

**THE ADOPTION OF MOBILE TECHNOLOGY  
APPLICATIONS IN EFL LEARNING ENRICHMENT:  
EXPLORING JUNIOR HIGH SCHOOL STUDENTS'  
LANGUAGE LEARNING PRACTICES**

**THESIS**

Submitted in Partial Fulfillment of the Requirement  
for gaining the Bachelor's Degree of Education  
in English Education Department



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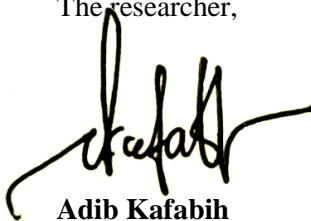
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*Assalamualaikum wr. wb.*

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APPLICATIONS IN EFL LEARNING  
ENRICHMENT: EXPLORING JUNIOR HIGH  
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*Wassalamualaikum wr.wb.*

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## **DEDICATION**

Praise is given to Allah SWT, the Most Gracious and the Most Merciful, who has blessed the researcher, so that the researcher could finish the thesis. *Shalawat* that never stop to my prophet Muhammad SAW.

This thesis is dedicated to the researcher's dearest parents, dearest brother and sister, all English teacher, and everyone who always give support, motivation, and endless love to the researcher in accomplishing the thesis.





## **MOTTO**

"Whatever you do,

Commence it with the sincere *niaat*"

(From Amirul Mu'minin, Abi Hafs Umar bin Al Khattab)



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## ABSTRACT

Although the use of technology in education can cover distance learning, it has not been specifically explained whether it is about mobile or immobile technology and whether it uses inside or outside of school hours. This study explores the adoption of mobile technology applications on students learning enrichment. This study data was collected from a junior high school in OKU Timur through observations and five student interviews. By applying qualitative research methods, the analysis is carried out by adapting structuration and technological experience theories. The results show that students in adopting English learning-based mobile applications are actively motivated to use them when completing self-initiated tasks in their non-instructional enrichment. In adopting the mobile apps, students are free to operate the application by their willingness and indefinitely space and time. Students were enthusiastic, motivated, and have a strong desire to deepen their knowledge and experience of English, especially in terms of acquiring new vocabulary. This research has provided output that teachers can use as a resource for developing old forms of learning. With this research, EFL teachers can apply more varied learning methods.

**Keywords:** *Mobile applications; EFL enrichment learning; vocabulary; structuration theory; junior high school students*



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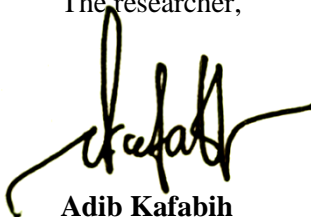
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Semarang, 28 April 2021

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# CHAPTER I

## INTRODUCTION

In this chapter, the researcher discusses the introduction of the study. This chapter consists of four parts. There is a background of the research, the reason for choosing the topic, the research question, and the significance of the research.

### **A. Background of The Research**

The rapid development of Information and Communication Technology (ICT) has affected various aspects of human life. The Educational sector is one of those included. Nowadays education system has the policy to prepare human resources who can face future challenges effectively and efficiently by utilizing all aspects of existing resources, including ICT<sup>1</sup>. For teachers and all those who study foreign languages, technology in education is very beneficial. The implication of using technology is almost found in every step of life<sup>2</sup>. The growth

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<sup>1</sup> Abdurrahman Faridi, “Inovasi Pembelajaran Bahasa Inggris Berbasis ICT Dalam Rangka Meningkatkan Mutu Pendidikan”, *Lembaran Ilmu Kependidikan Jilid 38*, 2009.

<sup>2</sup> Aziz *et al.*, “Growing Trends of Using Mobile in English Language Learning”, *Mediterranean Journal of Social Science*, 2018, p.235

of Information Technology (IT) has renewed the entire business and industry practices, exclusively on education performance and policy<sup>3</sup>. The development of technology in the education sector is following what Allah has said in the Al-Qur'an Surah An-Nahl verse 78, that humans must be able to develop themselves, from not knowing anything to knowing various kinds of things.

وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ وَالْأَبْصَارَ وَالْأَفْئِدَةَ ۗ لَعَلَّكُمْ تَشْكُرُونَ

"And Allah brought you forth from the wombs of your mothers knowing nothing and gave you hearing and sight and hearts that haply ye might give thanks."

Language learning can be categorized into two types of learning models, traditional learning and e-learning. E-learning is a model that provides more flexibility in determining the choice of learning models for students, including game-based learning, social learning, and mobile learning<sup>4</sup>. Among the IT development in education, using mobile devices for learning has emerged in recent years<sup>5</sup>. Mobile technology devices are beneficial and can support the

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<sup>3</sup> Monther M. Elaish, Liyana Shuib, Norjihan Abdul Ghani & Elaheh Yadegaridehkordi, "Mobile English Language Learning (MELL): a literature review", *Educational Review*, DOI: 10.1080/00131911.2017.1382445, 2017.

<sup>4</sup> Mohammad Mahdi Mobinizad, "The Use of Mobile Technology in Learning English Language", *Theory and Practice in Language Studies*, Vol. 8, 2018.

<sup>5</sup> Aziz *et al.*, Op. Cit. p.236

learning process because they provide learning facilities and accessible<sup>6</sup>. Mobile technology puts up supports the students' to complete particular types of tasks. Mobile technology is another form of Learning Management System (LMS), where the instructor as a task maker provides directions and assignments according to the proper technology-mediated learning<sup>7</sup>. The type of mobile technology that is currently widely used in the world is a smartphone.

As smartphones were familiarized in the last ten years, many applications (commonly called apps) can be installed on this device and offer massive uses for the education market, including language learning. Apps can provide opportunities for learners to engage in interactive, meaningful and engaging tasks, learning by doing, focus on form and collaborative learning in the field of Second Language Acquisition (SLA). Several researchers have identified the assets of apps for language learning<sup>8</sup>.

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<sup>6</sup> Rui-Ting Huang, Chung-Long Yu, Tzy-Wen Tang & Sheng-Chun Chang, "A study of the use of mobile learning technology in Taiwan for language learning", *Innovations in Education and Teaching International*, DOI: 10.1080/14703297.2019.1628798, 2019.

<sup>7</sup> Olga Viberg & Åke Grönlund, "Understanding students' learning practices: challenges for design and integration of mobile technology into distance education", *Learning, Media and Technology*, 2015, p.2

<sup>8</sup> Fernando Rosell-Aguilar, "Autonomous language learning through a mobile application: a user evaluation of the busuu app", *Computer Assisted Language Learning*, DOI: 10.1080/09588221.2018.1456465, 2018, p.1-2



The previous research on exploring the mobile application's design requirements for L2 -Online Learning students was focused on how the students adopt technology and its impacts on facilitating their learning activities. The theory called Structuration Theory (ST), which aimed at analyzing three structuration modalities of norms (formal or informal), facility (technology), and interpretive schemes, is applied. The results show that students use mobile technology more often when working on their self-initiated learning tasks. However, the role of the course designer here is also significant. The course designer needs to design material and equipment for the practice's use. In completing the tasks, students prefer to work on assignments according to themselves, depending on the time limit when they have to submit the assignment. Furthermore, the use of mobile technology in their learning is positively influenced; again, students still demand several applications to support their learning<sup>9</sup>.

Another research focused on autonomous language learning through the *busuu* app was an endeavor to discover the most valuable app's feature for language learning. The result showed that the *busuu* app has significantly helped students advance their knowledge they are learning with the vocabulary as the central area of advancement<sup>10</sup>. However, this research's area study is to find out what features in the *busuu* app are the most useful in supporting vocabulary learning, but the adoption of this mobile application on the other EFL course study

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<sup>9</sup> *Ibid.*, p.17-18

<sup>10</sup> Fernando Rosell-Aguilar, *Loc. Cit*

has not been confirmed yet. This study is also just trying to find out user satisfaction without taking note of the user reaction of using the mobile application.

Moreover, since this study is touched and focussed on students' learning enrichment, the researcher needs to straighten the concept of learning enrichment. The enrichment program is a treatment applied to improve character and value by adding something and presents rich and various learning activities. Usually, enrichment provides new and more complex topics than the learning content that is usually delivered. It provides more in-depth content than the regular curriculum, which conveys a monotonous and conventional approach<sup>11</sup>. Learning enrichment allows students to learn outside the formal classroom; Therefore, learning enrichment plays an appropriate role in this research. This research takes a coherence of the use of mobile technology in student learning, whereas if we look at several schools curriculum in Indonesia that do not grant the use of mobile devices in the classroom. Indonesian teachers' and school administrators' policies state that the prohibition of using mobile devices in the classroom is based on the many negative impacts that cause students to be distracted

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<sup>11</sup> Sumardi, Surya R. A. & Naim M., “The Effectiveness of Enrichment Triad Model to Enhance Students' Learning Outcomes of History Learning”, *IOP Conference Series: Earth and Environmental Science*, 2019, p.2

and not focus on their main course<sup>12</sup>. From the reason that is explained, mobile technology is an opportunity to participate in students' learning enrichment. Even so, there is not much research that addresses both mobile technology and learning enrichment.

In order to arbitrate those gaps, this study's concern is on exploring students' adoption of mobile technology applications on their learning enrichment and intends to observe students' reactions to using the application at the junior high school level.

## **B. Reasons for Choosing The Topic**

This research discussed the adoption of Mobile Technology Application on Junior High School Level students in EFL learning enrichment and focused on students' reactions and adoptions of using the application. The reasons for choosing this topic nothing else than:

1. The researcher wanted to observe the students' adoption of mobile technology applications as one of the Learning Management System (LMS) in the EFL Learning enrichment.
2. The researcher was concerned about exploring students' reactions to mobile technology application adoption in their learning and considered that it had benefited them in completing the tasks.

## **C. Research Questions**

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<sup>12</sup> Machmud, Karmila, "The Smartphone Use in Indonesian Schools: The High School Students' Perspectives", *Journal of Arts and Humanities*, 2018, p.35

The research questions that formulated from the reason above are:

1. How do students adopt the mobile technology application in language learning enrichment?
2. What are the students' reactions to the adoption of mobile technology applications in language learning enrichment?

#### **D. The Objective of The Study**

According to the research questions above, the objectives of the study are:

1. To explain students' adoption of mobile technology applications in their learning enrichment.
2. To find out students' reactions to the adoption of mobile technology applications in their learning enrichment.

#### **E. Limitation of The Study**

The research limitation is essential in order to preserve the focus of the research:

1. This study is focused on examining students adoption of mobile technology applications in their Language learning enrichment
2. This study is conducted on students learning enrichment. Therefore the students are the subject.
3. The research is aimed to describe students' reactions while adopting the mobile application in their learning enrichment.

## **F. Significances of The Study**

Upon the results achieved in this study, which can explain the adoption and reaction of students in the use of mobile technology applications in EFL enrichment learning, thus the researcher hopes that this research will be beneficial to others both practically and theoretically:

### **1. Theoretical benefit**

This study can provide a broad view of mobile technology applications' convenience in students' EFL learning, especially in learning enrichment. Research finding also displays suitable mobile technology applications to support student learning, which is expected to be used as a reference for determining what apps are suitable to be applied in EFL learning.

### **2. Practical benefit**

#### **a. For the students**

The researcher hopes that this research can be used as one of their references in a research assignment on the field "the adoption of the mobile application for EFL learning."

#### **b. For the teachers/lecturers**

This study is expected to become an inspiration for creating a more complex and less monotonous learning atmosphere by using mobile applications in learning.

c. For the researcher

As long as this research is a final assignment in the college, the researcher hopes could provide the best writing for all circles.

d. For the next researchers

Substantially, in a study, the researcher must provide a sufficient reference to strengthen his theory. Therefore, this research is expected to provide a new light for future researchers to create more informative and educative research.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents Previous Research and the Review of Related Literature. Previous research helps the researcher find the weakness in earlier research related to this study so that the researcher can improve and complete it to make it more useful for education. The review of related literature can help the researcher to improve their research.

#### **A. Previous Research**

The first previous research explores the mobile application's design requirements for L2 -Online learning higher education students. This study focuses on how students use mobile technology in distance learning and consider that mobile technology plays an essential role in supporting their learning. Structuration theory is applied in this analysis, analyzing three structuration modalities; norms (formal or informal), facility (technology), and interpretive schemes. The result shows that students use mobile technology more often when working on their self-initiated learning tasks. Students prefer to do the tasks on their own according to the time limit. The task maker's role here is also essential to prepare materials and tools for practice. In all, the use of mobile technology in students' learning is positively

influenced<sup>13</sup>. The previous research has been conducted in higher education students setting. Selected participants in the research were students studying second and foreign languages education taking beginners class in Russian.

