THE IMPLEMENTATION OF MOBILE-ASSISTED LANGUAGE LEARNING (MALL) IN TEACHING ENGLISH AT SMK TI BINA CITRA INFORMATIKA PURWOKERTO

AN UNDERGRADUATE THESIS

Submitted to Faculty of Tarbiya and Teacher Training of State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto as a Partial Fulfillment of Requirements for *Sarjana Pendidikan* (S.Pd.) Degree

by

Ajeng Puspita
Student Number. 2017404022

ENGLISH EDUCATION STUDY PROGRAM
EDUCATION DEPARTMENT
FACULTY OF TARBIYA AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
2024

STATEMENT OF ORIGINALITY

Here with I,

Name   : Ajeng Puspita

Student Number/S.N : 2017404022

Grade   : Undergraduate

Faculty   : Tarbiya and Teacher Training

Study Program   : English Education Study Program

Declare that the thesis I have compiled with the title, "**The Implementation of Mobile-Assisted Language Learning (MALL) in Teaching English at SMK TI Bina Citra Informatika Purwokerto**" is truly my own work and is not a plagiarism of someone else's thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references from work done by other people or institutions have been properly cited.

If later on my statement is not true, then I am willing to accept the applicable academic sanctions (revocation of graduation predicate and bachelor degree).

Purwokerto, May 14, 2024
I Who Declare

Ajeng Puspita
S.N. 2017404022

APPROVAL SHEET

This thesis, entitled

THE IMPLEMENTATION OF MOBILE-ASSISTED LANGUAGE LEARNING (MALL) IN TEACHING ENGLISH AT SMK TI BINA CITRA INFORMATIKA PURWOKERTO

Written by Ajeng Puspita (Student Number. 2017404022) English Education Study Program, Education Department, Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto has examined on May 30, 2024 and declared qualified for achieving *Sarjana Pendidikan* (S.Pd.) Degree by the examiners.
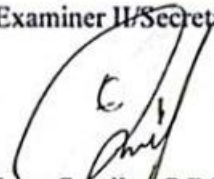
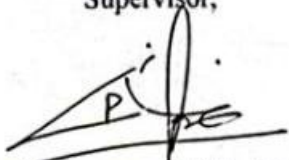Purwokerto, June, 7th 2024

Approved by:

Examiner I/Head of Examiners,

Abdal Chaqil Harimi, M.Pd.I.
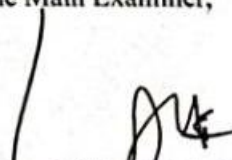NIP. 198901162020121006

Examiner II/Secretary,

Endang Sartika, S.Pd., M.A
NIP. 199110302023212040

Supervisor,

Yulian Purnama, S.Pd., M.Hum.
NIP. 197607102008011030

The Main Examiner,

Desi Wijayanti Ma'rufah, M.Pd.
NIP. 199212152018012003

Legalized by :

The Head of Education Department,

Dr. Maria Ulpah, M.Si.
NIP. 198011152005012004

iii

OFFICIAL NOTE OF SUPERVISOR

To :

The Head of Education Department

Faculty of Tarbiya and Teacher Training,

State Islamic University

Prof. K.H. Saifuddin Zuhri Purwokerto
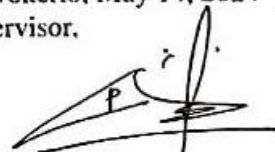
in

Purwokerto

Assalamu'alaikum Wr. Wb.

After conducting guidance, review, direction, and correction, then through this letter I convey that:

Name : Ajeng Puspita
Student Number : 2017404022
Department : Education
Study Program : English Education
Faculty : Tarbiya and Teacher Training
Title : The Implementation of Mobile-Assisted Language Learning (MALL) in Teaching English at SMK TI Bina Citra Informatika Purwokerto

I recommended this thesis to be submitted to the Head of Education Department Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto and examined in order to attain *Sarjana Pendidikan* (S.Pd.) / Undergraduate Degree in English Education.

Wassalamu'alaikum Wr. Wb.

Purwokerto, May 14, 2024
Supervisor,

Yulian Purnama, S.Pd., M.Hum
NIP. 197607102008011030

iv

MOTTO

"The science of today is the technology of tomorrow."

— Edward Teller

DEDICATION

All praise be to Allah SWT, for all is due to the nobility of the glory and majesty
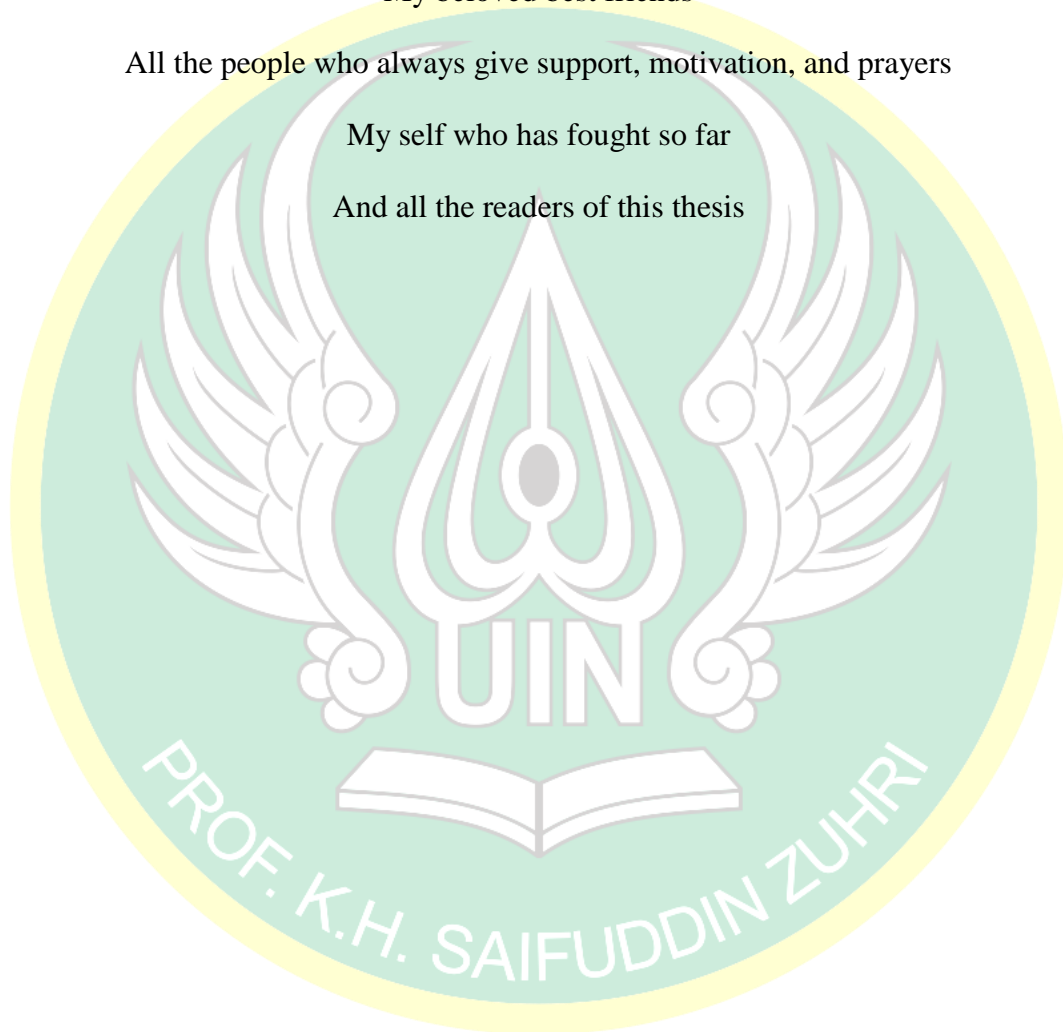of Your power. I dedicated this thesis to:

My beloved family

My beloved best friends

All the people who always give support, motivation, and prayers

My self who has fought so far

And all the readers of this thesis

ACKNOWLEDGEMENT

Alhamdulillahirobbil 'alamin, The author offers the highest thanks to Allah SWT for blessing, love, health, and mercy to complete this undergraduate thesis entitled "**The Implementation of Mobile-Assisted Language Learning in Teaching English at SMK TI Bina Citra Informatika Purwokerto**" can be completed. Sholawat may always be devoted to prophet Muhammad SAW who has guided us from the darkness to brightness, from stupify to cleverness, from jahiliyah era to islamiyah era.

In the process of completing this thesis, many parties have provided helps, motivations, supports, aids, and suggestion which are useful for the completion of this thesis. The deep gratitude and appreciation are expressed to:

1. Prof. Dr. H. Fauzi, M.Ag., as the Dean Faculty of Tarbiya and Teacher Training, State Islamic University of Prof. K.H. Saifuddin Zuhri.

2. Prof. Dr. Suparjo, M.A., as the I Deputy Dean Faculty of Tarbiya and Teacher Training, State Islamic University of Prof. K.H. Saifuddin Zuhri.

3. Dr. Nurfuadi, M.Pd.I., as the II Deputy Dean Faculty of Tarbiya and Teacher Training, State Islamic University of Prof. K.H. Saifuddin Zuhri.

4. Prof. Dr. H. Subur, M.Ag., as the III Deputy Dean Faculty of Tarbiya and Teacher Training, State Islamic University of Prof. K.H. Saifuddin Zuhri.

5. Desi Wijayanti Ma'rufah, M.Pd., as the Coordinator of the English Education in Faculty of Tarbiya and Teacher Training, State Islamic University of Prof. K.H. Saifuddin Zuhri.

6. Yulian Purnama, S.Pd., M.Hum., as my thesis advisor who always supports, motivates, and gives me help for finishing this thesis, thank you very much for your patience and advice in guiding me to finish my thesis. I hope a good back will be for you by Allah.

7. Lecturers and administration staff on State Islamic University of Prof. K.H. Saifuddin Zuhri who help in arranging this thesis.

8. SMK TI Bina Citra Informatika Purwokerto, including the vice principal, teachers, and all aspects who help to arrange this thesis.

9. My beloved parents, Alm. Mr. Agus Kurniawan, Mrs. Panca Oktaviani, Mr. Muhamad Soleh as my stepfather, Mrs. Mulnartji as my grandmother, and all of my family who always give prayer, support, help, attention, unconditional love, and everything they give to the author in arranging this thesis, thus this thesis can be completed.

10. Prof. Dr. H. Suwito, M.Ag., Hj. Ida Novianti, M.Ag., and Family, who has provided comfort like a second home for the author and thank you for everything that has been given to the author while in Purwokerto.

11. My beloved classmates, English Education '20, who always give the support, ideas, motivation and information in arranging this thesis.

12. My beloved KKN friends, KKN Terpadu 53 Group 73, thank you for being my home, partners, brothers, and sisters.

13. My beloved friends who always give me motivation and solutions while facing difficulties in arranging this thesis.

14. Everyone who helped the researcher has given their attention and motivation to finish this thesis that cannot be stated in this acknowledgement.

15. Last but not least, I wanna thank me for hard work, for believing in me, for doing all this hard work, for having no days off, for never quiting, for just being me at all times.

Purwokerto, May 14, 2024
The researcher,

Ajeng Puspita
2017404022

viii

THE IMPLEMENTATION OF MOBILE-ASSISTED LANGUAGE LEARNING IN TEACHING ENGLISH AT SMK TI BINA CITRA INFORMATIKA PURWOKERTO
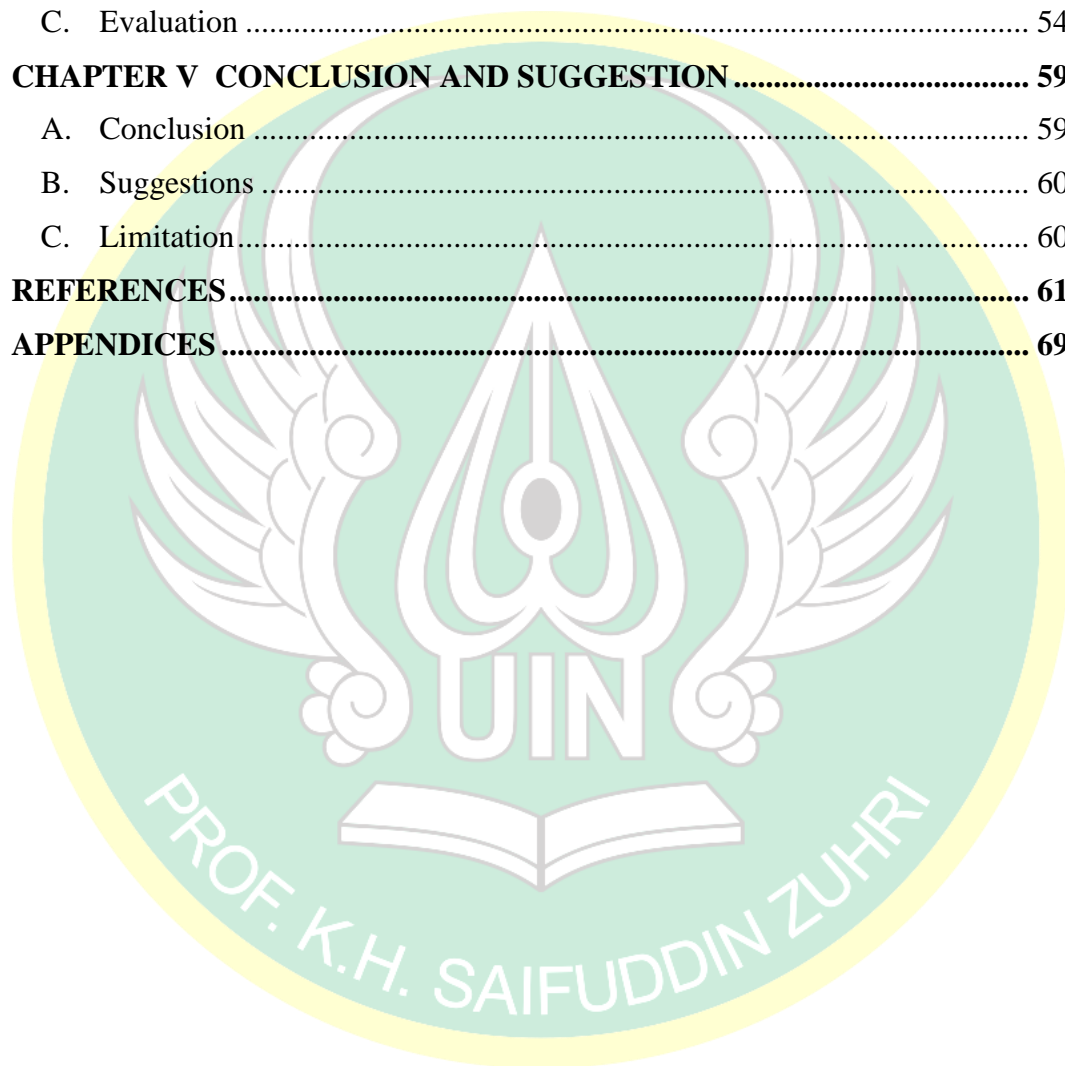
AJENG PUSPITA

S. N. 2017404022

ABSTRACT

This study aims to observe and describe the implementation of Mobile-Assisted Language Learning (MALL) for English teaching conducted by English teachers at SMK TI Bina Citra Informatika Purwokerto. A case study based on descriptive qualitative method was chosen as the research design. Data collection instruments were observation, interview, and documentation. The subjects of this study were 2 English teachers, X and XI grade students and vice principal. All data were analyzed based on qualitative approach which includes data reduction, data display, conclusion drawing and verification. The results showed that the English teaching activities carried out actually used Mobile-Assisted Language Learning, which began with the preparation stage of determining lesson plans, teaching materials, learning media, and teacher training and development. In the preparation, teachers are not fixated on the ATP and lesson plan. In the implementation, teachers have used MALL but the application used is still general. In terms of evaluation, teachers in this school only applied knowledge assessment by conducting quizzes using Quizizz and skills assessment by conducting presentations using the Miracast application and video-making and Canva projects related to the use of MALL. Then in terms of development and support, parents in this school have supported the use of MALL by giving students access to smartphones and school policies that allow bringing smartphones.

Keywords: *English for Specific Purposes, Mobile-Assisted Language Learning, Teaching English*

TABLE OF CONTENT

LIST OF TABLE

LIST OF PICTURE

LIST OF APPENDICES

CHAPTER I
INTRODUCTION

In this chapter, the researcher will introduce the research topic, which consists of the background of the study, conceptual definition, research question, aims and significances, and thesis research organization.

A. BACKGROUND OF THE STUDY

The beginning of the 21st century is often referred to as the age of technology, where technology brings with it many important considerations in everyday life and is regarded as the starting point of a thriving economy so that technology can make work easier and take less time (Nagasubramani, 2018). Everyday life now involves technology with the aim of increasing productivity and efficiency. Digital advances have had an on many areas, one of which is education. The purpose of using digital technology in education is to make the learning process of teaching more enjoyable for teachers and students (Singh, 2021). The use of mobile devices to help teach and learn languages is also becoming more popular with the availability of the Internet in many places. Moreover, advances in information technology, such as phones and tablets, which are small enough to be carried everywhere, make mobile learning increasingly popular in education (Inggita et al., 2018). That's the factor of mobility and ease of use that makes mobile phones a choice today. Therefore, the main term for M-Learning refers to learning tools that are accessible anytime and anywhere (Azli et al., 2018).

Mobile-Assisted Language Learning (MALL), especially in terms of portability, is defined as language learning assisted by a mobile device that can be a solution to language learning barriers, especially when it comes to time and distance (Saragih & Jaelani, 2020). This is in line with the development of mobile devices, where language learning using the MALL concept is growing. This type of MALL learning activity also does not require students to be bound to a specific geographical location (Shortt et al., 2023). In many cases, online teaching and other virtual forms are seen as the "best response" to

emergencies, as it ensures class continuity on lessons across digital platforms (Ferdig et al., 2020), so the concept of language learning with M-Learning, commonly called Mobile-Assisted Language Learning (MALL), is believed to be the ideal solution for language learning in the context of time and place, so it is perfectly suited to be applied to language learning. With the advancement of technology, more and more benefits are being obtained by teachers and students at all levels of education.

However, in Indonesia, the use of MALL in learning is still very limited, especially in primary or secondary schools (Fitria, 2020). Mobile technology has opened a new path in teaching English, especially in terms of the verbal aspect. This is crucial to the teaching of ESP, which emphasizes the understanding of specialized vocabulary in many fields of international business and science. In situations like this, the use of MALL can help, diversify, and enrich vocabulary teaching. In addition, they have the ability to guarantee that students have access to original resources within a particular profession domain. Not only authentic texts and materials but also vocabulary or technical phrases suitable in their field, as well as to recognize the language of profession as used in their real-life profession (Bieńkowska et al., 2021). So, Mobile-Assisted Language Learning (MALL) is still important given that M-Learning-based learning can reduce student study time and cost and, at the same time, facilitate students' repeated exposure to the topic (Al Halim & Arifin, 2023).

In the previous research, there were several studies that have done research related to this research. The first researchers to take on this research were Made Aryawan Adijaya, I Ketut Armawan, and Maria Goreti Rini Kristiantari with the title "*Mobile-Assisted Language Learning (MALL) Innovation for Vocational Education*". From the survey, it can be concluded that the MALL developed has excellent qualifications and is practical, so it is worthy of use in the learning of English (Adijaya et al., 2023). Other research has been carried out regarding the role of teachers and the problems found when using MALL-based strategies in SMK N 1 Denpasar at the time of

Emergency Distance Teaching, written by Desak Made Sutra Rasmiani, Made Hery Santosa, and Gede Mahendrayana with the title "*English Teachers' Roles on Mobile-Assisted Language Learning-Based Strategies during Emergency Remote Teaching in 11th Grade of SMK Negeri 1 Denpasar*". From the research, it can be concluded that teaching with technology can be continuously applied to future learning, both for full and mixed learning (Rasmiani et al., 2023).

Not all schools can use technology, and not all schools also implement Mobile-Assisted Language Learning (MALL) to support learning (Saragih & Jaelani, 2020). However, SMK TI Bina Citra Informatika Purwokerto has already implemented this learning approach, where the school is an information technology-based school where students are expected to make good use of today's developing technology for language learning. Based on the preliminary results of research at the SMK TI Bina Citra Informatica Purwokerto obtained with the method of interviewing English teacher in class X that the reason why using the learning approach of Mobile-Assisted Language Learning (MALL) is to improve student motivation in learning English, where the English teacher applies it in all major areas in classes X-XII, it is expected to keep students enthusiastic, improve English language skills, as well as overcome student boredom.

Therefore, this research aims to find out how the implementation of Mobile-Assisted Language Learning (MALL) in teaching English at SMK TI Bina Citra Informatika Purwokerto. It is expected that this research will be useful in improving the quality of the learning process by describing the application of methods of Mobile-Assisted Language Learning (MALL) in Teaching English at SMK TI Bina Citra Informatika Purwokerto.

B. CLARIFICATION OF KEY TERMS

These definitions are intended to provide a guideline regarding this research, namely:

1. Teaching English

Teaching English refers to the practice and theory of learning and instructing the English language for the benefit of individuals whose first language is not English (Collins English Dictionary, 2023). It encompasses various aspects, including Teaching English as a Native Language (ENL), Teaching English as a Second Language (ESL), Teaching English as a Foreign Language (EFL), Teaching English to Speakers of Other Languages (TESOL), Teaching English as an International Language (TEIL). Teaching English involves a range of techniques and approaches, such as communicative language teaching, which emphasizes the development of dialogue skills, listening, speaking, reading, and writing proficiency (International Teacher Training Organization, 2023). Both native and non-native English speakers can become successful English language teachers, with some employers requiring certification or completion of a certification program.

2. Implementation

Implementation can also mean carrying out or applying any plan, method or design, idea, model, specification, standard or policy to achieve something. Thus, implementation is an action that must occur after initial planning for something to happen (Ehrens, 2015).

3. Mobile-Assisted Language Learning

Mobile-Assisted Language Learning atau Mobile learning is the delivery of learning material to students using mobile devices such as mobile phones, tablets, or MP4 players (Parsons & Ryu in Inggita, et al., 2019). The main advantages of MALL are seen in its ease in accessing relevant information, adaptation to personal habits, flexibility in space and time, as well as having greater opportunities to practice language in everyday activities such as walking, traveling, or even waiting (Kukulska-Hulme in Saragih, 2020).

4. English for Specific Purposes

English for Specific Purposes (ESP) is a language learning approach that is based on the needs of the learner, where the methods and

contents learned are based on their reasons for learning (Hutchinson & Waters, 1987). Hans and Hans (2015) stated that English for Specific Purposes (ESP) focuses more on languages in context than on the teaching of grammar and language structures. According to Fitria, English for Specific Purpose refers to teaching and learning English as a second or foreign language where the aim of the learner is to use English in a particular domain (Fitria, 2020).

C. RESEARCH QUESTIONS

Based on te research problem, this research question is how does the teacher implement the Mobile-Assisted Language Learning (MALL) in teaching English at SMK TI Bina Citra Informatika Purwokerto?

D. AIM AND SIGNIFICANCES OF THE RESEARCH

1. Aim of the Research

    Based on the research question, the objective of this study is to find out the implementation of Mobile-Assisted Language Learning (MALL) in the teaching of English at SMK TI Bina Citra Informatika Purwokerto.

2. Significances of the Research

    The significance of this study will be very useful to English teachers in particular Vocational High School.

   a. Theoretical Significance

    This research will be useful to provide valuable insights into the effectiveness of Mobile-Assisted Language Learning (MALL) in language learning, especially in the context of Vocational High School. The results could inform Teachers, Teachers' Associations, Researchers, and Schools about the potential benefits of integrating mobile technology into language learning.

   b. Practical Significance

     1) For Teachers

The results of this research will be used by teachers to learn how to implement Mobile-Assisted Language Learning (MALL) in teaching English to SMK students.

2) For Teachers' Associations

The results of this research can be used by MGMP and other teachers' associations to provide new knowledge to teachers so that they can contribute to a greater understanding of the implementation of Mobile-Assisted Language Learning (MALL) in classroom learning.

3) For Researchers

The results can be beneficial to prospective English language teachers as the research is very helpful to know how the implementations of Mobile-Assisted Language Learning (MALL) and how much the impact it has on English teaching in SMK.

4) For Schools

This research results can provide further information to schools about the use of Mobile-Assisted Language Learning (MALL) for English language learning. In addition, the results are also expected to improve school service for students and become one of the benchmarks in learning strategies.

E. ORGANIZATION OF THE PAPER

A systematically structured research must necessarily undergo a structural classification. The study is divided into five chapters, as follows:

Chapter I is an introduction, which consists of research background, clarification of key term, aims and significances of the research, and structure of the research.

Chapter II is a literature review which consists of an explanation of the key terms of the research.

Chapter III is a research methodology which contains about research design, site and participants, object and subject of the research, data collection technique, data analysis and validity of data.

Chapter IV is the result of research.

Chapter V is conclusion and suggestion of the research.

CHAPTER II
LITERATURE REVIEW

This chapter contains theories related to the research studied. The theories studied include Teaching English, Implementation, Mobile-Assisted Language Learning (MALL), English for Specific Purposes (ESP), and Previous Studies which will be explained as follows:

A. TEACHING ENGLISH

Brown (2000) defined teaching as "demonstrating or assisting someone in learning," which includes facilitating and guiding learning, letting students learn how to accomplish tasks, providing instructions, assisting someone in learning something, and imparting knowledge that contributes to knowing or understanding. This guarantees that instruction gives pupils the tools and resources they need to learn effectively. Teaching encompasses guiding, facilitating, and creating conditions for learning for students (Brown, 2000). The process or activity of assisting students in learning from environmental systems is known as teaching conditions. The policies, facilities, teaching objectives, materials provided, teachers, and students make up the environmental system. Teachers' theories and beliefs about teaching, teachers, and learners guide their action practices in the information classroom. Teaching is both cognitive and behavioral (Astuti, 2021). This indicates that teaching is the act of transferring knowledge from instructor to pupil. Teachers need to be aware of both student behavior and instructional activities (Freeman, 1989). The aforementioned statement leads one to the conclusion that instruction helps students transfer knowledge from teachers to students.

Throughout the teaching and learning process, a teacher not only gives students the knowledge they need to understand the material more easily, but also mentors, inspires, and counsels them. Teachers play a crucial role in the teaching and learning process because their execution of the process determines whether it is successful or not. As a result, a teacher needs to

possess positive teaching traits. According to Harmer (1998), a good teacher is:

1. Teacher's relationship with his students is more important than the teacher himself in determining what makes a good teacher.

2. Teachers ought to be personable.

3. A proficient educator is one who can identify the goals and challenges that his students face in the classroom.

4. A competent instructor ought to make an effort to draw in reserved students and manage chatty ones.

5. Teachers need to be able to correct students without making them feel bad.

6. A competent teacher is more concerned with his pupils' education than with his own.

Teaching English refers to the practice and theory of learning and instructing the English language for the benefit of individuals whose first language is not English (English Dictionary, 2023). It encompasses various aspects, including Teaching English as a Native Language (ENL), Teaching English as a Second Language (ESL), Teaching English as a Foreign Language (EFL), Teaching English to Speakers of Other Languages (TESOL), Teaching English as an International Language (TEIL). Teaching English involves a range of techniques and approaches, such as communicative language teaching, which emphasizes the development of dialogue skills, listening, speaking, reading, and writing proficiency (ITTO, 2023). Both native and non-native English speakers can become successful English language teachers, with some employers requiring certification or completion of a certification program.

