knew how to pronounce the words from the sound of a native speaker. So, the students more enthusiastic to imitate in pronounce the words. Thus, I thought the QR codes were very helpful and effective in teaching pronunciation.

---

[80] *Observation*, MTsN 2 Jember, February 14th 2020.
[81] *Observation*, MTsN 2 Jember, February 14th 2020.

From the statement above, it could be known that implementing QR code in teaching pronunciation made the teaching-learning process more effective and made the students focused on listening to the sound of a native speaker.

S.R.A as one of the students strengthened the statement above by saying:

> *Enak, kita jelas mendengarkannya meskipun harus diulangi berkali-kali. Tetapi dengan QR codes kita ngerti kalau ngomong aslinya seperti itu. Jadi, itu lebih menarik bagi kami untuk belajar menggunakan QR codes. Selain itu, kalau terlalu cepat suaranya dan ga jelas pelafalannya, pak guru akan mengulanginya berkali-kali atau biasanya pak guru membantu kami dengan mengucapkannya. Tetapi sejauh ini, kami sangat menikmati dan sangat antusias karena kami bisa mendengar langsung suara aslinya.* (Nice, we clearly heard while the teacher played QR codes over and over again. But, by using QR codes we understood whether received pronunciation like that. So, that became more interesting for us in learning by using QR codes. Besides that, when the sound of a native speaker untimely and sometimes it was unclear, the teacher would be played the sound over and over again, or sometimes the teacher helped us in pronouncing the words. So far, we enjoyed it and very enthusiastically because we could hear the sound of a native speaker right away).[82]

The implementing QR codes in teaching pronunciation could help the teacher in teaching pronunciation. By using QR codes the students could motivate to pronounce the words correctly. They were so enthusiastic about learning pronunciation. Even though, sometimes they heard the sound fastly or sometimes it was unclear so the teacher helped the students in pronouncing the words. Overall the implementation of QR codes in teaching pronunciation was effective in the teaching-learning process.

---

[82]S.R.A, *Interview*, Jember, February 14th 2020.

Based on the result findings above, the teacher only asked students to listened and to repeated the sound of barcode. This process without any following pronunciation activity. Here, the researcher gives a suggestion to make teaching-learning process valuable. Such as, after students repeat the word, the teacher can ask them to find the difficult word to be pronounce. After knowing the difficulties, the teacher can focus to repeating those difficult word. By these activities, the teacher gives the students an opportunity to think critically.

Table 4.2

The Result of Research Finding

No	Research Focus	Research Finding
1	What are the goals of implementing mobile learning applications in teaching pronunciation at year seven students of MTsN 2 Jember?	The goals were: First, the students were able to learn about the describing things material; Second, the students were able to demonstrate the characteristic of people, animals, and things around him/her; Third, the students were able to know how to pronounce the word (vocab) correctly, the students more confident and interest in learning English, especially pronunciation; Fourth, the students can mention and pronounce the vocabularies about describing things; Fifth, the students can compare transactional text about describing people, animals, and things in English class; Sixth, the students can give the opinion from the result of the discussion.
2	What is the material used in teaching pronunciation at year seven students of MTsN 2 Jember?	The material used by the teacher was about Describing Things as mentioned in the Bright an English textbook, was which based on the syllabus for year seven.
3	How is the procedure of mobile learning application (QR code) in teaching pronunciation at year seven students of MTsN 2 Jember?	The procedures were; *first*, the teacher scanned the barcode of the textbook (Erlangga textbook); *second*, the teacher and students listened to the sound speaker (the barcode); *third*, the students repeated the sound speaker (native speaker that related to the material); *fourth,* the teacher could corrected them in pronounce the vocabulary when the students incorrect to pronounce the vocabulary; *fifth*, each group or one student came forward to lead the pronunciation (in repetition the vocabulary of describing).
4	How is the evaluation process in implementing mobile learning application in teaching-learninng process at year seven students of MTsN 2 Jember?	The teacher did the formative assessment (the teacher gives the students post test after teaching-learning process) and the diagnostic assessment (the teacher diagnose the students' intelligibility in pronunciation).

C. Discussion

After the data obtained from the results of the research with the observation, interviews, and document review, the data were presented and analyzed through the finding discussion as to the result of the research questions that have been discussed in the previous part. According to the research finding, in this part, the researcher discussed the finding of the research. There are some findings that researcher found from the field about "The Implementation of Mobile Learning Applications in Teaching Pronunciation at Seventh Grade Students of MTsN 2 Jember: Application of QR Codes":

1. The Goals of The Teaching Pronunciation by Using Mobile Learning Application of QR Codes

Based on the finding above, the English teacher used a mobile learning application of QR codes to help him in teaching pronunciation. Teaching media are important tools that are provided and brought into the classroom by a teacher to facilitate teaching-learning process. Teaching media are all physical devices which can present message and stimulate students to learn.[83] The implementation of mobile learning has a particular position between learners because it can confirm the usability in learning vocabulary, grammar, developing the reading skill, and pronunciation. Mobile learning applications is both a new concept and one that has some

---

[83] Arief S. Sadirman, R. Rahardjo, Anung Haryono, and Rahardjito, *Media Pendidikan* (Jakarta: PT Raja Grafindo Persada, 2008), 36.

familiar connotations.[84] The especially purpose of this mobile learning was to help the teacher in teaching, to make an easy learning process in learning pronunciation (for students), and to teach the correct pronunciation (for students). Through this application, students could directly hear the native speaker sound and made effective learning in teaching.

Before teaching the students, the teacher should make a lesson plan first. It is related to the theory of the Ministry of National Education and Culture, "A lesson plan should be made before the instruction process run."[85] Then the teacher could implement the lesson plan in teaching-learning process.

Teaching-learning goals are the goals that need to be accomplished by the students in the teaching-learning process. From that finding, the teacher had some goals in teaching pronunciation by using the mobile learning application of QR codes. First, the students were able to learn about the describing things material; second, the students were able to demonstrate the characteristic of people, animals, and things around him/her; third, the students were able to know how to pronounce the word (vocab) correctly; fourth, the students more confident and interest in learning English, especially pronunciation; fifth the students can compare transactional text about describing people, animals, and things in English

---

[84] Agnes Kulkuska and John Traxler, *Mobile Learning a Handbook for Educators and Trainers* (UK: Routledge, 2005), 1.
[85] Kementrian Pendidikan dan Kebudayaan, *Modul Manajemen Implementasi Kurikulum K13* (Jakarta: Direktorat Jenderal Guru dan Tenaga Kependidikan, 2018), 62.

class; sixth, the students can give the opinion from the result of the discussion.[86]

According to Morley's theory, there were four goals in teaching pronunciation such as functional intelligibility, functional communicability, increased self-confidence, speech monitoring abilities.[87] The objectives learning of teaching pronunciation in this research related to Morley's theory. It means that the functional intelligibility had been related to the students were able to know how to pronounce the word correctly (when the speaker pronounced the word correctly, that made intelligibility for the listener during the conversation). After having the ability, the students can be more communicative in pronouncing the word (this related to the students were able to demonstrate the characteristic of people, animals, and things around him/her).

Besides that, when the students obtained the effective strategy (mobile learning application of QR codes), they felt helped in increasing their selves-confidence (this same with the students more confident and interest in learning English, especially pronunciation). Then the teacher should monitor their pronunciation to make them better (this related to all the objectives of learning during teaching-learning process).

