THE IMPLEMENTATION OF GADGET APPLICATION IN LEARNING ENGLISH VOCABULARY

Skripsi

Submitted to the Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatera Medan as a Partial Fulfilment of the Requirements for the Degree of Sarjana Pendidikan

By:

S U L T A N

34.14.3.025

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHERS TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA

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ABSTRACT

Sultan (34143025). The Implementation of Gadget Application in Learning English Vocabulary at Six Semesters of Department of English Education. A Skripsi. Department of English Education. Faculty of Tarbiyah and Teachers training. State Islamic University of North Sumatera Utara 2018.

Keywords: Gadget Application and English Vocabulary.

The purpose of this study is to describe the implementation of gadget application in learning English vocabulary. The subject was the student at six semesters of Department of English Education, Faculty of Tarbiyah and Teachers training, State Islamic University of North Sumatera in academic year 2017/2018.

They were key informant and supporting informants. Key informant is one of the students in eight semesters of Department of English Education at State Islamic University of North Sumatera Medan. The supporting informants are lecturer, parents, and friends from the students.

It was descriptive qualitative research design of which instrument are observation, interview, and documentation. The research administered observation to the key informant. A retrospective interview was conducted to the key informant and supporting informant. The data analyzis using reduction, display, and verification from Mile and Huberman.

The results of the data analysis showed there are seven findings of the implementation of gadget application in learning English vocabulary: (1) Gadget in Hand, (2) Gadget Focusing, (3) Getting New Information or Words, (4) Combination of Learning, (5) Communicating, (6) Entertaining, (7) Reason Using Gadget.

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بِسْمِ ٱللَّهِ ٱلرَّحْمَٰنِ ٱلرَّحِيمِ

All praise be to Allah, Lord of the worlds, who has given His loving and blessing until he writer can finish her Skripsi. Peace and gratitude may always be upon the Prophet Muhammad, who has guided all creatures from the darkness to the lightness, from stupidly era to the cleverness within Islamic regional.

This Skripsi is presented to English Education Department, Faculty of Tarbiyah and Teachers' Training State Islamic University of North Sumatera Utara as a partial fulfillment of the requirements for the degree of S.Pd.

The researcher is fully aware that this skripsi cannot be finished without other people's help. Therefore, in this opportunity I would like to express my deep gratitude to the following people:

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Finally, the writer realizes that this skripsi is still far from being perfect. Therefore, constructive suggestion is needed for the progress of the next study. The writer hopes that this research will give an important contribution to the Department of English Education. May God always bless us and lead us in His right path. Amin.

Medan, August 2018

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CHAPTER I

INTRODUCTION

A.   The Background of the Problem

In learning vocabulary, the implementation of gadget application is one way to enrich the students' vocabularies, because in gadget application there are some applications that can help the students to increase their vocabularies such as youtube, facebook, instagram, online dictionary, games, and many others, that can be used by the student to find out new vocabulary. All of those applications can use by the students to improve their vocabularies.

Furthermore, through the gadget application there are amount of vocabulary that can be found by the students in order to increase their vocabulary mastery. Many of vocabularies will be easy to be found by the students in a few seconds by using the gadget application. It will totally different if the students use book dictionary in learning English vocabulary. Book dictionary will spend much time to find out words. In the same way, gadget application comes to help students in order to master the vocabulary without taking a long time and also without bringing a big dictionary.

Additionally, gadget application has some features that can be use by the students in learning English vocabulary, they are sound application and kinds of the word itself. Sound application will help the students to know how the word pronounced well, so that the students will be able to master the pronunciation of the word. In showing the kinds of the word, in gadget application each of words will

be divided based on it categories, the words are a kind of verb, noun, adjective or adverb. That is why the students will find the easy way in mastering English vocabulary.

In reality, almost of students of university are having and using gadget. The way they use gadget application are for many things such as send message, email, phone, game, and even for searching vocabulary. They use gadget in all of day for those things. Most of students in university using gadget application but their mastery in vocabulary are still low. It can be proofing from the writer's experience when asking several words to students in university.

In fact, it can be seen from the data below, when the writer tries to ask 10 words to one of the student of English Department in 6th semesters at UIN SU to choose the closest meaning of each words in language.

The result of the data, the student of English Department of UIN SU got four correct and six incorrect of tens words, or it can be percentage 60% wrong and 40% true. It means that student vocabulary mastery is still low, although the student has gadget application that can be used in mastering vocabulary but they don't use it in a best way to improve their vocabularies

. Based on the background description before, the researcher would like to conduct the research entitle *"The Implementation of Gadget Application in Learning English Vocabulary".*

B.   The Identifications of the Problem

Based on the background of the study above, the identification of the study in this research is the student mastery vocabulary still low although he has gadget application.

C.   The Limitation of the Problem

Based on the background above, the researcher limits the research only focus on one topic. The researcher would like to focus on the implementation of gadget application in learning English vocabulary.

D.   The Research Questions

Based on the background of the study above, the research questions of the study are:

1.   What is the gadget application implemented in learning English vocabulary?

2.   How is the gadget application implemented in learning English vocabulary?

3.   Why is the gadget application implemented in learning English vocabulary?

E.   The Objective of the Study

Based on the research questions of the study above, then the objectives of the study are:

1.   To know what gadget application implemented in learning English vocabulary

2. To find out how the student implemented gadget implementation in learning English vocabulary.

3. To know why the student implemented gadget application in learning English vocabulary

F. The Significance of the Study

Theoretically, this study is significant to enrich the theory of learning English vocabulary. Practically, this study is significant for: a) The students, as an input in order to increase their English vocabulary, b). The lecturer, as an input to improve the quality of teaching vocabulary, c). The stakeholders, as an input to improve the quality of the lecturer in vocabulary instruction.

CHAPTER II

THEORETICAL ORIENTATION

A.   Gadget Application

1.   Application

Application or applying is the way people doing a tool in daily life. It means, application is a small thing in gadget and also application may be bundle with the computer or gadget and its system software or published separately, and may be code as proprietary, open source or university project.

Application design paradigm for smartphone not only differs largely from that of desktop application, but also it has some inherent requirements that separate it from application development on common mobile device.[1] It means, application created to complete the smartphone to make it more effective in applying the gadget.

In information technology, an application is a computer or gadget program designed to help people perform an activity. An application thus differs from operating system, a utility, and programming tool. Depending on the activity for which it was designed, an application can show the text, numbers, words, or combination of these elements. Some of the applications packages focus on a single task, such as word processing; others, called integrated software that is include

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[1] Baijian*et. al.,* (2007) *Profesional Microsoft Smartphone Programming,* Indianapolis: Wiley Publishing, p. 6

several applications.[2] It means that, they are many applications that people can be using based on it functions in gadget or smartphone.

From the application's definition above, the researcher would like to conclude that the application is the way how the informant apply gadget in learning English vocabulary.

2.   Gadget

Gadget or smart phone, is a type of mobile phone built a mobile operating system with more advanced computing capability and connectivity than feature phone.[3] With the capability and connectivity, gadget become one of technology that using in learning. Technology is the energy that acts as the driving force to drive or to run our live, it is nothing but the result of the innovations and creativity of human being it converts the natural resources into consumer goods which are used by the society of human being.

It has brought the automation level into such a height that human effort and their time have been saved to great extent. They are many technologies that have been created by people in this world such as technology in computer, television,   laptop,   and   smart   phone   or   gadget.

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[2]Wikipedia,(2017) *Application Software*, p. 5,(https://en.m.wikipedia.org/wiki/Application_software), Accessed on February 13th 2018 4.27 pm

[3] Jyoti Ranjan Muduli, (2014)"Addiction to Technology Gadgets and Its Impact on Health and Lifestyle: A Study on College Students",*Journal,*p. 5

According to Tobias Himmelsbach, gadget or smartphone is an electronic handheld device that integrates the functionality of a mobile phone, personal digital assistant (PDA) and other information device. A smartphone provides a solution to

the problem of carrying many different devices like a cell phone, a calculator, an address book, a music player or a camera.[4] Cell phone can we use to call people by gadget in order to know him position or information about others, and also smartphone can be used as a tool in learning like search a new word or difficult word by using dictionary application.

Then, gadget can be comprehended as an often small mechanical or electronic device with a practical use but often thought of as a novelty.[5] Furthermore, gadget defines as social media application to build up a relation with other people in this world by using the gadget or smart phone.

Additionally, gadget are often creative and innovative alterations to existing object in some unusual or unexpected ways.[6] It means that, gadget is the new way in human life to feel the change of the world and gadget also as innovation in human life in order to make easy of human in studying and working.

Allah SWT also give the explanation in Al-Qur'an about the gadget as the modern tool in technology that can be a tool in order to increase the ability in English vocabulary. It can be seen in surah Al-Hadid verse 25, Allah says:

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[4] Tobias Himmelsbach, (2011) *A Survey on Today's Smartphone Usage,* Norderstedt Germany: Book and Demand GmHn, p. 2

[5] Merriam Webster, (2018)*Gadget,*p. 1,(Http ://www.merriam-webster.com/dictionary/gadget),Accessed on February 12th 2018 6.33 pm

[6] Can Akdeniz, (2014) *Kill the Normal the Secrets of Revolutionary Design,* Business Hacker Books. p. 75

لَقَدْ أَرْسَلْنَا رُسُلَنَا بِٱلْبَيِّنَٰتِ وَأَنزَلْنَا مَعَهُمُ ٱلْكِتَٰبَ وَٱلْمِيزَانَ لِيَقُومَ ٱلنَّاسُ بِٱلْقِسْطِ ۖ وَأَنزَلْنَا ٱلْحَدِيدَ فِيهِ بَأْسٌ شَدِيدٌ وَمَنَٰفِعُ لِلنَّاسِ وَلِيَعْلَمَ ٱللَّهُ مَن يَنصُرُهُۥ وَرُسُلَهُۥ بِٱلْغَيْبِ ۚ إِنَّ ٱللَّهَ قَوِىٌّ عَزِيزٌ ۝

The meaning:

> "We have already sent Our messengers with clear evidences and sent down with them the Scripture and the balance that the people may maintain [their affairs] in justice. And We sent down iron, wherein is great military might and benefits for the people, and so that Allah may make evident those who support Him and His messenger unseen. Indeed, Allah is Powerful and Exalted in Might". (QS. Al Hadid verse 25).[7]

In line with Allah said, the Prophet Muhammad SAW add the explanation about technology in His hadith. With the meaning:

وَعَنْ أَبِى هُرَيْرَةَ أَنَّ رَسُوْلَ اللهِ قَالَ : وَ مَنْ سَلَكَ طَرِيْقًا يَلْتَمِسُ فِيْهِ عِلْمًا, سَهَّلَ اللهُ لَهُ طَرِيْقًا إلى الجَنَّةِ.

> "Whoever goes through a path to study then Allah Almighty will ease his way to heaven". (H.R Muslim).