The second previous research focuses on autonomous language learning through the *busuu* app. This study investigates the forms of using *busuu* apps and the most supportive features in language learning. In data collection, this study uses an online survey questionnaire and spreads the survey link to all *busuu* users in Europe as research participants are university students. The comparative statistical analysis technique is applied to analyze the data. The result shows that there are 4095 respondents, of which 82.8% agree that *busuu* apps help improve their language knowledge with the vocabulary as the central area of improvement<sup>14</sup>. This previous research uses a large-scale survey to collect the data where the researcher provided a questionnaire containing 30 items for participants. The research uses a questionnaire for collecting data and applies comparative

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<sup>13</sup> Olga Viberg & Åke Grönlund, “Understanding students’ learning practices: challenges for design and integration of mobile technology into distance education”, *Learning, Media and Technology*, 2015

<sup>14</sup> Fernando Rosell-Aguilar, “Autonomous language learning through a mobile application: a user evaluation of the busuu app”, *Computer Assisted Language Learning*, DOI: 10.1080/09588221.2018.1456465, 2018



statistical for analyzing data; thus, it can be categorized using a quantitative approach.

Another research focused on examining the types of learners' language learning experiences outside the classroom and factors affecting them. This research investigated students' technological experiences when using it outside the classroom by applying the interview study as a data collection technique. Semi-structured open-ended questions are applied in one-on-one individual interviews. In this case, 21 university undergraduate students in Hong Kong participated. Participants are students who learn various foreign languages , including French, Spanish, German, Arabic, and Japanese. Data were analyzed inductively through cyclical analysis by combining evolving processes of coding and recoding. In the findings, especially in instruction-oriented technological experiences, students reported involvement with several technologies such as multimedia online learning sites, YouTube or Facebook pages about vocabulary and grammar learning created by language teachers, podcasts, and several online dictionaries where the technology dominantly provides experience to enhance vocabulary and grammar knowledge. Another finding stated that students' instruction-oriented technological experiences are influenced by learners' perceptions about the usefulness of technology experience of language learning<sup>15</sup>. The previous

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<sup>15</sup> Chun Lai, Xiao Hu & Boning Lyu, “Understanding the nature of learners’out-of-class language learning experience with

research was conducted with Hong Kong undergraduate students that learn a different foreign language. Moreover, the study's focus is to investigate how students interact with their various technological resources outside the classroom.

From all the aspects that have been described above, the present research intends to focus on observing the adoption of mobile application technology by junior high school students and exploring their reactions when adopting mobile apps. Contrasting to previous research, in this study, researchers examined school students in Indonesia that concerned about learning English. This research is conducted when students use mobile applications during their enrichment learning. Moreover, This study is conducted using a qualitative descriptive approach where the data were collected based on two methods, observation and interview. However, the role of previous research is crucial to provide broad insights to the researcher about the use of mobile devices and their suitable applications to support language learning.

## **B. Literature Review**

### **1. Mobile Technology Application in Language Learning**

IT's revolutionary in areas such as the industrial and educational markets has had a significant impact. The magnitude of IT growth in education has also had a considerable influence on language learning growth. In this way, humans introduce a device

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technology”, *Computer Assisted Language Learning*; DOI: 10.1080/09588221.2017.1391293, 2017, pg.1

that makes work more effective and efficient, namely mobile technology<sup>16</sup>. Mobile technology is a technology that goes wherever users go.

In language learning, the term mobile technology is well known as mobile learning<sup>17</sup>. Mobile learning is characterized as any skill or service regardless of location and time of providing educational content and electronic information that helps attain knowledge<sup>18</sup>. The terms MELL and MALL often appear in several studies that focus on mobile English learning.

MELL (Mobile English Language Learning); an English learning environment that uses mobile technology as a tool. MELL allows people with busy lives to achieve meaningful language acquisition in a culturally appropriate manner. MALL (Mobile-Assisted Language Learning); the part of m-learning with a feature to take advantage of a personal mobile device<sup>19</sup>. MALL is designed to develop students' competence and confidence in using the mobile application<sup>20</sup>.

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<sup>16</sup> Monther M. Elaish et al., loc. Cit.

<sup>17</sup> Zaenal Abidin, Anuradha Mathrani, Roberta Hunter & David Parsons, "Challenges of Integrating Mobile Technology into Mathematics Instruction in Secondary Schools: An Indonesian Context", *Computers in the Schools* DOI: 10.1080/07380569.2017.1344056, 2017, pg.3

<sup>18</sup> A. Aziz et al., loc. Cit.

<sup>19</sup> Monther M. Elaish et al., loc. Cit.

<sup>20</sup> Shaista Rashid, Jocelyn Howard, Una Cunningham & Kevin Watson, "Learner training in MALL: a Pakistani case study",

In its application, mobile learning takes the place of mobile devices to perform. Mobile devices are all device that is small, autonomous, and prominent enough to accompany us at all times. Mobile devices provide aspects such as mobility of learning, mobility of technology, and mobility of learner<sup>21</sup>. The type of device that the most widely used in language learning is a smartphone. Moreover, smartphones provide various kinds of language learning applications that can be downloaded and run quickly<sup>22</sup>. The applications such as Duolingo, Busuu, Babel, Rosetta Stone, and Speakeasy can be downloaded for free on Google Playstore™ or Appstore™<sup>23</sup>.

## **2. Students EFL Learning Enrichment**

Learning enrichment is a program provided by the school to expand student knowledge beyond their main class. Learning enrichment has a responsibility for providing opportunities for broadening students' educational experience. The program has

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*Innovation in Language Learning and Teaching*, DOI: 10.1080/17501229.2020.1737076, 2020.

<sup>21</sup> Ameri, Maryam, “The Use of Mobile Apps in Learning English Language”, *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, 2020, p.1457

<sup>22</sup> Somaya Ben Allouch & Judith Boonstra, “The development and implementation of a mobile application in human services”, *Journal of Technology in Human Services*, 2019, p.159

<sup>23</sup> Fernando Rosell-Aguilar, “Autonomous language learning through a mobile application: a user evaluation of the busuu app”, *Computer Assisted Language Learning*, DOI: 10.1080/09588221.2018.1456465, 2018, p.9

aimed to assist language students to become effective autonomous learning<sup>24</sup>.

Learning enrichment is fundamental when formal learning in the classroom is sometimes hard to understand. Learning enrichment provides new and more complex topics than the learning content that is usually delivered. These activities are student-centred and are intended to strengthen subject-specific curriculum implementation in a progressive learning environment<sup>25</sup>. Students in EFL countries need enrichment learning to achieve the expected knowledge targets, in this case, English learning.

### **3. Learning Management System**

A learning management system (LMS) is a possible online platform delivery of materials, resources, tools, and activities to students both inside and outside the classroom environment. By its design features, LMS can be implemented for distance students at every grade level<sup>26</sup>. This system can cover all processes of distance learning. With the help of some apps, instructors and students no

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<sup>24</sup> H. Doyle, M. Parrish, “Investigating Students ’ Ways to Learn English Outside of Class : A Researchers ’ Narrative”, *SiSAL Journal*, 2012, pg. 196

<sup>25</sup> Sumardi, Surya R. A. & Naim M., loc cit.

<sup>26</sup> W. Sulaiman, M. Mahbob, A. Azlan, “Learning outside the classroom: Effects on student concentration and interest”, *Procedia - Social and Behavioral Sciences*, 2011, pg. 12

longer have to be physically present at the exact location<sup>27</sup>. LMS has the primary purpose of centralizing and simplifying the administration and management of learning through e-learning<sup>28</sup>.

In some countries, web-based LMS is applied to assist in teaching and learning activities. They contain various features that allow teachers to share learning material and provide interaction with their students, both synchronously and asynchronously. LMSs enable the delivery of instructions and electronic resources to increase and enhance student knowledge in a collaborative learning environment and make it easier for teachers to focus on designing engaging pedagogical activities<sup>29</sup>. The policies in several institutions explain that the use of LMS enriches face-to-face learning activities, which means that teachers share additional material via the internet. Other institutions offering distance education have combined LMS with traditional face-to-face learning to reach more learners across multiple geographic boundaries<sup>30</sup>.

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<sup>27</sup> Nadire Cavus, “Selecting a learning management system (LMS) in developing countries: instructors' evaluation”, *Interactive Learning Environments*, 2013, p.420

<sup>28</sup> Paula Ana, “Learning Management Systems in Higher Education”, *Proceedings of EDULEARN14 Conference*, 2014

<sup>29</sup> Darren Turnbull, Ritesh Chugh & Jo Luck, “Learning management systems: a review of the research methodology literature in Australia and China”, *International Journal of Research & Method in Education*, 2020

<sup>30</sup> Joel, S. Mtebe, “Learning Management System success: Increasing Learning Management System usage in higher education in

LMS has been successfully applied in many developed country institutions. They have successfully improved student learning performance, reduced student dropout rates, and increased student satisfaction with the courses offered. In this case, the success of LMS adoption can be measured from several aspects. Some studies suggest that LMS adoption's success can be measured by how satisfied students are with the system. Several factors, such as the quality and readiness of information, self-efficacy, self-learning, system quality, and service quality, can be used as benchmarks in measuring student satisfaction<sup>31</sup>.

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sub-Saharan Africa”, *International Journal of Education and Development using Information and Communication Technology*, 2015, p.51

<sup>31</sup> *Ibid.*, p.52

## **CHAPTER III**

### **RESEARCH METHOD**

In order to get good results from a study, carefully designed methods are needed. It starts from forming a research design, paying attention to the research setting and context, selecting participants as the primary data source, data collection techniques, and processing the data into research results that are worth reporting. This chapter discusses things that are built to develop research to achieve the desired results.

#### **A. Research Design**

In order to achieve research objectives, this study uses a descriptive qualitative research design. Descriptive qualitative research aims to understand social phenomena as they are, from the participants' perspective. Participants are invited to interview, be observed, and be asked to provide data, opinions, thoughts, and perceptions. In qualitative research, researchers use participatory observation strategies and in-depth interviews to collect data.

This study implements a qualitative descriptive research design because the researcher observes the student adoption of mobile applications in language learning outside the classroom, in their enrichment learning. This study's data were obtained since the researcher explores the students' reactions after using the mobile application to support language learning through interviews. Moreover, the student's experience in using some of these apps will present data following naturalistic concepts.



## **1. Research setting and context**

This study was conducted at a junior high school in OKU Timur, South Sumatra. The school is a new private institution that has opened in this area. It would be the first research to be held at the school, and it is hoped that the results can be useful for the school's progress. Although the school is new, here, it has implemented learning enrichment programs for students. Learning enrichment is a breakthrough in several schools, which is expected to help students better understand subject matter outside the classroom environment. To advance the school, students maximize learning enrichment programs to deepen the knowledge gained. This enrichment program runs on building students vocabulary. Students are invited to get to know various kinds of vocabulary commonly used in everyday life. It can be like understanding the vocabulary of gratitude and apology. Moreover, in this learning enrichment program, students are invited to know the kinds of nouns that exist in nature by going directly to the field.

The researcher conducts a meeting with the school principal to explain the aims and objectives of the research. With open access given to researchers and participants' willingness, research will be carried out by observing mobile applications' adoption in the students' learning life. This study focuses on the context of student enrichment learning. In enrichment learning, students are allowed to use mobile devices. Researchers introduce several applications that can support learning English. Students

will be welcome to use the application according to their needs. This study is conducted naturally by looking at the phenomena in subjects' lives, commonly named ethnographic fieldwork research<sup>32</sup>.

## **2. Participants**

This study's data were taken from seventh-grade junior high school students in OKU Timur, South Sumatra. The data collected is in the form of observations and interviews related to the student adoption of mobile applications in English learning enrichment and reveals students' reactions in using the mobile application.

Since qualitative methods were adopted for investigations in this study, the determination of data sources on the interviewees was carried out purposively. They were chosen because they have mobile devices and operate mobile applications that support learning English. In-depth interviews were conducted with five seventh graders, four male students, and one female student to obtain the required information. Participants belong to junior high school students in South Sumatra with the geographical location where he lives in the countryside and has a considerable distance to go to school. Students' age range that is not far apart, between one to two years.

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<sup>32</sup> Widodo, H. P., Engaging Students in Literature Circles: Vocational English Reading Programs, *Asia-Pacific Education Researcher*, 2015, p.350

This small number of samples' determination is due to the newly opened and pioneered institutions currently running in the first generation. In a purposive sample, the number of samples is determined by considering information. The determination of the sample unit (participants) is considered adequate when it reaches the "redundancy" level (the data is saturated). This study stands on the application of purposive sampling in the selection of participants. Even though the number of participants is only five people, the data collected will be maintained for authenticity and saturation.

### **3. Data Collection Technique**

Determining the data is needed as the primary support in research. Data collection techniques allow us to collect information on the object of study (people, objects, phenomena) systematically and about the arrangement in which it occurs. In collecting data, we must be able to systematic. If data is collected carelessly, that is it would be difficult to answer our research questions convincingly<sup>33</sup>. There are ways of collecting data in a qualitative study, observation and interview. Where all of those are carried out according to the procedure.

