ENGLISH TEACHERS’ LIVED EXPERIENCE IN DEVELOPING AN ANDROID-BASED ENGLISH LANGUAGE LEARNING APPLICATION

A THESIS

Presented as a Partial Fulfillment of the Requirements to Obtain the Magister Humaniora (M.Hum) Degree in English Language Studies

by

Lemmuela Alvita Kurniawati
136332040

THE GRADUATE PROGRAM IN ENGLISH LANGUAGE STUDIES
SANATA DHARMA UNIVERSITY
YOGYAKARTA
2016
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Lemuelia Alvita Kurniawati
Student number: 136332040

Approved by

Dr. J. Bismoko
Advisor

Yogyakarta, 1 August 2016

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Presented by
Lemmuela Alvita Kurniawati
136332040

Defended before the Thesis Committee and declared acceptable.

THESIS COMMITTEE

Chairperson: F.X. Mukarto, Ph.D.

Secretary: Dr. J. Bismoko

Members:
1. Dr. B.B. Dwijatmoko, M.A.
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Yogyakarta, 29 July 2016
The Graduate Program Director
Sanata Dharma University

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Lemuelia Alvita Kurniawati
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<tr>
<td>AI</td>
<td>App Inventor</td>
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<tr>
<td>AND</td>
<td>Android</td>
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<td>BF</td>
<td>Belief</td>
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<tr>
<td>BN</td>
<td>Benefit</td>
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<td>BYOD</td>
<td>Bring Your Own Device</td>
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<td>BYOT</td>
<td>Bring Your Own Technology</td>
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<td>CL</td>
<td>Challenge</td>
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<td>EB</td>
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<td>English as a Foreign Language</td>
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<td>ELT</td>
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<td>MALL/MAL</td>
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<td>Motivation</td>
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<td>PP</td>
<td>Purpose</td>
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<td>Researcher</td>
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<td>RD</td>
<td>Research and Development</td>
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<tr>
<td>SEAMOLEC</td>
<td>Southeast Asian Ministers of Education Organization Regional Open Learning Centre</td>
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<td>ST</td>
<td>Strategy</td>
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ABSTRACT


The emergence of m-learning which provides opportunities for students to experience timeless and borderless learning environment has brought new challenges for teachers to learn, adapt, and incorporate Mobile Assisted Language Learning (MALL) into teaching learning practices. The demand for flexible, accessible, and ubiquitous learning has encouraged teachers to plan, design, and implement m-learning media to provide better learning environment. Developing an Android-based language learning application was one of the examples in providing learning resources which can be accessed both in the class and outside the school. Such phenomenon was experienced by the English teachers who received Southeast Asian Ministers of Education Organization Regional Open Learning Centre (SEAMOLEC) scholarship to study in English Language Studies, Sanata Dharma University. By developing an Android-based language learning application, it was expected that students would experience more fun, flexible, and interesting learning environment which might lead to successful learning.

As an English as Foreign Language (EFL) teacher, I should advocate the English teachers who developed an Android-based language learning application because they are more likely misunderstood by the other English teachers who have not experienced application development and commercial application developers who develop English language learning applications for profit making. Throughout the research process, the voice of English teachers in developing an Android-based language learning application was captured. Their struggles, failures, and success reflected from their experience were used to reveal the meaning of their experience.

This research attempted to reveal the essential meaning of the experience in developing an Android-based English language learning application for the English teachers by implementing hermeneutic phenomenology. The essential meaning of the event was revealed by investigating the participants’ reflection and awareness of what they had done, namely their understanding, belief, feeling, action, and intention. The process in revealing the lived experience was done through collecting texts from the English teachers who have experienced the phenomenon and developing compositions containing the essence of the experience. In-depth interviews were done to obtain the texts in order to have better understanding and interpretation of the lived experience. Two illuminating participants who could give rich descriptions of their lived experience and are willing to share it were selected for this research.

The pre-understanding of English teachers’ lived experience in developing an Android-based English language learning application was described as a series of pre-figured meaning. The pre-figured meaning which was constructed based on my initial perception consisted of digital confidence, app development literacy,
and digital expectation. The emergent meaning which were developed based on the empirical truth of the lived experience consisted of self-improvement, satisfaction, motivation, and self-actualization.

The findings of the research are expected to provide some contributions to English language teaching and learning. For the participants, this research helps them to have a habit in doing reflection of their teaching practices. The reflective awareness enables them to become more self-aware of what they do. By gaining more self-awareness, they would be able to improve their teaching practices. For English teachers and the audience, this research gives better empathic understanding of what it is like for an English teacher to develop an Android-based English language learning application. By gaining better empathic understanding, they would become more autonomous, empowered, and self-actualizing. Therefore, this research could enrich their knowledge in the attempts to develop and integrate an Android-based English language learning application in teaching and learning practices. In addition, the findings of this research give new insight for English teachers who consider developing an Android-based English language learning application. The participants’ lived experience would be beneficial for English teachers who consider developing and integrating mobile application for English language learning. From the participants’ lived experience, they would understand the potential challenges during the process and learn some lessons from the challenges encountered by the participants.

Keywords: Lived Experience, an Android-based language learning application, hermeneutic phenomenology
ABSTRAK


Munculnya m-learning yang memberikan kesempatan kepada para siswa untuk dapat mengalami pembelajaran tanpa batas waktu dan ruang membawa tantangan baru bagi para guru untuk belajar, beradaptasi, dan menggunakan MALL ke dalam praktek belajar mengajar. Tuntutan terhadap pembelajaran yang fleksibel, dapat diakses dengan mudah, dan dapat dilakukan di mana dan kapan saja telah mendorong para guru untuk merencanakan, membuat, dan menerapkan sebuah media m-learning yang dapat menyediakan lingkungan belajar yang lebih baik. Mengembangkan aplikasi pembelajaran bahasa berbasis Android merupakan salah satu contoh upaya dalam menyediakan sumber belajar yang dapat diakses dari dalam kelas dan di luar sekolah. Fenomena tersebut dialami oleh para guru Bahasa Inggris yang telah menerima beasiswa SEAMOLEC untuk belajar di Kajian Bahasa Inggris, Universitas Sanata Dharma. Dengan aplikasi pembelajaran bahasa berbasis Android tersebut, para siswa diharapkan dapat mengalami proses pembelajaran yang lebih menyenangkan, fleksibel, dan menarik yang dapat mendukung tercapainya keberhasilan dalam belajar.