From Allah and Rasul said, we can conclude that gadget as technology and tool or media to get more knowledge especially in vocabulary in order to get the Jannah or heaven from Allah.

Based on the definition about the gadget above, the researcher conclude that gadget is a tool of technology that has components device to use by people to

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make connection with others and also gadget or smart phone largely fulfill most people needs for a telephone, email, and finding lot of words in learning.

So, gadget application is one of the electronics devices in the mobile phones that is use by students in learning English vocabulary.

B.   Types of Gadget Application

Talk about the application's smart phone or gadget, Jhon Papiewski says that, one of the primary benefits of gadget application or smart phone is their ability to run applications, or software programs. Applications turn your mobile phone into a miniature PC capable of taking notes, browsing the web and managing your schedule. Although the categories for mobile software are too numerous to fully list, popular types include games, and leisure pursuits, personal finance application, help for traveler, and for educational.[8]

As Alanis Morissette once said, 'isn't it ironic'. After years struggle between teachers and students and the use of gadget or smart phone in school, new educational trends are actually encouraging the use of this device. The mobile, cell phone, or gadget is not just used for whatApp, facebook, instagram, or games, but it can be used in a multitude of ways from an educational perspective.[9]

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[8]John   Paplewski,   (2018)   *Type   Smartphones   Apps,*   p.   1, (http://classroom.synonym.com/types-smartphone-apps-17483.html), Accessed on March 06th 2018 11.09 am

[9]Andrea   leyden,   (2015)   *40   Uses   for   Smartphone,*p.   3, (http://www.goconqr.com/en/examtime/blog/40-uses-for-smartphones-in-school/), Accessed on March 06th 2018 11.37 am

There are several categories of gadget application in smart phone. There are some applications that have managed to reach more than 3% users, according to statistic research. They are:

1. Gaming application

The most popular category among types of applications is game, as more that 24% of all mobile applications, available in the App store, fall into this section. Nothing surprising surely, and the average personal time spent on games would only increase, according to the same research. Mobile gaming has always been thriving, prompting application developers to invest more time and resource into creating new games and mobile version.

From the user perspective gaming application offer the sense of achievement and high engagement in the process, an average gaming session is about 8 minutes long. Example of the game are Angry birds, Mobile legend, Temple run, Solitaire, Clash of Clans, etc.

2. Business Application

The second place of using gadget application is business application. The business application has about 10% of users. Modern day, gadget is capable of performing many complex tasks on the run. The activities of bulling, buying, booking, sending e mail, and many others.

Additionally, most of people are using gadget application in business. Business application comes as a new tool for business man. Business application can help them to develop the business via online, can deserve the buyer with many choices to chose a thing that wants to buy. Here some business application

that very popular in society, they are, grab, uber, bukalapak, instagram, facebook, twitter, etc.

3.   Educational Application

This category is somewhat blurry in its content, as it may encompass a vast field of gadget applications. In other word, an application can be educational to some extent and still do not fit in this category. Or otherwise, however, it good to know that we as society care about self-education, which brings this category to the top 3 of our list (the most users in using gadget applications).

Kids can learn while playing educational game application. Students may learn out of the class and adjust individual learning face. Moreover, according to recent reviews many educational applications are useful for teacher as well-organizing a teaching process better, educating themselves, etc.[10]

Here are some applications that are commonly used in gadget or smart phones: calendar, music, images, calculators, clock, and dictionary. a). Calendar, no more forgetfulness or confusing about exam or deadline dates of your task, now we have application that will be allow us to synchronize, b). Music as one of the important application in gadget, because students can be study English listening the songs, c). Images, as we know well, students can understand the subject of the study when there is an image related to the explanation, d). Calculator, there are numerous application in all of smart phone that enable you to perform all the operation of a scientific calculator. This helps reduce the amount

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[10]Think   Mobiles,   (2017)*Popular   Types   of   Apps,*   p.   2, (http://thinkmobiles.com/blog/popular-types-of-apps/amp/), Accessed on March 06th 2018 12.17 pm

of items students must carry their bag, e). Clock, studies have shown that more people are reaching for their mobile phone to check the time rather than checking their wristwatch, f). Dictionary, there are many kinds of vocabulary's application in gadget or smart phone, all of these applications can allow you to check the meaning of words directly.

C.   The Reasons of Using Gadget Application

In the learning process, many media which from time to time continue to grow one of them is electronic media. one of the electronic media is very rapidly growing in the student environment is a gadget. in the smart phone there are several features that can be used to increase knowledge, especially vocabulary.

Internet continues to grow beyond our belief. About 32.7% of the world's population has access to the social networking sites like facebook, twitter, linked-in, youbube, flicker, blogs, wikis, education, and many more which let people of all ages rapidly share their interests of the moment with others everywhere. So, the interconnectedness throughout the world is growing rapidly due to internet use.

When students use laptops and other tech-devices by the instructor's advice they are connected to course learning objectives. The classroom learning and engagement of the young students can be impacted positively by the use of these digital devices. Individuals who are engaged in high level of technical activities through the digital devices are better in performing cognitive tasks. The effective use of the gadgets may have positive impacts on cognitive thinking and also makes them master multitasking.

In the medical setup the use of digital devices may help to a great extent. Easy storage, searching and sharing of patient information through the computers and accessibility of knowledge regarding recent health related inventions through internet, have made the work of the medicos easier.[11]

Benefits that can be obtained if using mobile or gadget application in the world of education are: a). Developing innovations in teaching and learning process, b). Make it easier for teachers and students to access information from the internet, c). Adding insight and thinking horizons, d). Facilitate teachers and students share / sharing about learning materials, e). Facilitate students and teachers to make reports using mobile technology with all kinds of applications in it.[12] f). The advantage of using mobile phones and mobile applications in teaching vocabulary is having an opportunity to learn beyond classroom borders. In other words, "instructional activities are not limited to a set place… but can be conducted anywhere and anytime [and] learners can engage, often asynchronously, with teachers, learning resources and other learners".[13] g). Technology is a great tool for learning in an efficient manner. It makes it easier for the teachers, as well as the students.[14]

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[11] Muduli, *op.cit.,* p. 8-9

[12] Ida Ayu Oka Purnami, (2014)*Pemanfaatanteknologi handphone sebagai media pembelajaransederhana.* p. 3-4, (https://dayupurnami.wordpress.com/pemanfaatan-teknologi-komunikasi-handphone-sebagai-media-pembelajaran-sederhana/), Accessed on March 09th 2018 at 11.25 am

[13]Ahmet, *et.al.,* (2016)"Effectiveness of Mobile Applications in Vocabulary Teaching",*Journal*, p.55

[14] Jagadessh, (2015) *Positive and Negative Effects of Electronic Gadgets to Students.* p. 1-2, (http://www.activemomsnetwork.com/activities-fun-games/33-gadgets/2793-positive-and-negative-effects-of-electronic-gadgets-to-students.html), Accessed on March 10th 2018 at 2.06 pm

D.   Learning English Vocabulary

1.   Learning

Learning is a process that occurs within nebulous environments of shifting core elements − not entirely under the control of the individual. Learning (defined as actionable knowledge) can reside outside of ourselves (within an organization or a database), is focused on connecting specialized information sets, and the connections that enable us to learn more are more important than our current state of knowing.[15]Learning brings us to know our surroundings in order to get new knowledge from it.

Then, learning is that people construct new knowledge and understanding based on what already know and believe. A logical extension of the view new knowledge must be constructed from existing knowledge is that teachers need to pay attention to the incomplete understandings. The teachers need to build on this ideas in ways that help each student achieve a more mature understanding.[16] Learning is the way human study from all of aspect includes parents, friends, and environment.

Additionally, Learning involves ongoing, active processes of inquiry, engagement and participation in the world around us. We do it from the moment we're born and it takes place in schools, beyond those walls and throughout our lives. Regardless of ability or background, everyone has the potential to learn. Lifelong learning should be seen as the foundation of an effective school, an

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[15]Connie Malamed, (2016)*10 Definition of Learning,* p. 2, (http:/theeleraningcoach.com/learning/10-definitions-learning)/, Accessed on March 28th 2018 at 9.29 pm

[16] National Research Council, (2000) *How People Learn: Brain, Mind, Experience, and School,* Washington DC: National Academic Press, p. 10

active community, and a fulfilled and meaningful life.[17]According to Connie and Susan, learning is involves detecting and eliminating errors.[18]It means that, learning is how people learn from surrounding and how people can be detected what is wrong on their selves.

Based on the definition above, we can conclude that learning is the process of getting the experience from all environments such as parents, friends and school. And all these experience is going to bring the students know how to eliminate an error.

2.   English Vocabulary

English vocabulary standing as one of important points in learning process, because if your grammar is not correct, you might still be understood, if your pronunciation is not perfect, you still may be able to communicate, but if your vocabulary is deficient, misunderstandings may arise and communication might become difficult.

According to Laufer McCarthyin Monique Eide's journal with title *English vocabulary learning*, said that "No matter how well the student learns grammar, no matters how successfully the sounds of L2 are mastered, without words to express a wider range of meanings, communication in an L2 just cannot happen in any meaningful way".[19]It means that, English vocabulary is the basic skill that everyone must be mastered in learning process.

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[17] Galileo, (2015) *What is Learning,* p. 1, (https://inquiry.galileo.org/ch1/what-is-learning/), Accessed on March 28th 2018 at 10.10 pm

[18] Connie and Susan, (2012) *Learning Targets,* USA: ASCD Alexandria, p. 8

[19] Monique Eide, (2010) "English Vocabulary Learning", *Journal,* p. 8

Then, Huaqing Hesays that English vocabulary is a crucial component of language.[20] He said that the English vocabulary get the center position of components of language. In line with this, Wilkins states that "while without grammar little can be conveyed, without words nothing can be conveyed.[21] It means, all of the components in learning English are important but the most important on it is English vocabulary.

Based on the definition above, English vocabulary is the essential factor in learning English vocabulary, without English vocabulary the communication will be difficult to run well.

So, learning English vocabulary is the way people study English vocabulary in life, and the way they do English vocabulary as the significant factor in learning.

