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**THE EFFECT OF USING QUICK RESPONSE CODES ON STUDENTS'
ACTIVENESS AND MOTIVATION IN LEARNING ENGLISH
AT MA MASMUR PEKANBARU**

A THESIS

Submitted to State Islamic University Sultan Syarif Kasim Riau
in partial fulfillment of the requirements for the degree
of Magister in English Education



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BY

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TRANSLITERATION GUIDELINES

1. Single Consonant

Arabic Alphabet	Name	Latin Alphabet
ا	Alif	A
ب	Ba	B
ت	Ta	T
ث	Tsa	Ts
ج	Jim	J
ح	Ha	H
خ	Kha	Kh
د	Dal	D
ذ	Dzal	Dz
ر	Ra	R
ز	Zai	Z
س	Sin	S
ش	Syin	Sy
ص	Shad	Sh
ض	Dhad	Dh
ط	Tha	Th
ظ	Zha	Zh
ء	_ain	=
غ	Ghain	Gh
ف	Fa	F
ق	Qaf	Q
ك	Kaf	K
ل	Lam	L
م	Mim	M
ن	Nun	N
و	Waw	W
ه	Ha	H
ة	Hamzah	
ي	Ya	Y

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2. Double Consonant

The double consonant is written double, for instance العاهة written *al-ammah*

3. Short Vowel

Fathah is written as *a*, for instance شريعة (*Syari'ah*).

Kasrah is written *i*, for instance الجبال (*Al-Jibaly*). Dhommah is written *u*, for instance ظلوها (*Zhuluman*).

4. Double Vowel

او is written *aw*, او is written *uw*, اي is written *ay*, and اي is written *i*.

5. Ta' Marbutah

The stopped Ta' Marbutah in the last verse H, for instance الشريعة is written *Asy-Syari'ah*, unless it has been taken into the Indonesian standard, for instance mayyit. However, when it is read out, it is written *t*, for instance *Al-Maytatu* in Arabic is الويتة.

6. Article Alif Lam

The article Alif Lam followed by Qomariyah and Syamsiah letter is written *al*, for instance الوسلن is written *al-Muslimu*, unless when it is the name of person followed by the word Allah, for instance, _Abdullah (عبدالله).

7. Capital Letter

The capitalization is adjusted with the enhanced Indonesian spelling.



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ABSTRACT

Yurika Darlis (2023) : The Effect of using Quick Response Codes on Students' Activeness and Motivation in Learning English at MA Masmur Pekanbaru

The development of technology brings innovations to all aspect of life including education. The QR (Quick Response) Codes is one of these innovations. The main focus of this research is to investigate whether there was a significant effect of using Quick Response Codes on students' activeness and motivation in learning English at eleventh grade MA Masmur Pekanbaru. The research applied a pre-experimental method, with one group pre-test and one group post-test design. The sample of the research is the second year of MA Masmur Pekanbaru, it consists of 21 students, so the researcher uses the purposive sampling technique. The data collection techniques are composition observation checklist and questionnaire. Data analysis techniques in MA Masmur have paired sample t-test by using SPSS 29 version.

The findings of this research are concluded that using Quick Response Codes improve the students' activeness and motivation in learning English. It is proven by the mean score of students' activeness on pre-questionnaire was 54.62 and post- questionnaire was 68.71, students' motivation on pre-questionnaire was 56.67 and post- questionnaire was 70. This result of the research showed that there was a significant different between the result of pre-questionnaire and post-questionnaire of the students' score. The t-test value was higher than the value of t-table ($6.609 > 1.725$) on students' activeness and ($21.728 > 1.725$) on students' motivation. The research questions are answered that QR Code is effective in learning English and giving improvement for students' activeness and motivation.

Keywords: *QR Codes, Students' activeness, students' motivation*



ABSTRAK

Yulika Darlis (2023) : Pengaruh Penggunaan kode QR pada keaktifan dan motivasi siswa dalam Pelajaran Bahasa Inggris di MA Masmur Pekanbaru

Perkembangan teknologi membawa inovasi dalam segala aspek kehidupan termasuk pendidikan. Kode QR (Quick Response) adalah salah satu inovasi tersebut. Fokus utama dari penelitian ini adalah untuk mengetahui apakah ada pengaruh yang signifikan dari penggunaan Quick Response Codes pada keaktifan dan motivasi siswa dalam belajar bahasa Inggris di kelas sebelas MA Masmur Pekanbaru. Penelitian ini menggunakan metode pre-experimental, dengan desain one group pretest and one group posttest design. Sampel penelitian ini adalah siswa kelas 2 MA Masmur Pekanbaru yang berjumlah 21 siswa, sehingga peneliti menggunakan teknik purposive sampling. Teknik pengumpulan datanya adalah komposisi observasi checklist dan angket. Teknik analisis data di MA Masmur menggunakan uji t sampel berpasangan dengan menggunakan SPSS versi 29.

Temuan penelitian ini menyimpulkan bahwa penggunaan Quick Response Codes meningkatkan keaktifan dan motivasi siswa dalam belajar bahasa Inggris. Hal ini dibuktikan dengan rata-rata skor keaktifan siswa pada pra-angket adalah 54,62 dan pasca-angket adalah 68,71, motivasi siswa pada pra-angket adalah 56,67 dan pasca-angket adalah 70. Hasil penelitian ini menunjukkan bahwa ada perbedaan yang signifikan antara hasil angket pra dan pasca angket terhadap nilai siswa. Nilai t-test lebih tinggi dari nilai t-tabel ($6,609 > 1,725$) pada keaktifan siswa dan ($21,728 > 1,725$) pada motivasi siswa. Pertanyaan penelitian terjawab bahwa QR Code efektif dalam pembelajaran bahasa Inggris dan meningkatkan keaktifan dan motivasi siswa.

Kata Kunci: Kode QR, Keaktifan, Motivasi

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ملخص

يورিকা دارليس، (٢٠٢٣): استخدام رمز الاستجابة السريعة لزيادة نشاط الطلاب وتحفيزهم في درس اللغة الإنجليزية في مدرسة مسمور الثانوية الإسلامية بكنبارو

التطورات التكنولوجية تجلب الابتكار في جميع جوانب الحياة بما في ذلك التعليم. رموز الاستجابة السريعة هي أحد هذه الابتكارات. ينصب التركيز الرئيسي لهذا البحث على استكشاف ما إذا كان استخدام رموز الاستجابة السريعة يزيد من نشاط الطلاب وتحفيزهم في درس اللغة الإنجليزية في الصف الحادي عشر في مدرسة مسمور الثانوية الإسلامية بكنبارو. استخدمت هذه الدراسة طريقة ما قبل التجربة، مع تصميم مجموعة واحدة بالاختبار القبلي وتصميم مجموعة واحدة بالاختبار البعدي. عينت هذه البحث من طلاب الصف الثاني في مدرسة مسمور الثانوية الإسلامية بكنبارو، وبلغ عددهم ٢٩ طالبًا، لذلك استخدمت الباحثة أسلوب أخذ العينات الهادفة. أسلوب جمع البيانات هو تكوين قائمة الملاحظة والاستبيان. استخدمت تقنية تحليل البيانات في مدرسة مسمور الثانوية الإسلامية بكنبارو اختبارات للعينات المزدوجة باستخدام برنامج الحزمة الإحصائية للعلوم الاجتماعية ٢٩

خلصت نتائج هذه الدراسة إلى أن استخدام رموز الاستجابة السريعة يزيد من نشاط الطلاب وتحفيزهم في تعليم اللغة الإنجليزية. يتضح هذا من خلال متوسط درجة نشاط الطلاب في الاستبيان التمهيدي ٥٤.٦٢ وبعد الاستبيان ٦٨.٧١، وكان دافع الطلاب في الاستبيان التمهيدي ٥٦.٦٧ وبعد الاستبيان ٧٠. وتشير نتائج هذه الدراسة إلى وجود معنوية الفرق بين نتائج الاستبيان القبلي والبعدي على درجات الطلاب. قيمة اختبار ت أعلى من قيمة جدول ت ($١.٧٢٥ < ٦.٦٠٩$) في نشاط الطلاب و ($٢١.٧٢٨ < ١.٧٢٥$) على تحفيز الطلاب. تمت الإجابة على سؤال البحث بأن رمز الاستجابة السريعة فعال في درس اللغة الإنجليزية وزيادة نشاط الطلاب وتحفيزهم.

الكلمات الأساسية: رمز الاستجابة السريعة، النشاط، التحفيز



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CHAPTER I

INTRODUCTION

A Background of the Study

There is no doubt that almost everything we do nowadays is somehow connected with technology. Without technology, life would be more difficult than it already is, knowledge would be limited and more difficult to achieve. The incorporation of ICT at schools has changed the education a lot. The term "information and communication technology" (ICT) refers to a broad range of technological tools and resources used for communication as well as the creation, dissemination, storing, and management of information (Collin, 2002).

The emergence and advancements of Information and Communication Technologies (ICTs) also are changed in the way of teaching and learning process. ICTs facilitate immediate access to information resources needed for teaching and learning. According to Sife et al. (2007), ICTs have capabilities of improving information accessibility; facilitating communication via electronic facilities; enhancing synchronous learning and; increasing cooperation and collaboration. In the teaching and learning process, ICTs are known to be facilitate collaborations among learners and tutors and enhance pedagogical improvement through simulations, virtual experiences, and graphic representations.

Technology-based learning media is currently one of the needs for a teacher. Besides being useful in helping the process of conveying information to students, it is also one of the proofs that currently teachers who are able to



manage and design instructional media are then used as learning resources, which is an indicator of the professionalism of a teacher. This follows the level of students' technological mastery, which today is increasingly showing very rapid development where our students don't need to be taught how to use applications, even technological devices, they can almost do it by themselves.

Regarding the implementation of ICT in Indonesia, a clear statement is already stated in the ministry decree year 2015 number 45 by the Ministry of Education and Culture in the implementation of curriculum 2013 (Lubis, 2018). The content is interpreted in the following statement; (1) the students' hard and soft skills should be equalized in the curriculum; (2) the instructional method such as project, discovery, and problem-based learning should be included as a part of scientific approach foundation by realizing the crucial role of ICT; (3) the information technological knowledge should be combined in all of the school subjects that covers English as a learning media instead of separate subject (Ministry of Education and Culture, 2014).

The teaching and learning process is unquestionably made more effective and efficient by the use of technology as a learning medium. It can make it easier for teachers to obtain information, messages, and subject matter. It can also assist students learn and make data presentation and information more fascinating and trustworthy. According to Clements et al (2003) the utilization of appropriate technical resources can benefit students. This idea is supported Kamal (2016) states ICT is significant in the educational process. The use of ICT in the teaching and learning process will benefit both teachers and students by assisting in the preparation of lessons,

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the creation of teaching and learning materials, the development of innovative teaching methods and the growth of student interest in learning, as well as the evaluation of the teaching-learning process and student outcomes. It's because ICT enhances teaching ability, promotes innovative teaching, aids in teacher training, aids in student evaluation, and enhances classroom effectiveness.

Furthermore, Sabouri et al (2016) explains that using of technology is thought to improve student learning results and motivation, to name a few advantages. An indication of the success and efficiency of learning implementation is the direct improvement of student learning outcomes and motivation. With the aid of technology, students may direct their own study and have access to a wealth of knowledge. Because of this, the instructor must establish technology-based learning, which is highly significant.

English and technology are essential in the postmodern era. English comprehension is necessary in order to master technology. Arthur (2009) says that the capacity to converse in a new language, increased digital literacy, the gratification of being multilingual, access to media from various nations, and a better understanding of how language is used are all advantages of teaching English.

English is a global language. Based on Kannan (2009), the standing and opportunities of the individual in business, technology, international trade, and education are improved by learning English. Additionally, English is a crucial language for communication. It has been difficult to teach English in countries where it is not the local tongue, which makes it difficult for learners to learn a foreign language because they cannot

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use it in everyday situations. assertions made in textbooks that don't hold true in real life. Since teachers encounter a variety of challenges and frequently wonder what the best teaching strategies are, they should constantly look for workable solutions to lessen the difficulties of teaching English.

Teachers search for novel strategies and inspirations to enhance students' willingness to learn English in the classroom as a result of the lack of student interest in the subject. Teachers are thus one of the factors that affect students' motivation. Teachers' actions and classroom procedures have the power to change pupils' levels of motivation. Teachers actively use one method to arouse students' interest in learning English as part of their effort to motivate students. One is the employment of a QR Code application in instruction.

Hariana as cited in monica (2020) explains that QR codes, developed by a Japanese company, have been around for over twenty years. With the advent of smart and Web capable mobile devices now, many steady growth of interesting commercial applications using QR codes. QR is the acronym of "Quick Response". These codes are similar to the barcodes the retailers use to keep track of the stocks and product prices, the difference residing in the data quantity they can store. A QR code allows the user to access content by using the mobile phone; it can include web addresses.

The use of this QR code, in practice has also penetrated book pages that contain images and videos which are simplified by using this QR code. 21st century learning is learning that combines the focus of a combination of specific skills, content knowledge, expertise with innovative support systems.

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So that it requires a professional teacher, namely a teacher who is able to manage self-competence well and is able to manage the class so that there is interaction between the teacher and students. In this interaction, technology and teaching delivery media are needed so that a pleasant and meaningful learning atmosphere is created (joyful and meaningful learning). Then now, QR Code developed in education. It can be employed in the perspective of mobile learning. Investigation has been conducted on mobile learning all over the world however merely a few studies have addressed the use of QR codes in education (Law, 2010).

The researcher looked into a tool called QR Code for this study. One of the apps that can be utilized in teaching with an Android or smartphone is QR Code. Rikala and Kankaanranta (2014) say that the study's findings about QR codes in education showed that the students were enthusiastic and motivated to use the codes, and mobile technologies are being used in teaching and learning with growing frequency.

QR codes make it simple for teachers to incorporate electronic scaffolding tools into the curriculum and for students to efficiently and successfully use smartphones to enhance their learning. Whether it involves simple factual knowledge or difficult problem-solving assignments, the links can be leveraged to give students additional scaffolding. Examples of homework assignments that allow students to work independently and find the answers they need while working include posting homework assignments on classroom doors, handouts, or websites with QR codes that link to online help. Suseno and Shimomura (2006), reveal a number of institutions are

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utilizing QR codes and Mobile Tags (MT) to give students quick access to information and services and formative assessments in order to increase the impact of deployments. These enriched learning materials can serve and stimulate students with diverse learning needs.

The use of QR codes have shown positive impact in education. However, only few studies found concerning language teaching and learning. Concerning the gap, the researcher believes that further investigation is needed. In addition, based on the researcher's experiences at MA Masmur Pekanbaru and the preliminary study conducted, some problems have been found. This preliminary study was conducted by interviewing English teachers at the school. As we know, the scientific approach is one of the characteristics of the application of the 2013 curriculum, in which students are invited to experience what is being learned from the theory of science through five process, namely the process of observing, questioning, experimenting, associating, communicating. By inviting students directly, students are expected to easily achieve the purpose of learning, which then has an impact on improving learning achievement. But the fact, teachers can't always count on students to arrive with the mental and physical sharpness needed for optimal learning using those five principles. What should the teachers do when students become sleepy and unmotivated? QR Codes could be the solution. In conclusion, due to the gap and the problems found, this research aims to investigate the use of QR codes as teaching tool at MA Masmur Pekanbaru and perceive clear description about how QR Codes possibly overcome the problems found.

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B. Research Problem

1. Identification of the Problem

As a media technology that is still not familiar with learning in English, it is necessary to review the way teachers prepare English learning using the QR code program, so that it can be followed up in the future as a way to stimulate teacher motivation in developing media technology in delivering learning material and hopefully students will affect the learning outcomes they obtain. The formulation of the problem in this research "How the effect of using quick response codes on students' activeness and motivation in learning English at MA Masmur Pekanbaru?"

2. Limitation of the Problem

By considering the time, facilities and finding needed, it is necessary to limit the problems, This research focuses on "How is the effect of using quick response codes on students' activeness and motivation in learning English at MA Masmur Pekanbaru".

3. Formulation of the Problem

Based on the background of the study above, the writer formulates the research questions as follow:

1. How do the English teachers at MA Masmur Pekanbaru implement QR codes for teaching English?
2. How is students' activeness before and after being taught by using QR Codes in learning English at the eleventh grade of MA Masmur Pekanbaru?



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3. Is there any significant difference on students' activeness before and after being taught by using QR Codes in learning English at the eleventh grade of MA Masmur Pekanbaru?
4. How is students' motivation before and after being taught by using QR Codes in learning English at the eleventh grade of MA Masmur Pekanbaru?
5. Is there any significant difference on students' motivation before and after being taught by using QR Codes in learning English at the eleventh grade of MA Masmur Pekanbaru?

4. Objective of the Research

Based on relating to the problem statements above, the aims of research are :

1. To describe the process of applying QR codes by teachers for teaching English at MA Masmur Pekanbaru.
2. To find out students' activeness before and after being taught by using QR Codes in learning English at the eleventh grade of MA Masmur Pekanbaru
3. To find out whether there is significant difference on students' activeness being taught by using QR Codes in learning English at the eleventh grade of MA Masmur Pekanbaru.
4. To find out students' motivation before and after being taught by using QR Codes in learning English at the eleventh grade of MA Masmur Pekanbaru

5. To find out whether there is significant difference on students' activeness being taught by using QR Codes in learning English at the eleventh grade of MA Masmur Pekanbaru.

5. Significant of the Research

This research was hoped to be useful. In addition, use QR Codes in teaching to the teachers to provide good quality method with using a good program using mobile device to effective teaching and assessment process in the classroom and students more interest in learning with the using android or mobile device. The research findings are expected to be useful for:

1. The Teacher;

It is one of the alternative methods to students in teaching by using mobile device in EFL classroom. This research is also useful for teachers or lecturers, with this research, teachers know students perceptions towards used QR Code program in the EFL classrooms. After that, teachers can add to the shortcomings of what has happened during applying this program in the EFL classroom.

2. The Students;

This research makes the students understand the new ways in process of learning by using technology. Students are more enjoyable and comfortable in learning and doing their tasks associated with the used QR Code program by mobile device in EFL classroom. The result of the study it will be to increase their interesting and knowledge in learning English when used this program.

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3. For those who are interested in this study;

it will be the information how to use QR Code program in teaching and learning. To other researcher it will be reference for educational field especially to use this method in learning and teaching process.

6. Definition of Key Terms

In this part, there are some explanation from the title mentioned in the previous items. It is to make clear and avoid misunderstanding between the writer and reader. The title is “Teaching English by Using Quick Response Code Program at EFL classroom of MA Masmur Pekanbaru” The definition of key term as follows:

1. **The Quick Response (QR) Code** is a 2-dimensional symbol invented by Denso Wave in 1994 (DENSO ADC, 2011). A piece of long multilingual text, a linked URL, a business card or just any information can be embedded into the two dimensional barcode. It is readable with moderately equipped mobile devices, QR codes can connect the users to the information quickly and easily.
2. **Students’ Activeness** is generally defined as any instructional method that engages students in the learning process. In short, active learning requires students to do meaningful learning activities and think about what they are doing.
3. **Students’ Motivation** is the study of why people think and behave as they do. So, it’s mean that motivation is the basic reason behind in learning. Students who have strong motivation to learn will participate actively and make great efforts to master English with clear goal.

CHAPTER II

REVIEW OF RELATED LITERATURE

A Review of Related Theory

1. Information Communication and Technology (ICT)

a. Definition of ICT

The word "communication" has two different meanings namely singular and plural forms. The singular concerns to people communication and the plural form refers to the overall field of the data communication infrastructure (Lloyd, 2005). Further, Lloyd (2005) adds that in general, ICT is associated with technologies to assess, collect, control, and share the information. It covers hardware (computers and other devices), software application, and connectivity (internet access, video conferencing, personal digital assistants along with others). Lloyd (2005) argues that the most significant about ICT is the expanding convergence of computer-based, multimedia and communications technologies and the quick speed of 10 change in technology and its use. To sum up, ICT is not only covered a certain tool, but also the use of communication technologies. Further, the other possibility of access to ICT might assist ELT development better, since it allows both teachers and students to access authentic materials to support real-life learning (Ahmadi, 2018).

Hoque and Alam (2010) outline ICT as a various set of technological tools that can be utilized to do communication, creation, dissemination, keeping, and management of information. More specifically, Padhy (2014) inserts that information and communication technology refers to the wide range of devices



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that cover both electronic and computerized devices, and associated human interactive materials that enable them to utilize those devices for teaching and learning purposes other than personal use only. In brief, ICT is a kind of technological tools to communicate, create, and manage information that facilitates the users in teaching and learning process. The tools might include the computer, television, projector, camcorders, digital camera, e-mail, scanner, mp3 player, game, desktop, hard-disk driver, internet, tablets, modem, e-book reader, laptop, and such (Padhy, 2014).

