

**TEACHING LISTENING COMPREHENSION USING QR
CODE FOR 7th GRADE STUDENTS AT MTs NEGERI
BANYUMAS REGENCY**



AN UNDERGRADUATE THESIS

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

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STATEMENT OF ORIGINALITY

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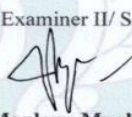
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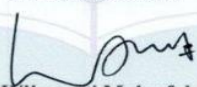
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Assalaamualaikum Warahmatullaahi Wabarakaatuh

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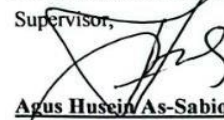
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TEACHING LISTENING COMPREHENSION USING QR CODE FOR 7th GRADE STUDENTS AT MTs NEGERI 1 BANYUMAS REGENCY

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Abstract: Technology is increasingly being used in education, where the process in teaching and learning activities currently utilizes digital technology, while the education process needs many categories of listening strategies. This research aims to describe how the teacher utilizes the QR code in teaching English listening comprehension, to analyze the teacher and the students challenges, and also to know the perspectives of both teacher and student using the QR code in the learning process. This research is qualitative, as the subjects are the teacher and 7th grade students at MTs Negeri 1 Banyumas Regency, using observation, interviews, and documentation for data collection. The data analysis technique used is descriptive qualitative analysis. The results of this study are: 1) Teachers use QR codes in teaching listening by creating audio contents, generating the QR code, and ensuring accessibility. 2) The teacher and students challenges include limited access to devices, technical issues, and pedagogical and content aspect. 3) The teacher and the student perspectives: both teachers and students find QR codes helpful for understanding listening comprehension and facilitating self-paced learning. The conclusion shows that the use of QR codes in teaching English listening comprehension is aimed at pronunciation practice and vocabulary development by utilizing technology in teaching listening.

Keywords: English Learning, listening comprehension, QR Codes.

TEACHING LISTENING COMPREHENSION USING QR CODE FOR 7th GRADE STUDENTS AT MTs NEGERI 1 BANYUMAS REGENCY

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Abstrak: Teknologi semakin banyak digunakan dalam dunia pendidikan, dimana proses dalam kegiatan belajar mengajar saat ini sudah memanfaatkan teknologi digital, sementara proses pendidikan membutuhkan banyak kategori strategi menyimak. Penelitian ini bertujuan untuk mendeskripsikan bagaimana guru memanfaatkan QR code dalam pengajaran pemahaman menyimak bahasa Inggris, menganalisis tantangan yang dihadapi guru dan siswa, serta mengetahui perspektif guru dan siswa dalam menggunakan QR code dalam proses pembelajaran. Penelitian ini bersifat kualitatif, dengan subjek penelitian adalah guru dan siswa kelas 7 di MTs Negeri 1 Kabupaten Banyumas, dengan menggunakan metode observasi, wawancara, dan dokumentasi untuk pengumpulan data. Teknik analisis data yang digunakan adalah analisis deskriptif kualitatif. Hasil dari penelitian ini adalah: 1) Guru menggunakan QR code dalam pengajaran listening dengan membuat konten audio, membuat QR code, dan memastikan aksesibilitas. 2) Tantangan yang dihadapi guru dan siswa adalah keterbatasan akses terhadap perangkat, masalah teknis, dan aspek pedagogi dan konten. 3) Perspektif guru dan siswa: baik guru maupun siswa merasa kode QR sangat membantu untuk memahami pemahaman mendengarkan dan memfasilitasi pembelajaran mandiri. Kesimpulannya menunjukkan bahwa penggunaan kode QR dalam pengajaran pemahaman menyimak bahasa Inggris ditujukan untuk latihan pengucapan dan pengembangan kosakata dengan memanfaatkan teknologi dalam pengajaran menyimak.

Kata Kunci: Pembelajaran Bahasa Inggris, Listening Komprehensif, QR Code.

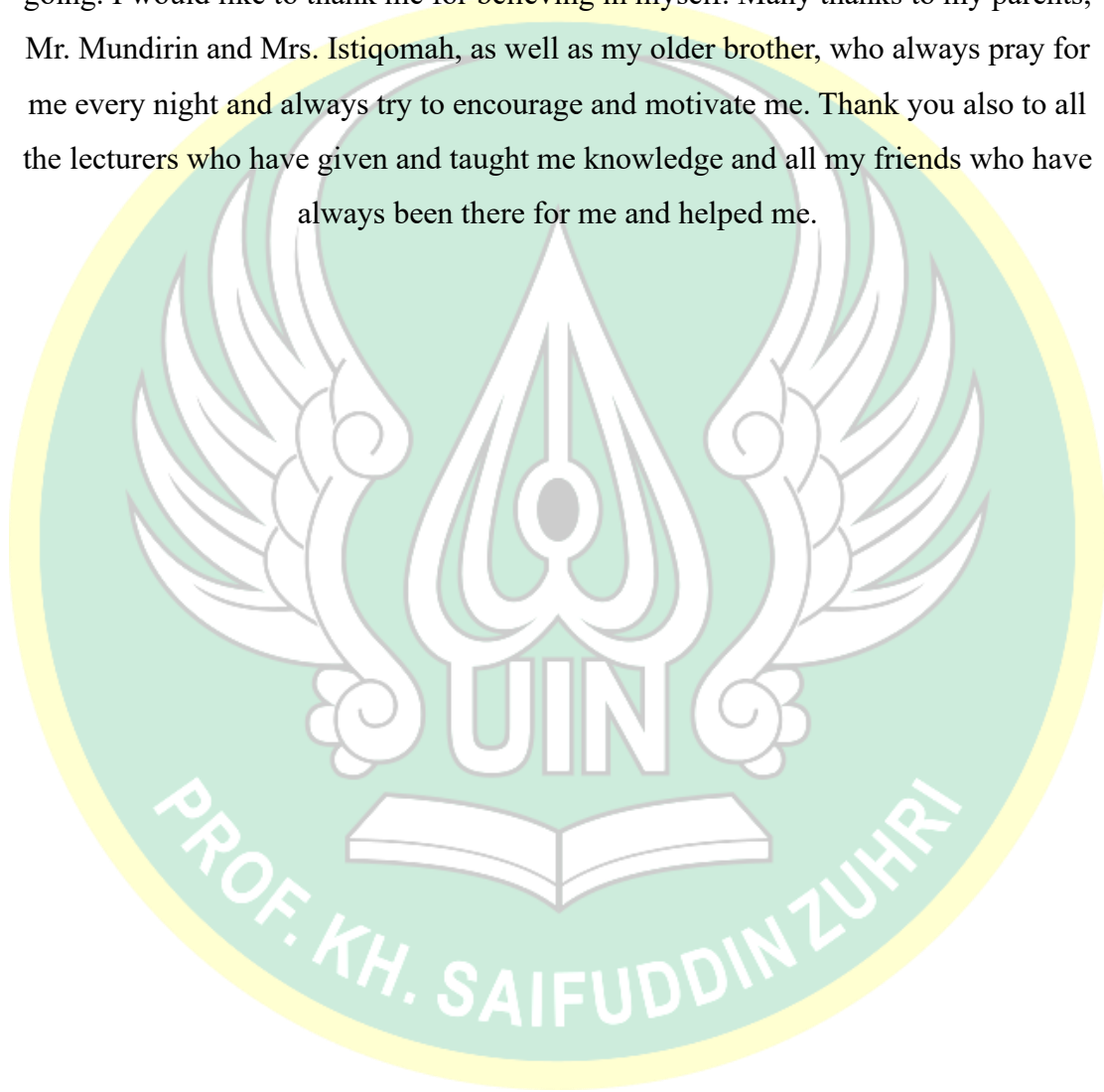
MOTTO

*“Start your own journey, looking for
happiness, and create your own story.”*



DEDICATION

I dedicate this thesis to myself, for completing all the hard work step by step, for always being passionate and continuing to work hard, and for trying my best to keep going. I would like to thank me for believing in myself. Many thanks to my parents, Mr. Mundirin and Mrs. Istiqomah, as well as my older brother, who always pray for me every night and always try to encourage and motivate me. Thank you also to all the lecturers who have given and taught me knowledge and all my friends who have always been there for me and helped me.



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In the name of Allah, the Merciful, all praise is due to Allah, who has blessed me with His grace and guidance so that I can complete this thesis entitled “Teaching Listening Comprehension Using QR Code for 7th Grade Students at MTs Negeri 1 Banyumas Regency” could be completed. Sholawat and salam are given upon our prophet Muhammad SAW, who has guided us the way of truth and brought us to the real light of life.

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Purwokerto, May 18th 2025

The Writer,



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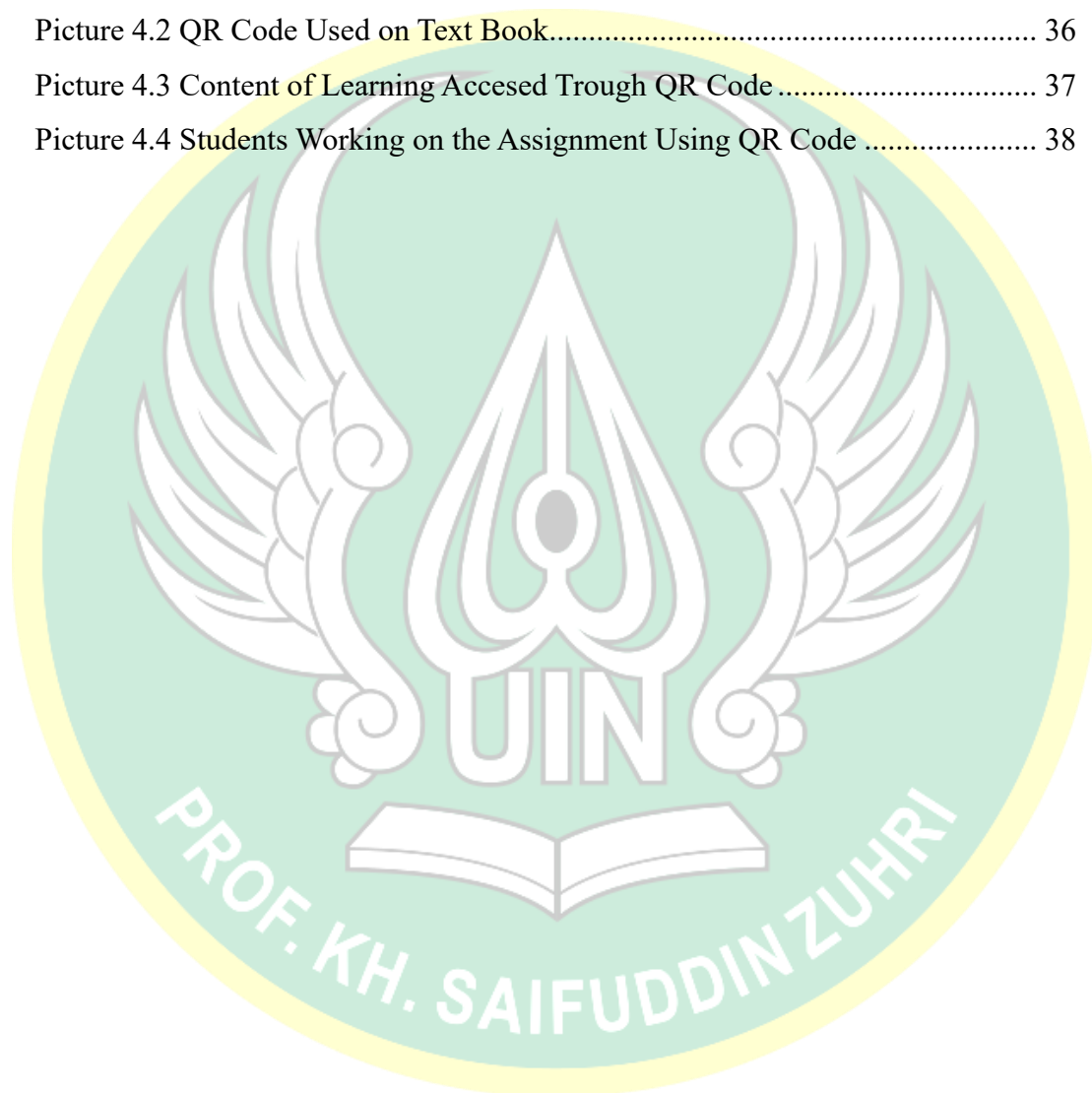
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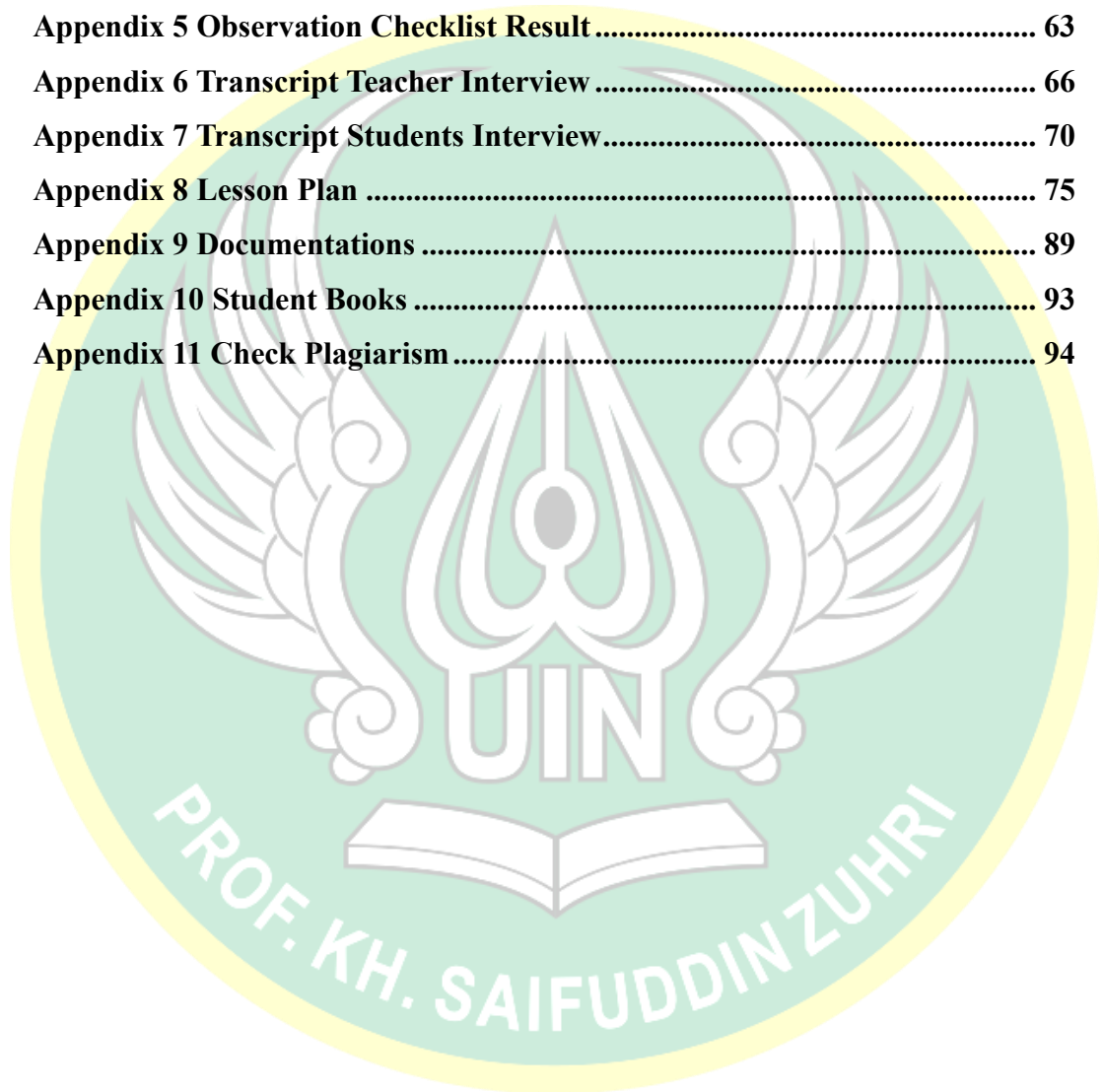
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CHAPTER 1

INTRODUCTION

A. Background of The Study

Technology is increasingly being used in a variety of subjects today, industry 4.0 has an impact on various fields including those related to communications, business and also for education preference. Actually including education, where the process in teaching and learning activities currently utilizes digital technology, while the education process needs many categories of listening strategies. Additionally, English Listening is the most important skill. One of them was metacognitive strategy, cognitive strategy, and socio-affective strategy, it refers to the all of component of learning process from the students such as planning, thinking about the process of learning monitoring, and also the evaluating of all activity in learning process (Lim, 2020). Of course, when the information and technology has had a major impact on the effectiveness of education delivery.

The problem faced by English teachers in utilizing listening lessons is the limited equipment needed by students. Schools should have adequate English language learning facilities, in the form of devices for listening learning, but to provide language laboratory facilities requires very large costs. On the other hand, the use of the language laboratory can only be done for a limited time. So as a solution to solve the problems faced by English teachers, teachers use mobile devices owned by students to access listening lessons with more flexible time and place settings. Students can access learning materials by their own mobile devices at school or at home. The current era of information technology leads students have different learning needs than their predecessors, one of technology engagement includes the use of mobile devices or gadget, which should be used in schools to enhance language learning in the new generation. According to

Newhouse, the use of mobile devices has become popular among many age groups due to their affordability and availability (Nafa 2020).

Various activities are available on mobile devices and apps to aid language learning. Responding to this new information era, a teacher, including an English teacher, is encouraged to apply the use of mobile technology for learning purposes. Mobile-assisted language learning should be offered by English teachers to students to meet their needs and encourage active learning. To engage students and motivate them, to improve their language and cognitive skills, to make learning more meaningful and effective (Ameri, 2020). Mobile-assisted language learning referred to as MALL is a method for approaching language acquisition that is enhanced and assisted by portable mobile devices. According to Kukulska & Hulme (2020) Mobile learning experiences deliberately designed for newcomers to a city can support them in everyday language learning and in their efforts to explore their new environment. Mobile technology can facilitate contextual and problem-based learning by detecting the learner's presence in a specific or related location to other people and objects nearby and adjust the learning experience accordingly.

This kind of learning occurs when the student needs to be in an interactive setting and constantly switches classrooms. MALL is a mobile learning (M-Learning) and Computer-Assisted Language Learning subclass. Academics who study M-Learning concur that it should not be confined to merely learning using mobile technologies; rather, it can be understood as learning across real-world and virtual environments that are aided and supported by practical devices (including handheld and wearable ones) and communication and social networking tools (Islam & Hasan, 2020).