E.   Related Study

There are some related studies done by the researcher, which are relevant to gadget application:

a) Rambitan[22] has done a research on the title "The Use of Twitter in Learning English Vocabulary, Faculty of Literature at University Sam Ratulangi, Manado". The main objective of the research that the researcher wants to give was to identify, analyze and explain how students majoring in English literature improve their English vocabulary

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[20] Huaqing He&Yunfei Deng, (2015) "The Mental Lexicon and English Vocabulary Teaching", *Journal*, p. 1

[21] Peter Wilkins, (2007), *Learning to Teach English*, (Publishing by arrangement with Delta Publishing, first edition), p. 34

[22] Rima RomansiRambiatan, (2013) "Penggunaan Twitter dalamBelajarKosakata", *Journal,*p. 8-13

through twitter. A qualitative research was used in this research to answer research question and the Blachowicz and Fisher's theory is used in this research. The research took 25 students as samples. The data were taken through questionnaire and open ended questions (interview). The result shows that according to most of student's perception student can be active in developing their understanding of words and ways to learn vocabulary through *twitter*, students can personalize word learning through *twitter* can immerse in words through *twitter*, can build on multiple sources of information to learn words through repeated exposure by reading tweets in *twitter*. This result supports the four principles which stated by Blachowicz and Fisher (2000), and it gives positive effect to students.

b) Barakati[23], entitle "The Impact of Using Smartphone in Learning English" at University Sam Ratulangi, Manado. The purpose of this study is to identify, explain and analyze the impact of the use of smartphones in learning English according to the perception of students based on the theory of Barker et al (2005). The researcher uses qualitative approach in order to find out students' perception about the impacts of using *smartphone* in learning English. The social situation in this research is the 4th semester students at the Faculty of Letters. The researcher took 25 students who use *smartphone* as samples of this research. The instruments of this research are questionnaires and open-ended question. The results of this research show that there are some impacts of using *smartphone* in

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[23] DijeyPratiwiBarakati, (2013) "DampakPenggunaan*Smartphones*dalamPembelajaran Bahasa Inggris, *Journal*, p. 2-12

learning English according to students' perception. They are portability, collaborate supportion, motivation and according to students' perception *smartphone* can increase their ability in learning English. These results support Barker *et al.,* theory about the impact of using mobile phone in learning English. But there are negative impacts from portability, the students as stated *smartphone* can be a tool for cheating, and it tends to make students to do things instantly and can be addicted to it.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research method in this study. It covers discussion about research setting, data and data source, research method, technique of collecting the data, technique of analyzing the data, and establishing the trustworthiness.

A. Research Setting

This research is conducted at State Islamic University of North Sumatra or UINSU. The location of the university is at Jalan Williem Iskandar, Kecamatan Percut Sei Tuan. The location is chosen because almost of the students are using gadget or smart phone that the researcher wants to research.

B. Data and Data Source

The data of this researcher is the result of observation, interview, and documentation, while the data sources are the key informant and supporting informant.

Key informant is one of the students in eight semesters of Department of English Education at State Islamic University of North Sumatera Medan. In choosing the key informant or the student for this study, the researcher makes some categories: a). The student is student of State Islamic University of North Sumatera, b). The student is one of the students of English Department, c). The student has a gadget or smart phone.

Then, in this research the data from the student will be supported by the data from supporting informant. The supporting informant are lecturer, parents, and friends from the students. This research use snowball sampling to get the data.

Snowball sampling is a sampling technique of data source that the initially amounted from a small into the big one. This is done because of the number small data source that have not been able to provide complete data, then look for someone else that can be use as a data source. Initially the researcher only chose one as participant and he will be supported by some supporting informants as the data source.[24]

C.   Research Method

In this study, the researcher uses descriptive qualitative research where this research described the implementation of gadget in learning English vocabulary in student of university.

D.   Technique of Collecting the Data

Data is information that has been collected by conducting research. To get the reliable data, the researcher has to do some techniques for collecting those data. Data collecting technique is an important step in research, because the aim of the research is to get the data. Collecting data can be done in any settings, any sources, and any ways. In this study, the researcher will be collecting the data by doing observation, depth interview, and documentation.

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[24] Sugiono, (2012), Metode Penelitian Pendidikan *"Pendidikan Kuantitatif, Kualitatif, dan R&D,* Bandung: Alfabeta Bandung, p. 300

1.   Observation

In qualitative research, collecting the data mostly is done in participant observation. According to Ary*et.al,* observation is a basic method for obtaining data in qualitative research and is more than just "hanging out." It is a more global type of observation than the systematic, structured observation used in quantitative research.[25] Observation methods do by observer that is participant daily activity in using gadget or smart phone's application in learning English vocabulary.

Furthermore, observation in qualitative research is the conscious noticing and detailed examination of participant behavior in a naturalistic setting.[26] It means that, observation is the observe of the participant's behavior or daily life of the participant in doing some things.

There are several reasons why the observation is used as a collection tool, such as based on direct observation, viewing and observing itself and then record the behavior and events as it happens, can avoid bias and mistakes because less, enable researchers to understand difficult situation.[27] Based on the explanation above, the researcher would like to do the observation in order to get the data from the participant.

2.   Interview

The next point in collecting the data is interview. Interviews are conversations with a specific purpose. Interview is data collection technique by

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[25] Donald Ary, *et.al,* (2010) *Introduction to Research in Education, Eight Edition,* USA:Wadsworth, p.431.

[26] Juanita and Robert A, (2009) *Qualitative Research in Applied Linguistics a Pratical Introduction,* US: Palgrave Macmillan, p.166

[27] Tohirin, (2013) *MetodePenelitianKualitatifdalam Pendidikan danBimbinganKonseling,* Jakarta: PT Raja Grafindo, p. 62.

way of interviewing selected individual as a respondent. Furthermore, it is a direct face to face attempt to obtain reliable and valid measure in the form of verbal respondents. The researcher uses semi structure interview and use retrospective interview technique. Semi structured is interviews that use protocol interview to help guide the researcher through the interview process but also allow the researcher the flexibility to persuade an idea in a response in more detail. In interview section, the researcher will be gives some questions related to the topic of the research to the participant with the goal to get the clear information about the research.

Then, the structure of the interview follows the extent to which the questions to be asked are developed prior to the interview. At one extreme is the unstructured interview, which is a conversational type of interview in which the questions arise from the situation.[28] It means, in the interview should avoid questions that answer only yes or no. the question should be open or in-depth questions.

Before do the interview with the participant, the researcher will prepare some things to support the process of interview such as, list of the questions, note, tape to record, etc.

3.   Documentation

Documentation is to find data about things or variables in the form of notes, books, magazines, and so on. The observed method of documentation is not

[28] Donald Ary, *Op.Cit.,* p.438

a living object but a dead object. In using the method of documentation, the researcher looks for a predetermined variable.[29]

In this documentation section, also the researcher will take some pictures from the participant during the research process. The results of these pictures, will later become supporters in the research report, so the accuracy of the research will be more visible.

However, the documentation is very supportive of the perfection of our research results to be more accurate.

E.   Technique of Analyzing the Data

Miles and Huberman, argued that activity in qualitative data analysis is done interactively and lasts continuously until complete. Activities in analyzing the data in qualitative research, there are three steps to be passed that is data condensation, data display, and conclusions drawing or verification.[30]

1.   Data Condensation

Firstly, selecting and summarizing the relevant documents then encode the data, here the researcher develops a starting coding list based on the theoretical orientations' researcher and then examined the data or it called pattern coding. In data condensation there also memoing steps or make a reflective note, the researcher can write down her thinks and clarifies in relation to the object. And the last is data storage, to keep data there are at least three things to keep in mind: labelling the data, it has a certain uniform or concept and using index numbers with good organized systems.

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[29] Suharsimi Arikunto, (2010) *ProsedurPenelitian*, Jakarta: PT RinekaCipta, p. 274
[30] Michel Hurbermen, *Qualitative Data Analysis*: A Method Sourcebook, Edition 3, Arizona: Arizona State University. p 109

In condensation the data, the writer chose which aspects of the data that appeared in the interview transcription and field notes, should be emphasized, minimized, or set aside completely for the purposes of the research.

2.   Data Display

Data display in the second phase in Miles and Huberman's model of qualitative data analysis. This phase provides an organized and compressed assembly of information that permits for conclusion drawing.

The writer displayed the data that have been reduced in order to facilitate for the data interpretation. It displayed in a table with the basic categories such as the result of cognitive process of students writing.

3.   Conclusion Drawing and Verification

Conclusion drawing involves stopping ack to consider what analyzed data mean and to asses their implication for the research question. In this phase, the writer drew meaning from the data in a display.

Furthermore, the data have to be checked for their sturdiness and confirmability. The writer checked the validation of the data using triangulation strategy. According to Miles and Huberman, triangulation is a tactic for verifying of confirming finding by using multiple sources and modes of evidence. The writer examined multiple sources, such as interview responses and observational data as many times as necessary to obtain the valid finding of this study.

F.   The Trustworthiness of the Study

In qualitative research, trustworthiness of a research study is important to evaluate its worth. The aim of trustworthiness in a qualitative inquiry is to support

the argument that the inquiry's findings are "worth paying attention to". According to Lincoln and Guba there are four criteria for establishing the trustworthiness of qualitative data, namely credibility (true value), dependability (consistency), confirmability (neutrality), and transferability (applicability).[31] To get the trustworthiness of the study and to convince that the study is useful, the data was based on.

 a.   Credibility

To make the data of the study credible, the researcher use triangulation. According to Denzim, there are four techniques in triangulation. Those are: investigator triangulation, theoretical triangulation, source triangulation, and methodological triangulation. In this study, the researcher only uses two triangulations namely source triangulation and methodological triangulation. The triangulation technique in this research is achieved through displaying different data from different resources. Therefore, the research took four subjects to be asked to write a narrative text and then interviewed the subjects as well as the students in order to confirm how do they write a narrative text and why did they write in that way. In qualitative research, data can be categorized good data if the data are valid.

 b.   Transferability

Transferability refers to provide the data base that makes transferability judgements possible on the part of potential appliers. To make the findings of the study transferable to other context, the researcher provided detailed description of the study, such as description of the process, description of the participants.

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[31] Satyendra C. Pandey (2014), "Establishing Reliability and Validity in Qualitative Inquiry: A Critical Examination*", Journal,* p. 5743-5753

Transferability will be getting by providing the data base or the information related to the research itself.

c.   Dependability

Dependability is the process in examining the process of inquiry and determining its acceptability. To realize the dependability two procedures should be conducted they are: audit trail and audit product. To make the findings dependable the researcher provided the audit trail by deliberately and completely make sure that the process compared with standard theory to make sure that the process is done pricesely. The second is the researcher provided the product trail by making data notes and data interpretation to make sure that the research finding is supported by data.

d.   Confirmability

Confirmability was done by using ausit trail and audit product which consist of raw data, reduced data, and reconstructed data. This note is supported by some codes so the readers can easily go through the data. Some appendices are also attached to make the data confirmable.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A.   Research Findings

After analyzing the data of the study, there are seven findings about the implementation of gadget application in learning English vocabulary. they are: (1) Gadget in Hand, (2) Gadget Focusing, (3) Getting New Information or Words, (4) Combination of Learning, (5) Communicating, (6) Entertaining, (7) Reason Using Gadget.