Sebagai seorang guru Bahasa Inggris, saya mendukung guru Bahasa Inggris yang mengembangkan aplikasi pembelajaran bahasa berbasis Android karena mereka cenderung termarjinalisasi oleh para pengembang aplikasi pembelajaran Bahasa Inggris yang mengutamakan profit. Penelitian ini menggambarkan suara para guru yang mengembangkan aplikasi pembelajaran bahasa berbasis Android. Usaha, kegagalan, dan kesuksesan yang terefleksi dari pengalaman mereka digunakan untuk mengungkapkan pemaknaan terhadap pengalaman mereka.

Penelitian ini berusaha mengungkap makna penting dari pengalaman para guru Bahasa Inggris dalam mengembangkan aplikasi pembelajaran bahasa berbasis Android dengan menggunakan metode fenomenologi hermeneutik. Pengungkapan makna penting dari pengalaman para guru dilakukan dengan meneliti refleksi dan kesadaran mereka akan apa yang sudah mereka lakukan dalam proses pengembangan aplikasi, seperti pemahaman, keyakinan, perasaan, tindakan dan intensi mereka. Proses pengungkapan pengalaman hidup dilakukan dengan mengumpulkan teks dari guru Bahasa Inggris yang memiliki pengalaman atas fenomena tersebut dan dengan mengembangkan penjabaran yang berisi inti pengalaman tersebut. Penelitian ini menggunakan wawancara mendalam guna memperoleh teks yang pada akhirnya bertujuan untuk membangun pemahaman dan interpretasi yang lebih baik atas pengalaman-pengalaman tersebut. Partisipan penelitian ini adalah dua orang guru yang memiliki pengalaman hidup yang jelas dalam pengembangan aplikasi pembelajaran bahasa berbasis Android.

Berdasarkan pemahaman awal, pengalaman para guru Bahasa Inggris dalam mengembangkan aplikasi tersebut dapat ditunjukkan oleh rangkaian pemaknaan awal. Pemaknaan awal yang saya bangun berdasarkan persepsi saya terdiri dari
kepercayaan diri digital, pemahaman pengembangan aplikasi, dan harapan digital. Selanjutnya, makna yang muncul dari kebenaran empiris pengalaman yang mereka hidupi terdiri dari pengembangan diri, kepuasan, motivasi, dan aktualisasi diri.


Kata kunci: Pengalaman Hidup, aplikasi pembelajaran bahasa berbasis Android, fenomenologi hermeneutik
CHAPTER I
INTRODUCTION

This research aimed to investigate the English teachers’ lived experience in
developing an Android application. It was intended to reveal the essential meaning
of developing an Android-based English language learning application to English
teachers. This chapter presents the justification of the research, as well as the
validity and feasibility. Therefore, this chapter covers research background,
problem identification, problem limitation, research question, research goal and
objectives, and research benefits.

A. Background

The enormous expansion of English language learning can be seen from a
number of attempts done to improve students’ learning and promote the efficacy of
learning. Teachers have made some attempts to apply various language learning
strategies, styles, methods, and approaches which show their awareness of and
demand for better learning outcome. There have been some growing demands for
innovative approaches to language learning that meet the needs of new generations
and the access of technology in language learning (Pim, 2013). As a result, teachers,
as the tip of the spear in education, are required to provide some innovative learning
environments which enable students to connect with the world around them. With
regard to this, Sharples (2006) points out that the new generations are entering the
mobile age era where mobile technology offers new opportunities to timeless and
borderless learning environments. Thus, teachers are to embrace mobile technology
in order to fulfil the demand of and extend these learning opportunities to students of the digital age.

According to Oz (2015), technology has played a central role in foreign language learning over the last three decades. Today’s technology, i.e. mobile technology, provides English language learners with opportunities to get connected with the other learners and access language learning resources easily. Moreover, mobile technology increases learners’ English language acquisition (Kukulska-Hulme & Shield, 2008). Using mobile technology, learners can individually learn English either inside or outside the classroom allowing them more time to require frequent practice. Regarding to this, Kukulska-Hulme & Shield (2008) mention that mobile devices provide possibilities for learners to maintain a continuous connection with the target language for self-practice and self-teach without any space and time barriers.

In Indonesia, most students have taken mobile technology as part of their daily life and the learning process. As reported in “Pemanfaatan Teknologi Informasi” (2015) around 50% schools in Indonesia ranging from elementary to senior high school are equipped with handheld mobile devices using internet connection to support their learning, in the second quarter of 2014. With regard to senior high school students, around 58 percent students have smartphones with internet connection service, which means most students carry mobile devices (“58 % Pengguna smartphone dari kalangan remaja”, 2012). In other words, these latest mobile devices are well accepted by students ranging from elementary to college as a common tool of daily activities as well as a learning tool.
With the emergent of mobile technology, Mobile Assisted Language Learning, henceforth MALL, becomes one of the fine examples of the adoption of mobile technology that has transformed learning from traditional classroom setting to borderless and timeless learning environment. MALL enables students to access learning materials anytime and anywhere without limitations. It enhances the existing learning approaches both within and outside the classroom as discussed in some studies (Wagner, 2005; Kukulska-Hulme, 2006; Bibby, 2011; Wang, Zou & Xing, 2014). Furthermore, this learning system also empowers many teachers, trainees, students, and other to learn with more academic rigor (Hanafi & Samsudin, 2012).