Arif Bakla stated that by scanning the code attached to an object (e.g., table, board, window, door, and so forth), learners could not only hear the pronunciation of some vocabulary items but also study their

---

[86] *Document Review,* MTsN 2 Jember, March 18th 2020.
[87] M. Celce Murcia, *Teaching English as a Second or Foreign Language* (Singapore: Heinle & Heinle, 2006).

meaning and see their use in context. Worksheets (e.g., those with some reading passages) could be enriched with audio pronunciations of particular words. Similarly, the audio versions of reading passages could be attached in QR codes next to each paragraph, so that learners could shadow-read the passages and improve their pronunciation in this way.[88] Based on this theory, using QR codes in teaching pronunciation could make or help in pronouncing the word better than before.

In conclusion, the goals of teaching pronunciation decided by the teacher were related to the theory and lesson plan. The media could help the teacher in delivering the material and stimulate the students to learn pronunciation and it was related to Sadirman's theory which said that teaching media are all physical devices which can present message and stimulate students to learn.

2. **The Material Used in Teaching Pronunciation by Using Mobile Learning Application of QR Codes**

Based on the finding, the teacher used two textbooks as guidance in teaching pronunciation, they were *"Bright an English"* and *"When English Rings a Bell"*. The *Bright an English* textbook is the major textbook of that school. The *When English Rings a Bell* textbook is the compulsory textbook which is made by the government. As stated in the Ministry of National Education and Culture law number 71 the year 2013

---

[88] Arif Bakla, "Quick Response Codes in Foreign Language Instruction: Practical Ideas and Strategies", *Inonu University Journal of the Faculty of Education,* 3 (2018), 756.

about lesson textbook and teachers' guideline textbook for elementary and junior high school, the government designs a textbook for instruction guidelines, the textbook is provided for teachers and students namely *When English Rings a Bell*.[89] The material taught by the teacher must be suitable with the syllabus. The material used in teaching pronunciation was about *Describing Things*. This material was in chapter 10 entitled *Describing Things* (*Bright an English* textbook) and chapter V entitled *It's a Beautiful Day!* (When English Rings a Bell textbook).

Based on the students' statement in the finding, the students could understand the material (how to pronounce the vocab) because the teacher delivered the material effectively, which was using a mobile learning application of QR codes. It was related to Azhar Arsyad's theory that one of the benefits of using media was it can help the students to understand the material and enable them to master and achieve learning objectives.[90] Media are used to make the teaching and learning process more fun, comprehensible, and motivating.[91] Then it can support the teaching-learning process.

In conclusion, the describing material which was used by the teacher to teach the students' pronunciation by using the mobile learning application of QR codes was suitable in the syllabus and the textbook

---

[89] Menteri Pendidikan dan Kebudayaan Republik Indonesia, Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 71 Tahun 2013 tentang Buku Teks Pelajaran dan Buku Panduan Guru untuk Pendidikan Dasar dan Menengah, 1.

[90] Azhar Arsyad, *Media Pembelajaran* (Jakarta, PT Raja Grafindo Persada, 2014), 28.

[91] Intan Alfi, "Improving the Students' Speaking Skill through Communicative Games for the Grade VIII Students of MTsN Ngemplak", (Thesis, University of Yogyakarta, Yogyakarta, 2015), 5.

made by the government. By implementing a mobile learning application of QR codes, the students could understand and easily in learning pronunciation. Because they could directly practice from the sound of a native speaker.

3. **The Procedure of Mobile Learning Application (QR codes) in Teaching Pronunciation**

The five steps that must be included in the lesson plan those were: observing, questioning, experimenting, associating, and communicating. Those steps were called a scientific approach. As stated by the Ministry of National Education and Culture, "There are five steps of presenting the material, those are observing, questioning, experimenting, associating, and communicating."[92] Those steps must be written in the lesson plan and also must be there in every meeting of teaching-learning process.

There were some procedures in the teaching pronunciation by using the mobile learning application of QR codes. The procedures were: *first*, the teacher scanned the barcode of the textbook (Erlangga textbook); *second*, the teacher and students listened to the sound speaker (the barcode); *third*, the students repeated the sound speaker (a native speaker that related to the material); then the teacher could correct them in pronounce the vocabulary when the students incorrect to pronounce the vocabulary; and the last, each group or one student came forward to lead the pronunciation (in repetition the vocabulary of describing).

---

[92] Kementrian Pendidikan dan Kebudayaan, *Modul Manajemen Implementasi Kurikulum K13* (Jakarta: Direktorat Jenderal Guru dan Tenaga Kependidikan, 2018), 63.

The media of mobile learning applications was useful so that make the learning become easily in teaching pronunciation. While, in Vigil's theory, the teaching procedures by using QR code were: first, such audio recordings now can be accessed quickly and easily by using mobile technology to scan paper resources for trigger images, such as QR codes, that link to supplemental materials. This relatively new technique of scanning links to multimedia content from paper or other physical objects is known as transmedia navigation.[93] Both procedures, the teacher's and Vigil's were same. The differences had Vigil used QR codes for listening comprehension while the teacher focused on pronunciation.

During teaching-learning process, the students look so enthusiastic when the teacher implemented this strategy. Most of the students felt motivated to learn English, especially in pronunciation because they felt helped by using QR codes (the sound of a native speaker). As stated by Goh and Bary, QR codes made it easier to create personalized lessons and differentiated instruction especially for learners who need supplemental material, or English language support.[94]

Hsin's theory also supported the finding above which mentioned some advantages of using QR codes in teaching. He stated, that the correlation coefficient of the effect of the ease of using the QR code information system on the QR code information system usefulness was

---

[93] Kathleen Murray Vigil, "Quick Response (QR) Codes For Audio Support In Foreign Language Learning", (Thesis, Boston University School of Education, Boston, 2017), 41.

[94] Goh Lay Huah and Barry W. Jarrett, "Integrating QR Codes and Mobile Technology in Developing Listening and Speaking Skills in the Teaching of English Language", *Journal of University Penang Malaysia*, (October, 2016), 31.

0.749. This indicates that the higher the perceived ease of using the QR code system a teacher displays, the more positive their attitudes toward the perceived usefulness of the QR code system are. The correlation coefficient of the effect of the QR code information system used on the teachers' willingness to adopt the QR code information system was also high at 0.872. The results of this study show that both the ease of use and the usefulness of the system have a significant positive correlation.[95]

In conclusion, the procedures of the mobile learning application of QR codes in teaching pronunciation were according to the lesson plan. The procedures were applied in the field was different from Vigil's theory which Vigil focused on listening comprehension in using QR codes. In this research, the students were enthusiastic in the learning process because the teacher delivered the material easily and effectively by using QR codes in teaching pronunciation.

4. **The Evaluation Process in Implementing Mobile Learning Application (QR codes) in Teaching-Learning Process**

There are some purposes of assessment. First, assessment is to increase in continuous learning process (formative). Second, it is to give feedback for the students on their progress or achievement (summative). Third, it is to identify students' need to be supported (diagnostic).[96] According to Jean et al, the teacher evaluated the teaching-learning

---

[95] Hsin-Chih Lai. et al, "The implementation of mobile learning in outdoor education Application of QR codes", *British Journal of Educational Technology*, 44 (February, 2013) E61.
[96] Jean Brewster, Gail Ellis, Dennis Girard, *The Primary English Teacher's Guide* (China, Penguin English, 2003), 245.

process in the end of the material that they had learned. It was called as formative assessment which formative assessment is carried out at the end of each discussion of a topic and it is intended to the extent of the learning process has proceeded as planned at the beginning of the activity.[97] The evaluation done by the teacher was in two forms, those were written test and oral test. These test included summative assessment which the summative assessment aims to measure, or summarize what a student has grasped, and typically occurs at the end of a course or unit of instruction.[98]

The written test was a daily test which consisted of some questions and the spoken test was done by asking each students to come forward and they must describe the things around them. There were three clues that used the students for describing things first, the words are often used to describe size (big, small, long, short, and tall). Second, the words are often used to describe the material of things (plastic, steel, fiber, fabric, iron, alumunium, wood, wax, and leather). Third, the words are often used to describe how things are (soft, fluffy, fragile, rough, flexible, useful, smooth, strong, and beautiful).[99]

In conclusion the teacher used formative and diagnostic evaluation. In the oral test the teacher asked the students to describe the things around them, that must use three clues as first, the vocab to describe size. Second, the vocab to describe the material of things. Third, the vocab to describe how things are.