1.   Gadget in Hand

Gadget in hand is that the informant always put his gadget in his hand in every moment in his daily activities. It can be seen from the data result both observation and interview that has been done by the researcher as follows:

Dia sedang memegang gadget sambil berbicara dengan kawannya. (Obs-KI-PG)

Based on the data observation above, the informant in doing daily activity almost every opportunity put his gadget in his hand. He also ignorant his friend when asking with the informant and the informant only speak without looking his friend's eyes.

When the informant getting communication with his friend, the informant does not look at his friend's eyes and he busy with gadget in his hand, then his face was looked seriously with gadget in his hand until he ignores people around him, after that he tries to see his gadget with seriously without see around him,

and the last thing he was do is see the gadget without more activities except hold the gadget.

The reason why informant does not look at his friend is because the informant wants not missing his gadget for few seconds, he wants focus with his gadget does not want somebody disturb his activity on that time.

This data also strengthened with the result of the interviewed the key informant in interview section as follows; *"memang sih awak megang hp bg, kayak gak bisa jauh gitu dari hp, pengennya selalu megang hp aja, kadang kalau pergi gak boleh tinggal hp. Pokoknya selalu pegang gadget lah kemanapun". (Int-KI-PGK).* In this data, the informant stated that where ever he goes he always bring his gadget and always put the gadget in his hand. It means that he cannot be separated from the gadget in his daily life, if he did not bring his gadget with him when he goes he will be feel something not completely in his activities.

When the researcher asking question to the informant, he was so excited in order to answer the question, it looks from the ways he answered the question, like answering loudly and answering enthusiastic. The informant answering with loud voice its mean he was happy with informant's question and he was using body language in order to answering the question because he wanted his explanation will be getting by the researcher, it means that he was enthusiastic in answering researcher's question.

The informant's reason in answering question like that is because he expressed his felling to researcher that he wants not goes far away from his gadget and he was trying to answering with loudly voice and enthusiastic ways.

Another result of gadget in hand is the data observation from the informant as follows: *Dia tetap duduk di bangku tempat duduknya sambil melihat gadget nya (Obs-KI-PA-LG), and Keluar dari kelasnya dia tetap saja memegang handphone sambil berjalan perlahan keluar (Obs-KI-AC-LG).* In this data, we can say that the informant cannot be separated with his gadget, the informant always put gadget in his hand every single time such as he in classroom and go out of the classroom.

When the informant put his gadget in his hand in the classroom, he was passionate with himself and he did not do other activities with his friend anymore. He looked busy with his gadget without say anything with people around him. The reason he why he did not do anything with other friends is because he want not disturbing with his friends.

Based on the data above, it can be concluded that the result of this finding state that gadget in hand is one of the implementation of gadget application in learning English vocabulary.

2.   Gadget Focusing

Gadget focusing means that informant always focus with his gadget in every moment without other activity. The result of this finding will be supported by the data from observation and interview of informants. Based on researcher observed the data as follows: *Dia hanya menjawab dengan singkat atas pertanyaan kawannya yang bertanya padanya dan dia hanya fokus dengan gadgetnya. (Obs-KI-MS).* From the data observation above, we can see that the

informant only focusing with his gadget, he only answering his friend's question with short in time.

When the informant answering his friend's question, he looks like disturbing with it. The informant wants not interfere with his friend and he only want focus on his gadget. The reason why he wants focus on his gadget is the informant want not miss the information on his gadget and he will feels unpleasant if someone asking to him when he focus on his gadget.

This data also strengthened with the result of interviewed with supporting informant 1 as follows: *"Kalau dia udah main gadget bg payah kali buat di ajak udah. Dia gak mau di ganggu lagi itu, di cuekin langsung kita-kitanya sangking fokusnya dia ke gadget nya bg". (Int-SI-F1-MGTMDG).* In this data, the informant did not want any one asking about everything to him, he was focusing with his gadget and playing with it.

When the supporting informant answer the researcher's question, he looked little disappointed with the key informant because he often ignorant by the informant when he asking or trying to communicate when the informant using gadget. He answering the researcher's question with sad face and tell his experience when ignorant by the informant.

The reason why he does not like with the informant attitude when using gadget or his smartphone is because it's a bad habit. The informant should be trying to answering someone question with see he/her eyes when talking each other, do not be only focusing with his gadget when someone asking. People who asking with him will be disappointed and feels does not respected.

The last result in gadget focusing is finding from the observed by the researcher as follows: *Namun dia tetap saja membuka dan memutar video instaram di handphone nya sambil berjalan menuju kelas, sampai-sampai dia sedikit terpeleset di lapangan yang berlumpur karena tidak melihat jalan, dan temannya terlihat ketawa". (Obs-KI-TMTDK).* In this data, the informant always focusing with his gadget although he walking. He does not look at the street but only focusing on his gadget until he almost falls into mud.

When he walking to the classroom and he always focusing with his gadget without look at his street until he slips. He looked very seriously to see the video on his gadget and does not miss it until the end. The informant also saw left behind his friends when go to the classroom, he walking very slowly without see his friends go fast than him. His eyes only focus to the video on his gadget without seeing his friends walking. After he slip on the mud and make he really surprised with it, then he realized with his gadget and see his friends has been go far from him and smiling.

The reason why the informant focusing on his gadget when he was walking is the informant does not want to miss the video who his watching on that time. The informant wants to finished in order to watch the video on his gadget fully. The informant feels worried if he just watching video a half so that he watching it fully while he was walking. When he was watching the video walking, he will be ignoring around him, the informant only focuses on one thing that is gadget, he will be realized when something happens with him.

Based on the data result above, it can be inferred that the result of this finding states that gadget focusing position is part of implementation of gadget application in learning English vocabulary.

3.   Getting New Information or Words

Getting new information or words is the information or words that got by the informant in using gadget application in learning English vocabulary. In using gadget application, the informant got few new words in order to improve his vocabulary. This perception will be proving by the data observation that has been done by the researcher as following: *Dia sesekali menujukan gadgetnya pada temannya yang berada di samping nya tentang informasi di dalam gadgetnya (Obs-KI-IDG)*. Based on data observation before, the informant trying to share the new information from his gadget to his friend. He tried to share with his friend for every new information in order to get more new vocabulary together.

When he tried to showing his gadget with friend his face is so exited. The informant wants the other people or her friend knowing the same information with him. The process of sharing the new information from the informant to his friend is the informant open his gadget in order to see new video, after that he try to following the video few minutes, than he thinks the video is good information for his friend too, then the informant showing his gadget to his friend, and they were watching the video together to get new information or new words from it.

The reason why he showing his gadget to his friend is because he wants getting new information or words from the video together. The informant and his

friend want to add their vocabulary from video that they were watching together, with watching the video they got few information and words from the video.

This data is strengthened with the result of interviewed with the key informant and supporting informant 2 as follows: *"Owh adalah bg, lumayan banyak yang awak dapat informasi dan vocab dari maen gadget ini bg. (Int-KI-DV).* And *"Kalo menurut saya sih ada nambah vocab kak, contohnya saja kemaren saya nanya sama satu kata Bahasa inggris dan dia bisa menjawab, karena dia membuka aplikasi kamus di gadgetnya kemaren sehingga dia tau dan ingat kata-kata tadi bg, (Int-SI-F2-DVBKO).* In this data, both of key informant and supporting informant getting same ideas, they were think that with gadget they will get the new information and vocabulary from using gadget.

The process of getting new information or vocabulary is after the informant get the new vocabulary but he does not the meaning, he would try to open his gadget and try to looking for application like online dictionary, then he tries to type the word he does not know in the dictionary, after he got the meaning and the informant will be try to remember the new words. So, this data will support the data above which getting new information and words by using gadget.

The reason why the gadget can make they got new information and add they vocabulary are because with have long time with the gadget and opened the application on the gadget, they were got some information and if they found new vocabulary and they did not know the meaning, they directly can translate into online dictionary that why they could know the meaning and remember it.

Other result that can be proving that getting new information and words are part of research findings in this study is the observed by the researcher as follows: *"Dia kembali membuka handphonenya untuk melihat atau mengecek sesuatu yang baru yang ada di dalamnya, (Obs-KI-MST)*. This data means that the informant always checking his gadget in order to get new information and words and he wants to get new information early.

When he trying to look at his gadget in order to get new information or words, he looks so curious when he open the gadget. It because he wants to get the new information from the gadget as fast as he can. And the reason why he should be looking at his gadget almost every time is he dose not want missing the information and he want to be the first one in order to know new information or words from his gadget.

Based on the data above, we can conclude that the result of findings states that getting new information or words is part of implementation of gadget application in learning English vocabulary.

4.   Combination of Learning

Combination of learning is combination both peer learning and independent learning. It means that in using gadget application there are two ways to get vocabulary that has been done by the informant. Based on the researcher observed, the informant was doing independent learning as follows: *Kemudian dia membuka sebuah akun orang luar atau bule untuk belajar Bahasa inggris, (Obs-KI-IL-MAUBBI).* In this data, the informant opens an application in order to study by himself that that is why we call as independent learning. Another result of

observation in line with this is *Dia terlihat membuka sebuah aplikasi kamusku untuk mencari kata Bahasa inggris ke dalam Bahasa Indonesia, (Obs-KI-IL-MAK).*

From this data, it can be seen that the informant tries to open an application in order to know the meaning of new words and it became a process of independent learning. When the informant opened the application to look at the meaning of words he looks so happy. He was opened the application with big smile and he was looked pleasant when he got the new vocabulary.

This data also strengthened with the result of the interviewed that has been done by the researcher with key informant as following: *"Kadang memang sering bg buka aplikasi gadget buat nambah vocabulary, kadang bukanya kalo ada dapat kata baru dari iklan, sepanduk, brosur, baru ku cari tu artinya bg, (Int-KI-IL-GUNV).* The result of this data shows us that the informant always opens his gadget when he gets the new words from many things in order to improve his vocabulary.

When he gives the answers of the question he was looked happy and excited. It can be seen from the way he answering, he uses body language in order to make sure the researcher that what he was said is true.

Combination of learning also has peer learning. Peer learning is how the key informant and supporting informant are getting new words or information from gadget and also the gadget become a tool for them in learning. The researcher observe that they were doing peer learning is as follows: *Dia sesekali bertanya pada kawannya di samping, tentang lirik lagu yang dia tidak tahu*

artinya, (Obs-KI-PL-BLLPT). From this data, the informant and his friend did peer learning, the informant asking the meaning of the song's lyric and his friend will tell him the meaning of the lyric.

When the informant listens the song's lyric with his friend, they were so seriously in listening. The informant starts to ask with his friend because he wants to know the meaning of the lyric and his friend will be tell him, from this situation it we call as peer learning. The reason why informant asking the meaning of words is he so curious with the new words that he was find and he wants early knowing the meaning of the words to add his vocabulary.

