

**A DESCRIPTIVE STUDY ON MOBILE ASSISTED LANGUAGE
LEARNING (MALL) IN TEACHING LISTENING AT THE TENTH
GRADE STUDENTS OF SMA N 2 SUKOHARJO IN THE ACADEMIC
YEAR OF 2017/2018**

THESIS

**Submitted as a Partial Requirements
for the degree of Undergraduate in English Education**



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DEDICATION

My Stronger Mother, Warsiti

My Beloved Father, Sriyono

Big Family of Warso Dikromo

Arif Joko Cahyono, S.Sos

All of My Lecturers in English Education

My Almamater, The State Islamic Institute of Surakarta

Dista FM

Blacklist Class

MOTTO

My main goal every day is to be happy. No matter what trials I face, no matter how old I get. Happiness is the key to all things great.

-Unknown-

Everything passes. Everything changes. Just do what you think you should do.

-Bob Dylan-

Know who you are. Know what you want. Know what you deserve. And don't settle for less.

-Tony Gaskins-

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "A Descriptive Study on Mobile Assisted Language Learning (MALL) in Teaching Listening at The Tenth Grade Students of SMA N 2 Sukoharjo in The Academic Year of 2017/2018" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, May 9th 2018

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ACKNOWLEDGEMENT

Alhamdulillahirobbil'alaamiin, all praises be to Allah SWT, the Single Power, the Lord of the Universe, Master of the day of judgment. God all mighty, for all blessings and mercies so the researcher was able to finish the thesis entitled "A Descriptive Study on Mobile Assisted Language Learning (MALL) in Teaching Listening at The Tenth Grade Students of SMA N 2 Sukoharjo in The Academic Year of 2017/2018". Peace be upon to Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

1. Dr. Mudhofir, S.Ag., M.Pd., as the Rector of State Islamic Institute of Surakarta
2. Dr. H. Giyoto, M.Hum., as the Dean of Islamic Education and Teacher Training Faculty and as the researcher's motivator
3. Dr. Imroatus Solikhah, M.Pd., as the head of English Department.
4. Zainal Arifin, S.Pd., M.Pd, as the kind advisor who gives the suggestions for the researcher patiently.
5. Muntaha, M.Pd as the kind lecturer who gives some references about MALL for the researcher.
6. Ahmad Dadang Pramusinta, S.Pd., M.Pd, as the main informant and also the inspirative teacher for the researcher.
7. Dr. BenedictusBhermanDwijatmoko, M.A as the validator in this research.
8. All the honorable lecturers and academic staffs in Islamic Education and Teacher Training Faculty who always give kindness, friendliness, and cooperative work for the researcher.
9. The researcher's beloved parents for the unlimited love, support, help, pray, and everything that they give to the researcher.
10. All of the students in X IPS 1 (SMA N 2 Sukoharjo) who help the researcher in doing this research.

11. Arif Joko Cahyono, S.Sos as the researcher best partner that always accompanies and gives the support.
12. All of people in Dista FM who always be home during the researcher was in IAIN Surakarta.
13. The researcher's friends who always motivate and inspire namely Anindya Melati N.P, EndgyGyotyarany, Susana RelaGinanjari, DwiKurniaMufidah, GadisAyuPuspitasari, Salma Safitri Daelani, Uci Nur H, Nurrohmah, Anggy Aulia P, Silfi Rismaya, Aditia Dwi Mareta, Oktavia Putri P, Lintang Samodra, and Suqiarani.
14. All of people in Teater Sirat who always give inspiration for the researcher.
15. The researcher's classmate in Blacklist Class.
16. Everyone who has helped the researcher to conduct the research and write this thesis.

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and readers in general.

Surakarta, 9th May 2018

The researcher

Alfa Arizqi Shalikhhatun

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ABSTRACT

Shalikhatus, Alfa Arizqi. 2018. A Descriptive Study on Mobile Assisted Language Learning (MALL) in Teaching Listening at The Tenth Grade Students of SMA N 2 Sukoharjo in The Academic Year of 2017/2018

Advisor : Zainal Arifin, S.Pd., M.Pd
Key words : MALL, Teaching Listening

Today, the students are allowed to bring their smartphone in the school. Due to the limitation of language laboratory, it is utilized by the teacher to teach English especially listening in the class. This research aims to describe MALL in teaching listening, identify the problems, and describe its problem solutions.

In this descriptive qualitative research, this research conducted on September until March in SMA N 2 Sukoharjo. The main subject is the teacher and the secondary subject is the students in X IPS 1. This research focused on the description of mobile assisted language learning (MALL) in teaching listening; the problems and its problem solutions. In collecting the data, the researcher used observation; interview; and documentation. In analyzing the data, the researcher used data collection; data reduction; data display; and conclusion. To know whether the data is valid or not, the researcher used methodological triangulation; theoretical triangulation; and expert judgement.

Based on the research findings, the use of smartphone in teaching listening is very helpful. First, in teaching listening, the teacher asked the students to use Quadra Application in downloading the material. The student scanned Qrcode in their book through the application. The teacher also used WhatsApp Application in delivering the supporting material. But, when smartphone was in the class, the teacher also taught speaking; writing; and reading. Second, there were some problems although the students were enjoy with the lesson. Some students were very busy individually, and the limitation of connectivity also obstructed the lesson. Third, the problem solutions were, the teacher was wisely and the school supported WIFI connection. So, there were some activities in the class that use a smartphone as the media in teaching language learning. The teacher guided the students to used it wisely.

CHAPTER I

INTRODUCTION

A. Background of The Study

In this modern era, the existence of technology is known closely by people. Young (2008:1) states that technology is a part of nearly everything people do. They utilize the products of technology in their daily activity. These are television, computer, cell phone, mobile phone, handphone, gadget, smartphone, laptop and etc.

The product of technology can be useful depend on the users. It makes them are very busy. They more comfort with their mobile devices than the real interaction with others. Especially for students, they more enjoy to play an online game than study hard. Meanwhile, if students use it smartly, they will get positive impact. It can be an another source material, or improve their achievement.

Prensky (2001:1) states that todays's students represent the first generations to grow up with this new technology. He also states that they have spent their entire lives surrounded by and using computers, videogames, digital music players, video cams, cell phones, and all the other toys and tools of the digital age. Today's students are also called as a modern student. In this

case, a modern student can exploits the product of technology wisely. The example is smartphone.

In the part of education, smartphone can be a media on teaching learning process. Mutahar (2017:1) states that modern media is followed by postmodern media which is related to mass media that enables humas beings to cater to their needs at in anytime, anywhere, on any digital devices. Especially on language learning, smartphone can be useful. According to Reinders (2010:7), there are 20 ideas allow the teacher to offer increased opportunities for language learning by taking advantage of a tool that students are intimately familiar with and carry around at all times. Hamdani (2013:674) argues that the students reported mobile phone helped them to manage the course information, to promote more of their thinking skills and to cooperate with each others. Both the teachers and the students use smartphone in the classroom to support their language teaching learning. In this point, English can be clearly if it is learned by using smartphone. Kim (2013:2) argues that unlike the traditional classroom, the mobile device is available to access the internet, send or receive instant text messages, and run software and multimedia programs enhancing the quality of language learning.

English is an international language that is used in the world. It has a function to communicate with people from different nations. Therefore, students must get English as a subject in the school.

According to Brown (2001:232), for more than six decades, English language teaching has identified the “four skills” - listening, speaking, reading, and writing - as of paramount importance. The four language skills have to be mastered by the students. One of them, listening is the first skill that people acquire. Tiwari (2005:40) states that listening provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication. When someone speak to us, we can hear before we can speak. That is why listening is the first skill in our life.

Rost (2002:177) claims that listening as a process of receiving what the speaker actually says (receptive orientation); constructing and representing meaning (constructive orientation); negotiating meaning with the speaker and responding (collaborative orientation); and, creating meaning through involvement, imagination and empathy (transformative orientation). From listening, we can get some information in general or spesific. According to Tiwari (2005:37) while listening, a student suddenly decides that he or she doesn't understand what is being said. He also states, in that point many students just tune out or get caught up in an internal dialogue trying translate a spesific word.

As we know, English is one of the major subjects for Senior High School (SMA) students. Especially for listening, it is one of the most difficult skill for students. They should listen the foreign language which is very different with their own language in daily activities. But, listening is very important skill. From listening, students also can master the another skills.

Wipf in Vandergrift (2016:1) states that listeners must discriminate between sounds, understand the vocabulary and grammatical structures, interpret stress and intention, retain and interpret this within the immediate as well as the larger socio-cultural context of the utterance. Students as the listeners must listen carefully to get the main information. According to Mutahar (2017:2), listening is the act of hearing attentively. Listeners must pay attention on the audio. To can listen so well, students must have an ability to collect what the speaker said. It needs a good condition or situation while they are listening. Because of the good condition or good situation, students can listen clearly. It is supported by the facilities in the school, like a language laboratory. Madhavi (2009:4) states that language lab is a vital method used in teaching and learning English and it can be utilized for teaching or learning through a teacher's console. Unfortunately, in Indonesian school, the existence of language laboratory is very limited.

Due to the limitation of language laboratory in the school, teachers must utilize the technology to teach listening in the classroom. Liu et al (2014:691) state that the constant updating of technology in education also pushes English Foreign Language (EFL) teacher educators to revise applied linguistics program so as to develop strong and practical Technological Pedagogical Content Knowledge (TPACK) for future EFL teachers. That is why a teacher in this modern era must involve the technology in the classroom. It will be a good model for the future.

The example of TPACK implementation is Mobile Assisted Language Learning (MALL). Nezarat and Mosavi (2012:5) state that MALL deals with the use of mobile technology in language learning. In English teaching learning, smartphone as mobile technology can improve language skills. Kukulska Hulme (2009:157) states that learning through mobile phones (smartphone) leads students to use them on their free time and even develop their learning skills.

One of the High School which allow to bring smartphone while they are studying is SMA N 2 Sukoharjo. It is one of the favorite school in Sukoharjo, Central Java. There are so many achievements that are gained by the teacher and the students. Especially for English teacher, Mr. Ahmad Dadang Pramusinta, S.Pd, M.Pd, who has a great track record in English teaching learning. The example is, he conducted the research entitled “Designing IT Based Lesson Materials for Learning English at 21st Century” in 2015. It becomes an evidence that teacher can involves the technology in the teaching learning. He is one of the teacher model in that school who has a good ability. Meanwhile, student in that school also has a good capability. Anggun Rahmadhani, student of the eleventh grade in social class, as representative of Surakarta in The English National Contest. She promoted the Java tradition in Semarang. Based on the explanation above, the important point is SMA N 2 Sukoharjo can be a recommended place for the researcher to conduct the research.

So, the researcher tried to know the teaching learning process through observation and interview. Based on the pre-research which the researcher conducted in the Tenth Grade of Social Class students in SMA N 2 Sukoharjo, the researcher found that the teacher who used a modern technology on teaching English. Not only for browsing through Google, he used a smartphone on teaching listening in the classroom. The another use is, the teacher asked the students to translate the sentence in English. Because of the language laboratory is very limited and there are so many English teachers in that school, the teacher must apply an effective media in the teaching learning process.

Based on the explanations above, the researcher tries to describe and analysis the used of smartphone as the supporting media in teaching learning process. Thus, the research that carry out by the researcher entitled “*A Descriptive Study on Mobile Assisted Language Learning (MALL) in Teaching Listening at The Tenth Grade Students of SMA N 2 Sukoharjo in The Academic Year of 2017/2018*”.

B. Problem Identification

Before conducting the research, the researcher did an observation and an interview as pre-research to get information about the used of media on teaching listening in SMA N 2 Sukoharjo by the teacher. There were several problems that can be identified. The first is the utilization of the technology in language learning. Both the teachers and the students must involve the smartphone in the classroom. Because of the technology development in this

modern era, they should follow the period and gain the positive impact from technology.

The another problem is the limited of language laboratory in the school. Moreover, there are so many English teacher who must teach the students in the same time. Actually, SMA N 2 Sukoharjo has a laboratory, but it was often to use for Information and Communication Technology subject. Meanwhile, they have responsibility to teach English skill. Especially for listening, they must use an effective media to solve the limitation of language laboratory. Smartphone can be a media to support the teaching learning process.

C. Problem Limitation

The limitation in this study focused on Mobile Assisted Language Learning (MALL) in Teaching Listening at the Tenth Grade Students of SMA N 2 Sukoharjo in The Academic Year 2017/2018. The main topic is the description of mobile assisted language learning in teaching listening. The researcher also want to know the problems while the process of teaching listening using smartphone, and the solutions to solve the problems of teaching listening using smartphone in the classroom.

D. Research Questions

Based on the research background mentioned above, the problems can be identified in this study as follows:

1. How is Mobile Assisted Language Learning (MALL) in Teaching Listening at The Tenth Grade Students of SMA N 2 Sukoharjo in The Academic Year of 2017/2018?
2. What are The Problems on Mobile Assisted Language Learning (MALL) in Teaching Listening at The Tenth Grade Students of SMA N 2 Sukoharjo in The Academic Year of 2017/2018?
3. What are The Problem Solutions on Mobile Assisted Language Learning (MALL) in Teaching Listening at The Tenth Grade Students of SMA N 2 Sukoharjo in The Academic Year of 2017/2018?

E. Research Objective

There are several research objectives that can be formulated as follows:

1. To describe MALL in teaching listening at the tenth grade students of SMA N 2 Sukoharjo in the academic year of 2017/2018.
2. To identify the problems on MALL in teaching listening at the tenth grade students of SMA N 2 Sukoharjo in the academic year of 2017/2018.
3. To describe the solutions to solve the problems on MALL in teaching listening at the tenth grade students of SMA N 2 Sukoharjo in the academic year of 2017/2018.

F. Research Benefits

In this research, the researcher hope that there will be some benefits for the researcher and the readers. The benefits as follows:

1. Theoretically Benefits

- a. This study can add the theory about MALL and teaching listening to the students.
- b. The readers will know MALL in teaching listening.

2. Practically Benefits

- a. For students, hopefully the students will be able to use smartphone in language learning on the classroom.
- b. For the teacher, it will give the information about the problems when smartphone is used in teaching listening. It will help the teacher to solves the problems in teaching learning process.
- c. The result of this research will be helpful both for students and for teacher to reduce the problem when they apply mobile assisted language learning in teaching listening.

CHAPTER II

REVIEW ON RELATED LITERATURE

A. Review of Teaching Listening

1. The Nature of Listening

Saricoban (1999) states that listening is the skill to identify what other people say. When people communicate with others, they will hear attentively what the ideas of their interlocutors. They try to identify its ideas clearly. Rost (2002:40) states that listening is an intention to complete a communication. From the identification of the ideas, people can communicate easily. According to Vandergrift (2002), listening is an interactive process of recognition, perception, and understanding of the oral input.

Purdy and Borisoff in Adelman (2012) define listening as the process of receiving, building the form of meaning, and responding to verbal and or nonverbal message. As listeners, we will get the message from the speaker. That is why when we are doing conversation, we listen while the speaker speak.

Based on the definition above, it can be concluded that listening is the activity to identify something which is from the speaker. It contains the information. People are hearing attentively to get the detail information.

2. Process of Listening

The process of listening occurs in five stages. These are hearing, understanding, remembering, evaluating and responding, Tyagi (2013:2). The first stage is hearing. Hearing is referred to the response caused by sound waves stimulating the sensory receptors of the ear. It is physical response. Hearing is perception of sound waves, you must hear to listen, but you need not listen to listen (perception necessary for listening depends on attention). Brain screens stimuli and permits only a select few to come into focus. This selective perception is known as attention. That is an important requirement for effective listening.

The second stage is understanding. This step helps to understand symbols we have seen and heard. We must analyze the meaning of the stimuli that we have perceived. Symbolic stimuli are not only words but also sounds like applause and sights like blue uniform that have symbolic meanings as well. The meaning attached to these symbols are a function of our past associations and of the context in which the symbols occurs. For successful interpersonal communication, the listener must understand the intended meaning and the context assumed by the sender.

The third stage is remembering. Remembering is an important listening process because it means that an individual has not only received and interpreted a message but has also added it to the mind's storage bank. In listening, our attention is selective, so too is our memory- what is remembered may be quite different from what originally seen or heard.

The fourth stage is evaluating. Only active listeners participate at this stage in listening. At this point, the active listener weighs evidence, sort fact from opinion, and determines the presence or absence of bias or prejudice in a message. The effective listener makes sure that he or she doesn't begin this activity too soon. The beginning this stage of the process before a message is completed requires that we no longer hear and attend to the incoming message as a result, the listening process ceases.

The last stage is responding. This stage requires that the receiver complete the process through verbal and or nonverbal feedback because the speaker has no other way to determine if a message has been received. It becomes the only overt means by which the sender may determine the degree of success in transmitting the message.

3. Listening Skills

In mastering listening, we need some strategies and skills. Brown (2000) as cited in tesolidarity.wikispaces.com states that there are two skills in listening, macro and micro skill. Macro skill deals with the discourse level of organization while micro skill concerns with sentence level. Brown (2000) defines the macro and micro skills as follows :

a. Macro skill

- 1) Recognize cohesive devices in spoken discourse.
- 2) Recognize the communicative functions of utterances, according to situation, participants, goals.

- 3) Infer situations, participants, goals using real world knowledge.
- 4) From events, idea, and etc described, predict outcomes, infer links and connections between events, deduce causes and effects, and detect such relations such as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 5) Distinguish between literal and implied meanings.
- 6) Use facial, kinesic, body language, and other nonverbal cues to decipher meanings.
- 7) Develop and use a battery of listening strategies, such as detecting key words, guessing the meaning of words from context, appealing for help, and signaling comprehension or lack of the theory.

b. Micro skill

- 1) Retain chunks of language of different lengths in short-term memory.
- 2) Discriminate among the distinctive sounds of English.
- 3) Recognize English stress patterns, words in stressed and unstressed positions structure, intonational contours, and their role in signaling information.
- 4) Recognize reduced forms of words.
- 5) Distinguish word boundaries, recognize a core of words, and interpret word order patterns and their significance.

- 6) Process speech containing pauses, errors, corrections, and other performance variables.
- 7) Process speech at different rates of delivery.
- 8) Recognize grammatical word classes (nouns, verbs, and etc), systems (tense, agreement, pluralization), patterns, rules and elliptical forms.
- 9) Detect sentence constituents and distinguish between major and minor constituents.
- 10) Recognize that a particular meaning may be expressed in different grammatical forms.

In this research, the researcher focused on the macro skills, from events; idea and etc; described; predict outcomes; infer links and connections between events, deduce causes and effects, and detect such relations such as main idea, supporting idea, and new information, given information, generalization, and exemplification. From that skill, the students in the classroom will follow the process of listening and then they will try to know the new information from the sound. That is the process of teaching listening in this researcher.

4. Problem in Listening

Listening is the way of humans understand the speakers interaction. They must pay attention to some factors include in the process of speech which can disturb the listening process and make it difficult. There are eight factors adapted from Brown (2001:252-254) as follows:

a. Clustering

In written language, people are conditioned to attend to the sentence as the basic unit of organization. In spoken language, due to memory limitations and our predisposition for “chunking” or “clustering”. It breaks down speech into smaller groups of words. Clauses are common constituents, but phrases within clauses are even more easily retained for comprehension. In teaching listening comprehension, therefore, you as teacher need to help students to pick out manageable clusters of words. Sometimes, second language learners will try to retain overly long constituents (a whole sentence or even several sentences) or they will be mistaken in the other direction in trying to attend to every word in an utterance.

b. Redudancy

Unlike most written language, spoken language has a good deal of redudancy. When you are in conversation, notice the rephrasings, repetitions, elaborations, and little insertions of “I mean” and “you know”. Such redudancy helps the hearer to proccess meaning by offering more time and extra information. Learners can train themselves to profit from such redudancy by first becoming aware that not every new sentence or phrase will necessarily contain new information and by looking for the signals of redudancy.

c. Reduced Forms

While spoken language does indeed contain a good deal of redundancy, it also has many reduced forms. Reduction can be phonological, morphological, syntactic, or pragmatic. These reductions pose significant difficulties, especially for classroom learners who may have initially been exposed to the full forms of the English language.

d. Performance Variable

In spoken language, except for planned discourse (speeches, lectures, etc), hesitations, false starts, pauses, and corrections are common. Native listeners are conditioned from very young ages to weed out such performance variables, whereas they can easily interfere with comprehension in second language learners. Learners have to train themselves to listen for meaning in the midst of distracting performance variables.

e. Colloquial Language

Learners who have been exposed to standard written English and/or "textbook" language, sometimes find it surprising and difficult to deal with colloquial language. Idioms, slang, reduced forms, and shared cultural knowledge are all manifested at some point in conversations. Colloquial appear in both monologues and dialogues.

f. Rate of Delivery

Virtually every language learner initially thinks that native speakers speak too fast. Learners will nevertheless eventually need to be able to comprehend language delivered at varying rates of speed and, at times, delivered with few pauses. Unlike reading, when a person can stop and go back to reread. In listening, the hearer may not always have the opportunity to stop the speaker. Instead, the stream of speech will continue to flow.

g. Stress, Rhythm, and Intonation

The prosodic features of the English language are very important for comprehension. Because English is a stress-timed language, English speech can be a terror for some learners as mouthfuls of syllables come spilling out between stress points. Intonation patterns are very significant, not just for interpreting straightforward elements such as questions, statements, and emphasis but for understanding more subtle messages like sarcasm, endearment, insult, solicitation, praise, and etc.

h. Interaction

Unless a language learner's objective is exclusively to master some specialized skill like monitoring radio broadcast or attending lectures. Interaction will play a large role in listening comprehension. Conversation is especially subject to all the rules of interaction : negotiation, clarification, attending signals, turn taking, and topic nomination, maintenance, and termination. To learn to listen is also to learn to respond

and to continues a chain of listening and responding. Students need to understand that good listeners (in conversation) are good responders.

From the explanation above, the problems of listening can be solved by the teacher who has a good method and technique. That is why the teacher must master how to be a good teacher in language learning, especially in teaching listening. If a teacher teach listening clearly, students will get so many information from the sound wave or another speakers.