Above all, ICT includes hardware, software application, and connection. It also covers all of the things to restore, gather, manipulate, access the information which enables the students to learn in a different way and leads them to develop their skills better through the advanced multimedia application offered. However, the teacher's assistance is equally important to report students' learning progress. By doing so, the students are on the right path of learning.

b. The ICT Integration Term

Several terms of ICT integrations have been highlighted by a number of scholars. Capuk (2015) states that ICT integration enables the students and teachers construct and co-construct new knowledge and meaning within activities in the classroom. It also refers to the employment of computerbased communication that incorporates into the classroom instructional process daily (Ghavifekr & Rosdy, 2015). More, Ghavifekr and Rosdy (2015) add that the teacher plays as a key role as a controller in the application of ICT in the classroom as the integration of ICT in education refers to technology-based



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learning process application (Ghavifekr & Rosdy, 2015). Furthermore, Earle (2002) links the concept of wholeness to ICT integration that gathers all of the connected element systems as a whole. Demonstrating this, the teachers cannot use technology only in the instructional process without considering the content and pedagogy insertion which are categorized as crucial elements in teaching and learning (Earle, 2002). Similarly, Williams (2003) defines ICT integration as the assistance of ICT tools (e.g. Computers, Internet, CD ROMs, and so on) in teaching and learning. The ICT integration also means the ways in which technology is utilized (Fiktorius, 2013) as a mediated tool in the teaching and learning activities to gain certain goal (The Southeast Asian Ministers of Education Organization, 2010). It covers the assistance of technological use for the students to collect, communicate, and exchange information with peers and others in educational purposes (Anderson, 2010). In this study, ICT integration defines as the use of ICT tools within the language teaching and learning instruction to achieve particular learning goals.

c. The Importance of ICT in the Classroom

Webber (2003) states that the use of ICT in the classroom is more practical, innovative, and interactive rather than theoretical. Further, Webber (2003) adds that it assists new way of teaching and learning and helps the students develop either knowledge or skill for cooperation, communication and problem-solving. It also enables them to be an independent and autonomous learner. The Independent and autonomous character also allow the students to be responsible for their own learning and keep learning even outside the classroom



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(Andriani, Padmadewi, & Budasi, 2018; Smith, Kuchah, & Lamb, 2018). Autonomous students are expected to be able to control their learning board, cognitive process, and learning content (Tran & Duong, 2018). Other than that, the students should be aware that they do not only need to be responsible for their own learning, but also implement their own decision (Benson, 2007). Moreover, Tedla (2012) asserts that ICT makes teaching and learning easier. More, the professional development in this area is highlighted to support the successful use of it.

In relation to this, the existing research by Meenakshi (2013) lists several aims and objectives of the ICT implementation. They include: 1) to implement the principle of life-long learning/education; 2) to increase a variety of educational services through medium/method; 3) to promote equal opportunities to obtain education and information; 4) to develop a system of storing and distributing educational information; 5) to promote technology literacy of all citizens, especially for students; 6) to develop distance education with national contents; and 7) to promote cultural learning at school (development of learning skills, expansion of optional education, open sources of education, and such).

Furthermore, Meenakshi (2013) adds that ICT can enhance the quality of education by increasing students' motivation and engagement, facilitating the acquisition of basic skills, and enhancing teacher training. ICT is also a transformational tool if it used properly. It can change the teacher-center to be more student-center learning (Riasati, Allahyar, & Tan, 2012; Mutohar, 2012). The employment of its tools such as video, multimedia computer software that



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enable text, colorful moving picture, and sound in them provide interesting authentic learning content to engage students in the learning process (Ahmadi, 2018). Hence, the learning activity will be more meaningful and remarkable.

In the use of ICT in the classroom, Braak, Tondeur, and Valcke (2004) categorize two general use of ICT namely supportive computer use and class use. The first term refers to the use of ICT for administrative task like students' administration, evaluation, worksheet preparation, and track the students' learning progress. The second term, however, focus on the use of computer to support and enhance the teaching and learning process (i.e. demonstration, drilling practice, instruction and differentiation). Those patterns of ICT use, supportive computer use and class use, become the basis of questionnaire development.

Ghavifekr and Rosdy (2015) emphasize that the issue ICT integration in the school particularly in the classroom instruction is crucial. The utilization of ICT in the classroom assists the students to learn better within the technology-based atmosphere as they are familiar with the use of technology in this digital era (Ghavifekr & Rosdy, 2015). Further, the main reason is that technological employment in education contributes a number of pedagogical benefits that lead to the effective support in learning with the support from ICT elements as well as its components (Jamieson-Proctor, et al., 2013). Moreover, the employment of ICT in English language teaching and learning enables to stimulate the students to be more eager and interested in learning (Mafuraga & Moremi, 2017). The use of ICT also facilitates students' learning effectively i.e. the students can



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learn new words, what they mean, and the way they pronounced (Mafuraga & Moremi, 2017). By this case, ICT integration is thought as the important thing to be considered in the classroom instruction.

To sum up, ICT in the classroom is crucial as it can support classroom learning instruction in several conditions, such as 1) assists new way of teaching and learning; 2) helps the students develop either knowledge or skill for cooperation, communication and problem-solving; 3) enables the students to be an independent and autonomous learner; 4) enhances better quality of learning; and 5) stimulate the students to be more eager and interested in learning. negative attitude; 7) impact of public examinations; 8) age differences; and 9) gender differences. Furthermore, Schiller (2003) reveals that teachers' challenges toward ICT integration involve personal characteristics such as educational level, age, gender, educational experience, experience using technology in education purpose, and attitude toward technology. In addition, personal characteristics influence the teachers' decision the most in using technology or not. Those challenges mentioned by Schiller (2003) has the same characteristic as what has been mentioned by Jones (2004) previously. Indeed, those challenges contribute to the success of ICT integration practice in language teaching and learning. In short, the challenges mentioned above probably could hinder the teachers to employ ICT in the classroom. In fact, teachers' internal factor like their attitude on technology, and their own fear dominate the barrier. Finally, it is somehow problematic for the teachers to integrate ICT in their



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classroom if the support from the government as well as the school is still limited.

d. The Challenges of ICT Integration

Despite the important use of ICT in the classroom, several scholars also mention the unavoidable challenge of ICT integration. Tedla (2012) mentions some difficulties that are the most noticeable, namely students become off task, unrealistic ICT policies, old instructional practice, inadequate infrastructure and facilities, low community participation and involvement, negative teacher beliefs, lack of pre-and in-service training, inequitable ICT distribution, lack of school base management, less partnership among schools, lack of incentive and support, and overloaded teaching tasks.

In line with this, Jones (2004) asserts more and less the same challenges as mentioned by Tedla above. Jones (2004) reports the challenges face by the teacher in integrating ICT are based on several factors namely: 1) teachers are lack of confidence and anxiety; 2) teachers are lack of competence due to time limitations, pedagogical training, skills training, and focus in personalizing teacher training; 3) teachers are lack of access to resources of hardware as they have poor resources organization, quality hardware, and inappropriate software; 5) teachers are afraid of the technical problems of things going wrong; 6) teachers are resistant to change and negative attitude; 7) impact of public examinations; 8) age differences; and 9) gender differences.

Furthermore, Schiller (2003) reveals that teachers' challenges toward ICT integration involve personal characteristics such as educational level, age,



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gender, educational experience, experience using technology in education purpose, and attitude toward technology. In addition, personal characteristics influence the teachers' decision the most in using technology or not. Those challenges mentioned by Schiller (2003) has the same characteristic as what has been mentioned by Jones (2004) previously. Indeed, those challenges contribute to the success of ICT integration practice in language teaching and learning.

In short, the challenges mentioned above probably could hinder the teachers to employ ICT in the classroom. In fact, teachers' internal factor like their attitude on technology, and their own fear dominate the barrier. Finally, it is somehow problematic for the teachers to integrate ICT in their classroom if the support from the government as well as the school is still limited.

e. The Benefits of ICT Integration

The integration of ICT in the classroom provides a different atmosphere of learning environment which also offers a number of benefits. Ghavifekr and Rosdy (2015) add that ICT integration can improve the standard, accessibility, and cost-efficiency of the teacher instructional delivery. It is obvious that the presence of ICT helps both teacher and students in learning the language effectively. The employment of ICT tools creates a different learning situation which enables students to be more interested to learn the language. Similarly, Rabah (2015) asserts that technology has a flexible and powerful characteristic which might support learning, it also supports to face globalization challenges, and motivates the students to perform better.



Riasati, Allahyar, and Tan (2012) reveal several benefits of ICT in learning that discussed in the following section.

1. Engagement

It reports the improvement of the students' engagement in finishing the task as the teacher utilizes ICT in the classroom. This engagement also can increase students' motivation as fun as playing a game. This fun feeling is a key to learn foreign language as it can encourage them in learning.

2. Academic ability improvement

The students' academic ability might also be improved by the change in their attitude and perhaps enhance self-confidence. This confident helps the students to accomplish a better academic skill.

3. Teaching and learning paradigm shift

Teaching and learning paradigm shifted from teacher-center to students-center unconsciously support effective learning. It is because the students can explore their selves by finding out more learning sources which can support them to be independent learners. Moreover, the presence of technology in the classroom gives another benefit to the students which can assist them to perform better through ICT tools utilization.

4. An assessment moves

Participating in the assessment might improve the students' awareness on learning and performance. Recently, teachers involve students in an assessment group to shape their collaborative learning skill excellently.

5. Collaborative learning engagement

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The presence of technology supports students' interaction with the world. They can communicate with whomever they want to communicate with since technology supports them to do so. Moreover, the access to unlimited sources and exchange communication as well as information with peers from other schools enables them to a wider community access. In brief, students are able to be engaged in a real-life communication practice.

6. Lowering learning anxiety level Communication exchange with peers or another person in the society might decrease students' anxiety. It happens because community offers a difference environment compare to classroom which can improve their language skills and rise autonomy. Furthermore, Kumar (2016) mention some advantages of adopting ICT in distance education sector. Those include: 1) facilitating easier course delivery; 2) improving and increasing access; 3) enhancing pedagogical and course design skills; 4) improving collaboration and interaction, 5) preparing teaching and learning materials; 6) providing library and information service, and supporting online evaluation. In short, ICT support distance education since the face-to-face interaction among teacher and students are quite limited, hence the presence of technology could become a solution to facilitates possible distance interaction.

All in all, the presence of ICT might facilitate learning better in several ways. First, it equips students' skill development for the future career. Second, it promotes flexible access to the learning materials and promotes independent learners. The subsequence is teachers' professional

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development, in this case teaching development. Last but not least is promoting instructional movement from traditional to the more advance interaction without ignoring traditional teaching method. Likewise, through technology which enables authentic learning, the students experience a different phenomenon that is impossible to explore with the conventional method (Mukhari, 2016). Therefore, the teacher should be able to combine the conventional teaching method with ICT to accommodate students' new generation (Levinsen, 2011).

f. The ICT in ELT

English has been associated with the ascendancy of industrial and technological development (Kenning, 2007). Further, Kenning (2007) continues that technology is likely to acquire its own virtue of lingua Franca status, which finally endures being correlated with high prestige media such as satellite and television. This fact illustrates that technological advances are liable to affect the apprehension of language learning.

The use of ICT in the classroom provides a great change of motivational activities for the students, stimulates students in creative learning and more opportunities for student-teacher interaction (Samuel & Pulizala, 2014). In this type of learning, the class goes akin to a conventional classroom, yet offer a bigger change to employ real-life learning. Further, the learning activities occupy the use of various ICT tools either in the classroom or when students are given the tasks as homework.



In relation to this, the presence of ICT indeed supports the development of students' language skill (Akhtar, 2016). In receptive skills (listening and reading) students can learn directly through target language sources in the well-equipped lab (Sheir, Eltomy, & Mostafa, 2014) or a video of native talk (Kavitharaj, 2017). The use of the target language could broaden the students' knowledge of the target language and enrich their understanding of another culture as well. Podcast or mp3 recording of American lifestyle or story of snow white and seven dwarfs can be other choices regarding the teaching materials. As Margana (2016) asserts that in teaching receptive skills, the teacher might take the target culture as the input sources. Further, the knowledge of the target culture reinforces the students in understanding the culture better. Conversely, in productive skill, local culture might help students to construct spoken or written text. (Margana, 2016). It means the source of their learning comes from the things around them. By doing so, it enables them to sharpen their productive skill confidently because they are familiar with the topic. In addition, Margana (2016) also emphasizes that the selection of target as well as local culture as learning sources should depend on students' language proficiency. Hence, the selection of appropriate sources needs to be carefully considered to maximally assist the teaching and learning activity. In addition, in the productive skill mastery, the teacher might incorporate online platform by providing online reading and writing environment that could be easily arranged in this digital age (Henao, 2017; Liu & Ko, 2016).

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According to Hidayati (2016), the utilization of ICT integration in learning is possible to be maximized when it is considered in a comprehensive learning design. All of the learning tasks and activities might be designed in accordance with the following criteria: a) promoting discussion and sharing ideas; b) emphasizing on process and output of learning objectives; c) utilizing multi-media on learning; d) opening wider access to information; e) recording students' outcomes regularly; f) providing a chance for feedback and assessment; g) learning is flexible every time and everywhere; and explaining whether the task activities can be done with or without IT. Those criteria might become teachers' guidance in designing learning activities by employing ICT integration. By practicing those criteria on their teaching design, it hopes teachers can maximally assist students' learning particularly in learning a foreign language.

Parvin & Salam (2015) note that the insertion of ICT might stimulate teachers and students to work in different ways. It facilitates them in a discussion, evaluation and reflection, investigation, assistance, and opinion. In addition, the probable benefits of ICT integration in language teaching are undeniably pervasive in the large varieties of the tools employed and various purposes associated with utilizing them. In relation to this, Zhao (2003) remarks several points regarding the effective use of technology in language education. These include access to learning materials, communication opportunities, feedback, and students' motivation. The further explanations are as follows.

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1. Access to learning materials

ICT work in three way of benefits: a) it enhances efficiency access through multimedia technologies; b) it enables to increased authenticity through video and internet; c) it improves a better comprehensibility through students' control and multimedia observation.

In learning the language, video assists the students to learn with visual and auditory aid that benefits for those who have a visual and auditory learning style. Therefore, the students could learn effectively based on their own style of learning. Furthermore, students could learn various text types as they could easily get access to authentic materials. It facilitates them to know and analyze the original text from the target language (i. e. English) to develop their respect and awareness of other existing culture. In short, the ICT benefit of the learners not only in easy accessing authentic materials, but also facilitate their various learning styles. In addition, learning the authentic material or original text of target language enables them to develop their cultural awareness better.

2. Opportunities for communication

ICT offers opportunities to communicate in two different ways, namely, interaction with the computer by a particular program such as oral communication recognition and oral communication synthesis program, and interaction with peers by CMC (computermediated communication) and teleconferencing technologies. Learning the language through the program, enable the students to have correct pronunciation and develop their fluency



effectively. Moreover, the program will give feedback directly to their pronunciation or simply show the correct one. It trains their speaking ability as well because of the program set by the native language. Adding to this, the activity could also be done outside the classroom through teleconferencing. By doing this, students could be more aware of their own responsibility to improve their skill particularly speaking.

3. Feedback

More current application technologies enable more contextualized and pedagogically relevant feedback, including a grammar checker, spell checker, pronunciation corrector through automatic speech recognition and error tracking by analyzing students' responses stored in the computer. Indeed, the existence of technology is able to give direct feedback to the users and guide them to have correct work as well. It can assist the students to get better learning progress in the four language skills efficiently

4. Students' motivation

Most of earlier studies (Kreutz & Rhodin, 2016; Klimova & Poulouva, 2014; Hjalmarsson, 2015) report positive finding on ICT integration in the teaching instruction. They reveal that the students could be actively participated in learning which might increase their curiosity in learning through ICT. Furthermore, ICT could transform the learning to be more valuable, enjoyable, and practicable by the assistance of various computer programs. Consequently, the students could maximize their learning time and achieve a satisfactory result.

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To summarize, the existence of technology in the teaching and learning offers a number of benefits for both student and teacher. Therefore, to accomplish the intended attainment, the teacher and student should work together in maximizing the employment of the existing ICT tools. By doing so, the learning activity will be more valuable.

2. Mobile Learning

a. Understanding of Mobile Learning

Mobile learning (m-learning) can be defined as the process of learning by utilizing portable wireless devices such as mobile phones, personal digital assistants, smartphones, personal computers, etc., to achieve the flexibility and interactivity (Bahar as cited in Burkhaev and Altaher, 2017). The accessibility of learning can be achieved by utilizing mobile learning. Supported by the advancement of technology, the development of multimedia in mobile applications has facilitated learners to have access to various learning resources. Lan and Sie (as cited in Ozdamli & Cavus, 2011) elaborated that mobile learning (m-learning) is such a kind of learning model allowing learners to obtain learning materials anywhere and anytime using mobile technologies and the Internet. In line with this, Yi et al. (2009) mentioned that m-learning is able to increase the learners' performance by making learning accessible. As the learners have great access to wireless handheld devices such as mobile phone, wireless laptop, tablet, and personal computer, they are always able to get information about courses. Learners can share information, download materials, attend exam, and submit assignments.

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These processes are connected to the system hence the teacher can monitor the learners and teacher gets reports toward learner process. M- learning also facilitate ‘just-in-time’ learning which means that learners could often take advantage of unexpected free time as they frequently have their devices with them (Evans, 2008; Huang et al., 2010).

Another definition of m-learning is mentioned by Laurillard & Pachler (2007). They defined m-learning as the digital support of adaptive, investigative, communicative, collaborative, and productive learning activities in remote location. It allows the teacher to operate various environments in teaching learners. In addition, through m-learning people could learn or stay connected with their learning environments including their classmates, instructors, and instructional resources while going mobile (Yi et al, 2009).It indicates that mobile learning may allow the learning process to be interactive and easily modified and adapted in certain situation. According to Vavoula and Sharples (2002) learning can be considered mobile in three different contexts: learning is mobile in regard to space, it is mobile due to the different places, and it is mobile in terms of time. Hence, mobile learning system can deliver education to learners anytime and anywhere they need it. M-learning is limitless in terms of the content and geographical extent, so, this offers dispersed virtual classrooms accessible any time (Jalalyazdi, et al., 2009). Another variety of M-learning which is applied exclusively for language learning is called Mobile assisted language learning (MALL). Although, this is an illustration of technology- based language learning, it is

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different than computer assisted language learning (CALL) because it focuses on the “continuity or spontaneity of access and interaction across different contexts of use (Kukulska- Hulme, 2009, p. 162).

A theory of mobile learning is essential when thinking of the role of mobility and communication in learning environments. (Sharples, Taylor, & Vavoula, 2005). In mobile learning, students learn across both space and time and move from topic to topic. Like a blended environment, learners move in and out of engagement with technology. A key point in mobile learning theory is that it is the learner that is mobile, not the technology (Shuler, 2009). As devices are ubiquitous, learning can be interwoven with activities part of everyday life. Control of mobile learning environments can be distributed, and context is constructed by learners through their interaction with devices and with each other. They acknowledge that mobile learning can both complement and conflict with format education, and it raises ethical issues both of privacy and ownership.

A broad literature review of mobile technologies and learning stated that a challenge for both educators and designers is one of knowing how to use mobile tools in the most meaningful way (Naismith, Lonsdale, Vavoula, & Sharples, 2004). The authors suggested that a blended learning approach is necessary when using mobile technologies in learning settings. That is, all instructional and learning activities do not necessarily need to be done using mobile phones, but rather those types of activities must be balanced out with other instructional and learning strategies. As mobile technologies are

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becoming more ubiquitous, the greatest challenge will be to “discover how to use mobile technologies to transform learning into a seamless part of daily life to the point where it is not recognized as learning at all” (p. 5).

Dede identified four areas where scholars, practitioners, vendors, and policy makers converge in discussions, implementation, and support of educational technologies: devices and infrastructure, safety and privacy, digital assets and assessments, and human capital (Dede & Bjerede, 2011). Dede proposed alternative models of educational improvement that can be supported by mobile technologies. He described evolutionary change as how mobile devices are used within and outside classrooms to enable a 1:1 ubiquitous-computing environment. Revolutionary change focuses on mobile broadband beyond used to expand human support beyond the classroom and school day, and thus invent new structures for formal education. Disruptive change involves mobile devices being part of a strategy for eliminating inflexible, traditional methods of education.

Shuler (2009) identified key opportunities in mobile learning such as the promotion of anytime, anywhere learning, the ability to reach underserved children (low cost, high accessibility), the ability to improve 21st century social interaction, the flexibility to fit into diverse learning environments and the ability to enable a personalized learning experience. She also identified challenges, contesting that there is no established mobile theory of learning, and that there is a divide in what parents and teachers see and what experts see. Most notably, she stated that poor design often affects

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usability. She described touch screen interfaces as the “21st century” button (in addition to gestural inputs), and mobile devices and systems have become much more consistent across manufacturer and operating system. Shuler states that there are five primary goals for mobile learning. It is important to invest in understanding the development of kids who grow up in a mobile world. It is necessary to develop educational interventions that are scalable, and most importantly build tools where educators can develop. Teacher preparation is key in a mobile world, and leadership must be present in a school setting in order for mobile learning to succeed. A quantitative study by Pierce and Ball (2009) explored teacher perceptions and how those perceptions may serve as either a barrier or an enabler to their intention to integrate technology into their teaching. Students in secondary schools in Australia used mobile devices for graphing calculators as well as algebra and geometry programs. They found that some teachers tended to see students’ use of the devices as being separate from their regular course time, though many teachers responded positively to the statement that technology can be used to engage students more real world problems.