In line with this, the result of the interviewed with the supporting informant shows us that they were doing peer learning with their gadget as following: *"Kami kadang suka lihat-lihat lagu baru bg, kami kalo udah liat lagunya terus kami cari liriknya dulu biar enak nyanyiin nya, terus kalo kami gak tau arti beberapa kata-katanya, baru kami cari tu artinya dari kamus di handphone kami, (Int-SI-F3-PL-BDL).* In this data, both supporting informant and key informant like to listen the music and try to following the song by looking at lyrics. They were find the new vocabulary from the lyric that they did not know and they will try to searching the meaning of the words in their gadget in order to add their vocabularies.

The way they listening the music is so seriously and look happy. Both of them listen the music while the were singing together following the song. The also looked at the lyric of the song to make them easy in following the song, if they

were find the words they did not know, both of them will be trying to translate to the Indonesian in order to improve their vocabulary.

Based on the data above, it can be concluded that the result of this finding state that combination of learning is one of the implementation of gadget application in learning English vocabulary, that can make the informant's vocabularies adding.

5.   Communicating

The next findings are communicating. Communicating is process of communicate between two or more people in order to give an information or asking something each other. In this research communicating became a finding in implementation of gadget application in learning application, it can be proving from the researcher observed as follows:

Dia bertanya pada kawannya apakah kawannya juga suka dengan lagu yang dia dengarkan tersebut, (Obs-KI-BPK). Based on data above, the informant asking to his friend in order to ask an opinion about the song, is his friend likes the song that they were listening.

Before the informant asking an opinion to his friend he looks like uncertain that his friend will be love it too. That why he was trying to make sure with asking to his friend about the song. But in the other hand, his friend loves the song too, they were trying to discuss about the lyric of the song, the tone of the song, and many others. In this case, they were doing a communicating cause of the implementation of gadget application in learning English vocabulary.

The result of the data above strengthened with the result of interviewed of the researcher with key informant as following: *"Memang aku kadang suka sama kawan cerita-cerita soal lagu baru, atau berita terbaru dari gadget, kami diskusi soal kata-kata di lirik lagu itu buat nambah vocab kami. Jadi macam shering atau diskusi gitu bg", (Int-KI-DDK).* In this data, the informant always did discussion with his friend about the new song's lyric and new information in order to add they vocabulary, and this situation they were did a communicating each other.

When the researcher asked the question about communicating, the informant answered the question with spirit. It can be seen from the way the answering the question, he uses with loud voice in order to make the researcher get his point, and his eyes look at with researcher seriously. It is an indication that he so exited in answering the researcher's question. The reason why he was answering like that is both of them can make a discussion or sharing with his friend about the song's lyric and an information, that why he was asking an opinion with his friend to make a communicate each other.

Other result of this finding comes from the researcher observed the informant, the data observation will be showing as follows: *Dia tetap saja melihat melihat gadget yang sedang di pegangnya sambil menunjukan video yang sedang di lihatnya pada temannya yang berada di samping dia, untuk memberikan tanggapan untuk video itu (Obs-KI-MVPT).* In this situation, when the informant watching a video in his gadget and he try to ask an opinion to his friend about the video. It is also we call a communicating process because the informant asking an opinion to his friend, and his friend will be gives a feedback about the video.

When the researcher doing this observation, the informant was sitting at the tarbiyah field and watching a video seriously, besides the informant there is a friend of him that was sitting there too. When the informant watching the video and he try to showing the video with his friend that sitting beside him. The informant wants to share the video that he has been watching to his friend in order to ask an opinion. His friend gives a feedback with watching the video first and he gives opinion to the informant about the video. They were watching the video together seriously and try to get new vocabulary from the video.

The reasons why the informant showing the video with his friend when they were sitting at tarbiyah field is to make a communicate both of them in order to get a new vocabulary with goal they can add their vocabulary. Other reason why the informant showing the video to his friend is they want to study together from the gadget in order to improve their vocabulary not only from book but also from their gadget.

Based on the data from observation and interview that has been done by the researcher above, the result finding communicating can be conclude as part of implementation of gadget application in English vocabulary because communicating can support the gadget application as media in order to improve the vocabulary.

6.   Entertaining

The other research finding of implementation of gadget application in learning English vocabulary is entertaining. Entertaining is an activity that make people happy in doing something. Gadget application also can give an

entertainment for the user in order to play the gadget and open the application based on they want. Entertaining taking position as implementation of gadget application in learning English vocabulary can be seen from the result of researcher observed as below:

Dia dengan senang hati mengikuti lirik lagu yang sedang di putarnya di gadgetnya di dalam aplikasi youtube sambil menganggukan kepalanya dan tersenyum, (Obs-KI-ADLDY) and *Dia membuka gadgetnya sambil senyum-senyum sendiri dan terlihat bahagia dengan itu, (Obs-KI-SB).* From observation data above, we can see that the informant tries to follow the lyric of the song that he watching, he tries to enjoy the music and make himself go into the lyric.

When the informant sits and watching the video, he tries to open gadget that hold by him. He opened you tube application to looking at music, after that he tries to follow the song, then he starts to enjoy the song. He was looked happy with following the song, it can be seen from smile of his face in listening the song. He looks happy not only from his face but also from his head go up to down, it shows us he is enjoy the music.

The reason why the informant listening and following the music that he was watching on you tube application is because he wants to make himself happy and get entertainment from the gadget, besides he also gets new words from it, that why he really loves to listen music and following the lyric. This data also supported by the interviewed data from the supporting informant 2 and 3 as follows:

"emm kadang kami memang seneng liat-liat lagu dan dengerinya, biar gak stress juga karna tugas kuliah bg, terus kami ikutin lah tu liriknya biar seru gitu bg, hehe", (Int-SI-F2-DLBTS), and *"Seruu kali bg kalo dah liat video lagu baru gitu kita bisa dapat kata-kata baru gitu juga bg", (Int-SI-F3-BDKB).* Based on two data from interviewed above, supporting informant tells us both of key informant and supporting informant like to listen the music from gadget in order to get happy and not bored.

When the supporting informants answer the questions both of them deal that gadget application can make them happy and enjoy they time when the were listening the music. The supporting informant 2 answering the question with little smile in his face, but he was looked happy when tell his activity with the informant when listening music. In other hand, the supporting informant 3 answering the question with enthusiasm, it can be seen from the way her answering. She uses loud voice when she answers the researcher question.

The reason why both of the supporting informant answering the question with that is because they really like listen the music from you tube with the key informant in order to get happy. They were told us when they listen the music they can get not only entertainment but also new vocabulary. Listening the music is the way from key informant and supporting informant when they were got stress cause of the assignment of the study, that why they try to listen the music.

The other result that make entertaining becomes a part of implementation of gadget application in learning English vocabulary is evidence of researcher observed as follows: *Dia tertawa dengan sedikit keras bersama dengan kawan di*

sampingnya ketika sedang melihat dan menunjukan hp nya pada kawannya tersebut, (Obs-KI-TK). Based on the data above, the informant looks very happy with watching something in his gadget and he showing his gadget to his friend.

When the informant watching something in his gadget and he enjoys with that, the informant tries to showing to his friend beside him in order to enjoy together. After the informant showing the video, his friend tries to watching the video also and looks happy with that, then they were enjoying the situation on that time, so that we say that gadget application can be an entertainment of the user.

The reasons why the gadget application can make the user become happy or entertain them self are because gadget application will give them an entertaining every time with open and look what he wants. The informant can the new songs on his gadget and also will get many vocabularies with listening songs and watching videos. Listening and watching video or song, he was found many new words from lyric of the song and words of the video. It will give chance in order to improve their vocabulary.

Based on the evidence of the researcher observed and interviewed with key informant and supporting informant above, we can be inferred that entertaining constitute part of the implementation of gadget application in learning English vocabulary.

7.   Reason Using Gadget

The last findings of this research are reason using gadget. Here, will be explain the reason why the informant using gadget in his daily activity. Reasons of using gadget application are taken form the data observation and interview with

key informant and supporting informant. The first result of reason using gadget is the data from researcher observed as following: *Dia terlihat membuka gadgetnya, dan dia terlihat tersnyum bahagia dari pada sebelumnya, (Obs-KI-MGDTB).* Based on this data, the informant opens his gadget application to make himself happy or does not let him bored. It is become a reason why the informant using gadget.

Before opened gadget application, the informant was looked bored with his activity. Then, he starting to open his gadget for looking something in order to make himself get something new and make his heart happy, after he looking at the gadget and found something in gadget then enjoy it, after that, his face looks pleasant with his big smile than before. With this process, the researcher takes an inferred that it is a reason using gadget in his daily activities.

This data is strengthened with the result of interviewed the informant about the reason of using gadget in his daily activities, and the data as follows: *"emm kalo alasan kenapa make gadget mungkin karena kebutuhan juga terus buat belajar juga kek nambah vocab, kadang memang buat ngilangin stress juga kek maen game, dengerin lagu juga, kek gitu lah lah bg", (Int-KI-KUBNS).* In this data, the informant states that he using gadget application not only for study and also for have fun and for improve his vocabulary with gadget.

The way the informant answering the question with high spirit to make sure the researcher that he was using gadget in his daily life. When the researcher asking question about using gadget in daily life, he looks like shy for telling the truth, after that he slowly try to tell his activity with gadget, and after the

informant tell his activity he also tell with more detail what he was doing with gadget.

The reason informant using gadget application in daily life is because gadget necessaries needed for communicating. Other reason is gadget can be a tool for him in order to add his vocabulary with watching the video or listening the music. The last reason for using gadget is because gadget application can be media for him to get an entertainment such as playing the game, open an Instagram, you tube, and others.

The last result that can be an evidence the reason of using gadget application that can be proving from the researcher interviewed the informant as following: *Kadang buka kek aplikasi Instagram soalnya disitu banyak yang nge apload video atau foto-foto kan, jadi suka buka IG kan seru tu atau sekedar buat liat informasi di situ", (Int-KI-BIUMI).* Based on the interview's data above, the informant states that he was liked to open his gadget for looking an information or watching posted videos or photos by people. It is also become a reason of using gadget application.

When the informant gives his answering about the question, he looks like shy for the researcher with little smile when tell his experience in using gadget. After that he try to plying the gadget while he answering the researcher question and looks really like in checking posted video and photo that has been uploaded by people in Instagram application. The reason why the informant using gadget application are for looking an information or for fun with enjoying the posted video and photo in Instagram.

Based on the fact of researcher interviewed and observed the informant above, the result can be inferred that reason of using gadget is findings of the implementation of gadget application in learning English vocabulary.

B.   Discussion

The implementation of gadget application in order to improve the informant English vocabulary is very needed because in Indonesia, English becomes foreign language. From that reason, every single person who study English should be knowing the words in English. As stated by Crystal about vocabulary, every language in the world has thousands and thousands of words, and one of the job that language researcher do is collect them into the books, called dictionaries.[32] Based on this theory if want to be study a language we have to knowing the vocabulary in that language with see the book dictionary.