4. Teaching Listening

Teaching can be defined as helping someone to learn how to do something, giving instruction, guiding in certain study, providing with knowledge, causing to know or understand. Brown (2007:8) states that teaching is guiding and facilitating learning, enabling for learner to learn, setting the condition for learning. It means that teaching provides us to understand how to learn will determine the philosophy of education, teaching style, approach, methods and classroom approach.

Siahaan (2008:221) also states that teaching is the way an instruction is organized, how much the students are involved actively in learning, how much the students are responsible for the learning, and how the learning is assessed. Sharma (2011:13) states that listening is a communication method that requires the listener to understand, interpret, and assess what they hear. So, it can be concluded that teaching listening is helping listener

with guiding and facilitating learning in order to the listener understand to interpret and assess what they hear.

5. Listening Assesment

In teaching listening, one aspect that should not be forgotten is assesment process. Before conducting listening assesment, we are as teacher have to be sure about the purpose of the listening assesment taht we want to conduct. Buck (2001:95-101) argues that there are several purposes of assessing listening :

a. General language proficiency

The aim of this test is to test proficiency of four major skill in English language learning. These are listening, writing, reading, and speaking. This test usually conduct by large organization and available in regular interval in a variety of locations.

b. Representing oral skill

Sometimes listening is replacing speaking in representing oral skill because speaking test is rather expensive and time consuming. That is why proficiency test like TOEFL, TOEIC and IELTS don't have speaking test. In that test, there is listening test.

c. Assessing achievement.

This assesment is for the teacher that want to test the students understanding. It is useful to know whether the students understand about

the material and are ready to proceed to the next level of education. It also useful to encourage the students to practice listening.

d. Diagnostic test

This test is conducted to identify the lack of students knowledge. Teaching can be effectively target their needs. There just a few diagnostic test because there is lack of understanding of the important sub skills of listening are.

e. School or district based test

The aim of this test is for admissions, placement, achievement, or even graduation.

In this research, the researcher choose assessing achievement as the technique of listening assessment. That is suitable with the purpose of the researcher. She wants to know about the students' understanding of the materials that can be seen from their listening achievement.

B. Review of Mobile Learning Activities

1. The Nature of Mobile Learning

Today, we are in digital era. Mobile devices, like smartphone, are carried everywhere by people. Learning can happen at times and in places that were not previously conducive to education. Especially for teachers and students, they can use it in the classroom. McQuiggan et al (2015:8) argues that mobile learning is the experience and opportunity afforded by

the evolution of educational technologies. That is anywhere and anytime learning enabled by instant.

Quinn in Sharples et al (2007:3) define mobile learning (M-learning) as E-learning through mobile computational devices : Palms, Windows, CE machines, even your digital cell phone. According to Farooq et al (2002:1), M-learning is a technique that uses mobile and wireless technologies for learning and education, it enables learners to merge their learning experiences in a shared collaborative environment. Not only the teachers but also the students can use their smartphone in classroom. They are not only learn by individually, they also can share all of their experiences through smartphone. It will support their teaching learning in a modern classroom.

2. The Nature of Mobile Learning Activities

Mobile learning can be applied on English teaching learning in the school. It has a specific design to become familiar in classroom. Sharples et al (2007:12) state that the design of innovative mobile learning activities should be guided by collaborative learning scenarios in context supported by mobile and ubiquitous technology in authentic settings. In this case, the teacher who will apply the innovative mobile learning should make a well prepared plan for the students.

Introducing technology in the classroom is not easy. The teacher serves the purpose of showing learners what can be achieved with technology, and also help them to improve their skill with using mobile

phone comfortably. Sharples et al (2007:6) argues that the design of mobile learning activities should be like the design of any learning activity, driven by specific learning objectives. Both the teacher and students do mobile learning, the activity is as usual as the another activity in the classroom. But, the important point is the teacher and the student must make differences between when the mobile devices on or off.

C. Review of Mobile Assisted Language Learning (MALL)

1. The Nature of MALL

According to Senani (2015:29) MALL is the use of mobile devices and technology in learning and teaching foreign languages. Mobile device can be a modern media in English teaching learning. It will support all of the activities of teacher and students.

Nezarat and Mozavi (2012:4) define MALL as various activities related to language learning are supported by mobile devices among which we can name SMS, internet access, camera, audio/video recording, and video messaging (MMS). Both the teacher and the students use mobile device, smartphone, in so many way. They can use internet access to see the online dictionary, use video recording to practice speaking skill, and etc.

Furuya, Kimura, and Ohta in Kim (2013:16) found improved learning outcomes in use of mobile phones for language practices. Involving smartphone in English classroom increases the achievement of

language learning. Teacher and students master English easily by using smartphone.

2. The Use of MALL

Khubyari and Narafshan (2016:4) state that smartphone have turned into an everyday object for teenagers and many believe that these can be used to facilitate the language learning process. Smartphone as mobile device can be a helpful media in language learning. Reinders (2010) states that there are the use of MALL to teach language skills as follows:

a. Teaching Reading

There is audiobooks which can be downloaded by the students. Khubyari and Narafshan (2016:5) claimed that learners favor reading comprehension via mobile phones due to the convenience facilitated by the portability and accessibility of the mobile phones. There are also some application to develop reading comprehension such as SSAT reading comprehension, English reading text, comprehend so on so forth.

b. Teaching Speaking

Kondal (2016:3) states that Speaking Pal is one of the mobile apps that provide speech recognition ability to the mobile device by providing a new learning experience. It provides various teaching materials to perform a variety of activities such as real life conversation, interactive exercises, role plays and verbal communication. The another activity is mobile phones can be used to record a student's speaking and she/he can check her/his recording, then rectify the mistakes if

necessary. This helps to develop the fluency with accuracy in speaking skill.

c. Teaching Writing

If students are not ready to write essays, they can practice with shorter texts to develop their writing skills. One of the activity is circular writing, where students create a story together by contributing one text message at a time. Each student writes a sentence or two and then sends this on to the next student, who adds another message, and so on until the story is complete. The teacher is copied and has a record of the story as it emerges. The teacher can experiment with different text types such as narratives (as in the example above), or shorter forms such as news reports, instructions, and warnings.

d. Teaching Vocabulary

The students can use Notes to collect everyday language. Most smartphone have a feature that allows them to take notes. Students take notes on the English vocabularies that they read or hear outside of school and either present the notes to the class. A study by Thornton and Houser (2003) shows that Short Message Service (SMS) text messages can be used to send out vocabulary items at spaced intervals, thus increasing student retention.

e. Teaching Pronunciation

Kondal (2016:6) states that there are also some application that can be used to teach pronunciation, such as phonetic podcast; pronunciation podcast. These podcasts are lessons which concentrate

on particular phonemes and pronunciation problems in English. Other productive apps available to improve one's pronunciation including English pronunciation, sounds: pronunciation; pronunciation training; check pronunciation; perfect English pronunciation, and etc.

f. Teaching Grammar

According to Kondal (2016:6), grammar rules can be learnt easily through an application installed in a mobile phone with a specially designed program. It provides various rules of grammar followed by multiple questions where learners select the correct answer from the alternatives. These questions may be of true-false or fill in the blanks which are to be responded by the learners.

g. Teaching Listening

Czerska (2011:47) states that variety of activities related to language learning can be supported by mobile devices through audio which can be used to teach listening. Students listen the audio by their smartphone in the classroom. They can get the detail information by listening individually.

Huang and Sun (2010) designed a system to use mobile devices for listening. They constructed a website which uploaded learning materials including video, and a set of listening exercise on the mobile phone to practice English listening. They also studied the capability of mobile technology on English listening skills and conducted that mobile English listening exercise system made students develop English listening abilities to a higher degree.

Kim (2013:16) states that students can even use mobile phones to download the application for listening, which create more chances to be exposed to a target language and encourage them to actively participate in learning. So, in the other words, MALL in teaching listening is the activity in the classroom which is utilize mobile devices, like smartphone, to maximize comprehending or mastering listening. Students can use smartphone to download the applications for listening. It creates more chances to be exposed to a target language, and encourage them to actively participate in learning. Meanwhile, teacher can teach listening using mobile devices as media to support the teaching learning process.

So, the use of MALL is very significant. Not only for one language skill, but also all of language skills can be taught by mobile device. It will be recommended media for English teaching learning process in this modern era.

3. Principles of MALL

Stockwell and Hubbard (2013:8) state that there are 10 principles of mobile assisted language learning as follows :

- a. The activity of mobile learning, tasks, and apps should distinguish both 1) the affordances and limitations of the mobile device, 2) the affordances and limitations of the environment in which the device will be used in light of the learning target.

- b. Limit multi-tasking and environmental distractions. Mobile environments, such as when computing, by their nature are likely to be distracting, and multi-tasking is a natural part of that environment.
- c. Push, but respect boundaries. Learners can also interrupt other more or equally valid activities, particularly in the workplace. A recommendation is to allow the user some control over when these push events occur, and to plan them for particular times to allow the learner to plan to accommodate them.
- d. In a classroom or other formal language learning setting, important issues to be sensitive to include whether the learner has a mobile device, what device the learner has in terms of compatibility and functionality, how consistent device connectivity is, and what the expense is for using that device for the planned operation. Reasonably equivalent non-mobile alternatives should be available if an inequity is apparent.
- e. Acknowledge and plan for accommodating language learner differences. For mobile devices, access issues such as visual acuity and manual dexterity for smaller keypads and touchscreens are also prominent concerns.
- f. Be aware of language learners' existing uses and cultures of use for their devices. Some mobile applications may require developing new skills, but the more consistent a task or app is with existing uses, the more readily learners will likely accept it.

- g. Keep mobile language learning activities and tasks short and succinct when possible. Interruptions, which will occur predictably in many mobile environments, should trigger as little backtracking as possible when students are returning to the task.
- h. Let the language learning task fit the technology and environment, and let the technology and environment fit the task. If the assumption is that learners will be using a mobile phone at short intervals during the day (e.g., “dead time” between classes or other activities) in settings where it may be difficult to incorporate sound, then tasks should be developed that fit that technology and environment and still allow effective learning.
- i. Some, possibly most, learners will need guidance and training to effectively use mobile devices for language learning.
- j. Recognize and accommodate multiple stakeholders. In the language classroom setting, adequate preparation and motivational support for teachers as well as learners must be provided. In the workplace, the impact of the potential ubiquity of mobile learning on co-workers, supervisors, and productivity in general should be considered.

Meanwhile, Naismith et al (2004) also state about the principles of MALL as follows:

- a. It is the learner who is mobile, not the technology.
- b. Mobile learning can both complement and conflict with formal education.

- c. Mobile learning raises deep ethical questions involving privacy and ownership.
- d. Mobile learning uses devices people are used to carrying around with them.
- e. Mobile learning devices are friendly and personal.
- f. Mobile learning devices are inexpensive and easy to use.
- g. People use mobile learning devices in all walks of life and in many different settings
- h. Learning can be considered mobile in terms of space, between different areas of life, and with respect to time.

From the explanation above, principles of mobile assisted language learning as like a characteristic about all of the activity when mobile learning is applied. It will be basic application of smartphone in teaching listening.

4. Components of Teaching Learning Process

Mobile assisted language learning in teaching listening includes as teaching learning process in the classroom. There are the activities both of the teacher and the students. According to Brown (2000:7), teaching is guiding and facilitating learning, enabling the learners to learn and setting the condition for learning. Meanwhile, he also states that learning is acquiring or getting or knowledge of a subject or a skill by study, experience, or instruction. Based on the definition above, teaching learning involves the teacher and the students to take and give the knowledge. Mobile learning activities in teaching listening as teaching learning

process which not only involves the teacher and the students, there are some components which is very important. These components are necessary to be able to make teaching learning possible. Nguyen et al (2014:1-3) mention the components of language teaching learning as follows:

1. Goals

In language teaching, the goal is to develop learners' communicative competence. In the four of macro skills in English, there are two categories of goals. These are vocal (listening and speaking) and (reading and writing) written communication.

2. The Role of Teacher

Teacher should help students build up enough classroom language. They can understand the teachers' instructions, choose group techniques appropriate for students, plan group work, monitor tasks, and help debrief students to start the activity. Uzer (2005:11) states that the role and competence of the teachers in teaching learning process involves many things as follows:

a. Teacher as Demonstrator

Teacher as demonstrator means teacher should always master the material or subject matter to be taught and continually develop or improve their knowledge ability, because it will determine the learning outcomes achieved.

b. Teacher as Classroom manager

Teacher as manager of the class should be able to manage a conducive classroom environment. The environment is regulated and supervised to ensure that learning activities directed to educational purpose.

c. Teacher as mediator and facilitator

As a mediator, teacher should have sufficient knowledge and understanding of media education to make teaching and learning process more effectively. As a facilitator, the teacher should be able to look for useful learning resources as well as to support the achievement of the goal of teaching and learning process.

d. Teacher as evaluator

Teacher as evaluator of learner learning outcomes should constantly follow the learning outcomes achieved by learners from continually. Teacher obtains the information to be evaluated from feedback on the teaching learning process. This feedback will be used as starting point to improve and increase the teaching learning process further.

Bhatia (2007:6) states that teacher is also can be a motivator. The teacher should train the students to work on the strengths and never surrender, instead keep trying as failures always teach us what does not work.

3. The Role of Learners

The learners take a role as negotiator between themselves, the learning process, and the object of learning. It emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which group undertakes. Learners in a classroom is students. They are the ones who seek receive and save the material given by teacher. The material or skills they got are used as indicator how the goal of the lesson is achieved.

4. The Use of Material

Material are kinds of instructional resources that provided a stimulus of learning. Good materials may be in the forms of interesting text, enjoyable activities, and should give students opportunities in using knowledge and skills. The use of teaching materials has a major impact on the activity of language teaching.

5. Method

Method is an important thing to achieve the goal of teaching learning process. It is the way in delivering the chance to the students to get information. It had better if the teacher varies method used in teaching in order to prevent boredom feeling of the students.

6. Media

According to Santyasa (2007:3), media is a tool which can use for transferring learning material thereby it can stimulate attention, interest, thought, and students' feeling in learning process in gaining the purpose of learning. In teaching learning process, media is much needed. Media

did not only send learning message but also sometimes makes student easy in learning. Media can be called as a tool for delivering information and it expects someone who receive the information will understand.

7. Evaluation

According to Bloom in Daryanto (2005), defines that evaluation is the systematic collection of evidence whether in fact certain changes are taking place in the learners as well as to determine the amount or degree of change in individual students.

5. Disadvantages of MALL

Reinders (2010) states that there will be some problems when smartphone is applied in the English clasrrom. These are:

- a. Lack of access to mobile phones. Not all students in all classes will have mobile phones, and the concerns around lack of access are valid; however, it is probably safe to say that of all the technologies available to teachers, mobile phones are the most widespread.
- b. Cost of mobile phones and wireless services. It is important to realize that not all students have access to mobile phone technology and to not place a financial burden on your students and their parents by requiring students to have phones. Activities such as texting, going online, and of course making calls cost money. Not every student has an unlimited calling plan. Some of the ideas above involve sending and receiving text messages, which could be a problem

because not all students subscribe to a texting plan. In some countries this can be expensive.

- c. Noise and disruption in class. Despite the exciting potential for mobile phones to increase opportunities for learning, the prospect of allowing noisy phones into a classroom may seem a bit daunting, especially if one has little experience using them as a teaching tool. As with music, movies, and computers, their usefulness depends on having clear tasks for your students to work with. Phones can be disruptive.
- d. Privacy considerations. It is paramount to consider issues of privacy before using mobile phones in class. If you teach younger learners, you may need to get parents' consent to use mobile phones in school. Some students may be reluctant to share private information with others.
- e. Increased teacher workload. Finally, the use of mobile phones, or any new technology, has the potential to increase your workload. There may be a learning curve, which is an investment that will hopefully pay itself back in increased student motivation and engagement. However, there is also the question of how to deal with the extra communication that use of phone generates.

Meanwhile, McQuiggann (2015:13-16) states that there are the challenges of mobile learning as follows:

- a. Differentiated access to devices and internet. Mobile learning initiatives can face is the differentiated access to devices and

internet across different audiences. Availability and cost of broadband in schools and homes can be a big hurdle for smaller and low wealth school districts, presenting a huge disparity among students from different economic backgrounds.

- b. Use must be monitored. When mobile devices are used by students in classrooms or at home, their use must be monitored in some way. While mobile devices can be used for academic enrichment, the opportunity also exist for them to be used for distraction or unethical behaviour. There are also health concerns stemming from increased screen time and privacy concerns about students or the device, itself, oversharing personal information.
- c. Prevailing attitudes and prejudices against using technology for instruction. While there are many studies and anecdotal support for the power of mobile learning, there is no accepted theory of mobile learning and, hence, some disagreement among educators, administrators, and legislators on the actual value of the paradigm. Sometimes these attitudes are reflected in laws prohibiting the use of mobile technologies in the classroom categorically.
- d. Limiting physical attributes. There are some limiting physical attributes that make them more difficult to use. For instance, most tablets don't come with a keyboard, making typing more difficult. Typing on a smaller interface, such as a smartphone or iPod Touch, is even more challenging.

- e. Mobile devices are shared among a grup. In some educational situations where mobile devices are shared among a group, the functionally and benefits are impacted. There are many ways that enable student data to be transferred across devices, particularly by storing data and work in the cloud and offering logins for apps. While it's been shown that mobile learning is optimal when students have their own devices and can fully integrate their preferences and resources, having access to shared devices is not going to nullify all of the benefits of mobile learning. In a device sharing arrangement, however, the lack of ubiquity; the access to devices anytime in the classroom does compromise some of the benefits of mobile learning.
- f. Way in which the devices are implemented impacts the effectiveness of them. Mobile devices shouldn't simply be added to existing curricula and used in place of an old tool. They should be used to change the way lessons are structured to engage students in new ways. Teacher should first make a mobile learning plan then get devices, not get devices and subsequently fold them into normal instructional methods.

Meanwhile, Hashemi et al (2011:4) state the disadvantages of MALL as follows:

- a. Small screens of mobile phones and PDAs
- b. Limited storage capacities in PDAs
- c. Battery life or charge
- d. Lack of common operating system

- e. Lack of common hardware platform make it difficult to develop content for all.
- f. Less rebost.
- g. Still difficult to use moving graphics.
- h. Limited potential for expansion with some devices.
- i. Devices can become out of date quickly
- j. Wireless bandwidth is limited and may degrade with a larger number of users.

From the explanation above, there are some disadvantages that will be a problem when MALL is applied in the classroom.

6. Advantages of MALL

In a language learning classroom, teacher and students involve the product of technology such as smartphone. In this case, smartphone as a media in teaching listening. There are some advantages that can be taken. McQuiggan et al (2015:10-12) argues the benefits of MALL as follows:

- a. Ability to learn on the go. In the past, students learn in the classroom from 8 a.m. until 3 p.m. In this modern era, learning is not limited to a predetermined location or time. Learning can occur anytime and anywhere with mobile devices.
- b. Reach underserved children and schools. Mobile devices offer a different financial and technological model altogether, one that is much easier to maintain under tight budgets. They also offer substantial power in taking learning opportunities outside of the four

walls of the classroom. Especially for low wealth school districts or lower income students, mobile technology could truly level the playing field.

- c. Improve higher-order thinking skills. The Partnership for 21st Century Skills has defined four key for students to master in school. These are critical thinking and problem solving, communication, collaboration, and creativity and innovation. The features of mobile learning inherently foster these complex skill sets in students. The ability to easily share information with others, creatively utilize a wide variety of resources, critically evaluate the veracity and value of sources are just a few examples of the activities implicit to everyday use of mobile technology in education.
- d. Support alternative learning environments. Many schools are offering alternative learning environments, such as flipped classroom or blended learning environments, which allow teacher to use class time more efficiently and even more material, among other things. Mobile learning can enhance the traditional classroom setup as well and improve pedagogy.
- e. Enable personalized learning. Personalized learning environments enable teachers to more easily target which students are struggling with which concepts and assign coursework and homework accordingly. Mobile technology makes this process more seamless, enabling effective implementation and tracking of student growth. It

provides a rich data set to add to the students record for future reference and research.

- f. Motivate students. Mobile learning provides a new way to motivate students by providing high levels of engagement and novelty, personalization, and autonomy. The ability to constantly use new apps and find new ways to use the device keeps it fresh and interesting for students.

Hashemi et al (2011:4) also mentions the benefits of MALL as follows:

- a. Interaction : student interact with instructors and among others.
- b. Portability : PDAs are lighter than books and enable the students to take notes or input data directly into the device regardless of location either typed, handwritten or using voice.
- c. Collaborative : enables several students work together on assignments even while at distant locations.
- d. Engaging learners : the new generation likes mobile devices such as PDAs, phones and games devices.
- e. Increase motivation : ownership of handheld devices seems to increase commitment to using and learning from it.
- f. Bridging of the digital divide : since handhelds are more affordable than larger systems, they are accessible.
- g. Just in time learning : Increases work/learning performance and relevance to the learner.
- h. May assist learners with some disabilities.

Meanwhile, Sarrab et al (2012:34) also argue that there are so many benefits of MALL in teaching listening. There are :

- a. Anytime access to content.
- b. Anywhere access to content.
- c. Support distance learning.
- d. Can enhance student centered learning.
- e. Great for just in time training or review of content.
- f. It can be used more effectively for the differently able.
- g. Support differentiation of student learning needs and personalized learning.
- h. Can enhance interaction between and among students, learners, and instructors.
- i. Reduce cultural and communication barriers between faculty and students by using communication channels that students like.

Therefore, when mobile learning applied in the classroom, the teacher and the students will get positive impact. It will be also a problem solution to solve the problem. They can gain the benefits of MALL to increase their quality of English teaching learning, especially in teaching listening. They also still follow the period as the modern people because of application mobile learning.

D. Previous Related Study

Related to this research, this study actually capable to find an idea or a new learning method of research, but this study cannot be separated from

the others previous supporting studies. Some research compilations drawn from some references.

The first researcher is Hea-Suk Kim (Seoul Women's University, 2013). She conducted the research entitled "Emerging Mobile Apps to Improve English Listening Skills". The purpose of that study is to demonstrate the effects of Mobile Assisted Language Learning (MALL) in listening skills. The study aims to 1) investigate whether participants improve their listening skills after taking a one semester college English course, 2) examine whether there are any significant differences in listening skills between the control group without mobile apps and the experimental group with mobile apps, and 3) investigate learners' perceptions towards mobile based learning for developing listening abilities. The research data includes 1) the results of two sets of listening test, 2) learners's reflections on their experience of mobile listening activities outside the class. In that study, the result provides evidence suggesting that contextualizing MALL practice can improve listening skills and reveal the merits and drawbacks of the application of mobile phone in a foreign language class.