New forms of digital media are beginning to influence children and their families. Three case studies on the deployment of smart mobile devices and applications revealed some key findings for educators (Chong & Shuler, 2010). Many families engage in a pass-back phenomenon, where an adult’s mobile device is given to a young child to temporarily interact with and be entertained. It was reported that while kids claimed to only play games,

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parents believed that children did a variety of activities on mobile devices beyond games. The children in the studies particularly liked the iPhone and iPod touch devices because of the touch screen and direct manipulation (Chan & Black, 2006), and overall children were able to use the devices without any guidance from their parents. Chong and Shuler (2010) stated that parents play an important role in shaping children's experiences with mobile devices, and this role extends to teachers and schools as more mobile devices are integrated into school settings. The researchers concluded that mobile devices can be used to supplement learning experiences, but ultimately all the choices must be made towards always surrounding children with high quality educational resources.

Key trends in emerging technologies will have impact over the next several years (New Media Consortium, 2011). There exists an abundance of resources and relationships that are made easily accessible through the Internet. An environment of anytime, anywhere learning and collaboration across decentralized information structures has been created through emerging technologies (Project Tomorrow, 2010). The report identified challenges and constraints with the same technologies. With increased use and exposure to tools and new media, digital media literacy becomes increasingly important in every academic and professional arena. The existing measures of assessment and measurement are not caught up with the technologies, leading to new forms of publishing and authorship. In the near term, e-books and mobile devices will be far more prevalent in schools. In a

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few years, augmented reality and game based learning would be more present. In the long term, both gesture based computing devices (movement and touch) as well as an abundance of data would help steer educational technology decision and policy.

Ling (2004) stated that mobile devices have social consequences, particularly in private settings. A phone can be used to provide safety (through immediacy of connection) coordinating activities, and providing accessibility while being shielded from the private sphere. He suggested that teens adoption of texting has changed the nature of mobile communication. Technical determinism is where technologies form and mold a society, where social determinism has technology continually being reinterpreted by users within that society. Gunawardena and colleagues (2009) defined social networking as the practice of expanding knowledge by making connections with people with similar interests.

In 2008, Franklin and Peng conducted a case study to determine if students' production and sharing of math movies could be a useful formal and informal learning tool. Unlike the previously described studies, they included an examination of how teachers felt about the students' engaging in this type of learning. The researchers observed two math classes at Midwestern middle school in the United States that were taught by separate teachers. Students used iPod Touch devices to view and share tutorial movies they had created using multimedia creation software such as Microsoft PowerPoint, Apple iMovie, and Adobe Photoshop. Each student was loaned an iPod touch device

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and they shared their production in and out of the classroom (Franklin & Peng, 2008). Using observations, interviews, and data analyses, the researchers concluded that the use of the movies and devices had great potential as a learning tool for middle school math algebra students. They suggested that the eighth grade algebra students who participated in the study had successfully complemented their understanding of algebra by building math movies and sharing them on handheld devices. While some teachers found the devices disruptive, most teachers did not deny that the students were engaged and that the iPod Touch devices were worth exploring (Franklin & Peng, 2008). This study provides interesting qualitative insight into emerging technologies used with middle school students, but it does not directly address how this particular tool fits in with or supports the teachers' broad understanding of education. Rather, the focus is more on student views, student outcomes, and understanding of the logistics necessary for successful use of the handheld devices.

Many educators think of learning theories as the ancient theories that only impact the education of the day long ago. This is as far from the reality as it can get. The integration of mobile technology should be a revival of constructivist learning theory as a basis for the new dawning age of mobile technology integration. Constructivist theories propose that "knowledge is being actively constructed by the individual and knowing is an adaptive process, which organizes the individual's experiential world" (Mayer, 1992; Hendry, 1996). One of the main beliefs of the constructivist is that people

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develop and build understanding from their own personal and subjective experiences. Students bring their own schema (past experiences) into their academics and use it to enhance their learning by gaining more knowledge and build upon their old. Even though a teacher can be excellent and excel at implementing constructivist learning theory in conjunction with mobile technologies, students will not necessarily learn. The students need to have the opportunity to experiment and utilize previous experiences to build new understandings of the educational material. Constructivist learning theory enables the mobile technology to focus on the student's ability to be self directed and draw conclusions (Karagiorgi & Symeou 2005). Constructivist learning theory differs from other traditional educational theories in the implementation of mobile technologies. This theory allows students to work independently and have a teacher as a facilitator. Students eventually learn more when they have to explore and experiment rather than being told why something works. When students can use what they are learning in real world situations, it sinks in and stays with them for a longer period of time. Constructivist learning theory allows the individual to place worth on mobile technology, rather than mobile technology imposing value on the individual. When we realize and utilize this principle to impact mobile technology in the educational setting, the two principles develop into a hybrid model for integration.

Many have used models of instruction informed by constructivist theories to implement mobile technology into teaching. A research example

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of constructivist learning theory being applied in the real world with real results, in conjunction with mobile technology was conducted utilizing “The Virus Game” (Collella, 2000). Learners took part in a simulation game that demonstrated the spread of a virus. The simulation was created for use with mobile technologies and when integrated into the classroom demonstrated that the combination of constructivist learning theory and the integration of mobile technologies resulted in: Students readily engaged with the simulation, and found it to be a rewarding and stimulating experience. Students successfully collaborated to answer the relevant questions about the simulation.

The technology facilitated, rather than hindered, normal interactions between the students – the devices augmented rather than replaced normal channels of communication, and hence provided unobtrusive technology support students were able to test out experimental hypotheses within the simulation after observing specific behaviors. This simulation has been re-created for the PalmOS PDA, and is freely available from <http://education.mit.edu/pda/games.htm> (Lonsdale, Naismith, Sharples, Vavoula, 2004). The use of mobile technologies is having a direct impact on integration, pedagogy, and learning theories and are being utilized in new and innovative ways. Mobile devices like the iPod touch mobile phones and many others are being looked at in a whole new method. These tools combined with wireless technologies are leading new approaches in education and have generated a great deal of excitement. Everywhere in education, from the

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small rural k-12 school district to the large metropolitan college of higher education, mobile technology is being considered, implemented and then looked at again for further implementation. The numbers of new and current mobile wireless technologies implemented for the direct impact of student learning is staggering. Universities in the United States reveal that 90 percent of public universities and 80 percent of private universities have some level of mobile technology. Louisiana State University has implemented a system that transforms the university website material into a format that can be read and manipulated on mobile devices. As a result mobile devices have increased access and interaction with educational material. This simple change has enabled a great deal of relevance to constructivist learning theories. Constructivist learning theory does not change when applied to these mobile devices, but these mobile devices allow for increased functionality and access. Seventy-six percent of Louisiana State University students and faculty utilized mobile phones, fourteen percent utilize mobile wireless technology (Swett 2002).

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phones, fourteen percent utilize a PDA and nine percent have a mobile device with capability (Cisco systems, 2003). Louisiana State University is not alone in the mobile technology world; universities like the University of Minnesota and the University of South Dakota even require students to have mobile wireless devices for their school assignments (Oliver & Wright, 2002). The above requirements of universities indicates that in the not too distant future more and more educational intuitions are going to not only embrace but require the use of the mobile technologies. Mobile technology is influencing how traditional constructive learning theories are currently being applied by allowing students, instructors and anyone else involved in the education process the ability to take charge and construct their learning environment to anywhere, any time. The two year Dutch project GIPSY coined a motto of “pick up your school and learn”. The goal of the entire project was to develop learning that was not restricted by location and time. The project allowed students to be self-directed constructivist learners.

These mobile technologies are more efficient when utilizing constructivist learning theory to impact future development of learning. It is expected that in the near future teachers, students and the entire community will have the ability to utilize mobile technology in most major areas. This allows them to experiment and utilize a major principle of constructivist theory, the ability to experiment and learn. Mobile wireless technology devices such as the PDA, smart phone, iPod touch and many other devices will have access at school district and university libraries, lecture halls,

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cafeterias, and research centers. Research shows that 17 academic institutions were studied and that 57% of library areas were covered with wireless technology for the sole purpose of supporting mobile technology in 2001, and the figure increased to 88% in 2003 (Boggs, 2002). This information reveals that mobile technology infrastructure is expanding and reaching out into the classroom.

Mobile technology and constructivist learning theory are not simple items to integrate into the learning process. What does it take to successfully integrate mobile technology utilizing constructivist learning theory in the classroom? It starts with the commitment of the administration, students, faculty and goes all the way to the community. In order for a major mobile technology initiative like this to be successfully implemented in any educational facility many things need to be in place. Everyone must accept, understand and buy into the mobile technology project. The purchase of the mobile technologies must be followed by the appropriate professional development to ensure that everyone has what they need for a successful implementation of the constructivist theory and use of the mobile technology.

It is imperative that everyone involved demonstrate a commitment to not only utilize existing skill sets, but to also acquire and develop skills in the areas of mobile technology and constructivist learning theory. Everyone will need to not only enhance but aspire to become experts in the areas of mobile technology and constructive learning theory through professional development. The study conducted by Lonsdale, et al. (2004) demonstrated a

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need for further continued professional development when professional staff participated in pre-assessments. Most of the teachers participating indicated they had a proficient understanding of constructivist learning theory. Detailed interviews revealed information to the contrary. Most professional staff only demonstrated basic knowledge and or implementation of constructivist learning theory in their learning environments. The research revealed three factors impacting the successful implementation of constructivist learning theory: 1. External factors, which includes lack of access to computers and software, insufficient time to plan instruction, and inadequate technical and administrative support. 2. Limited or improper theoretical understanding. The participants in this study showed that they misunderstood the concept of constructivism by seeing the ideal other than the practicable. Most of the teachers interviewed wanted specific examples of how to integrate technology rather than let kids explore and create their own. 3. Teachers' beliefs conflicting with the teachers' expressed pedagogical belief (Lonsdale, et al., 2004).

These factors along with the fact that teachers admitted to having a hard time changing what has worked for them in the past revealed that teachers had difficulty leaving their comfort zone (Chen 2008).

Teachers get excited when they see mobile technology, but the ball usually gets dropped when the professional development is a couple of hours and then the teacher is supposed to remember everything they learned with no added support. Teachers also have found that their learning pedagogy they

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have believed in does not coincide with the technology learning theories. The next component of having mobile technology become successful is the student themselves. Creating and having a curriculum that these functions can be integrated into is extremely important. Using the technology that students use on a daily basis (iPods, cell phones, laptops, etc.) in their every day curricula gives them more ownership of their learning.

Parents also need to be supportive of this wave of integration. Getting parents to buy into this procedure, they need to be aware of what technology and why it is being used in their children's education. The community plays a large part in all of this too. There are so many companies that will donate in the use of technology and uses in the classroom. Many of the technologies being integrated can be inexpensive to use and are available to everyone. Research demonstrates that technology is not the answer in itself. Everyone involved will need to participate in the support of the final goal. The technology is the tool and educational theory the mechanism; research shows that when everyone involved understands the difference many other pieces come together, which makes greater the success of proper integration of technology.

Interest in mobile technology integration continues to be fueled by the notion that these mobile devices have the ability to have the greatest amount of impact on student achievement at the lowest cost while still keeping the stringent focus on the tried and true educational learning theories and pedagogies. Mobile technology integration has become a focus area of

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technology for education because they enable a transition from the traditional theory of occasional, move the students to the computer lab scenario, which is often associated with computer use. I always refer back to the wise old adage of taking the kids down the hall to use the pencil reference, to the frequent and integrated use of mobile technology (Solo way et al., 2001; Tinker & Krajcik, 2001). Early evaluations suggest teachers and students respond to mobile technologies favorably. For example, 90% of teachers in a study of 100 Palm-equipped classrooms reported that handhelds were effective instructional tools with the potential to impact student learning positively across curricular topics and instructional activities (Crawford & Vahey, 2002; Vahey & Crawford, 2002). As we apply these results, we find that the principles of constructivist learning theory are being applied, perhaps by accident. That road leads to application of constructivist principles through distance education utilizing mobile technology integration. Distance education and the “learn anywhere any time” learning appeal that is taught everywhere utilizes constructivist learning theory to provide educational value. A key aspect of effective distance education is focusing on the needs of the learners, the requirements of the content, and the constraints faced by the teacher. One way that this focus has been addressed is through the integration of mobile technology and constructivist learning theory foundation. Distance education is applying the constructivist theory to build flexibility that allows for a major pedagogical change and benefits that allow students to progress at their own pace allowing students to actively construct their learning in an

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adaptive process. Construction of learning thus continues and grows at varying rates of individual progression towards a goal which is a typical of educational practices. In traditional classes progress at the same pace in synchronization with the delivery of information through mass lectures and tutorials in a tradition format (Yousuf, 2007). How does mobile technology integration fit within distance learning environments? You haven't made that argument.

The novel model of mobile learning creates various learning environment since students can download applications synchronously or asynchronously. They can also access notifications, weekly activities, feedbacks, assignments, their courses, online libraries, grading reports and these have increased their interest in studies (Kristoffersen & Ljungberg, 1998). Individual learners who are engaged in this type of learning can personalize their learning environments by deciding where and when to learn. Furthermore, to develop mobile learning activities, instructional designers should pay special attention in creating and managing the knowledge database such as the vocabulary databases, reading materials, and learning materials including audio or video files. In the meantime, accessibility and technical connection problems are the most important considerations (Park, 2011). Chang (2010) claimed that mobile learning is an audio-based learning project that allows learners to participate in an asynchronous learning discussion on mobile devices instead of the text-based discussion. In other words, learners can download audio files recorded by their peers and listen to

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these recordings while on the move. Since multimedia message services (MMS), an evolutionary form of short message services (SMS), can send not only text but also graphics, video, and audio clips. This project utilized audio-based input to post discussion articles in an audio file format. Park (2011) outlined several disadvantages of audio-based learning in M-learning. They include: The lack of ability to search through a message; • The availability of background noise; • Difficulty in reviewing the recorded audio files. However, he also presented the advantages such as: • The flexibility of learning and • Hands-free operation. Mobile Phone Technology in English Teaching:

With all that in mind, the researcher conclude that mobile learning will be a big help in the education sector nowadays. The high mobility and versatility of it has proven effective in reaching out to younger generations and help them in their learning process without too much of a hassle.

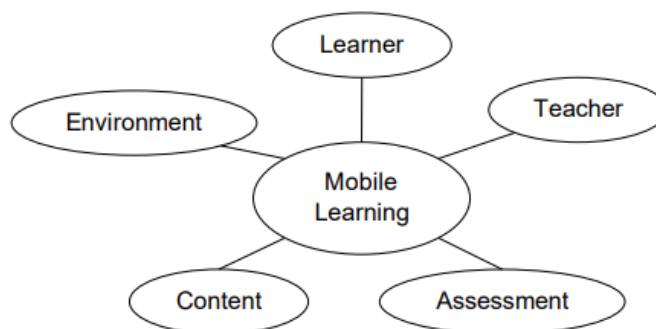
b. Basic Elements of Mobile Learning

Mobile learning is supported by several elements. Ozdamli & Cavus (2011) explained that m-learning consists of several basic elements. These elements are explained as follow;

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**Figure II.1. Basic elements of m-learning****1. Learner**

Since learners are the focus of all teaching and learning activities, all the other elements of m-learning serve to the learner. Mobile learning builds on the learner's interests, experiences and needs. Makoe (2010) claimed that as the mobile learning concept implies, the pedagogical approach places the student at the center of the learning process. The learner plays an active role from determination of the goals until the evaluation stage. Learner's roles are giving below:

- a. Access information when they need
- b. Responsible for own learning
- c. Learning with their learning speed
- d. Discover and use their learning styles
- e. Create and share new information or product
- f. Study with their peers collaboratively
- g. Evaluation themselves and other groups

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2. Teacher

In conventional learning environment, book as media store information and teachers convey it to students. On the other hand, recently technology is used for storing information, supporting more accessible information for students. According to Halis (2002) this situation created a new dimension opposed to traditional teacher role about information search and use.

3. Content

Content is one of the elements of m-learning. The element of content covers issues that expected to learn by students. Content should be decided in consultation with all stakeholders such as learners, teachers, parents etc. Otherwise teachers cannot get the desired results. Learning content must enable a user to quickly zone into needed information. In addition, the content can be presented with interactive games or quizzes. Content should support with graphics video and other multimedia elements. (Ozdamli & Cavus, 2011).

4. Environment

In order to create positive learning experiences, environment in which the students gain information must be designed properly. Environment must support the interaction between students-students and students-teachers. The social networks or blogs can be used for increase social interaction. This environment must be designed available for mobile phones, laptops and other mobile tools (Ozdamli & Cavus, 2011)

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5. Assessment

Assessment is an essential elements of the complete m-learning. Since technology provides opportunity for teachers to access students' performance , the evaluation and report should be provided via data base logs, online examinations, software packages, chat room, or project evaluation. Also students should evaluate themselves and others. It provides the pieces needed to accurately evaluate a learner's knowledge, skills, creativeness and etc. Sharples et al. (2005) described that assessment is matched to the ability of the learners, offering diagnosis and formative guidance that builds on success. According to Behera (2011) the assessment should help the learner clear all his doubts based on the course and at the same time, learn a little bit more about the same.

A good designed course should provide immediate feedback so that the learner is able to judge how well he has understood the content of the course. The feedback shouldn't be such that it discourages the learner and makes him/her feel like he/she doesn't know anything. A feel good factor is very important for the learner after he takes the course along with the assessment.

c. Educational benefits of employing mobile learning in teaching and learning

Burkhaev and Altaher (2017) mentioned several advantages of implementing mobile learning in teaching and learning. These advantages can be taken by both teachers and students. For teachers, mobile learning

facilitates their tasks. Teacher can use the Short Message Services SMS to obtain information more easily and faster than telephone or e-mail conversations such as lectures appointments or tests tables, especially with an emergency amendment to these tables (Burkhaev and Altaher, 2017) Also, learner can get through which the information is easier and faster than telephone or e-mail conversations such as lectures appointments or tests tables.

Since learning can be at anytime and anywhere, learner can communicate freely with the teacher at any time ask questions and receive answers easily, and the exchange of letters between the learners themselves, and between them and the teacher both on educational or social matters. Moreover, students can interact with each other and with the teacher rather than hide behind the big screens, large monitors.

3. Quick Response Code

a. Understanding of QR Code

The Quick Response (QR) Code is a 2-dimensional symbol invented by Denso Wave in 1994 (DENSO ADC, 2011). A piece of long multilingual text, a linked URL, a business card or just any information can be embedded into the two dimensional barcode. It is readable with moderately equipped mobile devices, QR codes can connect the users to the information quickly and easily.

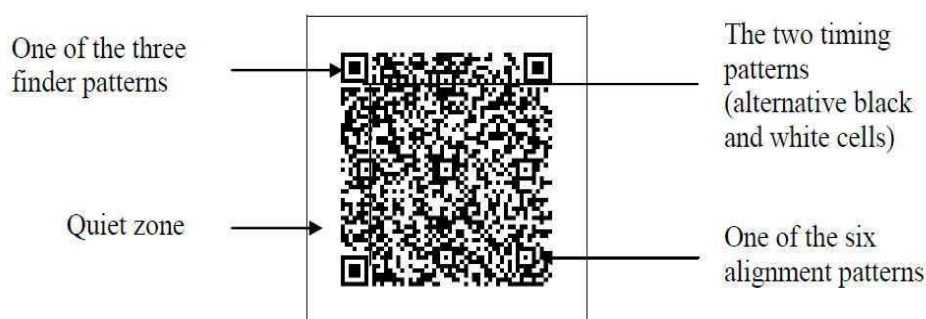
This format of 2D bar codes is so popular in Japan and emerges gradually around the world because (a) the patent right owned by Denso Wave is not exercised, (b) its specification is disclosed to the public by the company

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so as the specifications, ISO/IEC 18004:2000&2006 (International Organization for Standardization) and JIS X 0510 (Japanese Industrial Standards), can be formed (ISO, 2010; JISC, 2010), and (c) it has a large data capacity in a small printout size and high speed scan utilities via mobile devices are readily available.

Figure II.2. The Components of QR Codes



b. Using QR Code In Education

The study of QR codes in education can be placed in the context of mobile learning. However, QR codes are not designed in educational terms. These two-dimensional barcodes were originally intended for tracking automobile parts in factories but nowadays they have a much broader purpose (Shin et al., 2012). QR codes have become widely popular because they provide a large amount of data comparatively quickly. QR code scan contain information such as text, URL links, or other data that can direct users to sources of further information about a particular place or subject. Users with a camera phone equipped with a QR code reader application and Internet connection can scan QR codes to display text, open a web page, get GPS coordinates, or perform some other similar action (Lee et al., 2011).

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Because QR codes are not designed in educational terms, it is important to see the technology as an enabler. The aim is to explore how QR codes can be effectively integrated into teaching practices, which means the focus should therefore be more on the learners and pedagogy than on the technology itself. For this reason the use of the codes should promote learner-centered learning, not bind teaching and learning to mobile technology (Zhang et al., 2010).

QR codes can meet the needs of learners in a range of ways. First, it is possible to enrich paper-based materials to serve different types of learners (Chen et al., 2010). For instance, QR codes in paper-based tasks can contain links to multimedia resources such as audio materials or video clips. Law and So (2010) noticed that having the codes in paper-based tasks provide an efficient and flexible way for students to obtain there sources ubiquitously. Second, QR codes can guide learners through the self assessment process. Law and So (2010), for instance, used the codes to guide learners through the self-assessment process. The QR code printed on the worksheet directly linked to a web page with the right answers and guided the learners through the individual exercises. The same kind of self assessment process was observed in study by Rikala and Kankaanranta (2012). Teachers can also give directions and information to students on how to complete their assignments. In art workshops, QR codes can be placed, for example, on pieces of equipment such as different kinds of brushes, or in an engineering workshop on different electronic equipment to guide students in their use. Rikala and Kankaanranta observed a situation where QR codes guided students in how to use gym equipment. Third, QR codes



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provide a flexible way to share materials. Robertson and Green (2012) reported on how learners can find pictures of famous figures and generate a code for that figure. Learners can also produce and share reports or other materials online. In Rikala and Kankaanranta students shared their reports with others as a way of guiding the students' selfassessment process. When the focus is on learners, the use of the codes supports learner-centered learning and enhances students' motivation and excitement. Rikala and Kankaanranta also noted that students were curious about the new approach and that they found QR codes motivating.