English is widely used as a means of communication in many countries and communities, especially in the field of education. In most countries, including Indonesia, English courses are widely used as compulsory subjects that students must learn. The concept of teaching English language teaching according to Brown (2000) is that language is systematic, used to

communicate, is essentially human, although not limited to humans, and all individuals acquire it in the same way as language and language learning is universal. Meanwhile, according to Richards (1985) language teaching is a complex subject that includes sociocultural linguistics, psycholinguistics, curriculum and teaching factors. Language teaching is a "multidimensional process" in which teachers must pay sufficient attention to all students' skills, such as reading, writing, listening and speaking (Derakhshan and Shirmohammadli, 2015). In other words, language teaching is a complex process where teachers have to do more than expected to help students in understanding these skills. Before teaching these skills, teachers must also know the students' aptitude and readiness.

B. IMPLEMENTATION

Implementation is an activity, action, or systematic mechanism that is planned and designed to achieve activity objectives (Usman, 2021). Implementation can also mean carrying out or applying a plan, method or design, idea, model, specification, standard or policy to achieve something. Thus, implementation is an action that must occur after initial planning for something to happen (Ehrens, 2015). So it can be concluded that implementation is the application of planned and deliberate activities that aim to turn evidence and ideas into policies and practices that benefit people in the real world. It tries to realize this plan; both 'how' and also 'what'. Meanwhile, in the context of learning, implementation is an action that begins with preparing a lesson plan, then continues by adapting the plan into the teaching and learning process in the classroom until the final stage, namely providing an assessment.

C. MOBILE-ASSISTED LANGUAGE LEARNING (MALL)

1. Concept of Mobile-Assisted Language Learning (MALL)

The theory of Computer-Assisted Language Learning (CALL), which is defined as a learning process that uses computers to improve students' language skills, had an influence on the early development of online language learning. Over time, however, digital technology

transformed mobile devices into more sophisticated learning tools, offering flexibility and accessibility to the learning process and causing a major push towards innovation. This includes various mobile devices, such as smart phones, which are increasingly popular due to their adaptability for everyday use (Al Halim & Arifin, 2023). As this shift has occurred over the past few years, a similar transition in second language teaching has also shifted from Computer Assisted Language Learning (CALL) to Web Assisted Language Learning (WALL) to Mobile-Assisted Language Learning (MALL). As a subset of M-Learning and CALL, MALL is considered a language learning approach that utilizes mobile devices such as cell phones (e.g. iPhone), tablets (e.g. iPad), MP3 or MP4 players (e.g. iPod), and PDAs (e.g. Blackberry) (Valarmathi, 2011). The term "Mobile Assisted Language Learning" (MALL) refers to a new trend in language learning that is gaining popularity due to the rapid advancement of technology and the use of mobile devices, such as tablets and cell phones, for both formal and informal language learning. Rapidly developing information and communication technologies are changing the nature of education from distance learning, e-learning, to mobile learning (M-Learning) (Alnujaidi, 2021). According to Hulme & Shield (2008), MALL differs from CALL in that it uses portable devices that give students constant access and interaction regardless of the situation, anywhere, anytime. However, MALL can be said to be part of CALL.

MALL allow students to participate in learning opportunities regardless of their age, gender or location. It can also transcend the limitations of time, place, and space (Behera, 2013). MALL have the potential to drastically change the educational landscape by giving students and teachers more choices regarding where, when, and how they want to learn (Walsh & Shaheen, 2013). Mobility and portability, accessibility, affordability, feasibility, individuality, connectivity, and interactivity, knowledge recognition inventiveness, and learning content

integration are some of the advantages that mobile technology brings especially into the language learning context (Alnujaidi, 2021). Students can now easily and independently access various materials and resources through smart phones, something that was unimaginable before the development of technology (Alaghbary, 2019). This shows that the affordability of mobile technology in terms of materials includes significantly increased access to learning resources. Students can easily access authentic listening, speaking, reading and writing resources by using their smartphones to maximize the authenticity of the resources and their relevance to their needs and according to their language needs. The majority of this content is available for free or very cheap. It is considered easy to use and accessible whenever we need it.

MALL show students by enabling mobile technologies that bring different educational experiences (Traxler in Susila, 2023). Therefore, the incorporation of mobile technology into educational activities is intended to inspire students to learn and prevent them from becoming disinterested in it. In this case, it motivates students. According to Valarmathi (2011), Mobile-Assisted Language Learning is a method to enhance the learning experience through mobile devices. This MALL offers more opportunities for applications to be accessed continuously and impulsively in various situations (Hulme & Shield, 2008). Smartphone is one of the devices that can be used by MALL (Febriyanti et al., 2021). The fact that MALL can be accessed from anywhere and anytime certainly makes it easier to implement in schools.

2. **Main Strategies to Supporting Teachers in the Implementation of MALL**

There are four main strategies to supporting teachers in the implementation of MALL (Woodman, 2016):

a. Changing Perceptions of Mobile Devices

This strategy is about teachers' perceptions of mobile devices which encourages teachers and others to realize that there are various

technologies that can be considered as personal teaching and learning tools (Woodman, 2016). While tablets (iPads, etc.), computers and laptops are commonly used and encouraged, devices that are smaller in size but function very similarly to smartphones are prohibited and discouraged. While most people today already use smartphones for messaging and even internet access rather than activities such as calls, so in this case there is a clear similarity between smaller devices and larger devices, smaller devices are discouraged from being used instead of larger devices. It is worth reconsidering considering smaller mobile devices as "not as good". Such perceptions make teachers tend to be reluctant to use small devices such as smartphones, due to the initial view that smartphones are not as good as larger devices such as computers and laptops due to things like features and size so smartphones are not recommended to be used as learning media.

b. Assessing Access to Different Technologies

This strategy relates to teachers needing to assess and understand students' access to different types of technology (e.g., "new" and "old" technologies) in terms of what tools they have and what constraints these technologies may present. In this case, "old technologies" may include computers, projectors, electronic whiteboards, laptops, audio/video recorders, video-games, internet resources, regular cell phones, etc.), while "new technologies" may include tablets, smartphones, portable reading devices (e.g. Kindle), and other smart devices. This access issue can be interpreted as an administrative structure where such devices may or may not be used in the classroom, at school, and/or in extracurricular contexts. Others may need to be involved in this, to ensure "buy-in" on the use of the MALL in learning. For example, in schools that have computer labs, whether access to the labs is limited to a few hours a week or not. In addition, limited Wi-Fi and internet connections in classrooms can also affect activities related to the use of MALL in learning. Similarly,

as mentioned above, many schools officially do not allow the use of smartphones in the classroom for their students (Woodman, 2016), this certainly limits the application of MALL in the classroom, so teachers need to consider developing MALL-based homework (e.g. extracurricular learning activities). However, if most students have cell phones (especially smartphones), and access at school is limited, "MALL homework" can be added. For example, students can use smartphones to conduct internet-based research, use apps to access dictionaries and learning support programs, download e-books to overcome the lack of books in the target language, use Skype to practice speaking with native speakers, and use other apps to support English learning. It is beneficial if the school is very supportive if students are asked to bring smartphones and can use them in class, this can certainly be a consideration for teachers to take advantage of the policy. For example, by implementing MALL for classroom learning.

c. Develop classroom management strategies for MALL devices

Classroom management is a multifaceted activity that goes beyond the traditional behavior management techniques recommended for dealing with students whose behavior is particularly disruptive (Chandra, 2015). When teachers teach, they are not controlling their students, but rather working with their students to learn, grow, and succeed together. So teachers must have strong relationships with students, because the classroom will be a place for everyone who occupies it to express opinions, feelings and a place to collaborate. Students' academic success depends on their closeness to their teachers. This makes classroom management very important which aims to shape students' independence. This control can be done through positive things. Classroom management also aims to create a conducive environment. So this is very important to create an effective learning concept (Chandra, 2015). Evertson and Weinstein (2006) say that classroom management has two different objectives,

namely in addition to trying to build and maintain an orderly environment for students involved in academics so that learning is meaningful, it also aims to improve students' social, moral, and growth abilities.

The advent of using MALL devices in the classroom has certainly drawn a lot of criticism and concern, especially with regard to classroom management issues (e.g. bullying, distraction, cheating), rather than the technology itself. Although MALL technology is still new, traditional classroom management strategies associated with MALL use can still be used. For example, asking students to put away their smartphones when not needed can limit off-task behavior and has proven to be a powerful tactic to use. At the same time, having students work in groups on class assignments can encourage peer learning, as well as address limited access to MALL devices (for example, if some students do not have one).

d. Applied self-reflection activities

This strategy is about using technology in the classroom such as cell phones, what they are used for and how they are used. Teachers usually know that even non-smart phones can be used to make calls, send SMS, record audio/video and take photos. In other words, phones can also be used for productive literacy or language skills development activities. However, smartphones can enhance activities as they offer additional capabilities such as better access to e-books, internet resources (both language specific and general) and social networking, helping them to recognize how smartphones can be used to replicate most of the functions of a desktop computer, without having to book a computer laboratory.

Teachers should also be able to consider the advantages and disadvantages of each type of device. Smartphones are best used for some types of activities (e.g. apps, quick searches, updates, calls, SMS) over others (e.g. reading or writing long documents or watching movies). They

are very portable, can be carried anywhere, and can be used anywhere and anytime, so they can be used for simple training activities. In contrast, tablets, laptops and computers are less portable, but have the advantage of screen size for reading, watching videos and possibly writing long documents, making them a good choice for teachers and students (Woodman, 2016).

3. Advantages of Mobile-Assisted Language Learning (MALL)

There are several advantages of Mobile-Assisted Language Learning (MALL), including (Putri, 2020):

a. Flexible

With this tool, learning activities are no longer limited to place and time. Students can also access various content (text, images and videos) so that learning is more interesting and interactive (Putri, 2020). Therefore, MALL is very useful when viewed from its flexibility.

b. Learn faster

Achieving learning objectives will be easier and faster. The content (text, images and videos) available on mobile devices is generally small and compact. In a short amount of time, students can access content, complete tasks and start the next topic or activity.

c. Collaboration between students

Students will find that collaborating online will be more effective with mobile devices (Putri, 2020). The learning process is usually disrupted by a lack of collaboration. This is where the advantages of MALL can be utilized to make it easier for students to interact and work together quickly without having to meet face to face. In addition, students can also collaborate by using MALL with friends in class.

d. Be more involved in learning activities

In addition to being able to be done anywhere and anytime, MALL also offers personalization functions that can make it easier for

students to follow the learning agenda. This can increase students' sense of engagement and motivation in learning.

e. Learn with More Than One Device

   Multi-device learning is among mobile learning's most important advantages. There are multiple devices (computers, laptops, tablets, and smartphones) that offer access to the same content.

f. Mobile Devices Support Learning Performance

   Positive learning can be facilitated by using mobile devices. Especially when students can search and retrieve information quickly and easily.

g. Application Supported Learning Flow

   Mobile learning devices are equipped with integrated technology, including calendars and reminders. Students can receive notifications and updates about their lessons at any time and from any location. Students can readily receive feedback in the form of assessments or helpful remarks from teachers, and teachers can easily keep an eye on students' academic progress and learning path (Putri, 2020).

   One of the main benefits in MALL, according to Sarrab, Elgamel, and Aldabbas (2012), is the possibility to increase student productivity by providing knowledge and learning anytime and anywhere, which allows learners to participate in learning activities without time and space constraints. The integration of smartphones and the internet in learning activities certainly requires a lot of investment to be developed in the world of education (Johnson L et al., 2009). The advantage of smartphone devices over laptops or other devices related to the process of supporting learning is in the aspect of mobility (Sharples et al., 2009).

4. **Disadvantages of Mobile-Assisted Language Learning (MALL)**

   There are several disadvantages of Mobile Assisted Language Learning (MALL), including (Putri, 2020):

   a. Cost

Cost is one of the biggest drawbacks of mobile learning. Smartphones currently cost around Rp. 1,000,000 to Rp. 8,000,000. In addition, today's technology changes very quickly. Students need to be able to upgrade devices. In addition to the device, there is a monthly data fee from the smartphone provider, so downloading large files is not only time-consuming but also costly. Therefore, implementing MALL also requires a large amount of money, especially for the purchase of devices.

b. Device Size

The size of the gadget is not only beneficial but also has its drawbacks. Because of its small size, it is easy to lose or steal. In addition, screens that are too small can cause damage to those who use them for a long time if they are not careful. Such as damage to the eye organs, etc. Also, on a very small screen, only a small amount of information can be displayed compared to larger devices. This is one of the reasons why teachers are reluctant to implement MALL.

c. Battery Life

Most gadgets only have 2 to 4 hours of productivity. Once the battery runs out, students have to recharge it. Mobile learning can no longer be used if the battery has run out. But all devices also have the same problem.

d. Compatible

While this technology is still evolving, what we have today is limited. Smartphones have limited storage if they store large or multiple files. Students have to spend more money to get more storage space, and this goes back to the first drawback of mobile learning, which is cost. Also, there are several different operating systems or platforms and the content is not all the same. So if the student is an Apple user using Ios, if the Android user can only use Android, it is not interchangeable.

e. Usability

Some mobile devices are difficult to use because they have small buttons. Utilizing them can be challenging, even for novice users. Even with today's detachable keyboards, they still cost a lot of money. But it doesn't appear to be the case (Putri, 2020).

5. Mobile Applications for MALL

When discussing mobile devices that are closely related to teaching and learning innovation, it is impossible to ignore the importance of mobile apps as valuable tools in achieving and acquiring specific learning. These mobile apps are software designed to run on mobile devices such as smartphones, tablets and PDAs (Liu and He, 2014). English learning has now entered a new era with the help of mobile apps. Mobile device users can now freely choose and download smart phone or mobile apps from the thousands of apps available in app stores such as Appstore and Google Playstore. Among the various apps, there are tons of apps that facilitate second or foreign language learning (Hui Guo, 2015).

There are several applications that are often used for MALL-based learning, including:

a. Quizizz

Enhancing memory retention of the content after an exam or quiz is the goal of testing. In addition to helping students remember material, quizizz and testing are frequently used as assessment tools in the classroom to gauge student performance. With time, though, this attitude has shifted, and many now use online tests and tools that are accessible at many universities (Blackboard Learning SystemTM). Quizizz have the following benefits: Quizizz reduce teacher and student workload and associated expenses, Quizizz can be used as learning activities for students (e.g., as low- or no-stakes formative assessments), and Quizizz can give students feedback (McDaniel, 2012). Wing, Marsh, and Cabeza (2013) used the testing effect to study brain activity and discovered that testing was linked to different brain activity than traditional learning material study and that testing

contributed to future memory success. Online quiz completion improves learning outcomes, so students who take more Quizizz may perform better academically (Sanchez, 2019). Therefore, it can be said that Quizizz are an online assessment tool that evaluates student performance and has the advantage of being time and money-effective.

b. Canva

Australian businesswoman Melanie Perkins founded Canva in 2012 as a graphic design tool. It employs a drag-and-drop interface that both novice users and experts in the field are accustomed to. In addition, Canva offers templates, vectors, images, and fonts (Gehred, 2020). The goal of utilizing Canva learning resources is to encourage students' creativity, interest, and motivation to acquire English language skills so they can get the most out of their education—both in terms of the process and the end product.

c. WhatsApp

Most people prefer to use WhatsApp, one of the most widely used messaging apps available today, to communicate with others. It can be accessed on smartphones, tablets, and desktop computers (Jasrial, 2018). All aspects of life are also affected by this implementation, especially the education sector, including language learning. The most significant recent development in English teaching methodology is the use of WhatsApp to communicate in English. With WhatsApp, teachers and students can communicate with each other online. WhatsApp's features for English learning enable it to present multimodal media. Additionally, WhatsApp offers students access to audiovisual materials (Jasrial, 2018).

d. PowerPoint

One of the technological tools that educators use to facilitate learning is PowerPoint. Teachers have influenced studies on how PowerPoint affects students' abilities, and the findings indicate that

using PowerPoint can improve students' performance and motivation (Savoy, 2009). This demonstrates how effective PowerPoint media is for language learning.

e. YouTube

YouTube is a free website that allows users to upload and share videos for sharing with others. It was founded in 2005 with the goal of simplifying online video watching (GCF Global, 2023). YouTube provides teachers with opportunities to teach English, and teaching programs that use YouTube can motivate students to learn the language (Hakim, 2019). In keeping with the current educational trend of collaboration and social networking, YouTube has the potential to be used as a learning tool for performing arts (DeWitt et al., 2013).

f. Miracast

Miracast is a standard for wireless connections introduced in 2012 by the Wi-Fi Alliance. This technology can be used to connect devices such as laptops, tablets, and smartphones, to larger displays such as TVs, monitors or projectors, roughly speaking. Miracast can be described as "HDMI over Wi-Fi" which replaces cables to connect devices to larger displays. Currently, Miracast technology can also be applied to Windows and Android operating systems. Miracast uses radio waves to connect to the internet, but does not require an intermediary to connect to other devices. So, teachers can presentations using Miracast, teachers can also make presentations from an Android tablet/smartphone connected to another device such as Smart TV to display wirelessly (FaktualNews.co, 2020).

g. Google

Google for Education is a set of digital products from Google. The tools are designed to be used for hosting and distributing digital documents, communication and collaboration through cloud-based technology, and can assist teachers, students, researchers and organisations – at all levels. Google for Education products include

the collaboration platform G Suite for Education, the Classroom service, the Chromebook devices, and Google Cloud Platform – a tool for storage, machine learning and management of big data (Bonnerud, 2019).

h. Online Dictionary

Online Dictionary is a dictionary that is available on the internet. Online dictionaries offer immediate, direct access through large databases to a word's spelling and meanings, plus a host of ancillary information, including its variant spellings, pronunciation, inflected forms, origin, and derived forms, as well as supplementary notes about how the word is used (Dictionary.com, 2024).

Some of these mobile apps can be accessed through a smartphone or computer with internet access. Many mobile apps are created to help with English language learning, such as listening, speaking, reading, writing and learning vocabulary and grammar. These apps are usually designed with sounds, images and other interactions that are certainly appealing to students and the emphasis on language learning should not be overlooked. While paid apps provide more comprehensive features, free apps can also be very valuable learning tools, especially if they are carefully selected based on criteria that lead to meaningful language learning, such as being easy to use, culturally appropriate, relevant to students' needs, allowing students to share and collaborate, providing feedback, and developing thinking skills.

D. **ENGLISH FOR SPECIFIC PURPOSES (ESP)**

The purpose of English Specific Purposes, according to Hutchinson & Waters (1987), is to enable students to learn according to the target situation in which they will use the language they are learning. Therefore, the target must first be determined, followed by the formation of the ESP course syllabus. This is a process commonly referred to as needs analysis (Hutchinson & Waters, 1987). On the other hand, English for Specific Purposes, as defined by Tomlinson (2003) is a general term describing the

teaching of English to students for specific work or study purposes. ESP language teaching methods base all decisions about methods and content on learner motivation (Hutchinson and Waters, 1987). Robinson states ESP is goal-oriented learning (Robinson in Basri D et al., 2018). ESP uses three key knowledge facts: language, pedagogy, and the student's or participant's specific area of interest. Thus, it is considered as something related to education, training, and practice (Robinson, 1991). In addition, Strevens views ESP as a special instance within the broader category of language teaching for special purposes. ESP is considered a movement that aims to meet the language needs of students who need English to perform specific roles (such as students, engineers, or nurses), and they certainly need more than just mastery of the language to gain real-world content and skills (Richards & Rodger, 2001). English has developed to the point where the teaching profession is forced to simultaneously meet the needs and demands of other social groups and English teachers. Donough states that the concept of ESP should be developed according to the needs of the groups who want to learn English. This includes the development of materials, curriculum and specific objectives (Donough in Basri D et al., 2018).

The emergence of ESP is the development of a new trend in educational psychology and communicative language theory that emphasizes the central role of students, thus becoming the focal point in the teaching-learning process (Minodora, 2015). Dudley and Jo (2007) argue that in order to increase students' interest in the teaching and learning process, English for Specific Purposes teaching should be tailored to their needs and involve more purposeful interaction between teachers and learners, so graduates of English pedagogy programs are expected to master ESP in order to be able to master English in various fields, including communication, law, economics, etc., and help students understand the material and feel more comfortable while learning. Since the content of English teaching is tailored to the unique needs of each student, the interaction between teachers and students then becomes more focused than in general English teaching. According to Satya (2008),

ESP is a learner-centered method for teaching English as a second or foreign language in contexts such as business, tourism, technology, and so on. Therefore, Jhons & Dudley-Evans state that ESP in specific fields needs to confer with authorities in the field (Basri D et al., 2018), as the aim is to synchronize students' needs for specialized learning and their acquisition of English. Therefore, there is a high demand for language teachers due to ESP teaching (Byram & Hu, 2013). First and foremost, English language teachers need to build strong bonds with individuals who are knowledgeable about the subject matter they are teaching their students. This is because teachers need to learn the importance of communication in disciplinary contexts, such as in the workplace, for their students. Byram and Hu (2013) define ESP as the teaching and learning of English for academic or professional purposes. In other words, English for Special Purposes is based on an examination of the needs of the learner in relation to the field, industry and occupation that the learner is aiming for (Ronaldo, 2016). According to Seto (Seto in Basri D et al., 2018), teachers can include a greater variety of texts in lessons that illustrate language use in specific contexts, based on an overview of ESP ideas. According to Knapp and Seidlhofer (2009), ESP teaching is more typical of the social learning process that occurs when individuals collaborate and communicate in a specific or professional context. English is learned in ESP not for its own sake or to get a general education, but rather to make the language more accessible or useful in a particular environment (Basturkmen, 2006). ESP differs from "General English" and offers more and different transformational features (Dudley, 1998). The meaning of ESP in this context emphasizes the principle of ESP as an approach to language teaching whose content and methods are tailored to the needs of the learners who are born, because it is these differences that distinguish ESP as "special".

The language learning goals of learners are referred to as the specific goals of ESP, not the type of language they are learning (Mackay & Mountford, 1978). The application of English language teaching in ESP teaching should be completely different from general English teaching (GE),

which is very universal in nature, teaching all four language skills to students and giving equal emphasis to those skills (Esfandiari, 2015). Since the various methods of teaching ESP are basically the same as those of general language teaching, learning in this situation needs to be based on efficient and successful methods. Although there are differences in ESP learning, general English students and ESP students do not necessarily need to go through different learning processes. As a result, there is only one ESP learning methodology that has been developed in the classroom and can be applied to any English language learning program (Hutchinson & Waters, 1987). Since ESP is a language learning approach that focuses on the needs of the learners and not on a particular language or methodology, it should be viewed as a method and not a product. It also does not include a specific type of teaching material (Hutchinson & Waters, 1987). In summary, ESP is intended to meet the needs of learners and other interested parties to facilitate communication for work or study related to specific disciplines (Vogt & Kantelinen, 2013). In other words, the purpose of English for Specific Purposes is to teach language and skills that are specifically related to learners' needs in the real world (Ronaldo, 2016).

F. PREVIOUS STUDIES

Based on the research about sources such as scientific papers, journal and thesis that have relevance with this research topic, the following are the results of some research that relate with this research:

The first, an article written by Made Aryawan Adijaya, I Ketut Armawan, and Maria Goreti Rini Kristiantari in 2023 with entitled *"Mobile-Assisted Language Learning (MALL) Innovation for Vocational Education"*. This study deals with the development of Mobile-Assisted Language Learning (MALL) for Instructional Education. The equality of this research is equally discussing the method of Mobile-Assisted Language Learning (MALL) in SMK. What makes the difference is the type of research, the subject, and the data analysis techniques. The research focused on using

ADDIE model development research with subjects of 2 learning media experts, 2 learning material experts, two teachers (practice tests), 3 students (individual trials), 12 students (small group trials) and using mixed data analysis techniques i.e. qualitative descriptive and quantitative description while the focus of this research is using the type of phenomenological research, with subject 2 teachers and data analytics techniques with qualitatives descriptives. The results of the study were a 97% evaluation of the learning media, so the qualification was very valid. The evaluation given by the teacher was an average of 96%. The individual test result was 95.6%, and the small group test results were 94.7% (very good). This means that the MALL developed has excellent qualifications and is practical, so it deserves to be used in English language learning (Adijaya, 2023).

The second, an article written by Desak Made Sutra Rasmiani, Made Hery Santosa, Gede Mahendrayana in 2023 with entitled *"English Teachers' Roles on Mobile-Assisted Language Learning-Based Strategies during Emergency Remote Teaching in 11th grade of SMK Negeri 1 Denpasar"*. This research aims to find out the role of teachers and the problems found when using MALL-based strategies in SMK State 1 Denpasar at the time of Emergency Distance Teaching. The equality of this research is equally discussing the method of Mobile-Assisted Language Learning (MALL) in SMK. What makes the difference is the type of research, the subject, and the data analysis techniques. The research focuses on using Mix-Method Design with 8 English teacher subjects and using mixed data analysis techniques i.e. quantitative descriptive and qualitative interactive while the focus of this research is using phenomenological research types, with 2 teachers subject and data analytics techniques with qualitatives descriptives. The result of the study is that teaching with technology can be continuously applied to future learning, both for full and mixed learning with the description of the result of lifting refers to Very True and True, while observations are known that 7 out of 8 Emergency Rehabilitation teachers have practised such a role. From the results of an interview with an MA Teacher, the problems found were: 1) as a

facilitator, not all students can answer the quiz well. 2) as a resource developer, many students consider English to be a difficult subject, 3) as a counsellor, a lot of students do not attend online classes, 4) as an administrator or organizer, lack of motivation in learning, 5) as a participant, teachers do not follow discussions and 6) as a controller, are unable to control the entire activity of students in the use of MALL (Rasmiani et al., 2023).

The third, an article written by Narendra Dyah Inggita, Francisca Maria Ivone, Ali Saukah in 2019 with entitled *"How is Mobile-Assisted Language Learning (MALL) Implemented by Senior High School English Teachers?"*. This research aims to Finding out how MALL is implemented by English teachers could provide insights to the future of MALL. The difference is the subject, and data collection techniques. The research is using with the subject 12 English teachers and data gathering techniques with Subject Filtering, teacher interviews, and student interviews while the study uses 2 English teacher and data collecting techniques with observation, interview, and documentation study. The result of the study is that teachers are aware of the potential and use of mobile devices for language learning. However, it does not guarantee their ability and willingness to implement MALL In fact, its application is still limited in terms of mobile applications used and learning activities (Inggita et al., 2019).

The fourth, an article written by Rivika C. Alda in 2023 with entitled "*Mobile-Assisted Language Learning (MALL) in High School English Classes*". this research describes the implementation of Mobile-Assisted Language Learning (MALL) strategies in high school English classes. The equivalence of this research both discusses the implementation of MALL at the high school level. Using validated MALL-based learning examples, this study has described the integration of MALL in different oral communication lessons in six public high schools. This involved qualitative analysis of classroom observations and focus group discussions with students. The implementation results revealed that the utilization of mobile devices can support language learning in several ways. The MALL in English classes can

be integrated smoothly and provide access to authentic language input, practice opportunities, and personalized learning experiences. Even with technical limitations during its implementation, students found learning English fun, engaging and rewarding. This research is used as a guide in the integration and implementation of MALL-based English learning (Alda, 2023).