The second researcher are Azar and Nasiri (English Department Maragheh Branch, Islamic Azad University, Iran – 2014). They conducted the research entitled "Learner's Attitudes toward the Effectiveness of Mobile Assisted Language Learning (MALL) in L2 Listening Comprehension". That research aimed to investigate Iranian EFL learner's attitudes toward the effectiveness of MALL on their listening comprehension. The first research question concerns a comparison of the effect of cell phone based audiobooks

versus its traditional counterpart that is CD-ROM / audio cassette based audiobooks, and the second deals with the investigation of Iranian EFL learner's attitudes toward the technology, to that end MALL questionnaire was distributed to the group receiving instruction through cell phone based audiobooks outperformed the control group on their listening comprehension. The findings of this study can be useful for both teacher and learners. Teachers can change their methods or approaches and move toward more learner oriented method or approaches. Learners also have more opportunity to listen to their audiobooks and improve their listening comprehension rather than only using their cell phones for everyday life.

The third researcher are Rahimi and Soleymani (Shahid Rajae Teacher Training Faculty, Tehran, Iran – 2015). They conducted the research entitled “The Impact of Mobile Learning on Listening Anxiety and Listening Comprehension”. In that research, the aims to investigate the impact of mobile learning on EFL learners' listening anxiety and listening comprehension. Students' entry level of listening anxiety was assessed by foreign language listening anxiety questionnaire and their listening comprehension was assessed by Key English Test (KEY) prior to the study. For one semester the experimental group did their listening activities b using podcasts listened to on their mobile phones and or portable digital media players. The control group used their desktop computers to do their listening activities. The results of data analysis showed that listening anxiety of experimental group reduced significantly after the experiment. A significant difference between the experimental and control grups' listening

comprehension was found in favor of the experimental group at the end of the experiment.

From the description above, the researcher wants to complete the previous research and to enrich the similar research. The researcher wants to conduct a study about Mobile Assisted Language Learning (MALL) in Teaching Listening with different object and different analysis. In the previous study, the result of the researches is to improve the listening skill by using of mobile devices, and also how the attitudes of student in the classroom during the mobile devices is applied. In this research, the researcher focus on the activities of mobile learning when teacher teach listening in the classroom. The researcher conducted the research entitled “A Descriptive Study on Mobile Assisted Language Learning in Teaching Listening at The Tenth Grade Students of SMA N 2 Sukoharjo in The Academic Year of 2017/2018”.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used qualitative research as a research design. According to Fraenkel, Wallen and Hyun (2012:426), qualitative research is research studies that investigate the quality of relationships, activities, situations or material. This research design focused on the teacher and the students behaviour. It also capture the activities both of them in the classroom.

The researcher tried to describe the teaching learning process in the classroom. In this point, the researcher conducted the descriptive qualitative research. Hancock (2009:6) states that descriptive qualitative research is a kind of research that focuses on description and interpretation and might lead to development of new concepts or theory, or to an evaluation of an organizational process.

The researcher found the reality where the case was happened. It reported on this research. The data couldn't be enough expressed numerically.

B. Research Settings

1. Setting of Place

This research conducted at SMA N 2 Sukoharjo. It was located in Pabelan, Sukoharjo, Central Java. The researcher took X IPS 1 which consist of 35 students.

2. Setting of Time

This research was carried out at SMA N 2 Sukoharjo from pre-observation as the pre-research until the end of the research. The researcher conducted this research from September 2017 until April 2018.

The schedule of the research arranged as follows:

No.	Stage	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
1.	Pre Observation	√								
2.	Collecting the References	√	√							
3.	Writing the Thesis Proposal		√	√	√					
4.	Thesis Proposal Seminar						√			
5.	Conducting Observation					√	√			
6.	Conducting Interview						√			
7.	Analyzing the Data							√		
8.	Reducing the Data							√		
9.	Making Conclusion							√		
10.	Finishing the Thesis								√	
11.	Munaqosyah									√

Table 1.1 Research Schedule

C. Research Subject and Object

In this research, the main subject was the English teacher. He applied the mobile learning in teaching listening on his classroom. The secondary subject was the tenth grade students of SMA N 2 Sukoharjo in the academic year of 2017/2018. The researcher took X IPS 1 class. It consists of 35 students.

The object of this research was MALL in teaching listening. The researcher described the classroom procedures when mobile is used in teaching listening. From that procedures, the researcher got the detail information about smartphone as new media in English teaching learning especially on teaching listening.

D. The Data and Data Sources

Understanding about the various sources of data is the most important for the researcher. Sutopo (2002:23) states that data sources of qualitative research can be taken from man and his behaviour, phenomena, documents, archives and others. The data sources in this research are:

1. Events

The event was collected by the researcher is the procedures or activities in the classroom. The researcher got information as the data from the description of MALL in teaching listening. It was all of activities in the classroom during the teacher teach listening at the tenth grade social class students of SMA N 2 Sukoharjo in the academic year of 2017/2018.

2. Informants

The researcher got the data from the interview. The form of data was information from the informant. In here, the informant was the subjects of the research. They were English teacher and 35 students at the tenth grade of SMA N 2 Sukoharjo in the academic year of 2017/2018 (X IPS 1). Sugiyono (2015 : 300) states that purposive sampling is the technique to take the sample of source data based on certain consideration. The researcher asked 9 students based on the representative data, such as the achievement of listening task.

3. Documents

Sutopo (2002:54) argues that document is a written material which related with the certain event or activities. In here, the researcher got the written data as document. These were list of student's name, list of listening task's achievement, and etc. The written document that support the teaching learning in the classroom as the evidences in this research.

E. Technique of Collecting Data

The technique that is used to collect the data are observation, interview, and documentation.

1. Observation

In this research, the researcher observed about MALL in teaching listening. She knew how the use of smartphone in classroom when teacher teach listening to the students. Fraenkel, Wallen and Hyun (2012:445) state that certain kinds of research questions can best be answered by observing how people act or how things look.

Based on Hancock (2009:19), observation can also produce data for verifying or nullifying information provided in face to face encounters. The researcher enactivates the data when she do observation. Whether the data which have same theme suitable with the previous observation.

According to Neville (2007:19), technique for collecting data through observation can be described in some forms, like written observation, video recording, and artefacts. The researcher observed the teacher's teaching listening in front of the class. The researcher wrote all of the situation or condition in the classroom. The researcher also captured the interaction

between the teacher and his students. The researcher knew the problems when the teaching learning was happening.

Thomas (2003:60) defines observation as follows :

Observation is gathering information by means of observation involves watching and or listening to events, then recording what occurred. It can be either direct or mediated. In direct observation, the researcher immediately sees and hears what is happening. Observation is mediated when the researcher hears or sees a reproduction (audiotape or videotape) of an earlier event.

In this research, researcher captured all of the activities in the classroom. She also recorded it by camera digital. That was useful when the researcher analyzed the data from the observation.

2. Interview

Based on Fraenkel, Wallen and Hyun (2012:450) interviewing (i.e., the careful asking of relevant questions) is an important way for a researcher to check the accuracy of-to verify or refute-the impressions he or she has gained through observation. After the researcher finish the observation, she will ask the subjects in this research to collect the data. It is one of the way to know the accuracy of the result of the observation.

Thomas (2003:63) states that interview usually involve a researcher orally asking questions for individuals to answer orally. Interview is a conversation between informant and interrogator. The most important data source in qualitative research is the informant (Sutopo, 2003:60). In this

research, the interview will be conducted to collect information from informants. They are the teacher and the students as the subjects.

The type of interview that is used in this research is semi structure interview. Based on Sugiyono (2015:320), in this type of interview, that classify in the depth interview category, the implementation of this type is free than structured interview. The purpose of this type is to find out the new ideas from informant. In this type of interview, the researcher prepare what the question are before the interview is being conducted and the question may be develop during the interview and new question may emerge depend on the progress of interview and situations. It is possible to add new question out of the question list if the researcher get new information out of the question that had been arranged. The aim of this type is to get detail information from the interviewer. For the students, the interviews is do in individual and also in groups in order not to waste much time since the number of the students is many enough.

In this research, the researcher made a list of questions. It was for the guideline before the researcher asked the teacher and the students. The questions were about the MALL in teaching listening.

3. Documentation

“Document is everything written or film, differ from record, which is not prepared because need to the researcher” (Moleong, 2004:160). The researcher collect all of the documents which needed by the teacher as long as he teach in classroom. The document is in written form.

Documentation is very useful because it can give wider background about the research. It can be materials in triangulation process. It is also the main material in the historical research. In this research, the documentations are lesson plan, list of student's name, and etc.

F. Trustworthiness of Data

There are so many technique of data validation. These are triangulation, member check, expert judgement, and etc. According to Sutopo (2006:92-99) triangulation is a technique of examining the trustworthiness of data by using something excluding the data to check or compare the data. Triangulation is divided into four techniques; 1) data triangulation; 2) investigator triangulation; 3) methodological triangulation; 4) theoretical triangulation.

In this research, researcher used two types of triangulation technique in validity the data. The first was methodological triangulation. In this way, the researcher rechecked the information from observation, interview and the data got to relevant documents. It was in order to get the trustworthiness of the data being examined. The researcher compared the data taken from observation which had been held during teaching and learning process and the data from interview and documents which have the same data source.

The second was theoretical triangulation. It means that the researcher knew about theory of the variable in this research not only one theory. The variables were mobile assisted language learning and teaching listening.

The researcher also used an expert judgement to check the validity of data. Benini et al (2017:5) state that when experts give their opinions in a context of making decision, these becomes expert judgment. In this research,

the researcher displayed the form of data and its conclusion, then asked to the experts to be the validators. In here, the validator checked the result of analization data one by one. The validator in this research is Sanata Dharma University's lecturer. He was Dr. Benedictus Bherman Dwijatmoko, M.A, who comprehended about MALL. He also mastered English so well. He was a advisor of thesis entitled "Speak App, Android Application Model to Improve Midwivery Students' Speaking Competence" by David Sulistiawan Aditya. The validator has an important role in this research. The validity of data also depends on his checking. If he states that data and its conclusion valid, thus, the research is credible.

G. Technique of Analyzing Data

In analyzing the data, the researcher use a descriptive study of qualitative research. As using the technique, the researcher collects data, arrange data then presents data. The qualitative method is kind of research without using any calculation or statistic procedure.

In this research, the researcher use data analysis based on Milles and Huberman Model (1984:20). Moreover, the process of analyzing data is depicted by Miles and Huberman (1984:22) in the following picture :

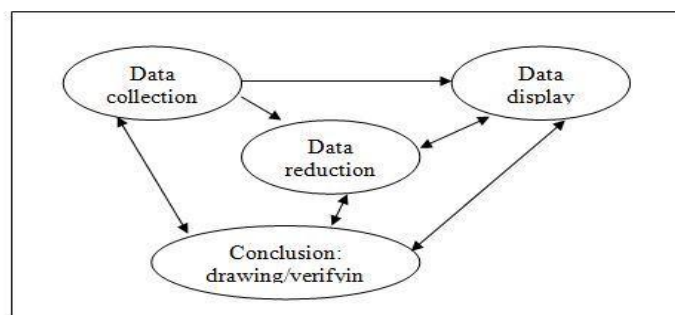


Figure 1.1 Illustration of Interactive Model by Miles & Huberman (1984:22)

Miles & Huberman (1984:22) elaborate the four types of analysis data form interactive process which was analyzing qualitative data as follows:

1. Data collection

Data collection means collecting data from many sources. The researcher collected data from observation, interview, and documentation. The researcher interviews with the informants and doing observation of the mobile assisted language learning in teaching listening at the tenth grade students of SMA N 2 Sukoharjo in the academic year of 2017/2018. Moreover, the researcher asks the document to the teacher.

2. Data Reduction

Reduce data means that summarizes, choose, things that are basic, focusing on things that are important, sought themes and patterns and remove unnecessary. The researcher do reduction of the data which is get from interview and observation to the teacher and students. During the interviews and observations have done by the researcher, a reduction of the data is needed because not all of the data can be input as the need in the research, just the necessary and important point and according to requirements of the data were analyzed. Researcher make reduction on the data of interview that she only took the best data for analyzing deeply.

In this research, the researcher will choose the best data. It will be analyzed and described deeply. This is because there are important points in that data.

3. Data Display

The data will reduce and then make the presentation of data. The presentation of data can be do in the form of brief description, charts, relationship between categories, and so on. The most frequent form of data display for qualitative research data in the past has been narrative text. By the data display, then the data is organized, arranged in pattern of relationships that would be easily understood. The researcher organized the data and describe the mobile assisted language learning in teaching listening at the tenth grade students of SMA N 2 Sukoharjo in the academic year of 2017/2018.

4. Conclusion: Drawing and Verification

Drawing and verification which present preliminary conclusion is still tentative and will change if not find evidence that supports strong data collection on the next stage. The conclusion in qualitative research may be able to answer the formulation of the problem that formulating from the beginning, but sometimes not, because as has been stated issues and problems in the qualitative research is still tentative and will be develop in the field.

In this step, the researcher make an initial conclusion about the the mobile assisted language learning in teaching listening at the tenth grade students of SMA N 2 Sukoharjo in the academic year of 2017/2018. The initial conclusion was able to achieve the research question based on qualitative data which is taken from observation, interview and documentation.

From the explanation above, the researcher apply this technique for describing and analyzing the data from the result of research about the mobile assisted language learning in teaching listening at the tenth grade students of SMA N 2 Sukoharjo in the academic year of 2017/2018 systematically, so this research will be credible.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

This chapter presents the research finding. The purpose is to answer the research questions in the first chapter. There are three objectives in this research, such as: 1) describing mobile assisted language learning in teaching listening as a teaching learning process, 2) identifying the problems in teaching learning process, and 3) describing the problem solutions in teaching learning process.

In this research, the researcher collected the data by doing observation, interview and documentation. The detail of classroom procedure is stated on the field note. The conversation about teaching learning process is recorded and then is written on the transcript of interview with the teacher and the students. The researcher also took some picture and videos during the teaching learning process. The data description as follows:

1. The Description of MALL in Teaching Listening

In the description of mobile assisted language learning in teaching listening, the researcher explained the process of using smartphone in the class. It includes as preparation, teaching learning process which contains the steps of classroom procedure and its components, and evaluation. The researcher combines the data from the observation and the result of interview both the teacher and the students.

a. Preparation

The first step in teaching learning process is preparation. It is the important thing that the teacher has to pay attention. One of the real preparation is check the condition of students, class, and school. Especially in teaching language learning using smartphone, there are some principles. Based on the result of interview, the teacher claimed that he didn't pay attention on it. This is the dialogue between the researcher and the teacher:

The Researcher : “....., jadi kan gini pak, dalam mengajar listening menggunakan handphone kan istilahnya MALL gitu pak. Mobile assisted language learning. Apakah bapak memperhatikan prinsipnya atau bagaimana pak?”

The Teacher : “Iya dulu kan ada CALL, clipped class atau digital class, saya tu sebenarnya nyoba-nyoba ya, cuma kalo MALL itu persisnya bagaimana sih engga terlalu memperhatikan, cuma intinya semua metode ujung-ujungnya sama. Seperti beberapa aplikasi pun. Kalo ada beberapa rambu-rambu, saya sih tidak terlalu memperhatikan. Yang jelas saya menyajikan ini agar mereka tertarik dahulu, dikenal dulu, baru setelah itu kalo wifi sekolahnya kenceng, kita baru bisa terapkan yang sesuai dengan prinsipnya. Yang penting tujuannya sampai.”

Meanwhile, due to the adjustment of school which allow the students to bring their smartphone, the teacher want to utilize it in the lesson.

It is supported by the teacher's said as follows:

The Teacher : “Saya tu penasaran, beberapa tahun ini handphone dibebaskan di sekolah, oleh karena itu anak anak tertarik dengan apa sih yang ada di handphone itu dibanding pelajaran di kelas. Kalo anak anak dipaksa

“eh ga boleh, hp harus dikumpulin” akhirnya seakan kesenangan mereka direbut kemudian mereka males. Jadi kita tetap menggunakan apa yang mereka sukai, tetapi koridornya tetap belajar. Mereka senang mainan hp, jadi gimana hp itu bisa digunakan untuk belajar. Walaupun tidak semua materi bisa menggunakan hp, paling tidak kita bisa mengurangi penggunaan hp yang tidak pada tempatnya. WA sendiri atau melakukan sesuatu yang tidak pas. Gitu sih.”

Moreover, when in the class, the teacher ask the students to prepare Quadra application in the beginning of semester. It means that the teacher prepared the smartphone as a media in teaching learning process.

The Researcher: “Gini lho dek, kalian kan diajar pak Dadang kadang pake hp kadang engga pake. Kalo pake hp gitu, sebelumnya dikasih tau engga kalo kamu disuruh bawa hp?”

NJH : “Enggak sih mbak, tapi dulu awal semester 1 pernah kok pak Dadang bilang kalo kita disuruh download aplikasi Quadra itu buat dengerin audio gitu mbak.”

b. Teaching Learning Process

In teaching learning process, the researcher describes all of the steps in using smartphone to teach listening. She also describes all of the components which includes as the teaching learning process. The description below is collected by the observation and the result of interview both the teacher and the students.

1) The steps of classroom procedures

In the classroom procedure, there are opening, main activity, and closing. Each step contains of some activities. The description of each step as follows:

a) Opening

Based on the observation, the researcher saw that the teacher opened the class with having fun. He did warming up. It can be seen clearly in the first observation on Thursday, February 1st. 2018. The description of warming up as follows:

The teacher asked the students to stand up in beside of each their chair. He played “baby shark” from his handphone. It was helped by speaker. He asked to the students to imitate the beat of baby shark. They looked enjoy. Then, the teacher would tell the story about family (Tono, Tini, Mother and Father) quickly. When he said Tono, the students whirled their body in right with the hand on the waist. Then, when he said Tini, they whirled their body in left. If he said mother, they whirled in back, and if he said father, they whirled in front. It was repeated twice. (*Fieldnote 1, on Thursday, February 1st. 2018*)

These activities above same with the result of teacher’s interview. The dialogue is:

The Researcher : “..... Kemudian langkah-langkahnya pripun nggih pak

agar pembelajaran di kelas bisa maksimal, siswa dapat menangkap materi?”

The Teacher : “..... Kan gini, kita punya banyak metode atau rancangan di RPP, kebetulan kelasnya kelas siang, anak anak udah laper atau mungkin capek, makanya apa yang kita tulis di RPP tidak bisa berjalan dengan sepenuhnya, maka kita dahului dengan classroom management. Caranya gini, waktu kita ngajar listening, kita harus mendekati dengan cara apa yang dia senangi dulu, karna kalo udah siang tu maunya yang happy. Kasih lagu atau grouping, karena mereka merasa tidak terbebani kerja sendiri, ya kan, ada kompetisi antar kelompok, itu yang membuat classroom managementnya mudah dikendalikan. Ketika mereka sudah oke, baru kita sampaikan materi yang seharusnya.”

b) Main Activity

The second step after opening is doing main activity.

In this step, the teacher delivered the materials. Actually, from the first until the third observation, there were some activities that used a smartphone in delivering the material. But, these activities were clearly in first and second observation.

These activities which is used a smartphone in teaching listening as follows:

(1) The students downloaded Quadra Reader application. It helps them to scan the QRcode in the book (page 75). The students got the audio from the QRcode. Then, they could listen it.

(2) Based on the audio from the smartphone, the students had to guess the title of that song.

(3) The teacher also aksed them to open Quadra Reader application. They scanned the QRcode, got the audio and pronounce it individually.

(4) The teacher sent file in class group. Students downloaded it, the lyrics of Havana from Camila Cabelo which is missed in some part. The students filled the blank by listened the audio from the teacher's smartphone. Spontaneously, the students answered it by sending through WhatsApp (group class).

(5) The teacher showed some vocabularies in white board through LCD Proyector. He also played the audio. Four students from each group made a mark the vocab based on the audio.

(6) The teacher divided class into 3 big group. The first student from each group listened the audio from teacher's smartphone and delivered the information for the another students. The last student wrote it in

colornote application. The information (sentences) was sent in group class by WhatsApp.

(7) The teacher and the students opened the video through each their smartphone. They watched the use of consonant “sh”, “v” and “f”. After watching the video, the teacher guided students to pronounce consonant suitable with the video.

(8) The teacher divided the class into 4 big groups. The teacher showed the picture and asked “What is that?”. They matched the picture with the sound from the smartphone. Each group discussed to give check in the whiteboard.

From the first until eighth point of activity, these describe the used of smartphone in delivering material to teach listening. Whereas in the third observation, there were also some activities which is used a smartphone. It is used by the teacher to teach another skill in language learning. The description of that activity is:

The teacher prepared the another paper chunking. It was some words that would be correct if the students matched it. They matched into sentences (Simple Past Tense). Each family could make 2 – 4 sentences. After they had a good sentences, they typed it into their smartphone

and sent it in WhatsApp. It would be checked by the teacher.
(Fieldnote 3 on Thursday, February 15th. 2018)

The activity above means that a smartphone is not only used in teaching listening. It can be a media in another skill of language learning. The teacher also claimed that teaching listening is integrated with teaching another skill in English.

The statement is:

The Teacher : "... Bagaimana sih anak itu bisa menangkap pesan atau message deliver through the listening text atau lagu kan gituuu, ada dua metode. Yang lain tidak dipisah-pisah, hanya listening doang. Walaupun skill yang kita tekankan listening, tapi di dalam listening itu integrated. Ada pelajaran writingnya juga, ada pelajaran speakingnya juga. Karena yang namanya keterampilan berbahasa itu tidak sendiri sendiri ,...."

c) Closing

The last step is closing. In this step, the lesson is done by saying *Hamdalah* together. But, in the third observation, the teacher held a listening test which is used a smartphone. It helped by the speaker. In this case, the teacher wants to evaluate the lesson by taking a score as the real achievement of students.