The use MALL in learning is a useful method for teachers and students especially in the modern era that can encourage performance in classroom learning. Especially with the advancement of technology that is

always developing and of course students will always be surrounded by instant use. So that there needs to be an interesting encouragement so that students are more interested in learning. On the other hand, using MALL useful in learning activities, there is has several challenges that must be faced. A new paradigm, Kumar Basak et al., (2020) argues that mobile learning (M-Learning) may be defined according to three perspectives. First, it refers to learning that takes place via small smart devices. Moreover, it is a specific form of learning, which has evolved from the broader term of distance learning. Finally, it represents the next generation of E-Learning, which is based on mobile devices. Thus, M-Learning may represent a more innovative means of communication and knowledge sharing for learners and educators, in addition to the inherent features of mobile devices such as mobility and flexibility. One of them is, indirectly the use of this MALL makes students to access their smartphones, so they are likely to steal the opportunity to open things that they should not access (Çakmak, 2019).

In general, junior high schools in Banyumas Regency have used MALL in various application models, using MALL-based applications or websites are numerous and available in various models. One of them using the QR code which probably seen those little boxes with a pattern of black marks, on signs or in many other public places. The designs are called QR code. That is short for "Quick Response Code". QR codes and the many uses QR code have for teaching English. To read a QR code, simply open the camera on your phone and point it at the code. When the phone has read the code, a web link appears over it. Touch, or tap it with your finger and a new window will open with the online material. The previous studies show there is a significant difference in their listening pronunciation mastery between using Google Application and other application. The mastery of the students in using Google Apps belongs to the "Good" category.

Meanwhile, the students in using the Oxford Dictionary belongs to the "Excellent" category (Handini et al., 2024). One again that QR code are had developed and used in teaching. Both instructors and students gain a lot

from the use of QR Code in education. Sharma (2020) argues that QR code are a perfect educational tool since they make it simple for teachers and students to acquire information, which supports this use. The use of QR code in education has gradually grown in recent years. As a result, it has enormous potential to aid in teaching and learning (Mei Chee & Hua Tan, 2021). The recent study conducted by Izza (2024) proved that statistically significant improvements in listening and speaking skills among students exposed to QR code content in English textbooks.

Based on preliminary research there explains that student 7th grade of MTs N 1 Banyumas Regency had introduced the listening comprehension using learning method using QR code, it seems to be able to solve the challenge how the teacher utilize it to the classroom and the 7th grade student face with listening comprehension. Therefore, it is interesting for researchers to study the use of this application to find out how the perspectives of teacher and students in the using QR code in learning English listening.

B. Conceptual Definition

There are numerous terms in this research by learning english using Mobile Assisted Language Learning such as QR code for 7th grade students at MTs negeri 1 Banyumas Regency. To understand the terms of the discussion, it can be explained as follows:

1. Listening Skill

The term "listening skill" describes the ability to efficiently acquire, understand, and comprehend spoken or written information, Chang et al., (2020) express that listening is a vital component of oral communication, or the interactive process in which the individual takes the roles of speaker and listener through a verbal and non-verbal component. While Hamouda et al., (2019) states that listening comprehension as a communicative process where our audiences are engaged in building meaning. Audiences comprehend the oral information through sound segregation, existing knowledge,

sentence structures, stress intonation as well as other linguistic or non- linguistic signs (Abbas & Pourhosein., 2021). In oral communication, people speak the language to express their ideas or intention and listen to the speakers' utterances to know what is delivered to them, so that they can make good interactions. Therefore, listening is significant in running verbal communication. The interaction will not be effective without listening. However, listening is the ability to identify and understand what the speaker is saying by understanding his accent, pronunciation, grammar, vocabulary, and grasping his meaning.

2. Mobile Assisted Language Learning (MALL)

MALL deals with the use of mobile technology in language learning. Mobile Assisted Language Learning (MALL) is any type of language learning using the help of a mobile device that can moved and carried. (Butarbutar, 2021) states one of the technologies which belongs to the popular trend in language learning is the use of a mobile application that is called Mobile Assisted Language Learning (MALL). MALL is part of Computer Assisted Language Learning (CALL) for mobile learning (M-Learning) and language learning. Valarmathi (2021) states that Mobile Assisted Language Learning (MALL) describes an approach that assists and enhances language learning through the use of mobile devices. MALL provides more opportunities to access applications spontaneously and continuously through diverse usage contexts (Kukulska-Hulme & Shield, 2008 in Rahimi & Miri, 2014). MALL delivers more for students to access the application directly diverse (Miqawati & Wijayanti, 2021). Mobile assisted language learning (MALL) is a subarea of the growing field of mobile learning (M-Learning) research which increasingly attracts the attention of scholars.

3. Quick Response Code (QR Code)

QR code is short for quick response code. A quick response (QR) code defined a type of barcode that can be scanned by a digital device and which information as a series of pixels in a square-shaped grid. In this case, the QR code is a link to the listening learning material that has been prepared by the teacher. The teachers are finding QR code make it easy to do English learning by sending messages to students on a mobile device. According to Durak et al., (2022) the QR code consists of black modules arranged in a square pattern on a white background (Firmansyah, 2019).

They are a kind of barcode that a machine can read. A teacher may create a QR code to link to a presentation that can include spoken instructions so students can hear and read the instructions again whenever they need to. You might not know that one of them is by using a QR code. QR code is a two-dimensional image that presents data, especially text data. QR code is the development of a barcode which was originally one-dimensional to two-dimensional. QR code contains information in both vertical and horizontal directions, while the bar code contains data in one direction only. In its development, the use of QR code has been very widespread in the general public, not only in money exchange, but also in the field of education (Anjani, 2021).

C. Research Questions

The Summary of the research questions are:

1. How does the teacher utilize the QR code in teaching English listening comprehension for English listening skills of 7th grade students at MTs Negeri 1 Banyumas regency?
2. What are the teacher and students challenges of using the QR code in teaching listening comprehension for English listening skills of 7th grade students at MTs Negeri 1 Banyumas regency?

3. What are the teacher and the student perspectives on using the QR code in teaching listening comprehension for English listening skills of 7th grade students at MTs Negeri 1 Banyumas regency?

D. Objectives and Significances of the Research

1. The aims of the Study

To answer the above research questions, there are two research objectives:

- a. To describe how the teacher utilizing the QR code in teaching English listening comprehension for English listening skills of 7th grade students at MTs Negeri 1 Banyumas regency.
- b. To analyze and know the teacher and students challenges of using the QR code on the teaching listening comprehension for English listening skills of 7th grade students at MTs Negeri 1 Banyumas regency.
- c. To analyze the teacher and the student perspectives on QR code in teaching listening comprehension for English listening skills of 7th grade students at MTs Negeri 1 Banyumas regency.

2. The Significance of the Research

There are two significances of the study; they are both theoretical significance and practical significance. The explanation is as follow:

a. Theoretical significance

This research can be used as the references for someone who wants to do a research in theme listening comprehension especially using tools Mobile Assisted Language Learning such as QR code.

b. Practical significance

Beside the theoretical significance, the researcher hopes this research is able to give practical significance to the students, the teachers as well as the readers.

a) For the students

The students will be more interested in learning English because they can learn by their own device or mobile and this research will give contribution to the students how to learn listening comprehension materials with enjoyable and interesting and also they may learn anytime, anywhere out of school.

b) For the teachers

The result of this research is expected to be helpful and useful for the English teacher who might use MALL method and tools QR code when they teach listening comprehension.

c) For the Reader

The result of this research will inform the reader about the significance using QR code to improve listening skill.

E. Organization of the Paper

This thesis is organized in accordance with the guidelines for preparing scientific work, divided into five chapters includes an introduction, literature review, Method, Result and discussion and conclusion, in the order of writing as the following research's structure:

The first chapter is introduction. an introduction sets up to providing essential background ends with a thesis statement or research questions, which set up the main idea or purpose. In this chapter discusses the background of the study, research questions, objectives and significance of the study, organization of the paper.

The second chapter is literature review. It contains the theoretical framework, previous studies, and conceptual framework.

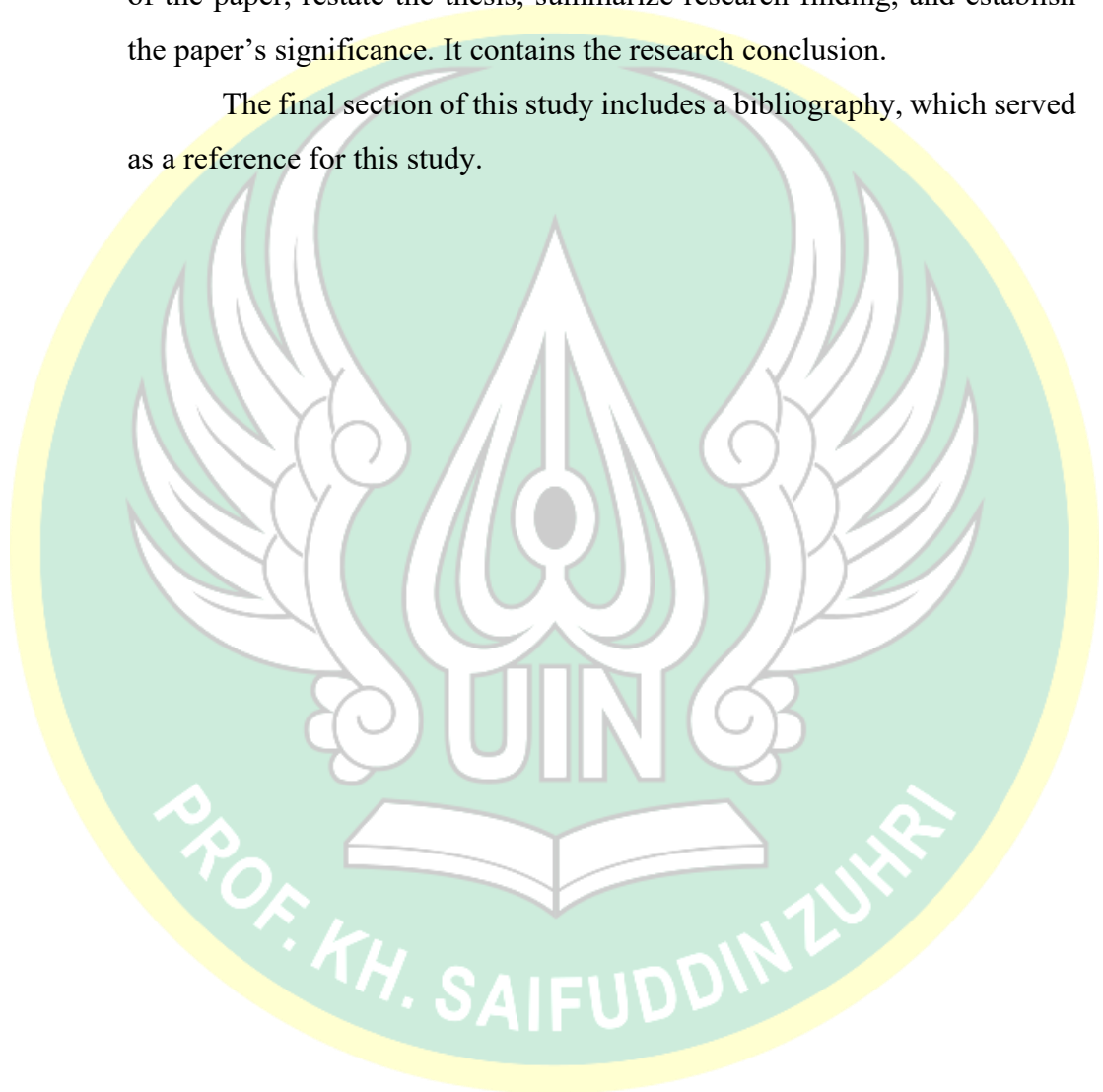
The third chapter is methodology. It explains the research design, research site, participants, aspect and sub aspects of the research, data

collection techniques, and data analysis.

The fourth chapter is finding and discussion. It includes the research design, research site and participants, object and subject of the research, data collection techniques, observation, data, and documentation of the research.

The last chapter is conclusion and suggestions. it reminds the content of the paper, restate the thesis, summarize research finding, and establish the paper's significance. It contains the research conclusion.

The final section of this study includes a bibliography, which served as a reference for this study.



CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Listening Skill

Kline (1996) state, listening is a neglected communication skill. While all of us have had instruction in reading, writing, and speaking, few have had any formal instruction in listening. This void in our education is especially interesting in light of research showing that most of us spend seven of every 10 minutes we are awake in some form of communication activity. Of these seven minutes (or 70 percent of the time we are awake), 10 percent is spent writing, 15 percent reading, 30 percent talking, and 45 percent listening.

Listening comprehension is the receptive skill in the oral mode (Yunus & Noviati, 2024). Listening comprehension aims to understand the native conversation at the normal rate in a spontaneous condition. Listening comprehension is considered a complex, interactive process in which listeners engage in the dynamic construction of meaning. This means understanding the meaning of a speaker's accent and pronunciation, as well as his grammar and vocabulary. Listening comprehension means when the listener can construct meaning from contextual information through the knowledge he has learned. Vocal discrimination, grammatical structure, intonation, and linguistic or non-linguistic clues can help students understand what they hear. In a phrase, listening comprehension consists of the process of learning and analyzing spoken language and understanding the meaning of individual words (Yunus & Noviati, 2024).

Those sub-components of listening are well explained by Rost, (2020) as he draws a particular list of components to master when dealing with this skill: Discriminating between sounds, Recognizing words, Identifying stressed words and grouping of words, Identifying functions

(such as apologizing) in conversations, Connecting linguistic cues to paralinguistic cues (intonation and stress) and non-linguistic cues (gestures and relevant objects in the situation) to construct meaning, Using background knowledge and context to predict and then to confirm meaning, Recalling important words, topics, and ideas, giving appropriate feedback to the speaker, Reformulate what the speaker has said.

Nugroho (2019) states that listening divided into 5 types:

- a) Relationship listening is either to assist a person or to strengthen interpersonal relationships.
- b) Informative listening is the circumstance in which understanding the message is the listener's top priority. In so far as the interpretation they give communications that is as close to what the sender meant as feasible, listeners are successful.
- c) Critical listening is the ability to listen critically. More attention should be given to the topic of critical listening than we can afford.
- d) Appreciation listening includes enjoying music, enjoying speakers whose speaking styles you appreciate, and enjoying your preferred theatre, radio, television, or film. It is the response of the listener, not the source of the message, which defines appreciative listening. What offers appreciative listening to one person could provide something different to another.
- e) Discriminative listening is the capability of differentiating between sounds. It might be the most significant type because the other four types depend on it. The informed listener is capable of picking up on even the slightest differences in meaning by being attentive to variations in the speaker's volume, rate, pitch, force, and emphasis.

Babita (2023) states that listening consists of some key components. This means that to have good listening skills, students have to:

- a) Discriminate between sounds

- b) Recognize words and understand speakers meaning
- c) Identify grammatical groupings of words.
- d) Identify expressions and sets of utterances that act to create meaning
- e) Connect linguistic cues to non-linguistic and paralinguistic cues
- f) Use background knowledge to predict and confirm meaning
- g) Recall important words and ideas (Babita, 2023).

Without having those components, students will not be able to have good listening skills. However, listening is the ability to identify and understand what the speaker is saying by understanding his accent, pronunciation, grammar, vocabulary, and grasping his meaning. Those sub-components of listening are well explained by (Rost, 2020) as he draws a particular list of components to master when dealing with this skill: Discriminating between sounds, Recognizing words, Identifying stressed words and grouping of words, Identifying functions (such as apologizing) in conversations, Connecting linguistic cues to paralinguistic cues (intonation and stress) and non-linguistic cues (gestures and relevant objects in the situation) to construct meaning, Using background knowledge and context to predict and then to confirm meaning, Recalling important words, topics, and ideas, giving appropriate feedback to the speaker, Reformulate what the speaker has said.

2. Mobile Assisted Language Learning (MALL)

Among all modern communication devices, mobile phones are the most powerful communication medium even richer than email or chat as it can act as a learning device despite its technical limitations. With such a learning device the learner controls the learning process and progress in his or her own space based on his or her cognitive state. Today, mobile learning is easily possible by delivery of various learning materials or content to learners through the mobile devices.

Apart from these benefits, mobile devices have increasingly grown toward becoming tools for education and language learning, and all its users from teachers or students are getting used to this environment to make education as ubiquitous as possible. Moreover, the emerging of internet made open and distance learning a means of receiving education from all parts of the world. In addition to being effective, the MALL integration into language learning tackles the difficulties that students frequently encounter into when learning English. A seamless learning process is ensured by the simplicity with which MALL resources can be accessed through a variety of technology platforms. This way, many researchers tried to make mobile devices a rich resource for teaching and learning. The MALL continues to be an effective choice for creating interactive, accessible, and effective language learning experiences as long as technology plays an essential part in education (Kartika et al., 2024).

Mobile Assisted Language Learning is all types of language learning that use the help of devices that can be moved and carried, and different from Computer Assisted Language Learning. MALL is part of Computer Assisted Language Learning (CALL) for mobile learning (M-Learning) and language learning. Furthermore, the growing utilization of mobile device technology has been greatly enhanced and included. In addition to the traditional phone, current mobile technology has been designed to enable students to access the internet from various locations. Students can use it to find addresses, look for information, and even read e-books. In terms of language learning, devices mobility has allowed for independent study from anywhere and at anytime, including outside of the classroom (Solihin, 2021). Several types of devices are used namely mobile phones, laptops and tablets. Mobile Assisted Language Learning (MALL) Application is any type of language learning using the help of a mobile device that can moved and carried and is different from a Computer Assistant Language Learning

(CALL). In this case, provide more for students to access the application directly diverse (Miqawati & Wijayanti, 2021).

Butarbutar et al., (2021) states one of the technologies which belongs to the popular trend in language learning is the use of a mobile application that is called Mobile Assisted Language Learning (MALL). Xiao et al. (2005, in Aminatun & Oktaviani, 2019) mentions that teachers have the role of being a facilitator meaning they are also responsible in ensuring that the students have enough learning resources to assist their learning. Therefore, students have to depend on whatever they have at the time being, by using their mobile phones in their process of learning a language. Based on Nelson et al. (2019, in Butarbutar, 2021) why to use Mobile Assisted Language Learning for such reasons as mobile phones are affordable, terms on practicality for people, and mobile phones tend to rapidly develop. In the relation to education technology especially mobile phones support student-centred learning in which mobile phones are easy to get and used as well (Miangah & Nezarat, 2012 in Butarbutar, 2021).