The fifth, an article written by Karen Woodman in 2016 with the title "*Strategies to support teachers in the implementation of MALL*". This research is concerned with exploring the results of a study that used the well-known social networking site, Facebook, to investigate postgraduate Education students' perceptions of the use of cell phones and other technologies in classrooms around the world. The difference is in the subject and research techniques. This project explored remote collaboration and the use of online discussions involving postgraduate students in an online program based in Australia, and students in a postgraduate Education program at a regional university in Greece. Findings showed many similarities between the situations and perceptions of participants from different countries, including the fact that although technology is available in schools, there is often a significant need for professional development to improve teachers' understanding and use of ICT, particularly MALL. Based on these findings, this study draws on the references outlined in this chapter for a number of strategies to support teachers in implementing MALL in the classroom (Woodman, 2016).

CHAPTER III
RESEARCH METHODOLOGY

This section discusses the research methods intended to answer the questions that have been researched. This chapter contains research design, research site and participants, object and subject of the research, data collection technique, data analysis, and validity of data.

A. RESEARCH DESIGN

Research design is defined as a strategy or plan made by a researcher to obtain valid data, analyze it and come to answers to research problems (Arikunto, 2013). Bogdan and Taylor (1975) define qualitative methodology as a methodology with research procedures whose data are descriptive of written or oral words of people and observable behavior. According to Creswell (2012), qualitative research is research that produces data in words, paragraphs, or images, not numbers.

The aim of this study is to analyze the application of Mobile-Assisted Language Learning (MALL) to English language learning so that the study used a qualitative, descriptive research approach to answer research questions where this approach is a scientific method that is frequently used and implemented by a group of researchers in various fields (Iskandar, 2009). The essence of qualitative research is research intended to understand phenomena of what is experienced by the subject of research such as behavior, perception, motivation, actions, etc., holistically, and by means of description in the form of words and language, in a specific context that is natural and using various natural methods (Moleong, 2002). In this case phenomenology is used as a philosophical perspective and also used as an approach in qualitative methodology. Phenomenology has a fairly long history in social research including sociological psychology and social work. Phenomenology is a view of thinking that emphasizes the focus on subjective human experiences and interpretations of the world. The phenomenologists want to understand how the world appears to others (Moleong, 2002).

Research on implementation of Mobile Assisted Language Learning (MALL) in teaching english at SMK TI Bina Citra Informatika Purwokerto this is relevant with methods of research qualitative because it sufficiently meets criteria of research quality as well as in terms of disclosure of data can through observation, interviews, and documentation against participants.

B. RESEARCH SITE AND PARTICIPANTS

1. Research Site

The research was carried out at SMK TI Bina Citra Informatika Purwokerto located at Jatisari No. 24f, Karangmiri, Sumampir, North Purwokerto Subdistrict, Banyumas District, Central Java, 53125. As for current expertise programmes such as Computer Network Engineering and Telecomunication (TJKT), Visual Communication Design (DKV), Automotive Engineering (TO). The following factors were taken into account before choosing this place:

a. SMK TI Bina Citra Informatika is one of the IT-based vocational schools so the majority in this school is also relevant to technology.

b. Teachers at this school have already implemented MALL, including English teachers so relevant to this research.

2. Participants

a. Teachers

The teachers involved in this study are English teachers in the X - XI grades, namely:

1) Devi Pratama P., S.Pd., English teacher X grade

2) Widhi Puspita Hapsari, S.Pd., English teacher XI grade

The researcher chose these two teachers because both teachers have implemented Mobile-Assisted Language Learning in English language teaching.

b. Students

There are 3 majors in SMK TI Bina Citra Informatika Purwokerto namely Computer Network Engineering and Telecomunication (TJKT),

Visual Communication Design (DKV), Automotive Engineering (TO). In this study, selected all specialties where 2 classes were selected for class X (DKV and TJKT) and 2 classes were selected for class XI (TJKT and TO) to be representatives. The researcher chose the class based on randomization because the teacher has applied Mobile-Assisted Language Learning to all classes, so the researcher observed in the class where the teacher will teach.

c. Vice Principal

The Vice principal is a teacher who is given the additional task to assist the Principal in managing the continuity of the education and learnin process in the school. In consideration of the Vice principal can provide additional information such as facilities, school regulations, etc.

C. OBJECT AND SUBJECT OF THE RESEARCH

1. Object of the Research

Object of the research is a scientific target to obtain data, a logical objective to have information for certain reasons by utilizing something objective, substantial and solid about certain things or variable (Sugiyono, 2020). The object of research becomes the focus of the discussion of research is the implementation of Mobile-Assisted Language Learning in Teaching English which consist of preparation, implementation, and evaluation.

2. Subject of the Research

According to Arikunto (2016) stated that the subject of research is to limit the research subject as an object, object or person to which the data for the research variable is attached, and is problematic. The subject of this study are Teachers, Students and Vice Principal. The researcher chose these three subjects because they were relevant to the research.

D. DATA COLLECTION TECHNIQUES

Data collection techniques are the most strategic step in a research because the primary goal of research is to obtain data (Sugiyono, 2015). In this study, observations, interviews and documentation were conducted to

participants relevant to the focus of the research, namely English teacher in X - XI grade and students in X - XI grade.

1. **Observation**

   Observation is a data collection technique where the researcher is at the research site to observe people (Creswell, 2012). Observation is often a data collection technique by researchers where this can see the situation directly and is usually not mentioned by participants in interviews. In this study, researchers directly observed the two English teachers who taught using Mobile-Assisted Language Learning at SMK TI Bina Citra Informatika Purwokerto. Thus, this study used non-participant observation. Non-participant observation is an observation in which the researcher does not work directly and only acts as an independent observer (Danuri and Siti, 2019). The researcher only analyzes, records, and makes conclusions regarding the application of Mobile-Assisted Language Learning.

   This observation aims to observe the process of teaching English by applying Mobile-Assisted Language Learning which includes preparation, implementation, and evaluation at SMK TI Bina Citra Informatika Purwokerto. This study has conducted 4 observations to collect research data in the field in February - March 2024. Before the observation took place, the researcher had prepared an observation checklist as an observation instrument.

2. **Interview**

   This technique is used to collect research data through informants who ask for opinions, learning realities, and arguments. This research uses semi-structured interviews, where according to Nugrahani (2014) this type of interview is not conducted in a formal atmosphere and contains facts about the circumstances or events that exist at the research location and the opinions of informants.

   This research has conducted 9 interviews where 4 interviews with teachers (pre-observation and post-observation), 4 interviews with students and 1 interview with the vice principal. The interviews were conducted to

collect research data in the field from February to May 2024. The questions asked for interviews with teachers were about teacher preparation in implementing MALL and how teachers evaluate using MALL. Not only teachers, X and XI grade students who were observed were also asked for information as recipients of material using MALL. In addition, vice principals were also interviewed regarding teacher training and development of technology, preparation and evaluation given to teachers, in order to complete the necessary data.

3. **Documentation**

According to Arikunto (1998) documentation study is a technique used to find data about things or records, books, newspapers, inscriptions, curriculum studies and so on. Meanwhile, according to Lincoln and Guba (1985), documentation and notes used for data collection were based on several things, namely:

a. These documents and notes can always be used mainly because they are easy to obtain and relatively easier.

b. There is information that is stable both in the sense that it reflects the situation accurately and can be reanalyzed without changing it.

c. Documents and notes are a rich source of information

d. Both are undeniable official sources, describing formal facts.

e. Unlike human sources, neither documents nor non-creative records, do not provide researchers' reactions and responses or treatments.

As for the documentation required to be complementary in this research, some data is connected with the teaching process at SMK TI Bina Citra Informatika Purwokerto such as documents that are lesson plan and teaching material related to the problem studied where it is the main source used in this study in addition to the results of research relevant to the focus of research.

E. DATA ANALYSIS

Data analysis is the process of systematically searching for and compiling interview transcripts, field records, and other materials that have been collected to improve your understanding of those materials and enable you to present what you have found to others (Bogdan & Biklen,1998). Meanwhile, according to Patton (in Moleong, 2002) is the process of arranging the sequence of data, organizing it into patterns, categories and basic units of description. Based on Miles and Huberman (1984), analysis data is divided into 3, namely:

1. Data Reduction, which is to collect all the data obtained from field records during observations, interviews and document analysis. This form of analysis categorizes the important things and discards the unnecessary and organizes the data to be systematic so that it can make a meaningful conclusion. In this study, the reduced aspects are both observation results and interviews relating to the learning process with the application of MALL. So, the data obtained through observations, interviews and document analysis are collected and then selected and grouped so that conclusions can be obtained without removing the value of the data itself.

2. Data Display, which contains information that is structured by giving the possibility of conclusion in action. So, this form of analysis presents the whole of a set of data obtained to be understood. In this study, the data reduced can then be described in general, how the process of teaching English with the method of MALL approach in SMK TI Bina Citra Informatika Purwokerto.

3. Conclusion, The data that is organized in such a way is then summarized so that the meaning of the data can be found. However, the conclusion is only temporary and general (Flick, 2004).

Based on the above procedure, the steps in analyzing the data in this study are:

a. Data was collected through observation, interviews and documentation.

b. Data is selected, transcribed, and the data is focused on the formulation of the research problem being studied. In other words, irrelevant data will be discarded, while relevant data must be included.

c. After the data is collected and reduced, the researcher displays the transcribed data in narrative form. In the process of reducing and displaying data, it must be based on the formulation of the research problem.

d. After displaying the data, conclusions are drawn. In this research, temporary conclusions and final conclusions were drawn to make the data valid. Drawing conclusions begins at the beginning of the research after the data has been collected by making temporary conclusions. In the final step, final conclusions are drawn. In other words, it can be said that the conclusions are analyzed continuously, and their validity is verified to obtain a perfect conclusion.

F. VALIDITY OF DATA

In qualitative research there are general techniques which are usually used to increase the validity of research data. This technique is called Triangulation. The term 'triangulation' is used to refer to the problem of observing research from (at least) two different points (Sugiyono, 2015). The goal of triangulation is to increase understanding of whatever is being investigated. The triangulation carried out by the researchers was as follows:

1. Source Triangulation

Source triangulation to test the credibility of the data is carried out by checking data that has been obtained through several sources (Sugiyono, 2015). The sources of this research are teachers, students, and vice principal of SMK TI Bina Citra Informatika Purwokerto.

2. Triangulation Technique

Triangulation technique is a way of testing the credibility of data by examining data from the same source but using different techniques (Sugiyono, 2015). Researchers in conducting this research used various techniques, namely observation, interviews and documentation.

In this research, data validation was used using the Triangulation technique. Triangulation, namely validating this data by comparing data from different sources to anticipate missing data. Thus, a data collection process was carried out related to the application of MALL in English language learning at SMK TI Bina Citra Informatika Purwokerto. So in this study, not only do observations of schools or interview school officials in this case teachers, students, and vice principal only, but also look at the activities and phenomena that exist in the school environment in order to obtain data related to the problem in this research. The data collection process uses a triangulation approach, not only collecting data but also testing the credibility of existing data from the various sources in question. In conducting data triangulation, the data found in this research, such as interview data from English teachers, students, and vice principal, must support each other and in this case other facts must also be sought from observations in class and outside the classroom and compare them with documents available at SMK TI Bina Citra Informatika Purwokerto.

CHAPTER IV
FINDINGS AND DISCUSSIONS

In this chapter, the researcher will present a discussion of the results and discussions related to the implementation of the Mobile-Assisted Language Learning in teaching English at SMK TI Bina Citra Informatika Purwokerto. These observations and interviews were carried out from February 2024 – May 2024. The research subjects in this study were two english teachers and four students to be interviewed. The aim of this research is to find out how English teachers in SMK TI Bina Citra Informatika Purwokerto use the Mobile-Assisted Language Learning, which includes preparation, implementation, and also how teachers carry out evaluations for students.

A. PREPARATION

Before teachers conduct classroom teaching, teachers prepare various things, including learning media, learning topics, materials, or others.

In this study, the researcher conducted interviews with English teachers in grades X and XI with the aim of finding out the teacher's preparation before implementing Mobile-Assisted Language Learning (MALL) in English learning. It was found that before teaching with the Mobile-Assisted Language Learning model, teachers made various preparations such as making lesson plans, compiling teaching materials, determining learning media, attending teacher training and development.

1. Lesson Plan

Lesson planning is essential in the teaching process to reflect on what to teach, how to teach, and how to evaluate. Lesson plans allow teachers to manage time, energy and resources well. In general, lesson plans are made by teachers to guide the learning process in the classroom. According to the vice principal in an interview conducted in May, 2024. She said that before teaching, teachers must prepare teacher modules (lesson plan), learning media, then teaching materials.

Interview
Vice Principal : "There are many preparations that teachers must make, we must prepare teaching modules (lesson plan), prepare learning media, then teaching materials, everything must be prepared before learning." (Translated in English) (Interview with vice principal, May, 2024)

So, before carrying out teaching, teachers must prepare teaching modules, learning media, and teaching materials, which aim to help teachers achieve the goals and objectives in learning appropriately (Nesari & Hedari, 2014).

Currently, the lesson plans provided by the school are obtained from the curriculum, so teachers only need to implement them during class. Nevertheless, English teachers still have to make lesson plans before teaching activities. The Learning Objectives included in the Lesson Plan is one of the preparations that teachers must make.

Related to the preparations made by teacher D and teacher W in designing teaching activities, it is the teacher's authority in choosing teaching strategies, teaching methods, teaching media, and the assessment process. As expressed by teacher D in the following interview excerpt:

Interview
Teacher D : "In teaching, I do not stick to the methods in the ATP and the Teaching Module (lesson plan). Sometimes the Teaching Module (lesson plan) that I use is only for benchmarks, when in the field I develop my own methods depending on student conditions." (Translated in English) (Interview with Teacher D, March, 2024)

As an English teacher, he claims to be more aware of what happens in teaching activities, teaching strategies, teaching methods, teaching methods, teaching media, and assessment processes that are chosen according to the needs of students and classroom conditions. This aims to increase students' involvement in teaching activities, so that they can understand the material easily. Lesson planning is essentially an experience so teachers should also be aware of classroom problems, learning theories, teaching-related factors, most approved teaching

methods, approaches and strategies to meet general objectives and specific learning needs (Khan, 2011). In addition, lesson plans are used to guide the learning process in the classroom and help teachers to achieve goals and objectives appropriately. Therefore, when teachers make lesson plans, they should think about and consider classroom problems, learning theories, teaching-related factors, the most approved teaching methods, approaches and strategies to meet general and specific learning needs.

Finally, both teacher D and teacher W have preparation before teaching activities. In the planning stage they formulate objectives, design activities along with time planning and classroom management, produce teaching aids and plan assessments (Jantarach & Soontornwipast, 2018). This is in line with Teacher D and Teacher W where they both conduct a planning stage aimed at achieving learning objectives. Harmer (2009) says that the main principle is that we should have an idea of what we hope students will achieve in the classroom and this should guide our decisions about how to make it happen. It can be concluded that planning before teaching activities is the most important thing, but teachers also have the authority to write it down in the form of a formal lesson plan or just keep an overview of teaching activities that will be carried out in the classroom.

2. **Teaching Materials**

Language teaching should use authentic materials and contexts that authentically reflect real-world language use, and should provide learners with opportunities to use language in meaningful and relevant ways. That is why authentic materials are chosen as learning resources used in schools. Authentic materials are language produced by native speakers, such as books used for teaching activities resembling the United Kingdom (UK) edition as an English-speaking country (Gilmore, 2007). By using learning resources that come from native speakers, students will learn materials related to the target culture. Moreover, this school is a vocational highschool where a need analysis is needed related to teaching materials that suit the needs of students.

In this case, Teacher D and Teacher W still use the teacher's handbook as teaching material. So, it can be concluded that the use of Mobile-Assisted Language Learning in teaching English is only as a complement to learning and authentic materials as teaching materials are still used.

3. Learning Media

Learning media can be interpreted as a hardware or software tool used in delivering material by teachers to students in the learning process. In the learning process, the media is expected to make the learning process more effective and efficient in accordance with the learning objectives. The use of media in the teaching and learning process is not only beneficial for teachers but also motivates students (Dwinalida & Setiaji, 2022). In order to increase students' motivation in participating in learning, teachers at school use Mobile-Assisted Language Learning where smartphones as learning media to support English learning, it aims to increase students' motivation and enthusiasm as said by teacher W in an interview on February, 2024.

> **Interview**
> Teacher W : "If learning using MALL students are more motivated, enthusiastic, easier, and effective in using it." (Translated in English) (Interview with Teacher W, February, 2024)

In addition to using mobile devices as one of the learning media, teachers also use books provided by the school, such as student books to support English learning. As said by teacher D in an interview in March, 2024 as follows:

> **Interview**
> Teacher D : "I don't always use the MALL, there are also materials that use student textbooks. Only at times. Usually the textbooks I use adjust the existing curriculum." (Translated in English) (Interview with teacher D, March, 2024).

School facilities also affect the learning media that can be used by teachers in conducting learning, completeness is the main thing. At SMK TI Bina Citra Informatika Purwokerto there are several supporting

facilities such as LCD Projectors and computer laboratories where in computer laboratories there are audio speakers and audio files usually used for listening teaching.

Table 4.1. Facilities at SMK TI Bina Citra Informatika Purwokerto

No.	Fasilities	Amount
1	Computer Laboratory	4
2	Computer	80
3	LCD Projector	8
4	Wi-Fi	18
5	Classroom	12

These facilities are already available at SMK TI Bina Citra Informatika Purwokerto to support learning using technology.

Interview
Vice Principal : "The facilities here have free Wi-Fi, every room has Wi-Fi, we have 4 computer laboratories, each laboratory contains 20 computers, then there is 1 workshop for students majoring in Automotive Engineering, then there is a prayer room, there are 8 LCD Projectors, for classrooms there are 12. For English learning in the computer lab usually for listening." (Translate in English) (Interview with Vice Principal, May, 2024)

To support the implementation of MALL, teachers use LCD Projector as a medium that mediates the use of MALL. In addition, the blackboard is also used as learning media by English teachers in this school. It can be concluded that both English teachers use mobile devices such as smartphones, student books, LCD projectors, audio speakers and audio files, and whiteboards as teaching media. However, the media are chosen so that the delivery of material can help English teachers in teaching activities and increase student motivation.

4. **Teacher Development and Training**

   Schools can organize training for teachers on the use of MALL in language learning, including effective teaching strategies and technology integration in the curriculum (Ertmer & Ottenbreit, 2010). Teacher development and training related to the use of technology to support learning is very important especially if the school requires teachers to utilize technology for teaching activities in the classroom. However, in SMK TI Bina Citra Informatika Purwokerto there is no special training conducted regarding the use of technology. According to the vice principal, the training provided by teachers is only from productive subject teachers to other subject teachers. As said in the interview in May 2024 as follows:

   > **Interview**
   > Vice Principal : "There is training, usually from productive subject teachers to other teachers, such as S.Id, yesterday demonstrated to be used in learning." (Translated in English) (Interviw with Vice Principal, May, 2024)

   So, it can be concluded that the use of MALL at SMK TI Bina Citra Informatika Purwokerto has not been given special training for teachers to develop technology as a teaching support tool, only training taught from productive subject teachers to other subject teachers.

5. **Teaching Activity**

   Generally, teaching activities are divided into three parts, namely introductory, main activity, and closing. Based on the lesson plans made by teacher D and teacher W and the results of classroom observations, both English teachers also divide teaching activities into three parts, namely opening, core activities, and closing. In the opening activity, they do greetings, pray, and greet the students. Then they check the students' attendance, ask about the students' condition and explain the learning objectives and brainstorming. In the core activities, teachers carry out this activity by using the application of Mobile-Assisted Language Learning, where this approach At the end of learning, teachers reflect on the teaching

that has been done. Then prayer and greetings. In conclusion, both English teachers are aligned in dividing the teaching activities into three parts and in the core activities of the lesson both use Mobile-Assisted Language Learning for teaching implementation.

6. Assessment

Formative assessment is an evaluation conducted during the learning process. Formative assessment is a process when teachers provide feedback during learning to regulate the teaching and learning process to improve student achievement (Alahmadi et al., 2019). Based on the results of the interview, it was found that teacher W used the Quizizz application as a formative assessment. In addition, teacher D used presentation techniques for skills assessment. According to Ekolu (2006), student performance in formative assessment is an indicator of better performance in summative assessment. The feedback received from formative assessment which in turn causes students to engage more effectively in their preparation for summative assessment. It can be concluded that teacher D's improvisation of formative assessment is a preparation for summative assessment. Similarly, teacher W used project as an assessment tool where teacher W asked students to make a "procedure text" video in groups and create a design in Canva. However, teacher D said that he used written tests for summative assessment. So, it can be concluded that the formative and summative assessment techniques carried out by the two teachers are different, but they both use knowledge and skills assessment using the MALL, but the difference is that application they are used for assessment.

B. IMPLEMENTATION

1. Introductory

The introduction carried out by teacher D and teacher W has similarities and differences. The similarities are in the teachers greeting the students, leading the students in prayer, greeting the students, and checking the students' condition. The difference is that the English teacher

explains the learning objectives by linking them to the material previously discussed, adjusting to the context of the material. Based on the observation, the beginning of English teaching starts with greeting by the English teacher. After that, the teacher invites students to pray together. Then, the attendance list was checked when the English teacher checked the students' condition, as illustrated below:

Teacher W : "*Assalamu'alaikum warahmatullahi wabarakatuh*"

Students : "*Waalaikumsalam warahmatullahi wabarakatuh*"

Teacher W : "Good morning, how are you today?"

Students : "Good morning, I'm fine"

Teacher W : "Who is absence today?" (The teacher starts checking the students' attendance)

When the teacher checks attendance, students who are present are asked to say "present". The teacher familiarizes the students to use English.

In the last stage of introduction, teacher W in class XI TJKT reviewed the previous material. As in the illustration below:

Teacher W : "*Kita review materi sebelumnya ya, ada yang masih ingat definisi argumentatif?*"

Teacher W : "*Coba kalian cari di google apa itu definisi dari argumentatif, supaya kalian ingat.*"

Teacher W : "*Setelah itu kalian cari social function yang kemarin sudah dipelajari*"

While in class XI TO, the teacher explained the learning objectives and wrote them on the board. In addition, the XI TO class taught by teacher W introduced the material to be learned using MALL. Previously the teacher gave instructions that the learning that day used a smartphone and ensured that all students brought smartphones.

Teacher W : "*Kalian bawa hp semua kan?*"

Students : "*Bawa bu.*"

Teacher W : "*Baik, sekarang keluarkan hp kalian. Yang tidak membawa hp bisa join dengan temannya ya.*"

Students : "*Baik bu.*"

Teacher W first shared a YouTube video link in the WhatsApp group which contained the material to be learned that day, namely Past Continous Tense. Teacher W asked the students to watch the video.

Teacher W : "*Oke, saya akan memberikan video untuk kalian tonton. Isinya terkait materi yang akan kita pelajari hari ini.*"

Students : "*Baik bu.*"

Teacher W : "*Saya akan bagikan materinya di WhatsApp group ya*"

Students : "*Baik bu.*"

Unlike teacher W, teacher D first delivered the brainstorming through PowerPoint displayed with an LCD Projector using the miracast application.

Teacher D : "*Apakah kalian tau ini siapa*?" (menunjukkan gambar artis terkenal)

Students : "*Lee Min Ho*"

Teacher D : "*Ya betul, dia ini siapa? Apakah dia tokoh terkenal?*"

Students : "*Artis korea sir.*"

Teacher D : "*Betul, Apa pencapaiannya sehingga dia terkenal?*"

Students : "*Dramanya, filmnya, aktingnya*"

Based on these illustrations, it can be concluded that in the introduction section, English teachers build emotional relationships with students to increase student engagement in teaching. Pre-teaching activities include preparing students physically and psychologically to follow the teaching and learning process, to provide motivation by reviewing previous material, explaining learning objectives and indicators, and explicitly stating the topic of the subject matter (Srihidayanti et al., 2015).

2. Main Activity

The findings in this study show that English language teaching is implemented using the Mobile-Assisted Language Learning approach, in which teachers and students apply it during the learning process. The mobile device used in this teaching is a smartphone. Teacher W and teacher D said that they have been using MALL for 4 years and during the lesson both teachers always use MALL. The reason both teachers use MALL for learning is to see the potential and advantages of mobile devices, as teacher D said in the interview on March, 2024 below:

> **Interview**
> Teacher D : "The most important thing is that it's free, no need to use this or that, just need an internet connection, that's more than enough. Then, it's easy to use. Finally, students are happier, so they don't get bored of learning in class, not just giving material and discussion. So we have feedback to students, they can do it but in another way, by using technology, so it is more innovative." (Translated in English) (Interview with Teacher D, March, 2024)

In addition to teacher D, teacher W also has positive reasons why she applies Mobile-Assisted Language Learning (MALL) in the classroom as in the interview excerpt below:

> **Interview**
> Teacher W : "Because they (students) already have smartphones, besides that it is portable, meaning that it can be used anywhere and anytime. Practical, doesn't use a lot of paper for tests so it's easy to correct." (Translated in English) (Interview with Teacher W, February, 2024)

So, it can be concluded that both teachers have a positive perspective towards mobile devices so that they use Mobile-Assisted Language Learning as an approach method in learning English in class. By seeing the potential and advantages such as free, easy to use, makes students happy and not bored, innovative, portable, and practical, the two teachers are still using MALL for classroom learning. MALL allows access to language learning anywhere and anytime through mobile devices, thus allowing flexible learning according to students' needs (Chen et.al., 2011).

The findings of this study used observation and interviews. The researcher has observed the implementation of English teaching by teacher D in class X for 2 classes and teacher W in class XI for 2 classes. It was conducted from February to March. The observation results both showed that the teachers used MALL although with different materials. The researcher used observation checklist to prove that the teachers used MALL.

Table 4.2. Observation Checklist

NO.	INDICATOR	YES	NO
1	The teacher carries out the learning process using MALL	✓	
2	The teacher asks students to use their smartphone	✓	
3	The teacher checks students who don't bring smartphone	✓	
4	The teacher informs students that learning will be carried out using smartphone	✓	
5	The teacher gives instructions for using the application that will be used	✓	
6	Teachers use MALL for ice breaking		✓
7	Teachers use MALL for review the material	✓	
8	Teachers use MALL for giving assignments	✓	
9	Teacher use MALL for assessment	✓	
10	Teacher use MALL for giving material	✓	
11	The teacher monitors the learning process using MALL	✓	
12	The teacher conducts an evaluation session on learning using MALL	✓	
13	Learning using MALL is in accordance with the material	✓	

Based on the results of observations carried out from February to March, the teacher applies MALL to the teaching and learning process. Teacher W used web-based learning programs or the internet as learning media. While teacher D used PowerPoint displayed on the LCD Projector by using the Miracast application to connect the smartphone with the LCD Projector. Of course, in terms of preparation for the application of each

media, there are differences. The similarity is in ensuring that the internet connection runs well.

During the observation conducted in class X and XI, the researcher did not find that the teacher did ice breaking, where when the researcher asked about this, teacher W said that she did not use a smartphone for ice breaking activities, but she sometimes used a laptop for ice breaking such as showing videos or playing word games. However, when the researcher observed, the teacher did not do the ice breaking. Laptop is indeed one of the mobile devices but in this case, the research only focuses on the use of smartphones as mobile devices used as learning media.