From the activities that began by the opening; then there were main activities; and the last is closing, it shows

that the teacher teach English as usual. He teaches social class, and also uses the social approach. In the classroom procedures above, it shows that the teacher applied grouping. The class will be crowded. This condition is supported by the statement of the teacher as follows:

The Teacher : "Tuntutan K13 kan pake scientif approach, itu kan menggunakan 4 C, yang ada colaborating, communicating dsb ituu yang sebelumnya ada observing, questioning itu memang ada semua. Tetapi menurut saya, kalo scientific approach lebih cenderung ke anak-anak ipa. Kalo anak ips kan mereka belajar melalui pendekatan sosial kan, dengan grouping, rame dan itu mereka dapet. Kalo anak ipa itu lebih runtut seperti taksonomi Bloom kan."

2) The components of teaching learning process

a) The goals

The goal of mobile assisted language learning in teaching listening is to optimize the use of smartphone in the class. It is supported by the result of first observation on Thursday, February 1st. 2018. The teacher stated the goal in front of the class before he gave the material.

The another goal is to introduces the modern media, smartphone, in language learning. Specifically, smartphone is used

to delivers the message. It is supported by the result of interview with the teacher.

The Researcher : “..... Seperti yang saya ketahui sebelumnya, bapak menyampaikan tujuan pembelajaran di kelas kepada siswa. Tujuannya yaitu mengoptimalkan penggunaan smartphone di kelas. Adakah tujuan lain dari yang Bapak sampaikan pak?”

The Teacher : “Oh TIK gitu ya, tujuan instruksional khususnya gitu ya. Kalau fokusnya ke skill, berarti listening ya kan. Kalo secara umum menggunakan handphone. Bagaimana sih anak itu bisa menangkap pesan atau message deliver through the listening text atau lagu kan gituuu, ada dua metode. Yang lain tidak dipisah-pisah, hanya listening doang. Walaupun skill yang kita tekankan listening, tapi di dalam listening itu integrated. Ada pelajaran writingnya juga, ada pelajaran speakingnya juga. Karena yang namanya keterampilan berbahasa itu tidak sendiri sendiri, kalau jaman dulu seperti begitu. Audiolingual method berarti listening sendiri. Kalau sekarang, orang listening mesti juga ada berbicara, orang berbicara juga mesti mengkonsep, orang mengkonsep juga mesti banyak membaca. Cuman hasil yang kita tekankan hanya pada listening.”

Meanwhile, not only from the result of interview with the teacher. The researcher found the another statement about goal in

this teaching learning process. It is from the result of interview with the students. The dialogue between the researcher and the student as follows:

The Researcher : “Kira-kira kamu tahu engga dek pak Dadang ngajar kayak gitu tujuannya apa? Pake hp di kelas gitu dek.”

TNDW : “Kalo menurutku mungkin pak Dadang ngenalke aplikasi sekalian ben temen-temen belajar di buku mbak. Kita itu belajarnya emang pake buku, tapi juga bisa pake hp. Gitu mbak.”

b) The Teacher’s Role

Based on the observation, the researcher saw the teacher acted as classroom manager. The teacher managed the class before he gave the material. He opened the class by warming up. It is supported by the result of the interview with the teacher.

The Teacher : “.... Kan ada manajemen kelas sama pembelajaran. Nah kita lihat, kalo jam jam awal, classroom manajemen ngga terlalu. Kan gini, kita punya banyak metode atau rancangan di RPP, kebetulan kelasnya kelas siang, anak anak udah laper atau mungkin capek, makanya apa yang kita tulis di RPP tidak bisa berjalan dengan sepenuhnya, maka kita dahului dengan classroom management. Caranya gini, waktu kita ngajar listening, kita harus mendekati dengan cara apa yang dia senangi dulu, karna kalo udah siang tu maunya yang happy. Kasih lagu atau

grouping, karena mereka merasa tidak terbebani kerja sendiri, ya kan, ada kompetisi antar kelompok, itu yang membuat classroom managementnya mudah dikendalikan. Ketika mereka sudah oke, baru kita sampaikan materi yang seharusnya.”

Meanwhile, the teacher also acted as a motivator, the teacher motivated the students to learn English continually. The meaning of giving motivation was the teacher applied the modern media that the students like, support for the students to do the task well, feel comfort and pleasant, and had strength to study English in the next day. It is supported by the interview with the teacher also. The dialogue as follows:

The Researcher : “Berarti selain menjadi classroom manajer, mungkin bapak juga bisa disebut sebagai motivator ya kan pak. Bapak menciptakan kompetisi di dalam kelas, ada persaingan gitu.”

The Teacher : “Iya bisa dibilang motivator ya mbak, karena itu udah menjadi tuntutan di dalam kurikulum 2013, selalu mengajarkan karakter yang terintegrasi dalam pembelajaran. Motivasinya itu seperti kita beri video yang begini begitu, itukan supaya mereka sebelum masuk dalam pembelajaran merasa senang merasa termotivasi, ternyata belajar di perpustakaan juga menyenangkan. Banyak hal yang mereka bisa dapatkan. Kalo mereka senang kan dikasih informasi juga mudah, seperti katup pembukanya itu udah

terbuka, sehingga kita tinggal memasukkan materi. Caranya itu having fun, kalo ngga having fun, seperti orang yang dimarahi itu, walaupun orang yang dimarahi itu dikasih tau banyak sekali, biasanya anak anak tidak menyerap apa yang disampaikan. Secara psikologis kan gitu. Jadi kita memang tidak bisa menghabiskan materi secara full, karena apalah materi yang bagus ketika anak-anak itu konsentrasinya pendek. Paling 15-20 menitan. Jadi kita punya waktu 90 menit, kadang yang kita tekankan hanya di 20 menit tersebut. Sisanya bisa jadi giving motivation, nah kalo soal classroom managementnya lewat grouping dan sebagainya, arrangementnya ditata, kalau di perpustakaan ya ditata sedemikian rupa. Terakhir dikasih filler, seperti pembersih. Mungkin tidak terlalu berhubungan dengan materi, tapi dia bermakna. Contohnya playing music.”

c) The role of student

The student in the classroom is the central subject of learning process. As the main subject, the students were stressed to be active during teaching learning process. Based on the observation in the classroom, the students have two roles, such as:

(1) Active participant

Based on the result of observation, the teacher asked some students as their representative of the group to come forward and write down the answer. The another students as the member of group also take a part. They discussed

about the answer and give the respon for the another group. The teacher applied the game and all of the students were involved.

It is supported by the result of interview with the students as follows:

The Researcher: "Tapi aku liat kamu sering maju lho dek, apalagi pas disuruh pronounce itu. Kamu suka ya kalo maju ke depan gitu?"

MRZ : (mengangguk)

(2) A listener

As a listener, it means that the students had to do what the teacher asked. In this teaching learning process, the students acted as the listener. They listened the audio form their smartphone, and also listened their teacher while he said or instruct.

In the first observation, the teacher gave announcement and the students repeated the vocah which is spoke by him. This is same with the second observation when the teacher gave material about pronounciation.

(d) The materials

Material has important role in teaching learning process. The teacher uses the material to develop the students' ability and knowledge. It should be help them to understand the lesson so well. The material also should be suitable with the syllabus.

The material described as follows:

(1) Announcement

The researcher did observation for the first time in X IPS 1 class on Thursday, February 1st. 2018. The researcher saw and heard that the teacher asked to the student to open the book Symphony 1 page 75. That was about announcement. The important point is, the material is suitable for listening lesson.

(2) Pronunciation

The teacher gave the material about how to pronounce “sh”, “v” and “f” on the second observation on Thursday, February 8th. 2018. He asked the students to open the book page 88. The students pronounced them with the teacher guide.

(3) Missing Lyrics

After the teacher gave pronunciation, he gave the material about the song. There were some blanks on the lyrics. The students filled the blanks by listened the audio from their smartphone.

(4) Simple Past Tense

In the last observation on Thursday, February 15th. 2018, the teacher gave material about Simple Past Tense. In this observation, the teacher didn't used smartphone frequently as usual. He used smartphone to teach listening only for held the test before closing.

(e) The method

Based on the observation, the researcher saw the students used their smartphone to download the material. They listened it individually. But, sometimes the teacher also asked them to learn in group. The teacher applied Chain Whispered. It was applied by reading or listening English sentence for the first student in a row. Then, the last student in a row speaks or writes it. From that method, the teacher not only can teach listening, but he also can teach speaking; reading; and writing.

Meanwhile, in the result of interview with the teacher, he used motivation sequences. The dialogue as follows:

The Teacher : “Kalo guru kan sebenarnya sudah terbiasa berhadapan dengan siswa. Ketika di kelas, waktu diskusi, kalo di kelas saya ya anak anak kelas X itu tidak terbiasa dengan Bahasa Inggris, kalo kita paksakan kan susah. Di kurikulum K13 siswa bisa mendapatkan materi melalui diskusi, ya kita terapkan. Kita harus cari strategi agar siswa tetep bisa mendapatkan inti materi tetapi tidak selalu dalam format yang sesungguhnya, jadi dalam bentuk yang lain, misalnya game. Begitu....”

The Researcher : “Oh iya ya pak. Saya lihat juga bapak mengemas materinya begitu menarik. Selain diskusi, untuk metode yang lainnya pripun pak? Bapak menggunakan metode yang seperti apa?”

The Teacher : "Tuntutan K13 kan pake scientific approach, itu kan menggunakan 4 C, yang ada colaborating, communicating dsb ituu yang sebelumnya ada observing, questioning itu memang ada semua. Tetapi menurut saya, kalo scientific approach lebih cenderung ke anak-anak ipa. Kalo anak ips kan mereka belajar melalui pendekatan sosial kan, dengan grouping, rame dan itu mereka dapet. Kalo anak ipa itu lebih runtut seperti taksonomi Bloom kan. Saya sih sukanya mengkombinasikan, saya buat sendiri, saya buat 4 stages seperti Motivation Sequences. Ambil perhatiannya dulu, get attention, show their need, visualisation, jadi kita perlihatkan kebutuhannya kita kasih video atau audio misalnya belajar pronunciation, nanti bakal merasa oh belajar pronunciation itu menyenangkan ya, kemudian getting action. Itu saya dapet dari orang lain. Tergantung skillnya juga, misal kalo writing pake 4share strategi. Jadi yaaa memang ngga pake metode seperti yang kita kenal seperti Grammar Translation Method, itu hebat pada masanya. Kalo dijamin sekarang ini, ya ngga cocok. Contohnya listening, dulu harus di lab bahasa, sekarang orang mendengarkan mah ngga harus di lab bahasa. Di pasar pun bisa. Secara suaranya kan bercampur aduk, jadi siswa pun memilih mana suara yang aku butuhkan dari sekian suara yang dateng ke dia. Listening kan gitu, gimana kita harus fokus

aja. Jadi teaching is art. Piye carane materi tersajikan dengan indah.”

(f) The media

Based on the observation and interview, the researcher found that there are some media which is used by the teacher in teaching English. The use of media is very needed to reach the goals of teaching learning process. It should be various, because it will help both the teacher and the students. The teacher will easily teach the students, and the students will comprehend the material so well. From the main activity of teaching learning which is describe in the first and second observation, the teacher used smartphone to deliver the audio. He also watched the video from the smartphone with the students, asked the students to sent the answer through WhatsApp, and another activity which is involved the smartphone in the class. Especially on teaching listening, the teacher asked them to download the audio through Quadra Application and listened it individually.

The teacher uses media depend on the students and class's condition. The teacher has a reason why he choose smartphone as the media. It is allowed for the students to bring while they are in school. The dialogue as follows:

The Reseacher : “Oh iyaa pak, jadi terkait pula dengan pemilihan media nggih pak, balik lagi ke handphone di dalam kelas, sebenarnya apasih pak alasan bapak memilih handphone?”

The Teacher : “Saya tu penasaran, beberapa tahun ini handphone dibebaskan di sekolah, oleh karena itu anak-anak tertarik dengan apa sih yang ada di handphone itu dibanding pelajaran di kelas. Kalau anak-anak dipaksa “eh ga boleh, hp harus dikumpulin” akhirnya seakan kesenangan mereka direbut kemudian mereka males. Jadi kita tetap menggunakan apa yang mereka sukai, tetapi koridornya tetap belajar. Mereka senang mainan hp, jadi gimana hp itu bisa digunakan untuk belajar. Walaupun tidak semua materi bisa menggunakan hp, paling tidak kita bisa mengurangi penggunaan hp yang tidak pada tempatnya. WA sendiri atau melakukan sesuatu yang tidak pas. Gitu sih.”

Moreover, when the teacher applied smartphone in the class, the students can easily understand the material. It is as the tool that help them to get the material clearly. It is supported by the result of interview with the students as follows:

The Researcher : “Kira-kira waktu hp dipake di kelas gitu, kamu terbantu engga dek buat belajar bahasa Inggris? Terutama listening.”

TNDW : “Terbantu banget mbak. Kadang kan kita ngga tau cara bacanya gimana, nah kita bisa pake hp buat cari tahu mbak. Kita bisa niru-niruin cara bacanya.”

The another result is:

The Researcher : “Ada bedanya engga pelajaran pake hp sama yang biasanya gitu dek?”

AAA : *“Ada mbak. Kalo ngga pake hp, aku kan orangnya lemot, aku ngga ngerti-ngerti hehe. Kalo pake hp kan bisa tuh searching, aku juga ngga ketinggalan banget mbak. Lagian lebih komplit kalo belajar pake hp mbak, daripada dijelasin yang biasanya gitu.”*

Meanwhile, the teacher also used the additional media in the classroom as follows:

(1) Paper Chunking

The teacher shared paper chunking to all of the students. He held a game which is the students will be familiar with the vocab. On the third observation, the teacher taught Simple Past Tense. He used paper chunking to gather some students into a group after they read it. The another paper chunking was used by the students to make a good sentence.

(2) Video

On the second observation, the teacher sent a video on group of WhatsApp. From the video, the teacher and the students pronounce the example of vocab that use “sh”, “v” and “f”.

(3) LCD

One of the media that usually used by the teacher in this modern era is LCD. The teacher can show the material in the LCD such as picture, video and etc. In this research,

the teacher used LCD because there are some problem while he used smartphone in teaching listening. So, LCD is also the additional media in order to the teaching learning process can be held easily.

(4) Speaker

When the teacher asked the students to work on group, he still used the smartphone. But, the audio will be loud if he used it.

(5) Laptop

This media was used by the teacher to display the video and the another material. But, it was used sometimes only for anticipate if there were students who didn't bring the smartphone.

c. Evaluation

Evaluation is one of manner to measure students' ability. It means that to know whether the students understand or not, so the teacher needed to evaluate the teaching learning process in general. The teacher can check the comprehension of the students by asked the questions, and can give a written test or oral test. Based on the observation, the researcher saw that the teacher held a test in the third meeting. The students filled the blank by listened the audio from the smartphone. The reseacher also found the statement about the evaluation from the interview as follows:

The Researcher : "... kemudian terkait dengan evaluasi, kan bisa seperti menarik kesimpulan sebelum closing atau mengadakan tes. Kalo bapak mengadakan

evaluasi yang seperti apa? Langkah-langkahnya bagaimana pak?"

The Teacher : "Kadang ya melakukan di setiap pembelajaran, kadang engga. Tapi evaluasi bisa digunakan untuk menyambungkan topik materi sebelumnya dengan yang akan dibahas. Kalo dalam record kan evaluasinya pake tes tertulis, tapi untuk evaluasi yang umum saya taruh di akhir semester, kalo kita terapkan di setiap pembelajaran kadang membuang waktu. Kita kan pake reflective teaching itu mbak, kita kasih beberapa pertanyaan ke mereka untuk menanggapi pembelajaran dikelas. Saya suka tu mengumpulkan tanggapan seperti itu untuk menjadi bahan pemikiran saya dalam mengajar lagi."

2. The Problems of MALL in Teaching Listening

The teaching learning process had some problems faced by the teacher and the students. Based on the observation in the classroom, most of problems came from the natural activity in the class. Moreover, based on the result of interview with the teacher and the students, the researcher found the problems which is described below.

The first problem is there were some students who busy while the teacher asked them to use their smatphone. It is also supported by the result of interview with the teacher as follows:

The Researcher : "Kemarin juga masih ada yang sibuk sendiri."

The Teacher : "Iya mbak itu pasti, jadi dalam jamaah pembelajaran itu pasti ada aliran nyempal. Tapi kita jangan suudzon, ada beberapa anak yang tipe nya begitu, modelnya koyo ra gagas meneng tapi kupingnya aktif. Jadi itu tipe-tipe anak yang wajar, sudah umum memang. Anak kuliah juga dlosoran di kursi tapi masih mendengarkan dosen. Anak TK lari-lari. Jadi ya mereka itu belajar dengan caranya yang terbaik. Gituuu. Jadi ya

bakalan ada yang buruk yah, nilainya di bawah KKM, ya itu wajar.”

That statement also supported by the result of interview with the students as follows:

The Researcher : “Tapi kalo di kelas pasti ada kendalanya kan dek?”

DGV : “Ada mbak. Aku liatnya sih temen-temen masih ada yang nge-game sendiri, WAnan sendiri, ngga fokus.”

The second problem is on the connectivity while the smartphone is used.

The result of interview with the students as follows:

The Researcher : “... Tapi pasti kamu nemu kendala deh dek walaupun kamu jadi suka dengerin audio lewat hp?”

SR : “Kuotanya mbaaak haha. Fasilitas wifi di SMADA (SMA N 2 Sukoharjo) kan masih minim. Padahal pak Dadang sering ngirim file lewat grup WA juga. Gimana dong kalo ngga punya kuota? Hehe”

The another result is:

The Researcher : “Terakhir dek. Menurutmu, ketika hp itu dipakai di kelas dalam pembelajaran bahasa Inggris khususnya listening, kendalanya apa dek?”

AAA : “Menurutku sih, kendalanya di kuota mbak haha. Kalo pak Dadang nyuruh browsing atau translate gitu, biasanya ada yang protes “Yahhh ngga punya kuota pak” gitu mbak hehe. Kalo engga yaaaa ada juga mbak yang ngga punya hp.”

From the result of interview above, it is natural when the teacher used a new media in teaching learning process. The problems which faced by the teacher and students wouldn't obstruct the activity in the classroom generally. There will be solutions to solve the problems.

3. The Problem Solutions of MALL in Teaching Listening

In teaching learning process, the teacher and the students faced some problems. Those will be solved with some solutions from the teacher and the students also.

The first solution is the teacher have to control the class wisely. Not only the teacher, but also one of student as a leader in the class can monitor the use of smartphone when teaching learning process is held. It is supported by the result of interview with the student as follows:

The Researcher : “Solusinya apa dong dek kira-kira?”
DGV : “Mungkin di kasih CCTV ya mbak, per kelas. Nanti CCTVnya disambungin ke laptop guru biar gurunya ngerti siapa yang sibuk sendiri gitu lhoo mbak.”

The another result is:

MRZ : “.... temen-temen juga masih banyak yang menyalahgunakan hp kalo di kelas. Pada main sendiri, pas pelajaran gitu lho mbak. Tapi sekarang udah berkurang sih mbak.”
The Researcher : “Kok bisa? Bagus dong dek.”
MRZ : “Kan sekarang dah ada yang ngawasi mbak, ada yang nyatet kalo pas pelajaran tapi mainan hp. Nah nanti dilaporin ke BK mbak.”

The second solution is the teacher can uses the another media in order to the lesson still is held fluently. It is supported by the result of interview with the teacher as follows:

The Teacher : “Nah kemarin keliatan jelas kan waktu observasi, ada anak yang tidak mau menggunakan handphonenya dengan alasan tidak ada kuota. Sebenarnya semangat kalo menggunakan handphone, pake aplikasi, tp yang terjadi mereka malas menginstal dsb. Kayaknya mereka itu memang sukanya mendapatkan asupan gitu ya.

Makanya saya juga prepare lcd, agar pembelajaran masih bisa terus berjalan.”

The Researcher : “Berarti solusinya tetap harus ada media lain gitu nggih pak.”

The Teacher : “Iya mbak. Harus ada plan A, plan B. Kadang harus juga mikir plan C.”

But, prepare the another media is not enough. To support the use of smartphone can be maximal, there is also the problem solution to solve the second problem. The solution is supply the connectivity. Not only the teacher in the class, the scholl is also can take a part in this point. They can fasilitate the connectivity in all of the area at school. It is supported by the result of interview with the student as follows:

AAA : “Menurutku, solusinya sih pake teathring aja mbak, atau wifi hehe. Sekolah harus pasang wifi dimana-mana wkwk.”

The another result is:

The Researcher : “Solusinya apa dong?”

KTWE : “Guru atau sekolahan ngasih hotspot mbak haha. Kan kasian juga yang ngga punya kuota haha.”

B. Discussion

In this section, the researcher discussed the research findings from the observation, interview and documentation. The research findings are about mobile assisted language learning in teaching listening, the problems faced by teacher and students and also its problem solutions. Here, research discussion focused in the terms of preparation, the using smartphone in teaching listening, the teacher’s role, and the media. The other aspects that had to be discussed in here were the problems faced by the teacher and the students, and also its problem solutions.

The researcher tried to make description of the research findings with the relevant references. After describing the data, the researcher needed to analyze the data. It was in line with the answers of the research questions.

1. The Description of MALL in Teaching Listening

In this discussion, the researcher focused to discuss the preparation, the steps of classroom procedures while the smartphone is used in teaching listening as the example of teaching learning process, the teacher's role, and the media. These discussions as follows:

a. Preparation

From the research findings, the use of smartphone in teaching listening includes as applying MALL in general. The teacher still introduced the media in the classroom, checked the connectivity, and planned the lesson as usual. Based on the result of interview, although the teacher claimed that he didn't pay attention about the principles of MALL, but he already tried to use smartphone in teaching language learning. He guided the students to utilize the smartphone wisely.

It means that the teacher pay attention on the principles of MALL by Stockwell and Hubbard (2013:8). But, not all of the principles is payed attention by the teacher. He looked at the fourth point, "In a classroom or other formal language learning setting, important issues to be sensitive to include whether the learner has a mobile device, what device the learner has in terms of compatibility and functionality, how consistent device connectivity is, and what the expense is for using that

device for the planned operation. Reasonably equivalent non-mobile alternatives should be available if an inequity is apparent.”