Dealing with theory, the researcher also found that but with different way while the informant getting the vocabulary. the implementation of gadget application also can improve the informant vocabulary with findings of this research such as (1) Gadget in Hand, (2) Gadget Focusing, (3) Getting New Information or Words, (4) Combination of Learning, (5) Communicating, (6) Entertaining, (7) Reason Using Gadget.

Gadget application also can be stated as a media in learning in order to add the informant vocabulary, media also needed to make easy getting the goals of the learning. According to Nugrahani, good learning, media can be increase student's

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[32]   Crystal David, (2010) *A Little Book of Language,* Australia: Yale University Press, p. 20

motivation to learn, and play an active role in learning.[33] Dealing with this theory, the process of getting new vocabulary not only from book's media but also can be found in gadget application. Gadget implemented will make the students enjoy the study because they can study vocabulary while he playing. It is can be increase their motivation in learning English vocabulary.

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[33] Farida Nugrahani, (2017) "The Development of Film Based Literary Materials Which Support Character Education". *Journal.* p. 475.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. **Conclusions**

After analyzing the, the conclusion can be stated as following:

1. The research findings about what is gadget application implemented in learning English vocabulary are: (1) Gadget in Hand, (2) Gadget Focusing, (3) Getting New Information or Words, (4) Combination of Learning, (5) Communicating, (6) Entertaining, (7) Reason Using Gadget. All of those findings are related to the improving the informant's vocabulary.

2. The process of applying gadget in English vocabulary is different every situation or place. The informant usually use gadget for entertain such as playing game, looking videos, and photos. It happened when the informant out of the class and at when he at home. Besides, the informant opens the gadget for looking new words with using online dictionary and it happen when he was in classroom.

3. The reason of using gadget application in learning English vocabulary is to improve the informant's vocabulary, through using gadget in his daily activities, such as open you tube, game, and online dictionary. from you tube he can watching video and song that make him get new words. Then, in playing game the informant can get an entertaining and also got the new words. And open the online dictionary is truly make the informant can get his vocabulary with putting the new words that he does not know the meaning in the dictionary.

B.   Suggestions

Based on the conclusions, there are some suggestions as follows: (1) For the students or informant, in learning English vocabulary there many ways in order to increase the vocabulary, one of that is from gadget, in modern era book dictionary not only become the one to improving their vocabulary, while using their gadget also can be improve their vocabularies. (2) For the Lecturer, process of English learning, the ability of vocabulary really needed so that the goal of learning can be achieved. The lecturer should be directed the students in order to use gadget. The lecturer can ask them to found new words with take advantage of the gadget to student's vocabulary.

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Appendix 1

Data of Observation:

Observation   : 1

Observer   : Researcher

Setting   : Tabiyah Field

Date   : 04th July 2018

Time   : 10.30-11.30 am.

Deskripsi	Kode	Ref	Kes
Pada jam 10.30 WIB, saya berjumpa dengan informant sedang duduk dibawah pohon besar dekat dengan gedung tarbiyah.			
Dia terlihat membuka gadgetnya dan dia terlihat tersenyum bahagia dari pada sebelumnya.			
Dia sedang memegang gadgetnya sambil berbicara dengan kakwannya di samping. Kawannya sesekali bertanya dan dia menjawab sambil melihat gadget.			
Kemudian dia menunjukan sesuatu di dalam hp nya, lagu terbaru di youtube. Dia bilang kalau dia sangat suka melihat lagu terbaru di youtube.			
Dia bertanya pada kawannya apakah kawannya juga suka dengan lagu tersebut. Dia dengan senang hati coba menunjukan lirik lagu tersebut pada kwannya.			
Dia dengan senang coba mengikuti lirik lagu tersebut. Dia sesekali bertanya pada kawannya tentang lirik lagu yang dia tidak tahu artinya.			
Selain itu, dia juga terlihat mencari video-video lain di youtube. Dia terlihat membuka video speaking dalam Bahasa inggris. Dia dan kawannya coba mendengarkan video tersebut dengan penuh keseriusan.			
Setelah video itu selesai di lihat dia kemudian membuka applikasi lain yaitu Instagram. Dia terlihat			

meng update status di applikasi tersebut.			
Kemudian membuka postingan video-video dari orang lain. Dia terlihat tertawa melihat beberapa postingan dari orang lain.			
Dia terus melihat video dan photo dari postingan orang lain dengan serius. Kemudian dia membuka sebuah akun untuk belajar Bahasa inggris dari orang bule.			
Dia terus membuka postingan dari orang tersebut. Terkadang kawannya bertanya dengannya tentang kelas dan dia tetap saja fokus dengan gadgetnya.			
Dia baru menjawab pertanyaan kawannya setelah di panggil dua sampai tiga kali. Dia hanya menjawab dengan singkat pertanyaan kawannya dan fokus ke gadget.			
Kemudian kawan yang lain dating untuk menghampiri dia untuk mengajak masuk ke kelas. Namun, dia tetap saja melihat gadgetnya sambil menunjukan video yang sedang dia tonton pada kawannya.			
Setelah lima menit, mereka pun beranjak dari tempat duduknya di bawah pohon besar itu dan bergerak ke kelas.			
Namun ia tetap saja memutar video di gadgetnya sambil ia berjalan, sampai-sampai ia sedikit terpeleset di lumpur karena tidak hati-hati dan kawannya sedikit tertawa.			

Appendix 2

Observation   : 2

Observer   : Researcher

Setting   : Classroom

Date   : 06th July 2018

Time   : 12.30-01.30 PM.

Deskripsi	Kode	Ref	Kes
Pada jam 12.30 informant sedang berada si dalam kelas. Dia sedang mendengarkan dosen berbicara ambil duduk di paling belakan kelas.			
Dia memberikan perhatian ada dosen yang sedang berbicara. Setelah 15 menit dia mulai mengambil gadget di kantong sbelah kananya.			
Namun dia masih ragu untuk melihat gadgetnya dalam waktu yang lama. Dia melihat gadgetnya disaat kawannya sedang bertanya pada dosen.			
Dia terlihat tidak memberikan pertanyaan apapun pada dosennya. Dia sibuk membuka gadgetnya. Dia membuka gadgetnya sambil tersenyum sendiri.			
Dia menyembunyikan gadgetnya di balik buku bacannya. Dia sesekali bercanda dengan kawan di sebelahnya.			
Dia kembali membuka gadgetnya untuk melihat sesuatu yang tervaru. Dia terlihat membuka aplikasi kamusku seperti mencari arti sebuah kata Bahasa inggris.			
Dia sesekali menunjukan hp nya pada kawannya tentang sesuatu terbaru di gadgetnya. Dia terlihat ketawa sedikit keras dengan kawannya, ketika melihat dan			

menunjukan gadgetnya.			
Dia berbicara dengan kawan di sampingnya ketika dosen meminta seluruh siswa untuk membaca alquran.			
Dia terkadang bercanda dengan kawannya, meskipun kawannya sedang di suruh membaca alquran oleh dosen.			
Mata kuliah selesai			
Dia tetap saja duduk di bangkunya sambil memegang gadget miliknya. Ketika semua kawannya telah pergi barulah dia mulai bergerak keluar kelas.			
Keluar dari kelas dia tetap saja melihat gadget yang sedang di main kannya. Dia tampak mengetik seseuatu di aplikasi kamusku untuk mencari kata dalam Bahasa inggris.			

Appendix 3

Interview Transcript

Name   : K I

Day   : 09th July 2018

Time   : 08.45-09.15 am.

Deskripsi	Kode	Refleksi	Kesimpulan
Researcher: Halo selamat pagi dek? Informan: pagi bg. Researcher: dek boleh minta waktu nya sementar ngak, untuk wawancara? Informan: bisa bg, tentang apa ni bg? Researcher: tentang penggunaan gadget dek untuk penguasaan vocabulary. Informan: owhh oke bg. Researcher: udah lama pake gadget dek? Informan: emmm dari semester satu sih bg. Researcher: kira-kira bisa gak megang gadget gak dalam sehari itu? Informant: itulah bg, aku gak bisa lepas dari gadget, selalu ku pegang terus itu. Researcher: kenapa sering dengan gadget dek? Informant: kadang sering memang bg dgn gadget ni buat belajar vocab. Researcher: maen gadgetnya selalu saat sndrian aja? Informant: kadang memang sama			

| kawan bg, buat diskusi soal lagu baru atau berita terbaru jdi saling diskusi juga sama kwan.

Researcher: kira-kira dari aplikasi-aplikasi gadget itu ada gak pengaruh nya dgn penambahan vocab kamu?

Informan: owh ada lah bg, lumayan banyak awak dapat vocab dari maen gadget ini.

Researcher: oh ya, biasanya nambah vocab dari applikasi apa aja?

Informan: emm kadang dari Instagram, youtube, WA juga, trus Game sama dari kamus-kamus online bg.
Researcher: wah banyak juga ya,,kenapa bisa dari applikasi itu?

Informan: iyaa bg, soalnya cuman dari applikasi itu yang menurutku banyak dapat kata-kata baru.

Researcher: kalo dari instgram misalnya, vocab yang di dapat apa aja kira-kira?

Informan: kayak follback, unfollow, ada lagi boomerang, kek gitu bang.

Researcher: itu proses tau kata-kata itu gmna sih dek?

Informan: gini bg, karna lagi musim IG kemaren. Kawan-kawan sering bilang kata itu. Trus awak juga make IG setelah itu baru di buka IG nya, barulah paham dan ngerti kata-kata tadi.

Researcher: owh gitu, kalo dari youtube, itu apa aja kata yg di dapat dek? Sekalian proses nya gmna tu?

Informan: kayak subscribe bg, trus prosesnya gini, pertama kan download applikasinya, krna awak juga suka		

denger lagu jadi liat-liat lagu terbaru dari youtube.

Researcher: wahh keren lah itu, kalo yang dari game apa aja yang di dapat dek?

Informan: kalo saya kan suka game mobile legend bg, ada kata kek first blood itu mksudnya gmna dan apa lagi ya,,,pkoknya ada beberapa lah bg.

Researcher: jadi itu proses nya gmna dek?

Informan: awak juga suka maen game kan bg, kalo lagi bosan gitu, trus maen game lah, pas maen kan ada kata-kata yang di ucapkan dari game itu ntah pas kita kalah atau menang, nah kata-kata itu yang saya dapat dari maen game.

Researcher: seru juga lah kalo gitu ya,,ahaha oh ya, kalo dari applikasi WA gmna?

Informan: kalo dari WA lebih banyak mmg informasi yang masuk yang saya dapatkan bg, walaupun memang ada salah satu kata yang saya tau dari aplikasi ini, kayak kata *notification.*

Researcher: itu prosesnya gmna?

Informan: kan applikasi ini hamper semua mahasiswa pake buat grup kelas kan, dari situ saya juga make dan banyak informasi yang didapat dari grup WA itu.