---

[97] Mansyur et al, *Assessment Pembelajaran di Sekolah* (Yogyakarta: Pustaka Pelajar, 2015), 14-15
[98] Ibid., 6.
[99] *Observation*, MTsN 2 Jember, February 14th 2020.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

After collecting the data and analyzing the result of the research, the researcher drew some conclusions and suggestions.

A. Conclusions

Based on the data analysis and discussion, the conclussion can be drawn as follows:

First, the goals of the teaching pronunciation by using mobile learning application of QR codes were: the students were able to learn and demonstrate the describing material and know how pronounce the word well.

Second, the material used by the teacher was about *Describing Things* as mentioned in the textbook. The material taught based on the syllabus (Core Competence and Basic Competence in the curriculum).

Third, the procedures of the teaching pronunciation by using mobile learning application were accordance to the lesson plan. There were three steps in the teaching pronunciation by using mobile learning application of QR codes. They were: opening, main activity, and closing.

Fourth, the evaluation process in implementinng mobile learning application (QR codes) in teaching-learninng process were: the teacher used formative and summative assessment.

B. Suggestions

In regard to the use of the findings, some suggestions were addressed to the English teachers, students, and future researchers. As for the writer's suggestions, as follows:

1. For the English teacher

   The implement mobile learning as one strategy in teaching pronunciation to share information about language strategy to other English teachers. That implementation could given students' motivation in learning English.

2. The suggestion for future researcher

   The next researcher can conduct a study about mobile learning application on different skill. He or She can add the other application used in mobile learning that can make the teacher gain success in teaching. Furthemore, the implementing mobile learning has to be noted that this research just explained how the usefulnees a barcode in teaching pronuciation. It needs a further investigation to explore the students' learning outcomes as the result of the implementing a mobile learning in learning pronunciation.

REFERENCES

Alfi, Intan. 2015. *Improving the Students' Speaking Skill through Communicative Games for the Grade VIII Students of MTsN Ngemplak*, Published Thesis, University of Yogyakarta.

Ali, Malawi Sher. 2015. *The Holy Qur'an Arabic Text and English Translation.* UK: Islam International Publications Limited: 637.

Astalin, Prashant Kumar. "Qualitative Research Designs: A Conceptual Framework." *International Journal of Social Science & Interdiciplinary Research*, 2013.

Bakla, Arif. 2018. "Quick Response Codes in Foreign Language Instruction: Practical Ideas and Strategies." *Inonu University Journal of the Faculty of Education,* 3: 756.

B.R., Witkin, Altschuld, J.W., "Planning and Conducting Needs Assessments: A Practical Guide." International Journal WBI Evaluation Group, 2007.

Brewster, Jean., Gail Ellis, Dennis Girard. 2003. *The Primary English Teacher's Guide*. China: Penguin English: 245.

Brown, H. Douglas. 2003. *Language Assesssment Priciples and Classroom Practices*. San Fransisco: Longman: 148.

C., Rupesh., Shaheen Sufyan. 2013. "QR (Quick Response) Codes Application in Academic Libraries: Case study of KRRC (Central Library)." *Conference Paper Research Gate*.

Chen, N. S. 2010. "Augmenting Paper-Based Reading Activities with Mobile Technology to Enhance Reading Comprehension." *WMUTE '10 Proceedings of the 2010 6th IEEE International Conference on Wireless, Mobile, and Ubiquitous Technologies in Education*, 201-203.

Christine, Li-Ling KUO. 1991. "The Importance of Educational Media in Teaching" *Bulletin of Social Education Volume* 20, pp. 61-68.

Creswell, J. W. 2012. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Boston: Pearson: 503.

Denzin, N. K. and S. Lincoln, Yvonnas. 2005. *The Sage Handbook of Qualitative Research Third Edition*. London: Sage Publications: 3.

Durhak, Gurhak. "QR Codes in Education and Communication." *Journal of Distance Education-TOJDE*, 2016.

Ghonane, Nadia. 2019. "The Attitudes of Second Year EFL Students at Dr Moulay Tahar University towards Learning English Pronunciation through Mobile Assisted Language". *Arab World English* Journal. 5: 111.

Goodwin, Janet M., *Teaching Pronunciation a Course Book and Reference Guide*. British: Cambridge University, 2001.

Harmer, Jeremy. *The Practice of English Language Teaching*. UK: Longman: 79.

Hartoto, H. Y. 2010. "The Errors of English Pronunciation among The Second Grade Students of Terson Junior High School Tersono Batang". Thesis, UNNES, Semarang: 3.

https://elearningindustry.com/advantages-and-disadvantages-of mobile-learning. Accessed on 5th March 2020.

Jarret, W. Barry, Goh Lay. "Integrating QR Codes and Mobile Technology in Developing Listening and Speaking Skills in the Teaching of English Language." *Journal of University Penang Malaysia*, (October, 2016), 31.

Kafuuriy, Shofi ar-Rahman al- Mabar. 2012. *al-Misbah al-Munir fii Tahdziibi at-Tafsir Ibn Katsir.* Riyadh: Darunnasr: 1390.

Kasihani, Suyanto. 2007. *English for Young Learners*. Jakarta, Bumi Aksara.

Kelly, Gerald. 2001. *How to Teach Pronunciation*. UK: Longman: 9.

Kementrian Pendidikan dan Kebudayaan. 2018. *Modul Manajemen Implementasi Kurikulum K13.* Jakarta: Direktorat Jenderal Guru dan Tenaga Kependidikan.

Klarofa, Adela. 2013. "Teaching English Pronunciation to Young Learners - Focus on Accuracy". Thesis, University of Pardubice, Pardubice: 8.

Kulkuska, Agnes. and Traxler, John. 2005. *Mobile Learning a Handbook for Educators and Trainers*. UK: Routledge: 1.

Lai, Hsin. Chih., 2013. "The Implementation of Mobile Learning in Outdoor Education: Application of QR Codes". *British Journal of Educational Technology*. 2: 58.

Lincoln, Yvonnas S., Norman K. Denzin. *The Sage Handbook of Qualitative Research Third Edition.* London: Sage Publications, 2005.

Mansyur., et al. 2015. *Assessment Pembelajaran di Sekolah.* Yogyakarta: Pustaka Pelajar: 14-15

Mehdipour , Yousef . and Zerehkafi, Hamideh. 2013. *Mobile Learning for Education: Benefits and Challenges*. India: IJCER: 97.

Miles, M. B., Hubberman, A. M. and Saldana, Johnny. 2014. *Qualitative Data Analysis A Methods Sourcebook Edition 3*. London: Sage Publication: 12-13.

Murcia, M. Celce., *Teaching English as a Second or Foreign Language*. Singapore: Heinle & Heinle, 2006.