He also looked at the ninth point of principle, “Some, possibly most, learners will need guidance and training to effectively use mobile devices for language learning.” So, in the section of preparation, the researcher can analyze that the teacher use a smartphone because of the condition in modern era. It is supported by the adjustment of school which is allowed the students to bring their smartphone. In this case, the teacher will guide them to use it wisely, in learning content certainly.

b. The Steps of Classroom Procedure

Mobile assisted language learning in teaching listening is the example of the teaching learning process. It is like the teaching learning process in the general. But, the important point in this teaching learning process is, the use of smartphone as the media in teaching listening. It used by the teacher to deliver the materials.

From the opening, the teacher did warming up in the opening of class. The students listen the name which is said by the teacher, identify it, then they whirl their body. In this step, the students do listening in the real activity. This activity is suitable with Saricoban (1999) who states that listening is the skill to identify what other people say.

Then, in the main activity, the teacher ask the students to use smartphone for getting the material. They can listen it individually. They use Quadra application to scan the QRcode in the book. This activity is harmony with Kim (2013:16) who states that students can even use

mobile phones to download the application for listening, which create more chances to be exposed to a target language and encourage them to actively participate in learning. From the Quadra application which help the students to get audio, they can be active in the class and reach the target of language learning.

In the another main activity, there are some activities which is related with language learning, those can be supported by smartphone. The teacher can teach listening by utilizing the audio of smartphone. But, it is also helped by the speaker in the class. This is suitable with Czarska (2011:47) who states that variety of activities related to language learning can be supported by mobile devices through audio which can be used to teach listening.

Actually, not only utilizing the audio of the smartphone, the teacher and the students can use video. It supports the activity which is also related with language learning. Although that activity does not mean as listening skill, smartphone still helpful as media in language learning. So, smartphone is also used in teaching writing, speaking, and also reading. This is harmony with Nezarat and Mozavi (2012:4) who define MALL as various activities related to language learning are supported by mobile devices among which we can name SMS, internet access, camera, audio/video recording, and video messaging (MMS).

Moreover, the teacher also asks the students to make a group. Although the students can use their smartphone individually, but in this teaching learning process, the teacher teaches them as like the

conventional learning. They are in a group, then collaborate to answer the questions from the teacher. It shows that mobile assisted language learning is like the teaching learning process in common. The difference is only on the use of media. Using a smartphone as media is the characteristic of modern learning, but it should be the same with the conventional learning. This condition is in harmony with Sharples et al (2007:12) who state that the design of innovative mobile learning activities should be guided by collaborative learning scenarios in context supported by mobile and ubiquitous technology in authentic settings.

From all the discussions above, the researcher also found that there are no steps of 13' curriculum in specific. Due to the teacher teaching social class, the teaching learning process is very crowded. It shows that a social approach which is applied by him is successful. Although the activities or the steps didn't suit with the lesson plan, it is natural. Because a plan is just a plan, the teacher must adapt the plan with the condition in the real class.

c. The Teacher's role

Teacher's role in the classroom is one of the important things. He not only gives the material for the students. He must manage the class smartly. A good classroom management will support the process of teaching learning indirectly. It will help the students to get the material so well. The teacher also can teach easily. This is suitable with Uzer (2005:11) who states that the role and competence of the teachers in the teaching learning process involves many things. One of the teacher's roles is

as classroom manager. He should be able to manage a conducive classroom environment. Not only as a classroom manager, but also can be a motivator for her students. The teacher creates a competition or challenge when he give a fun game in language learning. Although the students didn't learn in the classroom, they still get the material. They also can feel enjoy. From a good situation, the teacher will easily teach the students. They will be motivated in learning English again. It is harmony with Bhatia (2007:6) who states that teacher is also can be a motivator. The teacher should train students to work on the strengths and never surrender, instead keep trying as failures always teach us what does not work.

d. The Media

The teacher uses a smartphone as media in language learning because the students are allowed to bring it in school. He claimed that smartphone is something which is loved by the students, so he involves it in teaching learning. Although not all materials of English can be delivered by smartphone, the teacher wishes that the students can use it wisely. In this case, smartphone as a tool which can use for delivering material. It stimulates attention, interest, thought and students' feeling in the classroom. They will enjoy in learning because they still use something that they love. They also understand about the material which is taught by the teacher easily.

These statement above is suitable with Santyasa (2007:3), media is a tool which can use for transferring learning material thereby it can

stimulate attention, interest, thought, and students' feeling in learning process in gaining the purpose of learning. Media can be called as a tool for delivering information and it expects someone who receive the information will understand.

Moreover, the success of smartphone as modern media can not be maximal without the another media. Because of the teacher still introduces the smartphone in the class, he must adapts with his students. So, the another media such as video; LCD proyector; laptop; speaker and etc can also be helpful in mobile assisted language learning.

2. The Problems of MALL in Teaching Listening

There are some problems faced by the teacher and the students in teaching learning process. In this teaching learning process, the mobile assisted language learning in teaching listening, there are two problems. The first problem is there were some students who busy while the teacher asked them to use their smartphone. They can not use it wisely, such as open the another application before they open Quadra Reader or Colornote.

Introducing the new media in class is not easy for the teacher. Even when the teacher uses social approach in social class, the crowded situation shows that there are some students who busy individually. This condition must be monitored by the teacher. It is suitable with challenge of MALL by McQuiggan (2015:13-16) in the second point, use must be monitored. When mobile devices are used by students in classrooms or at home, the use must be monitored in some way. That is why in using smartphone, the teacher should guides the students to use it wisely.

The second problem is on the connectivity. The students often complain about it when the teacher ask them to open their smartphone. This teaching learning process will be fluently if there are good connectivity. If the connectivity is limited or bad, the delivering material through the smartphone will not be success. That is suitable with Hashemi et al (2011:14) who state about the disadvantages of MALL, the wireless bandwidth is limited and may degrade with a larger number of users.

3. The Problem Solutions of MALL in Teaching Listening

From the two problems in mobile assisted language learning in teaching listening, there are some problem solutions. The first problem solution is, the teacher have to control the class wisely. Not only the teacher, but also the leader of the class can monitor the use of smartphone. This is also suitable with challenge of MALL by McQuiggan (2015:13-16) in the second point, use must be monitored. When mobile devices are used by students in classrooms or at home, their use must be monitored in some way. So, between the first problem and its problem solution, the researcher claims that there is suitability.

The second problem solution is, prepare the another media. It will supports the lesson still fluently. It also shows that MALL can be designed as blended learning, combine the new media and conventional learning. This is suitable with McQuiggan et al (2015:10-12) who state about the advantages of MALL, support alternative learning environments. Many schools are offering alternative learning environments, such as flipped classroom or blended learning environments, which allow teacher to use class time more

efficiently and even more material, among other things. Mobile learning can enhance the traditional classroom setup as well and improve pedagogy.

But, to support the use of smartphone can be maximal, the school must supply the WIFI (connectivity). Both the teacher and the school, they can facilitate the connectivity in the classroom or all of the area at the school. This problem solution is suitable with Sarrab et al (2012:34), support differentiation of student learning needs and personalized learning.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The conclusion of this research deals with the answer of the research questions based on the research findings and discussion in the previous chapter. In this chapter, the researcher draws the answers of the research questions related to the description of the mobile assisted language learning in teaching listening, the problems of mobile assisted language learning in teaching listening, and its problem solutions. These can be concluded as follows:

1. The description of MALL in teaching listening

There are some activities in the class that use a smartphone as a media. He still introduces the new media because the condition in modern era. It is supported by the adjustment of school which is allowed the students to bring their smartphone. He will guides them to use it wisely. In language learning, especially in teaching listening, it helps the teacher in delivering material through Quadra application. In another teaching skill, it also helpful. It can be a tool that used by the teacher to make the students feel enjoy and be motivated. Although in this teaching learning process already can be called as MALL, but the teacher is paying attention on its principles. That is why the teacher still combines the conventional learning.

2. The problems of MALL in teaching listening

There are some problems faced by the teacher and the students in this teaching learning process. The first problem is there were some students who busy while the teacher asked them to use their smartphone. They can not use it wisely. The second problem is on the connectivity. The students often complain about it when the teacher ask them to open their smartphone. This teaching learning process will be fluently if there are good connectivity. If the connectivity is limited or bad, the delivering material through the smartphone will not be success.

3. The problem solutions of MALL in teaching listening

From the two problems in mobile assisted language learning in teaching listening, there are some problem solutions. The first problem solution is, the teacher have to control the class wisely. Not only the teacher, but also the leader of the class can monitor the use of smartphone. The second problem solution is, prepare the another media. It will helps the lesson still fluently. It also shows that MALL can be designed as blended learning, combine the new media and conventional learning. But, to support the use of smartphone can be maximal, the school must supply the WIFI (connectivity). Both the teacher and the school, they can fasilitate the connectivity in the classroom or all of the area at the school.

B. Suggestion

Based on the conclusion above, the researcher draws some suggestions. Hopefully, these suggestions will be useful for the readers, especially for the teachers, students, school and next researcher.

1. For the teacher

In this researcher, the teacher shows that applying smartphone in class is a good model. But, the teacher should be wise in monitoring the activity of students in the class. It will help him easily in delivering material. The teacher also should emphasize the goal of MALL in teaching listening.

2. For the students

Actually, in this teaching learning process, the use of smartphone is accepted by the students. Some students should adapt with this media that used by the teacher. They also should be active and respect the existence of the teacher during the lesson.

3. For the school

Allowing the smartphone to bring in the school is a good decision in this modern era. But, the school should support the environment better than now. The example is add the WIFI connection in the area of teaching learning process.

4. For the next researcher

This study is about MALL in teaching listening. It is expected for the next researcher that the result of this study can be used as additional reference for the next research. Beside that, the next researcher

will be better to examine the used of smartphone in language learning especially in teaching listening.

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APPENDICES

Appendix 1 : Guidelines of the Research

CEK LIST OBSERVASI

No.	PERNYATAAN	YA	TIDAK
1.	Guru datang tepat waktu.		
2.	Guru mengadakan warming up.		
3.	Guru menyampaikan tujuan pembelajaran.		
4.	Guru berperan sebagai demonstrator		
5.	Guru berperan sebagai classroom manager.		
6.	Guru berperan sebagai mediator / fasilitator		
7.	Guru berperan sebagai evaluator.		
8.	Guru berperan sebagai motivator.		
9.	Siswa aktif mengikuti pembelajaran		
10.	Siswa hanya mendengarkan penjelasan guru		
11.	Materi yang disampaikan sesuai pada sylabus		
12.	Metode yang digunakan menarik dan menyenangkan		
13.	Pembelajaran sesuai dengan yang ada di RPP		
14.	Guru menggunakan smartphone sebagai media		
15.	Guru menggunakan media lain untuk mendukung smartphone		
16.	Guru menarik kesimpulan tentang pembelajaran yang sudah dipelajari pada hari tersebut		
17.	Siswa menggunakan smartphone sesuai dengan intruksi guru		
18.	Guru dan siswa mengalami kesulitan dalam sharing materi		
19.	Siswa sibuk menggunakan smartphone-nya untuk kegiatan di luar pembelajaran		
20.	Guru menegur siswa yang menggunakan smartphone tidak sesuai dengan intruksi		

WAWANCARA

Daftar pertanyaan untuk Guru :

1. Apa tujuan dari pembelajaran tersebut?
2. Mengapa tujuan tersebut yang ingin dicapai? Alasannya?
3. Bagaimana cara mencapai tujuan tersebut agar hasilnya maksimal?
4. Menjadi guru memang tidak hanya menyampaikan materi di kelas. Menurut Anda, peran apa yang Anda lakukan di kelas selama pembelajaran berlangsung?
5. Mengapa Anda berperan seperti itu?
6. Bagaimana langkah atau prosedur Anda dalam menjalani peran tersebut?
7. Ketika di kelas, seperti apakah tanggapan-tanggapan siswa yang Anda harapkan?
8. Mengapa siswa perlu seperti itu?
9. Materi yang tercantum di silabus memang beragam, sesuai dengan tingkatan kelas. Untuk kelas X di semester genap ini, tentunya hanya ada beberapa materi pokok yang sesuai disampaikan melalui listening. Materi apakah itu?
10. Metode apa yang Anda gunakan ketika mengajar listening?
11. Menurut Anda, bagaimana menentukan metode tersebut?
12. Mengapa Anda memilih *smartphone* sebagai media pembelajaran?
13. Bagaimana langkah-langkah evaluasi yang Anda terapkan?
14. Apakah Anda menemukan kendala ketika prepare? (dalam menentukan tujuan, materi, media dll) Seperti apakah kendala tersebut?
15. Apa kendala yang Anda temukan ketika menggunakan *smartphone* untuk mengajar *listening* di kelas?
16. Menurut Anda, solusi apa yang tepat untuk mengatasi kendala tersebut?

Daftar pertanyaan untuk Siswa :

1. Apakah Anda mengetahui tujuan pembelajaran ketika Anda mengikuti pembelajaran di kelas?
2. Bagaimana peran guru Anda selama di kelas?
3. Bagaimana Anda dalam mengikuti pembelajaran?
4. Dalam pembelajaran menggunakan *smartphone*, apakah Anda diberi tahu terlebih dahulu untuk membawanya?
5. Selain menggunakan *smartphone*, apakah guru Anda juga menggunakan media yang lain?
6. Apakah terdapat perbedaan antara pembelajaran menggunakan *smartphone* dan pembelajaran pada umumnya?

7. Menurut Anda, apakah belajar *listening* menggunakan *smartphone* cukup menyenangkan?
8. Apakah pembelajaran menggunakan *smartphone* dapat membantu kesulitan Anda dalam mengikuti pembelajaran?
9. Apakah Anda menemui kendala ketika menggunakan *smartphone* ketika belajar *listening*?
10. Menurut Anda, apakah solusi yang tepat untuk mengatasi masalah tersebut?

Appendix 2 : Observation

FIELD NOTE 1

Day : Thursday
Date : February 1st. 2018
Time : 10.30 – 12.00 WIB
Place : Classroom of X IPS 1

The teacher entered the class. He was helped by some students in preparing LCD and laptop, the another students also prepared themselves. After the teacher and the students were ready, the teacher opened the lesson by greeting “Assalamu’alaikum” and praying to Allah. The teacher sang “Good morning. How are you? Are you okay?” and the students answered “Okay”. The teacher repeated it twice.

Then, the teacher said the lesson plan for that day in general (we would use smartphone in classroom). The teacher asked the students to stand up in beside of each their chair. He played “baby shark” from his smartphone. It was helped by speaker. He asked to the students to imitate the beat of baby shark. They looked enjoy.

After that, the teacher would tell the story about family (Tono, Tini, Mother and Father) quickly. When he said Tono, the students whirled their body in right with the hand on the waist. Then, when he said Tini, they whirled their body in left. If he said mother, they whirled in back, and if he said father, they whirled in front. It was repeated twice.

After the teacher gave warming up, he told about material in that day, announcement. The teacher asked about announcement in general. The example is, where do you find announcement? What is the announcement about?. The students answered and then he explained.

The teacher asked the students to open their book, Symphony 1 page 75. Then he also asked to open their smartphone. Before that day, the students already downloaded Quadra Reader application. It would help them to scan the barcode in the book. The students got the audio from the barcode.

In the page 75, the students got some vocabularry about announcement. They listened and repeated it after the teacher said. Not only smartphone, the teacher also used laptop, LCD, and speaker to anticipate if there were students who couldn’t accessed the audio from their smartphone.

Then, the teacher divided the class into 4 big group. The teacher showed the picture and asked “What is that?”. They matched the picture with the sound

from the smartphone which is written in the book. The teacher gave the score for the group who have answered right. The group who had the greatest score got applause.

After that, the teacher played the audio about announcement through his smartphone. He asked some questions about it. The example is, "What is the announcement about?". Then they discussed it.

Meanwhile, the teacher also inserted "Guess the Title of Song". Based on the audio from the smartphone, the students had to guess the title of that song. By snatch away, the student went to in front of the class and wrote the title of the song in whiteboard. As usual, the teacher gave the score.

After that, from the four big group, the teacher asked a student from each group to come forward. Each student listened the audio from teacher's smartphone. The another student spoke the sentence to their friends, the last student in each group wrote the sentence in whiteboard. It repeated in 4 times. The teacher gave the score.

Then, the teacher showed some vocab in white board through LCD Proyector. He also played the audio. Four students from each group made a mark the vocab based on the audio. The teacher gave the score.

The teacher asked to the students to open colornote application. The foremost student listened the audio, and the last student wrote the sound which is listened from the another student. It repeated until the end of the audio. The teacher gave the score.

When the time was over, the teacher closed the lesson by concluded the material with the students. They recited Alhamdulillah together.

FIELD NOTE 2

Day : Thursday
Date : February 8st. 2018
Time : 10.30 – 12.00 WIB
Place : Library of SMA N 2 Sukoharjo

The teacher entered the class. He opened the class by saying “Assalamu’alaikum”. As usual, the teacher asked “How are you?” and the students answered “I am fine, thank you”. Then the teacher told the goal of the lesson for that day “Optimize the use of smartphone in the class”. He also told the reason why the lesson was in the library.

After that, the teacher asked to the students about the kinds of smartphone which is familiar with them. He instruct them to take outside their smartphone. Then, they checked the class group because he sent the video.

The teacher and the students opened the video through each their smartphone. They watched the use of consonant “sh”, “v” and “f”. After watching the video, the teacher guided students to pronounce consonant suitable with the video. Then he asked them to open the book page 88. He also aksed them to open Quadra Reader application. They scanned the barcode, got the audio and pronounce it individually.

After that, the teacher asked a student to come forward and pronounce it by seeing LCD proyector. In addition, the teacher also used the another media such as LCD proyector and laptop for the success of lesson. Then, he divided four big group and shared paper chunking. All member have a paper chunking. It was a vocab which had “sh” such as ship; sheep; and etc. They pronounce it one by one. These model repeated in three times, “sh”; “v” and “f”.

The teacher sent file in class group. Students downloaded it, the lyrics of Havana from Camila Cabelo which is missed in some part. The students filled the blank by listened the audio from the teacher’s smartphone. Spontaneously, the students answered it by sending through WhatsApp (group class). They corrected the answer.

After that, the teacher divided class into 3 big group. The first student from each group listened the audio from teacher’s smartphone and delivered the information for the another students. The last student wrote it in colornote application. The information (sentences) was sent in group class. As usual, they corrected together.

Then the teacher sent a file in group class, “kata alay”. The students downloaded and changed it into the correct sentence. The answer also was sent through WhatsApp. It would corrected in the next meeting. So, the teacher closed the class by saying Wassalamu’alaikum.

FIELD NOTE 3

Day : Thursday
Date : February 15th. 2018
Time : 10.30 – 12.00 WIB
Place : Auditorium of SMA N 2 Sukoharjo

The teacher entered the class. He opened the class by saying “Assalamu’alaikum”. As usual, he asked “How are you?” and the students shouted “I am fine, thank you”.

The teacher shared paper chunking which described about the name and its family. Each student had a paper chunking. Based on it, he/she gathered suitable with his/her family. Then, the father from each family came forward. He would go out from that place to looking for the paper which contains “Verb II”. It hanged on the tree. After the father found the paper, the another member of family go out and looking for it also. They put it into the whiteboard based on the name of family.

When all of the paper already on the whiteboard, the teacher instruct one of the member of family to snatch away it. But, they have to listened the teacher said. After they got the paper, they wrote it into the book and found the meaning by seeing the online dictionary in smartphone.

The teacher also prepared the another paper chunking. It was some words that would be correct if the students matched it. They matched into sentences (Simple Past Tense). Each family could make 2 – 4 sentences. After they had a good sentences, they typed it into their smartphone and sent it in WhatsApp. It would checked by the teacher.

While the students matched the paper, the teacher prepared some media to held a listening test in the library. Before the end of class, the students had 20 minutes to filled the blank by listened the audio from the smartphone (was helped by speaker). After that, the teacher closed the class by saying “Alhamdulillah”. He also said thanks and sorry.

Appendix 3 : Interview

TRANSCRIPT OF INTERVIEW WITH THE TEACHER

Informant : Mr. Ahmad Dadang Pramusinta, S.Pd, M.Pd

Day : Thursday

Date : March 29th. 2018

Time : 14.50 – 15.30

Place : The library of SMA N 2 Sukoharjo

The Researcher : Assalamu'alaikum

The Teacher : Waalaikumsalam

The Researcher : Mohon maaf pak, saya kesini bermaksud untuk wawancara dengan Panjenengan. Sebelumnya kan saya sempat observasi di kelas yang Bapak ampu, hasil wawancaranya ini nanti untuk melengkapi data terkait penggunaan smartphone di kelas dalam pembelajaran listening pak. Ada beberapa hal yang perlu saya tanyakan.

The Teacher : Oh iya mbak. Boleh.

The Researcher : Langsung saja nggih pak. Seperti yang saya ketahui sebelumnya, bapak menyampaikan tujuan pembelajaran di kelas kepada siswa. Tujuannya yaitu mengoptimalkan penggunaan smartphone di kelas. Adakah tujuan lain dari yang Bapak sampaikan pak?

The Teacher : Oh TIK gitu ya, tujuan instruksional khususnya gitu ya. Kalau fokusnya ke skill, berarti listening ya kan. Kalo secara umum menggunakan handphone. Bagaimana sih anak itu bisa menangkap pesan atau message deliver through the listening text atau lagu kan gituuu, ada dua metode. Yang lain tidak dipisah-pisah, hanya listening doang. Walaupun skill yang kita tekankan listening, tapi di dalam listening itu integrated. Ada pelajaran writingnya juga, ada pelajaran speakingnya juga. Karena yang namanya keterampilan berbahasa itu tidak sendiri sendiri, kalau jaman dulu seperti begitu. Audiolingual method

berarti listening sendiri. Kalau sekarang, orang listening mesti juga ada berbicara, orang berbicara juga mesti mengkonsep, orang mengkonsep juga mesti banyak membaca. Cuma hasil yang kita tekankan hanya pada listening.

The Researcher : Oh begitu pak, berarti sekali jalan bisa dapet semuanya gitu nggih pak. Kemudian langkah-langkahnya priapun nggih pak agar pembelajaran di kelas bisa maksimal, siswa dapat menangkap materi?