By integrating MALL, English teachers are required to understand how students learn and communicate as well as to become capable in using recent technology. As stated by Sarkim and Apriani (2015), students in this era are those who were born in digital environment wherein the information they receive comes from audio visual media. Moreover, Sastrapratedja (2013) states that the 21st century learners are characterized by the influence of technology advancement in education. Today’s students use a variety of technologies, especially mobile technology, in their lives as citizens and students. They use technology to support their learning. Consequently, by being capable in using recent technology, teachers will be able to know the students better, provide better learning environment, and develop innovative, creative, and interesting instructional media for the 21st century learners.

The integration of MALL in English teaching and learning activities can be exemplified by providing learning resources which can be accessed both inside and
outside the school. An Android-based English language learning application, which is part of MALL, is one of the options for English teachers in integrating MALL into teaching and learning activities. Teachers can use an Android-based English language learning application to enrich and vary the instructional media in teaching learning process. In addition, an Android-based English language learning application provides learners with ubiquitous learning environment wherein learners can learn and access the materials from anywhere and at anytime (Kukulska-Hulme, 2005)

However, Sweeney and Moore (2012: 13) in their study on applications for mobile language learning point out that there is a potential chasm between language learning app developers who lack of knowledge of pedagogy and English teachers who know about pedagogy but have little knowledge of mobile learning and app development. This potential chasm can be seen from the existing Android-based English language learning application in Google Play Store which are developed by professional app developers for universal purposes and practices of English language learning (Sweeney & Moore, 2012: 4). As an English teacher, I also experience the difficulty in selecting an application which is in accordance with the curriculum appropriateness, students’ needs and proficiency levels.

Since the existing English language learning applications are not in accordance with the English curriculum applied in Indonesia and the students’ needs and proficiency levels, some English teachers were compelled to develop their own application. Regarding to developing an English language learning application, Sweeney and Moore (2012: 14) mention that English teachers and professional app developers should work together to bridge the chasm or English
teachers should gain knowledge of app development. Therefore, the latter option becomes an alternative for English teachers who receive SEAMOLEC scholarship to study in English Language Studies Sanata Dharma University, henceforth ELS.

Some studies worldwide have shown how MALL was integrated in teaching and learning process. Chan et al. (2013) conducted a hermeneutic phenomenological research to understand and interpret the students’ learning experience with smartphones. There were seven themes emerged as the explication of the essential meaning of how the participants learn with smartphones. The findings from the study showed that learning with smartphones was personalized and reflective of students’ needs. Arnold (2015) conducted similar study about the experience and perceptions of faculty members who implemented Bring Your Own Device (BYOD) in one of high schools in Georgia. The researcher implemented phenomenology to investigate the lived experience of faculty members who implemented BYOD. The meaning of the lived experience showed that a lack of preparation for BYOD resulted in the difficulties in implementing it. Studies on mobile English language learning application mostly concentrate on students’ perception towards the implementation of MALL (Kinash et al., 2012; Zou et al., 2014; Zhang et al., 2014; Weng & Chen, 2015), teachers’ perception of MALL (Şad et al., 2014; Oz, 2015), and design and development of MALL (Amer, 2010; Sweeney et al., 2011).

To sum up, although there have been some studies on lived experience of MALL integration, yet most studies discussed perceptions towards MALL and design and development of MALL. Therefore, I placed my interest on the lived experience of English teachers in developing an Android-based English language
learning application. In this study, I attempted to capture the voice of English teachers who developed an Android-based English language learning application to reveal the essential meaning of the lived experience. By revealing the meaning of the lived experience, it was expected that the audience would have life-quality improvement and better empathic understanding.

B. Problem Identification

Creating supportive and facilitating language learning environments has become the ultimate goal of learning innovations. The availability of MALL has provided possibilities to integrate technology in and beyond classroom contexts (Winters, 2006; Kukulska-Hulme & Shield, 2008; Ali, 2013; Parsons, 2014; Oz, 2015). However, the efficacy of the integration is still far from complying with the curriculum applied in formal education. Previous studies argued that the use of MALL in classroom still needs to be improved in terms of its curriculum appropriateness and students’ needs (Kukulska-Hulme & Shield, 2008; Ishikawa et al., 2014; Zhang et al., 2014). Therefore, teachers, as the key persons in formal education system, need to work harder to achieve the efficacy of the integration of such technology into their classroom.

Furthermore, the implementation of BYOD (Bring Your Own Device) and BYOT (Bring Your Own Technology) strategies implemented by teachers in various classroom settings have proven to improve the students’ motivation, enthusiasm in engaging in classroom activities, and information retention (Hanafi & Samsudin, 2012). In addition, MALL could enhance the existing learning approaches both within and outside the classroom as discussed in some studies.
However, this does not reduce the challenge of curriculum appropriateness, yet it provides insights for English teachers as well as application developers to support the needs. Nowadays, the implementation of such strategies is only using the available application in the market. Teachers, in this case, receive tremendous support from mobile devices in providing effective, efficient, flexible and accessible learning situation.

At the same time, with the advent of technology information communication technology and the innovative use of MALL, language learners receive potential benefits for improving the efficacy of language learning. Students’ positive perception towards the use of mobile applications to learn English has shown that in some ways, mobile applications have given significant influences on language learning. App-assisted language learning is an ideal tool to foster learners’ autonomy which enables learners to achieve their learning desire in informal settings (Chen, 2013). Further, app-assisted language learning supports students’ learning in a more interesting, dual-purpose, and effortless way (Weng and Chen, 2015).

The situation aforementioned highlights the fact that MALL has provided both students and teachers with unique, personalized, and ubiquitous learning environment. For teachers, MALL has offered more options to integrate mobile technology that meets the curriculum applied, students’ needs, and students’ proficiency levels. However, in doing so, teachers might encounter some challenges. Selecting appropriate and good quality MALL applications which are
viable, technically feasible, and pedagogically useful for the learners becomes one of the challenges for the teachers.