#### **a. Data collection procedures**

1. Choose the subject research

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<sup>33</sup> Elmusharaf, Khalifa, *Qualitative Data Collection Techniques, Training Course in Sexual and Reproductive Health Research*, 2012

The researcher will determine the research subject carefully. Researchers in qualitative research collect various types of data and make the most of their time as possible to gather information on the research location<sup>34</sup>. The main subject of this research is the seventh-grade junior high school students. Accordingly, this class becomes the main focus of research. The study was conducted from January 9th to February 16th. During the 39 days of research, the researcher applied the method of collection through observation and in-depth interviews. Observations were carried out for seven days by going directly to the field and through monitoring the WhatsApp group. By continuously observing students' learning life, participants will be selected purposively.

## 2. Asking permission

As this research was conducted regarding students in a school, the researcher went directly to the field to ask permission from the school manager and the English teacher. This self-immersion allows the researcher to see first hand what is happening at school

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<sup>34</sup> Creswell, John W., *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 3rd ed. Los Angeles: Sage, 2009, pg. 224

and in the classroom<sup>35</sup>. The researcher also asked the students' willingness to become participants by carefully explaining the details and the research focus.

## **b. Data Collection Techniques and Instruments**

To obtain the required qualitative data, the researcher carried out a series of steps:

### **1. Observation**

Observation is a technique that involves systematically selecting, watching, and recording behaviour and characteristics of living things, objects, or phenomena<sup>36</sup>. In the observation method, the researcher goes directly to the field to observe the behavior and activities of individuals at the research location. In qualitative research, researchers can also be involved in a variety of roles, ranging from as a non-participant to a complete participant<sup>37</sup>.

In this study, the observer will participate in student activities. Observer participates in assisting students in learning enrichment. Observer conducts the

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<sup>35</sup> Widodo, H. P., Op. cit., p.350

<sup>36</sup> Elmusharaf, Khalifa, *Qualitative Data Collection Techniques, Training Course in Sexual and Reproductive Health Research*, 2012

<sup>37</sup> Creswell, John W., *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 3rd ed. Los Angeles: Sage, 2009, pg. 224

observation with participatory procedures, which go down directly to the field to observe students' activities and the environment by noted observation points generally related to mobile apps' adoption in learning English. Before conducting observations, observers prepare observation guidelines as follows:

Table. 1. Observation Guidelines

<b>Observation Guide</b>				
<b>No.</b>	<b>Area of Observation</b>	<b>Activities</b>	<b>Yes</b>	<b>No</b>
1.	Enrichment program applied and students' participation	1. The enrichment program is carried out outside of class hours		
		2. Students participate in enrichment programs all the time		
		3. The teacher accompanies		

		students in every enrichment activity		
		4. This enrichment program helps students		
2.	Students ICT mastery to adopt mobile technology	1. All students can download the application by themselves		
		2. Students can register a new account and link the email within the application		
		3. Students operate the application according to its use		

3.	The kinds of mobile applications that students install on their Mobile devices	1. All students operate their own phone		
		2. On students' mobile phones installed more than ten kinds of applications		
		3. Students install more than 3 English based learning application on their mobile phones		
		4. Students actively use the applications they have installed		
4.	The features offered by the	1. The application		



	English learning application and its impact on students	offers convenience in running it		
		2. Students are interested in using the application because of the content displayed		
		3. In the application, there are challenges that students must solve		
		4. The use of applications makes students more enthusiastic in learning English		

5.	The flexibility of space and time in the students' adoption of English learning applications	1. Students do not have to use applications to support learning English in certain places		
		2. The application can be used in hand and does not require complicated steps		
		3. Students use the app only when they want to		

## 2. Interview

Another qualitative data collection technique is interviewing. Interviews may be conducted orally in face-to-face meetings individually, by telephone interview, or be involved in a focus group interview.

Interviews are carried out by concluding opinions or views of the participants<sup>38</sup>. In this study, interviews were conducted face to face and through online media intermediaries. During the interview, data recording was also running. The results of recorded data were in the form of a voice recording or interviewer's notes.

As long as this research is concerned with adopting mobile applications in student enrichment learning, aspects of the interview that will be addressed to respondents are related to student engagement and experience. Semi-structured interviews will be conducted with 1-5 students by face to face depending on the willingness and availability of time<sup>39</sup>. To maintain the interview atmosphere to run well, the interviewer applies a social constructivist approach, where the interviewer will do tutoring as well as learning assistance. In the concept of social constructivism, knowledge is based on experience and

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<sup>38</sup> Creswell, John W., *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 3rd ed. Los Angeles: Sage, 2009, pg. 225

<sup>39</sup> Hång *et al.*, Interaction of Vietnamese teachers with a social constructivism-based primary science curriculum in a framework appropriate for a Confucian heritage culture, *Asia-Pacific Science Education*, 2017, p.10

constructed by learners<sup>40</sup>. Everything in the interview is voice recorded and written down verbatim.

In conducting interviews, the interviewer must prepare an interview instrument called interview guidelines. Interview guidelines contain several questions regarding students adoption of mobile technology applications. The interview was held to reveal students' reactions, engagement, and experiences in adopting mobile English learning applications. With the interview items in the form of favourite English material, duration of use of mobile devices, and students feelings when using mobile apps, they are expected to answer research objectives. Interviews are not limited to specific questions and can be redirected by the interviewer within the time<sup>41</sup>. The questions in the interview guidelines include core questions and some derivative questions related to the main questions. The items are also in the form of questions that do not suppress students responses and uphold students' freedom to express answer according

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<sup>40</sup> *Ibid.*, p.4

<sup>41</sup> Mohajan, Haradhan, Qualitative Research Methodology in Social Sciences and Related Subjects, *Journal of Economic Development, Environment and People*, Vol-7, Issue 01, 2018, p.20

to their convenience in terms of the manner and pace<sup>42</sup>.

The following interview guidelines in this study will be displayed in Indonesian and included in the research attachment.

## **B. Data Analysis Technique**

Data analysis can be done before, during, or after data collection takes place. Data analysis carried out before the research took place was obtained data from predecessor studies. Data analysis was carried out during collecting data is when the interview took place, the researcher had analyzed the answers to the interviewee. If the answer is not satisfactory, the researcher continues the question again. At the same time, data analysis was carried out after data collection took place; It could be done through intensively, interactively, and continuous contact with the participants<sup>43</sup>. Data analysis activities can be in the form of data reduction, data display, and concluding/verification.

### **a. Data reduction**

There are quite a lot of data obtained from the field; therefore, it is necessary to record it carefully and in detail.

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<sup>42</sup> Jamshed, Shazia, Qualitative research method-interviewing and observation, *Journal of Basic and Clinical Pharmacy Vol.5 Issue 4*, 2014, p.87

<sup>43</sup> Matthew B. Miles, A. Michael Huberman, & Johny Saldana, *Qualitative Data Analysis: A Methods Sourcebook*, SAGE Publications Inc., 2014, p.9

Reducing data means summarizing, choosing the main things, focusing on the things that are important to note, looking for patterns and themes, and removing unnecessary. Reduction and deletion of statements that do not include essential data are carried out to determine the focus study's unchanging constituents<sup>44</sup>. Thus after the data is obtained from student participation in adopting mobile applications in enrichment learning, the researcher will observe the data and evaluate the overall findings.

b. Data display

After reducing the data, the next step is to display the data. The primary data that has been obtained will be display in a short descriptive form. It will be easier to understand what happened and plan the next work based on what is already understood by displaying the data.

c. Concluding/verification

The initial conclusions obtained from the findings are still provisional. Conclusions at this early stage must include strong and supporting evidence so that the conclusions are credible. These study conclusions were formulated from the data that has been analyzed regarding students' reactions and

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<sup>44</sup> Elisha Hall, Weiwen Chai & Julie A. Albrecht, A Qualitative Phenomenological Exploration of Teachers' Experience With Nutrition Education, *American Journal of Health Education*, 2016, p.139

experiences when adopting mobile apps in their enrichment learning.

## **CHAPTER IV**

### **RESEARCH FINDINGS**

This chapter reports the data findings from this study to be discussed to determine the conclusions later. As explained in previous chapters, the data taken is focused on students' adoption of mobile applications in their learning enrichment.

#### **A. Findings**

The data from this study were taken from observations and in-depth interviews with students. Interviews were conducted with five students of a Junior High School in OKU Timur. The data have got through a summarizing and data reduction process to obtain the compendium of the information needed.

In order to make it easier to discuss all the information obtained, these research findings will be grouped into several sub-chapters. That will include discussion of students' learning activities, enrichment programs in and out of school accompaniment, mobile applications in use, and students' reaction in adopting the mobile application for learning English by the time and space they have.

#### **1. The Adoption of Mobile Devices in The Implementation of Students Enrichment Programs**

All students who participated in this study, five seventh-grade students in the second semester of a Junior High School in OKU Timur, can operate technological devices. Mobile is



one of the most influential and close-to-life devices for them. Other technologies such as personal computers are still limited to operating small things such as running a Microsoft office in writing and printing. The result is following the observation notes that have been presented in the following table.

Of these five students who have received permission from their parents to have their own phones, only three students and the rest still use their parents' phones. They use mobile phones with the android based operating system. The ability of students to run this mobile device can be measured by how well they understand to download new applications, create an account in the application, linking an email or phone number as a condition for registering a new account, and of course, running the application without the help of others. After observing directly to the place and asynchronously through the WhatsApp group, starting from downloading a new application from the PlayStore to running it, it can be understood that students can use mobile devices at their own pace. Even though students still looked confused and asked how to link the email to their new accounts, they continued to solve the problem independently.

Judging from the things mentioned above allows students to use mobile devices in school enrichment learning or independent learning. To clarify how the relationship between mobile devices and student activities, the researcher categorizes two types of mobile device adoption based on the types of

enrichment that students participate in, namely in formal and informal forms. Formal enrichment is aimed at programs carried out with teacher assistance and, on the other hand, informal without teacher assistance.

- a. The adoption of the mobile device in an instructional circumstance

The bakim program allows students to come face to face with their bakim teachers. Because this session is a sharing session conducted by students while at home and submitting a checklist assigned by the teacher, the relationship between students and mobile devices in this enrichment is not visible, especially considering that this enrichment is still carried out within the school environment. Meanwhile, the implementation of the *tadabur alam* program is carried out outside the school environment. The adoption of mobile devices to access things related to learning English here is also not visible. The adoption of mobile devices is only for the purposes of documenting moments of togetherness between teachers and students.

In contrast, the adoption of mobile devices appears to be significant in enriching English programs. Students adopt mobile devices to open the Google Meet. During the seven meetings, the researcher

noticed that the google meet was used to bring the teacher as an instructor and students in one room together. Students were also seen operating digital dictionaries such as Google Translate and Kamusku in the enrichment session. The teacher gives guesses about the meaning of an adjective. While showing the words displayed on the PowerPoint display, the instructor asks questions, "Try if anyone knows what the word disappointed means?" students were silent for a while to look for the meaning of the word "The meaning is *kecewa* ma'am."

- b. The adoption of mobile devices in non-instructional circumstance

The operation of mobile devices for purposes outside of student activities directly dealing with teachers and the subject matter is more variable. Of the five students who participated, student 1 and student 4 were still using their parents' mobile devices. Thus, they do not have the will to install various applications. Judging from the applications installed on the phones that they use, they can be categorized into several types, namely applications for communication and access to social media in the form of WhatsApp and Facebook, entertainment applications such as YouTube, Google's built-in

applications such as Gmail, Google Drive, Playstore, Google Translate, and Google meet. Meanwhile, the other three students have operated their mobile phones given by their parents. Apart from some of the applications mentioned above, the three students also operate entertainment and game applications such as mobile legends, free fire, and PS emulators.

In connection with this study's focus, which is the adoption of students' English learning applications, the students also installed Duolingo on their respective mobile phones. By the Duolingo application, students use it to enrich their English knowledge, presenting various kinds of simple vocabulary in words, hiatus sentences, and pronunciation. These vocabularies are grouped into several classes, such as the vocabulary related to food, animals, plural forms, and possessive pronouns. The Duolingo also serves to feature a striking and colorful visual projection. Several animated characters can help students work on some quizzes that are presented by displaying genders related to what students are doing, such as boys, girls, and older adults. In addition to displaying attractive visuals, Duolingo also presents several words with sound images that show how people pronounce the word correctly. Duolingo combines visuals, sound,

and text in the form of challenging and straightforward quizzes so students can take them.

In the convenience that the Duolingo application provides, it turns out that there are still deficiencies that students feel to help them learn English more deeply. The formation of a quiz by matching the right words in a sentence presented in the application still confuses students.

I do not really like Duolingo. His English words were confused. Nevertheless, the pictures are good, anyway.<sup>45</sup>

## **2. Mobile Application in Use to Enrich Students' English**

In its implementation, the adoption of mobile applications to enrich students' knowledge of English requires paying attention to how the application can help students in their daily lives and how they use the time and space they have to operate the application. Under discussion in the previous point, in this section, the disclosure will be more specific to the adoption of applications directly related to the English language and are limited to the adoption of the Duolingo application and students' digital dictionaries.