MALL began with a study by Twarog and Pereszlenyi in the 1980s that studied languages and supported learning those languages over the telephone. They use the telephone to provide support and feedback to distance language learners (Hashim, 2020). In contrast to classroom learning, in MALL there is no need for the learners to sit in a classroom or at a computer to get learning materials. In fact, MALL can be considered an ideal solution to language learning barriers in terms of time and place. MALL can be easily accessed by all students. The application is easy to understand online and offline and students can do it independent learning tasks anytime and anywhere. In this way, it is hoped that all students can achieve curriculum targets (Darmawati, 2018).

According to Miangah and Nezaret, mobile-assisted language learning is related with the use of mobile technology in activities

language learning. Vocabulary improvement aims to find out how to master vocabulary English in the mobile assisted application language learning can improve mastery English vocabulary and useful for students and institutions (Putri & Degeng, 2024). Mobile assisted language learning (MALL) is a subarea of the growing field of mobile learning (M-Learning) research which increasingly attracts the attention of scholars. MALL deals with the use of mobile technology in language learning. Students do not always have to study a second language in a classroom. They may have the opportunity to learn it using mobile devices when they desire and where they are. As learning English is considered a main factor for professional success and a criterion for being educated in many communities, providing more convenient environment for people to learn English is one of the strategic educational goals towards improving the students' achievement and supporting differentiation of learning needs.

Technology refers to the application of scientific knowledge and practical skills for a specific purpose (Purnama, 2024). MALL technology as a growing field of study in language learning, there are still so many works left to be done and a large amount of information to be uncovered. Moreover, the methods with the help of which mobile device technology can be used to provide a more robust learning environment have to be further improved. Some language skills such as speaking and listening skills as mobile-based activities need some further improvements due to the hardware weaknesses. Mobile-based learning or M-Learning faces many challenges, but it has grown in exponentially in spite of all its problems to provide a better environment for language learning

There are several advantages of Mobile Assisted Language Learning, namely (Putri & Degeng, 2024):

- 1) Flexible in learning

Activities using this tool are not limited to time and place, because students can access various content such as text, images and videos so that learning can be more interesting and interactive.

2) Learn faster

Content available on mobile devices generally small and compact. With that time short, tasks can be completed by accessing future help content and starting topics furthermore.

3) Collaboration between students

With mobile devices, collaboration between students is more effective, because the learning process makes it easier to interact and work together quickly without having to meet face to face advance.

4) Be more involved in learning activities

Mobile learning has a personalization function makes it easier to follow the agenda learning so that this can improve engagement and motivation to learn.

5) Learn with more than one device There are significant benefits from learning mobile i.e. multi-device. Same material available on various computer devices, laptops, tablets, and smart phones.

6) Mobile devices support performance learning

7) The learning flow is supported by the application technology Available technology applications such as reminders and the calendar is integrated into the device mobile learning.

There are several disadvantages of Mobile Assisted Language Learning, namely (Putri & Degeng, 2024):

1) Device size

A screen that is too small can cause damage to those who use it for a long time if they are not careful. Apart from that, the small screen also only displays a little information.

2) Battery life

Most gadgets only have 2 to 4 hours of productivity. Once the battery runs out it must be recharged, so mobile learning cannot be used.

3) Compatible between platforms

Gadgets only have limited storage so you have to spend more money on storage. Additionally, there are different operating systems or platforms and their content is not the same.

4) Usability

Some devices are difficult to use because they have small buttons. Even detachable keyboards are relatively expensive.

There are indicators of application usage MALL is (Juniarta, 2019):

- 1) Students have the MALL application
- 2) Able to apply MALL
- 3) Ability to obtain information via MALL
- 4) Ability to search for deep vocabulary.

3. Quick Response Code (QR Code)

a. Definition

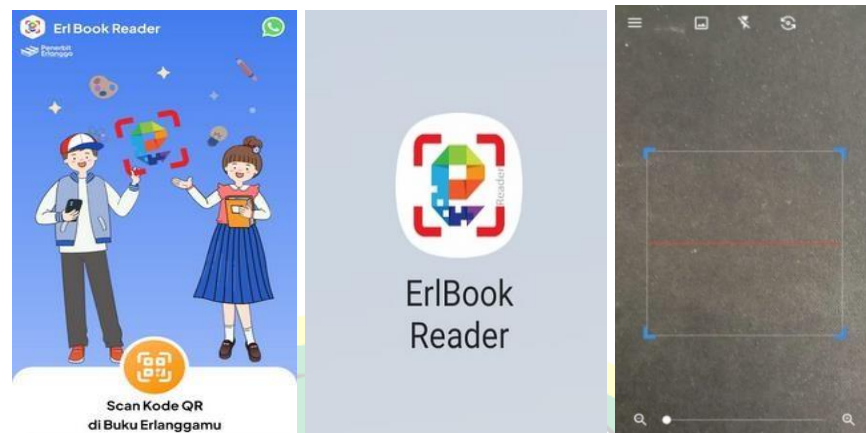
A QR code (Quick-Response Code) is a type of two-dimensional matrix barcode, invented in 1994, by Japanese company Denso Wave for labelling automobile parts (Shih Hsuan et al., 2020). The QR code is 2-dimensional barcodes that represents a data, especially data in the form of text. QR code is the result of the development of barcode where QR code can holds more information and data than barcode. The QR code contains information both vertically and horizontally, while the bar code contains data in one direction only (Narayan, 2021).

b. Features

QR code have features black squares on a white background with fiducial markers, readable by imaging devices like cameras, and processed until the image can be appropriately interpreted. The required data are then extracted from patterns that are present in both the horizontal and the vertical components of the QR image. QR code giving students quick and straightforward access to course materials is one of the simplest uses for QR code. For instance, the course curriculum may have QR Code that leads to readings or videos or, students can be swiftly directed to a website they will utilize in class using QR code on slides.

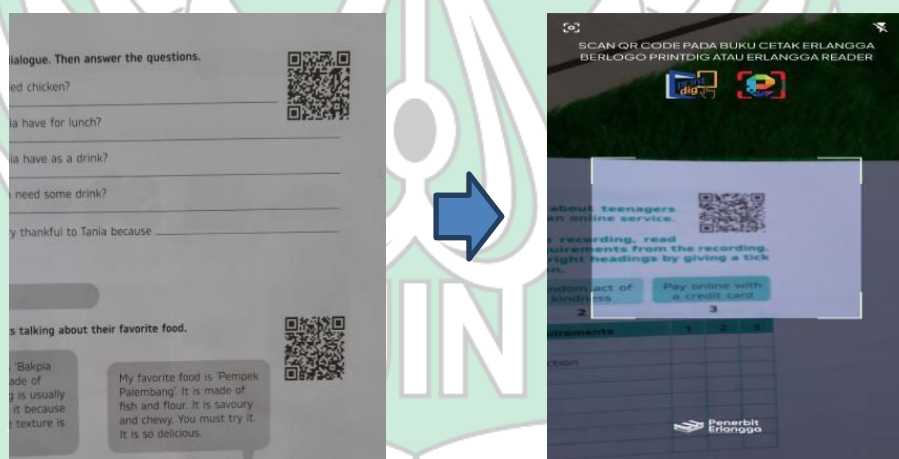
A QR code is a sort of barcode that can hold more than 4,000 characters of data (rapid answer translates to "quick response"). Utilizing specialized software or services, this data is encoded as squares of white and black (or other colors, depending on the encoding). Such a code can carry contact information, connections to online resources, e-mail addresses, location information, phone numbers, text, photos, video, and audio data (Deineko et al., 2022).

To access the learning using a QR code, users need a QR scanner application which can be downloaded for free in the store available on their smartphone. This app is very easy to use, no need to press buttons or adjust the zoom, just open the app and point to the QR code. The app will automatically recognize, scan and decipher the QR code. After scanning, several related options for results will be provided, user can search for learning material online, visit websites, or even connect to internet.



Picture 2.1 QR Code Scanner

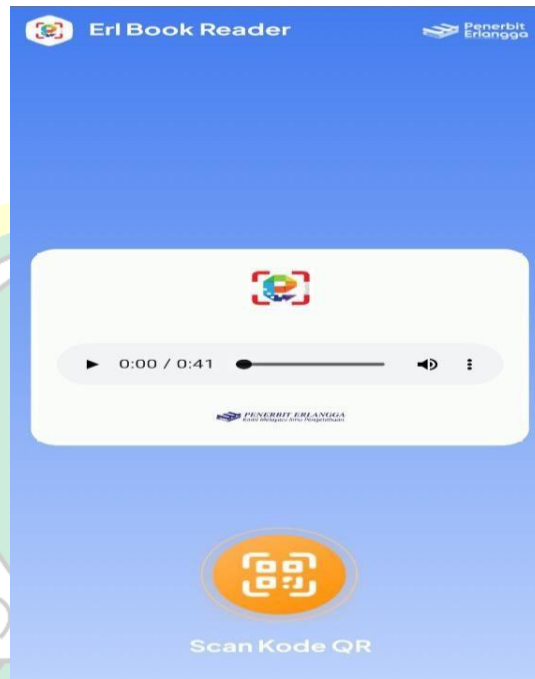
Using the QR code Scanner, user scan the QR code to connect link or URL of learning content, as following figure.



Picture 2.2

QR Code and Link to Learning Content

After scanning the QR code the user will be directed to the online listening learning content or website page, as following illustration.



Picture 2.3 Website or Learning Content

c. Advantages

QR codes have advantages and is used by learners in many ways. First, according to Chen et al., (2010) QR codes can display materials in different types for learners. Law and So in 2010 stated that with QR codes in learners' book is an efficient and flexible way for learners to get the material in anywhere so the learners can also learn in everywhere. Second, Law and So (2010) stated that QR codes can be used by learners to conduct a self-assessment process. Learners do the individual exercises and then correcting the right answers by QR codes, the link of the right answers can be access by scanning the codes that contain in worksheet. Rikala and Kankaanranta was also observed about self- assessment process in 2012. Teachers can guide students the way to complete their assignment. Third, QR codes can help learners to share materials easily and flexible. Chen et al., (2010) stated that the learners

search photos or pictures of famous figure with the link which is provided in QR codes. QR codes can be used for learners to share the materials by online.

There are a number of other use contexts that involve creating as well using QR codes by individuals as a tool to transfer information as described by (Narayan, 2021). As an overview of advantages, they include the following:

- a) Can decide the action you want the customer to take.
- b) Follow ISO standards.
- c) Completely measureable.
- d) Instant information available to consumers.
- e) Reduces reprints of advertising materials, and
- f) An established marketing tool.

According to Guo et al., (2016) argue that QR Code is a quick response code that may send messages quickly and easily because to its low cost and high capacity for sending messages (Firmansyah & Hariyanto, 2019). Moreover, the student's listening comprehension in this research is assessed by using the indicators of listening comprehension of the text related to their study. According to Hughes, because listening is a receptive skill, the testing of listening parallels in most ways the testing of reading. As with the other skill, the specifications for a reading test should say what is candidate should be able to do. Listening comprehension can be categorized into two: monologue text listening and conversational listening. Weir in Buck classified indicators of monologue text listening into five classifications. They are such: (Buck, 2021).

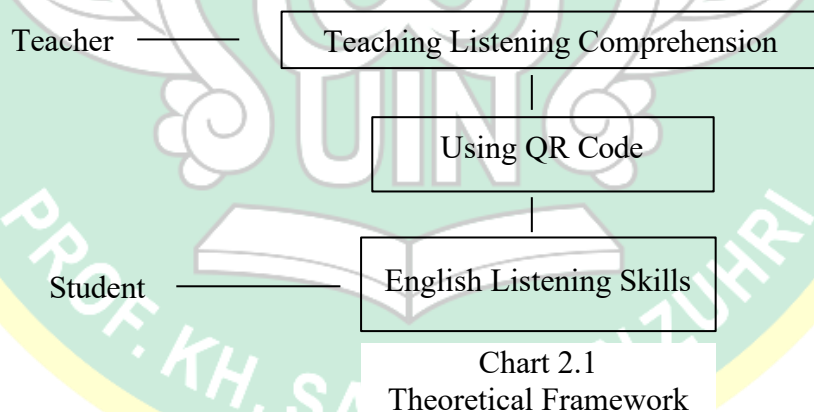
- 1) Ability to listen for the gist
- 2) Ability to listen for main ideas or important information
- 3) Ability to distinguish supporting details, or examples
- 4) Ability to listen for specific including recall of important details

- 5) Ability to determine a speaker's attitude or intention towards a listener or a topic
- 6) Ability to make inferences and deductions.

In classroom materials, varieties of strategies and techniques are used to practice listening as comprehension. These include:

- 1) Predicting the meaning of messages
- 2) Identifying keywords and ignoring others while listening
- 3) Using background knowledge to facilitate selective listening
- 4) Keeping the broad meaning of a text in mind while listening (Richards & Pun, 2022).

According the theory had explained above, that can understood that existing theories that serves as a roadmap for developing the arguments will use in this research can be illustrated as follow.



B. Previous Studies

The first article conducted by Kandiri et al., (2025) entitled "Development of Qr-Code Media-Based Modules in Constructing Learning to Increase Learning Motivation". This article discusses more specific in developing QR code-based modules to increase student learning motivation. This article emphasizes the importance of adapting educational resources to meet the demands of the 21st century and how QR codes can make learning materials more interactive. Although it focuses on learning motivation, it also does not specifically examine listening skills, which is the main focus of this study.

The second article conducted by Zhanna Deineko et al., (2022) entitled "QR Code as an Element of Educational Activity". This article discusses about the types of QR code, levels of error correction in QR code, the main directions for using QR code. The paper also provides some examples of QR codes in the form of separate figures. The differences between this research and the research that will be carried out in the current research are the challenge of using QR code, how to utilize the QR code, and the perspective between the teacher and the students. Another difference is the previous study using QR code to display some figure or image file, while this study utilize the QR code to access audio file.

The third article conducted by Anita Sondhi et al., (2022) entitled "QR Codes in Education: A Review". This article focuses on the integration of QR codes in education in general, emphasizing improving student engagement and learning outcomes and exploring how QR codes can enrich traditional learning materials and encourage self-directed learning. So the research differences are found, namely, this research does not specifically discuss listening skills but rather the use of QR codes in a broader educational context.

The fourth article conducted by Kar Mei Chee et al., (2021) entitled "QR Codes as a Potential Tool in Teaching and Learning Pronunciation: A Critical Review". This article discusses about an analysis of the use of QR

codes in English language teaching, with a focus on pronunciation skills. This research shown the potential of QR codes in improving students' speaking skills. However, this research does not focus on the teaching of pronunciation and does not thoroughly explore the impact of QR codes on listening skills, which is the main focus of this research.

The fifth article conducted by Nurul Hidayati, (2021) entitled “The Use of Quick Response Codes for Listening Comprehension in Junior High School”. This articles discusses about the use of QR code in listening comprehension for Junior High School and students’ responses toward the use of QR code in listening comprehension for Junior High School. The results of the data showed that QR codes are an appropriate medium to promote students’ listening skills because the use of QR codes are simple and effective. Besides that, the use of QR code in learning listening in the class also got a positive response from students. The difference between this research and the research that will be carried out in this research is that the previous study discusses about the utilization QR code for student on Regular Junior High School, while this study observe student at the islamic Junior High School, which each school have different teacher qualifications and learning standards.

Choosing the right learning method will help students more easily follow English learning, one of is using QR code. Using this methode can help make classroom learning more efficient and easier to do. Therefore, this research offers a new approach with a clear focus on listening skills and the challenges faced in using QR codes, as well as providing practical solutions that teachers can utilize in the classroom. The novelty in this study is that this study focuses on examining the use of QR codes in teaching listening skills, which is an area that is less explored in previous studies. where previous studies focused more on discussing QR codes in speaking skills and discussions that were too general.

C. Conceptual Framework

As stated in the objective of learning English, listening skill is one of the skills that students should master in Junior High School. There were many kinds of listening skill that is supposed to be learnt for Junior High School students. However, there were some challenges to face many problems encountered by the English teacher of 7th grades student in MTs Negeri 1 Banyumas in solving these problems on listening comprehension. In most challenge of listening, find inovative idea is usually the first matter that slows the learning achievement. The appropriate technique that can bring about changes was expected to solve the problem.

To over those problems comes, the researcher collaborated with the English teacher to improve the students' listening comprehension skill through QR code for English listening to face challenges in English learning listening comprehension, namely improving students' listening comprehension skills and also that may occur prespective both teacher and students. Following is the conceptual framework of the research.

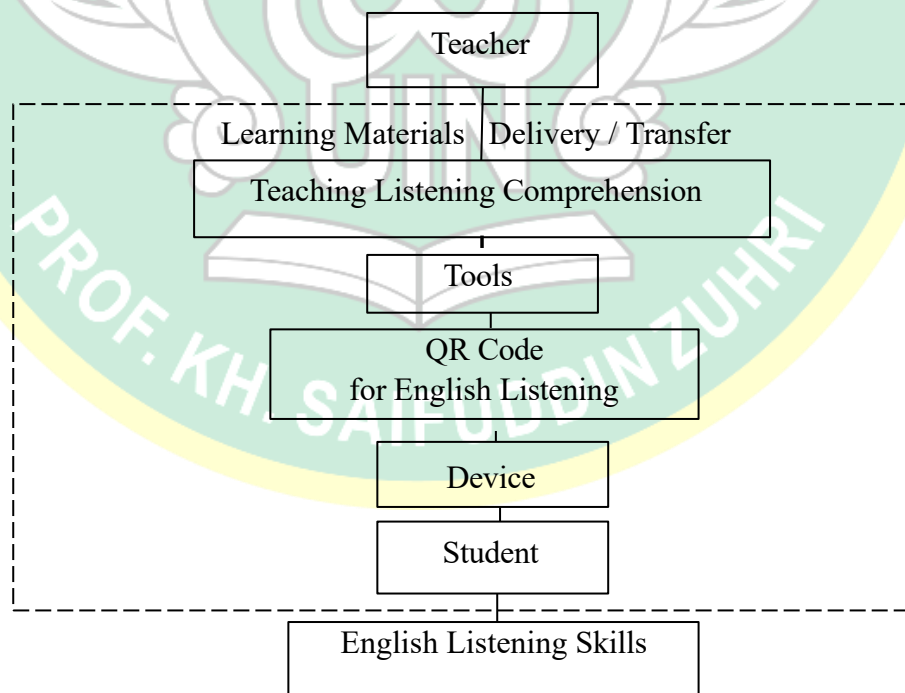


Chart 2.2 Conceptual Framework

CHAPTER III

METHODOLOGY

A. Research Design

The research design that has been carried out by researchers in this study uses qualitative research techniques and uses a descriptive approach, in line with Creswell's theory that to answer a research problem which the variables are not known and need to be explored, qualitative method is suitable. Thus, the researcher uses this design and method because descriptive qualitative allows to investigate some participants with multiple sources of information detailed understanding, and report in description (Creswell, 2016). The research designed to examine in depth and describes the application of learning models using QR code. It is also including observing activities carried out by teachers in the classroom from the beginning to the end of the lesson. Furthermore, the researcher will also interview seven grade students about their perspectives on using the learning method and also interview the teacher who teaches the class. Then the data obtained will be evaluated to determine the results.