Researcher: oke, kalo yang terkahir ni, tentang applikasi kamus online katanya, itu gmna dek?

Informan: nah, kalo ini yang kayaknya sangat membantu saya nambah vocab bg. Karna kan bisa nyari kata-kata yang sulit langsung make itu. Lebih mudah lah.

Researcher: kamus online kan banyak tu, yang mana yang di gunakan? Informan: yang aplikasi *Kamusku* bg,yang ada gambar warna merah dia. Itu lebih enak digunain pas offline juga. Researcher: contoh kata yang pernah di cari d *Kamusku* itu apa aja dek? Informan: kek kemaren kata *malapetaka* (Havoc), *memuji* (Extol), yang memang jarang saya dengar kata-kata itu bg. Researcher: itu proses nemu kata baru nya hampir sama dengan aplikasi lain? Informan: pas awak nemu kata baru ntah dari Bahasa Indonesia atau inggrisnya, kek dari lagu atau dari iklan atau dari manapun lah, trus kata itu aku cari artinya di aplikasi kamusku tadi. Dari situ banyak nambah vocab awak bg. Researcher: alasan kenapa make gadget apa dek? Informan: emm alasan kenapa make karena kebutuhan juga bg terus buat belajar vocabulary, terus biar ngilangin stress juga, yang kek gitu lah bg. Researcher: owh gitu, ya dah makasih atas waktu nya ya dek? Informan: iya sama-sama bg. Researcher: nanti kalo abg perlu interview lagi, bisa kan dek? Hehe Informan: bisa-bisa bg.			

Appendix 4

Interview Transcript

Name   : SI (AB)

Day   : 11th July 2018

Time   : 10.00-10.20 am.

Deskripsi	Kode	Refleksi	Kesimpulan
Researcher: siang dek, boleh minta waktunya sementar? Informan: siang bg, boleh. Researcher: abg mau nanya-nanya sikit tentang (S), dalam mengunakan gadget, setau adek. Informan: emm oke bg. Researcher: sebagai kawannya (S) adek sering liat dia maen hp? Informan: sering bg, Researcher: biasanya dia kalo dah megang gadget gmna sikapnya? Informan: kalo dia dah pegang gadget bg, payah kali di ganggu bisa-bisa kita di cuekin sama dia. Researcher: adek tau aplikasi yang paling sering dibukanya? Informan: kalo yang sering saya liat bg, applikasi youtube sih, karna dia kan suka liat lagu baru.			

Researcher: selain itu?			
Informan: kadang dia sering buka google buat searching, tapi yang paling sering di bukanya yaa tetap youtube bg.			
Researcher: kalo Instagram sering di bukanya juga nggak?			
Informan: nahh itu sering bg, kadang kan saya juga sering liat-liat sttus org dari IG bring dia.			
Researcher: menurut adek sendiri apakah applikasi yang dibukanya itu ada nambah buat vocab dia?			
Informan: emm kalo menurut saya ada sih bg,			
Researcher: contohnya gimana itu?			
Informan: kemaren sempat saya nanya arti kata Bahasa inggris, terus dia jawab dengan berkata, "itu kan ada di lirik lagu bruno mars, yang kemaren kita liat di youtube".			
Researcher: owhh berarti sedikit tidaknya berpengruh lah buat vocab ya?			
Informan: iyaa bg, karna sering di buka nya pula aplikasi itu.			
Researcher: oke dek, makasih atas wktunya ya. See you?			
Informan: iya sama-sama bg, see you.			

Appendix 5

Interview Transcript

Name   : SI (RA)

Day   : 12th July 2018

Time   : 02.25-02.50 pm.

Deskripsi	Kode	Refleksi	Kesimpulan
Researcher: sore dek, bisa minta waktunya sementar enggak?			
Informan: sore kak, untuk apa tu kak?			
Researcher: abg mau wawancara sementar aja, soal penggunaan gadget sama si (S), kira-kira ada nggak pengaruhnya sama vocab dia.			
Informan: emm gak lama kan bg? Soalnya mau pergi kak.			
Researcher: nggak kok dek. Bisa ya?			
Informan: okelah kak.			
Researcher: adek kan satu kelas sama si (S), kira-kira dia sering buka hp gak di kelas?			
Informan: saya sekretaris dia bg, kalo saya liat dia memang sering buka hp sih kalo di kelas kak,			
Researcher: kira-kira dia biasanya buka apa tu?			
Informan: eemm gak tau pasti sih kak, cuman pernah beberapa kali saya liat dia bukanya WA kak. Mungkin karna dia juga kosma kan jadi sering ngasih informasi atau tugas dari dosen lewat itu.			
Researcher: owhh gitu, terus kalo pas jam pelajaran, dia sering juga buka gadget?			
Informan: sering kak, cuman kalo itu dia bukanya kamus online bg, dial ah yang			

paling rajin nyari kata-kata yang sulit, soalnya saya pernah juga duduk bersebelahan dengan dia, dan setiap kata yang saya tanyakan, langsung lah di cari dia artinya di kamus itu. Researcher: kamus online nya yang gimana itu? Informan: kalo kami biasanya make *kamusku* kak, karna lebih simple. Researcher: oke, kalo selain itu ada lagi gak aplikasi yang sering dibukanya? Informan: kadang kami sering dengerin lagu bg, biar nggak stress gara-gara sama tugas, kadang kami ngikutin tu liriknya biar seru gitu bg. Researcher: kalo menurut adek kegiatannya itu ada nambah vocab nggak untuk dia? Informan: kalo menurut saya sih ada kak. Contohnya aja kemaren saya nanya satu kata bahasa inggris, dan dia bisa jawab. Padahal kata itu kemaren sempat saya tanyakan juga, dan dia cari lewat kamus online tadi, dia masih ingat tu, saya pula yang lupa. Wkwkwk. Researcher: hehe mungkin itu aja yang abg tanyakan dulu dek, nanti kalo abg nanya-nanya lagi boleh lah ya? Informan: boleh-boleh kak.			

Appendix 6

Interview Transcript

Name   : SI (FR)

Day   :13th July 2018

Time   : 08.30-09.00 am.

Deskripsi	Kode	Refleksi	Kesimpulan
Researcher: selamat pagi dek?			
Informan: pagi bg.			
Researcher: boleh minta waktunya sementar? Buat wawancara dek,			
Informan: untuk apa ni bg?			
Researcher: abg ada penelitian tentang gadget dek, jadi abg mau nyari data.			
Informan: owhh gitu, oke lah bg.			
Researcher: adek kawan dekat nya (S) kan?			
Informan: iya bg, sering maen-maen kami.			
Researcher: pernah liat dia buka gadget gak?			
Informan: pernah lah bg.			
Researcher: biasanya dia buka aplikasi apa?			
Informant: kadang suka liat-liat lagu baru kan bg, smbil liat liriknya juga.			
Reseracher: selain itu?			
Informan: biasanya kami sering mabar (main bareng) game online bg.			
Researcher: game apa itu dek?			
Informan: mobile legend bg, itu pula yang			

paling enak, haha

Researcher: biasanya maen di mana kalian?

Informan: main dirumah bg, kadang kan aku nginap di rumah dia juga, jadi buat seru-seruan kami maen game mobile legend.

Researcher: kenapa maen game itu dek?

Informan: buat ngilangin henuh sama bosen bg, sama biar gak bete.

Researcher: kira-kira aplikasi game ini bisa nambah vocab nggak?

Informan: emm bisa sih bg,

Researcher: contohnya?

Informan: kan dalam game itu terutama mobile legend ni banyak kata-kata baru, kadang habis maen game dia suka make kata-kata dalam game tadi. Misalnya, dia nendang berturut-turut sambal bilang *double kill, triple kill* sambal ketawa. Kata-kata itu adanya di game mobile legend bg.

Researcher: terus kata lain?

Informan: kadang pas lagi maen ni, dia juga sering ngikutin kata-kata yang diucapkan dalam game itu. Misalnya, *destroy the terrot*, kek gitu bg.

Researcher: owh kek gitu, berarti seru juga lah maen game itu ya? Hehe

Informan: seruuu kali bg,

Researcher: ya dah, itu aja sih mau abg tanyakan dek, thanks atas waktunya ya?

Informan: oke, sama-sama bg.

Researcher: kalo nanti abg perlu data lagi, abg nanya adek lagi bisa ya? Informan: aman bg.			

Appendix 7

Data Reduction/ Condensation:

Deskripsi	Coding	Hipotesis / Kesimpulan	Coding
a. Dia sedang memegang gadget sambil berbicara dengan kawannya. b. Dia tetap duduk di bangku sambil melihat hp nya. c. Keluar dari kelas ia tetap melihat gadgetnya. d. Kawannya sesekali bertanya dan dia menjawab sambil melihat gadget. e. memang sih awak megang hp bg, kayak gak bisa jauh gitu dari hp, pengennya selalu megang hp aja, kadang kalau pergi gak boleh tinggal hp. Pokoknya selalu pegang gadget lah kemanapun.	Obs-KI-PG Obs-KI-PA-LG Obs-KI-AC-LG Obs-KI-MSMG Int-KI-PGK	Gadget in hand	GIH
a. Terkadang kawannya disamping bertanya tentang kelas, dia tetap saja terus dengan gadgetnya. b. Dia baru menjawab pertanyaan kawannya setelah di panggil hingga dua sampai tiga kali. c. Dia hanya menjawab dengan singkat atas pertanyaan kawannya dan focus ke gadget. d. Namun dia tetap saja memutar video di	Obs-KI-TDG Obs-KI-MSDP Obs-KI-MS Obs-KI-SMV		