### **a. The Norms of Usability in Running**

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<sup>45</sup> Student 4, the interview session, 13 January 2021 at 1:09 PM

Duolingo presents a variety of easy ways to understand English in software. In it, there are several levels with various categories of material. Like a lesson tree, to complete each challenge and advance to the next round, the player must answer random questions. Some of the questions are in the form of hiatus sentences, mimicking a word's pronunciation, choosing the correct word displayed in English, and interpreting a sentence. Duolingo focuses on learning vocabulary acquisition.

Duolingo is great, easy to run. Lots of interesting pictures too. There are many guesses too. I have used Duolingo; it is almost to a high level<sup>46</sup>

At each level, the user must be able to complete at least ten random questions. If one of the questions is answered incorrectly, the user can repeat to answer at the end of the question session. The challenges that Duolingo offers make students as users take the initiative to solve them continuously. What makes students more motivated and excited about using this application is that Duolingo rewards each user for completing challenges. The rewards are coins and diamonds that can be used to shop for in-game items.

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<sup>46</sup> Student 2, the interview session, 13 January 2021 at 1:22 PM

After I downloaded Duolingo, it turned out to be fun, rich in animated graphics, so it did not make me bored. There is also collecting coins, so it makes you enthusiastic. Later, the coins can also be used to buy character clothes<sup>47</sup>

In its use, Duolingo also includes a feature to play and join friends, namely *undang teman*. This feature allows each user to operate the same challenge as his friend. However, the truth is, the students solve each of Duolingo's challenges just by themselves.

Apart from using Duolingo, students also operate a digital dictionary application called Kamusku and Google Translate. Compared to Duolingo, the use of this dictionary application emphasizes the usefulness of completing each assignment given by the school. Google translate and Kamusku lack the features that Duolingo offers. This is an application that only has the function of interpreting a word. As its primary function, students use this digital dictionary to help interpret some words and sentences that are not yet understood.

b. The Norms of Flexibility of Use

Duolingo is an English-based learning application that can be accessed whenever and wherever people are,

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<sup>47</sup> Student 1, in the interview session, 13 January 2021 at 12:55 PM

just in hand. The ease of access provided by Duolingo makes users feel the freedom to operate it. Students, in practice, can operate Duolingo wherever they are. Use it at home and in the room, but when they leave the house and have time to bring their mobile phone, they also take the time to open it.

I operate Duolingo after school. In the daytime, evening, and night. Apart from using it at home, I also spent time at my grandmother's house<sup>48</sup>

The flexibility of use that Duolingo offers is not just limited to places. Students also use the application according to the time they want. Some use it at night. However, other students also use it during the day and evening.

The use of Google Translate and Kamusku is the same as Duolingo, which to understand English. It is just that students adopt it when they do assignments from school. For example, to solve the tasks such as interpreting a sentence in the descriptive text. With this digital dictionary, students can use their time more efficiently because there are still many other subjects to do.

## **B. Discussion**

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<sup>48</sup> Student 3, the interview session, 16 February 2021 at 8:56 PM



The earlier research was confirmed that students used a variety of different applications according to their needs in learning English. This is adjusted to the important role of mobile technology in supporting learning. It was revealed that in the research, students were more active in using mobile technology in self-initiated tasks<sup>49</sup>. Therefore, if a straight line is drawn between earlier research and present research, there are similarities and differences in the use of English support learning applications, namely in the diversity of applications used and how to use applications according to student needs and in what activities they use the application. Although in this research, students' applications were not as many as those used in earlier studies.

From several enrichment programs implemented in these schools, it can be categorized that this program is organized based on teacher assistance or even without assistance. Under this study's focus, that is how students adopt mobile applications in their enrichment. By adapting the theory put forward, namely the structuration theory, it is stated that the use of student technology facilities in learning is referred to based

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<sup>49</sup> Olga Viberg & Åke Grönlund, "Understanding students' learning practices: challenges for design and integration of mobile technology into distance education", *Learning, Media and Technology*, 2015

on modalities of norms (formal and informal)<sup>50</sup>. Therefore, in this study, the assumption of adopting student learning support applications carried out in an enrichment program is divided into two: adoption in instructional enrichment and non-instructional enrichment.

*First*, the Instructional norm is when students use mobile applications in their enrichment learning where there is still a relationship with other people. In the instructional norm, there is an intervention from someone who accompanies students, in this case, a teacher with a focus area of improvement in student motivation<sup>51</sup>. The thing that adapting this norm, in this case, is the *bakim* and *tadabur alam* program. These two programs found no use of mobile applications and even minimal use of mobile devices to take pictures of their activity. Meanwhile, mobile devices are adopted in additional English classes programs, specifically to open google meetings and operate google translate. *Second*, the Non-instructional norm is inversely related to an instructional one. This time the students used the mobile app of their own accord. They use it according

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<sup>50</sup> Olga Viberg & Åke Grönlund, “Understanding students’ learning practices: challenges for design and integration of mobile technology into distance education”, *Learning, Media and Technology*, 2015

<sup>51</sup> A. Martin, “Exploring the effects of a youth enrichment program on academic motivation and engagement”, *Social Psychology of Education*, 2005

to their needs, of course. The types of applications they use are also applications that include attractive appearance projections. Duolingo is an English-based learning application used by more than 100 million android users. This application offers a self-initiated task that is displayed in a combination of text, image and sound. Judging from the findings in this study, completing each challenge offered by this application improves students' English language skills and can motivate students to know words in English.

Meanwhile, concerning mobile applications' adoption to support students' English learning, it is linked to how students can receive these applications in their daily lives. In this case, it relates to the experience of the students. How an application feels advantageous to improve a student's ability can be seen from how effective the application experience affects students. This is in line with the theory of technological experience in the earlier research; students' technological experiences are influenced by learners' perceptions about the usefulness of the language learning technology<sup>52</sup>. Where even more the previous research claimed that the area of improvement of their language

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<sup>52</sup> Chun Lai, Xiao Hu & Boning Lyu, "Understanding the nature of learners' out-of-class language learning experience with technology", *Computer Assisted Language Learning*; DOI: 10.1080/09588221.2017.1391293, 2017

knowledge is focused on their vocabulary<sup>53</sup>, correspondingly, the adoption of Duolingo and Google Translate in the present study is in line with how learning English can affect student experiences. In other words, the adoption of these applications has had a significant impact on increasing knowledge of the new language.

Students' experience of adopting mobile applications can be measured by students' reactions mentioned in these research findings. Students use Duolingo by completing some of the tasks that have been provided. Moreover, by completing each challenge, students will get in-app rewards. This is what makes students not easily bored and motivated to learn English. Even students run Duolingo with the infinite of time and space. Students use Duolingo in the day, evening, and night and where they want. When they are available to run it in their home, room, or outside their home, they will do it. Apart from Duolingo, digital dictionaries such as google translate and Kamusku also support students' English learning. Although these two applications' main features are different from Duolingo, these applications help students understand the translation of the words from their mother tongue to their

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<sup>53</sup> Fernando Rosell-Aguilar, “Autonomous language learning through a mobile application: a user evaluation of the busuu app”, *Computer Assisted Language Learning*, DOI: 10.1080/09588221.2018.1456465, 2018

foreign language or vice versa. Students prefer to use these two applications to help them complete school assignments.

From all the findings that have been collected, it can be simplified that by applying structuration theory in the analysis, it can be seen that students can take advantage of their mobile devices by using them based on their individual preferences and strategies in terms of learning English. Several things need to be highlighted. *First*, students in adopting English learning-based mobile applications seemed to be more active in using it when completing self-initiated tasks in their non-instructional enrichment. *Second*, in adopting the mobile apps, students are free to operate the application by their willingness and indefinitely space and time. *Third*, students are enthusiastic, motivated, and have a strong desire to deepen their knowledge and experience of English, especially in terms of acquiring new vocabulary.

In terms of this study's advantages for both students and teachers, the adoption of mobile applications in enrichment programs implies a significant improvement of students' learning opportunities<sup>54</sup>. Through the results of this study, teachers can use mobile applications as a reference for making learning assignments. In other words, students are given

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<sup>54</sup> S. M. Brookhart, T.G. Rusnak, "A Pedagogy of Enrichment, Not Poverty: Successful Lessons of Exemplary Urban Teacher", *Journal of Teacher Education*, 1993

assignments that can be done by using the mobile application. That way, learning English will become more varied. So, it is clear that the output of this research presents a realistic picture for a teacher to develop good teaching<sup>55</sup>.

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<sup>55</sup> *Ibid*, pg. 17

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This final chapter presents conclusions designed precisely from research findings and discussion supported by previous chapters. Furthermore, suggestions will be included for several parties involved with this research, ending with the author's closing statement.

#### **A. Conclusion**

The data obtained from the previous chapter describes how the adoption of mobile English-based learning applications in Student enrichment programs in a junior high school in OKU Timur widely, which also reveals students' reactions to the adoption of the mobile application. Therefore, from the data analyzed by integrating theories from previous research, it can be concluded that.

Students in adopting a mobile application can be divided into two according to their situation. In formal situations, students do not appear to be adopting mobile applications for activity purposes. This is because the teacher is mentoring in it. In informal situations, outside school hours, students are more active in adopting mobile applications for their daily needs. To learn English, students adopt Duolingo, google translate, and Kamusku.

Students' reactions to the adoption of mobile applications have had a positive effect on the development of English language

knowledge. Students adopt Duolingo, google translate, and Kamusku all the time because they can be operated without the constraints of space and time. The application also offers features that can stimulate students' enthusiasm, in which there are in-app rewards for each student actively operate Duolingo by completing existing challenges.

## **B. Suggestion**

This research has been completed in a period of time with a relatively small number of participants. The researcher tried to provide valuable results and in-depth information about adopting English learning-based mobile applications for junior high school students. The suggestions that the researcher can give to several parties including:

1. For the Researcher

Since this is the first scientific paper the researcher has written, the researcher hopes to arrange other research with different content and focus and the number of participants on a longer time to provide output that is more useful to the parties.

2. For the Students

This research provides a new perspective on the way of learning English that is not monotonous. Hopefully, by this research, students who have participated will continue to develop their knowledge in English blend with the latest applications.



3. For the Teachers

This research has provided output that teachers can use as a resource for developing old forms of learning. With this research, teachers can apply more varied learning methods so that students are most motivated.

4. For the Future Researchers

As a researcher who consistently provides the latest research results, a researcher must quote previous research on his research focus. Therefore, this research provides a clear picture of mobile application adoption related to English learning which can be used as a reference for future researchers.

**C. Closing Statement**

This thesis was arranged based on the applicable provisions in the Faculty of Tarbiyah and Teacher Training UIN Walisongo Semarang with deep sincerity. With tremendous gratitude to the Lord of the worlds, *Alhamdulillah* *rabbi'l'amin*... This thesis has been completed with pride for the author's contribution in the field of Education and as part of the requirements for obtaining a bachelor's degree in Education in the focus of English Education.

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## Appendix 1 The Interview Instrument

### 1. Interview 1

Nama :

Kelas :

Tanggal Wawancara :

Alamat :

Tempat/Tanggal Lahir:

Jenis Kelamin :

**Jawablah pertanyaan berikut ini secara lisan mengenai pengalaman anda setelah menggunakan aplikasi seluler dalam pembelajaran pengayaan!**

1. Dalam pelajaran bahasa Inggris di kelas, materi apa yang paling kamu suka? Kenapa?
  - Apakah: *Self Introduction, Greetings, Thanking, Apologizing, To be (grammar), Adjective, atau Noun (Kata benda baru)?* Jelaskan!
2. Apakah learning enrichment dapat membantu anda dalam mempelajari Bahasa Inggris dengan baik?
  - *Apakah anda tahu hal baru? Atau mungkin tidak? Jelaskan!*
3. Dalam sehari berapa lama anda memegang smartphone? Aplikasi apa yang sering kamu buka?
  - *Berapa lama di pagi hari? Berapa lama di siang hari dan malam hari?*
  - *Apakah lebih sering membuka aplikasi sosial media? Atau games? Atau aplikasi pembelajaran?*
4. Apakah anda tahu tentang aplikasi pembelajaran Bahasa Inggris? Apabila tahu coba sebutkan contohnya!

5. Aplikasi pembelajaran apa yang anda pasang di smartphone?  
Kenapa anda memilihnya?
  - *Apakah aplikasi berbasis pembelajaran bahasa inggris atau yang lainnya?*
6. Bagaimana menurut anda kemudahan menggunakan aplikasi dapat membuat belajar bahasa inggris menjadi menarik?
  - *Apakah karena ilustrasi yang ditawarkan? Apakah kontennya enak dipandang mata? Apakah kata-kata yang terkandung mudah dipahami yang belum kamu ketahui sebelumnya?*
  - *Apabila tidak apakah ia memerlukan data internet untuk menjalankannya? Mengingat sinyal dan kuota internet yang terbatas.*
7. Bagaimana perasaan anda setelah menggunakan aplikasi smartphone untuk mendukung pembelajaran bahasa inggris?
  - *Apakah senang karena dapat tahu hal-hal yang tidak dipelajari di kelas? Apakah tertarik untuk mencoba aplikasi lain yang serupa? Atau bahkan bosan karena konten-konten yang ditampilkan di aplikasi tersebut tidak menarik?*



## 2. Interview 2

Nama :

Kelas :

Tanggal Wawancara :

Alamat :

Tempat/Tanggal Lahir :

Jenis Kelamin :

**Jawablah pertanyaan berikut mengenai pengalaman anda setelah menggunakan aplikasi seluler dalam pembelajaran pengayaan!**

### 1. About Enrichment Program

- a. Apakah anda selalu terlibat dalam program enrichment di sekolah ini?
- b. Apakah anda terbantu dengan program enrichment yang dibuat oleh sekolah?
- c. Bagaimana program enrichment membantu anda?
- d. Apakah guru anda mendampingi anda dalam program enrichment ini?
- e. Apakah guru membantu ketika anda mengalami kesulitan dalam program ini?