In the core activities of learning in class XI TJKT and TO, where both classes are taught by teacher W, both use web-based learning as a core activity, the difference is that for class XI TJKT there is an additional use of an online dictionary while for class XI TO there is an additional use of videos from the YouTube application as an introduction to learning. By using the Problem Based Learning (PBL) learning model. Teacher W asked the students to find the language features of Argumentative text by using Google.

> Teacher W : "*Nah sekarang cari language features dari argumentatif text di google, yang sudah ketemu bisa berpendapat*"
> Students : "*Baik bu*"

PBL improves the quality of student learning in terms of enthusiasm, confidence, creativity, independent and collaborative learning abilities (Astawa et al., 2017). So this learning model is very suitable to use when the teacher will implement MALL in the classroom. Because when students are asked to find what the teacher tells them, it will increase their enthusiasm and confidence so that they can find the answers they are looking for.

Figure 4.1. Students enthusiastically show their answers

In addition, in class XI TO, teacher W ensures that students have listened to the video that has been shared via WhatsApp Group, as illustrated below:

Teacher W : "*Nah, sudahkah kalian menonton video yang sudah saya share*?"

Students : "*Sudah bu.*"

Teacher W : "*Beneran sudah di tonton ya.*"

Students : "*Iya bu, sudah.*"

Teacher W : "*Menurut kalian, video tersebut tentang apa*?"

Students : "Past continous tense."

Teacher W : "*Ada yang bisa menjelaskan, apa itu* past continous tense?"

Teacher W : "*Baik, jadi past continous tense itu adalah sebuah tenses yang menyatakan suatu kejadian yang sedang terjadi di masa lalu selama waktu tertentu.*"

Teacher W : "*Biar kalian lebih paham, saya akan bagi kalian menjadi beberapa kelompok.*"

Then students are asked to form groups. In this case the teacher trains students to collaborate between students so that even though mobile devices make them independent in learning, it does not make the teacher eliminate collaboration, instead the teacher will see new innovations on how to use mobile devices if in a collaborative method. This is also agreed by Dillenbourg (1999) who states that teachers need to facilitate interaction and collaboration between students in using MALL and monitor the collaboration process.

After asking students to get into groups, teacher W asked students to look up definitions, to be, sentences, and characteristics of the past continuous tense.

Teacher W : "*Sudah dapat kelompok semua kan?*"

Students : "*Sudah bu*"

In addition to using videos, teacher W also uses Google to search for material, as illustrated below.

Teacher W : "*Sekarang kalian tulis pertanyaannya. Yang pertama carilah definisi tentang past continous tense, yang kedua carilah to be dari past continous tense, yang ketiga buatlah kalimat past continous tense, dan yang terakhir carilah karakteristik dari past continous tense. Kalian boleh browsing di google ya*"

Students : "*Baik bu*"

The teacher allows students to look it up on the internet. If students feel confused and do not understand, students are allowed to ask the teacher. Teachers need to monitor students' motivation level in using the MALL and provide appropriate feedback to maintain their motivation (Deci & Ryan, 2000).

While students are working on the assigned tasks, teacher W monitors the students by walking around the classroom. With this monitoring, the teacher can control the class well. The purpose of this monitoring is so that students really carry out what the teacher instructs, especially by using smartphones as learning media, it will be very easy for students to do other things such as opening other applications in the middle of learning. In this case, of course, it is very important for teachers to know how students can make good use of technology. Teachers must understand how the technology can be used effectively to achieve learning objectives and ensure that students utilize it properly (Koehler & Mishra, 2009).

Figure 4.2. teacher monitor students

It is not always the case that students do not need a teacher when learning with a smartphone. Sometimes students still ask questions or just validate the answers they get from their search results through Google to the teacher. So, although MALL makes it easy, the use of MALL in the classroom still has to be monitored by the teacher. Teachers need to ensure that the use of MALL allows students to interact with the material actively and build their own understanding, as well as provide the necessary guidance (Jonassen, 1999).

Figure 4.3. Student validate answers to the teacher

Teacher W expressed the reason why she uses online dictionary as her teaching media in an interview conducted in March 2024.

Interview
Teacher W : "Because if students are told to bring dictionaries in the form of books, students do not have and do not want to. If it's an online dictionary, students obviously carry a smartphone. It also features verbs, adjectives, and other elements that have been categorized." (Translated in English) (Interview with Teacher W, March, 2024)

So, the use of online dictionaries is very convenient for students so that students do not need to carry dictionaries in the form of books. The teacher also sees the characteristics of students, where she knows that students are reluctant to bring dictionaries in the form of books. The advantages of the online dictionary such as grouped adjectives, verbs, and other elements make teacher W choose to use the online dictionary for English learning.

Unlike teacher W, teacher D who teaches classes X DKV and TJKT both use PowerPoint as learning media. Teacher D displays the material that he has provided into PowerPoint, then he displays it through an LCD Projector with the Miracast application, because he uses a mobile device, namely a smartphone.

Teacher D : "*Apakah kalian melihat sebuah teks di layar?*"

Students : "*Lihat sir*"

Teacher D : "*Siapa yang mau membacakan teks tersebut? Kalau tidak ada saya tunjuk yaa*"

Teacher D : "*Yasudah saya akan bacakan terlebih dahulu kemudian saya tunjuk kalian satu per satu untuk membacakan teks di layar*"

Students : "*Baik sir*"

After that, Teacher D also continued to explain the material related to the definition of biography text, then the social function, characteristics, generic structure, grammar and language features of Biography Text that appeared on the screen. The material is packaged into PowerPoint as interesting as possible, this is done to make students easily understand the material. As teacher D said in an interview on March 2024:

Interview

Teacher D : "Because PowerPoint is simple, straight to the point. We have to look at the character of the students, if their character prefers simple things, so I use simple things. Like yesterday's PowerPoint, I don't talk much, students can see and I only explain my outline. When the lesson is over, I give an evaluation like I ask them to make a work of art." (Translated in English) (Interview with Teacher D, March, 2024)

Figure 4.4. teacher D's PowerPoint

Teacher D is very concerned about the character of each of his students, especially in terms of material, the material presented by teacher D in class X DKV and TJKT is the same, but during observation in class X TJKT there is a slight difference in the material displayed in PowerPoint. Teacher D said in the March 2024 interview that this was based on the characteristics of each class.

Interview

Teacher D : "Back to the character of the students, if in DKV class, they tend to be serious and can digest what I mean. But in the TJKT class it's not like that, we make it even simpler. Of course a teacher must understand the character of his students."(Translated in English) (Interview with Teacher D, March, 2024)

So, in making materials, teachers also need to evaluate the materials they make. This is based on the characteristics of students in each class. Evaluation of learning based on student characteristics is an important approach to ensure that learning approaches are appropriate to the needs and diversity of students. Evaluation can be done to identify students' diverse learning styles, ability levels and learning preferences. This allows teachers to adjust learning methods and strategies according to individual needs (Dunn et al., 1989).

3. Closing

The two English teachers always close the teaching activity by asking if the students understand the material and giving appreciation to the students. "Is there anything you would like to ask about the material? Thank you for today, you have been amazing". Furthermore, the teacher closes by praying together and greeting. "wassalamualaikum warahmatullahi wabarakatuh", students then answered "waalaikumsalam warahmatullahi wabarakatuh".

C. EVALUATION

1. Assessment

Not only interviews about the preparation and procedures for using Mobile Assisted Language Learning. However, the researcher also conducted several interviews related to the evaluation. This interview was conducted in March 2024 as follows:

> **Interview**
> Teacher W : "For evaluation I use Quizizz or gform for assignments. Finally, they are asked to make a discussion paragraph because they already know the structure and language features. At least they know about the generic structure, there are issues, pro and con arguments, and conclusion. And the learning objectives can be achieved." (Translated in English) (Interview with teacher W, March, 2024)

In addition, Teacher W also often gives project assignments in the form of making videos such as in the material "procedure text". In contrast to teacher W, the type of evaluation given by teacher D is in the form of presentations related to student skills. During the observation conducted in

class X TJKT in March 2024, teacher D asked students to create biography texts from famous figures, and he also explained the tasks he gave such as related to the submission of the results of the task where he said that the results of the student's work would be presented through the miracast application where the application is an application to connect a smartphone with an LCD Projector, teacher D also informed that in addition to using miracast, students first download the Microsoft application on a smartphone to create PowerPoint, then when it will be presented students can download the miracast application.

> Teacher D : "*Apakah ada yang mau ditanyakan sebelum saya memberi tugas?*"
> Students : "*Tidak sir.*"
> Teacher D : "*Baiklah, jika sudah paham saya akan memberikan tugas, tugasnya yaitu membuat teks biography tentang tokoh terkenal, kemudian nanti di presentaasikan didepan kelas, tetapi sebelumnya kalian harus mendownload aplikasi miracast terlebih dahulu.*"
> Students : "*Baik sir.*"

In addition to such assessments, teacher W also often conducts formative assessments using the Quizizz application where the assessment is to monitor student progress, as described by teacher W in an interview in March 2024 as follows:

> **Interview**
> Teacher W : "Quizizz or gform for assessment." (Translated in English) (Interview with Teacher W, March, 2024)

Figure 4.5. Quizizz
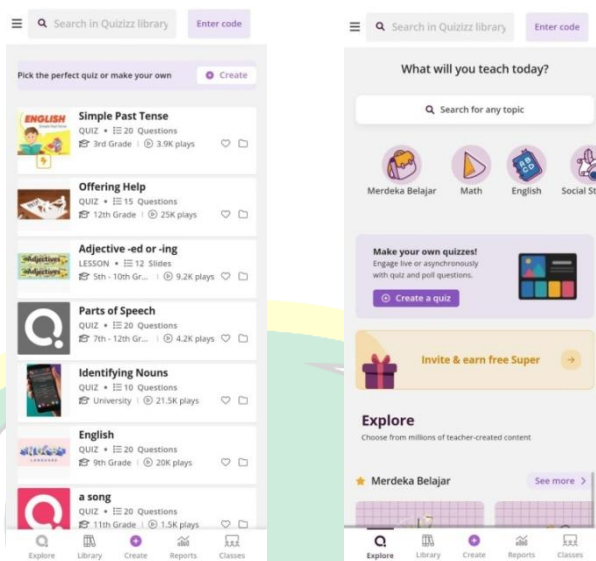
In addition, Teacher W also makes project-based assessments such as making videos related to the material "procedure text" and design in Canva. According to her, the application is familiar with students and interesting so she can provide projects through the application.

Interview

Teacher W : "Because the application is familiar with children and is also easily accessible to children. I usually use canva to create materials because the features are good, interesting too, but I use it on a laptop. In addition, I can give assignments such as projects to children where the assignments are from canva which can be accessed with their smartphones." (Translated in English) (Interview with Teacher W, March, 2024)

Figure 4.6. Canva
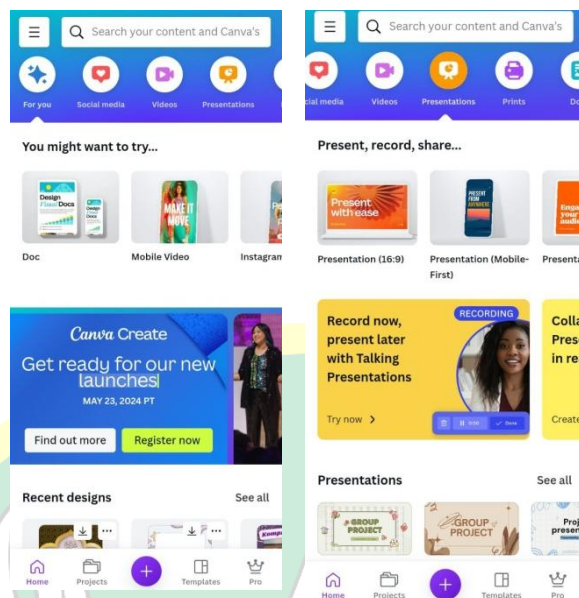
For formative assessment, teacher D chooses to use written tests. The tests carried out by Teacher D and Teacher W, especially for formative assessment are always used by the teacher during the learning process related to the use of Mobile-Assisted Language Learning (MALL). The implementation of evaluation like this applies knowledge and skills assessment. This is stated by Firmansyah (2015), namely that evaluation is in the form of attitude, knowledge and skills assessment. In this case, teachers in this school only apply knowledge assessment by conducting quizzes and skills assessment by conducting presentations and projects related to the use of MALL.

2. **Continued Development and Support**

The role of parents in the use of MALL is related to the access provided to support learning in class such as smartphone facilities provided then related to data packages at home. Students at SMK TI Bina Citra Informatika Purwokerto said that he was bought a smartphone by his parents. So it can be concluded that parents also support their children to bring smartphones to school. As said by one of the students in May 2024.

Interview
Student S : "Yes, this smartphone was bought by my parents, since junior high school I have bought a smartphone. Because in my

opinion, this smartphone is very important in this day and age, to communicate more easily. It also makes it easier to study. If at home using quota." (Translated in English) (Interview with Student S, May, 2024)

Apart from that, schools also provide access to students to allow students to bring smartphones. Apart from being an IT-based school, the school also requires teachers to be able to utilize technology. As stated by the vice principal in the May 2024 interview.

Interview
Vice Principal : "Yes, because this is an IT-based school, students are allowed to bring smartphones. This is also a need for students here because the learning mostly uses technology, especially smartphones, so inevitably students bring smartphones." (Translated in English) (Interview with Vice Principal, May, 2024)

Schools need to provide the necessary resources and infrastructure to support the use of MALL, including access to mobile devices, stable internet connection, and licenses for relevant applications or learning platforms (Kay, 2012). Besides schools, parents should also be involved in this as parents can support the use of MALL at home by facilitating their children's access to mobile devices and monitoring their learning activities (Zheng et al., 2016). So, it can be concluded that the development and support of parents and schools such as students' access to smartphones and school policies are very important to implement Mobile-Assisted Language Learning in Teaching English so that it runs well.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, researchers will discuss everything briefly based on the findings in the previous chapter.

A. CONCLUSION

In this study, it was proven to successfully answer the formulation of the research problem, namely how teachers implement Mobile-Assisted Language Learning in teaching English at SMK TI Bina Citra Informatika Purwokerto. The results showed that teachers make preparations first before implementing Mobile-Assisted Language Learning, after that teachers can implement Mobile-Assisted Language Learning in the classroom, then evaluate learning. This research uses descriptive qualitative data collection techniques in the form of observation, interviews, and documentation. This research conducted 4 observations in X TJKT, X DKV, XI TJKT and XI TO classes and interviewed two English teachers, 4 students and the vice principal.

In preparation, teachers first make lesson plans, then teachers compile appropriate teaching materials, then teachers determine learning media for teaching implementation, after which teachers conduct teacher training and development in using the MALL application. In this study, teachers did not follow the ATP and lesson plan they made, teachers in this school will develop teaching methods according to student conditions.

In implementing Mobile-Assisted Language Learning, teachers use various applications such as google, online dictionary, PowerPoint, miracast. These applications are used to provide material. From the results of this study, in the implementation of this MALL, teachers have not used special applications for English language learning. Teachers still use general applications that can even be used in other subjects.

The last one is the learning evaluation conducted by teachers in the implementation of Mobile-Assisted Language Learning. In this study, in terms of assessment, teachers in this school only apply knowledge assessment by conducting quizzes using Quizizz and skills assessment by conducting

presentations using the Miracast application and video and Canva creation projects related to the use of MALL. Then in terms of development and parental support in this school has supported the use of MALL by giving students access to smartphones and school policies, this is very important for implementing Mobile-Assisted Language Learning in Teaching English so that it runs well.

B. SUGGESTIONS

1. For School

a. Ensure that the supporting facilities for the implementation of MALL in schools are good so that teachers can maximize the implementation of MALL

b. Adding teacher trainings in implementing MALL in the classroom.

2. For English Teacher

a. The application of MALL in the classroom is still in general such as the use of applications that are still general not according to skills so that teachers need to provide applications specifically for English language learning.

b. Maximize the application of MALL in all teaching and learning activities.

C. LIMITATIONS

The limitation in this study is the limited time so that researchers did not examine all subjects in this school. In addition, in terms of the use of applications used in this school, it is still not maximized and is still commonly used, not a special application used for English language learning. Then in terms of taking limited documentation researchers.

REFERENCES

Adijaya, M.A., et.al.. (2023). "Mobile-Assisted Language Learning (MALL) Innovation for Vocational Education". *International Journal of Language Education*, Vol. 7, No. 3

Al Halim, M.A., & Arifin, M.. (2023). "The Use of Youtube as a Supporting Media for Learning English Through MALL (Mobile Assisted Language Learning) Approach During Limited Face to Face Learning", *Journal of Applied Linguistics and Islamic Education*. Vol.7

Alahmadi, N., Alrahaili, M., & Alshraideh, D. (2019). "The Impact of the Formative Assessment in Speaking Test on Saudi Students' Performance". *Arab World English Journal*, Vol. 10, No. 1

Alnujaidi, S. (2021). "Adoption of Mobile Assisted Language Learning (MALL) in Saudi Arabian EFL Classrooms", Journal of Language Teaching and Research. Vol. 12, No. 2.

Arikunto, S. (1998). *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: PT. Rineka Cipta

Arikunto, S. (2013). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.

Arikunto, S. (2016). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.

Astawa, N. L. P. N. S. P., Artini, L. P., & Nitiasih, P. K. (2017). "Project-based learning activities and efl students' productive skills in english". *Journal of Language Teaching and Research*, Vol. 8, No. 6

Astuti, R. J. (2021). "An Analysis Of English Teachers' Strategies In Encouraging Young Learners' Participation,", Thesis, Bengkulu: IAIN Bengkulu.

Azli, W. U. A. W., et.al. (2018). "Perception on the Usage of Mobile Assisted Language Learning (MALL) in English as a Second Language (ESL) Learning among Vocational College Students". Creative Education, 9.

Basri D, et.al. (2018). "Peranan ESP dalam Meningkatkan Kompetensi Bahasa Inggris Mahasiswa", *Jurnal Bahasa, Sastra dan Budaya*, Vol. 17, No. 2.

Basturkmen, H. (2006). *Ideas and Options in English for Specific Purposes*. London and New Jersey: ESL and Applied Linguistic Professional series, ed. Eli Hinkel

Behera, S. K. (2013). "E- and M-learning: A Comparative Study", *International Journal on New Trends in Education and Their Implications*, Vol. 4, No. 3.

Bieńkowska, I., et.al. (2021). "Use of Mobile-Assisted Language Learning (MALL) in Teaching Vocabulary to ESP Students". *The International Journal of Research in Teacher Education*, Vol. 12, No. 3.

Bogdan & Taylor. (1975). *Metodologi Penelitian Kualitatif*. Bandung: Remadja Karya.

Bogdan, R. C. & Biklen, S. K. (1998). *Qualitative Research for Education: An Introduction to Theory and Methods*. Boston: Aliyn and Bacon, Inc.

Brown, H. D. (2000). *Principles of Language Learning and Teaching*. New York: San Fransisco State University.

Byram, Michael & Adelheid Hu. (2013). *Routledge Encyclopedia of Language Teaching and Learning*. New York: Routledge.

Chen, N.-S., Hsieh, S.-W., & Kinshuk. (2011). "Is FLIP enough? Or should we use the FLIPPED model instead?". *Computers & Education*, Vol. 56, No. 4

Collins English Dictionary. (2023). "Definition of English Language Teaching", *https://www.collinsdictionary.com/us/dictionary/english/english-language-teaching,* accessed on October 30, 2023 at 11:00.Collins English Dictionary, 2023

Cresswell, J. W. (2012). *Research Design: Pendekatan Kualitatif, Kuantitafif, dan Mixed*. Yogyakarta: Pustaka Pelajar

Deci, E. L., & Ryan, R. M. (2000). "The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior." *Psychological Inquiry*, Vol. 11, No. 4

Derakhshan, A., & Torabi, M. (2015). "The Implications of Communicative Language Teaching: Teachers Perceptions in the Spotlight". *International Journal of English Language and Literature Studies*, Vol. 4, No. 4

DeWitt, D., et.al. (2013). "The Potential of Youtube for Teaching and Learning in The Performing Arts", *Procedia - Social and Behavioral Sciences*, Vol. 103

Dillenbourg, P. (1999). "What do you mean by collaborative learning?". In P. Dillenbourg (Ed.), Collaborative-learning: Cognitive and computational approaches (pp. 1–19). Oxford, UK: Elsevier.

Dudley, E. (1998). *An Overview of ESP in the 1990s The Japan Confeence on English for Specific Purposes*. Fukushima.

Dudley, E. et.al. (2007). *Developments in English for Specific Purposes A Multi-Disciplinary Approach*, New York: Cambridge University Press

Dunn, R., Beaudry, J. S., & Klavas, A. (1989). "Survey of research on learning styles". *Educational Leadership*, Vol. 46, No. 6

Dwinalida, K., & Setiaji, S. (2022). "Planning an ESP Course Design in SMK Context Teachers' Roles and Problems". *Tarling : Journal of Language Education*, Vol. 6, No. 2.

Ehrens, T. (2015). Implementation. *ttps://searccustomerexperience.teachtarget.com/definition/implementation* , accessed on 1 May, 2024 at 10:00

Ekolu, S. O. (2006). "Correlation between Formative and Summative Assessment Results in Engineering Studies". The 6th African Engineering Education Association Conference.

Ertmer, P. A., & Ottenbreit-Leftwich, A. T. (2010). "Teacher technology change: How knowledge, beliefs, and culture intersect". *Journal of Research on Technology in Education*, Vol. 42, No. 3.

FaktualNews.co, (2020). Apa itu Miracast dan Kegunaannya. *https://faktualnews-co.cdn.ampproject.org/v/s/faktualnews.co/2020/12/31/apa-itu-miracast-dan-kegunaannya/249136/*, accessed on April 5, 2024 at 9:00

Febriyanti, M. E, et.al. (2021). "Mobile Assisted Language Learning) MALL Implementation During Distance Learning", *Indonesia Journal Of Educational Research and Review,* Vol. 4, No. 1

Ferdig, R.E.et.al. (2020). "Teaching, Technology, and Teacher Education During the COVID-19 Pandemic: Stories from the Field", *Association for the Advancement of Computing in Education (AACE)*

Firmansyah. (2015). "Manajemen Pembelajaran Discovery Learning Pada Bidang Studi Ilmu Pengetahuan Sosial Berbasis Kurikulum 2013". *Manajer Pendidikan : Jurnal Ilmiah Manajemen Pendidikan Program Pascasarjana*, Vol. 9, No. 4

Fitria, T. N. (2020). "Teaching English For Specific Purposes to the Students in English Language Teaching", *Journal of English Teaching Adi Buana*, Vol. 5, No. 1

Flick, U. (2004). *A Companion to Qualitative Research*. London: Sage Publications

Freeman, D. (1989). *Teacher Training, Development, and Decision Making: A Model of Teaching and Related Strategies for Language Teacher Education*. TESOL Quarterly

GCF Global. "What is YouTube?". *https://edu.gcfglobal.org/en/youtube/what-is-youtube/1/#*, accessed on November 5, 2023 at 9:00

Gehred, A. P. (2020). "Canva", *Journal of the Medical Library Association*. Vol. 108, No. 2

Gibreel Sadeq Alaghbary. (2019). "Mobile-assisted Language Learning in Saudi College Education: Exploring Learners and Teachers' Perceptions and Practices", *Asian ESP*, Vol. 17, No. 3.1

Gilmore, A. (2007). "Authentic materials and authenticity in foreign language learning". *Language Teaching*

Hakim, Lystiana Nurhayat. (2019). "The Implementation of Youtube in Teaching Vocabulary for Young Learners", *Journal Of Advanced English Studies*, Vol. 2, No. 1

Harmer, Jeremy. (1998). *How to Teach English: An Introduction to The Practice of English Language Teaching*. Essex: Person Education

Hutchinson, T., & Waters, A. (1987). *English for Specific Purposes: A Learner-Centered Approach*. Cambridge: Cambridge University Press

Inggita, et.al. (2019). "How is Mobile-Assisted Language Learning (MALL) Implemented by Senior High School English Teachers?". *Jurnal Pendidikan Humaniora*, Vol. 7, No. 3

International Teacher Training Organization (ITTO), "What Is Teaching English as a Second Language", *https://www.tefl.com.mx/teaching-englishas-a-second-language/,* accessed on October 30, 2023 at 11:00

Iskandar. (2009). *Metodologi Penelitian Kualitatif*. Jakarta: Gaung Persada Press

Jantarach, V., & Soontornwipast, K. (2018). "EFL Student Teachers' Lesson Planning Processes: A Grounded Theory Study". *Arab World English Journal*, Vol. 9, No. 3

Jasrial, Dedi. (2018). "Utilizing Whatsapp Application for Teaching English Language: Why And How?", *International Seminar and Annual Meeting BKS-PTN Wilayah Barat*. Vol. 1, No. 1

Johnson, L., et al. (2011). *The 2011 Horizon Report*. Texas: The New Media Consortium.

Jonassen, D. H. (1999). "Designing constructivist learning environments". In C. M. Reigeluth (Ed.), Instructional-design theories and models: A new paradigm of instructional theory (Vol. 2, pp. 215–239). Mahwah, NJ: Lawrence Erlbaum Associates.

Kay, R. (2012). "Exploring the use of video podcasts in education: A comprehensive review of the literature". *Computers in Human Behavior*, Vol. 28, No. 3

Khan, I. A. (2011). "lesson planning for teaching English". *In Social Studies*, Vol. 37

Koehler, M. J., & Mishra, P. (2009). "What is technological pedagogical content knowledge (TPACK)?". *Contemporary Issues in Technology and Teacher Education*, Vol. 9, No. 1

Kukulska-Hulme, A. & Shield, L. (2008). "An Overview of Mobile Assisted Language Learning: From Content Delivery to Supported Collaboration and Interaction". *ReCALL*, Vol.1, No. 1

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic Inquiry*. Beverly Hills, CA: Sage Publications, Inc.

McDaniel, M. A., et.al.. (2012). "Using Quizzes to Enhance Summative-Assessment Performance in A Web-Based Class: An Experimental Study", *Journal of Applied Research in Memory and Cognition*. Vol. 1, No. 1.

Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis: An Expanded Sourcebook*. Sage Publications

Minodora Otilia, S. (2015). "English for Specific Purposes: Post and Present", *Annals of the Constantin Broncusi University of Targu Jiu, Economy Series*. Vol. 1, No. 1.

Moleong. (2002). *Metode Penelitian Kualitatif*. Bandung: CV Remaja.

Nesari, A. J., & Heidari, M. (2014). "The Important Role of Lesson Plan on Educational Achievement of Iranian EFL Teachers' Attitudes". *In International Journal of Foreign Language Teaching & Research*, Vol. 2, No. 5

Nugrahani, F. (2014). *Metode Penelitian Kualitatif dalam Penelitian Pendidikan Bahasa*. Cakra Books

Putri, Melinda. (2020). "A Descriptive Study on Mobile Assisted Language Learning (MALL) in English Teaching and Learning Process," Thesis, Medan: Universitas Muhammadiyah Sumatera Utara.