Many teachers and educators are left unsatisfied with the quality of educational applications available on the app store. As a result, many of them have decided to make their own apps in order to meet the students’ needs. Although most English teachers have been using smartphones and English language learning applications downloaded from Google Play Store, only a few of them have the knowledge of app development. This limited knowledge of app development might become the challenge in designing the user interface of the application, creating contents, utilizing the features in the programming tool, and specifying the application’s behaviors.

C. Problem Limitation

Many attempts have been conducted to improve the students’ English, and one of them is by utilizing MALL to improve English teaching and learning activities. The integration of MALL can be exemplified by introducing and using an Android-based English language learning application. The selection of appropriate applications which is in accordance with the students’ needs is necessary to support students’ language acquisition and to encourage learning. In line with this, some English teachers have developed an Android-based English language learning application based on the curriculum appropriateness and students’ needs.

This study, therefore, delimited on how the English teachers perceive their lived experience in developing an Android-based English language learning
application for senior high school students in Yogyakarta, Indonesia. Hermeneutic phenomenology proposed by van Manen (1990) was employed as the most proper methodology in investigating the lived experience of English teachers in developing an Android-based English language learning application. Hermeneutic phenomenology was chosen as it is aimed to describe and interpret the meaning of lived experience in the attempt to determine the essential meaning of it.

Additional delimitation included the limited fund and time. This study delimited to two English teachers developing an Android-based language learning app as one of the requirements to obtain their master degree in ELS funded by SEAMOLEC. The participants were chosen without considering their age, gender, family background, and employment background. They were chosen based on the illumination aspect. In other words, the participants were those who could give rich descriptions of their lived experience and were willing to share them. With the limited number of participants, it was expected that rich and meaningful description of English teachers’ lived experience in developing an Android-based English language learning application can be elaborated.

This study was limited to the lived experience of English teachers in developing an Android-based English language learning application. Phenomenological studies are limited to those who participate in the study. Although it is possible to transfer the interpretation of the lived experience to another settings because of similar situations, generalization was not possible (Creswell, 2007). The other limitation was the natural tendency of the participants to forget or mislead their past memories and events in the time they were being asked to remember.
D. Research Question

Hermeneutic phenomenology was employed to unveil the English teachers’ lived experience. Therefore, the question formulated in this research was: *What is the meaning of developing an Android-based English language learning application to English teachers?* This question was generated to obtain the rich and meaningful description and interpretation of English teachers’ lived experience in developing an Android-based language application.

In developing an Android-based English language learning application, English teachers could have their own lived experience which may vary among them. In this study, the five fields of lived experience, namely understanding, belief, feeling, action, and intention, were investigated in an attempt to provide answers to the research question.

E. Research Goals

In accordance with the problem formulation presented previously, the immediate goal of this research was to find the scientific truth of English teachers’ lived experience in developing an Android-based language application. From the description and interpretation of the lived experience, essential meaning of developing an Android application and the experiential structures that make up the experience could be determined and revealed.

As the intermediate goal, from the reflection and illumination of the phenomenon, the participants were expected to become more reflective. They were expected to become more aware of what they had done, what they intended to do, and what they had experienced. The audience, on the other hand, were also expected
to have more empathic understanding which leads to better equity in life. In other words, this research was expected to improve the audience’s empathic understanding towards the English teachers’ feelings, emotions, perceptions, and ideas in developing an Android-based language application without the necessity of actually experience it.

The development of equity will consequently lead to autonomy and empowerment. Empowerment will lead to self-actualization which is the ultimate goal of this research. Thus, the ultimate goal of this research was to help the researcher as well as the participants become more self-actualizing.

F. Research Benefits

This research was aimed to describe and interpret English teachers’ lived experience in developing an Android-based language application. It was expected that the description and interpretation could be beneficial and provide significant contributions to the English language teaching in Indonesia.

Firstly, this research benefited the research participants to form a habit in doing reflection of English teaching practice in general, and the integration of mobile technology in English teaching and learning. From the beginning until the end of the research activities, the participants involved in the process of reflecting their lived experience in developing an Android-based language application. Their involvement in this research helped them to do reflection and have self-awareness of what they do and intend to do. Further, the reflective habit formation would also help the research participants in formulating sharper goals in their life empirically and spiritually. Having set sharper goals in their life, they would be able to self-
actualize themselves for the promotion of human dignity individually and socially (Bismoko, 2015).

Secondly, for me, as the researcher and an English teacher, this research helped me to build an empathic understanding of the topic being investigated. By having more empathic understanding, it was expected that I would become more autonomous, empowered, and self-actualized in my profession as an English teacher, thus, I could make some improvements on my teaching. Therefore, this research could enrich me, as an English teacher in the attempts to educate my students using the advancement of mobile technology by integrating an Android-based language application in teaching.

Thirdly, this research also gives some benefits to the audience. The audience would get useful information and new insight about integrating mobile technology in English teaching and learning process. The stories and information were expected to help the audience have better empathic understanding in the implementation of mobile technology in English teaching and learning in Indonesia.

Finally, the findings of this research could support the process of policy making in English language teaching in Indonesia. The scientific truth of English teachers’ lived experience in developing an Android-based English language learning application could become one of the underlying considerations in empowering teachers to develop and integrate a mobile application for English language teaching and learning. An Android-based English language learning application, in this respect, could become one of the tools to improve the quality of learning for English learners in Indonesia.
CHAPTER II
LITERATURE REVIEW

This chapter aims to discover the conceptual truth of English teachers’ lived experience in developing an Android-based English language learning application. It is divided into four sections; they are related research reports, theoretical review, characteristics of source of texts, and framework of pre-understanding.