### 2. Mobile Application

- a. Aplikasi apa saja yang anda gunakan dalam program enrichment?
- b. Apakah aplikasi tersebut memadukan kombinasi gambar, suara, dan teks yang menarik?

- c. Apakah aplikasi memberikan materi yang anda butuhkan untuk belajar bahasa Inggris?
  - d. Apakah aplikasi membantu materi pembelajaran bahasa Inggris di kelas?
  - e. Apa kekurangan atau hal yang kurang dari aplikasi tersebut?
3. Mobile application in use
- a. Untuk apa anda menggunakan tiap aplikasi tersebut?
  - b. Apakah ada tugas tertentu yang harus anda selesaikan dari aplikasi tersebut?
  - c. Apakah aplikasi tersebut membuat anda berinisiatif [memotivasi] sendiri untuk berlatih materi tertentu tugas? Apa alasannya?
  - d. Apakah aplikasi tersebut anda gunakan secara individu atau berpasangan/kelompok dengan teman? Kenapa?
  - e. Apakah aplikasi memungkinkan anda untuk menggunakan secara berulang-ulang, atau melancarkan materi tertentu?
4. Time and space to practice
- a. Apakah aplikasi tersebut memberikan kebebasan / fleksibilitas pada anda?
  - b. Apakah anda menggunakan aplikasi tersebut pada jam/waktu tertentu atau bebas?
  - c. Apakah anda menggunakan aplikasi tersebut ditempat tertentu atau bebas?
  - d. Dimana / tempat apa anda paling sering menggunakan mobile aplikasi untuk program enrichment?

## Appendix 2 The Interview Result

### a. Interview Transcript 1

Date : 13 January 2021

Time : 12.55 PM

Place : School Porch (turn 1), Online meeting (turn 2)

Participant : Student 1

Turn	Speakers	Utterances
1	Kayla	<p>Kayla saya tanya untuk mengingat materi pelajaran bahasa Inggris pada semester sebelumnya. Dan Dia menyebutkannya:</p> <p>“Mengenal tentang jam, tentang perkenalan, menyapa to greet, dan mengucapkan selamat tinggal.</p> <p>“Dari semua materi yang ada mana favorit Kayla?”</p> <p>“Ini materi perkenalan”</p> <p>“ Apakah kamu punya handphone sendiri?”</p> <p>“Tidak, saya pakai handphone papa/mama”</p> <p>Saya terus bertanya mendalam ke kayla</p> <p>“Dalam sehari berapa lama membuka HP?”</p> <p>“Tidak tentu”</p> <p>“Kalau habis pulang sekolah apa langsung pegang hp?”</p> <p>“tidak juga karna tidak tentu, Hp juga masih dipakai mama sama papa karena mereka juga kerja dari rumah” ujar Kayla,</p>

	<p>“ untuk mengerjakan tugas-tugas urusan berkas-berkas juga ada di HP” Lanjutnya</p> <p>“Bisa sih pegang HP tapi kalo mengoperasikannya (main) Cuma kurang dari satu jam saja, setelah beberapa menit diambil lagi sama mama/papa gitu”</p> <p>“Ya aku sih di rumah aja, kadang baca-baca buku nonton buku. Jarang aku tuh main ke luar, nggak punya teman”</p> <p>“Apakah kamu tahu aplikasi pendukung pembelajaran di HP?”</p> <p>“ Ya tahu”</p> <p>“Apa saja itu?” Tanya saya</p> <p>“Duolingo, Ruangguru, Zenius”</p> <p>“Nah, kalo aplikasi pendukung pembelajaran bahasa Inggris yang dipasang di Hp mama/papa apa saja?”</p> <p>“Duolingo, sama kamus bahasa inggris buat translate”</p> <p>“siapa yg memasang Duolingo di hp mama/papa?”</p> <p>"Saya" Ujarnya</p> <p>“Kenapa kamu memasang aplikasi Duolingo? Apa alasannya?”</p> <p>“Kalau tidak salah dulu saya pernah melihat iklan di media sosial kaya lagi belajar bahasa Inggris gitu, kayanya seru”</p> <p>Jawabnya</p> <p>“nah setelah kamu pasang dan buka sendiri gimana menurutmu? Apa benar seru atau malah tidak?”</p> <p>“Ternyata memang seru, kaya ada grafik-grafik animasi gitu jadi tidak bikin bosan.</p>
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		<p>Ada ngumpulin koin juga jadi bikin semangat” jawab Kayla</p> <p>“Berarti yang membuat semangat itu karna konten yang disajikan itu menarik dipandang enak, begitu ya?”</p> <p>"Iya, nanti kan koinnya juga bisa buat beli baju karakternya” Ujar Kayla menjelaskan</p> <p>“Nah setelah menggunakan aplikasi Duolingo ini perasaanmu gimana kira-kira? Apakah kamu senang karena tahu hal-hal baru yang tidak dipelajari di kelas sebelumnya?”</p> <p>“jadinya kaya seneng gitu, kaya mau belajar bahasa Inggris lebih pakai Duolingo ini”</p> <p>“Apakah kamu tahu hal-hal baru atau tidak dari Duolingo Ini?”</p> <p>“Iya banyak, kaya kosakata, banyak banget” Kayla menambahkan</p> <p>“Kan di Duolingo itu ada fitur buat main bareng teman, nah apa kamu pernah main dengan temanmu?”</p> <p>"Enggak, aku main sendiri aja”</p>
2	<b>Kayla</b>	<p>“Ketika kemarin mengerjakan tugas dari sekolah kamu menggunakan aplikasi apa? Apakah kamusku, atau google translate”</p> <p>“Saya pakai google translate, tetapi orang tua juga membantu”</p> <p>“Guru bakim nya tadi siapa yang mendampingi kamu?”</p> <p>"Bunda Umi"</p>

		<p>“Kalau di Bakim itu apa yang biasanya kamu ceritakan? Atau ditanyakan?”</p> <p>“Ya, sudah ada checklist nya sudah ada teksnya, contohnya kaya sholat dhuha, tahajud, puasa senin-kamis, one day one coin”</p> <p>Program bakim ini merupakan program pendampingan akademik dan akhlak siswa. Dimana guru bakim setiap hari memantau perkembangan siswa berdasarkan checklist yang diberikan.</p> <p>“Kalau di bakim itu Bunda memberi saran apa saja sih?”</p> <p>“Diberi saran agar tidak takut melaksanakan sholat tahajud”</p> <p>“Apakah asyik kegiatan tadabur alam yang sudaah dilakukan waktu itu?”</p> <p>"Ya, lumayan asyik"</p> <p>“Di kegiatan itu apakah ustadz dan bunda mendampingi kamu?” Lanjut saya</p> <p>“Iya mereka mendampingi kami”</p> <p>“Dalam program pengayaan Bahasa inggris apakah guru sudah membantu kamu?”</p> <p>“Sudah, hanya saja ada beberapa pertanyaan yang akan ditanyakan tapi tidak jadi”</p> <p>“Dalam program pengayaan tersebut apakah kamu merasakan kesulitan?”</p> <p>“Iya karena gangguan jaringan, itu yang mempersulit saya” Jawab Kayla</p> <p>“Ohh, berarti gangguan jaringan ya yang membuat belajar jadi terhambat?”</p>
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		<p>“Iya, itu membuat tampilan di HP saya terhenti dgn sendirinya gitu, padahal lagi ngomong. Terus juga kadang suaranya putus-putus”</p> <p>“Untuk tugas Bahasa Inggris tertentu apa aplikasi yang kamu pakai?”</p> <p>“Ya kalau untuk mengartikan Bahasa Inggris saya pakai Google translate, terkadang pakai aplikasi kamus juga”</p> <p>“Apa nama aplikasi kamus tersebut?”</p> <p>"Namanya Kamusku"</p> <p>“Lalu pakai aplikasi apalagi yang digunakan dalam membantu kamu memahami Bahasa Inggris?”</p> <p>“Duolingo, sudah itu saja”</p> <p>“Menurutmu semua yang kamu pakai itu dapat membantu kamu atau tidak sih?”</p> <p>“Ya, Membantu. Apalagi saya sering bosan kalau lagi belajar.”</p> <p>“Berarti kalau ada tugas yang harus dikerjakan kamu merasa terbantu dengan adanya aplikasi tersebut?”</p> <p>"Tentu saja"</p> <p>“Nah misalnya kamu sudah bisa menjawab dan menyelesaikan tugas-tugas tersebut, apakah kamu jadi termotivasi, semangat untuk menggunakannya lagi ketika ada tugas selanjutnya atau tidak?”</p> <p>“Ya tentu saja, tapi kalau mengulang dengan tugas yang sama sih saya tidak mau. Kecuali seperti duolingo, itu kan ada level nya, jadi saya senang untuk menggunakannya lagi” Jawab Kayla</p>
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		<p>“Oh iya kemarin ini kan saya baru saja dibelikan Hp baru, nah waktu mau mencoba memasang aplikasi saya langsung pasang duolingo sama kamusku” Kayla sungguh semangat</p> <p>“Untuk penggunaan aplikasi tersebut kira-kira kapan saja sih?”</p> <p>“Tidak menentu, apalagi kalau hari libur, biasanya saya buka terus berhenti, nanti dibuka lagi”</p> <p>“Berarti waktunya fleksibel ya, bisa kamu pakai kapan saja?”</p> <p>“Iya, di aplikasinya kan ada target waktu belajarnya berapa menit. Tapi saya biasanya lebih dari target itu”</p> <p>“biasanya kamu membuka aplikasi tersebut dimana saja sih? Apa ada tempat tertentu?”</p> <p>“Ya di kamar, di ruang keluarga”</p> <p>Berarti kamu membuka aplikasi tersebut bebas tempatnya ya? Tidak harus di tempat tertentu”</p> <p>“Iya benar, kalau lagi bepergian kadang di mobil juga”</p>
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b. Interview Transcript 2

Date : 13 January 2021

Time : 1.22 PM

Place : School Porch (turn 1), Online meeting (turn 2)

Participant : Student 2

Turn	Speakers	Utterances
1	Ardian	“Apa Ardian bersedia untuk saya wawancarai?” "Ya" “Dalam wawancara ini akan menggunakan Bahasa Indonesia, apa Ardian bersedia?” “Bahasa Indonesia?” “Iya, mau ya?” Ardian mengangguk pertanda mau atau bersedia “Apa kamu masih ingat materi Bahasa Inggris semester kemarin?” “Enggak” “emm kalau perkenalan apa kamu masih ingat?” “Lupa, tapi tau” “Contohnya apa?” “Gak tau, lupa contohnya” “Emm, seperti ini, kalau orang perkenalan itu apa saja yang disebutkan?” saya bertanya “Nama, alamat, tanggal lahir, tempat tinggal, hobi, cita-cita”