B. Time and Place of Research

1. Time of the Research

This research was held from 28th of December 2024 to 17th of Januari 2025. This research was conducted to analyze listening learning using QR codes in 7th grade in MTs Negeri 1 Banyumas. The object studied was how to utilize the QR code in teaching English listening comprehension, to analyze the teacher and students challenge, and to analyze the teacher and students perspectives using QR code in teaching English listening comprehension at MTs Negeri 1 Banyumas Regency.

2. Place of the Research

This research was carried out at MTs Negeri 1 Banyumas. MTs Banyumas is located at Jl. Jend. Sudirman-Sokayasa, Banyumas Regency, Central Java 53146. MTs Negeri 1 Banyumas is one of the well-known schools and has many achievements. MTs Negeri 1 Banyumas has several interesting things to research. This school also has many advantages; besides implementing the Merdeka curriculum, they also implement special and regular class programs. This special class is called Full Day School (FDS), which has programs so that the teacher chosen to teach the FDS class is also not just random and has the skills to process the class well. Where the teacher also utilizes technology such as QR codes in this learning, especially in teaching English listening comprehension.

C. Object and Subjects of the Research

According to Sugiyono (2019) object and subject of research are population that generalized of the reseach area including that having certain quality and characteristics that is decided by the researcher. While a subject is defined as an individual who participated in research study or someone from whom data are collected. The object of this research is focused on the applying learning aid on teaching listening comprehension by using QR code for English listening skills, to analyze the teacher and students challenges, and to analyze the perspeptions by the teacher and the student on using QR code. This study describes the utilization of teaching listening comprehension. And for the subjects of the study are an English teacher in the 7th grade and 33 students from VII C class of MTs Negeri 1 Banyumas Regency. Where this class has utilized the QR Code in the learning process, this class also includes a class Full Day School (FDS) which is a special language class which is one of the special programs at MTs Negeri 1 Banyumas Regency.

D. Data Collection Technique

The data collection procedures in qualitative research involve three basic types that can be used, namely observation, interview, and documentation.

1. Observation

Observation is a complex process, involving various biological and psychological processes. Sugiyono, (2019) explains observation as the act of recording various events observed, including behavior, objects, and other things relevant to the research referring to the theories above, observation can be interpreted as monitoring and observing the phenomena that occur in the environment of the subject being observed. Observations were conducted by observing student behavior student acceptance and participation during the learning process. Furthermore, this research used non-participatory observation. Baskoro (2009) explains that there are several types of observation, one of which is non-participant observation, where the researcher was not participate directly and only as an observer in the classroom (Hasanah, 2016). The observation of the subject of the study conducted to know the teacher who has a strategy for teaching English to the students.

In this observation, the researcher describes teacher activities in the classroom from the beginning to the end of the lesson. This observation was conducted three times in class VII C. The observations were carried out using checklist to observe and evaluate teacher teaching listening comprehension activities in the classroom such as opening session, main activities including explaining about lesson, using strategies, discussing, and evaluating the lesson.

2. Interview

Nasution stated interview is a kind of verbal communication so like a conversation the purpose is to get information, as usually communication is conducted by the base to face but communication can conduct by phone (Nasution, 2019). The interview was conducted to get information about the main study. Basically carried out in two forms,

namely structured interviews and unstructured interviews. Structured techniques are carried out through questions that have been prepared according to the problem to be studied, while unstructured interviews arise when answers develop outside of structured questions but are not free from research problems. According to Heriberta et al., (2022), in-depth interviews are a process to obtain information for the benefit of researchers by way of face-to-face questioning between interviewers and informants or interviewees, with or without using interview guidelines.

The Interview conducted by ask how the teacher utilize the QR Code, what are the teacher and students challenges, and the perspectives by the teacher and students using QR code in teaching listening comprehension. This research was carried out with English teachers and students of class VII C by choosing six students to find out in detail about their challenges and perspectives when using QR codes in listening comprehension in the class. Relate to the interview, the researcher conducts the interview guideline. The types of interviews conducted in the study were face to face and structured interviews to focus on the problems of the study.

3. Documentation

According to Arikunto (2019), documentation is a search of data about things or variable thought notes, transcripts, books, newspapers, magazines, and so on. This technique is used to collect the data which are related to the research. It is used to support data through documents or writings that have connections with the study. The data are taken from some cases as follows:

- 1) Documentation of the strategies used by the teacher to use QR Code
- 2) Materials
- 3) Lesson plan.

E. Data Analysis Technique

Bogdan in (Sugiyono, 2019) states that “Data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your understanding of them and to enable you to present what you have discovered to others”.

This research used the technique of data analysis in the version of Miles and Huberman (1994), which describe that, the technique of analysis in qualitative study through some steps as follows:

- a. Data reduction is reducing data includes summarizing, selecting, and focusing on the main aspects, as well as identifying data. Thus, the data that has been reduced will provide more specific data results.
- b. Data display involves organizing and displaying qualitative data in a clear way to discover the findings. In qualitative research, data is presented in the form of narrative text. It was relevant data report between theories about teacher's utilization in teaching listening comprehension with the teaching-learning process in the classroom.
- c. Conclusion drawing or verification, the writer looks for the conclusion as answering to the formulation of the problem.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher explains the findings and discussion to answer the problem that has been collected through observation, interviews, and documentation. The aims of this research are to describe how the teacher utilizes using QR codes in teaching listening comprehension to 7th grade students, the teacher and students challenge, and the perspectives of both the teacher and the students while using QR codes in the class. In this research, the researcher examined the english teacher in 7th grade and six students of VII C.

This research has been conducted at MTs Negeri 1 Banyumas Regency with the subject teaching listening comprehension using QR Code for 7th grade students. MTs Negeri 1 Banyumas, as an educational institution equivalent to junior high schools (SMP). MTs Negeri 1 Banyumas has a curriculum that includes general subjects and also religious subjects. English is one of the general subjects taught to develop students' foreign language skills. English is part of the curriculum at MTs Negeri 1 Banyumas. Author can explain the research findings and discuss the results as follows:

A. The Utilization of QR Codes in English listening Comprehension Learning to Improve the Listening Skills of 7th Grade Students of MTs Negeri 1 Banyumas Regency

1. The Teacher Preparation

Implementing Mobile-Assisted Language Learning (MALL) with QR codes can enhance English listening comprehension skills. The teacher of MTs Negeri 1 Banyumas has using QR codes in English listening comprehension learning to improve the listening skills, in implementing QR codes in English listening comprehension learning includes learning stages that starting from planning, implementation learning in class, testing and evaluation of learning outcomes. An utilization of QR codes to teach listening comprehension in the classroom once teacher have set up the QR codes and have your audio content ready, here are a few methods for

integrating them into the lessons step-by-step guide: The first time must be doing is make the preparation. The preparation includes choose a QR code generator (e.g., Erl Book Reader) to create QR codes linked to audio files or websites. Prepare listening comprehension materials (audio files, podcasts, or online resources), and finally ensure students have smartphones or tablets with QR code scanners. Here's how the teacher prepared them:

a. Create Audio Content (Listening Practice)

First, teacher need to generate or find English listening comprehension materials. These could include audio recordings of dialogues or short stories, Podcasts or news reports, videos with dialogues (for listening with visual context) an ensure the content is suitable for the level of your students. This proves by the teacher interview that said:

“I usually did not just use one reference to teach the students, but sometimes I made or use from any resource...” (teacher interview on Tuesday 14th January 2025)

Based on the interview, the teacher does not only use one source for learning, but also uses other sources or even prepares it herself.

b. Generate QR Codes

Once teacher have audio or video content ready, teacher need to generate QR codes for each specific piece of content. There are many free QR code generators online. In line with Deineko et al., (2022) Teacher can use these steps: Upload the audio file to a cloud storage. Copy the sharing link for the file. Go to a free QR code generator like bitly.com or qr-code-generator.com. Paste the link and generate the QR code. Download and print or distribute the QR code to students. Create specific listening comprehension tasks associated with each QR code. Provide some vocabulary or a brief introduction to the topic.

c. Ensure Accessibility

Ensure all students have a devices and compatible access to smartphones or tablets to scan the QR codes. If some students do not

have devices, teacher might need to make alternative arrangements like providing devices in class, students can join with their deskmate or offering printed materials with the links. This study found that she makes sure the student can access the QR code by asked “*can you guys scan the QR code?*” and “*You can access this site...*”, and “*You can join with your deskmate*”.

The teacher has utilize QR codes to teach listening comprehension in the classroom according to the explanation of one of the teacher as follows:

“To prepare for learning activities, of course, brainstorming is done first and then tools needed such as loudspeakers. So that later when teacher explaining listening material, while the student have listening the sound with the intention of making listening material is clearer. Furthermore, for the use of the QR code, students can directly scan the barcode that is available in the textbook or I have made using their respective cellphones. And for time management as usual, for example, for completing assignments or questions, they are given a certain number of minutes after which they are discussed together. If you listen to it yourself, it usually takes more time because you usually have to listen to the audio several times.” (teacher interview on Tuesday 14th January 2025)

Based on the results of interviews with teacher, it shows that utilizing QR codes in learning listening comprehension can improve students' interest in teaching listening in a more interactive and interesting way. By preparing the right materials and ensuring accessibility, teachers can create a more effective learning environment. By implementing MALL with QR codes, teacher can create a more engaging and interactive listening comprehension learning experience for students. QR codes are a great way to bridge the gap between the physical classroom and digital content. Aryana and Apsari (2018) state that when it comes to English language skills, listening is the most challenging to teach, and this aspect cannot be ignored by educators teaching English (Yulianti & Ma'rufah, 2023). So that why in learning listening comprehension, there needs to be an innovation in classroom learning to increase interest in learning.

2. The Teacher Utilization Using QR Code in Teaching Listening

The next step is to utilize the learning process. Teachers will link the QR code to learning materials, such as audio files or podcasts, that are ready to use. Teachers can also include questions or tasks related to the listening material when handing out QR codes. They can display these QR codes on handouts, worksheets, PowerPoint presentations, classroom displays, or even on online learning platforms like Eri Book Reader and Google Classroom. The implementation of the learning conduct by the teacher covering the activities as follows,

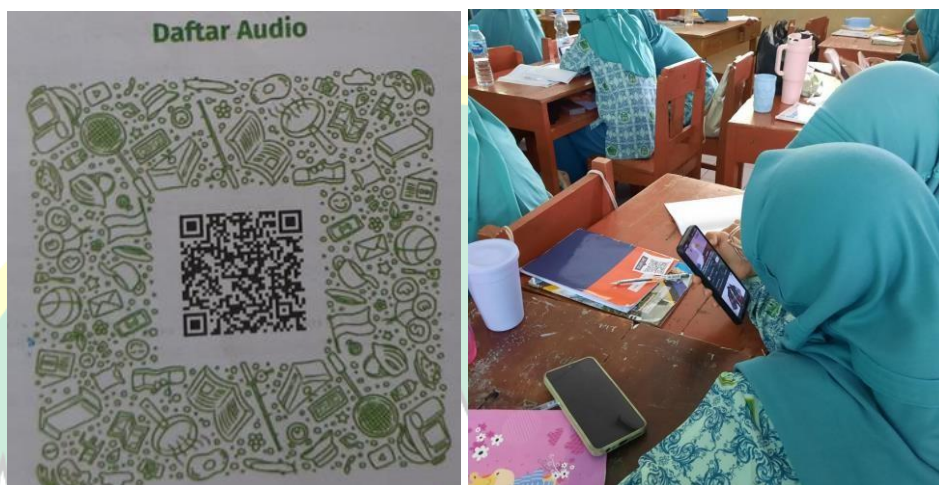
As its usual in starting a lesson, initially the teacher has doing opens the lesson by praying together, the teacher checks the students attendance, the teacher reviews the material that has been studied, and also the teacher prepares speakers or tools for teaching in the class. To conduct the learning, the teacher explains the material to be taught, the teacher explains the material shown in the textbook, then directs students to solve the questions using QR code then the teacher directs students to access the QR code application, students access listening comprehension learning materials using QR code, the teacher directs the students to listen to the audio through their smartphones, the teacher plays back the audio together with the students and discusses it. Based on the interview the teacher state that:

“Of course, it's the same as usual, brainstorming by displaying the audio first according to the material, then explaining the material after that because it's listening, I usually play the audio many times” (teacher interview on Tuesday 14th January 2025)

The results of the interview, it can explain that after entering the learning session the teacher starts with the teacher explains the material to be taught, and the teacher directs students to access the QR code application. Students access listening comprehension learning materials using QR code. The teacher directs the students to listen the audio through their smartphones. After the teacher gives an explanation, then students scan the QR code and access the listening material, ask students to complete tasks, such as: Summarizing the main idea, answering multiple-choice questions,

identifying specific information or discussing the topic with peers, during listening: Play the audio or video once (or twice, depending on the difficulty) students listen and take notes.

That activities can be show on this figure as follow:



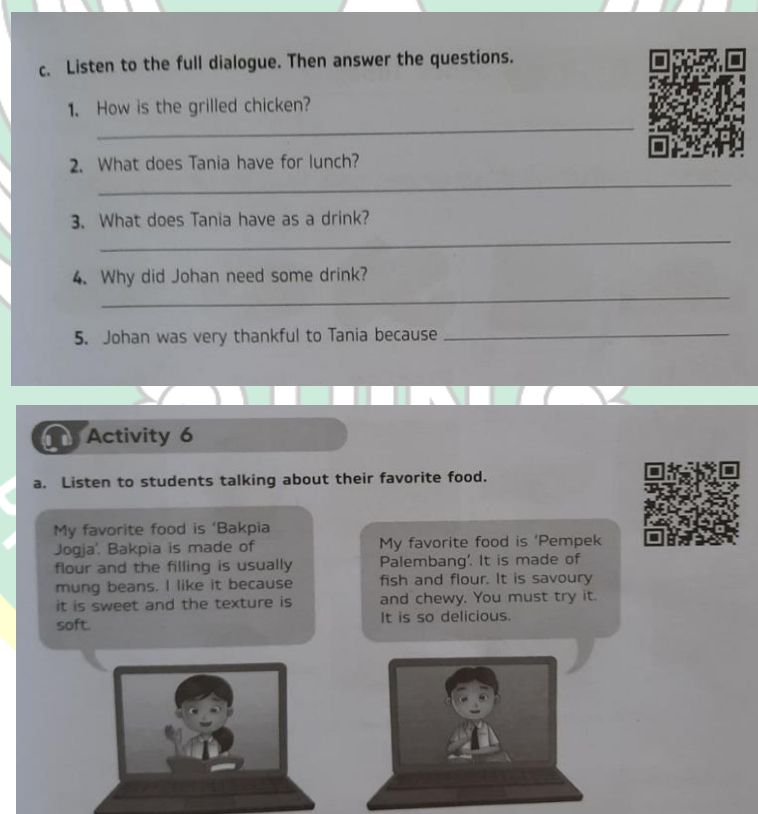
Picture 4.1 QR Code Used on Learning

Figure above show that QR code-enabled cards designed with interesting graph, each physical or digital card includes a QR code, some contextual text, a question, or an image. The QR code links to an audio clip (e.g. a dialogue, sentence, and monologue). The main purpose of using learning media QR Code in learning media that can increase efficiency, interactivity and learners' learning experience because presenting new media (Handayani et al., 2024). So, it can be a very effective tool for learning listening comprehension, especially for language learners or students developing auditory skills. Here's how they typically work and why they're useful. QR code listening cards are effective for 1) interactive and engaging: They make listening practice more fun and portable. 2) Anytime, anywhere learning: Learners can use them outside the classroom, ideal for self- paced practice.

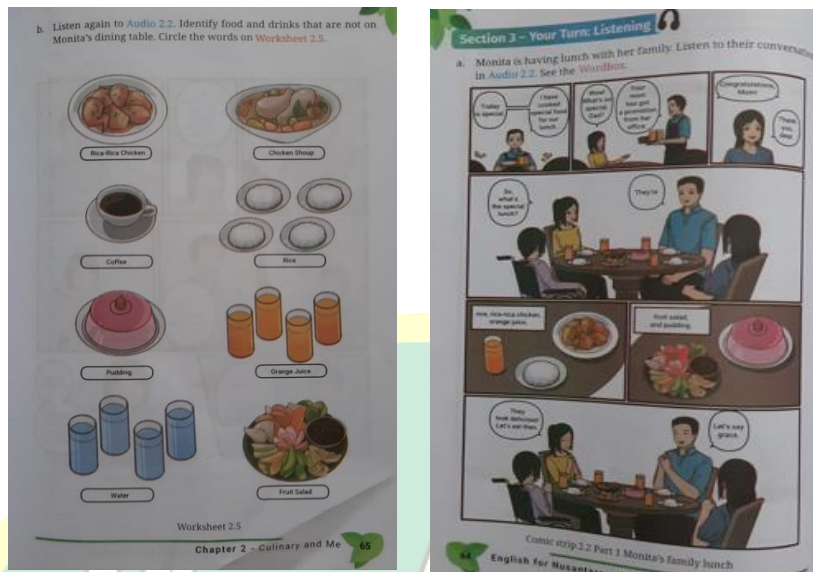
“Most of them can follow the learning using QR code, because QR code is also easy to use. They are also more active and focused on the material given because they can understand the material from their cellphones, so they are more focused on listening to the

material given.” (teacher interview on Tuesday 14th January 2025)

The QR codes are also increasingly used in textbooks to enhance learning, including listening comprehension. Here's how they typically work can be explained that textbooks embed QR codes next to relevant sections of text, exercises, or dialogues that are meant for listening practice. The QR codes was linking to audio files. When students scan these codes with a smartphone or tablet using a QR code reader app, they are directed to a web link, this link open an audio file containing the recording of the text, dialogue, or listening exercise. Students can then listen to the audio while following along in their textbook or while completing a listening comprehension task.