The impact of interaction on learning cannot be underestimated. The philosophy of social constructivism, for instance, views learning as collaborative and it emphasizes social interaction (Koole, 2009). The social aspect of learning can also be enhanced with QR codes. In the studies by Susono and Shimomura (2006), Chaisatien and Akahori (2007) and AlKhalifa (2008), students used mobile phones and QR codes to send questions, comments and suggestions to the teacher during the lecture. AlKhalifa (2008) argued that with a QR-code based system students can ask questions and make comments without embarrassment. At best, this approach supports communication and information transfer. QR codes can also support the implementation of systems based on the collaborative learning paradigms, among others (De Pietro et al., 2012). Trail activities, for example, can be organized in as a collaboration or a competition between students (Law and So, 2010).

QR codes are very versatile. Lee et al. (2011) found that with QR codes, teachers can create customized guide books for individual field studies and that



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students can learn more effectively because the code only contains information that is relevant to the matter at hand. They furthermore noticed that QR code activities help integrate digital materials with field trips in a motivating way. In other words, QR codes support a variety of teaching practices.

However, the use of QR codes in education is still in its infancy. The main feedback from the teachers is that the planning of QR activities is an arduous task if one does not know how to utilize them, because it simply takes too much of the teachers' time and energy to organize QR activities (Rikala & Kankaanranta,2012).

c. Implementation QR Codes in the classroom

The proliferation of information technology has provided new teaching and evaluation methods. As a result, educators are now challenged with redesigning teaching strategies. Innovative educators are developing creative learning experiences with technology. One such technology is the use of quick response (QR) codes with smartphones in the classroom. Students prefer viewing information using smartphone applications (apps) rather than on Web pages. Removed from the traditionally “teacher-centered” learning model, students are comfortable in image-rich environments and wish to construct their own learning. They expect to be actively engaged, thrive on immediate gratification, and want instant answers. As a result, rapid evaluation of learning outcomes is now performed electronically.

Joyce (2002) stated by using QR codes, students can save time by directly accessing necessary information quickly and easily without searching



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through volumes of unnecessary materials. Quick response codes enable student involvement and provide rich and rapid feedback, which is indicated as a primary predictor of learning and development. Rich and rapid feedback has been shown to be an effective strategy that validates knowledge and motivates learning.

d. Potentials of QR Codes for Foreign Language Learning

Regarded as a “gateway” to the Internet (Baik, 2012; Thorne, 2016), QR codes offer several instructional affordances, which make them a useful tool for classroom use. They can be used to have quick access to online content (e.g., websites, videos, audios, and documents) (Jeon, 2015; Law & So, 2010; Thorne, 2016) and to eliminate the frustration caused by dealing with very long web addresses (Burns, 2013, January). In Figure 1, various materials intended for teaching/learning prewriting techniques are shared using QR codes. If the information is no more than 4000 to 7000 characters, a QR code can show the related information without connecting to the Internet (free text). Having access to online content using a QR code not only helps learners do a boring task quickly but also eliminates mistakes in writing (e.g., a web address). By using QR codes, language teachers could share answers to exercises, new words and their pronunciations, audios, videos, homework assignments, information on websites, presentations and many more. In this sense, QR codes function as a valuable tool for going paperless in the classroom. Another benefit of QR codes is that they could be used to increase learners’ motivation and arouse their interest. Some research studies found that QR codes could help motivate

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students and add variety into lessons (Baruffi, 2015; Huah & Jarrett, 2014; Rikala & Kankaanranta, 2014). This is probably because the invisible information embedded behind the small squares in a QR code is likely to introduce some mystery (Thorne, 2016), and learners are generally fond of mystery (The Author, 2018a).



Figure II.3. Quick access to online materials for a particular technique (prewriting techniques in this example)

Furthermore, given that it is relatively easy to create and use these codes (Burns, 2013, January; Robertson & Green, 2012; Thorne, 2016; Walsh, 2014, December), both teachers and learners could generate and use them without much practice. Law and So (2010) support this by noting that “the operations to retrieve or store QR codes are incredibly simple and quick, and with mobile devices, make them the ideal educational tools for teaching and learning” (p. 85). Moreover, using QR codes is a kid-friendly and safe activity as pupils could be directly guided to a particular website without being lost in search engines (Burns, 2013, January; Levin, 2017, June). They could be used for a wide array of purposes, ranging from enriching print materials by adding extra written or audiovisual information to preparing QR code-supported bulletin boards and from conducting polls to hiding answers in a worksheet (The Author, 2018a). Such augmented hardcopy materials are good at arousing learners’ interest and boosting their

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motivation (Aktaş & Çaycı, 2013). Provided that teachers and learners have access to digital devices and an internet connection that is fast enough, QR codes could turn mobile phones and other mobile devices into pedagogical tools (The Author, 2018a).

E. Practical Strategies For Teaching Language Skills

The following sections elaborate on how to use QR codes to teach the four language skills along with grammar, vocabulary and pronunciation. To demonstrate the practical techniques and strategies in context, this section also suggests activities. It is worth noting that although it's possible to use QR codes to teach all language skills, some lend themselves better to the use of these useful tools. For example, reading and listening are potentially more appropriate for QR-driven activities, while it entails certain level of creativity and reflection to create activities for productive skills (speaking and writing). In the sections that follow, a number of potential uses of QR codes are presented and some of them are supported using illustrative examples.

1. Receptive Skills

The receptive skills; namely, listening and reading better suit the use of QR codes. QR codes mainly function as an enjoyable shortcut to language input available on the Internet in oral and written modes. Better still, short passages could be embedded in the QR code and can be accessed without an Internet connection (Figure 1, QR code 1), whereas learners have to connect to the Internet to access materials larger in size, such as longer passages or audio materials embedded in QR codes. Below are details of how QR codes can be used in

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teaching reading and listening. Globally considered, QR codes promise much as far as reading instruction is concerned. A school-wide reading activity is a worthwhile one. It is done by posting different QR codes around school and asking learners to find the pieces of stories and read them (Figure 3). While they are reading these pieces, they will have to scan the codes and read the contents to connect the bits and pieces. Such an activity could also be designed to improve listening skills as well if the written text is accompanied by audio files.



Figure II.4. A reading activity for the story “the Lottery” by Shirley Jackson

Another use could be to post QR codes around the classroom to guide learners to particular web sites to do research about a certain topic of interest. Several questions accompany QR codes to help learners what to look for in the web sites. This particularly suits younger learners as they should be guided to safe web sites for research. In such as case, QR codes function as a list of tasks and web sites in a webquest. Classroom teachers could print out several large dynamic codes and post them on the classroom wall. In each code, there is a certain reading material, such as a story, joke, poem, pun, riddle and so forth. The content of the codes can be changed (without replacing the codes) at regular intervals (i.e., each day, every other day or each week), so that learners get accustomed to checking the contents of each code and reading them. This is intended to help learners to develop good reading habits (Figure 4).



Figure II.5 A fun corner with lots of reading materials, such as stories, jokes, puns, riddles and so forth

Teachers can create a classroom library and stick QR codes to books to facilitate the access to the related movie trailers produced by learners or original ones stored on YouTube (if any). Similarly, learners could create book synopses and share them on an online platform. QR codes could be stuck to books to enable learners to have access to them (on time, there and then). Learners and teachers could attach QR codes on the back cover of books in the school library to access such online information as book reviews by different people, similar books, information about the author of the book, other books by the same author, video reviews about the book or audio versions and so forth. Crompton, LaFrance and van't Hooft (2012) suggest connecting books in the library to reviews written by learners themselves. This could help learners to build a virtual reading club in which members discuss books they read and help each other in book selection.

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Figure II.6. A sample extensive reading activity (Adapted from The Author, 2018b)

In an extensive reading activity (Figure 4), QR codes were used to provide the learners with reading passages in an actual educational setting (The Author, 2018b). Each reading activity was composed of four sections:

1. The learners used the first QR code to read a short passage, with a title given at the top of each page.
2. They used the second code to vote on whether they liked the passage or not.
3. They used the third code to answer some easy comprehension questions.
4. The learners used the first QR code to read a short text that could potentially arouse their interest, such as “Can the Great Wall of China be seen from space?” Then they voted on the passage to tell the teacher if they liked it or not. There

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were two more codes that provided additional passages for narrow reading on the same topic. The sequence was repeated for more reading texts. The learners were also asked to vote on the titles of reading passages for the next week.

Teachers could help learners improve their listening skills as well by posting QR codes in the classroom or around school to distribute links to a wide variety of extensive listening materials on the Web. Audio versions of reading texts could also be shared. Such improvement could appeal to learners with auditory and visual learning styles. Teachers can also design listening corners, in which a wide variety of regularly updated listening materials could be shared.

For instance, it is useful to attach one or two QR codes for daily news, presented in audio or written language. If learners are motivated enough, they will get accustomed to checking the daily news corner, and an in-class extension can be retelling of what the learners read, listen or watch in the daily news corner.

Teachers could also use QR codes to post daily lesson objectives presented in an audio/video or provide learners with instructions for daily activities at school, such as how to use the school library, how to join a club or a special interest group or to how participate in a competition. For the learners to listen to the teacher explaining how to do such real-life activities is expected to make the learning or watching activity more meaningful.

2. Productive Skills

In comparison with reading and listening (the receptive skills), it is more difficult to use QR codes to teach writing and speaking (productive skills). Nevertheless, language teachers could incorporate QR codes in speaking

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activities, rather than design activities solely based on QR codes themselves. For example, a jigsaw reading (or listening) activity presented to pairs of learners by means of two QR codes promotes lots of oral information exchange. Each learner in a pair scans the QR code given to him or her to read or listen to the content of the target website. After that, they try to complete the missing information by asking his/her partner some questions (Figure 6). Although such an activity looks like a mere imitation of the traditional version of it, the element of mystery introduced by the use of QR codes could make activity more enjoyable.



Figure II.7. A jigsaw reading activity followed by oral information exchange to complete the missing part(s) in a story

3. Language Areas

The language areas (i.e., grammar, vocabulary and pronunciation) may be good candidates for QR code based activities. For example, QR codes could be used to provide extended feedback to learners to help them learn grammatical rules. Grammatical explanations that accompany exercises could be supported with additional online materials (Figure 6). A particular way that teachers can use QR codes could be to prepare video explanations for major grammar rules, upload them to a video platform and post them as QR codes around the

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classroom or language laboratory. In addition to these, QR codes could be used to provide the answers to grammar exercises; learners are asked to do the exercises and check the answers.

Compound-Complex Sentences

As the name suggests, a compound-complex sentence possesses the properties of both a compound and a complex sentence. It is composed of at least two main clauses and a subordinate one. In other words, we must have at least two independent clauses and a dependent clause attached to one of these independent clauses. A compound-complex sentence can be as short as the one below.



Scan the code on the left to watch a video comparing types of sentences.



Scan the code on the left to read additional explanations and sample sentences.

Figure II.8 An enriched hardcopy material intended to teach compound-complex sentences (The main material was adapted from Bakla, 2014)

F. The Valuable Learning Activities of QR Codes in The Classroom

(Muhaldar, 2023) stated that there are some activities in the class that are very valuable by using the QR Codes in teaching and learning process, such as:

1. QR Code for schoolbooks

It can introduce interactive learning for students by adding QR Codes to study materials. For instance, with a single scan, students can watch videos of science experiments instead of reading about them. You just need to add a video QR Code to your book.

2. QR Codes for unique student identification

Manually entering the details of students and uploading the same can be a tedious task. The teacher can eliminate the extra effort by generating a unique QR code for each student, which would encode their personal details, hence making identification easier.



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3. Using QR Codes in the classroom to track attendance

we can simplify the process of tracking attendance in the classroom with the help of a QR Code. Students can scan the QR Code to mark their attendance. This eliminates the need for manually calling out each student's name in the classroom. All in all, QR Code attendance tracking helps teachers manage attendance in an organized manner.

4. QR Codes in classrooms for curriculum distribution

Whenever a teacher assigns a project to students, sharing online resources could be a barrier. Instead, the teacher could upload the links to the resources, encode them in a QR Code and share it among the students. The teacher can also encourage students to use QR Codes for project submission via text or audio. Distributing answer keys after a unit test can also be made easier using QR codes.

5. QR Code games for the classroom

Students can be subjected to fun, engaging activities with QR Codes for scavenger hunts, treasure hunts, learning games and so on. The fact that the interaction starts with them getting out of their seats and moving around has made the implementation a huge success.

6. QR Codes in libraries

Schools can make use of QR codes in libraries to ensure better management. The San Diego State University had QR codes in its library catalog, which, upon scanning, led to information regarding the title, call number, which floor the book was on, and its

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availability. You can also use QR Codes to share book reviews and Google Forms that allow students to input their thoughts as well.

7. In co-curricular events and activities

Art classes and other extracurricular activities could make learning much more enjoyable with QR Codes. If the students have a designated project for a day, it can be embedded within a QR Code and shared with other students. Digital galleries of the projects can be uploaded and embedded within a QR Code to check on a student's progress.

8. Event announcements, voting, and additional information

You can use QR Codes on flyers and posters regarding an event, where students can scan and have the event saved on their phones. They can also be used in classroom voting, where the QR Code leads to a Google Form, where they can vote and submit information. Additional use cases involve QR Codes to help students with homework. In case of a question, they can scan the QR Code to get materials related to the day's lesson. Using QR Codes to share projects digitally is just scratching the surface when it comes to the scope of QR Code usage.

9. Specimens and botanical gardens

Science-related activities can be more interactive and fun by using QR Codes on specimen bottles and science models. If the school or university has an open area that you can convert into a botanical garden, each plant species can have a small QR Code tag. Upon scanning, it can display species-specific information.



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10. Image galleries and digital projects

The school can set up an image gallery QR Code near different sections like the gym and lab to show images of these sections upon scanning. With most students leaning towards the ease of creating projects using technology, encouraging them to make their projects using QR Codes or cite the resources via QR Codes could be steps towards interactive education.

3. Students' Activeness

Activeness comes from the word active which means active at work, active in trying, able to react and interact, while the meaning of the word activity is busyness or activity (Em Zul Fajri, Ratu Aprilia Sejan, 2014).

Activeness is the state or quality of being active. (yourdictionary.com)

The definition of activeness in the dictionary is the state of being busy and pleasantly occupied; having a lot of different interests and doing a lot of activities. Other definition of activeness is physically energy. Activeness is also mental alertness and energy.

The process of active learning where the students involves in the activity as long as the process of teaching-learning. Active learning according to Bell and Kahrhoff (2006) is a process where the students are involved actively in make the understanding of ideas, facts, and their skills thru the settlement of the instructor directed the activities and also the task. This is the type of the activity that can engage the whole students, it means that the learning happens when the



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students got involve in the activity that used content and the skill that they have been learn.

Riswanil and Widyati (2012: 7) stated that student learning activeness is student activity in the learning process that engages emotional abilities and puts more emphasis creativity of the student, increases their abilities, and reaches students who are capable to master the concepts and also creative.

According to Sriyono, activeness are all activities that are carried out either physically or spiritually. Student activity during the teaching and learning process is one indicator of the student's desire to learn. The activities in question are activities that lead to the learning process such as asking questions, asking opinions, doing assignments, being able to answer teacher questions and being able to work together with other students, as well as being responsible for the assignment given (<http://ipotes.wordpress.com>).

a. Classification of Student Learning Activeness

Many teachers feel satisfied when watching students look busy working and moving in the classroom. Non activity should be prioritized in the learning process rather than being physically active. Frequent questions, questioning other people's ideas, and expressing ideas are all signs of mental activity. (Mardianto, 2013) Sardiman (2009:101) divided activity that indicate activeness:

1. Visual activities, which contain paying attention to the drawings, reading, experiments, and demonstrations other people's work

2. Oral activities, as well as stating, formulating, asking questions, giving suggestions, giving opinions, do interviews and also discussions.
3. Listening activities, such as listening: discussions, speeches, conversations, even music
4. Writing activities, as well as writing, essays, stories, questionnaires, reports.
5. Drawing activities, such as drawing, maps, diagrams and making graphs,
6. Motor activities, that put among others; doing experiments, making construction, playing
7. Mental activities, for example, for example; respond, remember, solve problems, analyze, make decisions.
8. Emotional activities, such as: interested, feeling bored, excited, calm.

Based on the description of the activity classification that mentioned before, it indicates that activity in learning is pretty complex and varied. The situation in which students carry out learning activities is called learning activeness.

b. Characteristics of Student Learning Activeness

Here are some the characteristics of active learning of the students. (1) students are engaged in more than listening. They are going to talk actively as long as the process of the teaching learning. (2) Less tension is placed on transmitting information and more on expanding the studentsskills and ideas or

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thoughts. They are going to share the information that they already know each other. (3) students are engaged in higher-order thinking (synthesis, analysis, and evaluation). They will think critically to crack the problems. (4) Students are involved in activities (writing, reading, discussion). They did not keep silent but participate in all the activities. (5) greater tension is located on students' exploration of their own values, attitudes, values, and also their own experiences. Students is the role center in the classroom (NurAzizah M., Rosnija E., and Arifin Z. 2017)

According to Sudjana (2013), the activeness of students in following the teaching and learning process can be seen in the following terms (1) Participate in carrying out their learning assignments. (2) Engage in problem solving. (3) Ask other students or teachers if they do not understand the problems they are facing. (4) Trying to find various information needed to solve the problem. (5) Train yourself in solving problems or problems. (6) Assessing his own abilities and the results obtained.

c. Factor that Influencing Students Learning Activeness

The activeness of students in the learning process can stimulate and develop their talents. Students can also practice critical thinking, and can solve problems in everyday life. Activeness is influenced by several factors. Gagne and Briggs in Martinis (2007:84) mention factors that can foster student activity in the learning process, namely:

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1. Provide motivation or attract students' attention, so that they play an active role in learning activities.
2. Explaining instructional objectives (basic skills to students).
3. Remind students of learning competencies.
4. Provide stimulation (problems, topics, and concepts to be studied).
5. Give instructions to students how to learn.
6. Bringing up activities, student participation in learning activities.
7. Provide feedback (feedback).
8. Give tests to students so that students' abilities are always monitored and measured.
9. Summarize each material presented at the end of the lesson.

Student learning activeness can be improved through students' involvement in learning activity. More time spent on teaching and learning activities is one way to increase student activeness. Effectively increase student involvement in teaching and learning activities. Additionally, in line with the intended learning outcomes, impart clear, accurate instruction. It is important to identify and assist students who are less engaged in their studies, as well as to find out what factors may be to blame and what steps may be taken to boost student participation. Increase student effort and motivation to actively participate in learning activities by making teaching adjustments. In this research, to measure students learning activity in the class, the researcher used the theory put forward by Sadirman (2009), because the researcher argue that



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the theory can measure all aspects of student activities that affect their activity during the teaching and learning process in the class.

4. The Nature of Motivation

Every teacher knows that students' motivation is a complicated concept. It is helpful to begin with understanding various theories of motivation and how they apply to a classroom setting (Kirby and McDonald, 2009: 5). Therefore, different definitions of motivation and everything dealing with motivation need to be understood deeper to gain the points of the content.

a. Definitions of Motivation

Harmer (2001: 32) states, "Motivation is a kind of internal drive which pushes someone to do things in order to achieve something". The internal drive to form motivation in each person may come from the person himself or the environment around him, such as for students, they are motivated to learning English to get good mark or because they like to learn English.

Schunk et al. (2010: 4) state, "Motivation is the process whereby goal- directed activity is instigated and sustained. The activity to create motivation requires both physical and mental activities which consists of well preparation of planning, actions, and assesses to maintain the motivation existence". This will lead to the goal attainment. In addition, learning activities contain motivation must be interesting, fun and relevant to the students' lives and future goals. Furthermore, Schunk (2009: 4) also



states, “Motivation is a process rather than product. As a process, motivation is not observe directly but it is inferred from actions”. To create such appropriate actions in supporting the process, the teacher must be aware to the students” characteristics. Considering the characteristics and applying appropriate actions is not one step effort. It will belast during the teaching and learning process.

Despite of knowing the forming of motivation, the process will show the improvement and the maintenance of the students” motivation. In addition, related to the students” motivation sustainability, Harmer (2001: 53) states, “There are three areas where behaviors can directly influence our students” continuing participation; goals and goal setting, learning environment and interesting classes.” The last area plays important roles to increase the students” motivation and to maintain the motivation existence. It creates fun atmosphere which will attract the students to involve in class activities.

Generally, motivation is the important factor which students must have as the starting point to begin the process of learning and to maintain the students” willingness to learn during the process of learning. When motivation is possessed by the students, whether it is internal or external motivation, all processes to gain the goal of learning will be attained effectively.