Pennington, M. C. and Rogerson-Revell, Pamela. *English Pronunciation Teaching Contemporary Perspectives*. UK: Palgrave Macmillan, 2019.

Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 71 Tahun 2013. *Buku Teks Pelajaran dan Buku Panduan Guru untuk Pendidikan Dasar dan Menengah*. Jakarta.

Richards, J. C. and S. Rodgers, Theodore. 2001. *Approaches and Methods in Language Teaching 2nd Edition* . UK: Cambridge University: 81.

Riswanto. and Haryanto, Endang. 2013. "Improving Students' Pronunciation through Communicaticative Drilling Technique at Senior High School (SMA) 07 South Bengkulu, Indonesia". *International Journal of Humanities and Social Science*. 21: 82.

Sadirman, Arief S., R. Rahardjo, Agung Haryono, Rahardjito. 2008. *Media* Pendidikan. Jakarta: PT Raja Grafindo Persada.

Sarwono, Jonathan. *Metode Penelitian Kuantitatif & Kualitatif*. Yogyakarta: Graha Ilmu, 2006.

So, S. C. Law. 2010. "QR codes in Education", *Journal of Educational Technology Development and Exchange*, 3.

Sugiyono. 2018. *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta: 273-274.

Tim Penyusun IAIN Jember. *Pedoman Penulisan Karya Ilmiah*. Jember: IAIN Jember Press, 2019.

Traxler, John. 2005. "Defining Mobile Learning." *IADIS International Conference Mobile Learning Journal*, (2005): 262.

Ulfa, Saida. 2013. "Mobile Technology Integration into Teaching and Learning.". *International Journal of Science and Technology*. 1: 3.

UU number 20 of 2003, Subsection 33 part 3rd

Utomo, G., A. Hidayat. 2014. "Open Source Based M-Learning Application for SupportingDistance Learning", *TELKOMNIKA,* 3: 657-664.

Vigil, Kathleen Muray. "Quick Response (QR) Codes For Audio Support In Foreign Language Learning." Thesis, Boston University School of Education, Boston, 2017.

Zerehkafi, Hamideh., Yousef Mehdipor. 2013. "Mobile Learning for Education: Benefits and Challenges." *IJCER*. 97.

Appendix 1

RESEARCH MATRIX

Tittle	Variable	Indicator	Source of data	Research Method	General Question:
The Implementation of Mobile Learning Application in Teaching Pronunciation at Year Seven Students of MTsN 2 Jember in Academic Year 2019/2020: Application of QR codes	Implementation of mobile learning application of QR codes in teaching pronunciation.	1. The goals of implementing mobile learning applications in teaching pronunciation at year seven students of MTsN 2 Jember. 2. The material used in teaching pronunciation at year seven students of MTsN 2 Jember. 3. The procedure of mobile learning application (QR code) in teaching pronunciation at year seven students of MTsN 2 Jember. 4. The evaluation process in implementing mobile learning application in teaching-learninng process at year seven students of MTsN 2 Jember.	1. Teacher 2. Seventh Grade Students of MTsN Jember 3. Document	**Research Approach:** Qualitative Approach **Research Design:** Descriptive research **Data Collection Method:** 1. Observation 2. Interview 3. Document Review **Data Analysis:** 1. Data Condensation 2. Data Display 3. Conclusion Drawing and Verification **Data Validity:** 1. Source Triangulation 2. Technique Triangulation	1. What are the goals of implementing mobile learning applications in teaching pronunciation at year seven students of MTsN 2 Jember? 2. What is the material used in teaching pronunciation at year seven students of MTsN 2 Jember? 3. How is the procedure of mobile learning application (QR code) in teaching pronunciation at year seven students of MTsN 2 Jember? 4. How is the evaluation process in implementing mobile learning application in teaching-learinng process at year seven students of MTsN 2 Jember?

Appendix 2

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Mataram No.1 Mangli, Telp. (0331) 487550 Fax. (0331) 472005, Kode Pos : 68136
Website : www.http://ftik.iain-jember.ac.id e-mail : tarbiyah.iainjember@gmail.com

Nomor   : B. 0045 /In.20/3.a/PP.00.9/01/2020   30 Januari 2020
Sifat   : Biasa
Lampiran   : -
Hal   : **Permohonan Izin Penelitian**

Yth. Kepala Madrasah MTsN 2 Jember
Jl. Merak No. 11 Slawu, Kecamatan Patrang, Jember

Assalamualaikum Wr Wb.

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

Nama	:	Siti Hajar
NIM	:	T20166057
Semester	:	VII (Tujuh)
Jurusan	:	Pendidikan Bahasa
Prodi	:	Tadris Bahasa Inggris

Untuk mengadakan Penelitian/Riset mengenai *The Implementation of Mobile Learning Application in Teaching Pronunciation at 7th Grade Student of MTsN 2 Jember in Academic Year 2019/2020: Application of QR Codes* di lingkungan lembaga wewenang Ibu.

Adapun pihak-pihak yang dituju adalah sebagai berikut :
1. Kepala Sekolah
2. Guru Mata Pelajaran Bahasa Inggris
3. Waka Kurikulum
4. Peserta Didik

Demikian, atas perkenan dan kerjasamanya disampaikan terima kasih.

Wassalamualaikum Wr Wb.

a.n. Dekan
Wakil Dekan Bidang Akademik,

Mashudi

Appendix 3

RESEARCH INSTRUMENT

The interview's guide to English teacher

Day, Date	Thursday, 14th of February 2020
Source	Agus Suprayitno, S. Pd
NIP	197803302005012002
School	MTsN 02 Jember
Address	Merak Street No.11 Slawu, Jember

1. How is the procedure in implementing mobile learning application?
2. How is the students' response in teaching-learning process when you use mobile learning application?
3. Is there any improvement in students' performance when you implement mobile learning applications in teaching pronunciation?
4. What are the advantages in implementing mobile learning applications?
5. What difficulties are faced in implementing mobile learning applications?
6. Do you have any notes when you are implementing mobile learning application? What are they?
7. Do you think mobile learning applications are appropriate for teaching pronunciation? Why?
8. What material do you use in implementing mobile learning application?
9. What are the goals of implementing mobile learning application in teaching pronunciation?
10. How can you overcome the students' weakness in pronunciation?
11. How is the evaluation in implementing mobile learning application?
12. Do you think mobile learning application is appropriate for seventh grade students of MTsN 2 Jember? Why?

RESEARCH INSTRUMENT

The interview's guide to students

Day, Date	Thursday, 10th of March 2020
Source	Students
Class	VII A
School	MTsN 02 Jember
Address	Merak Street No.11 Slawu, Jember

1. Does the English teacher ask you to listen to the sound speaker (native speaker of QR codes)?
2. Does the teacher ask you to pronounce the vocabulary?
3. Does the teacher divide the class into some groups?
4. Does the teacher ask you to complete the task given?
5. Are you shy to pronounce when you read the vocabulary or text in front of your friends?
6. What is your response to the mobile learning applications?
7. What are your difficulties in pronounce during learning in the classroom?

Appendix 4

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
MATA PELAJARAN BAHASA INGGRIS

NAMA MADRASAH	: MTsN 2 Jember
MATA PELAJARAN	: BAHASA INGGRIS
KELAS/ SEMESTER	: VII/ II
WAKTU	: 2X PERTEMUAN (4 X 40 MENIT)

TUJUAN PEMBELAJARAN

Setelah pembelajaran diharapkan peserta didik mampu:

1. Melalui penjelasan guru, peserta didik dapat menerima materi tentang Deskripsi Benda
2. Mendemonstrasikan sifat orang, binatang, dan benda yang terdapat di rumah, sekolah, dan sekitarnya sesuai konteks yang tepat.
3. Menyebutkan dan mengucapkan kosakata mengenai decribing things dengan baik.
4. Membandingkan teks interaksi transaksional terkait sifat orang, binatang, benda yang dapat dibedakan penggunaannya.
5. Memberi pendapat dari hasil diskusi kelompok, setelah melakukan refleksi proses belajar.