		<p>“Iya betul itu ingat yak amu” saya memastikan</p> <p>“Nah, kalau materi greetings atau memberi salam masih ingat tidak?” lanjut saya</p> <p>Ardian menggelengkan kepala</p> <p>“Kalau tentang waktu, jam berapa seperti itu ingat tidak?”</p> <p>“Ada, ingat” jawab Ardian</p> <p>“Nah dari materi-materi tersebut, yang kamu suka atau paling ingat yang mana?”</p> <p>“What is your name” Jawabnya</p> <p>“Wahh berarti tentang perkenalan yaa?”</p> <p>"Iya"</p> <p>Selanjutnya saya masuk ke pertanyaan yang berkaitan dengan kegiatan keseharian dan penggunaan mobile phone</p> <p>“ Setelah pulang sekolah kegiatan kamu apa? Apa main atau yang lainnya?”</p> <p>“Iya, main”</p> <p>“Main sama teman, atau gimana?”</p> <p>“Di rumah Sendirian, buka HP”</p> <p>“Apa yang kamu buka biasanya?”</p> <p>“Baru-baru ini masih main duolingo”</p> <p>Jawab Ardian</p> <p>“Ohh kamu pilih Duolingo ya untuk aplikasi pembelajaran Bahasa Inggris?”</p> <p>“Iya”</p> <p>“Kenapa kamu install aplikasi duolingo?”</p> <p>“Karna Enak, mudah”</p> <p>“ Terus apa dia bagus?”</p> <p>“Iya bagus”</p> <p>Bagusnya gimana? Apa ada gambar-gambarnya?”</p>
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		<p>“Iya, ada tebak-tebakannya juga”  Lanjut ke pertanyaan berikutnya  “Kamu kalau di rumah kira-kira berapa lama pegang HP?”  “Ya siang mungkin 1 jam, sore tidak sampai 1 jam, kalau , malam paling lama setengah jam”  “Kalau di HP paling banyak aplikasi apa yang dipasang? Apa sosmed? Atau game?”  “Iya banyak, ada game yang besar-besar ukurannya, game PS gitu”  “Berarti aplikasi pembelajaran Bahasa Inggris hanya Duolingo?”  "Iya duolingo"  Disini mulai saya menanyakan persepsi tentang duolingo  “Kira-kira konten/isi duolingo bagus tidak sih?”  "Kenapa kok bagus?"  Ardian terdiam  “Apa dari gambarnya atau yang lain?”  “Jawabannya, mudah-mudah”  “Berarti kamu bisa menyelesaikan setiap soal yaa?”  “Bisa, hampir level besar”  Di duolingo terdapat urutan peringkat pemain akan bertambah jika lebih banyak menyelesaikan setiap tantangan  “Perasaanmu gimana setelah menggunakan aplikasi duolingo? Apa jadi tau banyak tentang Bahasa Inggris? Suka? Atau bosan?”  “Suka, kumainkan terus setiap hari”</p>
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		<p>“Apa setelah menggunakan aplikasi tersebut kamu jadi tahu hal-hal baru yang tidak dipelajari dikelas?”</p> <p>“Iya”</p> <p>“Contohnya seperti apa?”</p> <p>“Hewan-hewan, jadi tau Bahasa Inggrisnya”</p> <p>“Ohh jadi tau banyak kosakata ya?”</p> <p>"Iya"</p>
2	<b>Ardian</b>	<p>“Di Sekolah kan ada program pengayaan Bakim ya?”</p> <p>"Iya"</p> <p>“Di program tersebut apa ada guru yang mendampingi? Siapa?”</p> <p>“Iya, Bunda Vina”</p> <p>“Apa program tersebut tiap hari kamu ikuti?”</p> <p>“Iya, setiap siang waktu jam pulang sekolah”</p> <p>“Kamu ditanyain apa aja di program tersebut biasanya?”</p> <p>“Ditanyain, banyak”</p> <p>“Contohnya?”</p> <p>“Yaa, ditanya tugas-tugas bantu orang tua”</p> <p>“Ohh berarti pertanyaan membantu orang tua di rumah gitu ya?”</p> <p>"Iya, sholat juga"</p> <p>“Bunda Vina bantu kamu apa tidak sih di program bakim?”</p> <p>Ardian terlihat kebingungan saya pun menjelaskan lagi pertanyaannya</p>

		<p>“Bunda Vina apa bantu kamu ngasih saran atau ngasih tau apa gitu?”</p> <p>“Iya”</p> <p>Beralih ke program tadabur alam</p> <p>“Apa kamu ingat waktu kamu mengikuti kegiatan tadabur alam?”</p> <p>"Tidak"</p> <p>Ardian terlihat lupa apa arti tadabur alam yang pernah dia ikuti, karena program ini dilakukan hanya setiap memulai semester baru. Saya pun menjelaskannya lagi</p> <p>“Itu loh kegiatan mengenal alam yang di kebun dan di kolam renang waktu itu, ingat tidak?”</p> <p>"Oh iya iya"</p> <p>“Di kegiatan itu kira-kira kamu belajar sesuatu atau tidak?”</p> <p>“Mmm, iya tentang macam-macam bunga”</p> <p>Disini Ardian lebih memfokuskan ke pendapatan kosakata baru tentang jenis-jenis bunga</p> <p>Karena di sesi wawancara pertama diketahui bahwa Ardian memasang aplikasi duolingo, maka disini saya mencoba membahasnya lagi</p> <p>“Kemarin kan kamu pakai aplikasi duolingo ya, kalua di rumah apa masih kamu buka?”</p> <p>"Mmm jarang"</p> <p>Ternyata Ardian tidak terlalu sering membuka aplikasi tersebut maka pertanyaan saya lanjutkan</p>
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	<p>“Misal kalua ada tugas bahasa Inggris dari sekolah, kamu biasanya pakai aplikasi apa buat membantu mengerjakannya?”</p> <p>"Google"</p> <p>"Ohh google translate ya?"</p> <p>"Google biasa"</p> <p>Sepertinya Ardian tidak sadar bahwa yang digunakannya adalah aplikasi google translate, saya pun meyakinkannya</p> <p>“Tapi kan itu kamu gunakan untuk menerjemahkan ke Bahasa inggris kan?”</p> <p>“Iya”</p> <p>“Oh hiya itu Namanya google translate”</p> <p>“Nah aplikasi itu membantu kamu mengrjakan tugas apa tidak?” lanjut saya bertanya</p> <p>"Iya"</p> <p>“Tapi apa kamu pernah menemukan kekurangan dari aplikasi tersebut? Misal waktu kamu cari arti kata tetapi tidak menemukan artinya gitu apa pernah?”</p> <p>“Pernah, waktu itu kan dikasih bunda Ummi tugas nah pas dicari di google translate ada satu yang salah”</p> <p>"Itu salahnya kenapa?"</p> <p>“Google nya salah mengartikan”</p> <p>Memang dalam google translate belum tentu apa yang kita artikan akan 100% benar, terkadang mereka masih terdapat grammatical error dan lain sebagainya</p> <p>“Nah setelah kamu mendapatkan jawaban yang kamu mau dari aplikasi tersebut apa itu bikin kamu jadi semangat?”</p>
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		<p>“Ya semangat, tapi itu bukan jawabanku, bukan dari aku asli”</p> <p>“Ohh berarti kamu kurang puas karena itu jawaban dari google translate ya?”</p> <p>"Iya"</p> <p>“Oh iya kamu menggunakan aplikasi tersebut biasanya kapan sih?”</p> <p>"Malam"</p> <p>“Nah itu kamu pakainya apakah di rumah atau di tempat lain?”</p> <p>"Di rumah"</p> <p>“Berarti kamu paling sering memakai itu buat bantu tugas dari sekolah ya?”</p> <p>“Iya tapi kalau yang susah saja”</p>
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c. Interview Transcript 3

Date : 13 January 2021

Time : 1.57 PM

Place : Student's Grandmother House (turn 1), Online meeting (turn 1)

Participant : Student 3

Turn	Speakers	Utterances
1	Alvin	<p>"Nama ku Alvin"</p> <p>"Ok, disini saya tanya apa Alvin bersedia diwawancara? Sebelumnya apa kamu tau wawancara itu seperti apa?"</p> <p>"Tidak"</p> <p>"Jadi wawancara itu tanya jawab nanti saya bertanya kamu yang jawab ya"</p> <p>"Iya, saya bersedia"</p> <p>"Kamu bersedia dalam wawancara ini memakai Bahasa Indonesia?"</p> <p>"Iya"</p> <p>"Dalam pelajaran Bahasa Inggris materi apa yang kamu suka? Apa ingat tentang apa?"</p> <p>"Hewan"</p> <p>"Apa ada materi tentan hewan di kelas?"</p> <p>"Ada juga, menulis Bahasa inggrisnya hewan"</p> <p>"Contohnya seperti apa?"</p> <p>"A lion, sebuah singa gitu"</p> <p>"Sebuah apa seekor?" saya bertanya</p> <p>"Seekor hehe"</p> <p>"Jadi tentang kosakata-kosakata gitu ya?"</p>



		<p>“Iya”</p> <p>Pertanyaan selanjutnya tentang aplikasi di HP</p> <p>“Apa kamu punya HP sendiri?”</p> <p>"Iya Punya"</p> <p>“Nah kalau pulang sekolah di rumah kamu ngapain sih?”</p> <p>“Tidur, nonton tv, makan-makan”</p> <p>“Ohh jadi kegiatannya di rumah aja ya?”</p> <p>"Iya"</p> <p>“Kamu kalo di rumah buka HP biasanya berapa lama?”</p> <p>"Setengah menit"</p> <p>“Hah setengah menit? Saya terkejut</p> <p>“Setengah jam maksudnya?”</p> <p>“Enggak se menit mungkin”</p> <p>“Itu kamu buka apa?”</p> <p>“WA, liat status terus udah nonton TV”</p> <p>Yang dimaksud Alvin adalah membuka HP dengan jangka waktu yang pendek tetapi sering</p> <p>“Apa sore kamu pegang HP lagi?”</p> <p>“Iya”</p> <p>“Kalau malam?”</p> <p>“Enggak, males”</p> <p>“Aplikasi belajar Bahasa Inggris apa yang kamu install di HP?”</p> <p>"Duolingo"</p> <p>“Ohh, kira-kira kamu suka apa tidak sih dengan Duolingo itu?”</p> <p>“Iya suka”</p> <p>“Kenapa Sukanya”</p> <p>“Ya bagus fiturnya”</p>
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		<p>“Terus apalagi selain fiturnya yang bagus?”</p> <p>“Ada tebak-tebakan Bahasa Inggris”</p> <p>“Terus kalo dari tampilan aplikasinya bagus tidak?”</p> <p>"Iya"</p> <p>"Bagian apanya?"</p> <p>“Itu didalamnya pas dipencet ada Bahasa Indonesia dan Bahasa Inggrisnya, jadi mudah”</p> <p>“Untuk animasinya gimana?apa bagus?”</p> <p>"Bagus juga"</p> <p>“Itu kenapa kamu kok pasang aplikasi Duolingo itu?”</p> <p>“Untuk belajar Bahasa Inggris”</p> <p>“Dari duolingo apa kamu tahu kosakata baru yang belum pernah kamu jumpai?”</p> <p>“Sudah tau” maksudnya sudah tau kata-kata tersebut</p> <p>“Ohh berarti kamu sudah bisa ngerjain kuis-kuis di duolingo ya?”</p> <p>"Iya"</p> <p>“Nah setelah pakai aplikasi duolingo itu perasaan kamu gimana?”</p> <p>“Bisa Bahasa Inggris” Jawabnya</p> <p>“Perasaan kamu senang atau bosan?”</p> <p>"Senang"</p> <p>“Apa kamu tertarik buat mencoba aplikasi lain yang serupa?”</p> <p>“Tidak”</p>
<b>2</b>	<b>Alvin</b>	<p>“Pertanyaannya itu tentang kegiatan belajar kamu, kalau habis selesai pelajaran</p>

	<p>sekolah itu kan ada program bakim ya vin?"</p> <p>"Iya"</p> <p>"Nah siapa guru Bakim mu?"</p> <p>"Ustadz Novenda"</p> <p>Guru bakim adalah guru yang mendampingi dan memantau kegiatan siswa apakah sudah sesuai target yang diinginkan atau belum</p> <p>"Kalau di Bakim itu biasanya kamu ditanyain apa saja? Atau kamu cerita apa saja?"</p> <p>Tiba-tiba sinyalnya hilang, dan dilanjut lagi</p> <p>"Banyak, checklist sama hafalan"</p> <p>"Nah disitu kira-kira Ustadz Noven membantu kamu atau tidak?"</p> <p>"Iya"</p> <p>"Ustadz Noven mendampingi kamu setiap program Bakim?"</p> <p>"Iya"</p> <p>"Ok, terus waktu program tadabur alam di kebun itu apa ada pelajaran yang dapat kamu ambil?"</p> <p>"Iya"</p> <p>"Apa itu?"</p> <p>"Mengenal tanaman"</p> <p>"Ok, Terus disitu apakah Bunda dan ustadz mendampingi kamu?"</p> <p>"Iya"</p> <p>"Nahh selanjutnya waktu kamu mengikuti pelajaran tambahan Bahasa Inggris kira-kira mempelajari hal baru atau tidak?"</p> <p>"Iya"</p>
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		<p>“Contohnya seperti apa?”</p> <p>“Arti kata”</p> <p>“Arti kata apa?”</p> <p>"Famous"</p> <p>“Oh iya famous ya, adjective atau kata sifat. Masih ingat artinya apa?”</p> <p>“Terkenal”</p> <p>“Jadi kamu belajar macam-macam kosakata ya?”</p> <p>“Iya”</p> <p>Berikut tentang aplikasi yang dipakai</p> <p>“Apa kamu masih memakai aplikasi Duolingo untuk menunjang belajar dirumah?”</p> <p>“Iya, masih”</p> <p>“Sudah sampai level apa?”</p> <p>“Sudah sampai level olahraga”</p> <p>“Nah kalau untuk membantu kamu mengerjakan tugas-tugas Bahasa Inggris, kamu mengartikannya pake apa?”</p> <p>“Kadang-kadang google”</p> <p>“Iya, google translate, terus apalagi?”</p> <p>"Itu aja sih"</p> <p>“Nah, kalau kamu pakai google translate itu apakah kamu menjumpai kendala? Apa mungkin artinya tidak sesuai, atau sinyalnya kurang mendukung”</p> <p>“Tulisannya yang kurang jelas”</p> <p>“Ohh begitu, nah misal kamu sudah dapat menemukan jawaban dari google translate, gimana perasaanmu? Apa kamu senang?”</p> <p>“Iya senang”</p> <p>Jadi semangat tidak?”</p> <p>"Iya"</p>
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		<p>“Jadi bisa memotivasi kamu buat bisa ngerjain kalau ada soal lagi gitu ya?”</p> <p>"Iya"</p> <p>“Kalau pakai aplikasi duolingo itu waktu kapan? Apa habis pulang sekolah saja?”</p> <p>“Kadang- kadang, siang sore malam”</p> <p>“Ohh berarti tidak menentu ya? Maksudnya kapan kamu mau buka ya dibuka gitu ya?”</p> <p>"Iya"</p> <p>“Itu kamu tempat buka nya dimana biasanya? Apa dirumah saja?”</p> <p>“Ya dirumah, waktu di tempat mbah juga”</p>
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d. Interview Transcript 4