		Gadget Focusing	GF
Instagram sambil ia berjalan, sampai-sampai ia sedikit terpeleset di lumpur karna tidak hati-hati dan kawannya terlihat tertawa. e. Dia tetap mengangkat telpon di kelas walaupun masih dalam jam pelajaran f. Kalau dia udah main gadget bg payah kali buat di ajak udah. Dia gak mau di ganggu lagi itu, di cuekin langsung kita-kitanya sangking fokusnya dia ke gadget nya bg	Obs-KI-TMTDK Int-SI-F1 MGTMDG		
a. Kemudian dia menunjukan sesuatu didalam hp nya kepada kawannya, lagu terbaru di youtube. b. Dia kembali membuka hp atau gadgetnya untuk mengecek sesuatu terbaru. c. Owh adalah bg, lumayan banyak awak dapat vocab dari maen gadget ini. d. Kayak kata follback, unfollow, ada lagi boomerang, kek gitu bg. e. Emm menurut saya ada sih bg. Dapat kata barunya. f. Kadang kami searching di google bg untuk liat-liat informasi, kadang liat gossip kak..haha g. Kalo menurut saya ada sih kak, contohnya aja kemaren saya nanya satu kata bahasa inggris, dan dia bisa menjawab. Padahal kemaren sempat saya tanyakan juga, dan	Obs-KI-LTDY Obs-KI-MST Int-KI-DV Int-KI-VB Int-SI-F-1-DKB Int-SI-F-2-LI Int-SI-F-2 DVBKO		

dia cari lewat kamus online tadi, dia masih ingat itu, saya pula yang lupa, wkwk h. Emm bisa sih bg, dapat informasinya. i. Kan dalam game itu terutama mobile legend ni banyak kata-kata baru bg, kadang habis maen dia suka make kata-kata dalam game tadi. Misalnya, dia nendang berturut-turut sambil bilang *double kill, triple kill,* sambil ketawa. Kata-kata adanya di game mobile legend bg. j. Kadang pas maen ni, dia juga sering ngikutin kata-kata di game itu. Kayak, destroy the terrot, kek gitu bg. k. Kemaren pernah dia ngucapin kata-kata Bahasa inggris ke kucing, pas dia ngusir kucing-kucing itu di rumah pake sapu, sambil bilang kill, double kill, triple kill. Yang sebelumnya, gak pernah dia ucapan pas ngusir kucing. l. Iya bg, soalnya cuman dari aplikasi itu yang menurutku banyak dapat kata-kata. m. Dia sesekali menunjukan hp nya pada kawannya di samping nya tentang informasi di gadgetnya.	Int-SI-F-3-DI Int-SI-F-3-VBML Int-SI-F-3-VBML Int-SI-P-VBML Int-KI-BKK Obs-KI-IDG	Getting New Information	GNI

a. Dia bilang dia sangat suka melihat lagu terbaru di yotube.	Obs-KI-SLDY		
b. Dia dengan senang coba mengikuti lirik lagu tersebut.	Obs-KI-ADLDY		
c. Dia terlihat tertawa melihat beberapa postingan yang lucu dari orang lain.	Obs-KI-Ter		
d. Dia membuka gadgetnya sambil senyum-senyum sendiri dan terlihat bahagia.	Obs-KI-SB	Entertaining	Ent
e. Dia tertawa dengan sedikit keras dengan kawan di sampingnya ketika melihat dan menunjukan hp nya.	Obs-KI-TK		
f. Seruuuu kali bg, kalo dah liat lagu baru gitu bisa dapat kata baru juga kan.	Int-SI-F-3-BDKB		
g. emm kadang kami memang seneng liat-liat lagu dan dengerinya, biar gak stress juga karna tugas kuliah bg, terus kami ikutin lah tu liriknya biar seru gitu bg, hehe	Int-SI-F2-DLBTS		
a. Dia bertanya pada kawannya apakah kawannya juga suka dengan lagu tersebut.	Obs-KI-BPK		
b. Kemudian kawannya dtg untuk menghampiri dia untuk mengajak pergi ke kelas.	Obs-KI-MPKK		
c. Namun dia tetap melihat gadgetnya sambil menunjukan video yang ditontonya pada temannya.	Obs-KI-MVPT		
d. Memang aku kadang suka sama kawan			

cerita-cerita soal lagu baru, atau berita terbaru dari gadget, kami diskusi soal kata-kata di lirik lagu itu buat nambah vocab kami. Jadi macam shering atau diskusi gitu bg	Int-KI-DDK	Communicating	Com
a. Dia sesekali bertanya pada kawannya tentang lirik lagu yang ia tdak tau artinya. b. Dia dan kawannya coba mendengarkan video tersebut dengan penuh keseriusan. c. Kami kadang suka lihat-lihat lagu baru bg, kami kalo udah liat lagunya terus kami cari liriknya dulu biar enak nyanyiin nya, terus kalo kami gak tau arti beberapa kata-katanya, baru kami cari tu artinya dari kamus di handphone kami	Obs-KI-BLLPT Obs-KI-MLLB Int-SI-F3-PL-BDL	Peer Learning	PL
a. Selain itu ia terlihat mencari video-video yang lain di aplikasi youtube tersebut.	Obs-KI-MVB	Self Searching	SL
a. Dia terlihat membuka video tentang speaking dalam Bahasa inggris. b. Dia terus membuka satu persatu video yang di posting orang tersebut. c. Kemudian dia mebuka sebuah akun untuk belajar Bahasa inggris dari orang bule. d. Dia terlihat membuka aplikasi kamusku	Obs-KI-MVS Obs-KI-MSPS Obs-KI-MAUBBI		

untuk mencari arti Bahasa inggris ke dalam Bahasa Indonesia. e. Dia tampak mengetik suatu kata di aplikasi kamusku tersebut untuk mencari kata Bahasa inggris. f. Kadang memang sering bg buka aplikasi gadget buat nambah vocabulary, kadang bukanya kalo ada dapat kata baru dari iklan, sepanduk, brosur, baru ku cari tu artinya bg	Obs-KI-MAK Obs-KI-MKBI Int-KI-IL-GUNV	Independent Learning	IL
a. Setelah video itu selesai dilihat dia kemudian membuka aplikasi lain yaitu Instagram.	Obs-KI-MAL	Switching Different Application	SDA
a. Dia terlihat mengupdate status di aplikasi tersebut.	Obs-KI-MS	Updating	Upd
a. Kemudian dia membuka video-video dari postingan orang lain. b. Dia terus melihat beberapa video dan photo dengan serius. c. Nahhh sering bg, kadang kan saya juga ikut liat-liat status orang di IG bareng dia.	Obs-KI-MVPOL Obs-KI-MVP Int-SI-F-1-LSIG	Checking Posted Information	CPI
a. Partisipan duduk di paling belakang kelas.	Obs-KI-DPBK	Sitting Location for Using Gadget	SLUG
a. Setalah 15 menit dia mulai menggambil gadget di kantong celana sebelah kanan.	Obs-KI-MGKSK		

b. Dia menyembunyikan gadgetnya di balik buku bacaannya.	Obs-KI-MBBB	Gadget Position	GP
a. Dia tetap mengangkat telpon di kelas walaupun masih dalam jam pelajaran. b. Namun dia masih segan-segan untuk melihat hp nya dlam jangka waktu yang lama. c. Dia melihat gadget di saat kawannya sedang bertanya pada dosen.	Obs-KI-TMTDK Obs-KI-SMHP Obs-KI-MGSKB	Time for Looking Gadget	TLG
a. Dia sibuk membuka hp nya sambil melihat beberapa aplikasi di dalamnya.	Obs-KI-SMAG	Looking for Application	LA
a. Emm dari semester satu sih bg.	Int-KI-MGDSS	Time Using Gadget	TUG
a. Emm kadang dari youtube, Instagram WA, terus game sama dari kamus online. b. Kalo kami biasanya make kamusku kak, karna lebih simple.	Int-KI-DYIWGKO Int-SI-F-2-MK	Application for Getting Information	AGI
a. Kadang pas di kelas bg, kadang di luar kelas. b. Main dirumah bg, kadang kan aku nginap ni dirumah dia buat seru-seruan main game.	Int-SI-F-1-DDKKL Int-SI-F-3-MDR	Location of Using Gadget	LUG

a. Gini bg, krna lagi musing IG, kawan-kawan sering bilang kata-kata itu, terus awak juga ikut make IG barulah paham arti kata-kata itu.	Int-KI-IMIG		
b. Kayak subscribe bg, terus prosesnya gini, pertama kan download applikasinya, karna awak juga suka denger lagu jadi liat-liat lagu terbaru dari youtube.	Int-KI-PDKBDY		
c. Awak juga suka main game bg, kalo lagi bosan gitu jadinya main game lah, kata-kata yang diucapkan dari game itulah yang saya dapat dari game bg.	Int-KI-PDKBDG		
d. Kan aplikasi wa ini hamper semua mahasiswa make, dari situ saya juga make dan banyak informasi yang di dapat dari wa.	Int-KI-PDKBDWA		
e. Pas awak nemu kata baru ntah dari bhs inggris atau Indonesia, trus kata itu aku cari artinya d aplikasi kamusku. Dari situ nambah vocab bg.	Int-KI-PDKBDK	Process Getting New Information	PGNI
a. Owhh itu, krna dari beberapa aplikasi yang ada di hp aku, cuman itu yang sering aku mainin. Krna nambah vocab kan.	Int-KI-MAUNV		
b. Kalo misalnya istagram karna bnyak yg upload vdeo sma foto jdinya suka buka IG buat nyari informsi.	Int-KI-BUVDIG	Reason Using Application	RUA
c. Dia terlihat membuka gadgetnya, dan dia			

terlihat tersnyum bahagia dari pada sebelumnya, d. emm kalo alasan kenapa make gadget mungkin karena kebutuhan juga terus buat belajar juga kek nambah vocab, kadang memang buat ngilangin stress juga kek maen game, dengerin lagu juga, kek gitu lah lah bg	Obs-KI-MGDTB Int-KI-KUBNS		
a. Sering bg b. Iya bg, karna sering pula di bukanya aplikasi itu c. Saya kan sekretaris dia bg, kalo saya liat memang sering bg buka hp d. Pernah lah bg.	Int-SI-F-1-Ser Int-SI-F-1-SBA Int-SI-F-1-SBHP Int-SI-F-3-Per	Intensity Using Gadget	IUG
a. Kalo saya liat sih bg, dia suka buka youtube karna dia suka liat lagu terbaru. b. Kadang buka google juga buat searching bg, cuman yang paling sering ya yotube.	Int-SI-F-1-SBY Int-SI-F-1-KBG	Application Who is Loving	AWL

Appendix 8

Data Display:

Deskripsi	Coding	Hipotesis/ Kesimpulan	Coding
a. Peer Learning b. Independent Learning	PL IL	Combination of Learning	CL
a. Gadget Focusing b. Time for Looking Gadget c. Looking for Application d. Intensity Using Gadget	GF TLG LA IUG	Gadget Focusing	GF
a. Entertaining	Ent	Entertaining	Ent
a. Communicating b. Application Who is Loving	Com AWL	Communicating	Com
a. Reason Using Gadget	RUG	Reason Using Gadget	RUG

a. Gadget in Hand b. Gadget Position c. Time Using Gadget d. Sitting Location for Using Gadget	GH GP TUG SLUG	Gadget Positions	GP
a. Getting New Information b. Process Getting New Information c. Application for Getting New Information d. Switching Different Application e. Checking Posted Information f. Self Searching g. Updating	GNI PGNI AGNI SDA CPI SS Upd	Getting New Information or Words	GNIW

Appendix 9

Data Verification:

Deskripsi	Coding
Combination of Learning	CL
Gadget Focusing	GF
Entertaining	Ent
Communicating	Com
Reason Using Gadget	RUG
Gadget Positions	GP
Getting New Information or Words	GNIW

Appendix 10

Documentation:

Figure 1, observation at tarbiyah field

Figure 2. Observation in classroom

Figure 3, Interview with Supporting Informant 1

Figure 4, Interview with Supporting Informant 2

Figure 5, Interview with Supporting Informant 3