The Teacher : Langkah pembelajaran? Kan ada manajemen kelas sama pembelajaran. Nah kita lihat, kalo jam jam awal, classroom manajemen ngga terlalu. Kan gini, kita punya banyak metode atau rancangan di RPP, kebetulan kelasnya kelas siang, anak anak udah laper atau mungkin capek, makanya apa yang kita tulis di RPP tidak bisa berjalan dengan sepenuhnya, maka kita dahului dengan classroom management. Caranya gini, waktu kita ngajar listening, kita harus mendekati dengan cara apa yang dia senang dulu, karna kalo udah siang tu maunya yang happy. Kasih lagu atau grouping, karena mereka merasa tidak terbebani kerja sendiri, ya kan, ada kompetisi antar kelompok, itu yang membuat classroom managementnya mudah dikendalikan. Ketika mereka sudah oke, baru kita sampaikan materi yang seharusnya.

The Researcher : Berarti selain menjadi classroom manajer, mungkin bapak juga bisa disebut sebagai motivator ya kan pak. Bapak menciptakan kompetisi di dalam kelas, ada persaingan gitu.

The Teacher : Iya bisa dibilang motivator ya mbak, karena itu udah menjadi tuntutan di dalam kurikulum 2013, selalu mengajarkan karakter yang terintegrasi dalam pembelajaran. Motivasinya itu seperti kita beri video yang begini begitu, itukan supaya mereka sebelum masuk dalam pembelajaran merasa senang merasa termotivasi, ternyata belajar di perpustakaan juga menyenangkan. Banyak hal yang mereka bisa dapatkan. Kalo mereka senang kan dikasih informasi juga mudah, seperti katup pembukanya itu udah terbuka, sehingga kita tinggal memasukkan materi. Caranya itu having fun, kalo ngga having fun, seperti orang yang dimarahi itu, walaupun orang yang dimarahi itu dikasih tau banyak sekali, biasanya anak anak tidak menyerap apa yang disampaikan. Secara psikologis kan gitu. Jadi kita memang tidak bisa menghabiskan materi secara full, karena apalah materi yang bagus ketika anak-anak itu

konsentrasinya pendek. Paling 15-20 menitan. Jadi kita punya waktu 90 menit, kadang yang kita tekankan hanya di 20 menit tersebut. Sisanya bisa jadi giving motivation, classroom managementnya lewat grouping dan sebagainya, arrangementnya ditata, kalau di perpus ya ditata sedemikian rupa. Terakhir dikasih filler, seperti pembersih. Mungkin tidak terlalu berhubungan dengan materi, tapi dia bermakna. Contohnya playing music.

The Researcher : Berarti memang diharapkan siswa bisa aktif, bisa menangkap materi dan memahaminya. Dirumah bisa mengingat-ingat lagi gitu nggih pak.

The Teacher : Iya benar sekali.

The Researcher : Kemudian terkait dengan materi pembelajaran pak. Bapak kan juga mempunyai silabus, ada kesusahan tidak dalam menentukan materi pokok atau menerapkannya di kelas pak?

The Teacher : Kalo guru kan sebenarnya sudah terbiasa berhadapan dengan siswa. Ketika di kelas, waktu diskusi, kalo di kelas saya ya anak anak kelas X itu tidak terbiasa dengan Bahasa Inggris, kalo kita paksakan kan susah. Di kurikulum K13 siswa bisa mendapatkan materi melalui diskusi, ya kita terapkan. Kita harus cari strategi agar siswa tetep bisa mendapatkan inti materi tetapi tidak selalu dalam format yang sesungguhnya, jadi dalam bentuk yang lain, misalnya game. Begitu. Saya menaruh harapan agar mereka senang dengan pelajaran Bahasa Inggris, agar mereka mau dateng dan belajar lagi. Kita kan ngasih awalan aja di depan, mereka bakal bisa belajar sendiri. Kan melayani 35 siswa itu mereka tujuannya beda-beda.

The Researcher : Oh iya ya pak. Saya lihat juga bapak mengemas materinya begitu menarik. Selain diskusi, untuk metode yang lainnya pripun pak? Bapak menggunakan metode yang seperti apa?

The Teacher : Tuntutan K13 kan pake scientif approach, itu kan menggunakan 4 C, yang ada colaborating, communicating dsb itu yang sebelumnya ada observing, questioning itu memang ada semua. Tetapi menurut saya, kalo scientific approach lebih cenderung ke anak-anak ipa. Kalo anak ips kan mereka belajar melalui pendekatan sosial kan, dengan grouping, rame dan itu mereka dapet. Kalo anak ipa itu lebih runtut seperti taksonomi Bloom kan.

Saya sih sukanya mengkombinasikan, saya buat sendiri, saya buat 4 stages seperti Motivation Sequences. Ambil perhatiannya dulu, get attention, show their need, visualisation, jadi kita perlihatkan kebutuhannya kita kasih video atau audio misalnya belajar pronunciation, nanti bakal merasa oh belajar pronunciation itu menyenangkan ya, kemudian getting action. Itu saya dapet dari orang lain. Tergantung skillnya juga, misal kalo writing pake 4share strategi. Jadi yaaa memang ngga pake metode seperti yang kita kenal seperti Grammar Translation Method, itu hebat pada masanya. Kalo dijamin sekarang ini, ya ngga cocok. Contohnya listening, dulu harus di lab bahasa, sekarang orang mendengarkan mah ngga harus di lab bahasa. Di pasar pun bisa. Secara suaranya kan bercampur aduk, jadi siswa pun memilih mana suara yang aku butuhkan dari sekian suara yang dateng ke dia. Listening kan gitu, gimana kita harus fokus aja. Jadi teaching is art. Piye carane materi tersajikan dengan indah.

The Reseacher : Oh iyaa pak, jadi terkait pula dengan pemilihan media nggih pak, balik lagi ke handphone di dalam kelas, sebenarnya apasih pak alasan bapak memilih handphone?

The Teacher : Saya tu penasaran, beberapa tahun ini handphone dibebaskan di sekolah, oleh karena itu anak anak tertarik dengan apa sih yang ada di handphone itu dibanding pelajaran di kelas. Kalo anak anak dipaksa “eh ga boleh, hp harus dikumpulin” akhirnya seakan kesenangan mereka direbut kemudian mereka males. Jadi kita tetap menggunakan apa yang mereka sukai, tetapi koridornya tetap belajar. Mereka senang mainan hp, jadi gimana hp itu bisa digunakan untuk belajar. Walaupun tidak semua materi bisa menggunakan hp, paling tidak kita bisa mengurangi penggunaan hp yang tidak pada tempatnya. WA sendiri atau melakukan sesuatu yang tidak pas. Gitu sih.

The Researcher : Menarik sekali ya pak. Seakan guru tidak merebut dunia mereka hehe. Baik pak, kemudian terkait dengan evaluasi, kan bisa seperti menarik kesimpulan sebelum closing atau mengadakan tes. Kalo bapak mengadakan evaluasi yang seperti apa? Langkah-langkahnya bagaimana pak?

The Teacher : Kadang ya melakukan di setiap pembelajaran, kadang engga. Tapi evaluasi bisa digunakan untuk menyambungkan topik materi sebelumnya dengan yang akan dibahas. Kalo dalam

record kan evaluasinya pake tes tertulis, tapi untuk evaluasi yang umum saya taruh di akhir semester, kalo kita terapkan di setiap pembelajaran kadang membuang waktu. Kita kan pake reflective teaching itu mbak, kita kasih beberapa pertanyaan ke mereka untuk menanggapi pembelajaran dikelas. Saya suka tu mengumpulkan tanggapan seperti itu untuk menjadi bahan pemikiran saya dalam mengajar lagi.

The Researcher : Complex ya pak ya, jadi guru itu tidak gampang ternyata hehe.

The Teacher : Iyasih, tapi Alhamdulillah selalu ada kemudahan hehe.

The Researcher : Alhamdulillah. Sedangkan dalam preparationnya, adakah kendala yang Bapak temui?

The Teacher : Kalo kendala pribadi sih iya, kendala waktu, terutama dalam administrasi juga. Tapi kita kan punya komunitas istilahnya, jadi bikin RPP bareng-bareng. Kita saling sharing. Nah intinya kita tidak bekerja sendiri mbak, kalo sendiri sih bisa sebenarnya, cuma waktunya aja.

The Researcher : Kalo secara khusus pak, kendala dalam pembelajarannya pripun pak? Ketika handphone diterapkan di dalam kelas gitu kendalanya apa?

The Teacher : Nah kemarin keliatan jelas kan waktu observasi, ada anak yang tidak mau menggunakan handphonenya dengan alasan tidak ada kuota. Sebenarnya semangat kalo menggunakan handphone, pake aplikasi, tp yang terjadi mereka malas menginstal dsb. Kayaknya mereka itu memang sukanya mendapatkan asupan gitu ya. Makanya saya juga prepare lcd, agar pembelajaran masih bisa terus berjalan.

The Researcher : Berarti solusinya tetap harus ada media lain gitu nggih pak.

The Teacher : Iya mbak. Harus ada plan A, plan B. Kadang harus juga mikir plan C.

The Researcher : Hehe iya pak. Kemarin juga masih ada yang sibuk sendiri.

The Teacher : Iya mbak itu pasti, jadi dalam jamaah pembelajaran itu pasti ada aliran nyempal. Tapi kita jangan suudzon, ada beberapa anak yang tipe nya begitu, modelnya koyo ra gagas meneng tapi kupingnya aktif. Jadi itu tipe-tipe anak yang wajar, sudah umum memang. Anak kuliah juga dlosoran di kursi tapi masih mendengarkan dosen. Anak TK lari-lari. Jadi ya mereka itu

belajar dengan caranya yang terbaik. Gituuu. Jadi ya bakalan ada yang buruk yah, nilainya di bawah KKM, ya itu wajar.

The Researcher : Oh begitu pak.

Terakhir pak, jadi kan gini pak, dalam mengajar listening menggunakan handphone kan istilahnya MALL gitu pak. Mobile assisted language learning. Apakah bapak memperhatikan prinsipnya atau bagaimana pak?

The Teacher : Iya dulu kan ada CALL, clipped class atau digital class, saya tu sebenarnya nyoba-nyoba ya, cuma kalo MALL itu persisnya bagaimana sih engga terlalu memperhatikan, cuma intinya semua metode ujung-ujungnya sama. Seperti beberapa aplikasi pun. Kalo ada beberapa rambu-rambu, saya sih tidak terlalu memperhatikan. Yang jelas saya menyajikan ini agar mereka tertarik dahulu, dikenal dulu, baru setelah itu kalo wifi sekolahnya kenceng, kita baru bisa terapkan yang sesuai dengan prinsipnya. Yang penting tujuannya sampai.

The Researcher : Hehe nggih pak. Terimakasih banyak ya pak ya. Kalo ada beberapa hal yang kurang, mungkin saya kesini lagi pak. Wassalamu'alaikum.

The Teacher : Oh iya sama-sama mbak. Boleh-boleh. Waalaikumsalam.

TRANSCRIPT OF INTERVIEW WITH THE STUDENTS

STUDENT 1

Informant : Azzahra Annisa Armiawana (AAA)

Day : Monday

Date : April 2nd. 2018

Time : 12.05

Place : In front of the class

The Researcher : Haloo dek. Bener kan namanya Azzahra?

AAA : Hai mbak. Iya dong, aku Zahra.

The Researcher : Gini dek, maaf ya kalo mbak ganggu. Aku mau tanya-tanya sebentar boleh?

AAA : Gapapa mbak. Tapi jangan pake bahasa Inggris ya hehe.

The Researcher : Engga dek. Bahasa Indonesia aja hehe. Langsung aja ya dek.
Kamu kan diajar bahasa Inggris sama pak Dadang. Pernah pake hp ya kan?

AAA : Iya mbak pernah.

The Researcher : Pake hp nya setiap hari ketika pak Dadang ngajar atau kadang-kadang doang?

AAA : Kadang pake, kadang engga mbak. Kalo pas pake ya buat translate gitu mbak, pas sama mbak Alfa itu juga pake, buat dengerin audio.

The Researcher : Kalo pas pake hp gitu, sebelumnya disuruh bawa hp atau disuruh nyiapin aplikasi gitu ngga dek? Atau mungkin dadakan?

AAA : Biasanya dadakan sih mbak. Tapi pas di tengah-tengah pelajaran, semisal disuruh translate gitu, biasanya juga ditanyain “bawa hp kan?” gituuuu mbak.

The Researcher : Tapi kan kalian pada bawa hp ke sekolah terus kan hayooo? Hehe

AAA : Hahaha iyalah mbak, mumpung free.

The Researcher : Ada bedanya engga pelajaran pake hp sama yang biasanya gitu dek?

AAA : Ada mbak. Kalo ngga pake hp, aku kan orangnya lemot, aku ngga ngerti-ngerti hehe. Kalo pake hp kan bisa tuh searching, aku juga ngga ketinggalan banget mbak. Lagian lebih komplit kalo belajar pake hp mbak, daripada dijelasin yang biasanya gitu.

The Researcher : Oh iya ya dek, bisa cari materi yang lain selain di buku. Dari situ, kamu tahu engga tujuan pembelajaran yang ingin dicapai dikelas mu itu apa?

AAA : Melatih daya tangkap otak mungkin mbak, sama kelincahan. Kan kemarin sempet cari vocab juga di luar aula, lari-lari gitu kan mbak hehe.

The Researcher : Capek engga pas itu dek? Hehe.

AAA : Capek sih mbak, tapi asik.

The Researcher : Berarti pak Dadang ngajarnya enak ya. Kalo di kelas, pak Dadang tuh seperti apa sih dek?

AAA : Enak mbak, tapi kalo pas aku mood juga. Kalo pas engga, aku ya diem aja hehe. Kadang aku cerewet nanya terus juga sih, Alhamdulillah pak Dadang-nya mau jawab mbak.

The Researcher : Wajar sih ya dek kalo moody gitu. Tapi aku lihatnya, pak Dadang itu wira-wiri lho kalo di kelas, ngga cuma duduk di depan terus. Menurut mu itu menarik engga? Metode yang dipakai pak Dadang menyenangkan engga sih? Kamu termotivasi buat belajar ngga gitu lhoo dek.

AAA : Pembelajarannya asik yo mbak, seru. Metodenya ya pake game gitu mbak. Tapi kadang akunya yang badmood, monoton gitu lho mbak, kadang pak Dadang ngajarnya wajib sama peminatan itu sama, nyambung gitu mbak.

Kalo pas aku mood ya termotivasi banget mbak, jadi pengen nyimak terus hehe.

The Researcher : Tapi pak Dadang usaha terus lho biar kalian seneng, ya kan? Hehe. Contohnya kalo pas pake hp.

Oh iya, menurut mu, kalo pake hp di kelas itu membantu mengatasi masalah mu belajar bahasa Inggris engga dek? Khususnya listening.

AAA : Hehe iya mbak, kita disuruh download aplikasi Quadra itu. Sebelumnya kan kita disuruh listening, lagu atau audio yang lain gitu lewat speaker di depan, ngga harus download lewat hp gitu mbak. Tapi sebenarnya juga asik kok, orang kita bisa dengerin audionya sendiri. Bisa diplay ulang kalo kita ngga paham-paham mbak.

The Researcher : Enak kan hehe bisa listening dimana aja dan kapan aja.

AAA : Iya mbak bener banget.

The Researcher : Terakhir dek. Menurutmu, ketika hp itu dipakai di kelas dalam pembelajaran bahasa Inggris khususnya listening, kendalanya apa dek? Sekalian kasih solusi ya hehe.

AAA : Menurutku sih, kendalanya di kuota mbak haha. Kalo pak Dadang nyuruh browsing atau translate gitu, biasanya ada yang protes “Yahhh ngga punya kuota pak” gitu mbak hehe. Kalo engga yaaaa ada juga mbak yang ngga punya hp.

Solusinya sih pake teathring aja mbak, atau wifi hehe. Sekolah harus pasang wifi dimana-mana wkwk. Kalo untuk yang ngga punya hp yaaa biar gabung sama temen-temen yang punya sih mbak. Gitu aja.

The Researcher : Besok sedia kuota yang banyak ya, biar belajarnya lancar haha. Yaudah dek, makasih banyak yaaa udah mau ditanyanya. Semangat belajarnyaaaa.

AAA : Iya mbak, sama-sama. Sukses ya mbak ya.

STUDENT 2

Informant : Muhammad Rama Zulkarnaen (MRZ)

Day : Monday

Date : April 2nd. 2018

Time : 12.15

Place : In the outside of class

The Researcher : Assalamu'alaikum dek Rama.

MRZ : Waalaikumsalam. Eh mbak e yang kemarin.

The Researcher : Hehehe iya dek. Boleh minta waktunya sebentar? Aku mau nanya-nanya dek.

MRZ : Boleh mbak boleh. Nanya apa?

The Researcher : Gini lho dek, aku kan sempet masuk kelas pas pak Dadang ngajar pake hp. Pakai hp-nya sering atau kadang-kadang sih dek?

MRZ : Kadang-kadang mbak. Eh akhir-akhir sering deng.

The Researcher : Oh sering ya. Bedanya ada engga dek? Belajar pake hp sama yang belajar tanpa hp?

MRZ : Ada mbak. Beda banget. Kalo pake hp itu ngga spaneng gitu lho mbak. Apalagi pak Dadang juga main game terus.

The Researcher : Kamu suka ngga kalo belajar yang kayak gitu dek? Menarik engga?

MRZ : Suka lah mbak, materinya gampang masuk gitu lho mbak.

The Researcher : Berarti cocok ya materi bahasa Inggris kalo disampaikan pake hp gitu?

MRZ : Iya mbak. Kan kita bisa tahu gimana pelafalannya suatu kata, kalo di buku kan cuma tulisannya aja. Kita kan pake Quadra itu lho mbak, suruh scan di buku terus didengerin. Pas belajar "sh" itu lhoo mbak, seneng aku.

The Researcher : Pantesan ya kamu aktif banget kalo di kelas hehe.

MRZ : Hehe biasa aja sih mbak.

The Researcher : Terus menurutmu, kalo hp itu diterapkan dalam mengajar bahasa Inggris, kedepannya kamu bakal tertarik engga dek?

MRZ : Tertarik banget mbak, apalagi kalo listening. Kita kan bisa dengerin sendiri, ngga harus di lab. Ya walaupun kalo di lab adem sih, enak hehe.

The Researcher : Dasaaarr hehe. Berarti kalo kamu di kelas, kamu tuh tipe siswa yang aktif ya dek? Maksudnya ngga cuma diem, atau cuma iya-iya aja.

MRZ : Ya gatau sih mbak hehe. Orang aku juga sebenarnya biasa sih kalo di kelas hehe.

The Researcher : Tapi aku liat kamu sering maju lho dek, apalagi pas disuruh pronounce itu. Kamu suka ya kalo maju ke depan gitu?

MRZ : (mengangguk)

The Researcher : Bagus dek, tingkatkan ya hehe. Oh iya, kalo listening kan idealnya harus di lab bahasa kan dek. Nah sekarang bisa pake hp di kelas, kamu juga seneng. Tapi, kamu nemu kendala ngga dek?

MRZ : Nemu mbak. Kan ada juga yang ngga punya hp di kelas. Batunya cepet abis hehe. Jadi ya agak susah mbak haha.

The Researcher : Solusinya apa dek kira-kira?

The Researcher : Yang ngga punya hp bisa pinjem kan mbak, kalo batunya abis ya besok sekolah sedia olor yang banyak haha.

The Researcher : Nanti malah ngga fokus belajar dong dek haha.

MRZ : Iya sih mbak, temen-temen juga masih banyak yang menyalahgunakan hp kalo di kelas. Pada main sendiri, pas pelajaran gitu lho mbak. Tapi sekarang udah berkurang sih mbak.

The Researcher : Kok bisa? Bagus dong dek.

MRZ : Kan sekarang dah ada yang ngawasi mbak, ada yang nyatet kalo pas pelajaran tapi mainan hp. Nah nanti dilaporin ke BK mbak.

The Researcher : Ati-ati makanya. Hp-nya taruh depan aja kalo gurunya ngga nyuruh pakai yaa hehe.

MRZ : Siap mbak hehe.

The Researcher : Yaudah dek gitu aja ya. Makasih banyak lho

STUDENT 3

Informant : Teresa Novianti Dwi Wardani (TNDW)

Day : Monday

Date : April 2nd. 2018

Time : 11.08

Place : In front of the class

The Researcher : Hai dek Tere.

TNDW : Hai mbak.

The Researcher : Aku mau nanya-nanya nih hehe. Boleh kan?

TNDW : Boleh dong.

The Researcher : Langsung ya dek. Kan kamu diajar bahasa Inggris sama pak Dadang dek, pake hp kan dek? Sering atau kadang-kadang sih

TNDW : Sering sih mbak, apalagi pas praktek-praktek. Kayak translate, dengerin audio, itu pake hp mbak.

The Researcher : Tapi di pertemuan sebelumnya, pak Dadang ngasih tau engga kalo pelajaran berikutnya pake hp? “Minggu depan hp-nya dibawa ya, dipake buat apaaaa gitu” kayak gitu ngga dek?

TNDW : Ngga dikasih tau sih mbak. Kan pada bawa hp sekarang hehe. Dikasih tau pas mbaknya penelitian itu lho hehe.

The Researcher : Hehe berarti kalian selalu ready ya sebenarnya. Ada bedanya ngga sih dek pelajaran pake hp sama yang biasanya?

TNDW : Ada sih mbak, tapi tergantung. Kan temen-temen yo ada yang suka sama yang engga. Kalo pas mood-nya bagus, mesti baguuuus banget sampe jamnya abis. Yo gimana ya, kalo pake buku kayak biasanya gitu justru pada rame pada gojek. Kalo pake hp pada manut mbak.

The Researcher : Bagus ya, tapi aku liatnya juga masih nglibatin buku kan dek. Kan kalian scan barcode kayak gitu dapetnya dari buku.

TNDW : Iya mbak, bener banget. Tapi ngga terus-terusan ke buku kok. Pak Dadang kan main game terus.

The Researcher : Kira-kira kamu tahu engga dek pak Dadang ngajar kayak gitu tujuannya apa? Pake hp di kelas gitu dek.

TNDW : Kalo menurutku mungkin pak Dadang ngenalke aplikasi sekalian ben temen-temen belajar di buku mbak. Kita itu belajarnya emang pake buku, tapi juga bisa pake hp. Gitu mbak.