Date : 13 January 2021

Time : 1.09 PM

Place : School Porch (turn 1), Online meeting (turn 2)

Participant : Student 4

Turn	Speakers	Utterances
1	Dimas	<p>“Disini saya akan bertanya terlebih dulu apakah kamu bersedia untuk saya wawancarai?”</p> <p>"Bersedia"</p> <p>“Nah nanti pertanyaan nya pakai Bahasa Indonesia, apa kamu bersedia?”</p> <p>“Bersedia”</p> <p>“Oke, Apa kamu suka pelajaran Bahasa Inggris?”</p> <p>“Tidak, tidak terlalu, kata-kata Bahasa Inggris nya itu loh yang bikin riweh”</p> <p>“Apa kamu masih ingat materi Bahasa Inggris semester kemarin?”</p> <p>"Enggak"</p> <p>“Gak ingat? Kalo tentang perkenalan ingat nggak?”</p> <p>“Sebentar... kalo name itu nama, address itu apa ya...”</p> <p>“Adress itu alamat” jawab saya</p> <p>“Ohh iya”</p> <p>“oke, kalo materi greetings apa masih ingat?”</p> <p>"Lupa apa itu ya..."</p>

		<p>“Greetings itu mengucapkan salam” lanjut saya “selamat pagi, siang sore, malam gitu”</p> <p>“Masih ingat apa tidak?” Tanya saya</p> <p>“Enggak sudah lupa”</p> <p>“Kalo materi tentang leave taking apa masih ingat? Kaya goodbye, selamat tinggal gitu”</p> <p>"Belum ingat juga"</p> <p>Sepertinya Dimas hanya mengingat materi tentang Introduction saja</p> <p>“Oke, kamu kalau pulang dari sekolah itu biasanya kegiatannya apa? Apa main dengan teman?”</p> <p>“Tidur... tidur dulu, jam 3 main, eh sholat dulu baru main terus jam 5 mandi tungguin adzan udah”</p> <p>“Ohh gitu ya, apa kamu punya HP sendiri?”</p> <p>“Enggak, kemarin baru dibanting sama mama”</p> <p>"Dibanting... karna apa?"</p> <p>"Gak tau"</p> <p>“Wahh, berarti kamu pakai HP siapa?”</p> <p>"Ibu"</p> <p>“Kalau di rumah kamu pegang HP berapa lama kira-kira? Berapa jam?”</p> <p>"Se jam sampai 2 jam"</p> <p>“Kalau aplikasi pendukung pembelajaran Bahasa Inggris di HP mama apa ada?”</p> <p>“Ada, Duolingo”</p> <p>“Kamu kira-kira suka apa tidak sama Duolingo?”</p> <p>"Enggak"</p>
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		<p>"Loh kenapa?"</p> <p>"Bingungin, huruf-huruf Bahasa Inggrisnya itu bingungin"</p> <p>"Kalo diliat kaya gambar-gambarnya itu gimana kira-kira?"</p> <p>"Ya kalo gambar-gambarnya bagus"</p> <p>"Ohh kalo gambarnya bagus yaa... Cuma kata-kata Bahasa Inggrisnya itu yang bikin bingung?"</p> <p>"Iya"</p> <p>"Dari Duolingo apa kamu bisa tahu kata-kata yang belum pernah kamu jumpai sebelumnya apa tidak?"</p> <p>"Enggak"</p> <p>"Berarti kamu sudah tau semuanya?"</p> <p>"Belum juga"</p> <p>"Kalo kamu pakai aplikasi Duolingo sambil belajar Bahasa Inggris, itu membantu nggak sih?"</p> <p>"Membantu lah"</p> <p>"Tapi aku jarang belajar" Lanjutnya</p> <p>"Loh kenapa? Jadi belajarnya kalau di sekolah saja?"</p> <p>"Iya"</p> <p>"Jadi kalau di rumah itu jarang ya?"</p> <p>"Iya, maghrib itu ngaji, terus nonton TV, makan, sudah tidur"</p> <p>"Berarti gak buka buku pelajaran lagi?"</p> <p>"Enggak, aku kan punya kucing, tak gendong kasih makan"</p> <p>"Ohh jadi kamu sibuk pelihara kucing ya?"</p> <p>"Iya, sibuk pol"</p>
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		<p>“Oke, kembali ke pertanyaan awal, kalau kamu habis pakai Duolingo itu senang nggak?”</p> <p>“Enggak... bagus”</p> <p>“Bagus? Berarti kamu senang?”</p> <p>“Enggak, bagus sih tapi gak senang”</p> <p>“Kalo misal dapat diamond gitu apa kamu senang?”</p> <p>“Kalo diamond bisa ditukar uang ya mau aku”</p>
2	<b>Dimas</b>	<p>“Dimas baru saja selesai program bakim ya?”</p> <p>"Iya"</p> <p>"Guru bakimnya siapa?"</p> <p>"Ustadz Fiki"</p> <p>“Jadi saya disini akan nanyain Dimas lagi soal pembelajaran Dimas sama waktu ikut program pengayaan Bahasa Inggris”</p> <p>Saya menjelaskan alur wawancara nantinya</p> <p>“Oh iya apa kamu masih pake aplikasi Duolingo kemarin itu?”</p> <p>"Masih"</p> <p>Sekedar bertanya tentang penggunaan aplikasi Duolingo</p> <p>“Program bakim itu membantu kamu atau tidak sih?”</p> <p>Dimas terdiam...</p> <p>"Eee apa kak?"</p> <p>“ Kalau di bakim itu apa saja yang dibahas?”</p> <p>“Tentang school home kegiatan dirumah gitu”</p>

		<p>“Oke, itu kira-kira ustadz Fiki sudah cukup membantu kamu apa belum? Apa ngasih saran ke kamu gitu?”</p> <p>"Iya membantu"</p> <p>Sekarang saya akan membahasa program pengayaan lainnya yaitu Tadabur alam</p> <p>“Apa kamu masih ingat Tadabur alam waktu di kebun sama kolam renang?”</p> <p>"Masih"</p> <p>“Disana kegiatannya apa aja sih?”</p> <p>“Emmm... apa ya” Dimas terlihat bingung lupa dan bertanya ke temannya</p> <p>“Waktu itu kan kalau nggak salah ada game ranking 1, cari harta karun” saya berusaha mengingatkan Dimas</p> <p>“Oh iya itu aku ikut”</p> <p>“Disitu bunda sama ustadz apa mendampingi kamu?”</p> <p>"Iya didampingi"</p> <p>Sekarang saya menanyakan tentang penggunaan aplikasi dalam pembelajaran Bahasa Inggris Dimas</p> <p>“Nah kamu kalau di rumah ketika mengerjakan tugas Bahasa Inggris kamu kerjakan sendiri atau tidak?”</p> <p>"Tidak"</p> <p>“Kamu diajarin siapa? Apa mungkin kamu pakai aplikasi seperti google translate?”</p> <p>“google apa?” Dimas balik bertanya</p> <p>“Google translate buat mengartikan Bahasa Inggris itu loh” jawab saya</p> <p>“Ohh iya”</p>
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		<p>“Kalo setelah pake terus kamu bisa mengerjakan tugas itu, apa kamu jadi semangat?”</p> <p>“Enggak”</p> <p>“Hehe kenapa kok enggak?”</p> <p>"Gak tau"</p> <p>“Tapi itu membantu kamu? Bantu kamu buat ngerjain soal”</p> <p>“Iya, bantu bantu”</p> <p>“Jadi kamu senang kan kalau soal-soalnya terjawab?”</p> <p>"Enggak"</p> <p>Sepertinya Dimas sedang tidak focus karena wawancara waktu itu dilakukan ketika jam pulang sekolah</p> <p>“Jadi kalau kamu pakai google translate itu pakainya pas siang, sore atau malam?”</p> <p>"Malam hari"</p> <p>“Biasanya dimana pakainya? Apa di rumah atau diluar di tempat teman gitu?”</p> <p>“Oh iya kamu pernah ke rumah temannya apa nggak?”</p> <p>“Iya pernah, sering”</p> <p>“Bawa HP juga?”</p> <p>“Bawa”</p> <p>“Tapi kalau main sama temannya nggak buka aplikasi itu ya, duolingo juga?”</p> <p>“Enggak hehe”</p> <p>“Berarti waktu di rumah saja ya pakainya?”</p> <p>"Heem"</p> <p>“Kalau pakai duolingo atau google translate itu kamu kesulitan atau tidak?”</p> <p>“Emm iya kesulitan”</p>
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		<p>“Apa yang buat kamu kesulitan?”</p> <p>“Ya itunya, artinya”</p> <p>Maksud Dimas adalah kata Bahasa Inggrisnya</p> <p>“Kalau kamu pakai duolingo dan bisa mengerjakan kuisnya senang tidak?”</p> <p>"Senang lah"</p>
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## Appendix 3 Observation Result

a. Table 1, Observation result of Enrichment Program

Observation Guide				
No.	Area of Observation	Activities	Yes	No
1.	Enrichment program applied and students' participation	1. The enrichment program is carried out outside of class hours	√	
		2. Students participate in enrichment programs all the time	√	
		3. The teacher accompanies students in every enrichment activity	√	
		4. This enrichment program helps students	√	

**b. Table 2. Students' ability to run mobile technology**

<b>Observation Guide</b>				
<b>No.</b>	<b>Area of Observation</b>	<b>Activities</b>	<b>Yes</b>	<b>No</b>
1.	Students ICT mastery to adopt mobile technology	2. All students can download the application by themselves	√	
		3. Students can register a new account and link the email within the application	√	
		4. Students operate the application according to its use	√	

**c. Table 3, The miscellaneous mobile application that students adopt**

<b>Observation Guide</b>				
<b>No.</b>	<b>Area of Observation</b>	<b>Activities</b>	<b>Yes</b>	<b>No</b>
1.	The kinds of mobile applications that students install on their Mobile devices	1. All students operate their own phone		√
		2. On students' mobile phones installed more than ten kinds of applications	√	
		3. Students install more than 3 English based learning application on their mobile phones		√

		4. Students actively use the applications they have installed	√	
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**d. Table 4, In-app features offered and their impact**

<b>Observation Guide</b>				
<b>No.</b>	<b>Area of Observation</b>	<b>Activities</b>	<b>Yes</b>	<b>No</b>
1.	The features offered by the English learning application and its impact on students	2. The application offers convenience in running it	√	
		3. Students are interested in using the application because of the content displayed	√	
		4. In the application, there are challenges that students must solve	√	
		5. The use of applications makes students more enthusiastic in learning English	√	

**e. Table 5, The time and space flexibility used in apps**

<b>Observation Guide</b>				
<b>No.</b>	<b>Area of Observation</b>	<b>Activities</b>	<b>Yes</b>	<b>No</b>
1.	The flexibility of space and time in the	1. Students do not have to use applications to support learning English in certain places	√	

	students' adoption of English learning applications	2. The application can be used in hand and does not require complicated steps	√	
		3. Students use the app only when they want to	√	



#### **Appendix 4 The School Enrichment Program Implementation**

The Junior High School in this study is a private school under the auspices of the Muhsin Al Azhar institution located on Jln. Raya Petanggan Kec. Belitang Mulya Kab. OKU Timur. This school is a new institution that is an endeavor to develop itself. Established in 2020, this school has five students, including four male students and one female student supervised by six teachers, i.e., four female teachers and two male teachers. A teacher has his designation in school, namely *Ustadz* for male teachers and *Bunda* for female teachers. Since the emergence of the Covid-19 pandemic has impacted the education sector in Indonesia, teaching and learning activities in schools have been minimized. In the first semester, the school implements distance learning through online classes. Nevertheless, in the second semester, local regulations can allow schools to conduct face-to-face learning while always observing strict health protocols.