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b. Types of Motivation

Gardner and Lambert (1972) in Liu (2007) state, “motivation to learn a second language is grounded in positive attitudes toward the second language community and in a desire to communicate with valued members of that community and become similar to them”. This latter desire is called integrative orientation, which support language learning, while an instrumental orientation is associated with a desire to learn second language for special purpose such as getting a better job or a higher salary. The role of orientation is to arouse motivation. Gardner and Lambert (1972) in Wu (2009) also state that an instrumental orientation learner can be as intensively motivated as an integrative. Further, Harmer (2001) differentiates the two kinds of motivations into intrinsic motivation and extrinsic motivation that influenced by the previous research.

Since motivation is an important factor, the main point is to understanding what motives the students, vary the teaching strategies, and differentiate instruction. As Pintrich (2003) makes clear in Lamb (2007), “over the course of the school years, student” motivation on the average declines or becomes less adaptive, with a large drop as students enter the junior high school or middle school years”. According to Lamb (2007), There is also increasing consensus that the way that larger classes and fewer individual task-based lessons in junior high school conflict with young adolescents” felt need for more control over their lives, with negative consequences for their post elementary academic motivation.

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Understanding these situations with some improvisation of the teaching strategies will clearly be an appropriate way to increase the adolescents' motivation. Kirby and McDonald (2009: 36) state that the key to working successfully with unmotivated students is shifting-moving from the teacher's frame of preference to that of the students. More specifically, the teacher should provide an environment where different types of learning are not only acceptable, but also encouraged by create structured activities that allow learning by listening, seeing, and doing. The deeper understanding from the overall concepts of motivation will lead to the right starting point on how are the planning will be created, how are the process of the English teaching and learning will be run, and how are the result of the students' achievement.

c. Factors Affecting Learning Motivation

The students' willingness to learning is an important point. Later on, this will establish their motivation in the learning process. Each student has his own motive to keep learning. Crookes and Schmidt (1991) in Elsa (2006) identify four major motivational factors to describe classroom motivation:

1. Interest

This factor will influence the students' intrinsic motivation. When the students' interest arouse, their desire and curiosity to learn will increase. They will be motivated in the classroom activities and the learning process will run effectively.

2. Relevance

This factor relates to the presentation of classroom instruction and

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the learning situation which should be made as conducive as possible to support the English mastery.

3. Expectancy

This factor relates to the students' belief in success through personal control of the tasks and the level of difficulties during learning.

4. Satisfaction

This factor relates to the students' enjoyment and pride in the form of good marks and praise during the classroom activities, which will motivates them to get their goal.

There are also indicators of motivation according to Schmidt (1996):

1. intrinsic goal orientation toward English,
2. extrinsic goal orientation toward English,
3. personal goals of achievement,
4. expectation of success,
5. attitudes toward American and British culture,
6. anxiety, and
7. motivational strength.

Those components influence the students' motivation toward English. The strength of the students' motivation can be seen from the components. The students will have high motivation when the components show high positive result. Otherwise, the students will have low

motivation when the components show negative result.

Beside the factors above, there are some other factors that also affect students' motivation according to Corbin (2008) in Kirby and McDonald (2009):

1. Control and choice

The students, especially teenage students need some independence in the learning process which means it also needs some controls from the teacher by offering choices in terms of assignments, projects, and other assessments so they can respond well.

2. Challenge

Through some challenging classroom activities, the students will be more motivated in learning the materials. In this case, the teacher's role is to provide the challenging material that will give the students opportunities to work together.

3. Social interaction

This factor relates to the chance to work with others. The students learn the material through partnering, small-group, or large-group and learn from one another. It can also help them to face the new materials.

The factors above can be created by both the teacher and the students. The teacher has some roles as controller, manager and organizer that enable him/her to create interesting and challenging classroom activities, to make comfortable classroom atmosphere, and to control all

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the classroom activities. The students as the object of the teacher's roles can also involve in each activity to support the existence of motivation.

d. Ways to Increase Motivation

Since the students of junior high school have some special characteristics as mentioned above, especially their less motivation to learn, the teacher of the classroom should apply some efforts to increase their motivation. Brewster and Fager (2001) state, there are some suggestions for teacher to increase the students' motivation based on classroom level:

1. Using rewards. The use of rewards motivates the students extrinsically. It makes accomplishment of the task run effectively. The giving of the rewards should be appropriate to the students' effort. It means that when students' work success minimally, then the prize accepted becomes meaningless. The reward should be given to the students who are clearly deserved.
2. The classroom should be clear and consistent to support the student's performance and behavior. In the process of learning, the teacher should help the students to understand the assignments by giving them some examples.
3. The feeling of welcome and supported is important to the students.
4. Positive responses from the teacher for the students' questions and verbal praise for their well done work will make them motivated.
5. Raise the students' learning mastery. The teacher should give the

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students more opportunity to deal with the task that they did not complete well before, with guidelines on how to achieve the expected result.

6. The students' work should be evaluated soon and the teacher must give them clear and constructive feedback on their project.
7. The evaluation is done based on the students' task, not in comparison to other students.

Obviously, it is an important goal for teacher to raise motivation with the suggestions above. Unfortunately, there are many students who have low intrinsic motivation. Therefore, the teacher should also make some efforts to improve the students' intrinsic motivation. Schunk et al. (2010) state that to improve the quality of intrinsic motivation, attention must be given to the four sources:

1. Challenge

To improve the students' intrinsic motivation, challenging classroom activities are suggested. The teacher should avoid the students' boredom from the easy tasks and their reluctance to the difficult tasks.

2. Curiosity

To create the students' curiosity, the teacher can apply new activities with new information or ideas that will make them surprise in the activities.

3. Control

To improve intrinsic motivation quality, the teacher can provide

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activities with a sense of control for the students. It means that the students are allowed to choose an activity and establish rules and procedures on the activity.

4. Fantasy

Intrinsic motivation can be also improved through activities that involve learners in fantasy and through games that present them with situation that are not actually present.

The overall sources have relationship with factors affecting students' motivation since they are created by the teacher. The teacher stimulates not only the external motivation of the students by giving them some rewards for their goal attainment but also encourages their internal motivation by making the classroom environment and activities as attractive as possible to raise and to maintain their motivation.

e. Motivation and Learning

The three most important criteria for predicting a student's success are perseverance, initiative, and motivation (Krieger, 1999). The last criterion influences the students' learning in the school. Schunk et al. (2010) state, the role of motivation during learning is important. When motivation is formed, the students will engage in learning activities such as the students pay attention to the instruction, arrange and practice the learning material, take some notes, and ask the teacher's help to understand the difficulties. These activities will improve learning. Students who are intrinsically motivated to learn will continue their learning.

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What we learn, when we learn, and how we learn are influenced by motivation. What the students learn is dealing with the subjects and the material they have acquired and the knowledge and skills they have got. Motivation for learning increases when students find relevancy in the material or feels there is a need to know the particular content (Kirby and McDonald: 2009). Therefore, how the teacher stimulates the students to involve and engage in classroom learning is important. Specifically, it relates to teaching styles and methods to deliver appropriate materials in attractive and interesting ways. When the students learn is connected to the amount of time used by them to learn. If the students are motivated, they will have more learning quantity. How the students learn is related to the students' learning style which is influenced by the teacher's teaching styles and methods to the students. So, the students will find it easier to understand the materials and to achieve the objectives.

Therefore, motivation has important role to increase the quantity and the quality of the students' learning based on the three points mentioned through the relevant teaching techniques. The students' motivation is the key to reach good achievement through successful process of learning. Therefore, it cannot be denied that motivation and learning are two important things that reciprocally connected.

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B. Some Related Research Findings

Some of researchers has conducted a few studies and found related result of the research, such as: first, Integrating m-learning in the classroom is an option and the fact is, it received positive reaction from students (Clarke et.al 2008, AlFahad, 2009; Wang, 2009; Garrett & Jackson, 2006; Cavus & Uzunboylu, 2009; Uzunboylu et.al, 2009; Manair, 2007; Maag, 2007). From the students point of view, mobile devices was more convenient and flexible (Clarke et.al, 2008; Cavus & Ibrahim, 2009; Bottentuit Junior, 2008; Al-Fahad, 2009).

Second, Deepashree study entitled “To Study the Use of QR Code in the Classroom to Enhance Motivation, Communication, Collaboration and Critical Thinking “. The research studies the use of QR code in education. QR code can be integrated with smartphone which can be very effective teaching aid in the classroom. QR code can be linked with learning material which may be in the form of Plain text, website URL, YouTube Video, PDF file and Image file. QR code for this learning material can be generated by making use of QR code generators which are freely available. This encoded information can be decoded by scanning the QR code with the mobile device having camera and QR reader and scanner software. The study shows that QR code integration in learning will enhance motivation, communication, collaboration and critical thinking in the classroom

Third, Rikala and Kankaanranta (2014) also conducted a case study on the use of Quick Response (QR) codes and mobile devices in Finnish basic

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education. The objective was to explore how mobile devices and QR codes blended in teaching and learning math. From the learners' point of view, the QR Codes activity was motivating and offered wanted variations to the traditional school activity. However, the two studies mentioned previously are not concern with English language teaching (ELT) context that will be the focus of the study.

Then, Jeon (2015) in her study suggested that more research should invest in Technology Embedded English teaching models to create better English classes for students. She introduced two possible activities that can be used in the class. The first activity introduced in her study was an activity constituting writing sentences, attaching them to QR codes and then sharing with the teacher and other students. The second activity introduced in her study was writing description of photos and sharing them with other students using a QR code and it was introduced in a primary school English class on the EBSe 'The Best English Teacher' program. Moreover, she suggested that Introducing QR codes in the classroom can motivate students in learning and the activity of finding information about tasks and activities via QR codes can stimulate students' curiosity and inquiring minds.

Based on the literature review, many writers researched use QR code in education. QR Codes is as one of the programs to motivate teaching and learning. For this research, the researcher explored of the use Quick Response (QR) Codes to improve students' activeness and motivation in learning English. The difference here is that there has been no research on improving

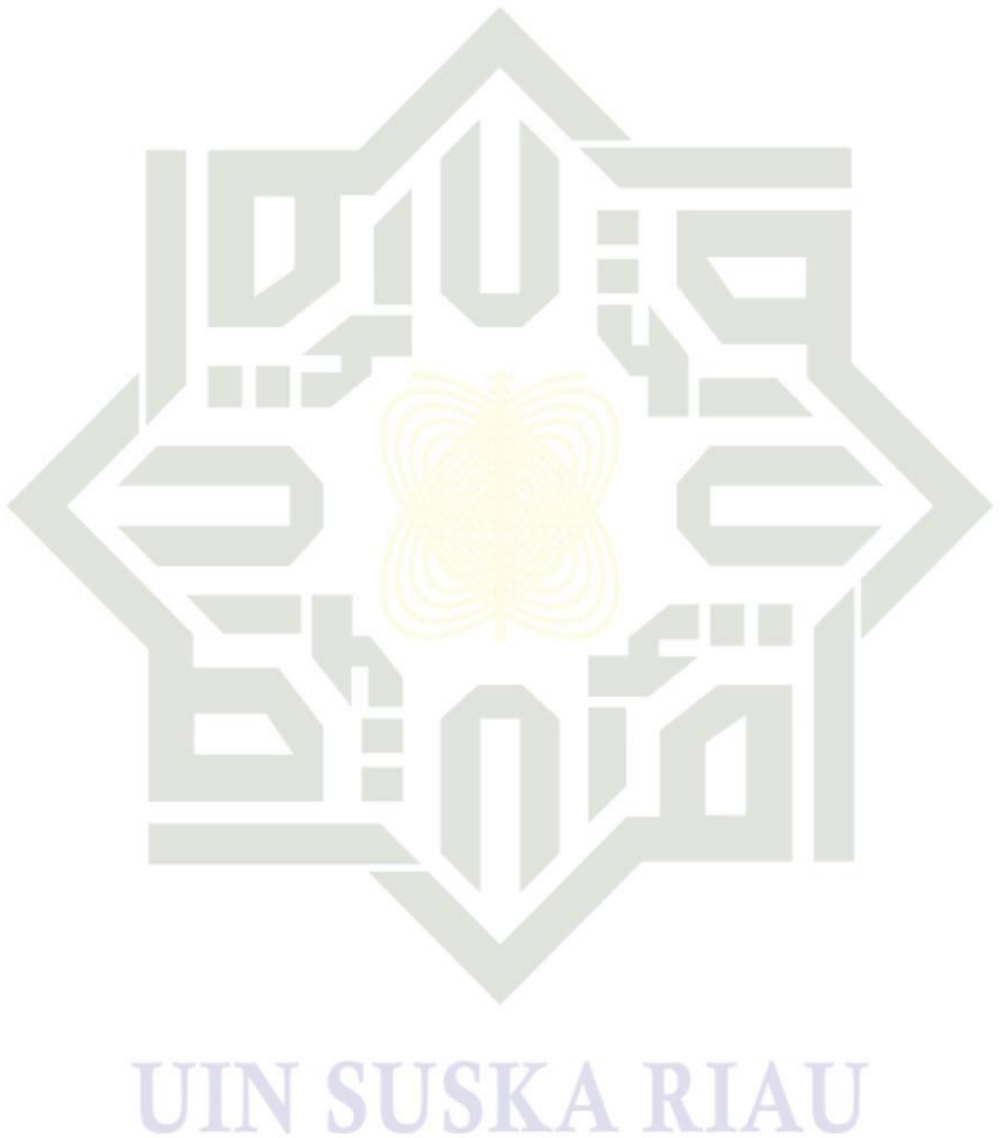
students' activeness and motivation in learning English by using the QR Codes. In this study the students' activeness and motivation of these students will be assessed to determine the improve in students' activeness and motivation by using the QR Codes.

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CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the design of the research, population and sample, research variables, indicator instrument of the research, procedure of collecting data, and technique of data analysis.

A. Research Design

According to Ary, et al (1985:22-26) research is carried out systematically and logically to arrive at a solution to a problem or an answer to a specific query. The research method used in this research was experimental design. An experimental study is a scientific analysis in which an investigator manipulates and monitors one or more independent variables while simultaneously observing the dependent variables or variables for variance. This research used pre - experimental design of One-Group Pretest-Posttest. There are three steps of one group design:

1. Conducting a pretest to assess the dependent variable
2. Giving the subject the experimental
3. Conducting a posttest to measure the dependent variable once more.

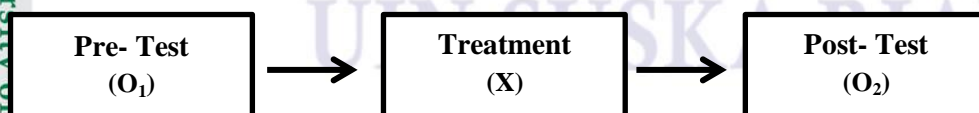


Figure III.1 One-Group Pretest-Posttest design

(Gays, 1981:225)

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The aim of this research was to explain whether the use of QR Codes to Improve Students' Activeness and Motivation in teaching learning English in eleventh grade students at MA Masmur Pekanbaru. By comparing the pre-test and post-test scores, the researcher were able to assess which differences were due to the experimental treatment. The researcher decided to see if the quick response codes was improved students' activeness and motivation in learning English to students through experimental research. The effect is measured by administering a particular medication. After determining the major differences between students who were taught before and after using the quick response codes, the efficacy of the method can be determined.

B. Location and Time of the Research

This research will be conducted at MA Masmur Pekanbaru which is located on Jl. Soekarno Hatta No.15 Pekanbaru. This school selected due to the availability of Quick Response (QR) Code Program. The time of the research is about one month including several steps ranging from documents related to the research to the completion of data process in this research.

C Population and sample of the Research

1. Population

According to Punch (2009) a research population was the total target group who would be the subjects of the study and about whom a researcher is trying to say something. In other words, population in research was a group to which research findings were generalized. The population in this research is class students XI MA Masmur Pekanbaru, totaling 21 people. The researcher

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chose class XI students because they are intermediaries from class X and class XII. Class X students just finished secondary education so it is possible that there is still an innate nature at that time. While students of class XII must prepare for the national exam. Therefore, researchers will examine students class XI high school.

2. Sample

According to Porte (2002:243) a sample as a set of units chosen from a large group (Population) to represent it because the population is too large to research in its entirety. The data can be gotten from part of the population by using technique of total sampling. It is a technique that involves examining the entire population that have a particular set of characteristics. The students of class IX MA Masmur, a total of 21 students, served as the sample for this research, which was conducted in only one class.

D. Research Variable

A variable is a concept that stands for variation within a class of objects. Variables can be classified in several ways. The most important classification is on the basis of their use within the research under the consideration, when they are classified as independent variables or dependent variables (Ary et al, 2006:37). The kinds of variables in research can be divided into two, namely *independent variable* and *dependent variable*. Independent variable is consequence of or upon antecedent variables, meanwhile dependent variable is variable that is presumed to be caused by or influenced by the independent treatment conditions and any other. In this



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study there are three variables which are one variable independent and two dependent variables, namely:

1. The independent variable (X) is the use QR Codes in learning English.
2. The dependent variable (Y) is student learning activeness (Y1) and students' learning motivation (Y2).

E. Data Collection Technique

1. instruments

Monique (2020) stated that research method is the scientific method is the scientific way to get the data for purpose and utility of something. The researcher collected the data from the students, and used questionnaire as instrument and observation to know process or situation in class.

a. Observation

Observation used to observe directly the implementation of QR Codes. In observation, observational items used to observe the learning activities involved in using QR Codes in the classroom. The researcher made the table of each operational concept and then make checklist if the treatment that teacher does same with operational concept of each strategy. The list of observation for the teacher is presented in the following:

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Table III.1
Blue Print for QR Codes Observation Sheet

NO	Aspect of observation	Yes	No
1.	Teacher present the content of lesson		
2.	Teacher inform students about language skill to achieve		
3.	Teaching use suitable method		
4.	Teacher give lesson material with QR Codes (video/ web page/ PPT/ Document)		
5.	Teacher make a learning activity with QR Codes (reading/ listening/ speaking/ listening/ game/ quiz)		
6.	Teacher and students make conclusion of the lesson or review.		

Then the score analyzed to know the percentage of observation aspects using the formula as below:

$$\% = \frac{\text{Total of Score}}{\text{Maximum Score}} \times 100\%$$

b. Questionnaire

In this research, the questionnaire uses to investigate and to collect information about student's motivation. There will be fifty questions related to the student's activeness and motivation All the population asked to fill out the questionnaire in the presence of the writer. The liker scale uses to give the weight of each questionnaire, they are: strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD). The score of every item depended on

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the statement. The positive range of the score is as 4-3-2-1 and 1-2-3-4 for the negative range of score. The indicator of questionnaire for the students is presented in The Following:

Table.III.2
Blueprint of The Questionnaire
Students' Motivation

No.	Indicators	Sub indicators	Number of item	Total
1.	Intrinsic motivation	1. Enjoyment 2. Hobby 3. Challenge 4. Enjoyment and importance	1,2,3,4	4
2.	Extrinsic motivation	1. To broaden view. 2. To show ability to family and friends. 3. To pass examinations. 4. To become more educated.	5,6,7,8	4
3.	Personal goals	1. To do better than the other students in the class. 2. The relationship with the teacher. 3. To get along with the other students.	9,10,11	3
4.	Expectancy	1. To improve English. 2. To do well and try hard. 3. To do well. 4. Learn a lot. 5. It is an easy class.	12,13,14,15, 16	5
5.	Attitudes	1. Watching western movies 2. Listening to western songs	17,18	2

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6.	Anxiety	<ol style="list-style-type: none"> 1. Uncomfortable to speak in English class. 2. Afraid to speak English. 3. Bad performance on tests and examinations. 4. Difficulty on concentration. 	19,20, 21, 22	4
7.	Motivational strength	<ol style="list-style-type: none"> 1. Attendance. 2. Think to learn English better. 3. Effort into trying to learn English. 	23, 24, 25	3

Adopted from (Pangesti K, 2013)

Table III.3
Blueprint of The Questionnaire
Students' Activeness

No.	Indicators	Sub indicators	Number of item	Total
1.	Visual Activities	Reading, paying attention, demonstration other people's work	1,2,3,4	4
2.	Oral Activities	Asking question, giving opinion, giving suggestion	5,6,7	3
	Listening Activities	Conversation , discussion	8,9	2
	Writing activities	write the note, the task	10,11,12,13,14	4
	Drawing Activities	drawing about lesson material is given by teacher	15	1
	Motor Activities	finding answer, playing. making constructions	16,17	3

Mental Activities	Respond, remember, solve problem, decisions	18,19,20	3
Emotional Activities	Interested, spirit , brave, bored, afraid	21,22,23,24	5

Adapted from (Riska R, 2013)

Table III.4
Students Score in Students' Activeness and Motivation

No	Scores	Categories
1	81-100	Very High
2	61-80	High
3	41-60	Mediocre
4	21-40	Poor
5	0-20	Very poor

(Source : Saskhia in Harris, 2023)

From Table III.4, the researcher can know the level of students' activeness and motivation. Very High level the rank of score 81-100, High level the rank of score 61-80, Mediocre level the rank of score 41-60, Poor level of the rank of score 21-40, and Very Poor level of the rank score 0-20.

Validity of the Instrument

Before collecting the data, Each item of question was tested in order to be ideally to try out. The purpose of the try out is to find out the quality of the test items. Brown (2000;22) states that a test is method of a measuring a person's ability, knowledge, or performance in a given

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domain. Validity is the extent to which inferences made from assessment results which are appropriate, meaningful, and useful in terms of the purpose of the assessment.