The Researcher : Bagus ya. Berarti kamu sendiri kalo di kelas jadi aktif dong dek? Eh seneng ngga gitu lho kalo diajar pake hp?

TNDW : Kalo aku sih tergantung mood mbak, tergantung suasana hati. Kalo mood-nya bagus kan nerimanya pelajaran gampang. Kalo ngga mood jane yo gampang mbak, tapi ngga maksimal.

The Researcher : Tapi rata-rata pak Dadang ngajarnya nyenengin engga dek? Kan ada guru yang mungkin ceramah terus, mungkin duduk di depan terus.

TNDW : Nyenengin banget mbak. Banyak latihan soal juga. Santai, bikin kita ngga mikir abot mbak. Kan jadwal e di kelas ku itu kan siang to, pas capek kae. Jadi yo sering juga disuruh kelompokan, kan bahasa Inggris ngga gampang to mbak, makanya kita diskusi mikir bareng-bareng mbak.

The Researcher : Berarti kamu jadi semangat belajar bahasa Inggris ya dek?

TNDW : Yadooong mbak.

The Researcher : Kira-kira waktu hp dipake di kelas gitu, kamu terbantu engga dek buat belajar bahasa Inggris? Terutama listening.

TNDW : Terbantu banget mbak. Kadang kan kita ngga tau cara bacanya gimana, nah kita bisa pake hp buat cari tahu mbak. Kita bisa niru-niruin cara bacanya.

The Researcher : Seneng ya kalo listening di kelas gitu dek?

TNDW : Iya mbak. Tapi pas ngga mood, males juga e mbak. Kadang aku dengerin dirumah.

The Researcher : Oh ada PR dek?

TNDW : Kadang sih, kan kalo pulangnye sore malah jarang dikasih PR.

The Researcher : Enak dong haha. Tapi kalo hp dipake di kelas, ada kendalanya
engga sih dek?

TNDW : Ada mbak. Kan pake Quadra to, ada yang ngga mau repot
buat instal. Padahal share it bisa, ah sebel aku. Kan kayak gitu
nebeng ke temen e mbak, kasian dong, malah ribet dewe.

The Researcher : Padahal dia bawa hp sendiri gitu ya? Solusinya apa dek?

TNDW : Hoo mbak. Pak Dadangnya tuh mbak, kasih aturan kalo
ngerjainnya nebeng ke temen, dikurangin kek. Kalo
ngerjainnya pake hp-nya sendiri, nilainya di plus atau gimana
gitu mbak. Pasti kan pada tertarik mbak. “Wah mending aku
nggo hp ku dewe, ora ribet, nilaine ditambah” ngono kan
mbak.

The Researcher : Haha ya nanti coba aku kasih tahu ke pak Dadang ya dek
hehe. Makasih banyak lho dek. Maaf ya ganggu waktunya.

TNDW : Gapapa mbak, sukses ya mbak.

STUDENT 4

Informant : Denna Galang Venata (DGV)

Day : Monday

Date : April 2nd. 2018

Time : 12.25

Place : In the outside of class

The Researcher : Haloo dek Denna.

DGV : Halo mbak.

The Researcher : Dek, boleh minta waktunya sebentar? Aku mau tanya-tanya dikit nih tentang pembelajarannya pak Dadang.

DGV : Pake bahasa Inggris? Ngga bisa i mbak.

The Researcher : Engga dek, bahasa Indonesia aja.

DGV : Wah Alhamdulillah. Tanya apa mbak?

The Researcher : Gini lho dek, pelajarannya pak Dadang kan ada yang pake hp tuh. Itu sering atau kadang-kadang sih dek?

DGV : Beberapa minggu ini sering mbak.

The Researcher : Sebelumnya dikasih tahu dulu engga kalo kalian harus bawa hp gitu? Atau dadakan di kelas?

DGV : Dadakan mbak, dadakan banget. Untungnya pada bawa, soalnya sekolah ngebolehkan murid bawa hp ke kelas. Tapi dikumpulin di kotak putih itu lho mbak, kalo belum disuruh gurunya ya belum diambil.

The Researcher : Oh gitu ya dek. Kalo dulu kan pas jaman ku, dilarang bawa hp ke sekolah dek. Menurutmu gimana dek kalo sekolah ngebolehkan siswanya bawa hp ke kelas?

DGV : Setuju aku mbak. Kalo ada apa apa dirumah kan orang tua bisa contact kita, kalo ada tugas yang susah gitu kan bisa browsing mbak.

The Researcher : Enak ya dek ya. Berarti kamu seneng dong kalo pak Dadang ngajar pake hp gitu dek? Terutama waktu listening.

DGV : Seneng banget mbak. Pak Dadang kan suka main game to, ngasih tebak-tebakan lagu, ngisi lirik yang kosong itu, beliau

juga humoris, terus temen-temen bisa pake hp, ngga boring jadinya mbak. Beda pokoknya sama guru-guru yang lain.

The Researcher : Lebih jelasnya gimana dek? Pak Dadang tuh kalo di kelas seperti apa sih?

DGV : Penyebar mbak, humoris. Kayak sama temen gitu lho mbak belajarnya. Makanya aku juga seneng kalo diajar pak Dadang, ya kadang-kadang aku bandel sih mbak, kalo pas males malah mojok diem aja hehe.

The Researcher : Lhoo itu buktinya kamu seneng lho dek, kalo pas males berarti kamu cuma butuh semangat.

DGV : Iya sih mbak, orang pak Dadang aja juga kalo siswanya diem atau pas capek gitu mesti ngajak berdiri terus ngapaaaain gitu.

The Researcher : Secara ngga langsung beliau jadi motivator gitu ya dek? Oh iya kan dulu pak Dadang pernah ngajak kalian goyang baby shark ya kan? Haha.

DGV : Iya mbak haha. Itu kan bikin kita ngga ngantuk mbak.

The Researcher : Berarti menarik ya dek? Enakan listening di kelas atau di lab dong?

DGV : Ya kelaslah mbak. Kan udah ditata kayak belajar biasanya. Kalo di lab gitu mesti harus kesanalalah, kadang juga nata kursi lah, ah abis waktunya mbak. Ribet mbak, tapi adem sih ada ac-nya hehe.

The Researcher : Tapi kalo di kelas pasti ada kendalanya kan dek?

DGV : Ada mbak. Aku liatnya sih temen-temen masih ada yang nge-game sendiri, WAnan sendiri, ngga fokus.

The Researcher : Oh kamu terganggu dek kalo mereka kayak gitu?

DGV : Iya mbak, kan kita belajarnya bareng-bareng. Pak Dadang tuh sering nyuruh kelompokan mbak, kalo mereka sibuk sendiri ya berarti yang kerja cuma itu itu aja orangnya.

The Researcher : Solusinya apa dong dek kira-kira?

DGV : Mungkin di kasih CCTV ya mbak, per kelas. Nanti CCTVnya disambungin ke laptop guru biar gurunya ngerti siapa yang sibuk sendiri gitu lhoo mbak.

The Researcher : Oh pengawasannya diperketat gitu ya dek?

DGV : Iya mbak.

The Researcher : Yaudah dek segitu aja. Makasih banyak ya udah mau ditanya-tanya hehe.

DGV : Sama-sama mbak.

STUDENT 5

Informant : Kharisma Tyas Widya Esti (KTWE)

Day : Monday

Date : April 2nd. 2018

Time : 11.15

Place : In front of the class

The Researcher : Assalamu'alaikum

KTWE : Waalaikumsalam mbak.

The Researcher : Dek, boleh minta waktunya sebentar? Aku pengen tanya-tanya tentang pembelajarannya pak Dadang nih hehe.

KTWE : Boleh mbak.

The Researcher : Langsung ya dek. Pak Dadang ngajar bahasa Inggris kan pake hp tuh dek, itu kadang-kadang atau sering dek?

KTWE : Jarang sebenarnya mbak, eh tapi kalo semester ini sering deng mbak.

The Researcher : Ada bedanya engga dek pelajaran pake hp sama yang biasanya?

KTWE : Jelas adalah mbak. Kalo pake hp itu banyak yang ngeluh karena ngga punya kuota, baterainya abis, ngga punya hp. Jadi beberapa kadang ada yang kalo pake hp, dia ngga ikutan ngerjain. Dia cuma dengerin aja. Kalo pake hp juga kadang terburu-buru mbak, apalagi pas nulis di grup WA, banyak typo-nya. Kalo ngga pake hp kan lebih keliatan serius mbak, kayak KBM biasanya. Itu sebenarnya melatih konsentrasi siswa dalam memperhatikan guru mbak.

The Researcher : Oh gitu ya dek. Emangnya pas awal pelajaran gitu, pak Dadang ngga ngasih tau ya tujuan pembelajaran hari itu apa? Kan paling engga kalo pak Dadang nyuruh pake hp, pasti ada tujuannya dek.

KTWE : Kadang ngasih tahu kadang engga mbak. Tapi kan tujuannya ngajar mbak. Ngebahas materi yang belum selesai di pertemuan kemarin, nambah materi yang hari berikutnya. Pak Dadang sering kok nyuruh bikin cerita sendiri, bikin kata-kata mutiara lewat bahasa Inggris, tebak-tebakan lagu, kan itu mengasah kreatifitas mbak.

The Researcher : Oh iya, banyak game juga ya dek?

- KTWE : Lumayan sih mbak, pak Dadang juga suka ngelawak kok hehe.
- The Researcher : Seneng dong kamu kalo di kelas hehe. Selain itu, pak Dadang kalo di kelas seperti apa sih dek? Perannya cuma jadi guru atau gimana?
- KTWE : Ya jadi guru mbak, tapi asik banget. Bikin siswanya enjoy. Kalo ngajar tuh ngga ngebosenin. Selalu ada sisi menghiburnya.
- The Researcher : Wah secara ngga langsung kamu termotivasi ya buat enjoy di dalam kelas?
- KTWE : Iya mbak. Aku seneng kalo diajar pak Dadang. Dulu tuh aku sebel sama bahasa Inggris, sekarang aku jadi suka mbak hehe.
- The Researcher : Bagus ya dek hehe. Kamu ngga cuma diem aja berarti dek kalo di kelas?
- KTWE : Kalo di kelas, aku tu ribut mbak. Suka banget rebutan maju buat jawab soal. Kan pak Dadang sering ngasih latihan soal mbak, kayak game tebak-tebakan judul lagu sama penyanyinya gitu mbak.
- The Researcher : Tingkatkan dek. Harus jadi siswa yang aktif hehe. Berarti cara ngajarnya pak Dadang menyenangkan kan? Menarik gitu ya?
- KTWE : Menarik mbak. Sampe-sampe ngga bisa jawab soal karena ngga nemu-nemu jawabannya hehe. Kan kayak gitu ngedorong kita buat cari tahu terus mbak.
- Oh iya, kalo cara ngajarnya pak Dadang yang pake hp itu malah enak mbak. Soalnya pake yang modern, ngga bikin tegang dengan keadaan. Jadi bisa bikin materi gampang masuk ke otak. Kalo ada bercandanya kan mesti tumbul kesan tersendiri di dalam otak to mbak, nah dari hal yang menyenangkan itu pasti bakal teringat terus.
- The Researcher : Berarti kalo hp dipake di kelas, kamu seneng ya? Ngebantu kamu mengatasi kesulitan belajar engga dek? Terutama listening. Atau gini, kamu lebih suka listening di kelas atau di lab bahasa dek?
- KTWE : Setengah-setengah mbak. Kalo di kelas kan ada untungnya karena ada sinyal bagus, lebih santai juga karena ngga perlu bener-benerin kursi. Kalo di lab mah enakunya karena ac-nya adem mbak hehe. Ngga ada sinyal, ngga ada wifi. Jadi ya ngrasa enakan aja kalo di kelas mbak.
- The Researcher : Belajar listening di kelas bisa bikin kamu paham dong berarti dek? Kan belajarnya santai.

KTWE : Iya mbak. Bisa meningkatkan pemahaman, gitulah istilahnya hehe. Soalnya lewat hp itu enak mbak, kalo dengerin materi juga kayak MP3an gitu lho. Kan kita juga bisa ngatur volume sendiri kalo pake hp sendiri, daripada dengerin guru malah kadang suaranya kecepeten mbak.

The Researcher : Kamu nemu kendala ngga dek kalo gunain hp di kelas buat listening?

KTWE : Nguras kuota mbak haha.

The Researcher : Solusinya apa dong?

KTWE : Guru atau sekolahan ngasih hotspot mbak haha. Kan kasian juga yang ngga punya kuota haha. Oh iya, kendalanya yang cukup penting itu ada murid yang ngga punya atau mungkin ngga bawa hp mbak. Jadi dia bisa ngikutin pelajaran kalo gabung sama yang lain. Kan kasian.

The Researcher : Emang sebelumnya pak Dadang ngga nanyain dek “ada engga yang ngga punya hp?”

KTWE : Engga sih mbak. Paling mikirnya pada punya hp. Lha jaman sekarang lho mbak, siapa coba yang ngga megang hp.

The Researcher : Hehe mungkin ada dek yang punya hp tp tidak memadai buat listening di kelas, gitu mungkin hehe. Yaudah ya dek, makasih banyak lho.

KTWE : Mungkin mbak. Iya mbak sama-sama.

STUDENT 6

Informant : Shannaz Rizkyawan (SR)

Day : Tuesday

Date : April 3rd. 2018

Time : 12.05

Place : In front of the class

The Researcher : Assalamu'alaikum dek Shannaz

SR : Waalaikumsalam mbak. Mau wawancara ya?

The Researcher : Hehe iya dek, kan kemarin udah janji.

SR : Oke mbak, meh nanya apa?

The Researcher : Gini dek, pak Dadang kan ngajar bahasa Inggris pernah pake hp kan itu. Menarik engga itu dek? Materi yang disampaikan bikin kamu paham engga?

SR : Menarik mbak. Tapi kan ada nilai positif sama negatifnya mbak.

The Researcher : Maksudnya gimana itu dek?

SR : Positifnya, pak Dadang itu ngajarnya asik banget. Ngga ngebosenin. Ngga kayak guru lain yang kalo ngajar malah spaneng gitu mbak. Nyuruh diskusi juga, kerja sama, ngga monoton pokoknya mbak.

Tapi negatifnya, kadang yang mikir soal pas kelompokan gitu malah beberapa orang aja mbak. Yang jawab soal di grup wa cuma itu-itu aja. Nanti yang lain ngikut doang. Sama kayak yang disuruh maju ke depan nulis jawaban, nah orangnya itu-itu terus. Padahal pak Dadang itu ngajarnya kreatif lho mbak, mungkin kita-nya aja yang kadang males hehe.

The Researcher : Bagus ya sebenarnya hehe. Kalo diambil positifnya, kira-kira hp itu bisa ngebantu kesulitan mu belajar bahasa Inggris engga dek? Terutama listening.

SR : Kalo boleh jujur ya mbak, aku tuh ngga terlalu suka bahasa Inggris hehe. Paham kalo pas reading aja, tapi kalo pas listening, semenjak pake hp gini malah aku seneng mbak. Aku

bisa puter ulang audionya sendiri, jadi malah nangek maksudnya apa hehe. Bisa ngasih konsentrasi juga kan mbak.

The Researcher : Alhamdulillah ya dek hehe. Tapi pasti kamu nemu kendala deh dek walaupun kamu jadi suka dengerin audio lewat hp?

SR : Kuotanya mbaak haha. Fasilitas wifi di SMADA (SMA N 2 Sukoharjo) kan masih minim. Padahal pak Dadang sering ngirim file lewat grup WA juga. Gimana dong kalo ngga punya kuota? Hehe

The Researcher : Hahaha besok pasang wifi dimana-mana ya dek. Kira-kira solusi dari kamu sendiri apa dek?

SR : Apaaa ya mbak, menurutku sih sebenarnya enak pake LCD mbak. Semua murid bisa merhatiin gitu. Kalo pake hp sendiri-sendiri kan juga ngga 100% pada fokus sama pelajaran, pasti buka aplikasi yang lain dulu. Terus ada juga yang ngga bawa hp, nanti ujung-ujungnya gabung sama temen, ngga efektif tuh mbak. Jadi ya harusnya sekolahan ngasih fasilitas wifi yang memadai, terus pak Dadang juga harus bijak biar semuanya megang hp sendiri biar fokus gitu mbak.

The Researcher : Oh gitu ya dek, kalo wifinya lancar kan belajarnya juga lancar gitu ya hehe. Makasih banyak lho dek udah mau ditanya-tanya.

SR : Haha betul sekali mbak. Sama-sama mbak.

STUDENT 7

Informant : Tiara Azzahra (TA)

Day : Monday

Date : April 2nd. 2018

Time : 11.00

Place : In front of the class

The Researcher : Assalamu'alaikum dek Tiara.

TA : Waalaikumsalam mbak.

The Researcher : Dek, sebelumnya maaf ya. Aku mau tanya-tanya sebentar hehe.

TA : Tanya apa mbak?

The Researcher : Langsung aja ya dek. Kamu kan diajar bahasa Inggris sama pak Dadang. Sering pake hp atau kadang-kadang aja dek?

TA : Kadang-kadang sih mbak, tapi 3 atau 4 pertemuan kemarin pake hp kok. Soalnya pak Dadang buat kayak permainan tapi berkaitan sama materi.

The Researcher : Kalo pas pake hp, sebelumnya dikasih tau ngga dek kalo pelajaran berikutnya pake hp?

TA : Gini mbak, kan di sekolah itu sekarang udah boleh bawa hp yang fungsinya buat pelajaran. Jadi yaa otomatis semua pada bawa dan pak Dadang kadang ngga nyuruh dulu. Kalo misalnya penting banget, pak Dadang juga ngingetin kok kalo suruh bawa hp.

The Researcher : Enak ya kalo sekolah bisa bawa hp hehe. Ada bedanya engga sih dek kalo pelajaran pak hp sama yang pelajaran biasanya?

TA : Ada mbak, kalo pelajaran yang biasa biasa aja kan pasti cepet bosan. Pengetahuannya juga terbatas mbak, kalo pake hp kan bisa buat browsing atau kalo misalnya ada yang ngga dipahamin, otomatis bisa cari pake hp mbak.

The Researcher : Berarti kalo diajar pak Dadang, ngga bosan kan ya? Hehe

TA : Enggak mbak. Pak Dadang tuh enak. Ngajarnya sambil bicara yang lucu-lucu. Jadi ngga tegang mbak.

The Researcher : Suka cerita gitu to dek? Lha kalo kamu sendiri suka nangingepin atau cuma diem-diem aja dek?

- TA : Ngga juga sih mbak, kalo pas ada cerita lucu aja hehe buat selingan. Kalau udah ngasih tugas, pasti pada fokus sendiri-sendiri.
- Aku pendiem sih mbak. Tapi pas ngga paham maksudnya, aku tanya ke temen.
- The Researcher : Ngga tanya ke pak Dadang dek?
- TA : Hehe jarang mbak.
- The Researcher : Kalo tugasnya lebih sering kelompok atau individu dek?
- TA : Kelompok mbak. Kan sering buat permainan.
- The Researcher : Menarik dong ya kalo belajar sambil main game gitu hehe
- TA : Iya mbak menarik banget. Cara ngajarnya pak Dadang beda sama guru yang lain hehe. Jadi ngga cuma diterangin doang materinya gimana, tapi pak Dadang buat cara sendiri biar muridnya nggak bosan dan ngerti materi yang disampaikan.
- The Researcher : Alhamdulillah ya hehe. Oh iya, dalam belajar bahasa Inggris kan ada listening, reading, writing sama speaking dek. Kalo belajar listening pake hp, kamu jadi mudah belajar engga dek? Bisa ngerbantu kamu belajar gitu nggak?
- TA : Bisa mbak. Kalo pake hp kan bisa buat cari kata-kata yang sulit, kalau misalnya dengerin dari speaker nggak tau, kan bisa pake hp.
- The Researcher : Enak ya dengerin pake hp sendiri-sendiri hehe. Kira-kira itu nanti bisa meningkatkan pemahaman mu ngga dek?
- TA : Bisa lah mbak, kan kalo pake hp otomatis kita juga bisa belajar dengan mudah. Lebih jelas kalo dengerinnya dideketin ke telinga mbak hehe. Kalau udah gitu kan bisa ningkatin kualitas dalam belajar bahasa Inggris mbak.
- The Researcher : Berarti ke depannya kamu tertarik ngga kalo belajar listening pake hp?
- TA : Tertarik mbak, biar cepet paham. Kadang kalo diterangin juga masih kurang paham. Apalagi aku ini nggak suka bahasa Inggris hehe.
- The Researcher : Kenapa kok ngga suka? Hehe
- TA : Susah mbak hehe.
- The Researcher : Makanya kalo sekarang boleh bawa hp, besok besok semangat belajar bahasa Inggris ya. Biar paham, biar nilainya bagus hehe.
- TA : Hehe iya mbak.

The Researcher : Kalo menurutmu, kendalanya apa dek semisal hp digunakan di kelas?

TA : Sinyalnya itu lho mbak. Bikin lemot. kalo kuota mau abis juga bikin lemot banget.

The Researcher : Kira-kira solusinya apa dong dek?

TA : Ya harusnya sekolah nambah wifi mbak hehe. Biar kalo pake hp pas pelajaran juga lancar hehe.

The Researcher : Besok bilang ya ke bu kepala sekolah haha. Yaudah dek makasih banyak ya. Semangat belajarnya.

TA : Haha iya mbak sama-sama. Makasih mbak.

STUDENT 8 & 9

Informants : Novenna Justicia Hapsari (NJH) & Olga Ariyana (OA)

Day : Monday

Date : April 2nd. 2018

Time : 11.25

Place : In front of the class

The Researcher : Halo Assalamu'alaikum. Ini dek Novenna, sama dek Olga ya?

NJH : Iya mbak, aku Novenna.

The Researcher : Dek langsung aja ya berdua, takut keburu masuk.

OA : Iya mbak gapapa.

The Researcher : Gini lho dek, kalian kan diajar pak Dadang kadang pake hp kadang engga pake. Kalo pake hp gitu, sebelumnya dikasih tau engga kalo kamu disuruh bawa hp?

NJH : Enggak sih mbak, tapi dulu awal semester 1 pernah kok pak Dadang bilang kalo kita disuruh download aplikasi Quadra itu buat dengerin audio gitu mbak.