KD	INDIKATOR	MATERI ESENSI	MODEL/ METODE	MEDIA DAN SUMBER BAHAN	KEG. PEMBELAJARAN	PENILAIAN
3.5 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, dan benda sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan *be, adjective*).	**3.5.1** Mengidentifikasi gambaran umum dari teks interaksi transaksional. **3.5.2** Mendeteksi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks interaksi transaksional sederhana.	**Lingkup Materi:** Konsep dan objek kajian ilmu bahasa. **Materi:** Describing Things (fungsi sosial, struktur teks, unsur kebahasaan, dan topik). **Materi Esensi:** -Fungsi sosial seperti, siswa mampu menyimak, menirukan, menyebutkan sifat orang, benda dan binatang dengan tepat. -Struktur teks seperti, memulai (*Your couch is very comfortable.*) dan menanggapi (*Thank you, I like this couch too).* -Unsur Kebahasaan seperti, a.Pernyataan dan pertanyaan terkait sifat orang, benda, binatang. b Kosa kata, terkait dengan ciri fisik (a.l. red, big, dark, loud), selera (a.l.	**Model:** Model pembelajaran berbasis pengulangan dan praktek **Metode:** CLT, diskusi dan penugasan	**Media:** Mobile Phone, Laptop, LCD, Sound **Sumber Bahan:** -Buku Bahasa Inggris, When English Rings a Bell/ Kementerian Pendidikan dan Kebudayaan, edisi revisi 2017. -Buku Bright an English Erlangga kelas VII K13 revisi.	**Pertemuan Ke-1** **Kegiatan Pendahuluan** Salam dan doa Apersepsi • Memulai dengan ice breaking untuk menyemangati siswa. • Kesepakatan belajar antar guru dan siswa • Guru menyampaikan indikator pencapaian kompetensi • Guru menyampaikan lingkup penilaian, yaitu: aspek pengetahuan dan keterampilan **Kegiatan Inti** • Guru memfasilitasi kegiatan pengamatan dan membagi 3 kelompok kecil **Mengamati** • Guru memulai dengan activity 1 halaman 130-131 (dengan memutar barcode) buku Bright an English Erlangga kelas VII K3 revisi. • Siswa mendengarkan dan mengulang kosa-kata dari	**Non tes:** **Sikap**, melalui: Observasi/ pengamatan. **Tes** **Pengetahuan (kartu soal)** -Jawab Singkat, -Pilihan berganda **Unjuk Kerja** -Laporan sederhana yang dipresentasikan

| 4.5 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks. | 4.5.1 Menyusun teks interaksi transaksional secara lisan sesuai konteksnya. 4.5.2 Menyusun teks interaksi transaksional secara tulis sesuai konteksnya. 4.5.3 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks. | nice, beautiful, cute), mental (a.l. clever, smart), psikologis (a.l. happy, sad, disappointed, angry, wild), budi (a.l. kind, good, polite). c.ucapan, tekanan kata, intonasi, ejaan, tanda baca dan tulisan tangan. -Topik, sifat dan keadaan orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar siswa yang dapat menumbuhkan perilaku yang termuat di KI. | barcode activity 1. (dengan dipandu oleh guru). |

barcode activity 1. (dengan dipandu oleh guru).
- Siswa **menyimak** teks bacaan (pada halaman 103-104 "buku Bahasa Inggris When English Rings a Bell)
- Siswa **membaca** teks dengan suara keras.

Menanya
- Siswa menulis berbagai pertanyaan berkaiatan dengan konsep dan hasil pengamatan.
- Siwa menanyakan sesuai yang ditulis
- Siswa lain menjawab atau menanggapi
- Guru memberi penguatan.
- **Kegiatan Penutup**
- Guru dan siswa menyimpulkan.
- Guru dan siswa melakukan refleksi, penugasan dan materi berikutnya.
- Doa penutup dan salam

Pertemuan Ke-2
- **Kegiatan Pendahuluan**
- Salam dan doa
- Apersepsi
- Memulai dengan ice breaking untuk menyemangati siswa.
- Kesepakatan belajar antar guru dan siswa
- Guru menyampaikan indikator pencapaian kompetensi
- Guru menyampaiakan lingkup penilaian, yaitu: aspek pengetahuan dan keterampilan

Kegiatan Inti
Mencari Informasi/ data
- Sebelum memulai pembelajaran guru memandu para siswa untuk

mengamati kembali activity 1 halaman 130-131 (dengan memutar barcode) buku Bright an English Erlangga kelas VII K13 revisi.

- Siswa mendengarkan dan mengulang kosa-kata dari barcode activity 1. (dengan dipandu oleh guru)
- Dalam kegiatan kelompok, guru membagi nomor soal pada activity 6 dan 7 halaman 134-135 (buku Bright an English Erlangga kelas VII K13 revisi).
- Siswa berdiskusi menemukan jawaban yang tepat.

Menalar

- Siswa secara berkelompok dapat mendeskripsikan benda (berdasarkan ukuran, bahan, dan sifat benda).

Mengkomunikasikan

- Siswa mempresentasikan laporan sederhana dengan waktu yang ditentukan guru.

Kegiatan Penutup

- Guru dan siswa menyimpulkan.
- Guru dan siswa melakukan refleksi, penugasan dan materi berikutnya.
- Doa penutup dan salam.

Jember, 18 Februari 2020
Guru Mata Pelajaran

(Agus Suprayitno, S. Pd

Mengetahui,
Kepala Madrasah

(Dra. Nurul Faridha)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
MATA PELAJARAN BAHASA INGGRIS

NAMA MADRASAH : MTsN 2 Jember
MATA PELAJARAN : BAHASA INGGRIS
KELAS/ SEMESTER : VII/ II
WAKTU : 2X PERTEMUAN (4 X 40 MENIT)

TUJUAN PEMBELAJARAN
Setelah pembelajaran diharapkan peserta didik mampu:
1. Melalui penjelasan guru, peserta didik dapat menerima materi tentang Deskripsi Benda
2. Mendemonstrasikan sifat orang, binatang, dan benda yang terdapat di rumah, sekolah, dan sekitarnya sesuai konteks yang tepat.
3. Menyebutkan dan mengucapkan kosakata mengenai describing things dengan baik.
4. Membandingkan teks interaksi transaksional terkait sifat orang, binatang, benda yang dapat dibedakan penggunaannya.
5. Memberi pendapat dari hasil diskusi kelompok, setelah melakukan refleksi proses belajar.