R. Raja, P. C., Nagasubramani. (2018). "Impact of Modern Technology in Education". *Journal of Applied and Advanced Research*

Rahmawati, et.al. (2023). "The Role of Schools in Controlling the Utilization of Smartphones as Learning Resources for Elementary School Students", *International Journal of Elementary Education*, Vol. 7 No. 5

Rasmiani, D.M.S., et.al. (2023). "English Teachers' Roles on Mobile-Assisted Language Learning-Based Strategies during Emergency Remote Teaching in 11th Grade of SMK Negeri 1 Denpasar". *Journal of English Teaching*, Vol. 9, No. 2.

Richards, J., & Rodgers, T. (2001). *Approaches and Methods in Language Teaching*. New York: Cambridge University Press.

Robinson, P. (1991). *ESP Today: A Practitioner's Guide*. New York: Prentice Hall

Sanchez, D. R., et.al. (2019). "Gamification in the Classroom: Examining the Impact of Gamified Quizzes on Student Learning", *Computers & Education*

Saragih, E.E., & Jaelani, A. (2020). "Implementing Mobil-Assisted Language Learning (MALL) Toward Autonomous Learners in Writing Class". *JEELL (Journal of English Education, Linguistics, and Literature*, Vol. 7, No. 1.

Sarrab, et.al. (2012). "Mobile Learning (M-Learning and Educational Environments International", *Journal of Distributed and Paralles System (IJDPS)*. Vol. 3, No. 4.

Sarrab, M., Elgamel, L., & Aldabbas. H. (2012). "Mobile Learning (M-Learning) and Educational Environment", *International Journal of Parallel Emergent and Distributed Systems*. Vol. 3, No. 4

Satya, R.K. (2008). *Modern Methods of Teaching*. New Delhi: APH Publishing Corporation

Savoy, A., et.al. (2009). "Information retention from PowerPointTM and traditional lectures", *Computers & Education*. Vol. 52, No. 4.

Sharples, M., et.al. (2009). *Mobile Learning: Small Devices*, Big Issues. In: S. Ludvigen, et al. Eds. Technology Enhanced Learning Principles and Product. Berlin, Germany: Springer Verlag

Shortt, M., et.al. (2023). "Gamification In Mobile-Assisted Language Learning: A Systematic Review Of Duolingo Literature From Public Release of 2012 To Early 2020". Vol. 36, No. 3.

Singh, M.N. (2021). "Inroad of Digital Technology in Education: Age of Digital Classroom". *Higher Education for the Future*, Vol. 8, No. 1.

Srihidayanti, Ma'rufah, D. W., & Jannah, K. (2015). "Teachers' Difficulties in Lesson Planning: Designing And Implementing". The 62nd TEFLIN International Conference.

Sugiyono. (2015). *Metode Penelitian Kuantitatif Kualitatif Dan R&D*. Bandung: Alfabeta

Sugiyono. (2020). *Metode Penelitian Kualitatif*. Bandung: Alfabeta

Susila, I. K. D. (2023). "The Effectiveness Of Mobile Assisted Language Learning (MALL) Through Quizlet Application To Improve Vocabulary In English For Waiter/Ss", *Proceedings of The International Conference on Multi-Disciplines Approaches for The Sustainable Development*

Tomlinson, Brian. (2003). *Developing Material for Language Teaching*. New York: Cromwell Press.

Usman, Nurdin. (2002). *Konteks Implementasi Berbasis Kurikulum*. Bandung: CV Sinar Baru.

Valarmathi, K. E. (2011). "Mobile Assisted Language Learning", *Journal of Technology for ELT*. Vol. 1, No. 2

Vogt, K., & Kantelinen, R. (2013). "Vocationally Oriented Language Learning Revisited", *ELT Journal*. Vol. 67, No. 1.

Walsh, C., & Shaheen, R. (2013). "English in Action (EIA): Mobile Phones as an Agent of Change for Large-scale Teacher Professional Development and English Language Learning in Bangladesh", *Paper presented at American Educational Association Annual Meeting,* San Francisco, CA

Wing, E. A., Marsh, E. J., & Cabeza, R. (2013). "Neural correlates of retrieval-based memory enhancement: An fMRI study of the testing effect", *Neuropsychologia*, Vol. 51 No. 12

Woodman, K. (2016). *Strategies for supporting teachers in the implementation of MALL.* Australia: Queensland University of Technology

Zheng, D., Warschauer, M., Lin, C.-H., & Chang, C. (2016). "Learning in one-to-one laptop environments: A meta-analysis and research synthesis". *Review of Educational Research*, Vol. 86, No. 4

APPENDICES
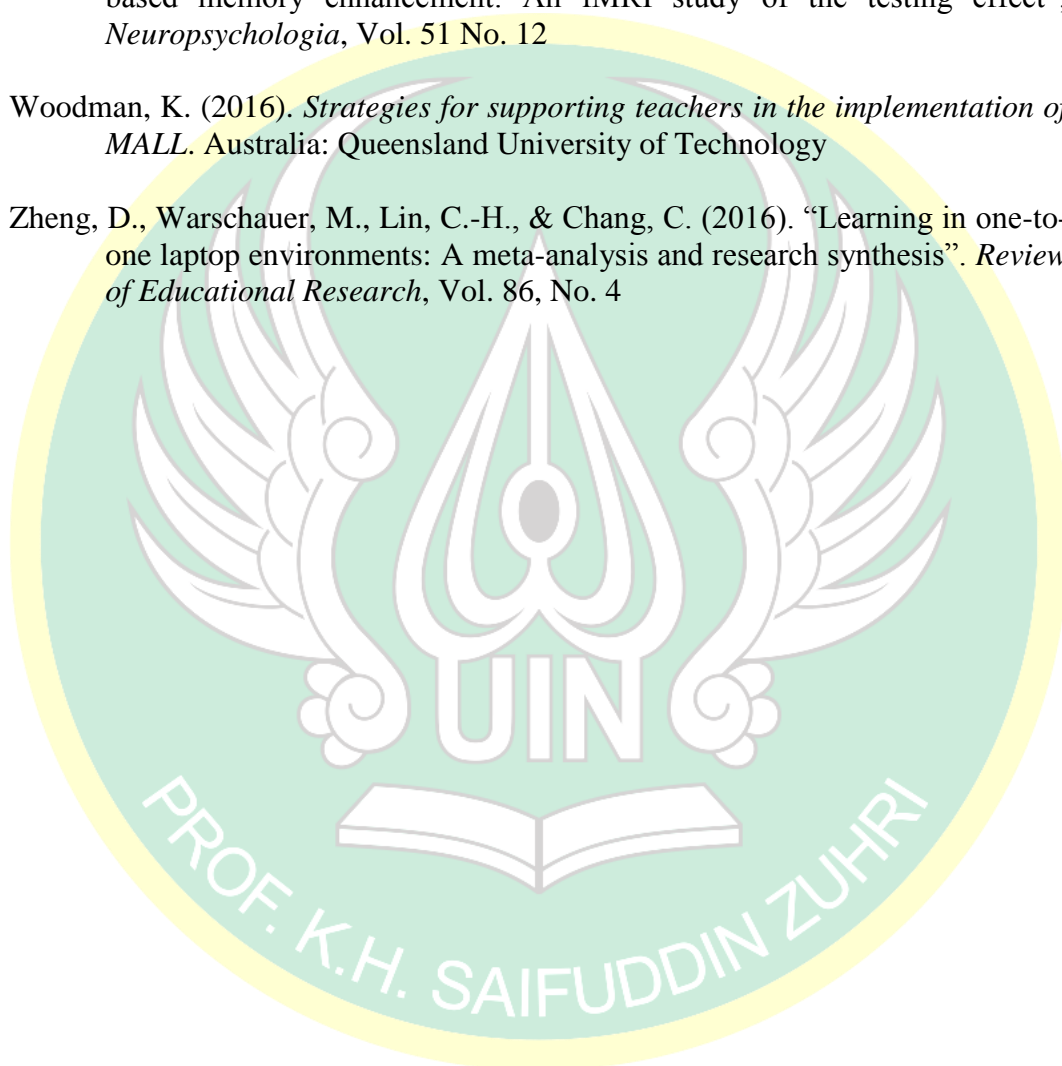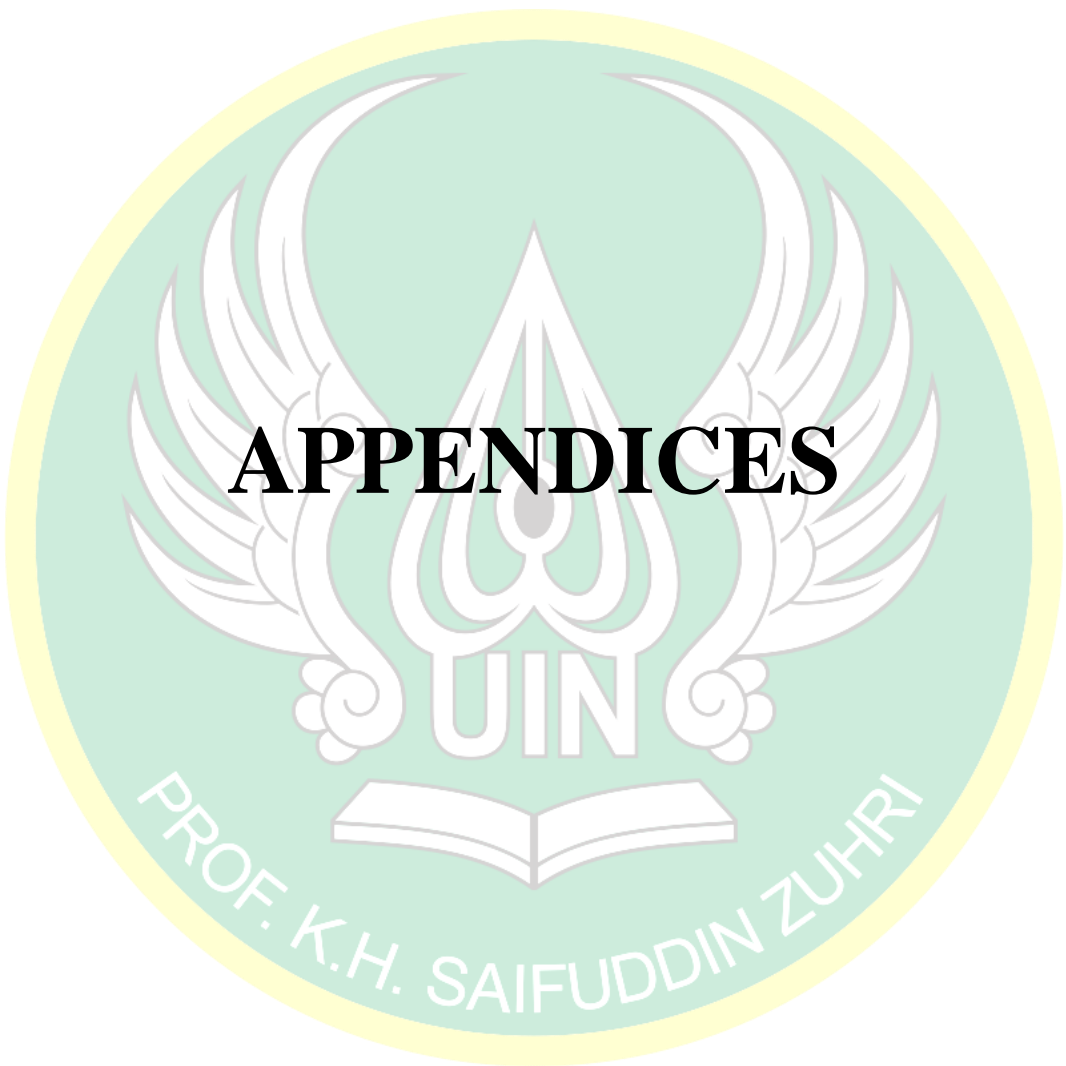
Observation Sheet 1 (XI TJKT)

Observation schedule : Selasa, 20 Februari 2024

Time   : 07.00 – 08.30

Topic   : Argumentatif Text

Class   : XI TJKT

Teacher   : Widhi Puspita Hapsari, S.Pd.

Kegiatan observasi yang pertama dilakukan di kelas XI TJKT pada jam pertama pukul 7 pagi. Materi yang disampaikan guru pada saat itu adalah Argumentatif Text dengan metode pembelajaran Problem Based Learning (PBL). Pada awal pembelajaran, guru membuka pembelajaran dengan mengucapkan salam, berdoa, dan menyapa siswa. Guru kemudian mengecek kehadiran siswa. Setelah mengecek kehadiran, guru kemudian membagikan buku paket kepada siswa. Sebelum masuk ke pembelajaran, guru mereview kembali materi yang telah disampaikan sebelumnya, yaitu materi tentang Definition and Social Function of Argumentatif Text. Siswa ditanyai tentang materi sebelumnya dan diminta untuk membuka Online Dictionary dan mencari definisi dari Argumentatif**.**

Guru : "Kita review materi sebelumnya ya, ada yang masih ingat definisi argumentatif?"

Guru : "Coba kalian cari di google apa itu definisi dari argumentatif, supaya kalian ingat."

Guru : "Setelah itu kalian cari social function yang kemarin sudah dipelajari". Guru memberikan waktu kepada siswa untuk mencari. Setelah itu, siswa diberi kesempatan untuk berpendapat. Selain memberi kesempatan siswa untuk berpendapat, guru juga menunjuk siswa untuk menjawab. Kemudian, guru melanjutkan kepada pembahasan inti yaitu masih terkait Argumentatif Text. Siswa diminta untuk mencari Language Features of Argumentatif Text di Google.

Guru : "Coba kalian cari language features dari teks argumentatif di google dan yang sudah ketemu angkat tangan"

Siswa : "Baik bu."

Guru : "yang tidak membawa hp atau tidak ada koneksi bisa gabung dengan temannya."

Setelah beberapa menit, siswa diminta untuk berpendapat sesuai dengan apa yang ditemukan. Kemudian siswa diminta untuk mencari Generic Structure dari Argumentatif Text di Google. Guru membagikan modul yang dikumpulkan sebelumnya kepada siswa. Guru meminta siswa untuk membuka buku teksnya.

Guru : "Buka buku teksnya, disitu ada bagan terkait argumentatif pro dan kontra, kalian tulis di buku kalian, jika ada yang perlu ditanyakan bisa ditanyakan." Kemudian guru meminta siswa menulis bagan yang ada di buku tulis. Siswa diberi kesempatan untuk bertanya terkait hal-hal yang belum dipahami. Siswa diminta mengerjakan bagan tersebut dalam waktu 15 menit. Jika ketahuan tidak mengerjakan, guru akan memberi punishment berupa menambah kosakata.

Guru : "Nanti saya akan lihat apakah kalian benar-benar mengerjakan, kalau saya lihat di buku kalian masih kosong saya beri hukuman, menulis kosakata."

Guru juga menjelaskan terkait tugasnya yaitu menganalisis structure text dan language features of Argumentatif Text

Guru : "Untuk tugas di rumah, kalian cari structure text dan language features terkait teks argumentatif".

Observation Sheet 2 (X DKV)

Observation schedule : Selasa, 20 Februari 2024

Time : 08.30 – 10.00

Topic : Biography text

Class : X DKV

Teacher : Devi Pratama, S.Pd.

Observasi yang kedua dilakukan di kelas X DKV pada pukul 9 pagi dengan materi Biography. Guru menggunakan model pembelajaran Discovery Learning dan metode pembelajaran Diskusi dan Tanya Jawab. Pada awal pembelajaran, seperti biasa guru mengucapkan salam, menyapa siswa, dan mengecek kehadiran siswa. Guru kemudian memberikan gambaran umum atau materi awal mengenai materi yang akan dipelajari hari itu. Guru mempersiapkan media yang akan digunakan yaitu menggunakan media PPT dibantu oleh LCD Proyektor yang disambungkan ke Ponsel dengan aplikasi Miracast. Guru memastikan bahwa media yang digunakan dapat berjalan dengan baik. Setelah memastikan media tersambung dengan baik, guru langsung memberikan brainstorming dengan menampilkan gambar tokoh terkenal.

Guru : "Apakah kalian tau ini siapa?" (menunjukkan gambar artis terkenal)

Siswa : "Lee Min Ho"

Guru : "Ya betul, dia ini siapa? Apakah dia tokoh terkenal?"

Siswa : "Artis korea sir."

Guru : "Betul, Apa pencapaiannya sehingga dia terkenal?"

Siswa : "Dramanya, filmnya, aktingnya"

Guru memberikan beberapa pertanyaan terkait gambar tersebut. Kemudian siswa memberi jawaban berdasarkan gambar. Setelah itu, guru menampilkan teks dan menunjuk siswa untuk membaca teks tersebut. Sebelumnya guru mencontohkan terlebih dahulu untuk membacakan teksnya (Read aloud). Karena skill yang difokuskan adalah Reading, maka guru melatih siswa untuk membaca teks biography yang ditampilkan di LCD. Guru kemudian menunjuk siswa untuk bergantian membaca teks tersebut.

Guru : "Apakah kalian melihat sebuah teks di layar?"

Siswa : "Lihat sir"

Guru : "Siapa yang mau membacakan teks tersebut? Kalau tidak ada saya tunjuk yaa"

Siswa tidak ada yang mau membacakan, kemudian guru mengatakan bahwa ia akan membacakan teks tersebut lalu akan menunjuk siswa satu per satu untuk membacakan teks tersebut.

Guru : "Yasudah saya akan bacakan terlebih dahulu kemudian saya tunjuk kalian satu per satu untuk membacakan teks di layar"

Kemudian masuk pada pembahasan inti, materi. Guru menjelaskan structure text dari biography pada PPT. Siswa diperbolehkan untuk memotret penjelasan atau menuliskannya di buku tulis. Guru kemudian memberi tugas dan menjelaskan terkait tugas yang diberikan.

Guru : "Apakah ada yang mau ditanyakan sebelum saya memberi tugas?"

Siswa : "Baiklah, jika sudah paham saya akan memberikan tugas, tugasnya yaitu membuat teks biography tentang tokoh terkenal, kemudian nanti di presentaasikan didepan kelas, tetapi sebelumnya kalian harus mendownload aplikasi WPS dan miracast terlebih dahulu."

Observation Sheet 3 (X TJKT)

Observation schedule : Rabu, 21 Februari 2024

Time : 12.45 – 14.15

Topic : Biography Text

Class : X TJKT

Teacher : Devi Pratama, S.Pd.

Observasi ketiga dilakukan dikelas X TJKT pada hari Rabu pukul 13.00, dimana materi yang disampaikan masih sama dengan kelas X DKV yaitu Biography Text. MALL yang digunakan adalah PPT yang disambungkan ke LCD Proyektor via Ponsel dengan menggunakan aplikasi Miracast. Pada awal pembelajaran, seperti biasa guru memberi salam, menyapa dan mengecek kehadiran siswa.

Guru : "Assalamualaikum warahmatullahi wabarakatuh."

Siswa : "Waalaikumsalam warahmatullahi wabarakatuh"

Guru : "Masih semangat ya anak-anak?"

Siswa : "Masih sir."

Guru : "Siapa yang tidak hadir hari ini bisa angkat tangan?"

Siswa : "Hahaha"

Guru : "Baik, saya absen dulu ya."

Kemudian guru terlebih dahulu memberikan gambaran umum terkait materi yang akan disampaikan. Setelah itu guru memberikan brainstorming dan dilanjut ke materi inti. Kurang lebih sama dengan kelas X DKV, pada saat pembelajaran siswa terkadang ada yang tidak memperhatikan, terutama siswa laki-laki, namun guru meminta siswa untuk memperhatikannya.

Guru : "Perhatikan ke depan ya, saya sedang menjelaskan."

Siswa : "Baik sir."

Saat materi ditampilkan menggunakan PPT, ada siswa yang memotret ada juga yang menuliskannya di buku. Guru menjelaskan materi yang ada di PPT. Materi yang ada sedikit berbeda dengan kelas sebelumnya yaitu X DKV. Saat guru mengajukan pertanyaan, beberapa siswa masih antusias menjawab. Saat menjelaskan materi, guru juga menandai materi yang penting di papan tulis. Setelah selesai menjelaskan materi dan memastikan siswa paham dengan apa yang disampaikan, guru memberikan tugas kepada siswa, guru juga menjelaskan terkait

tugas yang diberikan. Tugasnya adalah siswa diminta untuk membuat biography tentang salah satu tokoh yang dimunculkan di PPT, lalu dipresentasikan menggunakan aplikasi Miracast. Aplikasi Miracast adalah aplikasi untuk menyambungkan Ponsel dengan LCD Proyektor, biasanya digunakan untuk keperluan presentasi. Sebelumnya siswa diminta untuk menginstal WPS untuk membuat PPT.

Guru : "Apakah ada yang mau ditanyakan sebelum saya memberi tugas?"
Siswa : "Tidak sir."
Guru : "Baiklah, jika sudah paham saya akan memberikan tugas, tugasnya yaitu membuat teks biography tentang tokoh terkenal, kemudian nanti di presentaasikan didepan kelas, tetapi sebelumnya kalian harus mendownload aplikasi miracast terlebih dahulu."
Siswa : "Baik sir."

Selain itu, guru menjelaskan indikator penilaian untuk tugas yang diberikan. Guru menawarkan pertanyaan kepada siswa. Setelah memastikan tidak ada pertanyaan dan seluruh siswa paham. Kemudian siswa diminta untuk melanjutkan mengerjakan tugas.
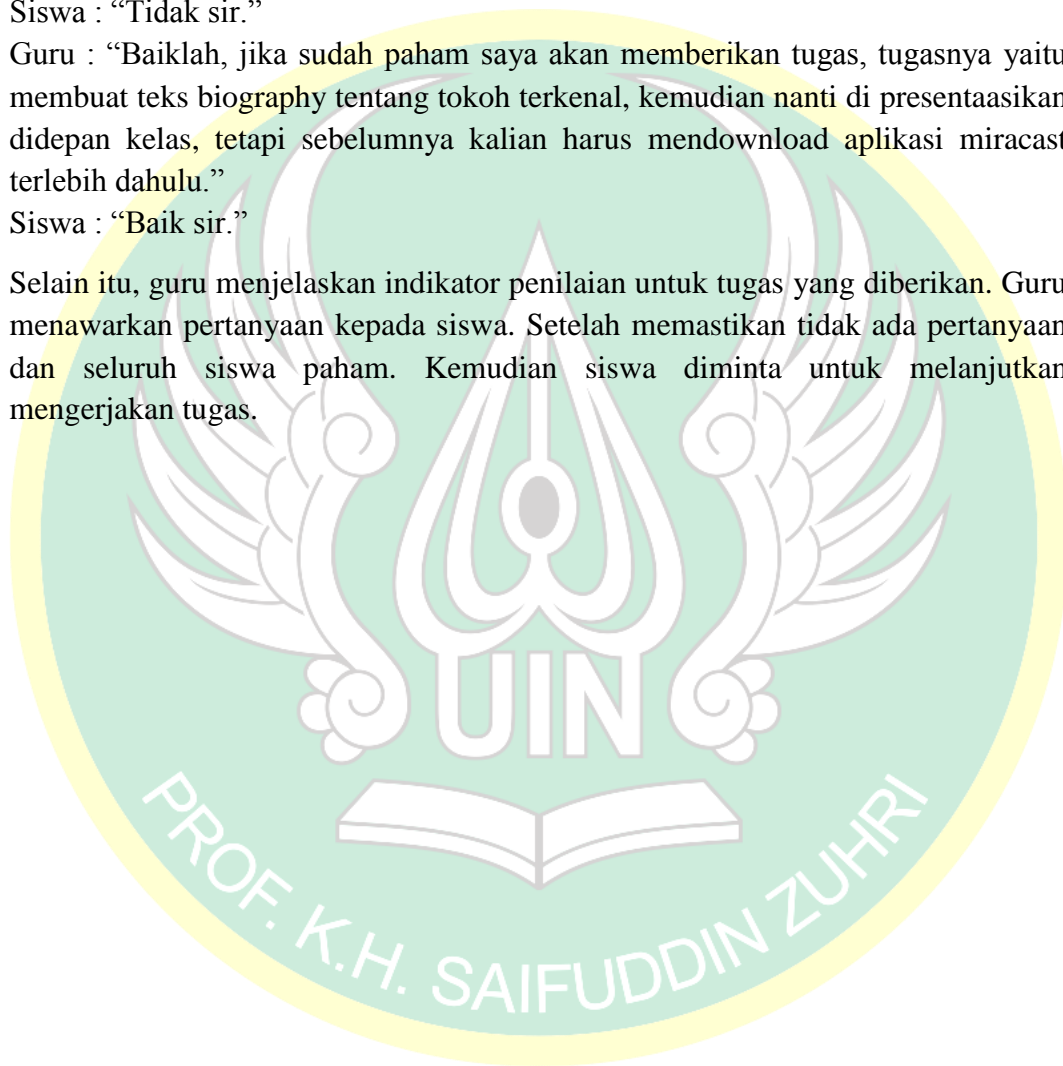
Observation Sheet 4 (XI TO)

Observation schedule : Kamis, 7 Maret 2024

Time   : 14.15 – 15.45

Topic   : Past Continous Tense

Class   : XI TO

Teacher   : Widhi Puspita Hapsari, S.Pd.

Pada Observasi yang keempat ini dilakukan di kelas XI TO. Pada awal pembelajaran, guru membuka pembelajaran dengan memberi salam dan menyapa siswa

Guru : "Good morning, how are you today?"

Siswa : "I'm fine"

Lalu guru mengecek kehadiran siswa dengan bertanya

Guru : "Who is absence today?"

Kemudian guru mulai mengecek satu per satu murid yang hadir. Murid yang dipanggil harus menjawab dengan "Present". Kemudian guru mulai mereview materi sebelum ke pembahasan inti.

Setelah itu, guru membagikan link video ke WhatsApp group kemudian siswa diminta untuk menyimak video tersebut di ponsel masing-masing.

Guru W : "Oke, saya akan memberikan video untuk kalian tonton. Isinya terkait materi yang akan kita pelajari hari ini."

Siswa : "Baik bu."

Guru W : "Saya akan bagikan materinya di WhatsApp group ya"

Siswa : "Baik bu."

Selama siswa menyimak video tersebut, guru memantau siswa memastikan siswa benar-benar menonton video tersebut. Setelah menonton video, guru menjelaskan sedikit materi yang ada di video.

Guru : "Nah, sudahkah kalian menonton video yang sudah saya share?"

Siswa : "Sudah bu."

Guru : "Beneran sudah di tonton ya."

Siswa : "Iya bu, sudah."

Guru : "Menurut kalian, video tersebut tentang apa?"

Siswa : "Past continous tense."

Guru : "Ada yang bisa menjelaskan, apa itu past continous tense?"

Guru : "Baik, jadi past continous tense itu adalah sebuah tenses yang menyatakan suatu kejadian yang sedang terjadi di masa lalu selama waktu tertentu."

Guru : "Biar kalian lebih paham, saya akan bagi kalian menjadi beberapa kelompok."

Kemudian siswa diminta untuk membentuk kelompok, guru meminta siswa untuk mencari tentang Definisi, to be, kalimat, dan ciri-ciri past continous tense.

Guru : "Sudah dapat kelompok semua kan?"