A. Related Research Reports

There have been many studies discussing the integration of m-learning into language learning in the classroom context. The studies of app development to support language learning process can be found in journals or dissertation writing. However, I could not find any studies focusing on the lived experience of teachers who develop an Android-based English language learning application for Senior High School students in Indonesia. Mapping the other related studies helps discover the place of this study. This section discusses some studies related to the topic of this study.

Chan et al., (2013) conducted a hermeneutic phenomenological research to understand and interpret the students’ learning experience with smartphones. The aim of the study was to investigate the research question, “What does it mean to learn with smartphones?” The findings of the study suggested that students’ experience of learning with smartphones was perceived as personalized and multifaceted learning. The findings were represented by seven themes, namely ‘Learning is Different’, ‘This is My Learning, Not Yours’, ‘Learning and Myself’,

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‘New Ways of Learning’, ‘Learning, Self, and Identity’, ‘The Paradox of Increasing and Diminishing Value’, and ‘The Sum is more than Its Parts’.

Arnold (2015) explored the experiences and perceptions of faculty members in a high school in Georgia about the implementation of BYOD. The aim of the study was to have better understanding of the essential meaning of transitioning to teaching in a BYOD environment. In his study, he tried to investigate faculty members’ perspectives on their transitional period from traditional classroom environment to new classroom environment in which BYOD was implemented. The findings of the study showed that a lack of preparation for BYOD implementation contributed to difficulties in managing the transition period from traditional classroom environment to BYOD environment. Moreover, the in-depth interviews revealed that the second implementation of BYOD which allowed the participants to have more freedom in implementing BYOD brought more positive results for the success of the program.

Fitts’ study (2015) on teacher implementation of m-learning initiative at a sixth grade school aimed to investigate teacher’s perceptions of and experience with the adoption and implementation process of m-learning. The researcher tried to investigate the participants’ perspective during the adoption and implementation process of m-learning, their feelings about utilizing mobile devices in their teaching, and how their perceptions impacted the adoption process. The findings of the study revealed that participants felt frustrated during the adoption and implementation of m-learning due to connectivity issues and time constrains. They believed 24/7 access to Wi-Fi connectivity was important. Moreover, they admitted that more time was needed for the effective implementation of m-learning.
Many studies on mobile English language learning application mostly concentrate on students’ perception towards the implementation of MALL (Kinash et al., 20012; Zou et al., 2014; Zhang et al., 2014; Weng & Chen, 2015), teachers’ perception of MALL (Şad et al., 2014; Oz, 2015), and design and development of MALL (Amer, 2010; Sweeney et al., 2011). As a result, there is a gap in the literature for studies focusing on English teachers’ lived experience in developing an Android-based English language learning application. In this study, I attempted to investigate the essential meaning of English teachers’ lived experience in developing an Android-based language learning application. By investigating the meaning of their lived experience, their voices during the app development process would be heard and school management and decision makers would be more capable of providing support and assistance.

B. Theoretical Review

This section consists of concepts clarification and relations among concepts in this research. These concepts clarification and relations among concepts, together with related research reports and participants’ characteristics are used to improve the trustworthiness of this research.

1. Lived Experience

Van Manen (1990: 25) mentions that phenomenology is the description of the lived-through quality of lived experience and of the expressions of lived experience. In other words, the purpose of phenomenology is to transform the description of lived experience into a textual expression of its essence to reveal the meaning of the lived experience. Further, Van Manen (1990: 25) points out that the meaning of
phenomenological description lies in the interpretation of the texts. Therefore, the interpretation of lived experience becomes the essential focus in phenomenology.

The meaning of the phenomenological description as a method lies in interpretation …. The phenomenology … is a hermeneutic in the primordial signification of this word, where it designates this business of interpreting. (Heidegger, 1962: 37 in Van Manen, 1990: 25).

Van Manen (1990: 37) mentions that “lived experiences gather hermeneutic significance as we (reflectively) gather them by giving memory to them”. The meaning of lived experience can be assigned through meditation, conversation, day dreams, inspirations, and other interpretive acts (Van Manen, 1990: 37). Developing an Android-based English language learning application is lived experience which determines a meaningful aspect of English teachers’ life. The unity of this experience makes it into something unique, and allows them to reflect and talk about it. It provides them a chance to reflect on what they have already done and to find the essence of it (Van Manen, 1990: 38).

In phenomenology, the essence of meaning as mentioned by Husserl (1963) refers to something without which a thing would not be what it is. Therefore, in revealing the essential meaning of an event, aspects that make the phenomenon what it is and without which the phenomenon could not be what it is should be revealed (Van Manen, 1990: 107).

Bradley (2005) proposes another theory about lived experience. According to Bradley (2005: 7) lived experience comprises of two senses. The first sense, formative or diachronic sense of experience, refers to the key events in the past which have shaped an individual into what s/he is now. This experience accumulates over time, teaches us lessons, and shapes our responses to the world.
around us. The second sense, immediate sense of experience, refers to key events which are happening in here and now. Immediate sense of experience is the primary sense since it processes the formative sense of experience (Bradley, 2005: 7). Therefore, lived experience not only refers to sets of events in the past, but also how we give meaning to what is going on around and within us in the present.

Lived experience refers to the mixed senses of the last events and the events which are happening now. It is a process that mixes one’s memory which consists of understanding, desire, intention or expectation, anticipation, relation with others, cultural patterns, feelings, belief of sights, behaviors, smells, sounds, etc. (Murphy, 1960 in Bradley, 2005). To this point, English teachers’ lived experience in developing an Android-based English language learning application refers to the senses of developing the application in the past and what the essence of developing an application means to them now. To put it in other words, English teachers’ lived experience in developing an Android-based language learning application is manifested in their understanding, belief, feeling, action, and intention. Further, the aforementioned fields of lived experience are shaped or caused by intentionality, historicity, ideology or belief, and awareness. Each individual has unique lived experience which is different from one another. The differences are resulted from the aforementioned structures.