KD	INDIKATOR	MATERI ESENSI	MODEL/ METODE	MEDIA DAN SUMBER BAHAN	KEG. PEMBELAJARAN	PENILAIAN
3.5 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, dan benda sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan *be, adjective*).	**3.5.1** Mengidentifikasi gambaran umum dari teks interaksi transaksional. **3.5.2** Mendeteksi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks interaksi transaksional sederhana.	**Lingkup Materi:** Konsep dan objek kajian ilmu bahasa. **Materi:** Describing Things (fungsi sosial, struktur teks, unsur kebahasaan, dan topik). **Materi Esensi:** -Fungsi sosial seperti, siswa mampu menyimak, menirukan, menyebutkan sifat orang, benda dan binatang dengan tepat. -Struktur teks seperti, memulai (*Your couch is very comfortable.*) dan menanggapi (*Thank you, I like this couch too*). -Unsur Kebahasaan seperti, a.Pernyataan dan pertanyaan terkait sifat orang, benda, binatang. b Kosa kata, terkait dengan ciri fisik (a.l. red, big, dark, loud), selera (a.l.	**Model:** Model pembelajaran berbasis pengulangan dan praktek **Metode:** CLT, diskusi dan penugasan	**Media:** Mobile Phone, Laptop, LCD, Sound **Sumber Bahan:** -Buku Bahasa Inggris, When English Rings a Bell/ Kementerian Pendidikan dan Kebudayaan, edisi revisi 2017. -Buku Bright an English Erlangga kelas VII K13 revisi.	**Pertemuan Ke-3** **Kegiatan Pendahulan** • Salam dan doa • Apersepsi • Memulai dengan ice breaking untuk menyemangati siswa. • Kesepakatan belajar antar guru dan siswa • Guru menyampaikan indikator pencapaian kompetensi • Guru menyampaikan lingkup penilaian, yaitu: aspek pengetahuan dan keterampilan **Kegiatan Inti** • Guru memfasilitasi kegiatan pengamatan dan membagi 3 kelompok kecil **Mengamati** • Guru memulai dengan activity activity 10 halaman 137 (dengan memutar barcode) buku Bright an English Erlangga kelas VII K3 revisi. • Siswa mendengarkan dan mengulang kosa-kata dari barcode activity 10. (dengan dipandu oleh guru) • Siswa **menyimak** teks bacaan (pada	**Non tes: Sikap,** melalui: Observasi/ pengamatan. **Tes Pengetahuan (kartu soal)** -Jawab Singkat, -Pilihan berganda **Unjuk Kerja** -Laporan sederhana yang dipresentasikan

|		
4.5 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait sifat orang, binatang, dan benda, dengan memperhatika n fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.	4.5.1 Menyusun teks interaksi transaksional secara lisan sesuai konteksnya. 4.5.2 Menyusun teks interaksi transaksional secara tulis sesuai konteksnya. 4.5.3 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.	nice, beautiful, cute), mental (a.l. clever, smart), psikologis (a.l. happy, sad, disappointed, angry, wild), budi (a.l. kind, good, polite). c.ucapan, tekanan kata, intonasi, ejaan, tanda baca dan tulisan tangan. -Topik, sifat dan keadaan orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar siswa yang dapat menumbuhkan perilaku yang termuat di KI.	halaman 106-108 "buku Bahasa Inggris When English Rings a Bell) • Siswa **membaca** teks dengan suara keras. **Menanya** • Siswa menulis berbagai pertanyaan berkaiatan dengan konsep dan hasil pengamatan. • Siwa menanyakan sesuai yang ditulis • Siswa lain menjawab atau menanggapi • Guru memberi penguatan. **Kegiatan Penutup** • Guru dan siswa menyimpulkan. • Guru dan siswa melakukan refleksi, penugasan dan materi berikutnya. • Doa penutup dan salam **Pertemuan Ke-4** **Kegiatan Pendahuluan** • Salam dan doa • Apersepsi • Memulai dengan ice breaking untuk menyemangati siswa. • Kesepakatan belajar antar guru dan siswa • Guru menyampaikan indikator pencapaian kompetensi • Guru menyampaiakan lingkup penilaian, yaitu: aspek pengetahuan dan keterampilan **Kegiatan Inti** **Mencari Informasi/ data** • Sebelum memulai pembelajaran guru memandu para siswa untuk mengamati kembali activity 10 halaman 137 (dengan memutar barcode) buku Bright an English Erlangga kelas VII K13 revisi. • Siswa mendengarkan dan mengulang kosa-kata dari barcode activity 10. (dengan dipandu oleh guru) • Dalam kegiatan kelompok, guru membagi nomor soal pada activity 11, 12, dan 13 halaman 138-139 (buku Bright an English

	Erlangga kelas VII K13 revisi). • Siswa berdiskusi menemukan jawaban yang tepat. **Menalar** • Siswa secara berkelompok dapat mendeskripsikan benda (berdasarkan ukuran, bahan, dan sifat benda). **Mengkomunikasikan** • Siswa mempresentasikan laporan sederhana dengan waktu yang ditentukan guru. **Kegiatan Penutup** • Guru dan siswa menyimpulkan. • Guru dan siswa melakukan refleksi, penugasan dan materi berikutnya. • Doa penutup dan salam.

Jember, 25 Februari 2020
Guru Mata Pelajaran

(Agus Suprayitno, S. Pd)

Mengetahui,
Kepala Madrasah

(Dra. Nurul Faridha)
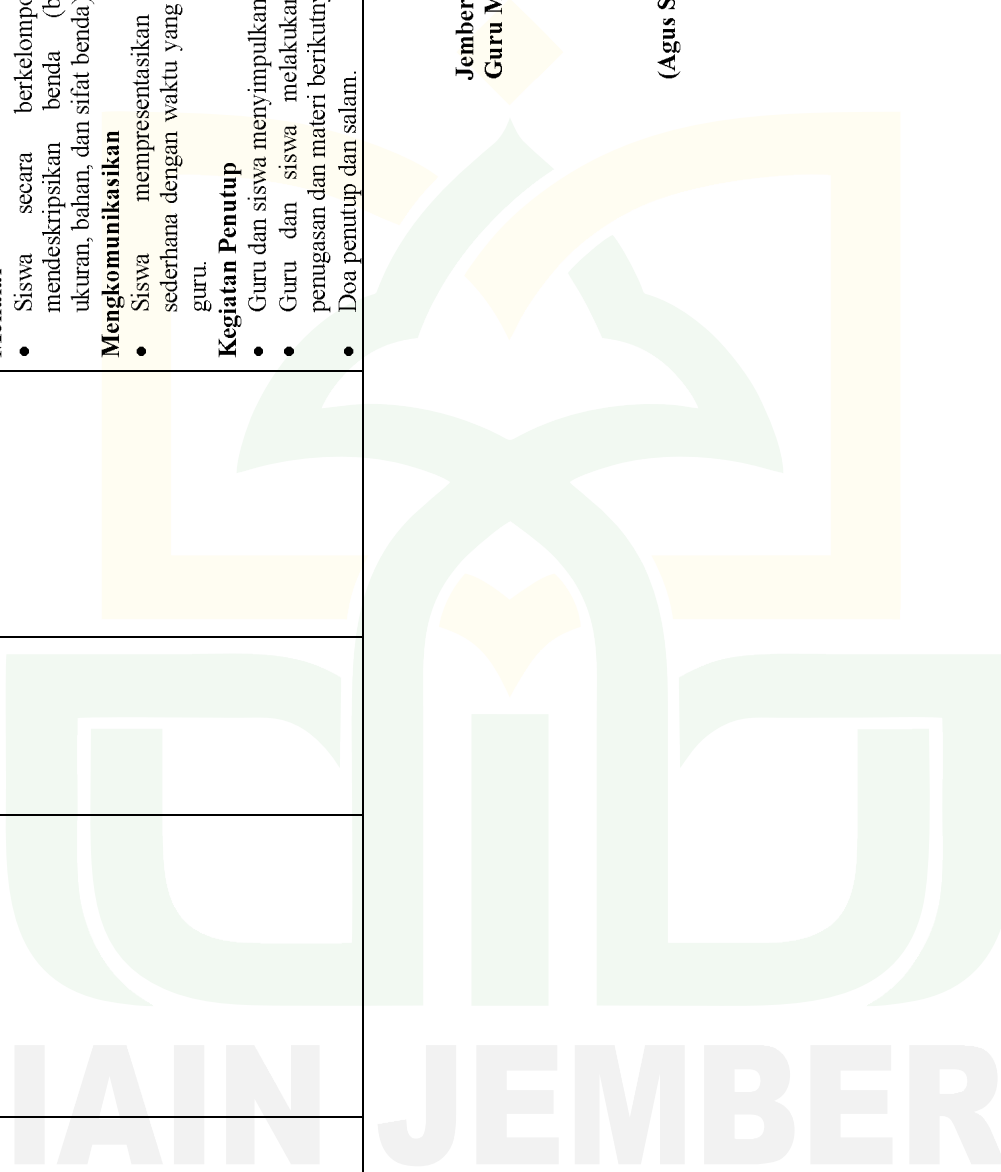
Assessment and Scoring Rubric