Siswa : "Sudah bu"

Guru : "Sekarang kalian tulis pertanyaannya. Yang pertama carilah definisi tentang past continous tense, yang kedua carilah to be dari past continous tense, yang ketiga buatlah kalimat past continous tense, dan yang terakhir carilah karakteristik dari past continous tense. Kalian boleh browsing ya"

Siswa : "Baik bu"

Guru memperbolehkan siswa untuk mencarinya di internet. Jika siswa merasa bingung dan belum paham, siswa diperbolehkan untuk bertanya kepada guru.

Guru : "Yang belum paham boleh bertanya."

Selama pembelajaran tersebut, siswa terkadang bertanya tentang jawaban yang ia dapatkan dari hasil mencari di google. Pada akhir pembelajaran, guru dan siswa menutup pembelajaran dengan berdoa dan mengucapkan salam.

Guru : "Yang belum selesai untuk PR yaa. Minggu depan masing-masing kelompok mempresentasikan hasilnya."

Siswa : "Baik bu."

Guru : "Berdoa dulu ya sebelum pulang."

Guru : "Baik, saya akhiri wassalamualaikum warahmatullahi wabarakatuh"

Siswa : "Waalaikumsalam warahmatullahi wabarakatuh"

OBSERVATION CHECKLIST

Observasi ini ditujukan kepada guru bahasa Inggris yang mengajar di kelas X dan XI di SMK TI Bina Citra Informatika Purwokerto.

Observation schedule : Februari - Maret 2024

NO.	INDICATOR	YES	NO	KETERANGAN
1	The teacher carries out the learning process using MALL	✓		Guru menggunakan MALL untuk proses pengajaran bahasa Inggris. Guru W menggunakan google, online dictionary, dan video Youtube sebagai media. Sementara guru D menggunakan PowerPoint yang disambungkan dengan LCD Projector melalui aplikasi Miracast.
2	The teacher asks students to use their smartphone	✓		Guru W memastikan siswa membawa smartphone mereka.
3	The teacher checks students who don't bring smartphone	✓		Guru W mengecek siswa yang tidak membawa smartphone untuk menentukan metode seperti apa yang dilakukan, apakah dengan berkelompok atau tidak. Jika ada siswa yang tidak membawa smartphone, ia akan menggunakan metode berkelompok.
4	The teacher informs students that learning will be carried out using smartphone	✓		Guru memberitahu siswa bahwa pembelajaran pada hari itu akan menggunakan smartphone jadi guru akan meminta siswa

		✓		mengeluarkan smartphonenya.
5	The teacher gives instructions for using the application that will be used	✓		Guru menginstrusikan bagaimana mereka dapat menggunakan aplikasi, seperti guru W yang menginstrusikan siswanya untuk melakukan pencarian jawaban di google.
6	Teachers use MALL for ice breaking		✓	Kedua guru tidak melakukan ice breaking pada saat observasi.
7	Teachers use MALL for review the material	✓		Kedua guru melakukan review materi dengan menggunakan MALL. Guru W menggunakan google sedangkan guru D menggunakan PPT untuk mereview materi.
8	Teachers use MALL for giving assignments	✓		Guru menggunakan MALL untuk memberi tugas seperti guru W yang memberikan tugas mencari sesuatu di mesin pencari "google"
9	Teacher use MALL for assessment	✓		Guru menggunakan MALL untuk penilaian.
10	Teacher use MALL for giving material	✓		Kedua guru sama-sama menggunakan MALL untuk menyampaikan materi. Bedanya guru W menggunakan google dan guru D menggunakan PPT.
11	The teacher monitors the learning process using MALL	✓		Guru memantau siswa ketika menggunakan MALL dengan berkeliling di sekitar kelas.
12	The teacher conducts an	✓		Guru melakukan sesi evaluasi

X

	evaluation session on learning using MALL			dengan memberikan tugas yang harus dikerjakan siswa. Guru D memberikan evaluasi berupa pemberian tugas individu membuat biography tentang tokoh terkenal.
13	Learning using MALL is in accordance with the material	✓		Guru menggunakan MALL sesuai dengan materi yang diberikan karena MALL yang digunakan guru masih umum dan bisa digunakan di materi apapun.
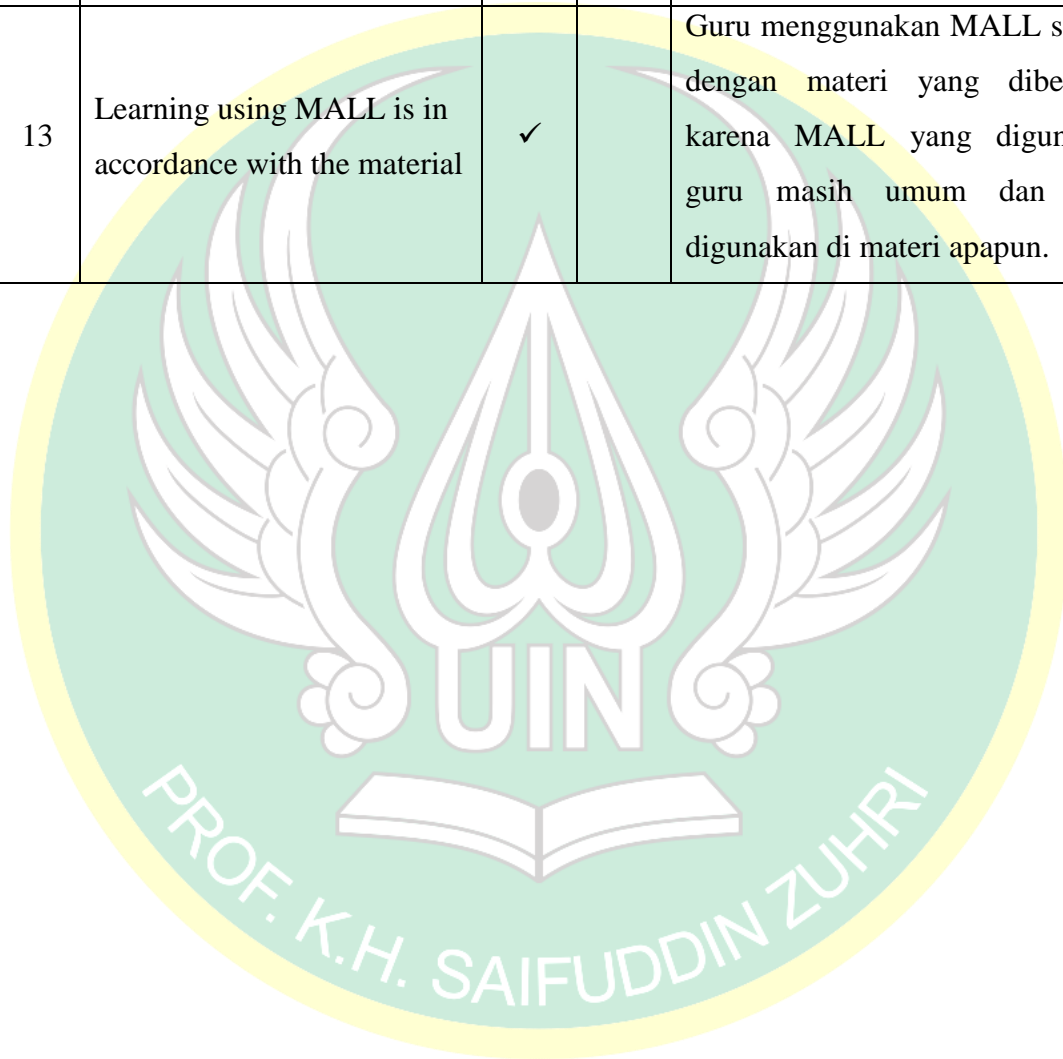
Interview Guide with Teacher

Before Observation

1. Menurut bapak/ibu, pembelajaran dengan menggunakan MALL itu seperti apa?

2. Sudah berapa lama ibu/bapak menggunakan MALL?

3. Apa alasan ibu/bapak menggunakan MALL untuk pembelajaran bahasa Inggris?

4. Aplikasi apa yang sering ibu/bapak gunakan?

5. Apa alasan memilih aplikasi tersebut?

6. Apa kelebihan dan kekurangan aplikasi tersebut?

7. Menurut bapak/ibu apa solusi dari kendala/kekurangan tersebut?

8. Apakah ibu/bapak menggunakan MALL untuk setiap materi di pembelajaran bahasa Inggris?

9. Menurut ibu/bapak, apa yang dirasakan siswa ketika pembelajaran menggunakan MALL?

10. Sebelum menggunakan MALL, proses pembelajaran seperti apa yang ibu/bapak lakukan?

11. Menurut ibu/bapak apa perbedaan dengan/tidak menggunakan MALL?

12. Apa persiapan yang ibu/bapak lakukan sebelum pembelajaran menggunakan MALL?

After Observation

1. Mengapa bapak/ibu menggunakan aplikasi tersebut untuk pembelajaran tadi?

2. Apakah menurut bapak/ibu aplikasi tersebut sudah efektif untuk pembelajaran tadi?

3. Apakah ada peningkatan dari siswa ketika menggunakan MALL untuk pembelajaran tadi?

4. Apa evaluasi yang bapak/ibu lakukan setelah pembelajaran menggunakan MALL?

Interview Guide For Students

1. Apakah proses pembelajaran dengan menggunakan MALL dapat diikuti dengan baik?
2. Apakah proses pembelajaran dengan menggunakan MALL mudah dipahami?
3. Menurutmu, lebih menarik pembelajaran biasa/menggunakan MALL? Mengapa?
4. Menurutmu, apa kelebihan dan kekurangan pembelajaran dengan menggunakan MALL?

Interview Guide For Vice Principal

1. Persiapan apa yang harus dilakukan oleh guru sebelum mengajar?
2. Untuk fasilitas sekolah disini sudah tersedia apa saja?
3. Apakah dari sekolah menuntut guru untuk menggunakan fasilitas tersebut?
4. Bagaimana kemampuan guru dalam memanfaatkan fasilitas di sekolah ini?
5. Apa evaluasi yang diberikan kepada guru?
6. Apakah sekolah memperbolehkan siswa membawa smartphone?
7. Apakah ada peraturan tertentu terkait penggunaan smartphone di sekolah?
8. Apa pertimbangan sekolah sehingga memperbolehkan siswa membawa smartphone?

Interview Transcript

Interview 1 (before observation)

Interview schedule : Senin, 19 Februari 2024

Time : 07.00

Teacher : Devi Pratama P, S.Pd.

AP	:	Sudah berapa lama bapak menggunakan MALL?
Teacher D	:	Kalau untuk menggunakan MALL dari pas Covid. Pas Covid kan sudah mulai banyak website-website atau situs-situs terkait dengan program pembelajaran daring. Awal mulanya dari situ, kemudian karena kurikulum yang sekarang lebih ke student center ya, lebih melibatkan siswa, kami mulai menggunakan beberapa aplikasi. Yang paling umum adalah WhatsApp, saya dari awal sudah menggunakan WhatsApp.
AP	:	Apa alasan bapak menggunakan MALL untuk pembelajaran bahasa Inggris?
Teacher D	:	Yang pertama, lebih inovatif. Karena sesuai dengan perkembangan zaman. Yang kedua semua anak-anak sudah mempunyai itu. Karena sudah punya, bisa kita gunakan semaksimal mungkin. Yang ketiga adalah lebih efisien. Dimana ketika saya menginginkan pembelajaran jarak jauh, yang notabene saya ada kegiatan diluar kelas jadi saya harus memberikan pembelajaran, ulangan misalkan. Ketika materi sudah selesai di awal. Ketika pembelajaran selesai, saya pasti memberikan evaluasi. Jadi, saya membuat semacam quiz via MALL. Selain itu, smartphone juga kan bisa dibawa kemana-mana dan praktis.
AP	:	Selain kelebihan kan ada kekurangan ya pak, menurut bapak kekurangan menggunakan smartphone untuk kegiatan pembelajaran apa?
Teacher D	:	Anak-anak selain lebih fokus juga lebih gampang keganggu,

apalagi jika ada notifikasi pesan ya mba. Jadi anak bisa nyambi lah istilahnya.

AP : Menurut bapak, apa solusi untuk mengatasi kendala/kekurangan tersebut?

Teacher D : Solusinya ya bikin anak supaya lebih fokus dan memperhatikan. Contohnya seperti memberikan materi yang lebih menarik dan kekinian yang mudah dipahami anak. Jadi, anak memperhatikan.

AP : Aplikasi apa yang sering bapak gunakan?

Teacher D : Yang pertama WhatsApp, yang kedua Quizizz. Kedua aplikasi ini paling sering saya gunakan. Tapi yang untuk penilaian adalah Quizizznya. Terkait bagaimana cara mereka memilih soal, kemudian menjawab pertanyaan. Itu juga bisa dibuat essai. Dan Bank soal di Quizizz itu banyak.

AP : Apa alasan memilih aplikasi tersebut?

Teacher D : Yang paling utama gratis, tidak perlu menggunakan ini itu, hanya perlu connect internet, itu sudah lebih dari cukup. Kemudian, mudah digunakan. Yang terakhir, anak-anak jadi lebih senang, jadi tidak bosan pembelajaran dikelas, tidak hanya sekedar memberikan materi dan diskusi. Jadi kita ada feedbacknya ke anak-anak, mereka bisa mengerjakan tapi dengan cara yang lain, dengan menggunakan teknologi, jadi lebih inovatif.

AP : Menurut bapak apa kelebihan dan kekurangan aplikasi tersebut?

Teacher D : Kelebihannya terkait dengan bank soal yang ada di quizizz itu banyak, bisa custom sendiri, bisa edit, bisa disimpan sendiri, bisa di download dalam bentuk kertas dan digital. Untuk kekurangannya adalah terkait penilaiannya masih berupa persentase. Dimana jika siswa menjawab cepat kemudian benar, nilainya tinggi. Tetapi jika siswa menjawab lama tetapi benar akan kalah dengan yang menjawab cepat. Itulah kenapa ketika saya menggunakan Quizizz, saya selalu memberikan waktu 10 soal 3 menit, 20 soal 10 menit.

AP : Apakah bapak menggunakan MALL untuk setiap materi di pembelajaran bahasa Inggris?

Teacher D : Tidak semuanya saya menggunakan MALL, ada juga materi yang menggunakan buku paket. Sewaktu-waktu saja. Biasanya media yang digunakan adalah buku paket dari sekolah dan menyesuaikan kurikulum yang ada.

AP : Menurut bapak, apa yang dirasakan siswa ketika pembelajaran menggunakan MALL?

Teacher D : Yang jelas mereka lebih senang, lebih santai, kemudian mereka bisa menjawab dengan cara mereka. Ketika mereka menjawab salah, terus mereka akan bilang "aduh salah". Jadi ada kesenangan tersendiri lah, ketika anak-anak sudah mulai tertarik dengan sebuah materi lalu mereka bisa menjawabnya itu adalah sebuah bentuk keberhasilan dari materi yang saya ajarkan. Jadi intinya supaya mereka bisa enjoy sama pembelajarannya.

AP : Sebelum menggunakan MALL, proses pembelajaran seperti apa yang bapak lakukan?

Teacher D : Seperti pada dasar guru mengajar. Ketika masuk, memberikan salam, mengabsen dan menanyakan kembali materi kemarin. Kemudian menanyakan tugasnya bagaimana, lalu memberikan materi lanjutan, menjelaskan, dan menyiapkan media pembelajaran seperti LCD Proyektor. Jadi masih bersifat layaknya prosedur pembelajaran seperti biasa.

AP : Menurut bapak apa perbedaan dengan/tidak menggunakan MALL?

Teacher D : Yang jelas ada perbedaan. Kalau tanpa menggunakan MALL, mereka akan bosan karena harus mencatat semua materinya. Tetapi ketika sudah menggunakan MALL, mereka akan menggunakan kameranya, bisa discan, kemudian bisa disimpan di gdrive, dan mereka bisa menggunakannya sewaktu-waktu. Karena di zaman sekarang, siswa tidak suka menulis terlalu banyak. Jadi,

XVI

ketika saya menggunakan Quizizz mereka bisa langsung akses, dan mereka bisa screenshoot sendiri, dan untuk pertanyaannya bisa mereka pelajari sendiri.

AP   : Apa persiapan yang bapak lakukan sebelum pembelajaran menggunakan MALL?

Teacher D : Yang jelas persiapan pertama, saya memberikan materi/gambaran awal bahwasannya materinya ini. Kemudian apa yang sudah saya jelaskan, saya masukkan kedalam soal menggunakan MALL seperti Quizizz, lalu saya memberikan link soal tersebut ke grup whatsapp. Untuk materi Biography, seperti apa sih definition of biography text, bagian-bagiannya, structurenya, social function. Dijelaskan dulu kemudian saya menggunakan MALL untuk penilaiannya.

Interview 2 (after observation)

Interview schedule : Kamis, 7 Maret 2024

Time : 07.00

Class : X DKV dan TJKT

Teacher : Devi Pratama P, S.Pd

AP : Mengapa bapak menggunakan PowerPoint untuk pembelajaran kemarin?

Teacher D : Yang jelas powerpoint yang kemarin lebih sederhana, langsung to the point. Kita harus melihat karakter anak, student center karena sekarang kan menggunakan kurikulum merdeka. Kalau karakter mereka lebih suka hal-hal sederhana, jadi saya menggunakan yang sederhana. Seperti PPT kemarin kan saya jadi tidak banyak bicara, anak-anak liat, bisa di foto, saya hanya menjelaskan garis besarnya saja. Ketika selesai pembelajaran, saya memberikan evaluasi seperti mereka diminta membuat karya mereka.

AP : Apakah menurut bapak menggunakan PowerPoint lebih efektif untuk pembelajaran kemarin?

Teacher D : Tingkat keefektifan kan berbeda-beda di tiap kelas. Semisal di kelas ini saya menggunakan PPT yang ini, kemudian dikelas lain saya menggunakan PPT yang lain. Jadi akan ada perbedaan terkait keefektifitasnya. Jadi ketika saya membuat PPT, saya mencari hal-hal yang mudah dicerna oleh anak-anak. Saya pikir ada evaluasi di kelas sebelumnya, saya revisi lagi untuk kelas lain.

AP : Mengapa setiap kelas bapak membuat PPT yang berbeda?

Teacher D : Balik lagi ke karakter anak-anak, kalau di DKV mereka cenderung serius bisa mencerna apa yang saya maksud. Tetapi di TJKT tidak seperti itu, kita buat lebih sederhana lagi. Seorang guru harus mengerti karakter anak.

AP : Metode apa yang bapak gunakan untuk pembelajaran kemarin?

Teacher D : Saya menggunakan berbagai metode. Ada discovery learning,

metode diskusi, tanya jawab. Jadi banyak metode yang saya gunakan. Saya tidak terpaku dengan metode di ATP dan Modul Ajar. Terkadang Modul Ajar yang saya pakai hanya untuk patokan, ketika dilapangan saya mengembangkan sendiri metodenya tergantung kondisi siswa. Saya menggunakan biasanya 2 metode bersamaan. Seperti discovery learning dan problem solving, dll.

AP : Terkait catatan siswa, apakah bapak membagikan materi yang ada di PPT ke siswa?

Teacher D : Untuk catatan siswa, saya memberikan kebebasan untuk mereka memahami materi yang sudah saya berikan, seperti menulis atau memotret materi.

AP : Skill apa yang bapak gunakan ketika pembelajaran kemarin?

Teacher D : Saya fokus ke reading section, kemudian speakingnya. Jadi skill itu ada ketika mereka membacakan teks yang ada di materi.

AP : Mengapa bapak memilih aplikasi Miracast (untuk menyambungkan ponsel ke LCD) dan WPS Office untuk presentasi?

Teacher D : Mungkin buat mereka baru, itulah bagian dari inovasi yang harus mereka jalankan. Kan konsepnya student center, ketika kita sudah memberikan materi, mereka juga bisa mempresentasikannya menurut pendapat mereka. Makanya saya minta mereka untuk mendownload dulu aplikasi yang penting, jadi ketika nanti ada tugas, mereka bisa langsung mempresentasikannya dengan menggunakan aplikasi tersebut. Yang jelas agar mereka tau teknologi yang inovatif dan simple. Karena mereka sudah dibekali smartphone.

AP : Apa evaluasi yang bapak berikan setelah pembelajaran?

Teacher D : Saya menggunakan 2 cara, yaitu presentasi terkait dengan ketrampilan mereka dan menjawab pertanyaan.

Interview 3 (before observation)

Interview schedule : Senin, 19 Februari 2024
Time : 09.00
Teacher : Widhi Puspita Hapsari, S.Pd

AP	:	Sudah berapa lama ibu menggunakan MALL?
Teacher W	:	Saya sudah 4 tahun menggunakan MALL.
AP	:	Mengapa lebih memilih menggunakan smartphone?
Teacher W	:	Karena smartphone mereka sudah punya, terus portable artinya bisa digunakan dimanapun dan kapanpun. Praktis, tidak kebanyakan kertas, dan gampang kalau mengoreksinya.
AP	:	Menurut ibu apa kekurangan penggunaan smartphone?
Teacher W	:	Penyimpanan yang terbatas, kalau untuk mendownload aplikasi terkadang penyimpanan penuh. Dibanding dengan laptop dan komputer, layarnya kecil ya. Jadi terbatas juga dalam penggunaannya.
AP	:	Apa solusi untuk kekurangan tersebut?
Teacher W	:	Ketika anak tidak ada yang bisa mendownload aplikasinya bisa menggunakan yang versi website, bisa berkelompok dengan temannya. Lalu kalau belajarnya memang tidak bisa, kita ke lab komputer atau dengan metode kelompok. Kebetulan memang lab komputer sinyalnya bagus dan jika siswa tidak membawa smartphone, kita bisa menggunakan komputer yang ada. Tapi biasanya sih saya menggunakan metode berkelompok.
AP	:	Sebelumnya ibu tau tentang aplikasi dan website-website education darimana?
Teacher W	:	Dari PMM, dari kemendikbud, guru.id, MGMP juga ada.
AP	:	Apa alasan ibu menggunakan MALL untuk pembelajaran bahasa Inggris?
Teacher W	:	Banyak positifnya untuk pembelajaran bahasa Inggris, seperti

menggunakan aplikasi untuk listening kan ada banyak tuh aplikasinya, kemudian bisa menggunakan online dictionary, ada aplikasi untuk tes summatif seperti Quizizz atau Wordwall.

AP : Aplikasi apa yang sering ibu gunakan?

Teacher W : Saya biasanya menggunakan aplikasi Quizizz untuk memberikan tugas, Wordwall untuk memberi materi dan tugas, Whatsapp, Google form, Canva, PowerPoint.

AP : Apa alasan memilih aplikasi tersebut?

Teacher W : Karena aplikasi tersebut sudah familiar dengan anak-anak dan juga mudah diakses oleh anak-anak. Kalo canva biasanya saya gunakan untuk membuat materi karena fitur-fiturnya bagus ya, menarik juga, tapi saya menggunakannya di laptop. Selain itu saya bisa memberikan tugas seperti projek kepada anak-anak dimana tugas tersebut dari canva yang bisa diakses dengan smartphone mereka.

AP : Apa kelebihan dan kekurangan aplikasi tersebut?

Teacher W : Kekurangannya adalah sinyal, kalau wifinya tidak bagus ya tidak bisa diakses. Kalau dari segi kelebihannya banyak, yaitu bisa memberikan anak lebih antusias dan serius dalam pembelajaran. Terus fitur-fitur aplikasinya yang menarik, jadi anak-anak tidak bosan.

AP : Apakah ibu menggunakan MALL untuk setiap materi di pembelajaran bahasa Inggris?

Teacher W : Iya, menggunakan.

AP : Menurut ibu, apa yang dirasakan siswa ketika pembelajaran menggunakan MALL?

Teacher W : Lebih mudah, efektif, tidak banyak menjelaskan dan lebih ke student center.

AP : Sebelum menggunakan MALL, proses pembelajaran seperti apa yang ibu lakukan?

Teacher W : Menggunakan media, seperti kertas dan gambar. Seperti contoh

		materi describing people menggunakan foto/authentic material.
AP	:	Menurut ibu apa perbedaan dengan/tidak menggunakan MALL?
Teacher W	:	Kalo perbedaan tidak menggunakan MALL, prosesnya lebih lama, siswa tidak antusias. Jika menggunakan MALL kan lebih antusias, proses pembelajarannya student center. Kalau tidak memakai itu, guru akan mengeluarkan tenaga ekstra.
AP	:	Apa persiapan yang ibu lakukan sebelum pembelajaran menggunakan MALL?
Teacher W	:	Saya harus memastikan wifinya nyala atau tidak, saya juga mempersiapkan materinya di PPT atau di Canva dan persiapan menggunakan Quizizz di aplikasi tersebut

Interview 4 (after observation)

Interview schedule : Kamis, 7 Maret 2024

Time : 16.00

Class : XI TJKT dan XI TO

Teacher : Widhi Puspita Hapsari, S.Pd

AP	:	Mengapa ibu menggunakan aplikasi tersebut (online dictionary dan google) untuk pembelajaran kemarin?
Teacher W	:	Karena jika anak disuruh membawa dictionary berupa buku, anak tidak punya dan tidak mau. Kalau online dictionary kan anak jelas membawa smartphone. Disitu juga tertera kata kerja, kata sifat, dan elemen lainnya sudah terkelompokkan.
AP	:	Apakah menurut ibu, MALL yang digunakan tadi sudah efektif?
Teacher W	:	Lebih efektif, cuma dampaknya ya anak-anak tinggal memfoto bisa tahu artinya. Saya lebih ke per word jika akan mengartikan, jadi anak tahu artinya per kata.
AP	:	Saat siswa diminta untuk mencari materi apakah boleh berkelompok?
Teacher W	:	Siswa boleh kerja kelompok, kalau tidak punya data atau wifi tidak berfungsi bisa kerja kelompok asal jangan menyontek. Hal itu memang saya selalu terapkan, karena dengan berkelompok juga bisa melatih mereka untuk bekerjasama.
AP	:	Setelah pembelajaran tadi, apakah ada peningkatan kemampuan siswa?
Teacher W	:	Anaknya lebih tenang dan terarah. Kalau sudah pakai smartphone untuk mengerjakan tugas berarti mereka ada usaha untuk memakai itu, kalau tidak ada itu ya anak diam saja dan tidak mengerjakan.
AP	:	Mengapa ibu memberi punishment ketika siswa tidak mengerjakan tugas tadi?
Teacher W	:	Untuk memberi efek jera, tergantung tipe anak seperti apa. Kelas

ini tipenya seperti ini, kalau kemarin kelas yang dimasuki seperti ini kita harus seperti ini, jadi setiap kelas tidak semua treatmentnya sama, sesuai dengan kebutuhan siswa.

AP : Apa evaluasi yang ibu berikan setelah pembelajaran?

Teacher W : Quizizz atau gform untuk tugas. Yang terakhir mereka diminta membuat paragraf diskusi karena sudah mengetahui structure dan language featuresnya. Paling tidak tahu tentang generic structurenya ada isu, argumen pro dan kontra, conclusion. Mereka tahu mana yang pro mana yang kontra. Karena kemarin kan tujuannya itu.

Interview 5 (with students)

Interview schedule : Senin, 6 Mei 2024

Time : 10.00

Class : XI TJKT

Student : Tunggal Pratama

AP : Apakah proses pembelajaran dengan menggunakan MALL dapat diikuti dengan baik?