Picture 4.2 QR Code Used on Text Book



Picture 4.3
Content of Learning Accessed Trough QR Code

Teacher could use QR codes for pronunciation practice and vocabulary building. Students could scan the code to hear native speakers pronounce words or sentences, and then repeat them for practice.

“What I emphasize the most is when learning listening, I will listen to the audio several times using native speaker audio. So, I will do repetition for 4 to 5 times with the aim that the students get used to the pronunciation. So twice I listen, third, students imitate their own sentences. The fourth time students imitate sentences or texts. I always repeat until all students are in one voice, so usually if students make mistakes in pronouncing it will definitely be found out, and I usually tell the students who make mistakes to try it themselves until they can. After that I focus on their comprehension. Indeed, when listening, I need the longest time because practicing pronunciation in English is important so that students get used to the correct pronunciation.” (teacher interview on Tuesday 14th January 2025)

Based on teacher interview, to enhance the vocabulary building, teacher pair QR codes with listening exercises where students have to identify specific vocabulary words or phrases within the listening passage. The teacher asks students to pronounce each word until it is correct. This can make students able to pronounce words correctly and can also improve students' vocab because it is pronounced repeatedly. As students

listen, they are tasked with identifying vocabulary words. To end the learning, once again the teacher explains the results of the assignment together with the students, the teacher gives conclusions about the material that has been taught and ensure that all content of learning was understood by student and finally the teacher closes the lesson.

3. Assessment and Feedback

Monitor students' progress, provide feedback, and adjust instruction as needed. After students access the QR code to open the comprehensive listening material that has been instructed by the teacher, then they can carry out assessments and explore student feedback on the listening comprehensive activities that have been carried out together includes whether students have understood the learning material and the obstacles faced by students as an experience using QR Codes. This is in line with (Wahidiyati, 2020), states that with corrective feedback, students can find out their mistakes. So that students would know to correct their work.

The following is a picture of students working on assignments using the QR code.



Picture 4.4 Students Working on the Assignment Using QR Code

After the teacher provides the audio to listen, students are given the task of working on questions to test their understanding of the material that has been taught. By using the QR code, students only need to scan

the barqode that has been provided and then work on it. Furthermore, use QR codes for homework activities. Instead of giving traditional listening comprehension worksheets, teacher can link to audio files through QR codes. Students can listen at home, take notes, and answer questions on a class or online classroom.

Here is the explanation from the English teacher:

“Very helpful, especially with QR code that is easy to use and also flexible actually. Because students only need to scan the barqode in the package book and students can access directly through their cellphones and can be accessed at any time. So, it can be used by alternative teachers for teaching English, especially listening.”
(teacher interview on Tuesday 14th January 2025)

According to the teacher interview the research find generally explain that using QR codes in learning, especially in English listening, is very helpful for students in understanding English speech to become more fluent. Student feedback shows that QR codes for students can be used as an innovation in the use of learning media by utilizing technology. From that, this aligns with (Hasan et al., 2020) that the effectiveness of using MALL is meaningfully efficacious in teaching listening skill especially using QR code. Also, for variations in learning models so that students do not get bored. Of course, the use of QR codes in listening in is also easy to access and students can listen to audio more clearly because they access it via their respective cellphones, so they are more focused on listening to the audio.

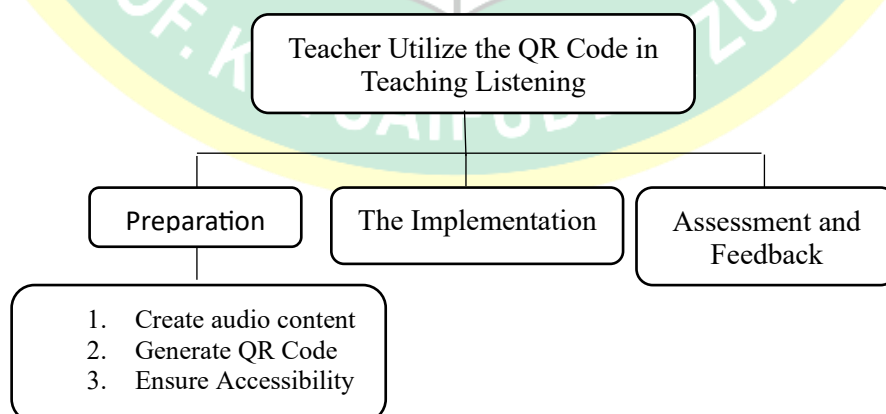


Chart 4.1 Teacher utilize the QR code in teaching listening

B. The Teacher and Students Challenges of Using the QR Code in Teaching Listening Comprehension for English Listening Skills of 7th Grade Students at MTs Negeri 1 Banyumas regency

The development of learning methods will certainly face various obstacles that may occur during the learning process, therefore teacher must be able to anticipate so that these obstacles can become challenges for teacher to be able to develop more interactive learning techniques. The teacher assigned tasks in a systems approach model: first a formative, and then a revised summative trial. After each attempt, the English teacher shared their experiences of creating and using the transmedia materials by participating in interviews.

Based on the research results, it can be revealed that the main challenge for teachers in implementing listening comprehension for English using QR codes is the availability of devices owned by students that can access QR codes because not all students have a phone device installed with the QR Reader application. The second challenge is internet access used to access the material link. That challenge especially happened when the teacher gives students assignments. The results of this study are based on the teacher's explanation as follows:

“For the challenges themselves, there must be, the most important thing is because this QR code requires internet access, so usually the problem that is often found is poor signal, and usually not all students' cellphones can access the QR code. So, they can be together with their desk mate to access it.”

The students' difficulties in listening comprehension using QR codes shown as follow:

“The most common problem is the signal problem, of course, because using the QR code itself requires an internet network. Also, sometimes not all cellphones can access or have difficulty accessing when scanning the barcode, so usually those who don't access it are the two of them with their deskmate.” (teacher interview on Tuesday 14th January 2025)

Interview results above explain, while there are many benefits to using QR codes in listening lessons, there are some challenges that students may face:

a. Limited Access and Devices

Not all students have smartphones or tablets: This creates a digital divide and hinders participation for some students. Unstable or expensive internet connections: Scanning QR codes and accessing online audio requires a reliable internet connection, which may be an issue in some areas or for some students. Inadequate device specifications: Students' phones or tablets may have an operating system version that is too old, a camera that is not good enough to scan QR codes, or limited storage space to download additional scanner apps or audio materials. The explanation is supported by the teacher interview:

"The most commonly found signal constraints of course, because the use of QR code itself requires an internet network. Also, sometimes not all cellphones can access or have difficulty accessing when scanning barcode. So, usually those who don't access, they are in pairs with their deskmates." (teacher interview on Tuesday 14th January 2025)

And the explanation by the student while using QR code:

"Because the QR code is online, so the problem is sometimes if the signal is difficult. So, if there are problems, I usually work together with my deskmates." (student interview on Friday 10th of January 2025)

Based on interviews with teachers and the student, it can be concluded that in using QR codes in listening comprehension there are several challenges found, namely internet access which is the main problem and also the difficulty of students in scanning barcodes on their smartphones. So that in overcoming this problem the teacher deals with the student being able to do it with their deskmates.

b. Technical Issues

Difficulty scanning QR codes: Some students may have difficulty focusing their cameras on QR codes, especially if the print is

small, blurry, or damaged. File format compatibility issues: The format of the linked audio may not be supported by the student's device. Difficulty using scanner apps: Some QR code scanner apps may be less intuitive or require excessive permissions, discouraging students from using them. This can be explained based on student interview:

"Sometimes I can't access the QR code and I have to repeat it several times before I can connect. The signal must be good, and there are cellphones that don't support QR code scanning."
(student interview on Friday 10th of January 2025)

Based on the student interviews, it was concluded that, apart from signal problems, not all devices support QR code scanning due to limited storage space. This is one of the challenges faced by teachers and students when using QR codes, particularly those who use them directly.

c. Pedagogical and Content Aspects

Poor audio quality: Audio recordings that are unclear, have interference, or speakers with difficult-to-understand accents can hinder comprehension. Too many device distractions: Notifications from other apps on your phone or the temptation to check social media can distract students from listening. This can be explained by the students interview:

Student 1: *"Yes, I have because the audio is not clear or there are words that I don't know."*

Student 2: *"Sometimes there are vocabulary words that I don't know the meaning of, so I don't understand what the audio is about."* (student interview on Friday 10th of January 2025)

Based on interviews with students, it can be concluded that, when QR codes are implemented in listening lessons, students encounter obstacles, such as unclear audio. This is due to accents that students find difficult to understand. However, it does not rule out the possibility that students will be distracted by notifications from other applications on their cellphones, which could interfere with the learning process.

Sad et al., (2022) state that the challenges of implementing QR code processes in the classroom include distractions, waste of time, lowered attention and concentration, and the use of cellphones for non-educational activities (Sibel Söğüt et al., 2024). To address these challenges, it is important for educators to: Ensure equitable access to devices and the internet where possible, or provide alternatives for students who do not have access. Research by (Sibel Söğüt et al., 2024) shows that challenges related to technological issues, such as poor internet connection or lack of QR code readers or scanners on mobile phones, or the unavailability of mobile devices to use these codes, may discourage students from engaging in QR code-based activities.

Here is explanations of the teacher about tips to solving the problem and challenge:

“For me, it is adjusted to the class level or the child being taught, seen from the psychology of the child, usually not all children like English, so how can the teacher make the child interested in learning in class. If I teach in a class where the child is easy to master and follow the learning, I just give it as usual and focus more on giving questions that are of course at a different level from the class that really needs more attention, so I see it from the differentiation of each class that I teach.”
(teacher interview on Tuesday 14th January 2025)

Based on the interview with the teacher and students shows that the teacher should provides clear guidance on how to scan the QR code and access the audio materials. Regularly checking QR code links to ensure they are working properly. Selecting audio materials that are of good quality and appropriate to the students’ ability level. Integrating QR code use with meaningful learning activities and providing adequate pedagogical support. By recognizing and addressing these potential pitfalls, QR code use can be an effective tool for improving students’ listening skills. In order for the implementation of learning to run well, there are several tips and developing a variety of models and learning materials, by integrating QR codes in these ways, The teacher can make English listening comprehension more dynamic, interactive, and engaging for students.

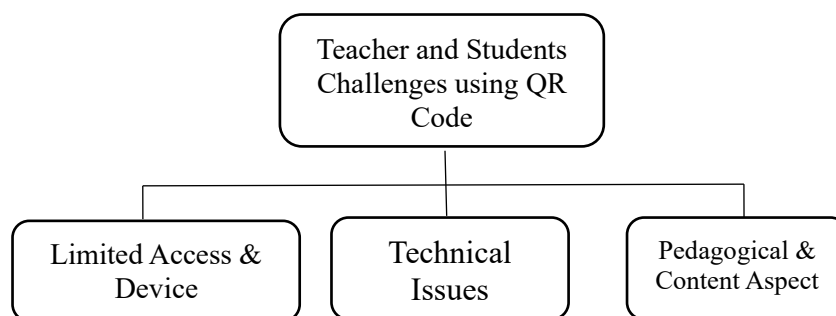


Chart 4.2
Teacher and students challenges using QR code in teaching listening

C. The Perspectives of Both Teacher and Student on Using the QR Code in Teaching Listening Comprehension for English Listening Skills of 7th Grade Students at MTs Negeri 1 Banyumas Regency

Based on interviews that have been conducted with teachers and students in class VII C, in using QR codes in learning listening comprehension related to their perspectives, they say that QR code serve as an effective tool to enhancing English listening comprehension by providing easy access to audio, giving interactive learning, and self-paced learning. Here are the benefits of using QR code in English listening comprehension can define as follow:

1. Accessibility

Based on the results of interviews with teacher and also students using QR codes in listening comprehension learning shown that QR codes give students easy access to learning materials at anytime and from anywhere. This can be explain by the student interview:

“In my opinion, I recommend it to be used in learning because it is easier to access, especially if the network is good, and it is also easier and more flexible. Because the QR code is online, it can be accessed from each cellphone, and it is more convenient and can be repeated as we like because it is accessed from each cellphone. If from the teacher's speaker, sometimes the sound is not heard from the back.” (student interview on Friday 10th of January 2025)

According interviews with teachers and students who use QR codes to teach and learn listening skills revealed that QR codes can facilitate the teaching and learning process. QR codes provide easy access to the

necessary audio materials, enabling students to access learning resources quickly and efficiently. In order to Nurul Hidayati (2021) using QR codes for listening skill are simple and effective. This enables students to listen to the material repeatedly, which improves comprehension. Therefore, using QR codes to teach listening skills has been proven to be an effective way of achieving better learning outcomes.

2. Engagement Learning

Using QR code in the teaching listening comprehension give a fun and interactive element to learning, encouraging students to take an active role. This based on the teacher and student interview that can be explain:

“Because using QR codes is easier, learning is also more exciting and not boring, and it is easier to understand.” (student interview on Friday 10th of January 2025)

“It is very helpful because it can be used to innovate in the use of learning media by utilizing technology. It can also be used to create variations in learning models to prevent students from becoming bored. The use of QR codes for listening is also easy to access, and students can listen to the audio more clearly because they access it via their respective cellphones, so they can focus more on listening to the sound.” (teacher interview on Tuesday 14th of January 2025)

According to the interviews, the use of QR codes has been shown to enhance students' interest in listening skills. The interviewed students indicated that the implementation of QR codes in learning makes the educational process more engaging and less boring. Additionally, teachers can utilize QR codes as a technological innovation that supports students in focusing on listening to audio. This is in line with (Kurniawan et al., 2024) that technology is something that, in education management, has brought fundamental changes to the field of education. The accessibility of QR codes through students' cell phones allows them to actively participate in the learning process, thereby increasing the effectiveness of their education. Thus, the integration of QR codes in teaching listening skills has a positive impact on student motivation and attention.

3. Self-paced Learning

QR codes facilitate self-paced learning by allowing students to revisit audio materials as needed. QR codes are a perfect example of how teachers can positively integrate technology in their classrooms. Students can use their smartphones or class tablets to scan the QR codes for their learning process. This approach enables students to learn at their own pace and frees up classroom time for more interactive activities. Based on the teacher interview explain about the perspectives using QR code for teaching listening comprehension in the class room:

“Very helpful, especially with the QR code it is easy to use and also flexible actually. Because students only need to scan the barcode in the textbook and students can access it directly through their cellphones and can be accessed anytime. So, it can be used as an alternative teacher for teaching English, especially listening.”
(teacher interview on Tuesday 14th of January 2025)

According to interviews with teachers, the utilization of QR codes allows students to access instructional audio materials independently through their mobile devices. This technological approach gives students the flexibility to learn anytime and anywhere. QR codes facilitate a more adaptable and student-centered learning environment. This in line with Miangah et al., (2012) a clear shift from teacher-centered learning to student-centered learning causes students to find technology more effective and interesting. As a result, the application of QR codes in education contributes to a more flexible and effective learning experience for students.

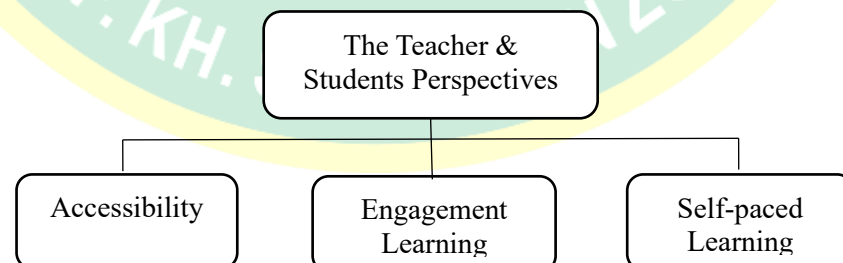


Chart 4.3 The teacher and students perspectives using QR code in teaching listening

Based on the research results, the mobile revolution will give rise to numerous technological advances in this era that can help in the educational process. That the learning process is significantly influenced by the utilization of smartphone potential during the mobile learning revolution. The implementation of the teaching and learning process in schools has become easier with the presence of smartphones (Purnama et al., 2024). So, this study also explains that the use of QR codes in learning listening comprehension is also one of the utilizations of technological advances. In accordance with teachers at MTs Negeri 1 Banyumas who utilize technology by using cellphones, especially QR codes, as learning media to support more efficient learning.

The findings of this research align with those of Nimatul Izza, Henry Praherdiono, and Yerry Soepriyanto (2024), which indicate that the study revealed statistically significant improvements in students' listening and speaking skills when they were exposed to QR code content in English textbooks. While Zhanna Deineko et al., (2022) discussed different types of QR codes, error correction rates, as well as the main applications of QR codes by displaying examples in the form of images, this study differs by focusing on the challenges of QR code usage, utilization, and teacher and student perspectives; moreover, while the previous study used QR codes to display images or visual files, this study applied QR codes specifically to access audio files, thus showing a significant difference in QR code usage.

Vigil & Murray (2021) explain several benefits to using audio QR codes were identified as a result of the analyses. These include the minimal amount of time and expertise required for teachers to create the transmedia materials, an increased student exposure to audio-only materials to aid listening comprehension, and the way in which the use of this technique allowed for transformative learning activities and a conservation of instructional minutes in the classroom. Some barriers were also noted, the largest being that device ownership and Internet access were not universal among students.

Additionally, parental restrictions on smartphone use and some school administration policies regarding personal devices made the practice of using mobile technology for homework tasks difficult in certain cases. Implications include the possibility that training pre-service and in-service teachers in the use of transmedia materials that link to audio-only content may help decrease students' cognitive load and lead to an increase in foreign language learners' listening comprehension skills. Further study in the use of transmedia materials and mobile technology to support foreign language learning is recommended.



CHAPTER V

CONCLUSION AND SUGGESION

A. Conclusion

Based on the results of research conducted by researcher rearding the teacher utilize the QR code in teaching English listening comprehension for English listening skills of 7th grade students at MTs N 1 Banyumas regency, which are conducted by using observations, interviews, and documentation. The researcher obtained the research results related to the how does the teacher utilize the QR code in teaching English listening comprehension, the teacher and students challenges, and also the perspectives of both teacher and students by using QR code for English listening comprehension in the class.

When the teacher utilizes QR codes in teaching English listening comprehension for listening skills, The teacher prepares the material to be learned, namely audio content, then ensures that all students can access the QR code so that all students can follow the learning well. Then, after preparing the learning material, the teacher implements the QR code in the learning process, which is the last step. To ensure that the material delivered can be understood by students, the teacher ensures it by giving assignments, which will then also be discussed together so that students can understand it well.