1. Affective Competence

Component of attitude	Description	Score
Polite	- Never showing politeness - Seldom showing politeness - Several times showing politeness - Often showing politeness - Very often showing politeness	5 4 3 2 1
Care	- Never showing care - Seldom showing care - Several times showing care - Often showing care - Very often showing care	5 4 3 2 1

Max score = 10

Student's Value = <u>srudent's score</u> x 100

                         max score

A (Very good)   : 90-100

B (Good)   : 80-89

C (Fair)   : 70-75

2. Scoring Rubric

Aspects	Description	Score
Pronunciation	-Easy to understand near native pronunciation - Easy to understand with certain action - Sometimes make mistake in pronunciation - Often make mistake in pronunciation - Difficult to understand	5 4 3 2 1
Grammar	- Doesn't make mistake or make a little mistake - Sometimes make mistake but doesn't influence the meaning - Often make mistake	5 3 1
Fluency	- Accurately - Accurate with near native fluency - Sometimes not accurate - Often not accurate - Not accurate	5 4 3 2 1
Vocabulary	- Profesional vocabulary broad and precise - Profesional vocabulary adequate to discuss	5 4

	special interests	
	- Choice of words sometimes inaccurate	3
	- Vocabulary limited to basic personal and survival areas	2
	-Vocabulary inadequate for even the simplest conversation	1
Comprehension	- Understands in everything in both formal and colloquial speech	6
	- Understands everything in normal educated conversation except for very colloquial	5
	- Understands quite well normal educated speech when engaged in a dialogue	
	- Understands careful	4
	- Understands only slow	3
	- Understands too little for the simples type of conversation	2
		1

Max score = 20

Max value =100

Student's Value = <u>srudent's score</u> x 100

                 max score

<h1 style="text-align:center">Assessment List</h1>

1. Attitude Assessment List

No	Name	Aspects		Score
		Politeness	Care	
1				
2				
3				
4				
5				

2. Speaking Assessment List

No	Name	Aspects					Score
		Pronunciation	Grammar	Fluency	Vocabulary	Comprehension	
1							
2							
3							
4							
5							

Observation
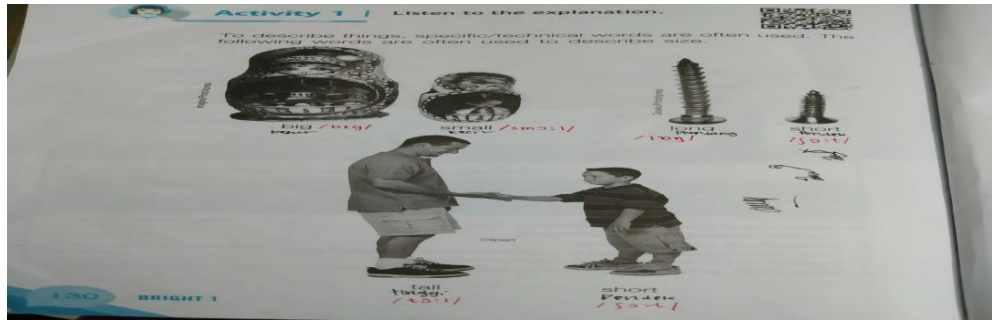
(page 130 of Erlangga Book)
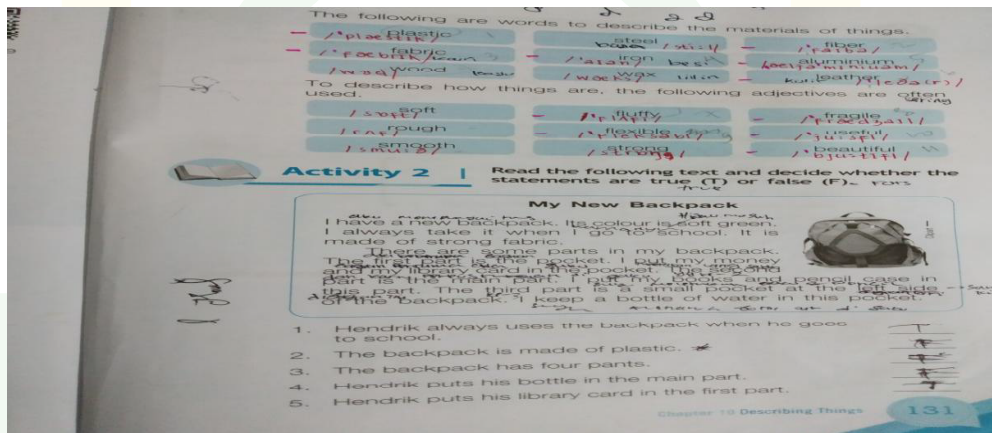
(Page 131 of Erlangga Book)
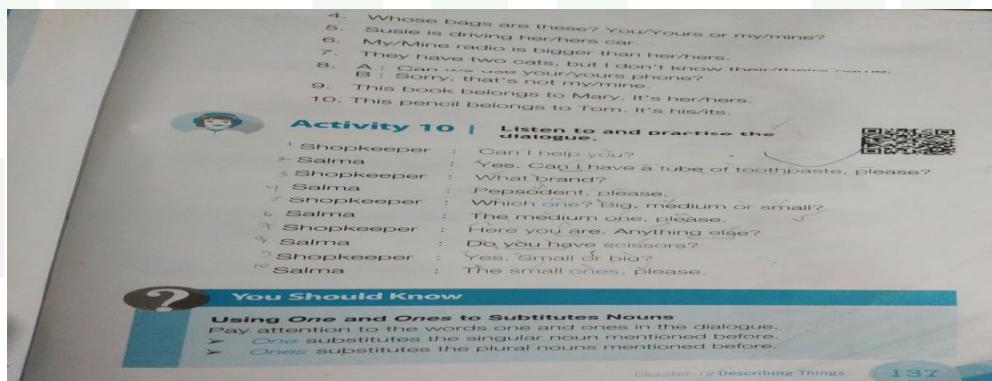
(Page 137 of Erlangga Book)

(Page 103 of Buku Siswa Kelas VII Bahasa Inggris)

(Page 104 of Buku Siswa Kelas VII Bahasa Inggris)

Activity 15 | Complete the following text with the words provided.

| has | jacket | funny | buttons |
| ears | brown | legs | is |

I am Salma and I like to collect dolls. This is my favourite doll. Its name (1) _____ Teddy Bear. It has two round (2) _____. It (3) _____ two arms and (4) _____. Its colour is (5) _____. It wears a small colour is (5) _____. The jacket has two (6) _____. The jacket has two (7) _____. My Teddy Bear is very fat and (8) _____.