As a newly established institution, this Junior High School applies the method of educating children with an intensive approach to form students' Islamic character. In addition to the classroom's main learning activities, the teacher also provides a splash of motivation for students to have a strong passion. Moreover, the school also implements an enrichment program that is carried out outside of classroom learning. This enrichment is intended to help students understand the material taught in class and shape student character by monitoring student activities.

a. ***Bakim (Bimbingan Akademik Insan Mulia)*, as an enrichment program that monitors students' development**

*Bakim* is an intensive guidance activity for students that is carried out every time after school session. In this activity, students have been given a checklist sheet regarding activities usually carried out while at home, such as helping parents, compulsory prayer, *tahajud* prayer, recitation, alms. In the *bakim*, each student is accompanied by a companion teacher.

For *Bakim*, I was accompanied by *Bunda* Ummi. The *bakim* already has a checklist; there is already a text, for example, like *dhuha* prayer, midnight prayer, Monday-Thursday fasting, one day one coin<sup>56</sup>

As a regular activity, in this case, the teacher acts as a place to vent and provide advice on student development. They also help students solve any problems experienced during learning and provide suggestions about students' daily activities at home.

b. ***Tadabur Alam* as an enrichment to encourage students**

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<sup>56</sup> Student 1, the interview session, 16 February 2021 at 2:16 PM

*Tadabur alam* or activities to get to know nature is an exploration activity for the surrounding environment carried out at the start of a new semester for one week. As the name implies, this activity is carried out in nature around and outside the school environment. The chosen place also has strategic areas that can be used for students to learn and play in nature.

In *tadabur alam*, various agendas for student and teacher activities have been prepared. Like rank 1, treasure hunt, exchange gifts and eat together. Teachers and students participated directly in this activity. In addition to accompanying students, teachers also play a role as friends who invite students to think critically, such as treasure hunting activities. Besides, the availability of resources around the park, such as various kinds of flowers, for the teacher, Rank 1 becomes an opportunity to introduce these flowers' vocabularies in English. The teacher asks questions about the English of flowers around, for example, "is it true that the English word for *Bunga Matahari* is sunflower." The answer is correct. If there are students who answer wrongly, then they fail in the game. It turned out that all the students answered correctly, so none of them were eliminated.

**c. Additional English classes to enrich students in understanding English**

As a student in an EFL country, learning English can be a challenge. Students of this school also feel this. For this reason, the teacher took the initiative to activate additional classes for students to understand this foreign language.

Classes are held outside of their main class. The learning time has also been determined, that is the time when students are free, after maghrib. For a reason the distance did not allow face to face, this class was conducted through Google Meet as a video conference media. The material taught is also slightly different from what is learned during school hours. It is more in-depth but still has something to do with the primary material. Lessons such as vocabulary enrichment and sentence structure practice are taught in this additional class.

In the researcher's observations, the teacher's material was related to the material taught at school, scilicet descriptive text. In this enrichment, the instructor applies genre-based learning techniques where several examples of descriptive texts are presented. Meanwhile, students are directed to be able to analyze the adjectives in the text.

I understand the various meanings of vocabulary, the adjectives. For example, like famous, the meaning is *terkenal*<sup>57</sup>

Aside from that, to foster a sense of interest in learning English, several applications were introduced that students could use. Of course, this application's selection is adjusted to the age of students who are still classified as children. Duolingo and Memrise are apps that cover those conditions. They combine a colorful and attractive interface. Students are given the freedom to choose applications according to their interests. The application's use is also free, but it is not allowed to use a mobile device during formal learning. This is in accordance with the school regulations regarding the use of mobile phone devices during class hours.

Based on the data described above, it is known that students are involved in every enrichment program. Especially in the English experience, students know more vocabulary that was previously unfamiliar. In its implementation, the teacher plays a role in accompanying, motivating, and directing students to develop.

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<sup>57</sup> Student 3, the interview session, 16 February 2021 at 8:56 PM

## Appendix 5 The Research Activity Documentation

### 1. Introducing the research scope



### 2. Monitoring mobile app adoption



### 3. Interview 1 session

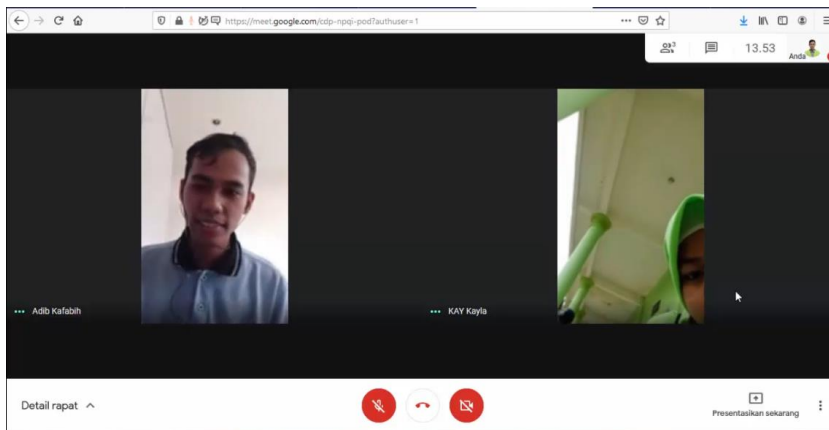


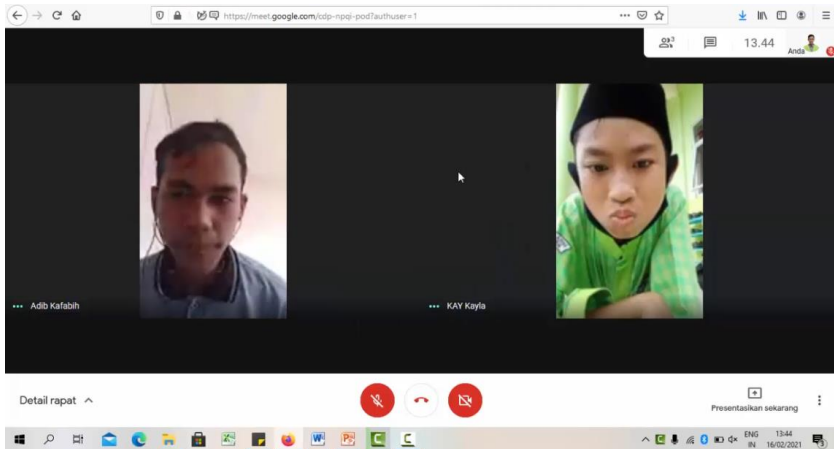
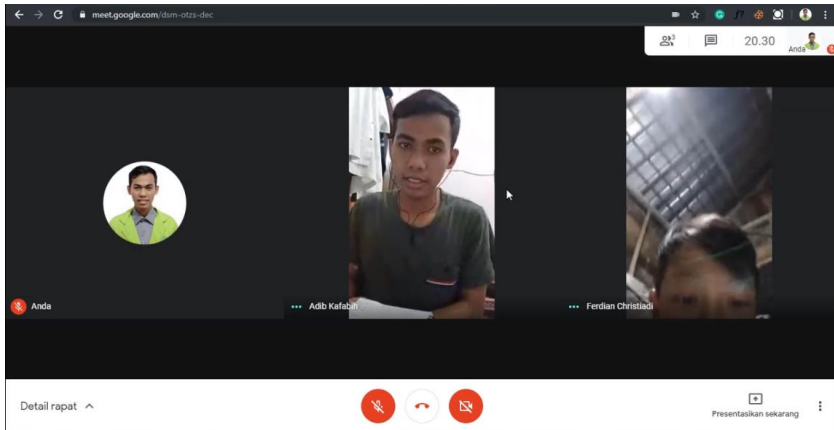


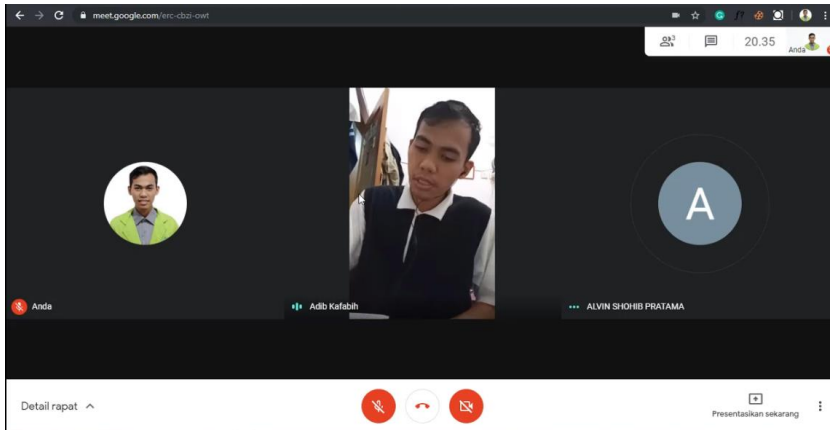




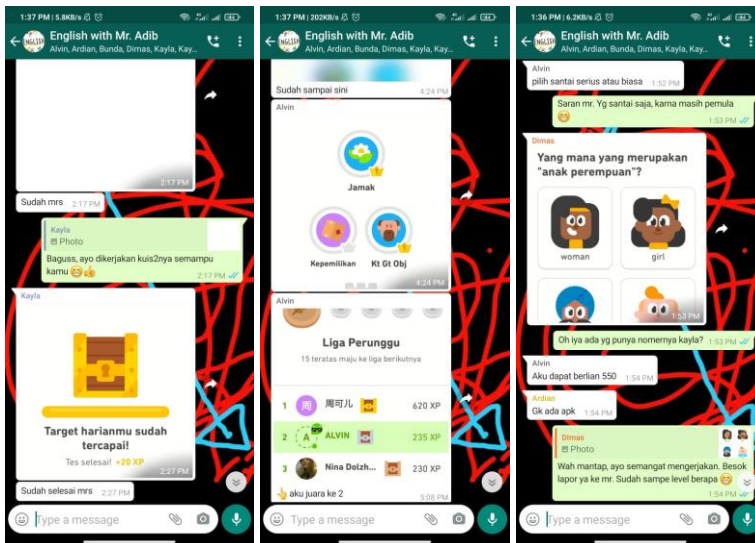
#### 4. Interview 2 session







## 5. Whatsapp group mobile app adoption monitoring



## 6. Research Paper



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Nomor: B-1119/Un.10.03/D.1/PG.00/01/2021

13 Januari 2021

Lamp : -

Hal : Mohon Izin Riset

a.n. : Adib Kafabih

NIM : 1703046030

Yth.

Bapak/Tbu Kepala Sekolah  
di SMP IT Al Azhar OKU Timur

Assalamu'alaikum Wr. Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama : Adib Kafabih

NIM : 1703046030

Alamat : Ds. Sugih Waras, Kec. Belitang Mulya, Kab. OKU Timur.

Judul Skripsi : The Adoption of Mobile Technology Applications in EFL Learning  
Enrichment: Exploring Junior High School Students' Language  
Learning Practice.

Pembimbing :

1. Agus Prayogo, M.Pd.

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 39 hari, mulai tanggal 9 Januari 2021 sampai dengan tanggal 16 Februari 2021.

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.  
Wassalamu'alikum Wr. Wb.

Kepala Sekolah,

Binti Sholihatin, S.Pd.

a.n. Dekan,

Wakil Dekan Bidang Akademik



Dr. Mukhlid Jumaidi, M.Ag.

NIP. 19690320 199803 1 004

Tembusan :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

## Appendix 6 Curriculum Vitae



**[Adib Kafabih]**

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### Tentang Saya

Saya Mahasiswa aktif Pendidikan Bahasa Inggris UIN Walisongo Semarang Angkatan 2017. Saya berasal dari OKU Timur, Sumatera Selatan. Lahir tanggal 16 Agustus 1999, saya adalah anak ke tiga dari empat bersaudara.

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### Riwayat Organisasi

#### English Education Department UIN Walisongo Semarang

*Layout Designer* (2018-saat ini)

- Bertanggung jawab penuh membuat layout dokumen dan merapikan berbagai macam artikel yang dikirim oleh penulis ke Journal Vision untuk nantinya dipublish
- Achievement pekerjaan: Meningkatkan pencapaian akreditasi nasional Journal Vision dari SINTA 4 ke SINTA 3

#### English Department Students Association UIN Walisongo Semarang

*Divisi Kominfo* (2018-2019)

- Bertanggung jawab membuat desain pamflet, banner, MMT, sticker, dan dokumentasi lainnya dalam setiap acara serta menjadi admin di akun instagram organisasi

#### GenBi Semarang

*Tim Kreatif Korkom UIN Walisongo Semarang* (2019)

- Membantu dalam kelancaran kegiatan dengan membuat perlengkapan seperti pamflet, MMT, dan dokumentasi kegiatan

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### Pendidikan

#### UIN Walisongo Semarang (2017-saat ini)

*S1 Pendidikan Bahasa Inggris - IPK 3,72*

- Menjuarai lomba paduan suara Orsenik tahun 2018
- Memandu jalannya kegiatan HMJ PBI tahun 2018

#### SMAN 1 Belitang (2015-2017)

*Jurusan IPA*

- Mengadakan kegiatan perlombaan class meeting antar angkatan dengan rekan OSIS 2016
  - Mengadakan perkemahan sabtu-minggu dan lomba GELORA Saka Bhayangkara se-Kabupaten
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