Student T : Lumayan suka bahasa Inggris karena belajar untuk mengerti bahasa asing, karena itu saya dapat mengikuti pembelajaran bahasa inggris menggunakan MALL dengan baik.

AP : Apakah proses pembelajaran dengan menggunakan MALL mudah dipahami?

Student T : InsyaAllah mudah dipahami.

AP : Menurutmu, lebih menarik pembelajaran biasa/menggunakan MALL? Mengapa?

Student T : Menurut saya, jika tidak menggunakan smartphone untuk pembelajaran bahasa Inggris, pembelajaran akan terasa membosankan, apalagi hanya menggunakan buku saja. Kalau memakai smartphone sangat menarik.

AP : Menurutmu, apa kelebihan dan kekurangan pembelajaran dengan menggunakan MALL?

Student T : Kelebihannya sih kak, MALL dapat membantu dan memperjelas bahasa inggris dan dapat mengartikan suatu kata dalam bahasa Inggris ke bahasa Indonesia. Kalo kekurangannya, saya terkadang kekurangan kuota dan kekurangan persediaan Wi-Fi saat pembelajaran di sekolah, Wi-Finya kurang lancar.

AP : Saat di rumah, kamu menggunakan Wi-Fi atau kuota?

Student T : Saya menggunakan kuota kak

AP : Apakah orang tuamu memperbolehkanmu memiliki smartphone?

Student T : Iya, orang tua saya memperbolehkan saya menggunakan smartphone. Ini juga dibelikan orang tua saya.

AP : Apakah sekolah memperbolehkan membawa smartphone? Jika iya, apakah ada peraturan terkait hal tersebut?

Student T : Boleh, peraturannya kalau di kelas tidak boleh bermain hp kecuali memang guru yang menyuruh.

AP : Apakah kamu mempunyai perangkat lebih dari satu di rumah? Seperti laptop/komputer?

Student T : Tidak punya mba.

Interview 6 (with students)

Interview schedule : Senin, 6 Mei 2024
Time : 10.00
Class : XI TO
Student : Rizky Nur Hidayat

AP : Apakah proses pembelajaran dengan menggunakan MALL dapat diikuti dengan baik?

Student R : InsyaAllah bisa, jika jaringan Wi-Fi di sekolah lancar.

AP : Apakah proses pembelajaran dengan menggunakan MALL mudah dipahami?

Student R : Sebagian mudah dipahami mba.

AP : Menurutmu, lebih menarik pembelajaran biasa/menggunakan MALL? Mengapa?

Student R : Lebih menarik menggunakan smartphone karena bisa mencari jawaban atau materi di internet. Kalo buku doang bikin ngantuk.

AP : Menurutmu, apa kelebihan dan kekurangan pembelajaran dengan menggunakan MALL?

Student R : Kelebihannya, pembelajaran menggunakan smartphone lebih menarik dan bisa mencari jawabannya, bisa internet. Kalo kurang paham bisa membuka google dan jawaban mudah dicerna. Kekurangannya, jaringan internet yang sering terganggu, tidak semua mudah dimengerti mba kalo pake smartphone, kadang harus tanya ke guru juga.

AP : Saat di rumah, kamu menggunakan Wi-Fi atau kuota?

Student R : Pake kuota mba.

AP : Apakah orang tuamu memperbolehkanmu memiliki smartphone?

Student R : Boleh mba.

AP : Apakah sekolah memperbolehkan membawa smartphone? Jika iya, apakah ada peraturan terkait hal tersebut?

Student R : Boleh digunakan, cuma ketika pembelajaran harus dimatikan

kecuali ada tugas tertentu menggunakan smartphone, terus tidak boleh bermain smartphone disaat sedang menggunakan mesin-mesin di bengkel.

AP : Tapi pernah membuka aplikasi lain saat pembelajaran?

Student R : Kadang-kadang mba, buka tiktok sebentar, tapi setelah itu lanjut mengikuti pembelajaran.

AP : Apakah kamu mempunyai perangkat lebih dari satu di rumah? Seperti laptop/komputer?

Student R : Tidak punya mba.

Interview 7 (with students)

Interview schedule : Senin, 6 Mei 2024

Time : 12.00

Class : X DKV

Student : Aprilia Utami

AP : Apakah proses pembelajaran dengan menggunakan MALL dapat diikuti dengan baik?

Student A : InsyaAllah bisa mba, tapi jujur saya tidak suka pembelajaran bahasa Inggris karena pelajarannya agak susah.

AP : Apakah proses pembelajaran dengan menggunakan MALL mudah dipahami?

Student A : InsyaAllah mudah dipahami.

AP : Menurutmu, lebih menarik pembelajaran biasa/menggunakan MALL? Mengapa?

Student A : Menurut saya, lebih mudah menggunakan mba karena lebih mudah dipahami, tetapi keduanya juga menarik sih mba karena sama-sama media belajar dan melatih fokus pembelajaran, selain itu juga gurunya asik.

AP : Menurutmu, apa kelebihan dan kekurangan pembelajaran dengan menggunakan MALL?

Student A : Kelebihannya kita bisa langsung mencari jawaban di internet, terus dapat mencari jawaban dengan cepat, simple juga karena mudah dicatat langsung dan dilihat di smartphone. Kalo kekurangannya sih kadang ada yang menyontek alhasil jawabannya rata-rata sama, terus kalo nggak ada paketan/kuota ya susah, smartphone nya kadang ngelag dan kalo kelamaan pake ya mata bisa keganggu mba.

AP : Saat di rumah, kamu menggunakan Wi-Fi atau kuota?

Student A : Pake kuota cuma ya boros mba.

AP : Apakah orang tuamu memperbolehkanmu memiliki smartphone?

Student A : Boleh sih mba.

AP : Apakah sekolah memperbolehkan membawa smartphone? Jika iya, apakah ada peraturan terkait hal tersebut?

Student A : Boleh, yang ku tau cuma tidak boleh bermain smartphone saat jam pelajaran kecuali disuruh oleh guru untuk membuka smartphone.

AP : Apakah kamu mempunyai perangkat lebih dari satu di rumah? Seperti laptop/komputer?

Student A : Saya punya satu laptop di rumah. Terkadang saya menggunakan laptop untuk mengerjakan tugas makalah, dan jika guru meminta untuk mengakses video dari YouTube, saya menggunakan laptop. Karena layarnya lebih besar dan lebih enak untuk menonton video

Interview 8 (with students)

Interview schedule : Senin, 6 Mei 2024
Time : 12.00
Class : X TJKT
Student : Salsabila Nur Azizah

AP : Apakah proses pembelajaran dengan menggunakan MALL dapat diikuti dengan baik?

Student S : Iya dapat diikuti dengan baik karena saya lumayan suka pelajaran bahasa Inggris, alasannya pelajarannya asik dan kita bisa mengetahui kata yang belum kita ketahui artinya.

AP : Apakah proses pembelajaran dengan menggunakan MALL mudah dipahami?

Student S : Iya mudah dipahami.

AP : Menurutmu, lebih menarik pembelajaran biasa/menggunakan MALL? Mengapa?

Student S : Menurut saya sih menarik dua-duanya, alasannya karena kita bisa mempelajari pembelajaran yang tidak ada di buku dengan menggunakan ponsel.

AP : Menurutmu, apa kelebihan dan kekurangan pembelajaran dengan menggunakan MALL?

Student S : Kalo kita pake quizizz ya mba untuk ulangan atau ujian, kita bisa mencari pengetahuan yang belum kita tahu. Terus asik juga aplikasinya. Kalo kekurangannya ya anak-anak jadi tidak fokus, karena kalo disuruh mengerjakan, anak-anak akan lebih memilih membuka aplikasi lain.

AP : Apakah orang tuamu memperbolehkanmu memiliki smartphone? Lalu saat dirumah, kamu menggunakan Wi-Fi atau kuota?

Student S : Ya, smartphone ini dibeli oleh orang tua saya mba, dari SMP saya sudah dibelikan smartphone. Karena menurut saya, smartphone ini sangat penting sekali di zaman sekarang, untuk berkomunikasi

|		lebih mudah. Kalau untuk belajar juga memudahkan. Kalo dirumah pake kuota mba.
AP	:	Apakah sekolah memperbolehkan menggunakan smartphone? Jika iya, apakah ada peraturan terkait hal tersebut?
Student S	:	Boleh. Ada beberapa peraturan sih mba seperti tidak boleh bermain smartphone saat jam pelajaran, terus smartphone itu hanya digunakan saat pelajaran memang menggunakan smartphone seperti pembelajaran lewat quizizz dan penyampaian materi lewat online, terus smartphone hanya digunakan saat jam istirahat saja.
AP	:	Apakah kamu pernah ke lab komputer? Bagaimana kondisinya?
Student S	:	Pernah, kondisinya aman, bagus, bersih, nyaman. Namun ada beberapa komputer yang kadang tidak menyala.
AP	:	Apakah kamu mempunyai perangkat lebih dari satu di rumah? Seperti laptop/komputer?
Student S	:	Tidak, hanya satu smartphone saja.
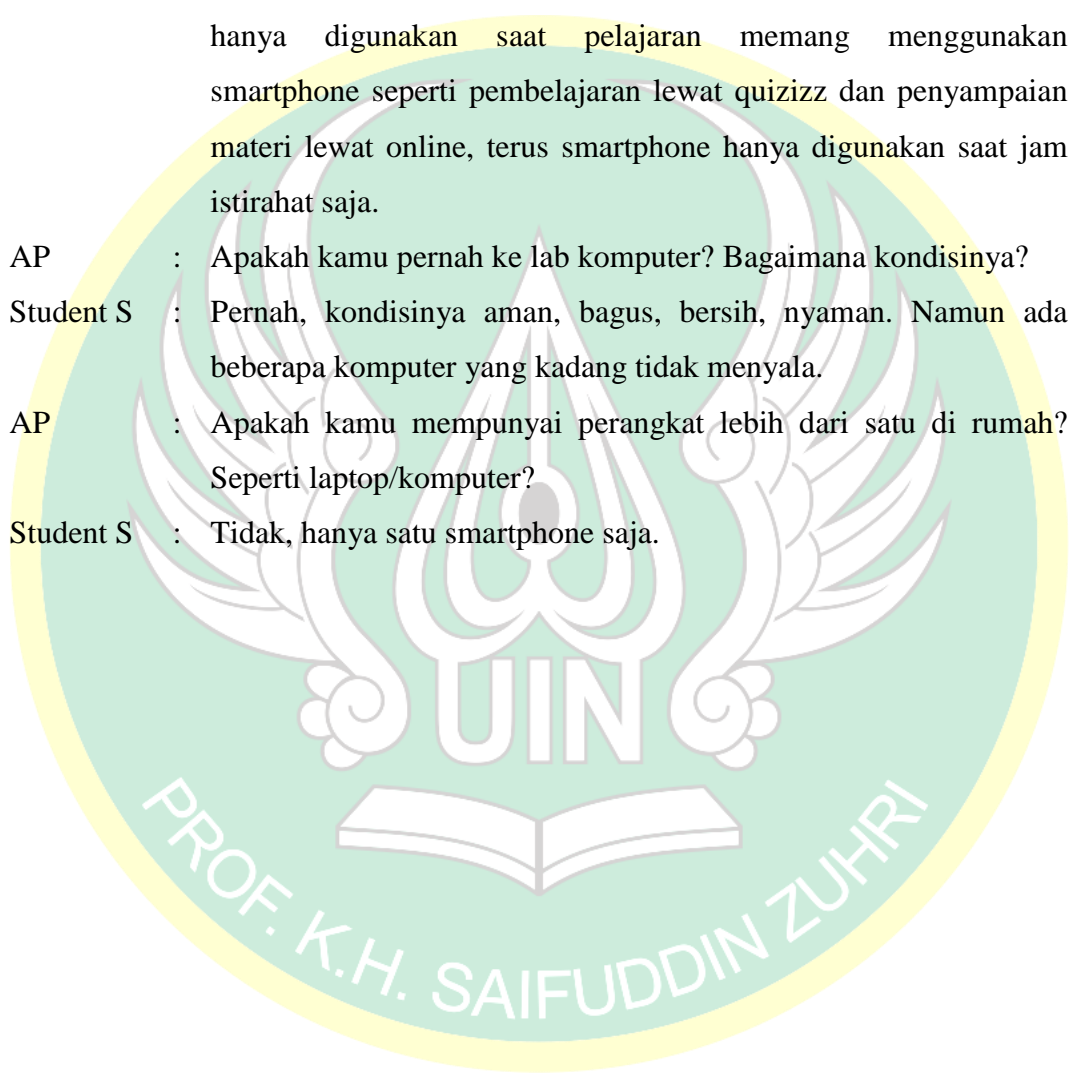
Interview 9 (Vice Principal)

AP	:	Persiapan apa yang harus dilakukan oleh guru sebelum mengajar?
Vice Principal	:	Persiapannya banyak, kita harus mempersiapkan modul ajar, persiapan media pembelajaran, kemudian bahan ajar harus disiapkan semua.
AP	:	Untuk fasilitas sekolah disini sudah tersedia apa saja?
Vice Principal	:	Wi-Fi gratis, setiap ruangan itu ada Wi-Fi nya, kami punya laboratorium komputer ada 4, masing-masing laboratorium isinya 20 komputer, kemudian ada bengkel 1 untuk siswa jurusan Teknik Otomotif, lalu ada mushola, LCD Proyektor ada 8, untuk ruang kelasnya ada 12. Untuk pembelajaran bahasa Inggris di lab komputer biasanya untuk listening.
AP	:	Apakah dari sekolah menuntut guru untuk menggunakan fasilitas tersebut?
Vice Principal	:	Mau tidak mau sudah menjadi kebutuhan untuk menggunakan teknologi, maka dari itu sekolah tidak melarang siswa membawa ponsel. Terkecuali sedang PTS dan PAT.
AP	:	Bagaimana kemampuan guru dalam memanfaatkan fasilitas di sekolah ini?
Vice Principal	:	Sudah dimanfaatkan dengan baik.
AP	:	Apa evaluasi yang diberikan kepada guru?
Vice Principal	:	Setiap bulannya ada rapat, evaluasi informasi tentang aplikasi-aplikasi untuk guru, untuk mengembangkan pembelajaran, untuk mengasah kemampuan guru.
AP	:	Apakah sekolah memperbolehkan siswa membawa smartphone?
Vice Principal	:	Ya, karena ini sekolah berbasis IT, maka siswa diperbolehkan membawa smartphone. Ini juga merupakan kebutuhan siswa

		disini karena memang pembelajarannya kebanyakan menggunakan teknologi terutama smartphone, jadi mau tidak mau ya siswa membawa smartphone.
AP	:	Apakah ada peraturan tertentu terkait penggunaan smartphone di sekolah?
Vice Principal	:	Tergantung kebijakan masing-masing guru ya mba, tapi kalau PTS dan PAT ponselnya dikumpulkan di depan.
AP	:	Apa pertimbangan sekolah sehingga memperbolehkan siswa membawa smartphone?
Vice Principal	:	Karena disini memang kan sekolahnya berbasis IT, jadi mau tidak mau membutuhkan smartphone untuk pembelajaran.
AP	:	Apakah ada pengawasan smartphone dari sekolah untuk siswa?
Vice Principal	:	Satu bulan sekali atau dua bulan sekali membuka hp siswa, dari BK. Karena dari kepolisian sudah menghimbau grup genk motor dan pornografi, jadi sekolah mengecek ponsel siswa.
AP	:	Apakah ada pelatihan guru terkait website/platform education?
Vice Principal	:	Ada pelatihannya, biasanya dari guru produktif ke guru yang lain, seperti S.Id, kemarin didemonstrasikan untuk digunakan di pembelajaran.

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan   : SMK TI Bina Citra Informatika Purwokerto

Mata Pelajaran   : Bahasa Inggris

Kelas / Semester   : XI / 2

Materi Pokok   : Biography Text of Famous People

Alokasi Waktu   : 1 x Tatap muka

A. Kompetensi Inti (KI)

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi (IPK)
3.23 Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan pada teks biografi tokoh sesuai dengan konteks penggunaannya.	3.23.2 Menemukan informasi rinci teks biografi tokoh sesuai dengan konteks penggunaanya. 3.23.3 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan pada beberapa teks biografi tokoh sesuai

XXXV

	dengan konteks penggunaanya.
4.23. Menyusun teks biografi tokoh lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks penggunaannya.	4.23.1 Menyusun teks biografi tokoh dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks penggunaannya. 4.23.2 Membuat teks biografi tokoh dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks penggunaannya.

C.   Tujuan Pembelajaran

Setelah peserta didik belajar tentang teks biografi dengan model pembelajaran discovery learning, pada akhir pembelajaran peserta didik dapat **menemukan informasi rinci** dan **membedakan** fungsi sosial, struktur teks dan unsur kebahasaan serta **menyusun** dan **membuat** teks biografi tokoh pendek dan sederhana dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Fokus Penguatan Karakter : Jujur, Komunikatif, Kerjasama, Kreatif

D.   Materi Pembelajaran (terlampir)
1.   Materi reguler Biography Text

A. Fakta

Teks biografi tokoh

XXXVI

Ki Hadjar Dewantoro, was born on born May 2, 1889, at Yogyakarta. He come from a noble family of Yogyakarta and attended a Dutch-sponsored medical school but failed to complete the course.

Ki Hadjar Dewantoro was the founder of the Taman Siswa school system, an influential and widespread network of schools that encouraged modernization but also promoted indigenous Indonesian culture. He felt that education was the best means to strengthen Indon esians.

The first Taman Siswa schools were established in Java in July 1922. Instruction, carried on informally, emphasized traditional skills and values of Javanese life, particularly music and dance. Western subjects were taught, too, in order to help students cope with the demands of modern life. Based on traditional Javanese concepts, the Taman Siswa schools appealed primarily to those segments of Indonesian society termed abangan, in which the Islamic faith is less deeply entrenched.

Ki Hadjar Dewantorodied on April 26, 1959, at. Yogyakarta. Upon his death he was acclaimed a national hero.

B. Konsep

- Fungsi Sosial :

  Meneladani, membanggakan, bertindak teratur, teliti dan disiplin, melaporkan.

- Struktur Teks :

  (gagasan utama dan informasi rinci)

  a. Mengenalkan artis dan uraian umum tentang artis tersebut

  b. Menyebutkan urutan tindakan/ kejadian/peristiwa yang dilakukan atau dialami artis secara kronologis, dan runtut

- Unsur Kebahasaan

  a. Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam bekerja, kejadian/peristiwa yang sedang banyak dibicarakan.

  b. Simple past tense, past continuous, perfect tense

  c. Penyebutan kata benda

  d. Modal auxiliary verbs

XXXVII

C. Prosedur

Mempelajari struktur teks, fungsi sosial dan unsur kebahasaan teks biografi

2. Materi Remidial

Struktur Teks, fungsi sosial, unsur kebahasaan teks Biografi tokoh

3. Materi Pembelajaran Pengayaan

Menemukan contoh Teks Biografi tokoh dan menganalisis fungsi sosial, struktur teks, dan unsur kebahasaaan

E. Metode Pembelajaran

Pendekatan : Scientific approach

Model : Discovery Learning

Metode : Diskusi, Tanya jawab, Presentasi

F. Media dan Bahan Pembelajaran

1. Media : Internet, Contoh Biography text, PPT, dan foto artis terkenal
2. Alat/ bahan : LCD, Laptop, white board

G. Sumber pembelajaran:

- Buku atau bahan ajar yang berkaitan dengan Biography text
- Buku Pegangan Guru, Shyla K Lande, Eka Mulya Astuti, FORWARD AN ENGLISH course for vocational school student XI, Jakarta
- Internet
  - Rizza Aria Ferdian, 2016, Biografi bj.habibie

    https://www.youtube.com/watch?v=7bGAumujUSM diakses pada tanggal 10 Agustus 2019 pukul 13.55 WIB
  - Palita Ruhamaningtyas, 2017, Pengertian Biografi, Ciri Ciri Biografi, dan Struktur Teks Biografi

    https://www.youtube.com/watch?v=mXCd8LvVxfA

- diakses pada tanggal 10 agustus 2019 pukul 14.14 WIB

- ENCYCLOPEDIA BRITANNICA, 2019, Biography of Ki Hajar Dewantara, https://www.britannica.com/biography/Ki-Hadjar-Dewantoro diakses pada tanggal 12 Agustus 2019.

H. Langkah – Langkah Pembelajaran

Kegiatan	Uraian Kegiatan	Waktu
Pendahuluan	**Orientasi :** 1. Peserta didik merespon salam tanda mensyukuri anugerah Tuhan dan saling mendoakan. 2. Peserta didik diperiksa kehadirannya. **Apersepsi :** 1. Guru menampilkan gambar tentang orang terkenal 2. Guru memberikan beberapa pertanyaan terkait gambar tersebut. 3. Peserta didik merespon dengan memberikan jawaban berdasarkan gambar. **Motivasi :** 1. Guru menyampaikan kompetensi dasar yang akan dicapai 2. Guru menyampaikan indikator pencapaian kompetensi yang akan dicapai	5'
Kegiatan Inti	**Sintak 1** **Stimulation** 1. Peserta didik mengamati sebuah teks pada layar PPT yang ditampilkan di depan kelas oleh guru (***Observing***)	5'

	2. Peserta didik mengamati teks tersebut.	
	Sintak 2 **Problem Statement**	10'
	Peserta didik diminta untuk menemukan informasi rinci mengenai teks biografi tersebut (*Critical Thinking)*	
	Sintak 3 **Data Collection**	20'
	1. Peserta didik membentuk kelompok yang terdiri dari 3 orang 2. Peserta didik bersama kelompoknya menjawab pertanyaan berdasarkan teks biografi tersebut (*Collecting Data-Collaboration*) (**LKPD: Activity 1)** 3. Peserta didik menemukan arti kosakata verb 2 dengan mencocokan sebuah kata dengan arti dalam bahasa inggris. (*Collecting Data-Collaboration*) (**LKPD: Activity 2)** 4. Peserta didik diminta untuk melengkapi kalimat berdasarkan kosa kata yang sudah disediakan (**LKPD: Activity 3)**	
	Sintak 4 **Data Processing**	20'
	1. Peserta didik membedakan fungsi sosial, struktur teks dan unsur kebahasaan dari teks biografi yang diberikan secara berkelompok. (*Collecting Data-Collaboration*) **LKPD: Activity 4)**	

XL

	2. Peserta didik menuliskan hasil analisanya di dalam tabel yang tersedia. (***Collecting Data-Collaboration***)	
	3. Peserta didik diberi teks dengan paragraf acak mengenai teks biografi dan diminta untuk menyusun teks tersebut secara berkelompok (***Associating***) (**LKPD: Activity 5**)	
	Sintak 5 **Verification**	10'
	1. Peserta didik membuat teks biografi tentang tokoh terkenal secara individu. (***Creating***) (**LKPD: Activity 6**) 2. Peserta didik menyampaikan jawaban pertanyaan yang telah dikerjakan dengan kelompoknya dengan arahan dari guru. (***Communicating***) 3. Peserta didik yang lain memberikan tanggapan atau umpan balik.	
	Sintak 6 **Generalization**	10'
	1. Guru bersama peserta didik membuat kesimpulan tentang teks biografi tokoh.	
Penutup	Kegiatan Penutup Kegiatan guru bersama peserta didik, yaitu: 1. Membuat rangkuman / simpulan pelajaran 2. Menyampaikan rencana pembelajaran pada pertemuan berkutnya. 3. Menutup pertemuan dengan salam.	10'

I. Penilaian

1. Penilaian pembelajaran reguler

No	Aspek	Kompetensi yang Dinilai	Teknik	Bentuk Instrumen	Instrumen
a.	Sikap	Sesuai IPK	Observasi	Lembar Observasi	Terlampir
b.	Pengetahuan	Sesuai IPK	Tertulis	Pilihan ganda	Terlampir
c.	Keterampilan	Sesuai IPK	Product Presentation	Writing project	Terlampir

Teknik penilaian

- Menilai kompetensi pengetahuan
  - Observasi diskusi dalam peer work dan group work
  - Penugasan
- Menilai kompetensi keterampilan
  - Unjuk kerja
  - Proyek, produk
- Menilai kompetensi sikap
  - Observasi
  - jurnal (*Anecdotal record*)
  - Teman sebaya *(Peer assestment*

2. Pembelajaran Remedial dan Pengayaan
Materi Pembelajaran
a. Remedial

Bentuk tes : Tertulis **(Terlampir)**
Teknik pelaksanaan remidi :

- Penugasan individu diakhiri dengan tes (lisan/tertulis) bila jumlah peserta didik yang mengikuti remedial maksimal 20%

- Penugasan kelompok diakhiri dengan tes individual (lisan/tertulis) bila jumlah peserta didik yang mengikuti remedial lebih dari 20% tetapi kurang dari 50%.
- Pembelajaran ulang diakhiri dengan tes individual (tertulis) bila jumlah peserta didik yang mengikuti remedial lebih dari 50%

Waktu pelaksanaan :
KKM :
Penilaian : **(Terlampir)**

b. **Pengayaan**
   ➢ Bagi Peserta didik yang sudah mencapai nilai ketuntasan diberikan pembelajaran pengayaan sebagai berikut:
   1) Pemberian bacaan tambahan atau berdiskusi yang bertujuan memperluas wawasan bagi KD tertentu. **(Terlampir)**
   2) Pemberian tugas untuk melaksanakan analisis teks biografi tokoh terkenal **(Terlampir)**
   ➢ Waktu pelaksanaan program pengayaan adalah:
   1) Setelah mengikuti tes/ulangan KD tertentu dan atau
   2) Pada saat pembelajaran dimana siswa dengan program pengayaan.
   ➢ Penilaian hasil belajar program pengayaan

INSTRUMENT PENILAIAN

- Observasi diskusi

Nama peserta didik	Pernyataan						Jumlah	
	Pengungkapan gagasan yang orisinal		Kebenaran Konsep		Ketepatan Penggunaan Konsep			
	Ya	Tidak	Ya	Tidak	Ya	Tidak	Ya	Tidak

- Sikap siswa dinilai melalui observasi dan jurnal (anecdotal record) secaraon going untuk mendapatkan modus dengan menggunakan rubric :

XLIII

- Lembar Observasi

No	Names	Santun (respect)	Peduli (Care)	Jujur (Hon est)	Disiplin (discipli ne)	Percaya Diri (Confide nce)	Bertang gung Jawab (Respon sible)	Kerja sama (Team works)	Cinta Damai (Peace)	Berkom unikasi Dengan Baik (Comm unicativ e)

- Penilaian teman sebaya (Peer assesment)

No	Penilai 1	Nilai			Penilai 2	Nilai		
	Aspek	1	2	3	Aspek	1	2	3

Purwokerto, Juni 2019

Mengetahui,

Kepala Sekolah   Guru Mata Pelajaran

Aprilia Fatmasari,S.P.M.P   Devi Pratama P,S.Pd

MODUL AJAR (MA)

A. Identitas Modul

1. Nama Penyusun   : Widhi Puspita Hapsari
2. Satuan Pendidikan   : SMK TI Bina Citra Informatika Purwokerto
3. Program Keahlian   : TJKT
4. Kelas   : XI
5. Mata Pelajaran   : Bahasa Inggris
6. Tahun Pelajaran   : 2022/2023
7. Semester   : Genap
8. Konten pembelajaran 1   : Argumentatif teks
9. Elemen CP   : menulis-memirsa
10. Alokasi Waktu   : 16 x @45 menit (4 pertemuan)

B. Kompetensi Awal

Sebelum melakukan pembelajaran tentang materi *Argumentative Text*, peserta didik diharapkan telah mengetahui informasi tentang bagaimana menyusun sebuah kalimat dan memahami cara menemukan ide pokok sebuah paragraf.