The teachers and students face some challenges when utilizing QR codes to teach listening comprehension for English listening skills to 7th grade students at MTs N 1 Banyumas Regency including limited access and devices, technical issues, and pedagogical and content aspects. Besides, the perspectives of both teachers and students on using QR codes for teaching listening comprehension in English to 7th grade students at MTs Negeri 1 Banyumas Regency have proven to be beneficial for the students. Utilizing QR codes significantly aids students in grasping the context of their learning. Additionally, QR codes can facilitate self-paced learning, allowing students to engage with the material at their own speed.

B. Limitation of the Study

The researcher realizes that this research has limitations although it has been done as well as possible to produce clear results. In the data collection process, researchers have limitations, especially in collecting classroom observation data. This is because teachers do not always use QR codes in every lesson, as well as the limited time available due to the busyness of teachers and school activities.

C. Suggestion

Based on the result of the research related to the teaching listening comprehension using QR code for 7th grade students at MTs N 1 Banyumas, here are some effective strategies:

1. For The Teacher

The teacher should use diverse audio content to enhance the student's ability to understand various speakers and contexts and the teacher should practice repeated listening and it may gradually increase difficulty to access progressively challenging materials to build your skills steadily and also helps the student reinforce comprehension, pronunciation, and vocabulary retention.

2. For The Students

Students must be able to utilize technology properly and use it wisely so that implementing learning with technology is not useless. so that learning using this QR code can be conveyed properly.

3. For Future Research

The researcher hopes that in the future this research is expected to be an important input in solving problems or difficulties experienced by students in listening and can be used as a reference material for teachers to increase creativity in listening learning using technology.

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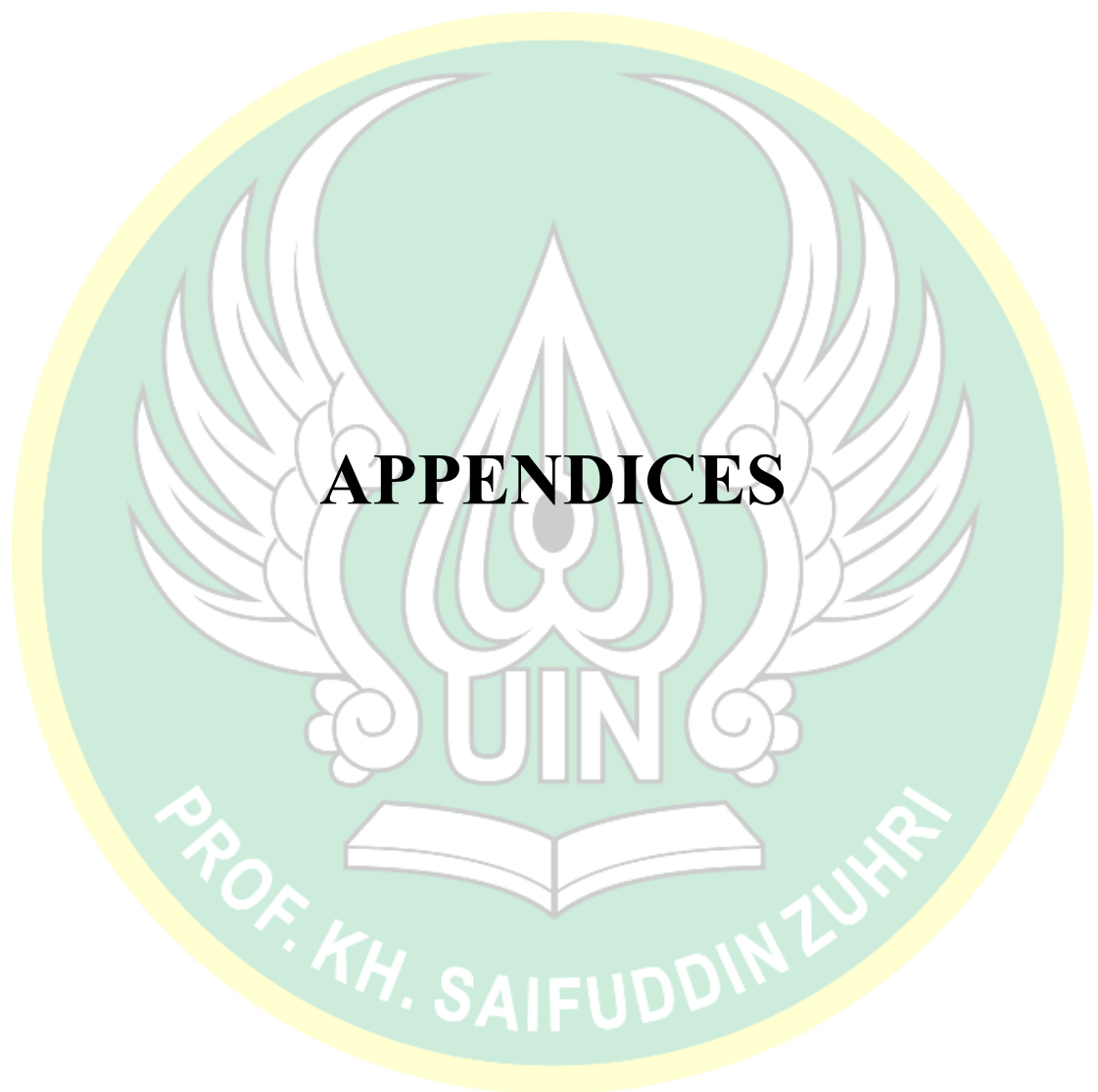
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Appendix 1 Official Letter of Individual Research



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
 Telepon (0281) 635624 Faksimili (0281) 636553
 www.ftik.uinsaizu.ac.id

Nomor : B.m.7322/Un.19/D.FTIK/PP.05.3/12/2024
 Lamp. : -
 Hal : Permohonan Ijin Riset Individu

27 Desember 2024

Kepada
 Yth. Kepala MTs Negeri 1 Banyumas
 Kec. Jl. Jend. Sudirman Jl. Sokayasa No.791, Sokayasa, Purwokerto Wetan, Kec. Purwokerto
 Tim., Kabupaten Banyumas, Jawa Tengah 53146
 di Tempat

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat bahwa dalam rangka pengumpulan data guna penyusunan skripsi, memohon dengan hormat saudara berkenan memberikan ijin riset kepada mahasiswa kami dengan identitas sebagai berikut :

- | | |
|--------------------|--|
| 1. Nama | : Lestari Ari Suryani |
| 2. NIM | : 2017404068 |
| 3. Semester | : 9 (Sembilan) |
| 4. Jurusan / Prodi | : Tadris Bahasa Inggris |
| 5. Alamat | : Tunjungmuli Rt03/Rw02, Kecamatan Karangmoncol, Kabupaten Purbalingga, Jawa Tengah |
| 6. Judul | : Teaching Listening Comprehension using QR Code for 7th Grade Students at MTs Negeri 1 Banyumas Regency |

Adapun riset tersebut akan dilaksanakan dengan ketentuan sebagai berikut :

- | | |
|----------------------|------------------------------|
| 1. Objek | : Guru dan Siswa kelas VII C |
| 2. Tempat / Lokasi | : MTs Negeri 1 Banyumas |
| 3. Tanggal Riset | : 28-12-2024 s/d 28-02-2025 |
| 4. Metode Penelitian | : Kualitatif |

Demikian atas perhatian dan ijin saudara, kami sampaikan terima kasih.
Wassalamu'alaikum Wr. Wb.

An. Dekan
 Ketua Jurusan Tadris



Maria Ulpah



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN BANYUMAS
MADRASAH TSANAWIYAH NEGERI 1 BANYUMAS
Jl. Jend. Soedirman No. 791 Telp. (0201) 636637, Purwokerto 53111
e-Mail : mtsnpurwokerto308550@gmail.com

SURAT KETERANGAN

Nomor : 018.006/Mts.11.06/PP.00/1/2025

Yang bertanda tangan di bawah ini, Kepala Madrasah Tsanawiyah Negeri 1 Banyumas :

Nama	: H. Sudir, S.Ag., M.S.I.
Pangkat / Golongan	: Pembina Tk.I, IV/b
NIP	: 197001162002121002
Jabatan	: Kepala Madrasah
Unit Kerja	: MTs Negeri 1 Banyumas

Menerangkan bahwa :

Nama	: LESTARI ARI SURYANI
NIM	: 2017404068
Semester	: 9 (Sembilan)
Jurusan/Program Studi	: Tadris Bahasa Inggris
Tempat/Lokasi Riset	: MTs Negeri 1 Banyumas
Tahun Akademik	: 2024/2025
Judul Observasi	: Teaching Listening Comprehension using QR Code for 7th Graded Students at MTs Negeri 1 Banyumas Regency
Keterangan	: Telah selesai melaksanakan penelitian di MTs Negeri 1 Banyumas mulai 28 Desember 2024 sd 17 Januari 2025

Demikian surat keterangan ini buat dengan sebenarnya untuk digunakan sebagaimana mestinya.

Purwokerto, 18 Januari 2025



H. Sudir, S.Ag., M.S.I.
 NIP. 197001162002121002

Appendix 2 Observation Checklist

No	Statement	Checklist		Note
		Yes	No	
1	The teacher prepared the teaching material			
2	The teacher given instructions on how to use the QR code.			
3	The teacher utilizes the QR code in teaching learning			
4	Students show interest when using QR codes.			
5	Students actively participate in learning after listening to the audio			
6	The teacher finds the problem while using QR code			
7	Students can access the QR code without difficulty.			
8	There are yes/no technical issues that distrub the learning process			
9	The teacher evaluates students' understanding through assignment			
10	The teacher explains the results of the assignment together with the students			
11	The teacher is able to guide the learning process by ensuring that students can understand every instruction given			

Appendix 3 Interview Guidelines for Teacher

Date :

Class :

Teacher :

Researcher :

Research Title :

Teacher perspective to utilize QR codes to teach listening comprehension in the classroom

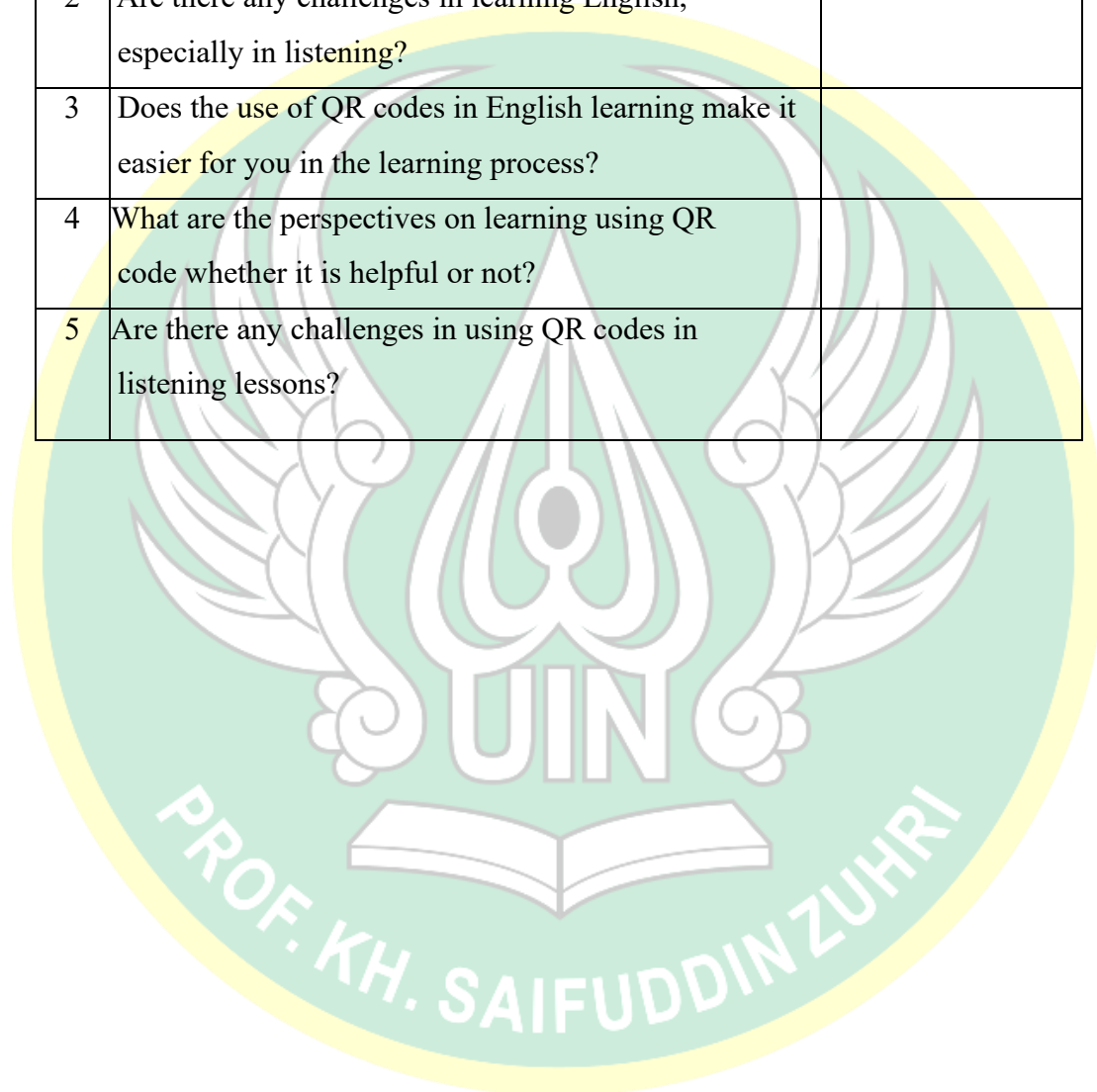
1. How do you prepared for the learning process using QR code in english listening (Material, Tools, Time management)?
2. How do you carry out the learning process in teaching listening?
3. Does using QR code in learning listening make the learning process in class easier?
4. What are the challenges in utilizing the QR code in the teaching listening process?
5. What are your perspectives about using QR code for teaching listening comprehension in the class room?
6. How students follow learning when using QR code in the class?
7. Can students easily understand listening comprehension using QR code?
8. What are the students challenges in listening comprehension using QR codes?
9. Does the teacher provide guidance and assistance during the learning process for students who do not understand?
10. In your own opinion, while using QR codes in learning, especially in English listening, does it help or not?

Appendix 4 Interview Guidelines for Students

Student perspectives using QR code in teaching listening comprehension

NO	QUESTIONS	STUDENTS ANSWER
1	How do the teachers teach listening in class when using QR codes? Is it helpful, interesting, and easy to follow?	
2	Are there any challenges in learning English, especially in listening?	
3	Does the use of QR codes in English learning make it easier for you in the learning process?	
4	What are the perspectives on learning using QR code whether it is helpful or not?	
5	Are there any challenges in using QR codes in listening lessons?	
NO	QUESTIONS	STUDENTS ANSWER
1	How do the teachers teach listening in class when using QR codes? Is it helpful, interesting, and easy to follow?	
2	Are there any challenges in learning English, especially in listening?	
3	Does the use of QR codes in English learning make it easier for you in the learning process?	
4	What are the perspectives on learning using QR code whether it is helpful or not?	
5	Are there any challenges in using QR codes in listening lessons?	

NO	QUESTIONS	STUDENTS ANSWER
1	How do the teachers teach listening in class when using QR codes? Is it helpful, interesting, and easy to follow?	
2	Are there any challenges in learning English, especially in listening?	
3	Does the use of QR codes in English learning make it easier for you in the learning process?	
4	What are the perspectives on learning using QR code whether it is helpful or not?	
5	Are there any challenges in using QR codes in listening lessons?	



Appendix 5 Observation Checklist Result

Date : Tuesday, 7th January 2025
Class : VII C

No	Statement	Checklist		Note
		Yes	No	
1	The teacher prepared the teaching material	✓		bahan ajar, tools, telepon utk abses siswa
2	The teacher given instructions on how to use the QR code.	✓		- membuka hp. - scan QR code pada buku paket
3	The teacher utilizes the QR code in teaching learning	✓		- setelah menjelaskan materi guru menunjuk siswa utk scan QR code
4	Students show interest when using QR codes	✓		siswa aktif dlm pembelajaran
5	Students actively participate in learning after listening to the audio	✓		- mengaktifkan QR code - mendengarkan audio dg cermat
6	The teacher finds the problem while using QR code	✓		sukses sinyal, abses koneksi siswa ke QR code akses
7	Students can access the QR code without difficulty	✗	✓	sukses sinyal, sukses akses QR code.
8	There are yes/no technical issues that disturb the learning process	✓		siswa membuka apps lain saat pembelajaran berlangsung
9	The teacher evaluates students' understanding through assignment	✗	✓	mengulas materi di akhir jam pelajaran
10	The teacher explains the results of the assignment together with the students		✓	tidak membacakan hasil. hanya materi
11	The teacher is able to guide the learning process by ensuring that students can understand every instruction given	✓		- apakah ada kesulitan? - ada yg belum paham?

Date : Thursday, 9th January 2025

Class : VII C

No	Statement	Checklist		Note
		Yes	No	
1	The teacher prepared the teaching material	✓		- QR code dan ppt
2	The teacher given instructions on how to use the QR code.	✓	✓	sudah dijelaskan pd pertemuan sbmnya
3	The teacher utilizes the QR code in teaching learning	✓		mengerjakan soal dg QR code
4	Students show interest when using QR codes	✓		mudah utk digratkan
5	Students actively participate in learning after listening to the audio	✓		siswa jadi fokus terhadap audio yg didengarkan
6	The teacher finds the problem while using QR code	✓		signal susah, ada beberapa yg tak bisa akses
7	Students can access the QR code without difficulty		✓	tdk bisa akses QR code nya, tdk ada akses internet
8	There are yes/no technical issues that disturb the learning process	✓		siswa tdk fokus pd pembelajaran krn tdk bisa dn hp nya
9	The teacher evaluates students' understanding through assignment	✓		guru memberikan tugas pd buku paket
10	The teacher explains the results of the assignment together with the students		✓	dibahas pd pertemuan selanjutnya
11	The teacher is able to guide the learning process by ensuring that students can understand every instruction given	✓		- can you access the QR code? - do you understand?