The first structure is intentionality. According to Husserl’s phenomenology (1963), one’s experience is intended or represented toward things through particular concepts, thoughts, ideas, or images. In Husserl’s phenomenology, intentionality is the base of consciousness. It represents one’s consciousness or awareness which shapes and causes one’s understanding, belief, feeling, action, and intention.
towards things in the world (McIntyre & Smith, 1989). It explains how one sees an object based on previously experienced phenomenon.

The second structure is historicity. Individual consciousness, as the essential structure of phenomenology, is historical (Drummond, 2000: 133). First, it can be characterized as having historicity which means that it is formed by one’s prior experience. Secondly, individual consciousness has its own place in objective history. It is situated in a certain time and place and circumstance. Therefore, one’s understanding, belief, action, feeling, and intention are influenced by his/her historicity.

The third structure is ideology or belief. Eagleton (1991) defines ideology as “the process of production of meaning, signs, and values in social life”. Ideology, as a set of beliefs, signifies one’s thought on an object or phenomenon. With regard to the purpose of phenomenology i.e. to assign essential meaning of lived experience, ideology forms how one sees the life world.

The last structure is awareness. In Husserl’s phenomenology, awareness is structure that makes experience conscious (Smith, 2013). To put it in other words, a certain awareness of the experience one has while living through or performing it is what makes experience conscious. Moreover, Smith (2013) points out that awareness is also a defining characteristic of conscious experience which gives the experience a first-person perspective of the object of the study. Therefore, awareness allows an individual to have a first-person perspective on certain experience.

In sum, intentionality, historicity, ideology of belief, and awareness are the structures that form English teachers’ lived experience in developing an Android-
based English language application. The meaning of their lived experience is manifested in their understanding, belief, feeling, action, and intention. Further, those aforementioned fields will be discussed as follow.

a. Understanding

According to Fish (2014), understanding is a psychological process related to an abstract or physical objects, such as a person, situation, or message by which one is able to think about it and use concepts to deal with it. Understanding helps one to relate concepts they have in mind with the objects being observed and judge possible responses related to it. Meanwhile, Munhall (2008: 903) defines understanding as “comprehending an entity; achieving a grasp of the essence of another or of an experience; empathizing or sympathizing with another individual, group, or culture; or knowing what something is about or something is like”. Understanding helps us to know the consequences of things and of actions done previously.

Siegel and Smith (1998) in Galle (2004: 593-594) propose four elements of understanding which support the definition and concept of understanding. The first is that to understand something is to know a theory. The second element is that to understand is to make sense of something or to make something plausible. In other words, to understand something means making sense of something by proving it through scientific method. The third element is that to understand something means to be able to apply it appropriately. Forth, understanding involves the acts of examining the reasons that justify a claim. Based on the elements proposed by Siegel and Smith (1998), English teachers’ understanding in developing an
Android-based English language learning application refers to the process of knowing the theory in developing an application, proving it through scientific method, and being able to apply the theory appropriately and to examine the reasons that justify it.

b. Belief

Belief is defined as an “individual’s judgment of the truth or falsity of a proposition, a judgment that can only be inferred from a collective understanding of what human beings say, intend, and do” (Pajares, 1992 in Bingimlas & Hanrahan, 2010: 416). Meanwhile, Borg (2001: 186) states that belief is a conscious or unconscious intention which is evaluative since it is accepted as something true and considered as a guide to one’s thought and behavior. Belief plays an important role in life, as well as in many fields of teaching. It helps individuals to decide what approach is considered appropriate in the teaching learning process, as well as to make sense of the world.

With regard to teachers’ belief, Borg (2001: 187) defines teachers’ belief as their pedagogic belief, or belief which is related to an individual teaching. The belief covers some areas, namely belief about teaching, learning, learners, subject matter, and the role of a teacher. Teachers’ belief of some areas in teaching and learning plays an important role in making decisions about classroom instructions. It influences the goals of the learning, procedures, classroom interaction, and material selection of teaching. In relation to developing an Android-based English language learning application, English teachers’ belief refers to their judgments and opinions about learning, the role of m-learning and mobile applications for English
language learning, learners, subject matter, and purpose of developing an Android-based English language learning application.

c. Feeling

Peirce (2004) defines feeling as a state which is entirely in every moment of time as long as it endures. Meanwhile, Shouse (2005) states that feeling is a sensation that has been checked against previous experiences and labelled. Each individual has a different set of sensations which is used to label their feeling. In delving into one’s feeling, a question such as “How do you feel about that?” can be used. This question, therefore, elicits adjective responses expressing feeling, such as anxious, happy, afraid, intimidated, confident, and so on (Patton, 2002: 350).

Drawing on the previously elaborated definitions of feeling, English teachers’ feeling in this study refers to what they feel about developing an Android-based English language learning application. Furthermore, I also made an attempt to explore the English teachers’ feeling when they learned to use the programming tool to develop an application. By exploring their feeling, a meaningful and rich description and interpretation of lived experience will be obtained.

d. Action

Davidson (1980) in Wilson and Shpall (2012) asserts that an action is something an individual does intentionally. Action and intention are closely related. When an individual does an action, s/he does it with her/his intention. The action of developing an Android-based English language learning application involves an intention and bodily movement.
Meanwhile Vallacher and Wegner (2012: 329) state that action is concerned with what people do, whether privately or in explicit social contexts such as relationships, groups, and crowded streets. When it is done privately, it can be something as “writing”, “reading”, or “developing an app”. On the other hand, when done in explicit social contexts, it can be “making a phone call”, “attending a class”, or “discussing problems related to app development”.