For the research, the researcher used two questionnaires to measure students' activeness and motivation in learning English at MA Masmur Pekanbaru. For the first questionnaire, in which the researcher measures student' motivation in learning English, the researcher adopted from Pangesti K, 2012, the researcher did not make changes to the questionnaire and indicators, therefore the researcher did not validity and reliability to measure student' motivation in learning English. Meanwhile, for the second questionnaire the researcher adapted from previous researcher is taken from Riska R, 2013, but for the statement the researcher needs to adjust to the sample or object being studied, therefore this questionnaire required validity and reliability instrument to find out whether the given instrument is feasible or not as a measuring device. To find out the validity of the items of questionnaire, it will use Split-Half formula by using SPSS 29 version by looking at the corrected item - total correlation (correlation between score item and score total item = r_{counted}) in table Item-Total Statistics.

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To know whether the test valid or not, the value of r_{counted} must be compared with r_{table} .

If the value of $r_{\text{counted}} > r_{\text{table}} = \text{valid}$,

If the value of $r_{\text{counted}} < r_{\text{table}} = \text{invalid}$.

The result as below:

Table III.5
Validity of the Students' Activeness Questionnaire

Item	Corrected Item-Total Correlation	R table $\alpha=0,05; n=21$	Category
1	0,445	>0,413	Valid
2	0,445	>0,413	Valid
3	0,445	>0,413	Valid
4	0,445	>0,413	Valid
5	0,612	>0,413	Valid
6	0,580	>0,413	Valid
7	0,580	>0,413	Valid
8	0,580	>0,413	Valid
9	0,468	>0,413	Valid
10	0,514	>0,413	Valid
11	0,654	>0,413	Valid
12	0,471	>0,413	Valid
13	0,553	>0,413	Valid
14	0,439	>0,413	Valid
15	0,480	>0,413	Valid
16	0,445	>0,413	Valid
17	0,511	>0,413	Valid
18	0,555	>0,413	Valid
19	0,565	>0,413	Valid
20	0,445	>0,413	Valid
21	0,739	>0,413	Valid
22	0,445	>0,413	Valid
23	0,680	>0,413	Valid
24	0,736	>0,413	Valid
25	0,580	>0,413	Valid

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3. Reliability of the Instruments

Reliability is an important characteristic of a good test. In order to calculate the reliability of the test, the mean of the students' scores the standard deviation were sought. In finding reliability of instruments, there are several formulas can be used such as Split-Half formula, Spearman-Brown formula, Flanagan formula, Rulon formula, Hoyt formula, Alpha formula, Kuder-Richardson 20 (K-R 20) formula and Kuder- Richardson 21 (K-R 21) formula (Arikunto, 2006: 223). From these formulas, the writer used Slit-Half formula by using SPSS and result of reliability can be seen through Guttman Split-Half Coefficient in reliability statistics on output of SPSS.

Table III.6
Criteria Coefficient of Reliability

Coefficient Reliability	Criteria
$0,80 \leq r_{11} \leq 1,00$	Highest reliability
$0,60 \leq r_{11} \leq 0,79$	High reliability
$0,40 \leq r_{11} \leq 0,59$	Middle reliability
$0,20 \leq r_{11} \leq 0,39$	Low reliability
$0,00 \leq r_{11} \leq 0,19$	Lowest reliability

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The result of test reliability can be seen as follow:

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,922	,924	25

From the results of calculation by using SPSS, it can be seen that the value of Cronbach's Alpha Based on Standardized Items (r 11) for test is 0,924. So, $0,80 \leq 0,924 \leq 1,00$. It means that the instrument is highest reliability

F. Data Analysis Technique

In analyzing the students' activeness and motivation, researcher used same data to analyze the data. The data were analyzed by using SPSS 29 Version.

1. Normality Test

In order to know whether the data has normal distribution or not, the researcher used Kolmogorof-Smirnov method as the formula to analyze the data. Before analyzing the data by using an independent sample t-test, it is necessary to test the normality of the data. In analyzing the normality of the data, the researcher uses the Kolmogorov-Smirnov formula calculated using SPSS.

2. Paired sample t-test or Non-independent Sample t- ttest

Non-independent sample t- ttest is known also as Paired-Sample ttest. This formula is used to obtain the result of the third hypothesis that is to find out whether there is significant effect of using QR Codes toward students' activeness and motivation at the eleventh grade students of MA Masmur Pekanbaru. L.R Gay (2009) states that t test for non-independent samples is used to compare groups that are formed by some type of matching or to compare a single group's performance on a pre- and posttest or on two different treatments. In this time, pre-test and post-test score of the experimental class will be used in order to find the significant effect using QR Codes toward students' activeness and motivation. To obtain the data, SPSS 29 will be used. The t-table has the function to see if there is a significant difference among the mean of the score of both pretest and posttest. The t-obtained value is consulted with the value of t-table at the degree of freedom (df) = N-1 which is statistically hypothesis: $H_a: t_o > t\text{-table}$ $H_o: t_o < t\text{-table}$

1. H_a is accepted if $t_o > t\text{-table}$ or there is significant effect after giving the treatment of using QR Codes toward students' activeness and motivation
2. H_o is accepted if $t_o < t\text{-table}$ or there is no significant effect after giving treatment of of using QR Codes toward students' activeness and motivation. Afterward, it is better to find the coefficient effect of T-test by following formula (Ridwan: 2008) :

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CHAPTER V

CONCLUSION, IMPLICATION AND RECOMMENDATION

A. CONCLUSION

Based on the data analysis, it can be concluded that:

1. The teacher conducted seven stages of using QR Codes in learning English at MA Masmur Pekanbaru and have implemented QR Codes in learning well. It can be seen based on the results of observations during the English learning process in the first treatment of 87.5% with the very good category and the second treatment of 100% with the very good category too. The students are enthusiastic and curious towards the new style of reading that deviated from their routine exercises when using QR Codes. Moreover, the appropriate way to utilize the technology in the learning process had been applied very well.
2. There are improvement between students' activeness before and after being thought using QR Codes in learning English at MA Masmur Pekanbaru. It can be seen from students who usually only listened to explanation from the teacher. They did not have questions or give responses in the learning process. They become more interested in responding to the lessons conveyed by the teacher. It can be seen the mean score 68.71 in post questionnaire with category High and 58.24 for Pre questionnaire with category mediocre. As the results, the score of the post questionnaire was

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significantly higher than the score of the pre questionnaire and it shows that this strategy given an improvement of students' activeness .

3. There was significant difference based on paired sample t-test was used to see the students' activeness in learning English before and after being taught by using QR Codes. It was found that the value of Sig (2-tailed) is 0.000 and it is lower than significant probabilities 5% ($\text{sig} < 0.05$). Then, the result of the hypothesis testing is shows that H_a is accepted and H_o is rejected. In other words, there is any significant difference of students activeness.
4. There are improvement between students' motivation before and after being thought using QR Codes in learning English at MA Masmur Pekanbaru. It can be seen the most of the students participated in doing the assignments given by the teacher both individually and in groups and there were no more students who were usually sleepy when the teacher explained the material without using the QR codes, became excited in carrying out the instructions given by the teacher when using the QR codes, and it can be seen the mean score 70 in post questionnaire with category High and 57.71 for Pre questionnaire with category mediocre. As the results, the score of the post questionnaire was significantly higher than the score of the pre questionnaire and it shows that this strategy given an improvement of students' motivation .

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5. There was significant difference based on paired sample t-test was used to see the students' motivation in learning English before and after being taught by using QR Codes .It was found that the value of Sig (2-tailed) is 0.000 and it is lower than significant probabilities 5% (sig < 0.05). Then, the result of the hypothesis testing is shows that Ha is accepted and Ho is rejected. In other words, there is any significant difference of students' motivation.

B. IMPLICATION

In teaching and learning process, the teacher should find the suitable approach, method, technique, and strategy to teach their students in order to give effective learning. QR Codes is one of media which can be used in learning English. The findings show that these platforms have positive impacts in learning English. Notably, the benefits of QR codes match with the positive impacts of integrating technology-based methods in teaching learning. They share the same advantages, such as motivation, ease of use, the promotion of positive learning attitudes and the encouragement active participation. Accordingly, the relationship between QR codes and the implementation of technology-based methods in learning English can be seen. Thus, QR codes have the potential to be integrated into teaching and learning English and research on the use of QR codes in this aspect should be further explored.

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A. RECOMMENDATION

Considering the result of this study, the writer would like to give some recommendations. They are as follows:

1. Teachers should use QR Codes in learning English in order to improve students' activeness and motivation.
 2. Teachers should carefully plan activities for the students in conducting the learning process by using QR codes.
 3. To the future researchers, they need to pay attention on other factors that can influence the learning process by using QR Codes.
 4. The researcher recommend English teachers to choose the suitable method and medium in teaching English to the students in order to make the students feel interesting and not boring, and studying English based on teaching experience when the researcher conducted research.
- Finally, the next researcher considers that this study still needs validation by doing future researcher that has the same topic with this study.

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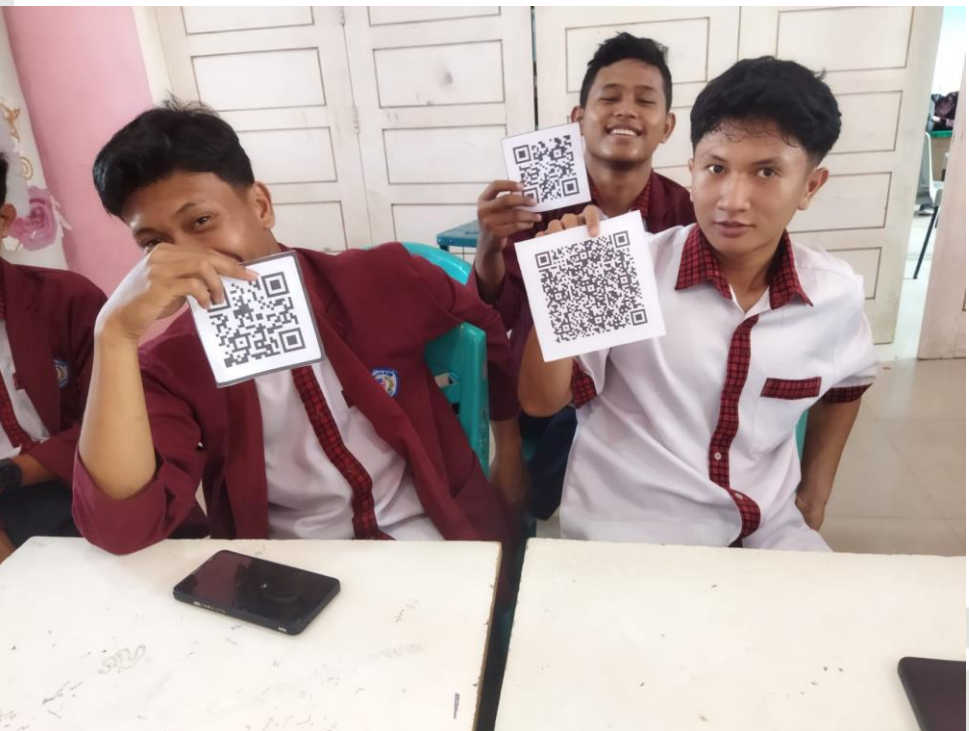


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OBSERVATION CHECKLIST
(Learning English Activities Using QR Codes)
The first treatment

NO	Aspect of observation	Yes	No
1.	Teacher presents the content of lesson with brainstorming activities by QR Codes		
2.	Teacher informs the students about language skill to achieve		
3.	Teaching activities use suitable method		
4.	Teacher gives lesson material with QR Codes (video/ web page/ PPT/ Document)		
5.	Teacher makes a learning activity with QR Codes (reading/ listening/ speaking/ writing)		
6.	Teacher gives the assessment with QR Codes		
7.	Teacher and students make conclusion of the lesson or review.		
TOTAL			

Pekanbaru, 21st June 2023

Observer

Siti Sholeha, S.Pd

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OBSERVATION CHECKLIST
(Learning English Activities Using QR Codes)
The first treatment

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NO	Aspect of observation	Yes	No
1.	Teacher presents the content of lesson with brainstorming activities by QR Codes		
2.	Teacher informs the students about language skill to achieve		
3.	Teaching activities use suitable method		
4.	Teacher gives lesson material with QR Codes (video/ web page/ PPT/ Document)		
5.	Teacher makes a learning activity with QR Codes (reading/ listening/ speaking/ writing)		
6.	Teacher gives the assessment with QR Codes		
7.	Teacher and students make conclusion of the lesson or review.		
TOTAL			

Pekanbaru, 22nd June 2023
Observer

Siti Sholeha, S.Pd

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APPENDIX III

Students' Activeness Questionnaire

NAMA :
 KELAS :

Petunjuk Pengisian

- Bacalah baik-baik setiap pertanyaan dan semua alternative jawabannya.
- Isilah kolom-kolom dengan sungguh-sungguh sesuai pendapat anda.
- Bubuhkan tanda ceklis (√) pada kolom yang sesuai dengan pendapat anda.
- Jika ada pernyataan yang kurang jelas, tanyakan pada guru.
- Semua pertanyaan mohon dijawab dengan satu jawaban tanpa ada yang telwatkan.

Keterangan:

SS : Sangat Setuju

TS : Tidak setuju

S : Setuju

STS : Sangat tidak setuju

No.	Pernyataan	Pilihan Jawaban			
		SS	S	TS	STS
1	Sebelum kegiatan belajar saya membaca buku bahasa inggris terlebih dahulu.				
2	Ketika guru sedang menjelaskan materi buku bahasa inggris terpujisaya memperhatikan				
3	Ketika guru meminta mengamati sebuah gambar, saya mengamati dengan cermat.				
4	Ketika guru sedang menjelaskan materi buku bahasa inggris, saya mengobrol dengan teman-teman.				
5	Ketika sedang diskusi kelompok, jawaban dari teman kelompok kurang jelas, saya menambahkan dengan lebih memperjelas jawabannya.				
6	Ketika sedang diskusi saya mendapat pertanyaan, saya menjawab nya tidak sesuai fakta yang terjadi.				
7	Ketika guru sedang menjelaskan saya mendengarkan penjelasan guru tersebut agar saya paham mengenai materi pelajaran.				
8	Ketika sedang diskusi, teman kelompok lain menjelaskan hasil diskusi nya saya menganggap bahwa penjelasan nya salah. Dan hanya pendapat dari kelompok saya yang benar.				

- Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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9	Ketika guru meminta merangkum mengenai materi pelajaran bahasa Inggris yang sedang dipelajari, saya merangkumnya.				
10	Ketika guru memberikan tugas saya mengerjakan dan mengumpulkan nya tepat waktu.				
11	Ketika guru memberikan tugas saya mengajak teman-teman untuk belajar kelompok bersama .				
12	Ketika guru memberikan tugas saya protes kepada guru.				
13	Ketika guru meminta saya menuliskan jawaban dari soal yang telah diberikan nya, saya mencontek jawaban teman.				
14	Ketika guru meminta membentuk kelompok diskusi, saya segera membentuk kelompok diskusi.				
15	Ketika guru meminta membentuk kelompok diskusi saya diam/acuh menunggu diajak.				
16	Ketika guru mengajar hanya memberikan tugas tanpa menjelaskan. Saya dengan berani mengatakan untuk menjelaskan terlebih dahulu lalu boleh memberikan tugas.				
17	Ketika proses pembelajaran alat media dan fasilitas yang kurang memadai dalam pembelajaran maka saya akan meminta kepada kepala sekolah, guru, staf, dll. Untuk segera menggantinya dengan yang layak digunakan.				
18	Ketika guru menanyakan nilai ulangan saya yang lebih besar dari teman-teman yang lain, saya menjawab nya dengan jujur.				
19	Apabila terdapat teman kelompok yang tidak sependapat dengan saya, saya akan mengajaknya berkelahi.				
20	Saya takut salah dan takut di tertawakan oleh guru dan teman-teman apabila saat diskusi saya mengemukakan pendapat saya.				

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21	Saya meminta guru untuk menggunakan metode-metode baru dalam mengajar agar siswa tidak bosan ketika belajar.				
22	Saya termotivasi belajar apabila guru memberikan reward kepada siswa yang bisa menjawab pertanyaan yang benar dari guru.				
23	Saya merasa senang mempelajari mata pelajaran bahasa inggris karena bermanfaat dalam kehidupan sehari-hari dan masa depan saya.				
24	Saya fasif ketika guru meminta berdiskusi dengan teman kelompok.				
25	Saya tidak tertarik untuk mempelajari mata pelajaran bahasa inggris karena banyak tata aturan bahasa dan bukan bahasa sehari- hari saya.				



APPENDIX IV

Students' Motivation Questionnaire

NAMA :
 KELAS :

Petunjuk Pengisian

1. Bacalah baik-baik setiap pertanyaan dan semua alternative jawabannya.
2. Isilah kolom-kolom dengan sungguh-sungguh sesuai pendapat anda.
3. Berilah tanda ceklis (√) pada kolom yang sesuai dengan pendapat anda.
4. Jika ada pernyataan yang kurang jelas, tanyakan pada guru.
5. Semua pertanyaan mohon dijawab dengan satu jawaban tanpa ada yang terlewatkan.

Keterangan:

SS : Sangat Setuju
 S : Setuju

TS : Tidak setuju
 STS : Sangat tidak setuju

No.	Pernyataan	Pilihan jawaban			
		SS	S	TS	STS
1.	Saya sangat menikmati belajar bahasa Inggris.				
2.	Belajar bahasa Inggris adalah hobi saya.				
3.	Belajar bahasa Inggris adalah tantangan yang saya nikmati.				
4.	Saya tidak menikmati belajar bahasa Inggris tapi saya tahu bahwa belajar bahasa Inggris penting bagi saya.				
5.	Bahasa Inggris penting bagi saya karena akan menambah wawasan.				
6.	Saya ingin mengerjakan dengan baik pelajaran bahasa Inggris di kelas untuk menunjukkan kemampuan saya kepada orangtua dan teman.				
7.	Alasan utama saya perlu belajar bahasa Inggris adalah agar lulus ujian.				
8.	Saya belajar bahasa Inggris untuk menjadi lebih berpendidikan.				
9.	Penting bagi saya untuk melakukan hal yang lebih baik dari murid lain dalam kelas bahasa Inggris.				
10.	Hubungan saya dengan guru di kelas bahasa Inggris itu penting.				

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11.	Salah satu hal penting di kelas adalah bersama sama dengan siswa lain.				
12.	Kelas bahasa Inggris akan sangat membantu saya meningkatkan kemampuan bahasa Inggris.				
13.	Jika saya mengerjakan bahasa Inggris dengan baik, itu karena saya berusaha keras.				
14.	Saya berharap mengerjakan bahasa Inggris dengan baik karena saya pintar bahasa Inggris.				
15.	Guru membuat saya belajar lebih rajin dalam kelas bahasa Inggris.				
16.	Jika saya mengerjakan dengan baik dalam kelas bahasa Inggris, itu karena pelajaran bahasa Inggris mudah.				
17.	Saya suka menonton film-film barat.				
18.	Saya suka mendengarkan lagu-lagu barat.				
19.	Saya tidak merasa nyaman jika berbicara dalam bahasa Inggris di kelas.				
20.	Saya takut siswa lain akan menertawakan saya jika saya berbicara bahasa Inggris.				
21.	Saya pikir saya belajar bahasa Inggris dengan baik tapi hasilnya tidak baik saat tes dan ujian.				
22.	Saya sulit berkonsentrasi dalam kelas bahasa Inggris.				
23.	Kehadiran saya dalam kelas bahasa Inggris bagus.				
24.	Saya berfikir bagaimana saya bisa belajar bahasa Inggris dengan lebih baik.				
25.	Sejujurnya saya sudah berusaha sebaik-baiknya dalam belajar bahasa Inggris				



LESSON PLAN

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 Himpunan Ilmiah UIN Suska Riau
 State Islamic University of Sultan Syarif Kasim Riau

School : MA Masmur Pekanbaru
Subject : English
Class/Semester : XI/Genap
Topic : Descriptive Text
Time Allocated : 2x45 minutes
Skill : Listening

A. Core Competencies

1. Comprehending and applying students' religion which they believe in.
2. Comprehending and applying honesty, sympathy (mutual cooperation, cooperation, tolerance, peace), courtesy, and pro-active behavior and showing attitude as a part of various problems in interacting effectively with social and natural environment and in positioning ourselves as a reflection of the nation in world association.
3. Understanding, applying, and analyzing factual, conceptual, and procedural knowledge based on students' curiosity about science, technology, art, culture, and humanity with the concept of humanity, nationality, statement ship, and civilization related to the causes of phenomena and events, and applying procedural knowledge to the field of specific study based on their talents and interest in solving problems.
4. Processing, reasing, and presenting in a concrete and abstract realm related to students' development of what they have learnt in school independently and being able to use methods based on scientific rules.

B. Basic Competencies

3. Analyzing the social function, text structure, and linguistic elements of simple descriptive text about people, tourist attractions, and famous historical buildings, according to the context of their use.
4. Compile simple spoken and written descriptive texts about people, tourist attractions, and famous historical buildings, taking into account social functions, text structure, and linguistic elements that are correct and in context.