SAIFUDDIN

Date : Tuesday, 19th January 2025
 class : VII C

No	Statement	Checklist		Note
		Yes	No	
1	The teacher prepared the teaching material	✓		memiliki hp yang digunakan oleh siswa
2	The teacher given instructions on how to use the QR code.		✓	sudah dijelaskan dalam pertemuan
3	The teacher utilizes the QR code in teaching learning	✓		memberikan tugas
4	Students show interest when using QR codes	✓		mengerjakan tugas dg semangat, mendengarkan audio
5	Students actively participate in learning after listening to the audio	✓		siswa berpartisipasi dalam pelajaran
6	The teacher finds the problem while using QR code		✓	-
7	Students can access the QR code without difficulty	✓	✗	beberapa group
8	There are yes/no technical issues that disturb the learning process		✓	ditangani oleh guru & bereselling kelas
9	The teacher evaluates students' understanding through assignment	✓		membahas hasil tugas bersama & mendengarkan audio secara bersama
10	The teacher explains the results of the assignment together with the students	✓		menanyakan & memberikan feedback kepada siswa
11	The teacher is able to guide the learning process by ensuring that students can understand every instruction given	✓		memeriksa setiap proses dan pembelajaran

Appendix 6 Transcript Teacher Interview

Date : Tuesday, 14th January 2025
 Class : VII C
 Teacher : Anonymous
 Research Title : Teaching Listening Comprehension Using QR Code for 7th Grade Students at MTs N 1 Banyumas Regency.

Teacher perspective to utilize QR codes to teach listening comprehension in the classroom

1. Bagaimana Anda mempersiapkan proses pembelajaran menggunakan QR code dalam pembelajaran listening bahasa Inggris (Material, Tools, Time management)?

“Untuk mempersiapkan kegiatan pembelajaran biasanya tentunya melakukan *brainstorming* terlebih dahulu. Kemudian untuk *tools* karena listening jadi saya tentu membawa speaker agar nanti ketika menjelaskan materi listening secara bersama suara lebih jelas. Dan untuk penggunaan QR code itu siswa bisa langsung scan barcode yang sudah tersedia dibuku paket menggunakan *handphone* masing-masing. Dan untuk time management seperti biasa, ya misal mengerjakan tugas atau soal diberi waktu berapa menit setelah itu dibahas bersama. Kalau untuk listening sendiri biasanya lebih membutuhkan waktu karena untuk memperdengarkan audio itu biasanya berkali-kali.”

2. Bagaimana Anda melaksanakan proses pembelajaran dalam mengajar listening di kelas?

“Tentunya sama ya seperti biasa, melakukan *brainstorming* dengan menampilkan gambar/audio/youtube terlebih dahulu sesuai materi, lalu menjelaskan materi setelah itu karena ini listening, biasanya saya memutar audio itu berkali-kali.”

3. Apakah penggunaan QR code dalam pembelajaran listening membuat proses pembelajaran di kelas menjadi lebih mudah?

“Tentu sangat membantu karena QR code ini praktis digunakan dalam

pembelajaran, dimana siswa hanya perlu scan kode yang ada melalui handphone masing-masing, kemudian langsung diarahkan ke materi yang akan dipelajari.”

4. Apa saja tantangan dalam memanfaatkan QR code dalam proses pembelajaran listening?

“Untuk challenges sendiri pasti ada ya, yang paling utama karena QR code ini perlu akses internet, sehingga biasanya masalah yang sering ditemukan itu susah sinyal, dan biasanya tidak semua handphone siswa itu bisa akses QR code. Jadi mereka bisanya berdua dengan teman sebangku untuk mengaksesnya.”

5. Apa perspektif Anda tentang penggunaan QR code untuk mengajarkan listening comprehension di ruang kelas?

“Sangat membantu sekali, apalagi dengan QR code itu mudah digunakan dan juga fleksibel sebenarnya. Karena siswa hanya perlu scan barcode yang ada dibuku paket dan siswa bisa mengakses langsung melalui handphone mereka dan bisa diakses kapanpun. Jadi bisa digunakan alternatif guru untuk pengajaran bahasa inggris terutama listening.”

6. Bagaimana respon siswa ketika mengikuti pembelajaran ketika menggunakan QR code di kelas?

“Kebanyakan dari mereka bisa mengikuti pembelajaran menggunakan QR code, karena QR code juga mudah untuk digunakan. Mereka juga lebih aktif dan fokus pada materi yang diberikan karena mereka bisa memahami materinya dari handphone masing-masing, sehingga lebih fokus untuk mendengarkan materi yang diberikan.”

7. Dapatkah siswa dengan mudah memahami listening comprehension menggunakan QR code?

“Sebenarnya ini tergantung dengan kemampuan masing-masing siswa sendiri, kalau mereka benar-benar mau memperhatikan pasti ya bisa, tapi yang namanya anak, bermacam-macam sifatnya. Tapi sejauh menggunakan QR code dalam pembelajaran listening, mereka mau dan bisa mengikuti dengan baik dan antusias.”

8. Apa saja tantangan siswa dalam pembelajaran listening comprehension menggunakan QR code?

“Yang paling sering ditemukan itu kendala sinyal tentunya, karena penggunaan QR code sendiri membutuhkan jaringan internet. Juga kadang tidak semua handphone itu bisa akses atau kesulitan untuk mengakses ketika scan barcode, jadi biasanya ya mereka yang tidak mengakses, mereka berdua dengan teman sebangkunya.”

9. Apakah guru memberikan bimbingan dan bantuan selama proses pembelajaran bagi siswa yang tidak mengerti?

“Ya, biasanya ketika pembelajaran listening di kelas, saya akan memberikan brainstorming terkait materi yang akan diajarkan. Yang paling saya tekankan adalah ketika pembelajaran listening, saya akan memperdengarkan audio beberapa kali menggunakan audio native speaker. Jadi saya akan melakukan repetition selama 4 sampai 5 kali. Yang bertujuan agar siswa itu terbiasa dengan pronounciationnya. Jadi dua kali saya perdengarkan, ketiga, siswa menirukan perkaliat sendiri. Keempat kalinya siswa menirukan perkaliat atau perteks. Saya selalu ulang-ulang sampai semua siswa itu satu suara. Ada biasanya kalau siswa itu salah dalam mengucapkan itu pasti akan kelihatan, dan siswa yang salah itu biasanya saya suruh untuk mencobanya sendiri sampai bisa. Setelah itu baru saya fokuskan ke comprehensionnya. Memang ketika listening itu saya paling lama membutuhkan waktu karena ya praktik pengucapan dalam bahasa Inggris itu penting ya agar anak itu terbiasa dengan pronounciation yang benar.”

10. Menurut Anda sendiri, dalam menggunakan QR code dalam pembelajaran, terutama dalam listening bahasa Inggris, apakah itu membantu atau tidak?

“Sangat membantu ya, karena bisa dipakai sebagai inovasi dalam penggunaan media pembelajaran dengan memanfaatkan teknologi. Juga untuk variasi model pembelajaran sehingga anak tidak bosan. Tentu penggunaan QR code dalam listening ini juga mudah untuk diakses dan siswa dapat lebih dengan jelas mendengarkan audio karena mereka mengakses lewat handphone masing-

masing, sehingga mereka lebih fokus untuk mendengarkan suara audio tersebut.”



Appendix 7 Transcript Students Interview

Date : 10th – 14th January 2025

Class : VII C

Teacher : Anonymous

Research Title : Teaching Listening Comprehension Using QR Code for 7th Grade Students at MTs N 1 Banyumas Regency.

Student perspectives using QR code in teaching listening comprehension

NO	QUESTIONS	STUDENTS ANSWER
1	Bagaimana cara guru mengajar listening di kelas saat menggunakan QR code? Apakah cara ini membantu, menarik, dan mudah diikuti?	<p>Siswa A = Lumayan membantu, karena yang ngomong itu biasanya native speaker langsung, jadi menantang trus juga gampang dipahaminya karena mendengarkannya dari hp masing-masing.</p> <p>Siswa B = Membantu dan mudah banget untuk diakses, soalnya tinggal di scan saja.</p>
2	Apakah ada tantangan dalam belajar bahasa Inggris, terutama dalam listening?	<p>Siswa A = Yaa, jarang-jarang si, karena lumayan paham. Cuma ya pernah karena audionya kurang jelas atau ada kata-kata yang belum tau.</p> <p>Siswa B = Kalau aku kendalanya itu sama kosa kata, masih ada yang asing kata-katanya.</p>
3	Apakah penggunaan QR code dalam English listening memudahkan Anda dalam proses pembelajaran?	Siswa A = Membantu sekali, karena mempermudah juga ketika listening.

		<p>Siswa B = QR qode sangat membantu, karena mendengarkannya menggunakan handphone jadi lebih jelas dan bisa diulang.</p>
4	<p>Bagaimana perspektif kamu tentang pembelajaran menggunakan QR code, apakah sangat membantu atau tidak?</p>	<p>Siswa A = Menurut saya recommend aja untuk dipakai dalam pembelajaran, karena lebih gampang diakses apalagi kalo jaringannya bagus, terus juga memudahkan dan fleksibel. Karena QR qode online jadi bisa diakses dari hp masing dan lebih enak dan bisa diulang- sesuka kita karena diakses dari hp masing-masing. Kalau dari speaker guru itu kadang yang belakang kurang kedengeran suaranya.</p> <p>Siswa B = Menurutku dalam pembelajaran bahasa inggris sangat membantu, mudah diakses apalagi kalau jaringannya bagus. QR qode juga cocok untuk dipakai saat pembelajaran, misalkan untuk mengerjakan soal listening.</p>

5	Apakah ada tantangan dalam menggunakan QR code dalam pelajaran listening comprehension?	<p>Siswa A = Karena QR code itu online, jadi kendalanya kadang kalo susah sinyal nanti lagi. Jadi kalau ada kendala biasanya bareng sama teman sebangku.</p> <p>Siswa B = Kadang ngga bisa masuk walau koneksinya bagus harus ulang beberapa kali baru bisa akses.</p>
NO	QUESTIONS	STUDENTS ANSWER
1	Bagaimana cara guru mengajar listening di kelas saat menggunakan QR code? Apakah cara ini membantu, menarik, dan mudah diikuti?	<p>Siswa C = Membantu karena gampang diakses dan juga bisa mendengarkan audionya lebih jelas.</p> <p>Siswa D = Membantu karena mudah untuk diikuti dan audio yang didengarkan jadi lebih jelas.</p>
2	Apakah ada tantangan dalam belajar bahasa Inggris, terutama dalam listening?	<p>Siswa C = Kadang ada kosa kata yang tidak tahu artinya, jadi kurang paham dengan inti audionya tentang apa.</p> <p>Siswa D = Ada, kendalanya itu dikosa katanya, tidak tahu artinya jadi kadang tidak terlalu paham maksud ceritanya.</p>
3	Apakah penggunaan QR code dalam English listening memudahkan Anda dalam proses pembelajaran?	<p>Siswa C = Ya membantu karena suaranya jadi jelas dan audionya bisa diulang-ulang.</p> <p>Siswa D = membantu, karena jadi lebih mudah saat mendengarkan audionya karena jadi lebih jelas.</p>

4	Bagaimana perspektif kamu tentang pembelajaran menggunakan QR code, apakah sangat membantu atau tidak?	<p>Siswa C = Jadi memudahkan ketika belajar, jadi tidak bosan di kelas karena belajarnya jadi lebih seru dan lebih efektif.</p> <p>Siswa D = Seru, membantu ketika pembelajaran listening karena jadi lebih jelas suaranya dan jadi lebih bervariasi saja.</p>
5	Apakah ada tantangan dalam menggunakan QR code dalam pelajaran listening comprehension?	<p>Siswa C = Ada, biasanya susahnya dikosa kata, juga audionya kurang jelas percakapannya. Dan seringkali itu susah sinyal jadi tidak bisa scan kodenya.</p> <p>Siswa D = Ada, seringkali itu handphonenya ngga bisa scan barkodenya, apalagi saat sinyalnya susah jadi biasanya harus berdua dengan teman sebangku.</p>
NO	QUESTIONS	STUDENTS ANSWER
1	Bagaimana cara guru mengajar listening di kelas saat menggunakan QR code? Apakah cara ini membantu, menarik, dan mudah diikuti?	<p>Siswa E = Ya menurut saya cukup membantu, karena memudahkan dalam mengerjakan tugas listening di kelas.</p> <p>Siswa F = Membantu untuk saat pelajaran listening, tapi kadang susah karena harus ada sinyal yang bagus</p>
2	Apakah ada tantangan dalam belajar bahasa Inggris, terutama dalam listening?	<p>Siswa E = Ya, kesulitannya itu tidak tahu artinya jadi bingung isinya tentang apa. Siswa F = Ya ada, kalau saya kesulitannya itu di vocab,</p>

		karena ngga tau banyak vocab jadi kadang tidak tahu arti dari audio yang didengarkan.
3	Apakah penggunaan QR code dalam English listening memudahkan Anda dalam proses pembelajaran?	<p>Siswa E = Ya membantu, karena audionya bisa diputar berkali-kali karena aksesnya dari handphone sendiri.</p> <p>Siswa F = sangat membantu, karena audinya bisa diulang, dan suaranya lebih jelas karena dari hp masing-masing.</p>
4	Bagaimana perspektif kamu tentang pembelajaran menggunakan QR code, apakah sangat membantu atau tidak?	<p>Siswa E = Ya membantu, karena jadi mudah untuk mendengarkan audio listening dan mudah digunakan juga.</p> <p>Siswa F = membantu, karena menggunakan QR code jadi lebih mudah, belajarnya juga jadi lebih seru tidak membosankan, dan jadi lebih mudah dipahami.</p>
5	Apakah ada tantangan dalam menggunakan QR code dalam pelajaran listening comprehension?	<p>Siswa E = Ada, paling di akses internetnya, kalau sinyalnya susah jadi tidak bisa scan barkodenya.</p> <p>Siswa F = kadang tidak bisa akses QR codenya, harus diulang beberapa kali baru bisa nyambung, sinyalnya harus lancar, dan ada hp yang belum support scan jadi harus berdua dengan teman lain.</p>

Appendix 8 Lesson Plan

MODUL AJAR KURIKULUM MERDEKA BAHASA INGGRIS FASE D KELAS VII

INFORMASI UMUM	
A. IDENTITAS MODUL	
Penyusun	: Nurkhikmah Afiah, S.Pd
Instansi	: MTs N 1 Banyumas
Tahun Penyusunan	: Tahun 2024
Jenjang Sekolah	: MTs
Mata Pelajaran	: Bahasa Inggris
Fase D, Kelas / Semester	: VII (Tujuh) / I (Ganjil)
Bab I	: Culinary and Me
Sub bab D	: Describing Favorite Food
Elemen	: Menyimak Berbicara
Capaian Pembelajaran	: Peserta didik menggunakan bahasa Inggris sederhana untuk menyampaikan perasaan, kebutuhan, dan meminta pertolongan, membuat pertanyaan sederhana dan/atau meminta izin. Peserta didik mengidentifikasi informasi penting dalam berbagai konteks, yang disampaikan secara lisan, tulisan atau isyarat dengan bantuan media audio-visual dan menggunakan kosakata sederhana.
Elemen Capaian Pembelajaran	Membaca dan Memirsa Peserta didik memahami kata-kata yang sering digunakan sehari-hari dan/ atau memahami kata-kata baru dengan bantuan gambar/ilustrasi dan atau media audio-visual. Peserta didik membaca dan memberikan respons terhadap teks pendek, sederhana, dan familiar dalam bentuk tulisan atau digital, termasuk teks visual, multimodal, atau interaktif.
Elemen Capaian Pembelajaran	: Menulis dan Mempresentasikan Peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan tanda baca dasar, huruf kapital, kosakata sederhana, dan struktur kalimat sederhana dengan menggunakan berbagai media.
Alokasi Waktu	: 3 JP

B. KOMPETENSI AWAL
<ul style="list-style-type: none"> • Kompetensi awal yang harus dimiliki oleh peserta didik sebelum mempelajari topik ini adalah kemampuan dan pemahaman mengenai teks tentang Describe Favorite Food.
C. PROFIL PELAJAR PANCASILA
<ul style="list-style-type: none"> ▪ Mandiri ▪ Bernalar kritis ▪ Kreatif.
D. SARANA DAN PRASARANA
<p>Sarana prasarana dan media</p> <ul style="list-style-type: none"> ▪ Sarana/prasarana/dan media yang relevan atau sesuai kebutuhan pembelajaran. Bentuknya disesuaikan dengan situasi dan kondisi. Gambar, photo dan video tentang deskripsi makanan favorit, bisa menjadi media pembelajaran yang menarik.
E. TARGET PESERTA DIDIK
<ul style="list-style-type: none"> ▪ Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar. ▪ Peserta didik dengan kesulitan belajar: memiliki gaya belajar yang terbatas hanya satu gaya misalnya dengan audio. Memiliki kesulitan dengan bahasa dan pemahaman materi ajar, kurang percaya diri, kesulitan berkonsentrasi jangka panjang, dsb. ▪ Peserta didik dengan pencapaian tinggi: mencerna dan memahami dengan cepat, mampu mencapai keterampilan berfikir tingkat tinggi (HOTS), dan memiliki keterampilan memimpin.
F. MODEL PEMBELAJARAN
<ul style="list-style-type: none"> ▪ Pembelajaran melalui model pembelajaran dengan menggunakan Project Based Learning (PBL) .
KOMPONEN INTI
A. TUJUAN KEGIATAN PEMBELAJARAN
<p>Alur Tujuan Pembelajaran :</p> <ul style="list-style-type: none"> ▪ Peserta didik dapat mengidentifikasi kosa kata dasar yang berhubungan dengan jenis jenis makanan, rasa dan tesktur makanan. ▪ Peserta didik dapat mengucapkan kosa kata tentang makanan dengan lafal yang benar. ▪ Peserta didik dapat menggunakan kata sifat yang sesuai untuk menggambarkan makanan favorit. ▪ Peserta didik dapat membuat kalimat sederhana untuk mendeskripsikan makanan favorit. ▪ Peserta didik dapat mengidentifikasi berbagai informasi dari sebuah teks tentang makanan favorite. ▪ Peserta didik dapat menulis paragraph pendek yang mendeskripsikan makanan favorit.