OA : Aku lali i to ven haha.

NJH : Iya yo mbak, dulu pernah disuruh.

The Researcher : Haha terus kalian download engga?

NJH : Kalo aku download mbak.

OA : Aku engga mbak, lha memornya ngga cukup kok hehe.

The Researcher : Tapi dek Olga masih bisa nimbrung sam yang lain kan kalo pas pake hp hehe.

OA : Hehe iya mbak.

The Researcher : Ada bedanya ngga sih dek kalo pelajaran pake hp sama pelajaran yang biasanya?

OA : Masih sama aja sih mbak, ngga beda-beda banget.

NJH : Kalo ngga pake hp lebih komunikatif sebenarnya mbak. Guru tanya langsung sama muridnya. Kalo pake hp kan ada juga yang pas ngga bawa, ada juga yang ngga bisa download

aplikasi. Makanya ngga semua siswa mempelajari sendiri. Misal gabung sama temen yang lain, siswa lebih kurang ngerti mbak.

Oh iya, kalo pake hp kan ada juga yang terpengaruh buat dikit dikit googling.

The Researcher : Oh gitu yaa dek. Berarti ngga enak dong kalo belajar pake hp?

NJH : Ya enak sih jane mbak, lebih kekinian haha.

OA : Iya mbak, modernisasi haha.

The Researcher : Berarti enak ya kalo diajar sama pak Dadang? Kalo pas ngajar di kelas gitu, beliau berperan seperti apa sih dek?

OA : Seperti temen mbak haha. Lha kalo ada siswa yang cerita, pak Dadang ikut-ikutan kok hehe.

NJH : Asik ya pak Dadang itu, tapi kalo pas bicaranya cepet-cepet pasti agak kurang jelas jadinya. Terus nyenengin juga karna ada game, cerita-cerita yang lucu, ngelawak gitu mbak haha.

The Researcher : Banyak ketawa juga dong haha. Kamu sendiri gimana dong dek kalo di kelas? Suka nanggapi gitu ngga?

OA : Aku lebih diem sih mbak, soalnya pak Dadang kalo ngajar akunya kadang paham kadang engga.

NJH : Kalo aku kadang tanya-tanya mbak, tapi pak Dadang juga sering kemana-mana kalo di kelas. Kan sering muter juga sebenarnya hehe.

The Researcher : Emangnya kamu ngga tertarik dek kalo pak Dadang ngajarnya sambil main game? Kan katanya sering belajar sambil permainan.

NJH : Tertarik banyak, menyenangkan.

OA : Tertarik sebenarnya mbak, tapi aku mager hehe. Kalo pas gamenya bagus, aku semangat haha.

The Researcher : Kamu termotivasi dong dek? Apalagi kemarin belajar listening pake hp lho, ada gamenya juga.

OA : Termotivasi mbak.

NJH : Iya mbak, soalnya bikin ngga bosan ya. Tapi tergantung mood lho mbak.

The Researcher : Berarti hp sama game itu bisa membantu mengatasi kesulitan belajar mu kan dek? Terutama listening.

OA : Iya sih mbak membantu.

The Researcher : Kamu lebih paham belajar listening di kelas atau di lab?

OA : Di kelas sih mbak, gausah repot-repot ke lab hehe.

NJH : Enak di kelas mbak, soalnya bisa pake hp sendiri.

The Researcher : Menurutmu, penggunaan hp di kelas dalam belajar listening itu bisa menaikkan nilai sama pemahaman mu engga dek?

OA : Kalo soal paham atau engga sih, aku jadi paham mbak. Tapi kalo soal nilai, pak Dadang jarang ngasih tau perkembangan nilai kita mbak.

NJH : Yak tul haha.

The Researcher : Kamu nemu masalah ngga dek waktu hp dipake di kelas dalam belajar listening?

NJH : Volumanya itu lho mbak, kadang udah pol tapi masih kurang jelas. Jadi kita ngga tau tulisannya yang bener kayak gimana kalo disuruh jawab soal.

OA : Nemu mbak, kadang pada rame sendiri jadi kadang kurang kedengeran. Makanya aku juga males kalo di kelas hehe.

NJH : Boros kuota juga mbak.

The Researcher : Kira-kira solusinya apa dong dek?

OA : Ya walaupun listening di kelas, harusnya pada bawa headset sendiri-sendiri mbak hehe.

NJH : Tetep harus ada speaker mbak, kalo perlu yang gedhe sekalian haha.

The Researcher : Kelas lainnya kedengeran dong nanti haha. Yaudah dek makasih banyak ya dek.

NJH : Sama-sama mbak.

OA : Besok kesini lagi ya mbak.

Appendic 4 : Documentation



The teacher did warming up



The students came forward



The teacher used a
smartphone in the class



The teacher gave the score



The student was using smartphone



The students listened the audio



The conversation in WhatsApp group

The teacher send a file through WhatsApp

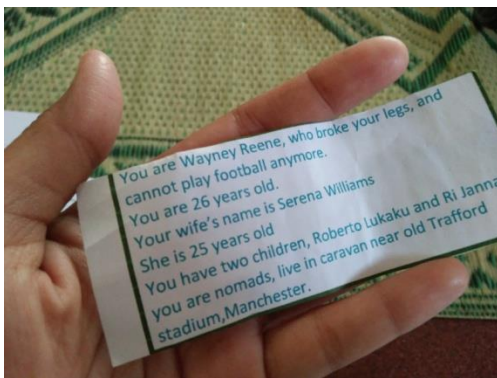


The students watch the video through LCD Projector



The student listens the audio chunking
Individually

The students are looking for paper



Paper chunking, one of the another media example



Paper chunking in the whiteboard



The students arrange the paper chunking into a good sentence



The student answers the questions with
based on the audio



The researcher did an interview
the teacher



The researcher did an interview
with Tiara

The interview did an
interview with Teresa



The researcher asked to Azzahra



The researcher asked to Kharisma

The researcher asked to Vena and Olga



The researcher did interview with Denna



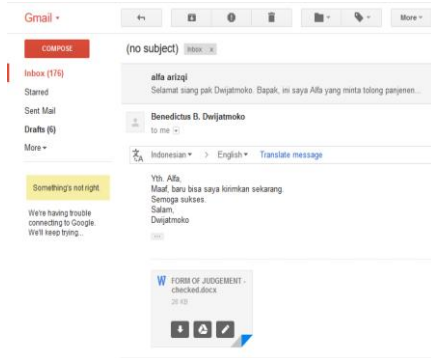
The researcher asked to Rama



The researcher did an interview during with Syahnaz



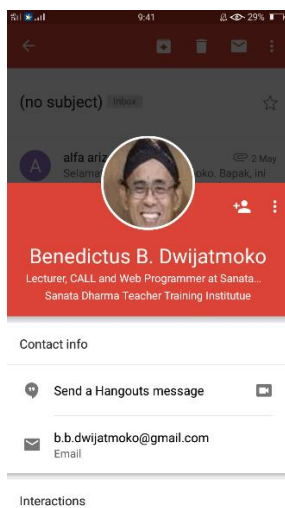
The box to save a smartphone the lesson



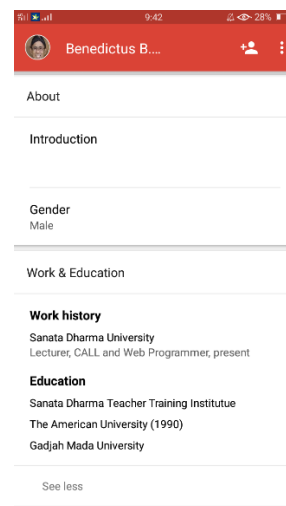
The validator sent the result of judgement by email



The researcher and the validator



Validator's profile on email (1)
(2)



Validator's profile on email

Appendix 5 : Lesson Plan

RPP Mata Pelajaran Bahasa Inggris Kelas X Peminatan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMA Negeri 2 Sukoharjo
Mata Pelajaran : Bahasa Inggris Peminatan
Materi : Announcement
Kelas/Semester : X/1
Alokasi Waktu : 2 x 45 menit

A. Kompetensi Inti (KI)

KI 1 dan KI 2

Pembelajaran Sikap Spiritual dan Sikap Sosial dilaksanakan secara tidak langsung (indirect teaching) melalui keteladanan, terkait jujur, tanggungjawab, disiplin, dan santun melalui proses pembelajaran Pengetahuan dan Keterampilan. Selanjutnya guru melakukan penilaian sikap tersebut sepanjang proses pembelajaran berlangsung, dan berfungsi sebagai pertimbangan guru dalam mengembangkan karakter peserta didik lebih lanjut.

KI 3

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

KI 4

Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (announcement) , dengan	3.5.1 Mengidentifikasi gambaran umum, informasi tertentu secara rinci dari beberapa pemberitahuan (announcement) sederhana.

<p>memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya.</p> <p>4.5 Teks pemberitahuan (announcement)</p> <p>4.5.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk pemberitahuan (announcement)</p> <p>4.5.2 Menyusun teks khusus dalam bentuk pemberitahuan (announcement) , lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<p>3.5.2 Mengidentifikasi struktur teks dan unsur kebahasaan dari teks pemberitahuan (announcement) sederhana.</p> <p>4.5.1.1 Menjelaskan makna terkait fungsi sosial, struktur teks dan unsur kebahasaan dalam teks pemberitahuan (announcement) sederhana.</p> <p>4.5.1.2 Menyimpulkan informasi dari teks pemberitahuan (announcement) sederhana.</p> <p>4.5.2.1 Merancang teks khusus dalam bentuk pemberitahuan (announcement) secara berkelompok</p> <p>4.5.2.2 Menulis teks khusus dalam bentuk pemberitahuan (announcement) secara berkelompok.</p> <p>4.5.2.3 Mempresentasikan teks khusus dalam bentuk pemberitahuan (announcement) secara berkelompok.</p>
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C. Tujuan Pembelajaran

Melalui pembelajaran berbasis teks dan lisan, peserta didik terampil dalam membedakan fungsi sosial, struktur teks dan unsur kebahasaan serta mahir menangkap makna dan menyusun teks pemberitahuan (announcement) secara berkelompok.

D. Materi Pembelajaran

Fungsi Sosial

Menjalin hubungan interpersonal dan akademik antar peserta didik, guru, dan sekolah

Struktur Teks

- Istilah khusus terkait dengan jenis pemberituannya.
- Informasi khas yang relevan.
- Gambar, hiasan, komposisi warna

Unsur kebahasaan

- Ungkapan dan kos kata yang lazim digunakan dalam pemberitahuan (announcement).
- Nomina singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

Topik

Pemberitahuan kegiatan, kejadian yang dapat menumbuhkan perilaku yang termuat di KI

E. Metode Pembelajaran

Diskusi, Tanya Jawab

F. Sumber Belajar

Buku siswa Bahasa Inggris kelas X – Symphony 1

G. Kegiatan Pembelajaran

1. Kegiatan Pendahuluan

- Menyiapkan peserta didik sebelum proses pembelajaran inti dilaksanakan seperti berdoa, absensi, menyiapkan buku pelajaran dan media yang digunakan.
- Memotivasi peserta didik dengan menyampaikan beberapa manfaat pembelajaran terkait dengan teks pemberitahuan (announcement) .
- Mengajukan pertanyaan-pertanyaan yang terkait dengan materi teks pemberitahuan (announcement) .
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

2. Kegiatan Inti

- Menyimak dan menirukan beberapa contoh teks pemberitahuan (announcement) dengan intonasi, ucapan, dan tekanan kata yang benar.
- Bertanya dan mempertanyakan tentang persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaannya.
- Membahas sebuah contoh analisis teks pemberitahuan (announcement) terkait struktur teks dan unsur kebahasaannya.
- Secara berkelompok, membuat teks pemberitahuan (announcement) dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan dengan benar.
- Masing-masing kelompok menyampaikan hasil kerjanya di depan kelas.

3. Kegiatan Penutup

- Menanyakan umpan balik terhadap proses pembelajaran.
- Memyimpulkan apa yang telah dipelajari.
- Menyampaikan rencana pembelajaran berikutnya.
- Menutup kelas dengan berdoa dan salam.

H. Penilaian Hasil Belajar

1. Teknik Penilaian:

- a. Penilaian Sikap : Observasi/pengamatan
- b. Penilaian Pengetahuan : Tes Tertulis
- c. Penilaian Keterampilan : Unjuk Kerja/Praktik, Proyek, Portofolio

2. Bentuk Penilaian:

- a. Observasi : Jurnal Guru
- b. Tes Tertulis : Uraian dan lembar kerja
- c. Unjuk Kerja : Praktik/Pedoman Penskoran
- d. Proyek : Produk/Pedoman Penskoran
- e. Portofolio : E-Portofolio

3. Instrumen Penilaian (terlampir)

I. Program Tindak Lanjut

1. Remedial

Peserta didik yang belum mencapai KKM (80) diberi tugas kelompok untuk mengidentifikasi teks pemberitahuan (announcement) dalam bentuk audio. Siswa diberi waktu seminggu kemudian guru mengevaluasi kemajuan kompetensi siswa dalam menangkap makna pemberitahuan (announcement) . Selanjutnya guru melaksanakan penilaian.

2. Pengayaan

Bagi peserta didik yang memperoleh nilai di atas KKM diberi pengayaan berupa tugas mandiri untuk menjawab pertanyaan terkait dengan teks pemberitahuan (announcement) yang ada di modul.

Sukoharjo, 2018

Mengetahui

Kepala Sekolah

Guru Mata Pelajaran

Dra. Dwi Ari Listiyani, M.Pd

NIP. 19620425 198703 2006

Ahmad DadangPramusinta, S.Pd., M.Pd

NIP. 19741101 200604 1 007

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMA Negeri 2 Sukoharjo
Mata Pelajaran : Bahasa Inggris Peminatan
Materi : Missing Lyric
Kelas/Semester : X/2
Alokasi Waktu : 2 x 45 menit

A. Kompetensi Inti (KI)

KI 1 dan KI 2

Pembelajaran Sikap Spiritual dan Sikap Sosial dilaksanakan secara tidak langsung (indirect teaching) melalui keteladanan, terkait jujur, tanggungjawab, disiplin, dan santun melalui proses pembelajaran Pengetahuan dan Keterampilan. Selanjutnya guru melakukan penilaian sikap tersebut sepanjang proses pembelajaran berlangsung, dan berfungsi sebagai pertimbangan guru dalam mengembangkan karakter peserta didik lebih lanjut.

KI 3

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

KI 4

Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	3.9.1 Memahami fungsi sosial dan unsur kebahasaan dalam lirik lagu

<p>4.9 Menangkap makna terkait fungsi sosial dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</p>	<p>4.9.1 Memahami makna tersirat dalam lirik lagu 4.9.2 Menyebutkan pesan-pesan keteladanan yang terkait dengan lirik lagu</p>
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C. Tujuan Pembelajaran

Melalui pembelajaran berbasis teks dan lisan, peserta didik terampil menangkap makna yang tersirat dalam sebuah lagu terkait kehidupan remaja SMA/MA/SMK/MAK.

D. Materi Pembelajaran

Fungsi Sosial

Mengembangkan nilai-nilai kehidupan dan karakter yang positif.

Unsur kebahasaan

- Kosakata dan tata bahasa dalam lirik lagu.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca dan tulisan tangan.

Topik

Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI

E. Metode Pembelajaran

Diskusi, Tanya Jawab, Chinese Whispered

F. Sumber Belajar

Buku siswa Bahasa Inggris kelas X – Symphony 1

G. Kegiatan Pembelajaran

1. Kegiatan Pendahuluan

- Menyiapkan peserta didik sebelum proses pembelajaran inti dilaksanakan seperti berdoa, absensi, menyiapkan buku pelajaran dan media yang digunakan.
- Memotivasi peserta didik dengan menyampaikan beberapa manfaat pembelajaran terkait dengan missing lyric
- Mengajukan pertanyaan-pertanyaan yang terkait dengan materi missing lyric
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

2. Kegiatan Inti

- Membaca, menyimak, dan menirukan lirik lagu secara lisan

- Bertanya dan menanyakan terkait fungsi sosial dan unsur kebahasaan dalam lirik lagu
- Melengkapi teks rumpang berbentuk lirik lagu
- Mengambil teladan dari pesan-pesan dalam lirik lagu
- Menyebutkan pesan yang terkait dengan bagian-bagian tertentu

3. Kegiatan Penutup

- Menanyakan umpan balik terhadap proses pembelajaran.
- M menyimpulkan apa yang telah dipelajari.
- Menyampaikan rencana pembelajaran berikutnya.
- Menutup kelas dengan berdoa dan salam.

H. Penilaian Hasil Belajar

1. Teknik Penilaian:

- a. Penilaian Sikap : Observasi/pengamatan
- b. Penilaian Pengetahuan : Tes Tertulis
- c. Penilaian Keterampilan : Unjuk Kerja/Praktik, Proyek, Portofolio

2. Bentuk Penilaian:

- a. Observasi : Jurnal Guru
- b. Tes Tertulis : Uraian dan lembar kerja
- c. Unjuk Kerja : Praktik/Pedoman Penskoran
- d. Proyek : Produk/Pedoman Penskoran
- e. Portofolio : E-Portofolio

3. Instrumen Penilaian (terlampir)

I. Program Tindak Lanjut

1. Remedial

Peserta didik yang belum mencapai KKM (80) diberi tugas kelompok untuk mengidentifikasi lirik lagu dalam bentuk audio. Siswa diberi waktu seminggu kemudian guru mengevaluasi kemajuan kompetensi siswa dalam menangkap makna yang tersirat dalam lirik lagu. Selanjutnya guru melaksanakan penilaian.

2. Pengayaan

Bagi peserta didik yang memperoleh nilai di atas KKM diberi pengayaan berupa tugas mandiri untuk melengkapi teks rumpang dalam lirik lagu

Sukoharjo, 2018

Mengetahui
Kepala Sekolah

Guru Mata Pelajaran

Dra. Dwi Ari Listiyani, M.Pd
NIP. 19620425 198703 2006

Ahmad Dadang Pramusinta, S.Pd., M.Pd
NIP. 19741101 200604 1 007

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMA Negeri 2 Sukoharjo
Mata Pelajaran : Bahasa Inggris Peminatan
Materi : Simple Past Tense
Kelas/Semester : X/2
Alokasi Waktu : 2 x 45 menit

A. Kompetensi Inti (KI)

KI 1 dan KI 2

Pembelajaran Sikap Spiritual dan Sikap Sosial dilaksanakan secara tidak langsung (indirect teaching) melalui keteladanan, terkait jujur, tanggungjawab, disiplin, dan santun melalui proses pembelajaran Pengetahuan dan Keterampilan. Selanjutnya guru melakukan penilaian sikap tersebut sepanjang proses pembelajaran berlangsung, dan berfungsi sebagai pertimbangan guru dalam mengembangkan karakter peserta didik lebih lanjut.

KI 3

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

KI 4

Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait	3.6.1 Memahami contoh percakapan terkait penerapan simple past tense dan present perfect tense. 3.6.2 Mengidentifikasi perbedaan dan persamaan dari kedua tense tersebut.

<p>keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan simple past tense vs present perfect tense)</p> <p>4.6 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>4.6.1 Menyusun kalimat pendek terkait dengan percakapan kedua tense tersebut.</p> <p>4.6.2 Menyusun percakapan dengan menerapkan percakapan kedua tense tersebut.</p>
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C. Tujuan Pembelajaran

Melalui pembelajaran berbasis teks dan lisan, peserta didik terampil dalam mengidentifikasi perbedaan dan persamaan antara simple past tense dan present perfect tense. Kemudian siswa mampu menyusun kalimat pendek terkait dengan penerapan kedua tense tersebut.

D. Materi Pembelajaran

Fungsi Sosial

Menjelaskan, mendeskripsikan, menyangkal, menanyakan, dsb

Struktur Teks

- Memulai
- Menanggapi (diharapkan / di luar dugaan)

Unsur kebahasaan

- Kalimat deklaratif dan interrogative dalam simple past tense, present perfect tense.
- Adverbial dengan since, ago, now, klausa dan adverbial penunjuk waktu.
- Nomina singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca dan tulisan tangan.

Topik

Kegiatan, tindakan, kejadian, peristiwa yang dapat menumbuhkan perilaku yang termuat di KI

E. Metode Pembelajaran

Diskusi, Tanya Jawab

F. Sumber Belajar

Buku siswa Bahasa Inggris kelas X – Symphony 1

G. Kegiatan Pembelajaran

1. Kegiatan Pendahuluan

- Menyiapkan peserta didik sebelum proses pembelajaran inti dilaksanakan seperti berdoa, absensi, menyiapkan buku pelajaran dan media yang digunakan.

2. Kegiatan Inti

- Menyimak dan menirukan beberapa contoh percakapan terkait dengan intonasi, ucapan, dan tekanan kata yang benar.
- Guru mendiktekan percakapan tersebut dan peserta didik menuliskannya dalam buku catatan.
- Bertanya dan mempertanyakan terkait perbedaan dan persamaan makna kalimat-kalimat yang menggunakan kedua tense tersebut.
- Membaca beberapa teks pendek yang menggunakan kedua tense tersebut, dan menggunakan beberapa kalimat-kalimat di dalamnya untuk melengkapi teks rumpang pada beberapa teks terkait.
- Mencermati beberapa kalimat rumpang untuk menentukan tense yang tepat untuk kata kerja yang diberikan dalam kurung
- Diberikan suatu kasus, peserta didik membuat satu teks pendek dengan menerapkan kedua tense tersebut.

3. Kegiatan Penutup

- Menanyakan umpan balik terhadap proses pembelajaran.
- Memyimpulkan apa yang telah dipelajari.
- Menyampaikan rencana pembelajaran berikutnya.
- Menutup kelas dengan berdoa dan salam.

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I. Program Tindak Lanjut

1. Remedial

Peserta didik yang belum mencapai KKM (80) diberi tugas kelompok untuk mengidentifikasi perbedaan dan persamaan dari kedua tense. Kemudian guru melaksanakan penilaian.

2. Pengayaan

Bagi peserta didik yang memperoleh nilai di atas KKM diberi pengayaan berupa tugas mandiri untuk menyusun kalimat pendek terkait dengan penerapan kedua tenses tersebut.

Sukoharjo, 2018

Mengetahui

Kepala Sekolah

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