In relation to developing an Android-based English language learning application, English teachers’ action refers to the actions or activities they have done in order to produce an application which accommodates the English curriculum being used, students’ needs, and proficiency level. The actions include those done both before and during the process of developing an Android-based English language learning application.

e. Intention

As Rummel (1991) suggests, intention is a desire to achieve some future goals through some specific behavior in a particular circumstance. For instance, a student enrolled in a university is perceived as if intending to get a degree, or someone developing a mobile application is perceived as if intending to integrate technology to the classroom context. In relation to this definition of intention, Setiya (2014) proposes three areas of intention. The first is intention for the future, as when I intend to finish my study this semester. The second is intention with which someone acts, as I am typing with the further intention of writing a thesis. The last one is intentional action, as in the fact that I am typing this thesis intentionally. In achieving future goals, these three areas of intention are needed to support the goals.
Drawing on the definition and areas of intention, English teachers’ intention in this study is identified from what they desire or expect to do by developing an Android-based English language learning application. In developing an application, English teachers are expected to have intention for the future, intention with which they act, and intentional action.

2. **English Language Learning in the Twenty-First Century**

Bajcsy (2002) argues that the use of technology in the classroom plays a central role and it becomes a normal part of English language teaching and learning practice over the last three decades. As technology has been integrated in teaching instructions, teachers and learners have more opportunities to get well connected and educated. Dudeney and Hockly (2007: 7) provide some reasons why technology is important in teaching and learning practices. Internet access is becoming increasingly available to learners, they can easily access it in their homes, public places, school, or internet cafes. Secondly, English, as an international language, has been used in many technological contexts. Finally, technology, especially the Internet, provides learners with opportunities for accessing authentic tasks, materials, and ready-made ELT materials easily. Drawing on these reasons, educators need to implement the integration of technology in pedagogical context and develop the opportunities that enhance learning through technology.

Language learning has shifted from traditional learning focusing on teacher-centered approaches to student-centered approaches (Jacobs & Farrell, 2001). This paradigm shift on language learning has brought some changes in foreign language classroom implications. The changes cover the need for learner autonomy,
cooperative learning, and teachers as co-learners (Jacobs & Farrell, 2001). Therefore, technology becomes the trend towards learner-centered approach which not only fosters individuals’ participation in learning, but also learning autonomy.

English learning in the twenty-first century is characterized by the integration of technology in learning process (Eaton, 2010). By using technology, students are able to demonstrate their learning and learning outcomes through student-made videos, student blogs, Wikis and podcasts, and mobile applications for language learning. Further, in the twenty-first century English learning, technology functions as an enabler which helps organize and provide content materials for the students which are accessible at all time (Bajcsy, 2002). This technology feature enables students to easily learn at anytime and from anywhere without any time and space barriers.

3. Mobile Learning

As technology has been developed rapidly, the demand for learning anytime and anywhere has led to the new type of electronic learning called mobile learning, henceforth m-learning. Mobile devices such as netbooks, laptops, tablets, smartphones, e-readers, and iPads have become widespread, especially among young people. Moreover, with the increase in BYOD (Bring Your Own Device) approaches to classroom learning which is implemented in some schools, m-learning has grown rapidly in popularity (Parsons, 2014: 1). Based on the idea of learning anytime and anywhere, m-learning suggests teachers to the idea of bridging digital divide between teachers and learners. In other words, the emergence of m-learning encourages teachers, as digital immigrants, to adapt with
the development of technology used by their students who are considered as digital
natives (Dudeney and Hockly, 2007: 8).

a. The Nature of Mobile Learning

In defining m-learning, Winters (2006: 5) suggests his perspectives on m-
learning which covers four broad categories, namely technocentric, relationship to
e-learning, augmenting formal education, and learner-centered. According to
technocentric perspective, m-learning is viewed as learning using mobile devices,
such as PDAs, mobile phones, iPods, tablets, or e-readers. Based on relationship to
e-learning perspective, m-learning is characterized as an extension to e-learning.
This perspectives consider m-learning as a subset of electronic learning (e-
learning), which in turn, is a subset of distance learning (d-learning) as illustrated
in Figure 2.1.

Honeyman (1993) in Ali (2013: 15) defines d-learning as “a process to create and
provide access to learning when the source of information and the learners are
separated by time and distance, or both”. In the past, d-learning has some
drawbacks, such as time and location restrictions, climate factors, and access
restrictions since it is delivered via satellite (Ali, 2013: 16). However, recently, d-learning relies on the advancement of technology which makes the process of delivering the learning materials and information much easier than before. Meanwhile, Brown (2005: 303) defines e-learning a subset of d-learning, as the process of delivering content and information via electronic media, such as internet, intranet, audio/video tape, or CD-ROM.

The term e-learning covers a wide set of applications and processes including computer-based learning, Web-based learning, virtual-classrooms and digital collaboration. We define e-learning as the delivery of content (and interaction) via all electronic media, including the Internet, intranets, extranets, satellite broadcast, audio/video tape, interactive TV, and CD-ROM. Yet, e-learning is defined more narrowly than distance learning, which would include text-based learning and courses conducted via written correspondence (Brown, 2005: 303).

Conceptually, as illustrated in Figure 2.1., e-learning comprises of online learning (wired) and m-learning (wireless). Dudeney and Hockly (2007: 136) mention that online learning, as the subset of e-learning, is learning which takes place via the Internet, while m-learning is m-learning which includes the use of mobile phones, MP3 players, PDAs, iPods, or tablets.

In accordance with Winters’ (2006) third perspective i.e. augmenting formal education, m-learning offers opportunities for learning which extend beyond formal education and traditional learning. As pointed out by Winters (2006: 5), formal education is characterized as face-to-face teaching, while traditional learning is learning which takes place in the classroom. Therefore, by this point, m-learning provides learners with greater opportunities to learn not only in their classroom context, but also outside the classroom context.
Winters’ last perspective puts an emphasis on learner-centeredness focusing on the mobility of the learners (Winters, 2006: 6). In line with Winters, O’Malley et al., (2003) state that m-learning happens either when “the learners are not at a fixed, predetermined location or when the learners take advantage of learning opportunities offered by mobile technology”. Drawing from these perspectives, it can be concluded that rather than the device, the focus of m-learning is the mobility of the learners which enables them to learn anywhere, without any spatial restrictions.