B. PEMAHAMAN BERMAKNA
<p>Apersepsi Guru melakukan apersepsi dengan menanyakan beberapa hal tentang deskripsi makanan favorite.</p>
C. PERTANYAAN PEMANTIK
<p>Pertanyaan pertanyaan berikut adalah pertanyaan alternatif yang bisa diberikan kepada peserta didik. Guru bisa mengajukan pertanyaan-pertanyaan lain yang relevan.</p> <ul style="list-style-type: none"> ❖ What is your favorite food ? ❖ Why do you like that food ? ❖ Can you describe the taste of your favorite food? (sweet, salty, spicy, etc.) ❖ What ingredients are used to make your favorite food ? ❖ Where does your favorite food come from? ❖ Is it traditional dish? <p>Selanjutnya, guru mulai masuk ke materi berdasarkan jawaban-jawaban peserta didik.</p>
D. MATERI PEMBELAJARAN
<p>Materi pembelajaran dititikberatkan pada teks descriptive tentang mendeskripsikan makanan favorit . Agar peserta didik lebih memahami informasi dalam teks , guru bisa mengajak peserta didik menandai informasi-informasi penting di dalamnya.</p>
E. KEGIATAN PEMBELAJARAN
<p>Kegiatan Pendahuluan (10 Menit)</p> <ul style="list-style-type: none"> • Guru membuka pembelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik, memeriksa kehadiran, kerapian pakaian, posisi, dan tempat duduk peserta didik. • Mengatur tempat duduk peserta didik dan mengkondisikan kelas agar proses pembelajaran berlangsung menyenangkan. • Guru memotivasi peserta didik agar tetap memiliki semangat dalam proses pembelajaran. • Guru menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran • Guru mempersiapkan segala peralatan yang akan digunakan dalam proses pembelajaran. • Apersepsi guru dapat memulai pembelajaran dengan bertanya mengenai beberapa hal tentang deskripsi makanan favorit • Guru mengajukan pertanyaan lebih dalam untuk mengarahkan ke topik yang akan dipelajari.

Kegiatan Inti (100 Menit)**SECTION 1 – Say what you know (10 menit)**

- Guru menunjukkan gambar makanan.



Say some words about the picture. It can be noun or adjective

- Dalam kegiatan ini, peserta didik boleh menjawab dengan Bahasa Inggris sederhana atau dalam Bahasa Indonesia.
- Guru juga dapat meminta peserta didik untuk menggunakan kamus untuk mencari padanan kata yang tepat.

SECTION 2 – Write what you see (20 menit)

- Guru menayangkan gambar tentang deskripsi makanan
- Guru meminta peserta didik untuk menulis kata kata yang mendeskripsikan makanan berdasarkan gambar yang ditayangkan.



Description of the food	Meaning

- Guru membacakan kata kata tersebut dan peserta didik menirukan.
- Guru memberikan beberapa gambar yang mendeskripsikan makanan dan minuman.
- Guru membaca kosa kata terkait deskripsi makanan dan minuman. Peserta didik menirukan dan menterjemahkan ke dalam Bahasa Indonesia.



It's rica-rica chicken.
It's spicy and greasy.



It's iced-sweet tea.
It's cold and sweet.



It's coffee without sugar. It's bitter.



It's rice. It's plain and sticky.



It's dried fish.
It's crunchy and salty.

- Guru menjelaskan beberapa kosa kata yang mendeskripsikan makanan (rasa dan tekstur makanan)

Taste	Meaning	Texture	Meaning
salty	asin	hard	keras
sweet	sweet	soft	lembut
bitter	pahit	crispy	renyah
plain	hambar	crunchy	renyah
tasty	lezat	chewy	kenyal
delicious	lezat	Juicy	berair
spicy	pedas	tender	empuk
		creamy	lembut seperti krim

SECTION 3 – Read and Viewing (20 menit)

- Guru memberikan contoh tentang Describing Favorite Food
- Peserta didik menjawab beberapa pertanyaan tentang teks tersebut.

My favorite food is **fried chicken**. It is crispy on the outside and soft on the inside. The chicken is cooked with a special mix of **spices** that makes it taste **salty** and a little **spicy**. I love how the outside is **crunchy**, and when I bite into it, the meat is **juicy** and **tender**.

Fried chicken smells **delicious** when it's hot, and it's my favorite food to eat for lunch or dinner. I like to eat it with **rice** or **french fries**. Sometimes, I dip it in **ketchup** or **chili sauce** to make it even tastier.

Fried chicken always makes me happy because it's tasty and fun to eat with my family.

- 1) What is the text about ?
- 2) How is the texture of fried chicken ?
- 3) How is the chicken cooked ?
- 4) How does the fried chicken smell?
- 5) Why does the fried chicken make the writer happy ?

- Guru menjelaskan struktur kalimat untuk mendeskripsikan makanan favorit
 - a) Untuk menyatakan fakta umum tentang makanan favorit, kita menggunakan present simple tense.

Contoh :

- ❖ My favorite food is pizza.
- ❖ It tastes delicious and cheesy

- b) Kata sifat sangat penting untuk menggambarkan rasa, tekstur, dan penampilan makanan.

Contoh:

- ❖ The pizza is hot, cheesy, and crispy.
- ❖ I love the sweet and spicy sauce

- c) Penggunaan kata hubung untuk menghubungkan kalimat atau ide.
Contoh:

- ❖ I like pizza because it's delicious.
- ❖ The pizza is big, but I can finish it by myself

- Guru melakukan ice breaking untuk meningkatkan semangat peserta didik.

SECTION 4 – It's time to discuss (30 menit)

- Guru memberikan sebuah teks descriptive tentang makanan favorite
- Secara berpasangan, peserta didik diminta untuk menemukan beberapa kata sifat yang mendeskripsikan makanan favorit berdasarkan teks yang disajikan. (LKPD 1)
- Secara berpasangan, peserta didik membuat kalimat sederhana menggunakan kata sifat yang mereka temukan dalam teks.

My favorite food is chicken porridge. It is a warm and comforting dish, especially in the morning. The porridge is made from rice that is cooked with a lot of water until it becomes soft and smooth. On top of the porridge, there is shredded chicken, fried onions, and crispy crackers. I like to add soy sauce and a little bit of chili sauce to make it more flavorful.

The taste of chicken porridge is delicious. It's savory and light, and the chicken adds a rich flavor. The texture is also great because the porridge is soft, while the crackers give a nice crunch. It's my favorite food because it's simple, tasty, and makes me feel full and satisfied. Whenever I feel tired or cold, a bowl of chicken porridge always makes me feel better.

Adjectives	Meaning

- Guru meminta beberapa peserta didik untuk membacakan jawabannya.
- Guru membagi peserta didik menjadi beberapa kelompok. Satu kelompok terdiri dari 4 – 5 orang.
- Guru membagikan LKPD 2 kepada masing masing kelompok.
- Secara berkelompok, peserta didik mengerjakan LKPD 2.
- Guru meminta beberapa kelompok untuk mempresentasikan hasil diskusinya.
- Guru melaksanakan Penilaian Sumatif secara individu. (20 menit)

Kegiatan Penutup (10 MENIT)

- Guru melaksanakan refleksi untuk mengetahui ketercapaian proses pembelajaran .
- Peserta didik dan guru menyimpulkan pembelajaran hari ini.
- Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
- Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi untuk tetap semangat belajar dan diakhiri dengan berdoa.

G. ASSESSMENT (PENILAIAN)**1) Asesmen Diagnostik:**

Mengetahui kondisi awal mental para peserta didik

2) Asesmen Formatif:

Diskusi : melatih kemampuan peserta didik dalam berkolaborasi dengan kelompoknya, melatih berbicara dan berani mengungkapkan pendapat, memunculkan ide-idenya, bekerja sama dalam tim

Presentasi: melatih kemampuan peserta didik dalam melatih berbicara di depan umum, berani mengajukan pertanyaan terhadap pemaparan hasil diskusi kelompok lain, memaksimalkan kerja kelompok

Unjuk kerja : menilai keterampilan proses yang dimiliki setiap anak, dan perkembangannya

3) Asesmen Sumatif

Dilaksanakan diakhir pembelajaran untuk mengukur tingkat capaian pemahaman peserta didik untuk menentukan langkah selanjutnya.

- Guru melakukan pengamatan selama diskusi berlangsung. Hasil pengamatan berupa jawaban peserta didik dan partisipasi peserta didik dalam diskusi dapat dicatat dalam jurnal untuk ditinjau kembali
- Guru memeriksa kelengkapan lembar pengamatan peserta didik.
- Asesmen ini dibuat individu, kelompok, peforma dan tertulis- formatif dan sumatif

H. REMEDIAL dan PENGAYAAN

- Remedial bertujuan untuk membantu siswa yang mengalami kesulitan dalam memahami materi "describing favorite food."
- Kegiatan remedial bisa dilakukan dengan cara guru mengulang kembali konsep konsep dasar tentang cara mendeskripsikan makanan favorit, seperti struktur kalimat, penggunaan kata sifat (adjectives), dan kosa kata terkait makanan.
- Kegiatan remedial juga bisa dilaksanakan dengan cara peserta didik diberikan latihan yang lebih sederhana atau langkah-langkah bertahap untuk membantu mereka membangun kemampuan mendeskripsikan makanan.
Contoh: menggambarkan bahan dan rasa dari makanan favorit secara perlahan dengan panduan guru.
- Pengayaan ditujukan untuk siswa yang sudah menguasai materi dan ingin memperdalam pemahaman mereka.
- Peserta didik yang sudah memahami materi diberikan tugas untuk menulis deskripsi lebih rinci dan menarik tentang makanan favorit mereka, mungkin dengan

menambahkan cerita di balik makanan tersebut (asal usul, budaya, atau kenangan pribadi).

I. REFLEKSI GURU DAN PESERTA DIDIK

REFLEKSI PESERTA DIDIK

- Apa hal baru yang kamu pelajari tentang cara mendeskripsikan makanan favorit ?
- Bagian mana dari materi hari ini yang paling kalian pahami ?
- Apakah ada bagian dari pembelajaran yang masih membingungkan ?

REFLEKSI GURU

- Apakah metode pengajaran yang saya gunakan sudah efektif dalam membantu peserta didik memahami cara mendeskripsikan makanan favorit mereka ?
- Apakah semua peserta didik terlibat secara aktif dalam pembelajaran ? Jika tidak, bagaimana cara meningkatkan partisipasi mereka ?



LAMPIRAN

A. LEMBAR KERJA PESERTA DIDIK

LKPD 1

Mengidentifikasi kosakata yang dari sebuah teks tentang makanan favorite dan menggunakan kosa kata tersebut dengan benar.

Nama Kelompok :

Kelas :

Read the text carefully and find some words that describe favorite food !

My favorite food is chicken porridge. It is a warm and comforting dish, especially in the morning. The porridge is made from rice that is cooked with a lot of water until it becomes soft and smooth. On top of the porridge, there is shredded chicken, fried onions, and crispy crackers. I like to add soy sauce and a little bit of chili sauce to make it more flavorful.

The taste of chicken porridge is delicious. It's savory and light, and the chicken adds a rich flavor. The texture is also great because the porridge is soft, while the crackers give a nice crunch. It's my favorite food because it's simple, tasty, and makes me feel full and satisfied. Whenever I feel tired or cold, a bowl of chicken porridge always makes me feel better.

Adjectives	Meaning

Write simple sentences using the adjectives you have found in the text above !

1. _____
2. _____
3. _____
4. _____
5. _____

LKPD 2

Peserta didik dapat menulis paragraph pendek yang mendeskripsikan makanan favorite !

Nama Kelompok :

Kelas :

Look at the picture . Write anything you know about the food !



Name of Food	Where does the food come from?	Ingredients	Taste and characteristic of the food

**Based on the words you have found from the text , write a paragraph about the food !
Suppose that the food is your favorite food !**

Lampiran 2**BAHAN BACAAN GURU DAN PESERTA DIDIK**

Functions	Language Features	Listening	Speaking	Reading	Writing
CHAPTER 2. CULINARY AND ME					
Unit 1. My Favorite Food					
Describe one's favorite meal: food, drinks, snack, texture, taste	Verbs: <i>be</i> affirmative, negative, interrogative, short answers	Listen to conversations for specific information	Practice and demonstrate monologues and conversations in context	Read a text for specific information	Write specific information in context
	Use pronoun: singular and plural		Share the information based on the writing section		Write specific information in the correct category
	Vocabulary: foods, meals, speeds, eating activities, tastes, and textures				
Unit 2. My Favorite Snack					
Describe grocery shopping: grocery, foods, topping, unit/weight/volume size, texture, taste	Verbs: <i>be</i> affirmative, interrogative, short answers	-	Discuss a picture and a text with friends	Read texts for specific information	Write correct specific information based on texts
Use articles (a/an)	Use pronoun: singular and plural				Circle the right answer
	Use articles: 'a, A, an, An'				
	Vocabulary: grocery, foods, topping, unit/weight/volume size, texture, taste				
Unit 3. A Secret Recipe					
Inform recipe: goal, ingredients, steps, utensils	Verbs: <i>be</i> affirmative, negative,	-	Discuss specific information with friends	Read procedure texts for	Write instructions using imperative

	interrogative, short answers			specific information	sentences in context
Use imperative sentence (positive and negative)	Use pronoun: singular and plural				Write procedure texts in context
	Introduce the structures of procedure text: Goals, ingredients, and steps				
	Use imperative sentence: positive and negative				
	Vocabulary: foods, cooking ingredients, utensils, and imperative verbs				



Lampiran 3

GLOSARIUM

a pinch of salt = <i>sejumput garam</i>	savory = <i>gurih</i>
almost = <i>hampir</i>	scrambles = <i>mengorak-arik</i>
bake = <i>memanggang</i>	several = <i>beberapa</i>
basket = <i>keranjang</i>	sliced = <i>potongan/irisan</i>
beats = <i>mengaduk (misalnya telur)</i>	smaller = <i>lebih kecil</i>
bitter = <i>pahit</i>	soft = <i>lembut</i>
boil = <i>mendidihkan</i>	sour = <i>kecut</i>
boiled = <i>direbus</i>	spicy = <i>pedas</i>
chopstick = <i>sumpit</i>	spongy = <i>kenyal</i>
combination = <i>kombinasi</i>	spoon = <i>sendok</i>
cooked rice = <i>nasi matang</i>	spread = <i>sebarkan</i>
cooking oil = <i>minyak</i>	sticky = <i>lengket</i>
crunchy = <i>garing</i>	stir = <i>aduk</i>
crushes = <i>menghancurkan</i>	stove = <i>kompore</i>
dressing = <i>saus (untuk salad)</i>	take out = <i>mengeluarkan</i>
evenly = <i>merata</i>	taste = <i>rasa</i>
fork = <i>garpu</i>	tongs = <i>penjepit</i>
fridge = <i>kulkas</i>	utensils = <i>peralatan</i>
fry = <i>menggoreng</i>	various = <i>beragam/ beraneka macam</i>
golden brown = <i>coklat keemasan</i>	well-known = <i>terkenal</i>
grated cheese = <i>keju parut</i>	wink = <i>mengedipkan sebelah mata</i>
greasy = <i>berminyak</i>	wok = <i>wajan</i>
heat = <i>panaskan</i>	
ingredients = <i>bahan-bahan</i>	
knife = <i>pisau</i>	
ladle = <i>sendok besar</i>	
layers = <i>lapisan</i>	
luffy = <i>empuk</i>	
mixture = <i>campuran</i>	
napkin = <i>serbet</i>	
origin = <i>asal (dari)</i>	
palm sugar = <i>gula aren</i>	
pan = <i>wajan datar</i>	
plain = <i>hambar</i>	
pour = <i>tuang</i> peel = <i>kupas</i>	
prepare = <i>siapkan</i>	
ready to eat = <i>siap untuk disantap/dimakan</i>	
recipe = <i>resep</i>	
salty = <i>asin</i>	
saucepan = <i>panci</i>	

Appendix 9 Documentations

Interview with teacher



Learning Activities



OF. KH. SAIFUDDINZUH

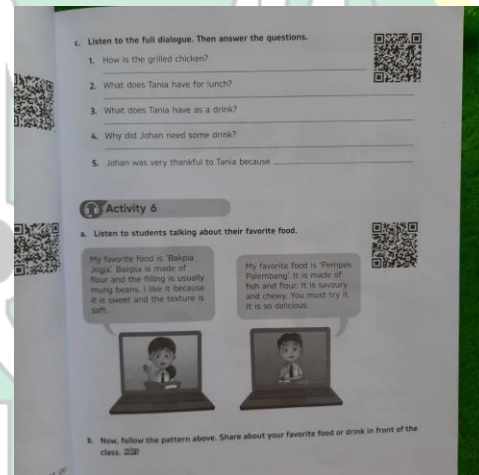
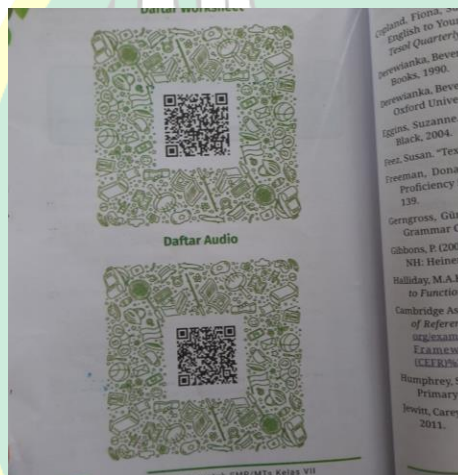
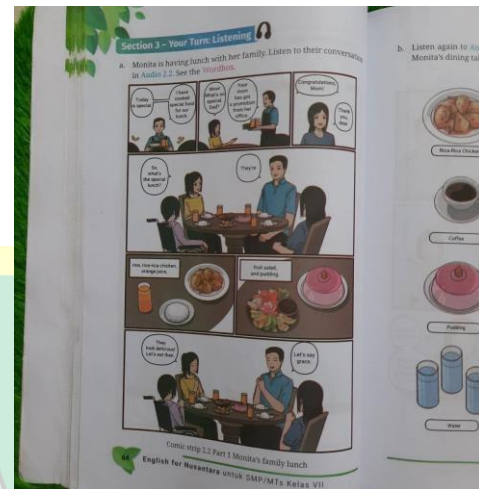


PROF. KH. SAIFUDDINZUHI



PROF. KH. SAIFUDDIN ZUHRI

Appendix 10 Student Books



PROF. KH. SAIFUDDIN ZUHRI

Appendix 11 Check Plagiarism

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BIOGRAPHY

A. Personal Identity

1. Full Name : Lestari Ari Suryani
2. S.N. : 2017404068
3. Place/Date of Birth : Purbalingga, November 20th 2001
4. Home Address : Tunjungmuli, Rt 03/Rw 02, Kec.
Karangmoncol, Kab. Purbalingga
5. Father's Name : Drs. H. Mundirin, M.Pd.I.
6. Mother's Name : Hj. Istiqomah, S.Pd.I.

B. Education History

1. Formal Education
 - a. SDN 1 Tunjungmuli, Graduated year (2014)
 - b. SMP Ali Maksum Yogyakarta, Graduated year (2017)
 - c. SMAN 1 Bobotsari, Graduated year (2020)
 - d. UIN Prof. K.H. Saifuddin Zuhri Purwokerto, Legal begenning of study, (2020).
2. Informal Education
 - a. Pondok Pesantren El- Fira 1 Purwokerto (2020-2021)