C. Indicator

1. Identifying topic of texts
2. identifying out specific information of texts
3. Identifying generic structures of texts
4. Identifying meaning of words in texts
5. Identifying social function of texts

D. Learning Objectives

1. Students are able to identify topic of texts
2. Students are able to identify specific information of texts

D. Model, approach and method :

Model : Project based Learning

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Approach : Scientific Approach
 Method : Group discussion

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Learning Materials

Learning material is presented in the form of a QR codes,



The 1st QR Codes for brainstorming activity



The 2nd QR Codes for listening

F. Medium and equipment

1. Medium : Digital Picture , audio
2. equipment : smart phone to scan QR Codes

G. Teaching and Learning Process

1. Pre activity

Orientation

- Teacher greets the students.
- Teacher checks students' attendance.
- Teacher asks the students about material discussed on the previous meeting.

Apperception

- The teacher give the first QR Codes and asked the students to scan the QR codes using their smart phone.
- The teacher asked the students to pay attention based on they are seeing and make some notes about the results of the students' observations.
- The teacher Ask questions related to the lesson what to do
Have you ever seen a picture with its description?
Where do you usually see or read the picture with the description?

2. Whilst Activity

- The teacher asked the students to make a group consisting of three to four students in each group.
- The teacher explained the task that the each group should do based on the teacher gave the second QR Codes and asked the students to scan the QR codes Material that appears in the form of audio from YouTube

- The teacher asked the students to listen to the audio and answer several questions based on the story heard from the audio.
- The teacher asked one group to present their work in front of the class randomly and discussed together.

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3 Post activity

The teacher recalled their memory about descriptive text that consisting of social function, language feature, and structure of the text.

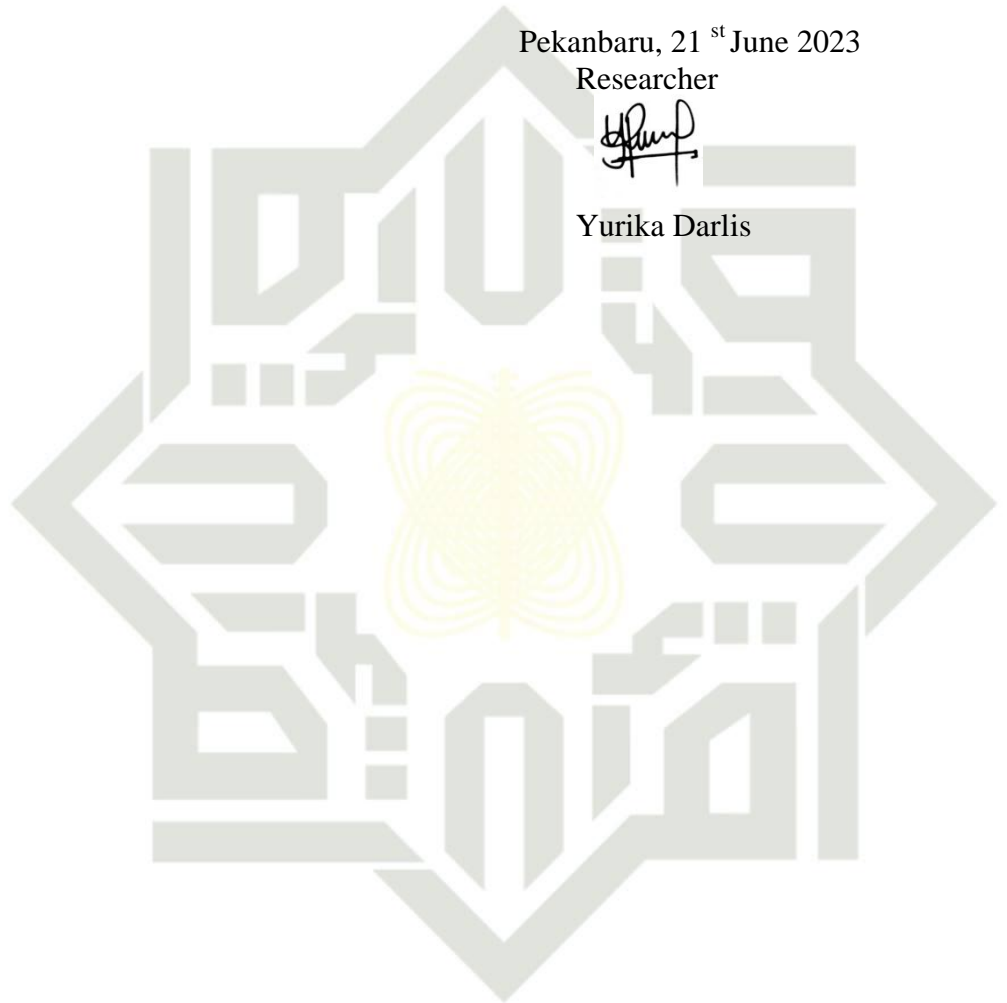
The teacher give the reflection of the material and the teacher asked the students to study about the next material in the next meeting.

Pekanbaru, 21st June 2023

Researcher



Yurika Darlis



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LESSON PLAN

School	: MA Masmur Pekanbaru
Subject	: English
Class /Semester	: XI/GENAP
Topic	: Explanation Text
Timed Allocated	: 2x45 minutes
Skill	: Reading

A. Core Competencies

1. Comprehending and applying students' religion which they believe in.
2. Comprehending and applying honesty, sympathy (mutual cooperation, cooperation, tolerance, peace), courtesy, and pro-active behavior and showing attitude as a part of various problems in interacting effectively with social and natural environment and in positioning ourselves as a reflection of the nation in world association.
3. Understanding, applying, and analyzing factual, conceptual, and procedural knowledge based on students' curiosity about science, technology, art, culture, and humanity with the concept of humanity, nationality, statement ship, and civilization related to the causes of phenomena and events, and applying procedural knowledge to the field of specific study based on their talents and interest in solving problems.
4. Processing, reasing, and presenting in a concrete and abstract realm related to students' development of what they have learnt in school independently and being able to use methods based on scientific rules.

B. Basic Competencies

- 3.8. Differentiating the social functions, texts structure, and the language features of the oral and written transactional interaction text about explanation text
- 4.8. developing and constructing simple oral and written transactional interactions text about explanation text

C. Learning Objective

1. Students are able to analyze the social functions, texts structures, and the language features of the oral and written transactional interaction texts about explanation texts: giving and asking social and natural phenomena information contextually
2. Students are able to present oral and written transactional interaction texts about explanation text: social and natural phenomena by referring to the social functions, text structures, and language features contextually

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D. Model, approach and method :

Model	: Project based Learning
Approach	: Scientific Approach
Method	: Group discussion

E. Learning Materials

Learning material is presented in the form of a QR codes



The 1st QR Code



The 2nd QR Code



The 3rd QR Code

H. Medium and equipment

1. Medium : Digital Picture , audio
2. equipment : smart phone to scan QR Codes

I. Teaching and Learning Process

1. Pre activity Orientation

- Teacher greets the students.
 - Teacher checks students' attendance.
 - Teacher asks the students about material discussed on the previous meeting,
- ##### Apperception
- The teacher give the first QR Codes and asked the students to scan the QR codes using their smart phone.
 - The first QR code is about a brainstorming video entitled "*How is rainbow formed*" which the video is related to English learning material, namely explanation text. after watched the video The teacher Ask questions related to the lesson what to do

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2. Whilst Activity

- The teacher give some questions for the students is related to social function, structure of the text and language feature about the video.
- The teacher give the second QR codes that contains an explanation text material. The students with their mate watched the second video about an explanation text material, and each group notes important points of the subject matter.
- The teacher give the third QR codes to the students that contains of worksheet of assignment and the students read and think the answer, and ask them to send their answer to the form that researcher provided.

3. Post activity

- The teacher recalled their memory about explanation text that consisting of social function, language feature, and structure of the text.
- The teacher and students make conclusion of the lesson.

Pekanbaru, 23st June 2023

Researcher



Yurika Darlis

OBSERVATION CHECKLIST
(Learning English Activities Using QR Codes)
The first treatment

Aspect of observation	Yes	No
Teacher presents the content of lesson with brainstorming activities by QR Codes	✓	
Teacher informs the students about language skill to achieve	✓	
Teaching activities use suitable method	✓	
Teacher gives lesson material with QR Codes (video/ web page/ PPT/ Document)	✓	
Teacher makes a learning activity with QR Codes (reading/ listening/ speaking/ writing)	✓	
Teacher gives the assessment with QR Codes		✓
Teacher and students make conclusion of the lesson or review.	✓	
TOTAL	87.5%	

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Pekanbaru, 21st June 2023

Observer

Siti Sholeha, S.Pd



OBSERVATION CHECKLIST
 (Learning English Activities Using QR Codes)
 The first treatment

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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Aspect of observation	Yes	No
Teacher presents the content of lesson with brainstorming activities by QR Codes	✓	
Teacher informs the students about language skill	✓	
Teacher's activities use suitable method	✓	
Teacher gives lesson material with QR Codes (video/ web page/ PPT/ Document)	✓	
Teacher makes a learning activity with QR Codes (reading/ listening/ speaking/ writing)	✓	
Teacher gives the assessment with QR Codes	✓	
Teacher and students make conclusion of the lesson or review.	✓	
TOTAL	100%	

Pekanbaru, 22nd June 2023

Observer

Siti Sholeha, S.Pd



Students' Activeness Questionnaire

Nama : DAKTI SAITRI

Petunjuk Pengisian

- 1. Jawablah baik setiap pertanyaan dan semua alternative jawabannya.
- 2. Berilah kolom dengan sungguh-sungguh sesuai pendapat anda.
- 3. Berilah tanda ceklis (√) pada kolom yang sesuai dengan pendapat anda.
- 4. Apabila ada pertanyaan yang kurang jelas, tanyakan pada guru.
- 5. Apabila ada pertanyaan mohon dijawab dengan satu jawaban tanpa ada yang terlewatkan.

SS : Sangat Setuju TS : Tidak setuju
 S : Setuju STS : Sangat tidak setuju

Pernyataan	Pilihan Jawaban			
	SS	S	TS	STS
Sebelum kegiatan belajar saya membaca buku bahasa inggris terlebih dahulu.		✓		
Ketika guru sedang menjelaskan materi buku bahasa inggris terpujisaya memperhatikan		✓		
Ketika guru meminta mengamati sebuah gambar, saya mengamati dengan cermat.		✓		
Ketika guru sedang menjelaskan materi buku bahasa inggris, saya mengobrol dengan teman-teman.	✓			
Ketika sedang diskusi kelompok, jawaban dari teman kelompok kurang jelas, saya menambahkan dengan lebih terperinci jawabannya.		✓		
Ketika sedang diskusi saya mendapat pertanyaan, saya menjawabnya tidak sesuai fakta yang terjadi.		✓		
Ketika guru sedang menjelaskan saya mendengarkan penjelasan guru tersebut agar saya paham mengenai materi pelajaran.		✓		

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Ketika sedang diskusi, teman kelompok lain menjelaskan hasil diskusinya saya menganggap bahwa penjelasan nya salah. Dan hanya pendapat dari kelompok saya yang benar.

✓			
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Ketika guru meminta merangkum mengenai materi pelajaran bahasa inggris yang sedang dipelajari, saya merangkum nya.

✓			
---	--	--	--

Ketika guru memberikan tugas saya mengerjakan dan mengumpulkan nya tepat waktu.

✓			
---	--	--	--

Ketika guru memberikan tugas saya mengajak teman-teman untuk belajar kelompok bersama .

✓			
---	--	--	--

Ketika guru memberikan tugas saya protes kepada guru.

✓			
---	--	--	--

Ketika guru meminta saya menuliskan jawaban dari soal yang telah diberikan nya, saya mencontek jawaban teman.

✓			
---	--	--	--

Ketika guru meminta membentuk kelompok diskusi, saya segera membentuk kelompok diskusi.

✓			
---	--	--	--

Ketika guru meminta membentuk kelompok diskusi saya diam/acuh menunggu diajak.

✓			
---	--	--	--

Ketika guru mengajar hanya memberikan tugas tanpa penjelasan. Saya dengan berani mengatakan untuk penjelasan terlebih dahulu lalu boleh memberikan tugas.

✓			
---	--	--	--

Ketika poses pembelajaran alat media dan fasilitas yang kurang memadai dalam pembelajaran maka saya meminta kepada kepala sekolah, guru, staf, dll. Untuk segera menggantinya dengan yang layak digunakan.

✓			
---	--	--	--

Ketika guru menanyakan nilai ulangan saya yang lebih besar dari teman-teman yang lain, saya menjawab nya dengan jujur.

✓			
---	--	--	--

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis in dalam bentuk apapun tanpa izin UIN Suska Riau.

1. Dilarang mengutip sebagian atau seluruh karya tulis in tanpa menyebutkan dan menyebutkan sumbernya.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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1	Apabila terdapat teman kelompok yang tidak sependapat dengan saya, saya akan mengajak nya berkelahi.					✓
2	Saya takut salah dan takut di tertawakan oleh guru dan teman-teman apabila saat diskusi saya mengemukakan pendapat saya.					✓
3	Saya meminta guru untuk menggunakan metode-metode belajar dalam mengajar agar siswa tidak bosan ketika belajar.					✓
4	Saya termotivasi belajar apabila guru memberikan reward kepada siswa yang bisa menjawab pertanyaan yang benar dari guru.					✓
5	Saya merasa senang mempelajari mata pelajaran bahasa inggris karena bermanfaat dalam kehidupan sehari-hari dan masa depan saya.					✓
6	Saya fasif ketika guru meminta berdiskusi dengan teman kelompok.					✓
7	Saya tidak tertarik untuk mempelajari mata pelajaran bahasa inggris karena banyak tata aturan bahasa dan bukan bahasa sehari- hari saya.					✓

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Students' Motivation Questionnaire

NAMA: Annisa Syabina Damanik

KELAS: IX IPS



Petunjuk Pengisian

1. Isilah setiap pertanyaan dan semua alternative jawabannya.
2. Pilihlah kolom dengan sungguh-sungguh sesuai pendapat anda.
3. Tuliskan tanda ceklis (✓) pada kolom yang sesuai dengan pendapat anda.
4. Jika ada pernyataan yang kurang jelas, tanyakan pada guru.
5. Semua pertanyaan mohon dijawab dengan satu jawaban tanpa ada yang terlewatkan.

TS : Tidak setuju

STS : Sangat tidak setuju

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Pernyataan	Pilihan jawaban			
	SS	S	TS	STS
1. Saya sangat menikmati belajar bahasa Inggris.		✓		
2. Belajar bahasa Inggris adalah hobi saya.		✓		
3. Belajar bahasa Inggris adalah tantangan yang saya sukai.		✓		
4. Saya tidak menikmati belajar bahasa Inggris tapi saya tahu bahwa belajar bahasa Inggris penting bagi saya.	✓			
5. Bahasa Inggris penting bagi saya karena akan menambah wawasan.				
6. Saya ingin mengerjakan dengan baik pelajaran bahasa Inggris di kelas untuk menunjukkan kemampuan saya kepada orangtua dan teman.			✓	
7. Alasan utama saya perlu belajar bahasa Inggris adalah agar lulus ujian.	✓			
8. Saya belajar bahasa Inggris untuk menjadi lebih baik di pendidikan.	✓			
9. Penting bagi saya untuk melakukan hal yang lebih baik.		✓		



dari murid lain dalam kelas bahasa Inggris.

1. Hubungan saya dengan guru di kelas bahasa Inggris itu penting.

2.1. Salah satu hal penting di kelas adalah bersama-sama dengan siswa lain.

2.2. Dilarang mengutamakan dan memperbahayak sebagian atau seluruh karya tulis ini dalam bentuk apapun, tanpa izin UIN Suska Riau.

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 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2.3. Saya merasa bahasa Inggris akan sangat membantu saya meningkatkan kemampuan bahasa Inggris.

2.4. Saya mengerjakan bahasa Inggris dengan baik, itu karena saya berusaha keras.

2.5. Saya berhasil mengerjakan bahasa Inggris dengan baik karena saya pintar bahasa Inggris.

2.6. Saya merasa malu karena saya belajar lebih rajin dalam kelas bahasa Inggris.

2.7. Saya mengerjakan dengan baik dalam kelas bahasa Inggris, itu karena pelajaran bahasa Inggris mudah.

2.8. Saya suka menonton film-film barat.

2.9. Saya suka mendengarkan lagu-lagu barat.

2.10. Saya tidak merasa nyaman jika berbicara dalam bahasa Inggris di kelas.

2.11. Saya takut siswa lain akan menertawakan saya jika saya berbicara bahasa Inggris.

2.12. Saya pikir saya belajar bahasa Inggris dengan baik tapi hanya tidak baik saat tes dan ujian.

2.13. Saya sulit berkonsentrasi dalam kelas bahasa Inggris.

2.14. Kehadiran saya dalam kelas bahasa Inggris bagus.

2.15. Saya berfikir bagaimana saya bisa belajar bahasa Inggris dengan lebih baik.

2.16. Sejujurnya saya sudah berusaha sebaik-baiknya dalam belajar bahasa Inggris

	✓			
	✓			
		✓		
		✓		
	✓			
	✓			
	✓			
	✓			
		✓		
		✓		
		✓		
	✓			
			✓	
	✓			

STUDENTS' ACTIVENESS DATA RESEARCH
(PRE-QUESTIONNAIRE)

SAMPLE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	TOTAL
S1	2	1	1	2	2	2	1	2	1	2	1	1	3	2	3	2	2	2	1	1	1	2	2	3	2	45
S2	2	2	1	2	2	2	2	3	1	2	2	2	2	2	2	3	2	2	2	3	2	3	2	3	2	48
S3	3	2	3	2	2	2	3	2	3	3	2	2	2	2	3	2	2	3	3	3	2	3	3	3	2	59
S4	1	2	2	3	2	2	1	3	3	2	1	2	1	2	2	2	1	1	2	2	1	2	2	2	3	47
S5	3	2	2	1	2	2	2	2	3	2	3	3	1	2	2	3	3	4	3	3	2	4	2	2	1	58
S6	3	3	2	2	3	2	3	2	2	3	3	2	2	3	2	3	2	2	1	3	3	3	1	3	2	61
S7	1	2	3	3	1	1	2	2	2	2	1	1	2	2	2	2	1	1	1	1	2	1	2	2	2	39
S8	3	2	2	2	2	2	2	1	1	1	3	1	3	2	1	4	2	2	3	2	1	3	3	1	2	53
S9	3	3	2	3	3	1	2	3	2	3	2	2	2	2	2	4	2	3	4	3	3	2	3	3	3	62
S10	2	2	1	2	2	3	1	3	1	3	2	2	2	2	2	3	1	3	1	2	2	3	2	3	1	52
S11	1	2	2	1	2	2	1	2	1	2	1	2	1	2	1	1	2	1	2	2	2	1	1	3	1	39
S12	2	3	3	3	2	3	2	3	2	2	1	3	1	2	3	3	1	3	1	3	2	2	3	3	2	57
S13	2	2	2	2	2	2	1	2	2	1	2	3	1	2	1	3	2	2	2	3	1	3	2	2	2	48
S14	2	2	1	2	2	2	2	2	1	2	1	2	1	2	1	2	2	2	1	2	2	2	1	2	1	49
S15	2	3	4	3	1	3	3	2	3	3	3	2	3	3	3	2	4	2	3	2	2	1	3	2	2	67
S16	2	2	2	2	2	3	2	3	2	2	2	2	2	2	1	3	1	3	2	2	1	2	2	3	3	57
S17	2	2	2	2	2	1	2	1	1	2	2	2	2	2	2	2	1	2	2	2	2	1	1	2	2	46
S18	3	3	3	3	3	3	2	2	2	2	3	3	2	2	2	2	4	3	2	2	3	3	4	4	1	62
S19	1	2	2	2	1	2	2	2	1	2	2	2	2	2	1	1	2	1	3	2	2	1	2	2	1	46
S20	2	2	3	3	3	3	4	3	1	3	3	3	3	2	4	3	2	3	4	3	2	2	3	3	4	75
S21	3	3	3	4	3	3	2	4	2	3	4	3	3	3	3	4	3	4	2	2	3	3	3	4	3	77

STUDENTS' ACTIVENESS DATA RESEARCH
(POST-QUESTIONNAIRE)

SAMPLE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	TOTAL
S1	2	2	3	3	2	3	4	2	2	3	3	3	3	2	2	3	3	3	2	3	2	2	4	3	3	68
S2	2	2	3	3	2	2	2	2	2	3	3	3	2	2	2	2	3	3	2	3	2	2	2	2	3	60
S3	3	3	3	4	2	2	3	3	3	2	2	3	4	4	4	3	4	4	4	2	4	4	3	3	3	78
S4	1	2	2	3	2	3	3	3	2	1	3	3	2	3	3	2	2	2	2	2	2	2	2	2	3	61
S5	4	3	2	3	4	2	4	4	4	3	3	4	3	2	4	4	4	3	2	4	4	2	4	4	3	82
S6	3	4	2	3	3	2	2	2	2	3	3	3	3	2	2	2	3	1	1	3	3	3	3	3	3	66
S7	1	2	3	3	3	3	4	1	2	2	3	2	3	2	2	2	2	2	2	2	4	3	4	4	2	56
S8	2	4	2	4	2	2	2	2	2	1	2	2	3	2	2	2	3	3	3	3	2	4	3	2	4	64
S9	3	3	2	3	2	4	4	4	4	4	2	3	2	3	2	3	4	4	3	3	2	4	4	3	3	79
S10	2	4	1	2	4	3	3	1	1	3	2	1	3	3	3	3	2	2	4	4	2	2	3	3	1	66
S11	4	4	3	3	3	3	3	4	4	3	2	4	3	2	2	2	3	2	2	2	3	3	2	2	1	67
S12	2	4	4	4	4	4	2	4	3	3	4	3	4	4	3	3	3	4	4	3	4	4	4	4	2	81
S13	3	3	3	3	3	2	2	3	3	3	3	2	2	2	2	4	3	4	4	3	4	4	4	4	2	81
S14	2	2	3	3	3	2	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	63
S15	4	2	3	3	3	2	2	2	3	3	3	3	3	3	3	3	3	3	2	2	2	2	2	2	2	67
S16	4	2	3	3	3	2	2	2	3	3	3	3	3	3	3	3	3	3	2	2	2	2	2	2	2	59
S17	4	2	3	3	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	59
S18	4	2	3	3	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	59
S19	4	2	3	3	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	59
S20	4	2	3	3	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	59
S21	4	2	3	3	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	59