C. Profil Pelajar Pancasila

Peserta didik akan mengembangkan kemampuan bernalar kritis, bergotong royong, kreatif, dan mandiri.

D. Sarana dan Prasarana

Sarana   : Buku, Lembar kerja, Laptop/komputer

Prasarana : LCD, jaringan internet/WiFi, speaker

E. Target Peserta Didik   : Peserta Didik Regular/tipikal/umum

F. Model Pembelajaran : Tatap Muka

KOMPONEN INTI

A. Tujuan Pembelajaran

1. Peserta didik mampu menganalisis struktur teks dan unsur kebahasaan dari beberapa teks argumen tulis secara mandiri.
2. Peserta didik mampu menyusun teks argumen tulis dengan bahasa sendiri sesuai dengan karakteristik jurusannya.
3. Peserta didik mampu mempresentasikan teks argumen tulis di depan kelas dengan penuh tanggungjawab.

B. Pemahaman Bermakna

1. Penggunaan jenis teks argumen dalam kehidupan sehari-hari, terutama yang berhubungan dengan profesi di jurusannya.
2. Dalam pekerjaan, teks argumen digunakan untuk Langkah persuasif, contohnya dalam penanganan Covid-19.

C. Pertanyaan Pemantik

1. Do you like to talk about what happened recently? Why?
2. Do you like to give arguments about something recently?
3. Do you know how to write a Argumentative Text? How? *What does he do?*
4. What is the first thing we must write?

D. Kegiatan Pembelajaran

Pertemuan ke-1

Kegiatan Pendahuluan (15 menit)

1. Peserta didik dan Guru memulai dengan berdoa bersama.
2. Peserta didik disapa dan melakukan pemeriksaan kehadiran bersama dengan guru.
3. Peserta didik bersama dengan guru membahas tentang kesepakatan yang akan diterapkan dalam pembelajaran

4. Peserta didik dan guru berdiskusi melalui pertanyaan pemantik:
 	
  a. Do you like to talk about what happened recently? Why?
 	
  b. Do you ever write a paragraph of argument? When?
 	
  c. Do you really think it is important information that people should know? Why?

Kegiatan Inti (60 menit)

1. Peserta didik mendapatkan pemaparan secara umum tentang Argumen Text
 	
2. Dengan metode tanya jawab guru memberikan pertanyaan mengenai:
 	
  a. The definition of Argumen Text
 	
  b. Social Function Argumen Text
 	
3. Peserta didik diberikan kesempatan untuk melakukan studi pustaka (browsing dan/atau mengunjungi perpustakaan) guna mengeksplorasi
 	
  a. The definition of Argumen Text
 	
  b. Social Function Argumen Text
 	
4. Peserta didik diminta melaporkan hasil studinya dan kemudian bersama-sama dengan dibimbing oleh guru mendiskusikan hasil laporannya di depan kelas atau di Forum Google Classroom dan Group Whatsapp
 	
Untuk analisis Social Function Argumen Text dapat dilakukan secara kolaboratif di papan tulis di Forum Google Classroom dan Group Whatsapp
 	
5. Peserta didik secara bergantian mengungkapkan gagasannya. Guru membimbing diskusi.

6. Peserta didik diminta untuk mengerjakan soal Latihan

Kegiatan Penutup (15 menit)
1. Peserta didik dapat menanyakan hal yang tidak dipahami pada guru
2. Peserta didik mengomunikasikan kendala yang dihadapi selama mengerjakan
3. Peserta didik menerima apresiasi dan motivasi dari guru.

Pertemuan ke-2

Kegiatan Pendahuluan (15 menit)
1. Peserta didik dan Guru memulai dengan berdoa bersama.
2. Peserta didik disapa dan melakukan pemeriksaan kehadiran bersama dengan guru.
3. Peserta didik bersama dengan guru membahas tentang kesepakatan yang akan diterapkan dalam pembelajaran

4. Peserta didik dan guru berdiskusi melalui pertanyaan pemantik:
     a. Do you like to give arguments about something recently?
     b. How to write an argumentative paragraph?

Kegiatan Inti (60 menit)
1. Peserta didik mendapatkan pemaparan secara umum tentang pengetahuan Language Features Argumen Text
2. Peserta didik diberikan pertanyaan untuk diskusi yaitu:
3. What are Generic Structure in Argumen Text?
4. Peserta didik diberikan tugas untuk mengidentifikasi Generic Structure in Argumen Text
5. Peserta didik diberikan kesempatan untuk melakukan studi pustaka (browsing dan/atau mengunjungi perpustakaan) guna mengonfirmasi jawaban dari

pertanyaan tersebut
6. Waktu eksplorasi dibatasi maksimal 10 menit. Setelah itu hasil eksplorasi dikumpulkan
7. Peserta didik masing-masing menyampaikan hasil eksplorasinya dan guru memfasilitasi diskusinya

Kegiatan Penutup (15 menit)
1. Peserta didik dapat menanyakan hal yang tidak dipahami pada guru
2. Peserta didik mengomunikasikan kendala yang dihadapi selama mengerjakan
3. Peserta didik menerima apresiasi dan motivasi dari guru.

Pertemuan ke-3

Kegiatan Pendahuluan (15 menit)
1. Peserta didik dan Guru memulai dengan berdoa bersama.
2. Peserta didik disapa dan melakukan pemeriksaan kehadiran bersama dengan guru.
3. Peserta didik bersama dengan guru membahas tentang kesepakatan yang akan diterapkan dalam pembelajaran
4. Peserta didik dan guru berdiskusi melalui pertanyaan pemantik: a. Do you know how to write a Procedure Text? How? *What does he do?*   b. *Why does he wear that cloth?*

Kegiatan Inti (60 menit)
1. Peserta didik mendapatkan pemaparan secara umum tentang pengetahuan Argumen Text
2. Peserta didik diberikan pertanyaan untuk diskusi yaitu: What are Language Features of Argumen Text?
3. Peserta didik diberikan tugas untuk menyimpulkan Language Features Argumen Text
4. Peserta didik diberikan kesempatan untuk melakukan studi pustaka (browsing dan/atau mengunjungi perpustakaan) guna mengonfirmasi jawaban dari

pertanyaan tersebut

Waktu eksplorasi dibatasi maksimal 10 menit. Setelah itu hasil eksplorasi dikumpulkan

5. Peserta didik masing-masing menyampaikan hasil eksplorasinya dan guru memfasilitasi diskusinya.

Kegiatan Penutup (15 menit)

1. Peserta didik dapat menanyakan hal yang tidak dipahami pada guru
2. Peserta didik mengomunikasikan kendala yang dihadapi selama mengerjakan
3. Peserta didik menerima apresiasi dan motivasi dari guru.

Pertemuan ke-4

Kegiatan Pendahuluan (15 menit)

1. Peserta didik dan Guru memulai dengan berdoa bersama.
2. Peserta didik disapa dan melakukan pemeriksaan kehadiran bersama dengan guru.
3. Peserta didik bersama dengan guru membahas tentang kesepakatan yang akan diterapkan dalam pembelajaran
4. Peserta didik dan guru berdiskusi melalui pertanyaan pemantik:

   What is the first thing we must write?

5. How many paragraph of the text if you want to make an Argumen text?

Kegiatan Inti (60 menit)

1. Peserta didik mendapatkan pemaparan secara umum tentang pengetahuan Language Features of ArgumenText
2. Peserta didik diberikan pertanyaan untuk diskusi yaitu:
3. How to write an Analytical Argumen Text?
4. Peserta didik diberikan tugas untuk menyimpulkan how to write Argumen Text
5. Peserta didik diberikan kesempatan untuk melakukan studi pustaka (browsing dan/atau mengunjungi perpustakaan) guna mengonfirmasi jawaban dari

L

pertanyaan tersebut
Waktu eksplorasi dibatasi maksimal 10 menit. Setelah itu hasil eksplorasi dikumpulkan
6. Peserta didik masing-masing menyampaikan hasil eksplorasinya dan guru memfasilitasi diskusinya.

Kegiatan Penutup (15 menit)
1. Peserta didik dapat menanyakan hal yang tidak dipahami pada guru
2. Peserta didik mengomunikasikan kendala yang dihadapi selama mengerjakan
3. Peserta didik menerima apresiasi dan motivasi dari guru..

E. Asesmen

1. Asesmen diagnostic
2. Asesmen formatif
3. Asesmen sumatif

F. Pengayaan dan Remedial

Pengayaan

Menyelesaikan soal pada tautan https://tinyurl.com/argumenquiz1

Remidial

- Menemukan Argumen Text diinternet tentang menjelaskan orang
- Membuat analisis seluruh komponen 3 Generic Structure dan 4 Language Features Argumen Text untuk masing – masing aspek

G. Lampiran

1. **Lembar Kerja Peserta Didik (LKPD)**

   a. Asesmen diagnostic

   ….

b. Asesmen formatif

    ….

c. Asesmen sumatif

    ….

2. Refleksi Konsep Materi

No	Pertanyaan	Tanggapan
1	Dari proses belajar hari ini, hal yang saya pahami adalah…	
2	Dari proses belajar hari ini, yang yang belum saya pahami adalah…	
3	Dari proses belajar hari ini, saya ingin mengetahui lebih dalam tentang…	
4	Dari proses belajar hari ini, hal yang akan saya lakukan dalam kehidupan sehari-hari adalah…	

H. Bahan Bacaan Guru dan Peserta Didik

Buku Paket

I. Glosarium

Argumen : Teks argumentatif

Generic Structure : Bagian – bagian text

Language Feature : Unsur kebahasaan

Arguments : Opini, pendapat

Reitaration : Penguatan/ dukungan

Thesis : Kondisi/ fakta

Simple Present : Struktur kalimat menunjukan kegiatan sekarang

Addition   : Tambahan

Comparison   : Perbandingan

Cause – effect   : Sebab akibat

J. Daftar Pustaka

https://www.ruangguru.com/blog/mengenal-analytical-argumen-text

https://www.wallstreetenglish.co.id/english-tips/analytical-argumen/

https://blog.cakap.com/apa-itu-analytical-argumen-text/

https://www.ef.co.id/englishfirst/kids/blog/mengenal-perbedaan-analytical-dan-hortatory-argumen-text/
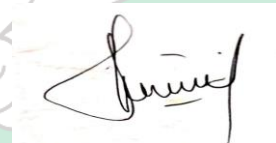
Banyumas,   Oktober 2023

Kepala Sekolah   Guru mata Pelajaran

Aprilia Fatmasari, SP.MP   Widhi Puspita Hapsari, S.Pd

LIII

BAHAN AJAR

A. Pendahuluan

1. Kompetensi dasar

3.23 Menganalisis fungsi social, struktur teks dan unsur kebahasaan pada **teks biografi** tokoh sesuai dengan konteks penggunaannya.

4.23 Menyusun **teks biografi** tokoh lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

2. Indikator

3.23.2 Menemukan informasi rinci teks biografi tokoh sesuai dengan konteks penggunaanya.

3.23.3 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan pada beberapa teks biografi tokoh sesuai dengan konteks penggunaanya.

4.23.1 Menyusun teks biografi tokoh dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

4.23.2 Membuat teks biografi tokoh dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

3. Materi Pokok

Biography text of Famous People

The main material in this teaching material is students will study about biography text by paying attention to social functions, text structures, and language feature and students can compile written biography texts by paying attention to social functions, text structures, and language feature, correctly and in context.

Fungsi Sosial

Menceritakan biografi tokoh untuk meneladani nilai-nilai moral dan kebaikan dari tokoh yang digambarkan.

a. **Struktur Teks**
   - **Introduction/Orientasi**

     Penjelasan pendek secara umum

   - **Peristiwa dan Masalah/Significant event**
     Menyebutkan urutan peristiwa secara kronologis dan runtut tentang pendidikan, karir, pekerjaan, prestasi, dll dari tokoh yang diceritakan
   - **Reorientasi/Closing**

     Kesimpulan tentang kontribusi terpenting dari tokoh yang diceritakan.

b. **Unsur Kebahasaan**
   - Kata-kata terkait dengan perjuangan hidup,
   - Tata Bahasa:
     - ✓ Simple Past Tense
     - ✓ Past Perfect tense
     - ✓ Noun phrases
     - ✓ Auxiliary verbs
     - ✓ Connector words
   - Ejaan dan tanda baca yang jelas, rapi dan tepat
   - Ucapan, tekanan kata dan intonasi yang jelas dan tepat ketika mempresentasikan secara lisan

B. Peta Konsep

C. Uraian Materi
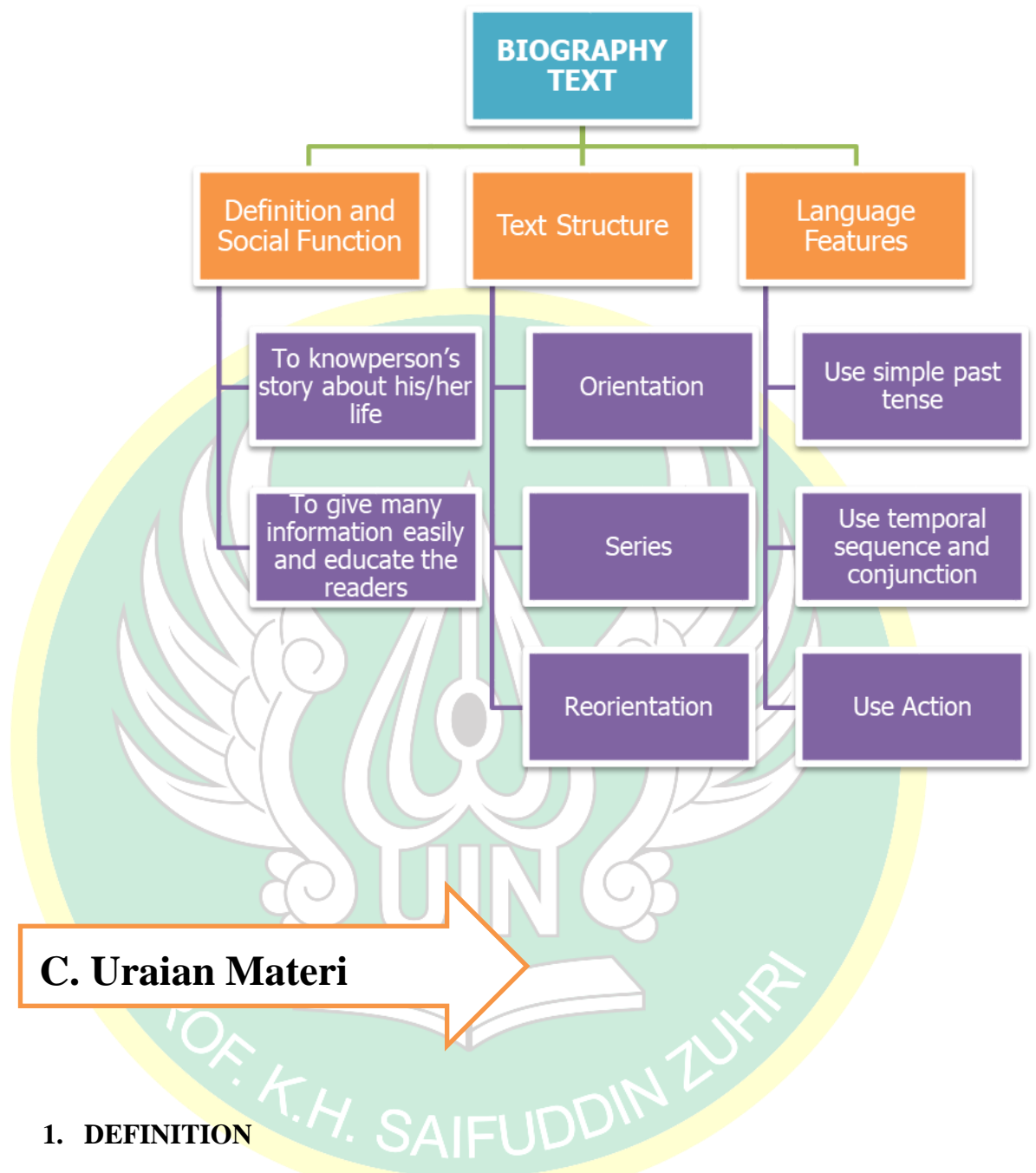
1. DEFINITION

Biography is a story or information about a person's life which is based on the subject of fiction (non-fiction / true story). A biography is more complex than just a list of the steps of birth or death and one's job data, but also tells of the feelings involved in having these events that highlight differences in disposition including personal experience. Biography, it can simply be said to be a story of a person's life history. Biography can be in the form of a few lines only, but also may be more than one book.

Biography analyze and explain the events in one's life. Through biographies, will be found relationships, meaning description of a

particular action or mystery surrounding a person's life, as well as an explanation of his actions and behavior. Biography can usually tell about the life of a famous figure or not known, however, about the biography of an ordinary person would tell you about one or more specific place or time. Biographies often tell the story of a historical figure, but often also about the people who are still alive. Many biographies are written in chronological order. Some period of time can be classified by major themes (such as "the early days were difficult" or "ambition and achievement"). Even so, some others focus on topics or specific achievement.

Biography require primary materials and supporting materials. The main ingredient can be objects such as letters, diaries, or newspaper clippings. While some materials are usually in the form of other biographies, reference books or history that describes the role of the subject of the biography.

2. **Function of Biography**
   - To know a person's story about his/her life outside of any accomplishments this person may be known for.
   - To give much information easily and educate the readers..

3. **Common Characteristics of biography text:**
   a. Describes the person's surroundings.
   b. Shows how the person affects other people.
   c. Provides examples that demonstrate the person's behavior.
   d. Supplies details that illustrate the person's individuality.
   e. Implies or notes how the writer feels about the person.

4. **Generic structure**

The purpose of a biographical recount is to inform by retelling past events and achievements in a person's life. The texts consist of three parts:

a) Part 1: **Orientation**:

   opening statement introduces the subject, and explains why he/she is known. It given the reader the background information as two why this person is Noteworthy and should have a biography written about the. The opening paragraph should answer the questions: who, what, where, when, and how. The opening paragraph gives the reader the

background information as to why this person is important and should have a biography written about them.

b) Part 2: **Event**:

significant events are ordered chronologically
It presents a series of events, usually told in chronological order. Here the writer might refer to a certain time on line. The recount then unfolds in paragraphs that retell a series of events, usually told in chronological order.

c) Part 3: **Reorientation**:

closing statement explains how this person will be remembered, and sometimes gives the writer's opinion. It consists of a type of conclusion with a comment on the contributions this person has made or a summary and evaluation of the person's achievement. The final paragraph is a conclusion with a comment on the contribution this person has made or a summary and evaluation of the person's achievements.

- **Example Biography Text**

Orientation

Ki Hadjar Dewantoro, Dewantoro also spelled Dewantara, original name Raden Mas (Lord) Suwardi Surjaningrat, (born May 2, 1889, Yogyakarta, Java, Dutch East Indies [now Indonesia]—died April 26, 1959, Yogyakarta), founder of the Taman Siswa (literally "Garden of Students") school system, an influential and widespread network of schools that encouraged modernization but also promoted indigenous Indonesian culture.

Event

Dewantoro was born into a noble family of Yogyakarta and attended a Dutch-sponsored medical school but failed to complete the course. Active in the nationalist cause, he belonged to a faction favouring direct action and the use of Western methods to destroy the power of the Dutch. He was also a member of the Bandung chapter of Sarekat Islām ("Islamic Association") and a founder of the Socialist Indische Partij ("Indies Party"). An article he wrote during this period, "If I Were a Netherlander," published in the Indische Partij's De Express, led to his exile to the Netherlands between 1913 and 1918.

Reorientation

In the Netherlands he became converted to the idea of using Indonesian cultural traditions to cope with the problems posed by Dutch colonial rule. He felt that education was the best means to strengthen Indonesians, and he was deeply influenced by the progressive theories of the Italian educational reformer Maria Montessori and by the Indian poet and philosopher Rabindranath Tagore. The first Taman Siswa schools were established in Java in July 1922. Instruction, carried on informally, emphasized traditional skills and values of Javanese life, particularly music and dance. Western subjects were taught, too, in order to help students cope with the demands of modern life. Overcoming initial official hostility, the Taman Siswa schools had spread throughout the archipelago and were by the late 1930s subsidized by the Dutch colonial government. Based on traditional Javanese concepts, the Taman Siswa schools appealed primarily to those segments of Indonesian society termed abangan, in which the Islamic faith is less deeply entrenched. Dewantoro continued his leadership of Taman Siswa after the war and upon his death was acclaimed a national hero.

5. **Language Features**
   1) **Simple Past Tense**

   Simple past tense is the main menu in making biography texts. A simple form of events that occured in the past use the second verb form (verb 2).

   Example of vocabulary used in biography text (V2)

No.	Verb 1	Verb 2	Arti
1	Complete	completed	lengkap
2	Stop	stopped	berhenti
3	Continue	continued	melanjutkan
4	Begin	begun	mulai
5	Become	became	menjadi
6	Start	started	mulai
7	Release	released	melepaskan
8	Try	tried	mencoba
9	Manage	managed	mengatur

Contoh:

He **was** born on August 4, 1961 in Honolulu, Hawaii.

2) **Temporal Sequence and Temporal Conjunction.**

As a link between one sentence with another sentence in chronological order.

Temporal Sequence (urutan waktu)

Temporal Conjunction (konjungsi temporal).

Contoh:

- His parents separated **when** he was two years old

3) **Use of Action verbs.**

Explain something actively done by a character using several verbs in V2 or Past Form.

Contoh:

The family then **moved** to his stepfather's home country.

D. Rangkuman

Biography is a story or information about a person's life which is based on the subject of fiction (non-fiction / true story).

The difference is, a brief biography describes only about the facts of one's life and its vital role as a long biography includes, of course, important information, but is told with more detail and certainly written with good storytelling.

Function of Biography
- To know a person's story about his/her life outside of any accomplishments this person may be known for.
- To give much information easily and educate the readers.

Common Characteristics of biography text:
a. Describes the person's surroundings.
b. Shows how the person affects other people.
c. Provides examples that demonstrate the person's behavior.
d. Supplies details that illustrate the person's individuality.
e. Implies or notes how the writer feels about the person.

Generic structure

The purpose of a biographical recount is to inform by retelling past events and achievements in a person's life. The texts consist of three parts:

a) Part 1: **Orientation**

b) Part 2: **Event**: significant events are ordered chronologically

c) Part 3: **Reorientation**

Language Features

- Kata-kata terkait dengan perjuangan hidup,
- Tata Bahasa:
  - ✓ Simple Past Tense
  - ✓ Past Perfect tense
  - ✓ Noun phrases
  - ✓ Auxiliary verbs

✓ The Used of V2

E. Daftar Pustaka

- Buku atau bahan ajar yang berkaitan dengan Biography text
- Buku Pegangan Guru, Shyla K Lande, Eka Mulya Astuti, FORWARD AN ENGLISH course for vocational school student XI, Jakarta
- Internet

  - Gheani Gozwan, 2017, Biografi bj.habibie

    https://www.youtube.com/watch?v=seyhGgayCe4 tdiakses pada tanggal 10 Agustus 2019 pukul 13.55 WIB

  - Palita Ruhamaningtyas, 2017, Pengertian Biografi, Ciri Ciri Biografi, dan Struktur Teks Biografi https://www.youtube.com/watch?v=mXCd8LvVxfA

  - diakses pada tanggal 10 agustus 2019 pukul 14.14 WIB

  - ENCYCLOPEDIA BRITANNICA, 2019, Biography of Ki Hajar Dewantara, https://www.britannica.com/biography/Ki-Hadjar-Dewantoro diakses pada tanggal 12 Agustus 2019.

Figure 1. Observation in class X DKV

Figure 2. Observation in class X TJKT

Figure 3. Observation in class XI TJKT

Figure 4. Observation in class XI TO

Figure 5. Interview with Teacher W

Figure 6. Interview with Teacher D

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : Irra Wahidiyati, M.Pd.

Instansi : Universitas Islam Negeri Prof. K.H. Saifuddin Zuhri Purwokerto

Jabatan : Dosen

Telah membaca instrumen penelitian berupa observation guideline dan interview checklist yang akan digunakan dalam penelitian dengan judul "The Implementation of Mobile-Assisted Language Learning in Teaching English at SMK TI Bina Citra Informatika Purwokerto" oleh peneliti:

Nama : Ajeng Puspita

NIM : 2017404022

Prodi : Tadris Bahasa Inggris

Dengan ini menyatakan instrument tersebut,

☐ Layak digunakan

☑ Layak digunakan dengan revisi

☐ Tidak layak digunakan

Setelah memperhatikan instrument yang telah dibuat, maka masukan untuk instrument tersebut adalah:

Menambahkan penggunaan MALL untuk assesmen.

Demikian surat keterangan ini dibuat agar digunakan dalam pengumpulan data.

Purwokerto, 15 November 2023
Validator,

Irra Wahidiyati, M.Pd.
NIP. 19881130 201908 2 001

YAYASAN BINA CAHAYA INSANI PURWOKERTO
SMK TI BINA CITRA INFORMATIKA
"TERAKREDITASI B"
Jl. Jatisari No. 24F, Sumampir-Purwokerto Utara Kab. Banyumas 53125
Telp.: (0281)6842417 Fax.: (0281)641467
E-mail.: smkti.bintra@gmail.com Website: https://smktibintra.sch.id'
Kompetensi Keahlian: 1. Teknik Komputer Jaringan (TKJ) 2. Multi Media (MM)
3. Teknik Kendaraan Ringan Otomotif (TKRO)

SURAT KETERANGAN

No: 489/II/SMK.BCI/V/2024

Yang bertanda tangan di bawah ini Kepala SMK TI Bina Citra Informatika Purwokerto, dengan ini menerangkan bahwa:

Nama	: Ajeng Puspita
NIM	: 207404022
Semester	: VII (delapan)
Jurusan/Prodi	: Tadris Bahasa Inggris
Perguruan Tinggi	: UIN Prof. K.H Saifudin Zuhri Purwokerto

Telah melaksanakkan Observasi di SMK TI Bina Citra Informatika Purwokerto dengan Judul Skripsi *"Language Learning in Teaching English at SMK TI Bina Citra Informatika Purwokerto"*. Demikian Surat Keterangan ini dibuat, diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Purwokerto, 13 Mei 2024

Kepala SMK TI Bina Citra Informatika
Purwokerto

Aprilia Fatmasari, S.P.M.P.

Appendix 8 curriculum vitae

Curriculum Vitae

Personal Data

Name : Ajeng Puspita

Student Number : 2017404022

Date of Birth : Tegal, September 22, 2001

Address : Bandasari RT 012 RW 002, Dukuhturi, Tegal

Phone : 08976676684

E-mail : ajengpspt01@gmail.com

Education

1. SD N Pedagangan 01

2. SMP N 1 Dukuhwaru

3. SMK N 1 Dukuhturi

4. UIN Prof. K.H. Saifuddin Zuhri Purwokerto