Publisher's Doc(mes)

Activity 16 |

Collect 10 different things. Prepare two items for each (two pencils, two pencil boxes, two rulers, etc.). Ideally, of different colours, size, length, etc. Ask and answer with your partner.

A : Can I have the ruler, please?
B : Which one? The long one or the short one?
A : The short one, please.
B : Here you are.
A : Thanks.

A : Can I have the rubber, please?
B : Here you are.
A : Thanks a lot.

Activity 16 of Erlangga Book

A : Can you pass me the pencil, please?
B : Which one? (There are several pencils on the table.)
A : The white one.
B : Sure.

Activity 17 |

Let's play a game named 'Mystery Bag'. Your teacher will explain the rules of the game to you.

The following are the questions you need to ask.

- Is it made of plastic/fabric/metal/wood?
- Is it for cleaning the house?
- Is it big/small/medium/tiny?
- Is it soft/hard?
- Is it long/short?
- Does it have pockets/a zipper?
- Does it have eyes/a nose/legs?

Activity 18 |

Write about your favourite thing. The following questions may help you.

1. What is it?
2. When did you get it? From whom? On what occasion?
3. How big is it?
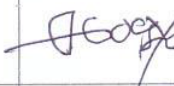4. What is it made of?
5. What is the colour?
_____ are the functions?
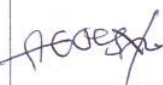
Names of 7A Class	
NO	NAME
1	AFTON ILMAN HUDA
2	AKBAR TEGAR KURNIAWAN
3	ANDI MAULANA BACHTIAR
4	ANDREAN PUTRA BAGASKARA
5	ANINDYAH PRATIWI
6	ARYA DWI BAGUS SAPUTRA
7	AYUNDA PRIANING DEWI
8	CITRA DWI ANGGRAINI
9	DEBBY FARADIAH BERLIANA P
10	DIMAS ADITIYA ARRAHMAN
11	DION DENI SAPUTRA
12	DWI QORINA ILMI
13	ERICK FERDIANSYAH
14	ERICK RESTYA ADHAR
15	FARISAH NUR RAMADHANI
16	FIRMAN SAHPUTRA
17	GUNTOR FIRDAUS RAMADHAN
18	MOCH. TYO ALFRIANSYAH
19	MOHAMMAD AL HIMNI RUSDI PRASDITYO
20	MOHAMMAD ALDI RAHARJA
21	MUHAMMAD ANDHIKA RAMADHANI
22	NADINE ASIFA DWI PUTRI
23	NASYWA AQILATUZ ZAHRO
24	NUR HALIZA EKA MAULIDIA
25	RAMDAN MAULIDI
26	RAYA AMALIA RIZKI
27	RAYSA RATIH CAHAYA NINGTIAS
28	REHAN KHOIRUL ANAM
29	RISQIANA AINURZAHWA
30	SITI ROBI'AH AL ADAWIYAH
31	SOFIYATUN HASANAH
32	SUKMAWATI
33	ZIDNI MUBARAK

Appendix 5.

RESEARCH JOURNAL

Name   : Siti Hajar
NIM   : T20166057
Title   : The Implementation of Mobile Learning Application in Teaching Pronunciation at Seventh Grade Students of MTsN 2 Jember in Academic Year 2019/2020: Application of QR Codes
Location   : MTsN 2 Jember

No	Date	Activities	Note/ Informant	TTD
1	Wednesday, February 12th 2020	The researcher gives a research licence letter to the school	Agus Suprayitno	
2	Friday, February 14th 2020	The researcher interviews the English teacher and observes the classroom activity at seventh grade of MTsN 2 Jember	Agus Suprayitno	
3	Tuesday, February 18th 2020	The researcher collect the data of students' pronunciation (first group)	Agus Suprayitno	
4	Saturday, February 22th 2020	The researcher collect the data of students' pronunciation (second group)	Agus Suprayitno	
5	Tuesday, February 25th 2020	The researcher collect the data of students' pronunciation (third group)	Agus Suprayitno	
6	Saturday, February 29th 2020	The researcher collect the data of students' pronunciation (fourth group)	Agus Suprayitno	
7	Tuesday, March 3rd 2020	The researcher collect the data of students' pronunciation (fifth group)	Agus Suprayitno	
8	Saturday, March 7th 2020	The researcher collect the data of students' pronunciation (sixth	Agus Suprayitno	

		group) and interview the teacher		
9	Tuesday, March 10th 2020	The researcher collect the data of students' pronunciation (seventh group) and interview the student	Agus Suprayitno	*signature*
10	Wednesday, March 18th 2020	The researcher asking for a letter of accomplishing research	Nikmatul Masykuroh/ TU Staff	*signature*

Jember, June 17th 2020
Headmaster of MTsN 2 Jember

Dra. Nurul Faridha
NIP. 196307161994032001

Appendix 6.

SURAT KETERANGAN
Nomor : B-274/Mts.13.32.02/PP.00.5/03/2020

Yang bertanda tangan dibawah ini, Kepala Madrasah Tsanawiyah Negeri 2 Jember menerangkan dengan sebenarnya :

Nama	:	**Siti Hajar**
NIM	:	**T20166057**
Fakultas	:	**Tarbiyah dan Ilmu Keguruan**
Program Studi	:	**Tadris Bahasa Inggris**

Telah selesai mengadakan Penelitian/Riset (Skripsi) yang berjudul " *The Implementation of Mobile Learning Application in Teaching Pronounciation at 7th Grade Student of MTsN 2 Jembernin Academic Year 2019/2020*" di MTs Negeri 2 Jember, selama kurang lebih 4 Minggu dari tanggal 18 Februari s/d 18 Maret 2020.

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagai mestinya.

Jember, 18 Maret 2020
Kepala,

Nurul Faridha

Appendix 7. Documentation

Picture 4.6

Interviewing the English Teacher

      The researcher interviewed the English teacher about the goals, material, the implementation, and evaluation in implementing the mobile learning application (QR codes) in teaching pronunciation.

Picture 4.7

Interviewing the Seventh Grade Students of MTsN 2 Jember

A. Interviewing with S.R.A

B. Interviewing with A.P

C. Interviewing with R.A.R

Appendix 8

STATEMENT OF AUTHENTICITY

The undersigned below:

    Name   : Siti Hajar

    Student Register Number   : T20166057

    Study Program   : English Education Department

    Faculty   : Teacher Training and Education Faculty

    Institute   : State Institute of Islamic Studies Jember

Genuinely declared that this thesis entitled "The Implementation of Mobile Learning Application in Teaching Pronunciation at Seventh Grade Students of MTsN 2 Jember in Academic Year 2019/2020: Application of QR Codes" have been written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Jember, November 12th 2020

The Writer

METERAI
TEMPEL
6720BAFF762466414
6000
ENAM RIBU RUPIAH

SITI HAJAR
NIM. T20166057

Appendix 9.

RESEARCHER AUTOBIOGRAPHY

A. Personal Information

Name	:	Siti Hajar
Place, Date of Birth	:	Jember, March 15th 1996
Study Program	:	English Education Program
Faculty	:	Teacher Training and Eduacation Faculty
Address	:	Perum. BMP blok ia no. 11 RT/RW: 001/015
		Kel. Mangli, Kec. Kaliwates, Kab. Jember
E-mail	:	sihazarqou@gmail.com
Phone Number	:	085232345572

B. Educational Program

- SD AL-BAITUL AMIEN JEMBER

- KMI GONTOR PUTRI 1 NGAWI (SMP-SMA)