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STUDENTS' MOTIVATION DATA RESEARCH
(PRE-QUESTIONNAIRE)

sample	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	TOTAL
S1	2	1	4	2	3	2	2	1	3	2	3	3	2	1	2	2	3	2	2	3	2	2	3	2	2	55
S2	2	2	1	2	3	2	2	2	2	3	3	2	2	2	2	2	2	2	2	2	3	3	2	3	2	54
S3	3	2	3	2	2	2	2	3	3	2	3	3	2	3	2	2	3	2	3	3	2	2	3	2	2	61
S4	1	2	2	3	3	2	2	1	2	3	3	2	2	1	2	2	2	2	1	2	2	1	2	2	3	50
S5	3	2	2	1	2	3	2	2	2	2	3	2	2	2	2	2	2	2	4	2	3	3	3	3	3	58
S6	3	3	3	2	2	3	2	2	2	3	3	4	2	3	3	3	2	3	2	2	3	3	2	3	2	64
S7	1	2	1	1	1	1	1	1	1	2	1	2	1	2	1	2	2	1	2	2	3	2	2	2	3	39
S8	3	2	2	2	2	2	2	2	2	2	3	1	2	2	2	2	2	2	2	2	3	3	2	4	1	50
S9	3	3	2	3	3	3	1	2	3	3	2	2	1	2	2	2	2	3	3	2	4	3	4	2	2	61
S10	2	2	4	2	3	2	3	1	2	2	2	2	3	2	2	2	2	2	3	2	3	3	3	3	2	58
S11	1	2	2	1	2	2	2	1	3	2	3	1	2	1	2	2	1	2	2	3	3	3	3	3	2	50
S12	2	3	3	3	3	2	3	2	3	2	3	3	3	2	2	2	3	2	2	3	3	3	3	3	3	63
S13	2	2	2	2	2	2	2	2	4	3	4	1	2	2	2	2	2	2	2	3	3	2	1	3	2	56
S14	2	3	1	3	2	3	2	2	3	2	2	1	2	2	2	2	2	2	2	3	3	2	3	2	2	54
S15	2	3	4	3	2	1	3	3	4	3	3	3	3	3	3	3	3	3	2	3	2	4	3	1	4	71
S16	2	2	2	2	3	3	2	2	3	2	2	1	2	2	2	2	1	2	2	3	5	3	3	3	2	56
S17	2	2	2	3	3	2	1	2	2	2	2	2	1	3	3	2	2	2	2	2	2	2	2	2	2	53
S18	3	3	3	3	2	3	3	2	2	3	3	3	2	2	3	3	3	3	3	3	2	2	4	2	4	67
S19	1	2	2	2	2	1	2	2	1	2	2	1	2	2	2	2	1	2	2	3	3	1	1	1	2	46
S20	2	2	3	3	3	3	3	4	4	2	3	4	3	4	2	2	3	2	3	4	4	3	3	3	2	73
S21	3	3	3	4	4	3	3	2	3	3	4	3	3	4	4	3	4	3	4	4	4	3	3	3	3	81

STUDENTS' MOTIVATION DATA RESEARCH
(POST-QUESTIONNAIRE)

sample	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	TOTAL
S1	4	4	4	3	3	2	3	3	4	3	3	4	3	4	3	4	3	2	4	4	3	3	3	2	2	79
S2	3	3	4	2	3	3	4	2	3	3	4	3	3	4	4	2	4	2	3	3	3	2	2	3	2	73
S3	4	3	3	2	4	3	3	2	4	3	3	4	4	3	4	4	3	2	3	3	2	2	4	2	2	77
S4	1	3	3	3	3	3	3	1	2	3	3	3	3	3	3	3	1	2	3	3	3	2	3	1	2	63
S5	3	3	2	2	3	3	4	4	3	3	2	3	3	3	4	4	1	4	3	2	2	3	3	3	3	73
S6	4	3	2	2	4	3	2	2	2	3	2	3	2	3	2	2	2	3	3	2	2	2	3	3	2	64
S7	2	3	3	3	2	4	3	3	2	3	3	2	2	1	3	3	2	3	3	3	3	2	2	2	2	64
S8	1	3	2	2	2	3	2	2	2	2	2	2	2	1	4	2	1	3	3	2	2	2	4	2	2	65
S9	1	3	3	3	1	3	3	3	3	3	3	1	4	3	3	3	1	2	3	3	3	2	2	2	2	69
S10	2	2	4	2	3	3	4	2	2	2	4	2	3	4	4	3	2	2	2	2	2	2	3	3	3	69
S11	2	3	2	3	4	3	2	3	2	2	4	3	3	3	4	3	3	4	3	4	2	2	3	3	2	67
S12	2	4	3	4	2	4	3	4	3	4	3	2	2	3	3	4	1	2	4	3	2	1	2	3	1	68
S13	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	69
S14	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	75
S15	2	3	4	3	3	3	4	4	2	3	4	4	3	4	4	4	4	3	3	4	4	4	3	1	4	82
S16	2	3	3	3	3	3	4	4	3	3	3	2	4	2	3	3	1	2	3	3	3	3	3	3	3	83

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PASCASARJANA
كلية الدراسات العليا
THE GRADUATE PROGRAMME

Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 PO.BOX. 1004
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: S-122/Un.04/Ps/PP.00.9/04/2023
: 1 berkas
: Penunjukan Pembimbing I dan
Pembimbing II Tesis Kandidat Magister

Pekanbaru, 04 April 2023

Kepada Yth.

1. Ds. Promadi. Ph. D (Pembimbing Utama)
2. Ds. Dodi Settiawan. M. Pd (Pembimbing Pendamping)

di Pekanbaru

Sesuai dengan musyawarah pimpinan, maka Saudara ditunjuk sebagai Pembimbing Utama dan Pembimbing Pendamping tesis kandidat magister a.n :

Nama : Yurika Darlis
NIM : 22190123707
Program Pendidikan : Magister/Strata Dua (S2)
Program Studi : Pendidikan Agama Islam
Semester : IV (Empat)
Judul Tesis : Teaching English By Using Quick Response Code Program At Efl Classroom Of Ma Masmur Pekanbaru

Masa bimbingan berlaku selama 1 tahun sejak tanggal penunjukan ini dan dapat diperpanjang (maks.) untuk 2x6 bulan berikutnya. Adapun materi bimbingan adalah sebagai berikut:

1. Penelitian dan penulisan tesis;
2. Penulisan hasil penelitian tesis;
3. Perbaikan hasil penelitian etelah Seminar Hasil Penelitian;
4. Perbaikan tesis setelah Ujian Tesis; dan
5. Meminta ringkasan tesis dalam bentuk makalah yang siap di submit dalam jurnal.

Bersama dengan surat ini dilampirkan blanko bimbingan yang harus diisi dan ditandatangani setiap kali Saudara memberikan bimbingan kepada kandidat yang bersangkutan.

Demikianlah disampaikan, atas perhatiannya diucapkan terima kasih.



Wassalam,
Direktur,

Prof. Dr. H. Ilyas Husti, MA
NIP. 19611230 198903 1 002



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: B-1908/Un.04/Ps/HM.01/06/2023
 : 1 berkas
 : Izin Melakukan Kegiatan Riset Tesis/Disertasi

Pekanbaru, 13 Juni 2023

Kepada
 Yth. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
 Satu Pintu Prov. Riau
 Pekanbaru

Dengan hormat, dalam rangka penulisan tesis/disertasi, maka dimohon kesediaan Bapak/Ibu/Saudara untuk mengizinkan mahasiswa yang tersebut di bawah ini:

Nama	: Yurika Darlis
NIM	: 22190123707
Program Studi	: Pendidikan Agama Islam S2
Semester/Tahun	: IV (Empat) / 2023
Judul Tesis/Disertasi	: THE USE OF QUICK RESPONSE CODES TO IMPROVE STUDENTS' ACTIVENESS AND MOTIVATION IN LEARNING ENGLISH AT MA MASMUR PEKANBARU

untuk melakukan penelitian sekaligus pengumpulan data dan informasi yang diperlukannya dari MA MASMUR PEKANBARU

Waktu Penelitian: 3 Bulan (13 Juni 2023 s.d 13 September 2023)

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.

Wasalam
 Kuasa Direktur,

 Dr. Trian Zuhadi, M.Ec.
 NIP. 19760211 200710 100 2

Tembusan:
 Yth. Rektor UIN Suska Riau

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REKOMENDASI

Nomor : 503/DPMPTSP/NON IZIN-RISET/57369
TENTANG



**PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN TESIS**

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat permohonan Riset dari : **Direktur Program Pascasarjana UIN Suska Riau, Nomor : 1508/Un./Ps/HM.01/06/2023 Tanggal 13 Juni 2023**, dengan ini memberikan rekomendasi kepada:

1. Nama	: YURIKA DARLIS
2. NIM / KTP	: 22190123707
3. Program Studi	: PENDIDIKAN AGAMA ISLAM
4. Konsentrasi	: -
5. Jenjang	: S2
6. Judul Penelitian	: THE USE OF QUICK RESPONSE CODES TO IMPROVE STUDENTS' ACTIVENESS AND MOTIVATION IN LEARNING ENGLISH AT MA MASMUR PEKANBARU
7. Lokasi Penelitian	: MA MASMUR PEKANBARU

Dengan ketentuan sebagai berikut:

Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 19 Juni 2023



Ditandatangani Secara Elektronik Melalui :
Sistem Informasi Manajemen Pelayanan (SIMPEL)
**DPM
PTSP**
DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU
PROVINSI RIAU

Hak Cipta Dilindungi Undang-Undang

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Tembusan :

Disampaikan Kepada Yth :

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2. Walikota Pekanbaru
3. Up. Kaban Kesbangpol dan Linmas di Pekanbaru
4. Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru
4. Yang Berhubungan

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SURAT KETERANGAN PENELITIAN

Nomor : BL.04.00/Kesbangpol/1587/2023



1. Undang-Undang Republik Indonesia Nomor 14 Tahun 2008 Tentang Keterbukaan Informasi Publik.
2. Undang-Undang Republik Indonesia Nomor 25 Tahun 2009 Tentang Pelayanan Publik.
3. Peraturan Pemerintah Republik Indonesia Nomor 18 Tahun 2016 Tentang Perangkat Daerah.
4. Peraturan Menteri Dalam Negeri Nomor 3 Tahun 2018 Tentang Penerbitan Surat Keterangan Penelitian.
5. Peraturan Daerah Kota Pekanbaru Nomor 9 Tahun 2016 Tentang Pembentukan dan Susunan Perangkat Daerah Kota Pekanbaru.
- Rekomendasi dari Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, nomor 503/DPMPSTP/NON IZIN-RISET/57369 tanggal 19 Juni 2023, perihal pelaksanaan kegiatan Penelitian Riset/Pra Riset dan pengumpulan data untuk bahan Tesis.

MEMBERITAHUKAN BAHWA :

Nama : YURIKA DARLIS
 NIM : 22190123707
 Fakultas : PASCASARJANA UIN SUSKA RIAU
 Jurusan : PENDIDIKAN AGAMA ISLAM
 Jenjang : S2
 Alamat : GADING MARPOYAN BLOK B.1 NO. 5 KEL. PANDAU JAYA KEC. SIAK HULU-KAMPAR
 Judul Penelitian : THE USE OF QUICK RESPONSE CODES TO IMPROVE STUDENT'S ACTIVENESS AND MOTIVATION IN LEARNING ENGLISH AT MA MASMUR PEKANBARU
 Lokasi Penelitian : KANTOR KEMENTERIAN AGAMA KOTA PEKANBARU

Untuk Melakukan Penelitian, dengan ketentuan sebagai berikut :

- Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan yang tidak ada hubungannya dengan kegiatan Riset/Pra Riset/ Penelitian dan pengumpulan data ini.
- Pelaksanaan kegiatan Riset ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal Surat Keterangan Penelitian ini diterbitkan.
- Berlaku sopan, mematuhi etika Kantor/Lokasi Penelitian, bersedia meninggalkan photo copy Kartu Tanda Pengenal.
- Melaporkan hasil Penelitian kepada Walikota Pekanbaru c.q Kepala Badan Kesatuan Bangsa dan Politik Kota Pekanbaru, paling lambat 1 (satu) minggu setelah selesai.

Demikian Rekomendasi ini dibuat untuk dipergunakan sebagaimana mestinya.

Pekanbaru, 21 Juni 2023

KEPALA BADAN KESATUAN BANGSA
 DAN POLITIK KOTA PEKANBARU

Drs. H. SYOFFAIZAL, M.Si
 PEMBINA UTAMA MUDA
 NIP. 19640529198603 1 003

Tembusan

- Direktur Progam Pascasarjana UIN SUSKA Riau di Pekanbaru.
- Yang bersangkutan.

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MADRASAH ALIYAH MASMUR PEKANBARU
 NPSN. 10498814 NSM. 131 214 710 002
 STATUS TERAKREDITASI "A"

Alamat: Jl. Soekarno Hatta No. 15 Telp. (0761) 6701490 Kode Pos 28125 Kec. Marpoyan Damai - Pekanbaru Email : mmasmur@gmail.com

Pekanbaru, 24 Juni 2023

Nomor : 143/MA/YM/VI/2023
 Lampiran : -
 : Surat Balasan Kegiatan Riset Tests/Disertasi

Kepada :
 Dekan Pasca Sarjana UIN Suska Riau

Dengan hormat,

Berdasarkan surat yang telah kami terima Nomor : B-1908/Un.04/Ps/HM.01/06/2023 tanggal 23 Juni 2023 tentang Rekomendasi Penelitian, maka MA Masmur Pekanbaru menerangkan bahwa :

Nama : Yurika Darlis
 NIM : 22190123707
 Fakultas : Pasca Sarjana UIN Suska Riau
 Program Studi : Pendidikan Agama Islam
 Jurusan : Pendidikan Bahasa Inggris
 Jenjang : S2
 Judul Penelitian : The Use Of Quick Response Codes To Improve Students Activeness And Motivation In Learning English At MA Masmur Pekanbaru

Adalah benar-benar telah melakukan/melaksanakan penelitian di Ma Masmur Pekanbaru.

Demikian surat ini kami sampaikan, dan atas kerjasamanya kami ucapkan terimakasih.

Kepala MA Masmur Pekanbaru



Hi. Wani Syafriyah, SP, M.Pd
 NIP. 19690505 199903 2 001

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KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI*

No.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing / Promotor *	Keterangan
1.	17/4/2023	Pengantarain judul skripsi melalui jugh mobile		
2.	3/5/2023	Kemampuan Kembali ke Quasi title - Expert single emp refert for design.		
3.	25/2023	Ubalah jenis pualata ke Klatatoff. Ben Mardelung		
4.	19/6/2023	Acc. Instrukc Bersemi + Tyler -> EXPERIEN		
5.	6/7-2023	Sajikan plate Hgcaai Kuntan Mlyakg lau Kaji Kmpalaya		
6.	10/7/2023	Acc. untuk spial		

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KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI*

No.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing / Co Promotor *	Keterangan
1.		-Review some references related to your instrument		
2.	19/5/2023	Instrumen taha APP Rival		
3.	10/4/2023	-Revise grammar mistakes in writing - Align the RA with the way you answer them		
4.	14/7/2023	Approved to be determined		
5.				
6.				

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PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

HAK CIPTA MILIK UIN SUSKA RIAU
 NAMA: YURIKA DARLIS
 NIM: 22190123707
 PROGRAM: PAI
 KONSISTENSI: PBI

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NO	JUDUL PROPOSAL / TESIS / DISERTASI	PESERTA UJIAN	PARAF SEKRETARIS
1	pengaruh qadiah untuk meningkatkan	Nurul	
2	keberhasilan membaca siswa II MA	Hidayati	
3	pondok Pesantren Mualimin	Kusmar	
4	richann edish berkinanng kota		
5			
6	evaluasi buku ajar belasa Arab	Dwi binti	
7	kaifas 7 dismp IT TAHFIDZ	MASFUFAH	
8	Shobihul Qur'an		
9			
10	Program Pembelajaran bahasa	MISALIHAH	
11	Arab di Pondok Pesantren Kekuaw	MUHLIAH	
12	Riau		
13			
14			
15			

Pekanbaru, 7 MARET 2023
 Direktur,
UIN SUSKA RIAU
 Prof. Dr. H. Ilyas Husti, M.Ag
 NIP. 19611230 198903 1 002

NB Kartu ini dibawa setiap kali mengikuti ujian.
 2. Setiap mahasiswa wajib menghadiri minimal 5 kali seminar proposal Tesis
 3. Sebagai syarat ujian Proposal dan tesis



KARTU KONTROL MENGIKUTI SEMINAR PROPOSAL / TESIS / DISERTASI
PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

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State Islamic University of Sultan Syarif Kasim Riau

Nama: Yurika Darlis
NIM: 22190123767
Program: PAI
Jurusan: PBI

NO	JUDUL PROPOSAL / TESIS / DISERTASI	PESERTA UJIAN	PARAF SEKRETARIS
1	Pengaruh literasi zakat pendapatan dan kepercayaan terhadap keputusan muzaki membayar zakat melalui platform fintech di kabupaten padang lawas, Sumut	Robmatuwa	
2		Lubis	f
3			
4			
5			
6	Pengaruh label halal, komposisi bahan pangan dan religiusitas terhadap minat beli produk pangan mie instan di kel. langgini kel. Bangkinang kota	Melati julia	f
7			
8			
9			
10			
11			
12			
13			
14			
15			

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Pekanbaru, 5 April 2023
Direktur,

UIN SUSKA RIAU

Prof. Dr. H. Ilyas Husti, M.Ag
NIP. 19611230 198903 1 002

- NB:
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 - Sebagai syarat ujian Proposal dan tesis



Sertifikat

Nomor: B-2481/Un.04/Ps/PP.00.9/04/2023

Komite Penjaminan Mutu Pascasarjana Universitas Islam Negeri Sultan Syarif Kasim Riau Menerangkan Bahwa :

Nama : Yurika Darlis
 NIM : 22190123707
 Judul : **The Use Quick Response Codes To Improve Students' Activeness And Motivation In Learning English At MA Masmur Pekanbaru**

Telah dilakukan uji Turnitin dan dinyatakan **lulus** cek plagiasi Tesis Sebesar **(24%)** di bawah standar maksimal batas toleransi kemiripan dengan karya tulis ilmiah lainnya. Berdasarkan peraturan Pemerintah melalui Dikti Nomor UU 19 Tahun 2002: Permendiknas 17 tahun 2010 bahwa tingkat persentase kesamaan tulisan yang diunggah di dunia maya hanya boleh 20-25% kesamaan dengan karya lainnya.

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Mengetahui
 Direktur Pascasarjana

Prof. Dr. Ilyas Husti, MA
 NIP. 196112301989031002

Pekanbaru, 5 Juli 2023
 Pemeriksa Turnitin Pascasarjana

Dr. Pensi Nopel, M.Pd.I
 NUPN. 9920113670

CENTER FOR LANGUAGE DEVELOPMENT
State Islamic University of Sultan Syarif Kasim Riau
مرکز تطوير اللغات لجامعة سلطان شريف قاسم الإسلامية الحكومية ريارو

CERTIFICATE OF ACHIEVEMENT

This is to certify that

YURIKA DARLIS

achieved the following scores on the

TOEFL Prediction Test

Listening Comprehension	: 44
Structure & Written Expressions	: 40
Reading Comprehension	: 53
Overall Score	: 457

Expired Date: July 13, 2025

TOEFL Prediction Test® Certificate is provided by Center for Language Development of State Islamic University of Sultan Syarif Kasim Riau. The scores and information presented in this score report are approved.

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WA: +621145566115
Email: pb@uin-suska.ac.id

Website: www.pb.uin-suska.ac.id
NUMBER Hak Cipta: Diliindungi Undang-Undang

Sex: Female
Test Form: Online Test
Date of Test: July 13, 2023



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اختبار كفاءات اللغة العربية لغير الناطقين بها الشهادة

يشهد العلق بأن:

Yurika Darlis : سيدة

1401064407900009 : رقم الهوية

16-07-2023 : تاريخ الاختبار

16-07-2025 : الصلاة

قد حصلت على النتيجة في اختبار الكفاءات في اللغة العربية لغير الناطقين بها

46	:	الاستماع
43	:	القواعد
49	:	القراءة
460	:	المجموع

التقييم التعريفي

No. 851/GLC/AP/IV/2023



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