As the field of m-learning is experiencing rapid evolution, there is a shift in defining m-learning. In the past, m-learning has been defined in terms of its use of mobile technology, while currently m-learning has focused on the mobility of the learners (Kukulska-Hulme, 2008: 273). Mobility in m-learning can be understood in terms of spatial movement which enables time-shifting, and boundary-crossing.

Sharples et al. (2006: 3) define the concept of mobility in m-learning in five fields, namely mobility in physical space, mobility of technology, mobility in conceptual space, mobility in social space, and learning dispersed in time. Mobility in physical space refers to the attempts to embed learning into daily life and the relevancy of location to learning. Mobility of technology refers to portable devices and resources which are available to be carried around. Mobility in conceptual space is a person’s ability for shifting attention from one topic to another. The next aspect of mobility, mobility in social space, emphasizes on social groups wherein learners perform their learning. Finally, learning dispersed in time means that learning is a cumulative process involving a variety of learning experiences across formal and informal learning contexts. In implementing m-learning in the
classroom context, these five areas of mobility are needed as guidelines to successful m-learning integration.

In addition, El-Hussein and Cronje (2010) in Kim and Kwon (2012: 33) propose three different areas of mobility in m-learning, namely mobility of technology, mobility of learning, and mobility of learners. Mobility of technology refers to mobile technology including smartphones, digital cameras, hand-held computers, global positioning system (GPS) devices or other mobile devices which are equipped with wireless application protocol (WAP) or Wi-Fi. These devices enable learners to access learning materials and information through the Internet or satellite and provide opportunities for learners to learn anytime and anywhere. Furthermore, mobile devices enable learners to perform different kinds of social-interactive functions including communication (SMS, email, phone), organization (memos, address), applications, information (webs, wikis), or entertainment (camera, music, movies, games).

The second area of mobility which is mobility of learning creates new mode of learning. This new mode of learning refers to personalized, learner-centered, situated, collaborative, ubiquitous, and lifelong learning (Kim and Kwon, 2012: 34). For learners, m-learning creates various personal and unique experience within the context they are situated. Further, learners can easily get connected with each other without any age, place, time, or duration restrictions.

Finally, the third area of mobility in m-learning is the mobility of individual learners. M-learning facilitates learners with learning productivity and effectiveness allowing them to be more flexible, accessible, and personalized. Learning advantages, such as more flexible, accessible, and personalized learning activities
provide encouragement for learners. Further, m-learning helps learners to develop their sense of individuality, community, and ubiquity, bringing them the enjoyment and motivation in learning (Kim and Kwon, 2012: 34). Figure 2.2 illustrates the concept of m-learning based on the three areas aforementioned.

Therefore, in this study, I define m-learning as learning which is mediated via mobile devices, such as smartphones or tablets and is available anytime, anywhere. Such learning enables learners to learn anytime – before, during, and after school, and anywhere – at school, homes, internet cafes, or public places. This learning, then, is characterized by the mobility of the learners, allowing them to have more flexible, accessible, and personalized learning experiences.

![Figure 2.2. The Concept of M-learning in Three Areas (El-Hussein and Cronje, 2010)](image)

In implementing m-learning, teachers and educators need to consider three important factors which will ensure the quality of learning. These three factors called the three pillars for m-learning include the learner’s style, the mobile devices/
applications, and the learning content (Ali, 2013: 19). Each pillar in the m-learning environment depends on and is influenced by the other pillars as illustrated in Figure 2.3.

![Three Pillars for M-learning](Ali, 2013: 19)

Learning style refers to an individual’s characteristics in perceiving, organizing, and processing information (Capretz, 2006 in Ali, 2013: 19). Each individual has his or her own learning style. To find out this style, learning process should be understood. Mobile applications, as the second pillar, are as important as learning style as they are the core of m-learning environment. In delivering the learning materials, contents, and information, m-learning environment needs an effective and appropriate application to meet the learners’ needs. These applications, then, can be either pre-installed on the smartphones during the manufacturing process or downloaded by users from different mobile operating system platforms, or through web applications. The last pillar, learning content,
defined as the type of information that has to be delivered to the learners for them to obtain knowledge. Strong relationship among the pillars will lead to learners’ motivation to utilize m-learning (Ali, 2013: 20).

In addition, to implement m-learning in classroom instructions, Elias (2011: 3) applies the Universal Instructional Design (UID) principles. These principles have been developed to build flexibility of both the use of instructional design and operating systems of educational materials so that they will meet the students’ needs. UID principles include (1) equitable use, (2) flexible use, (3) simple and intuitive, (4) perceptible information, (5) tolerance for error, (6) low physical and technical effort, (7) community of learners and support, and (8) instructional climate.

The first principle highlights that course contents and materials should be accessible to learners with different abilities and location. Regarding to this, it is very important to develop learning contents and materials which can be accessed on different kinds of devices. According to UID principle, flexible use means that the course contents and materials should accommodate learners’ abilities, preferences, schedules, level of connectivity, and choices of methods of use. The third principle, i.e. simple and intuitive, means that course design should be simple and intuitive, eliminating unnecessary complexity. In other words, educators and teachers should develop a simple interface containing only information that fits comfortably on the smallest of screen. Further, the next UID principle also recommends to add descriptors, captions, and transcriptions. The next principle, tolerance for error, suggests to minimize error possibilities in software operation by designing learning environment which is zero tolerance to error. Next, low physical
and technical effort means that m-learning requires simple operation. The next principle, i.e. community of learners and support, means that m-learning should accommodate learners with a support group wherein they communicate and help each other. Finally, the last principle focuses on how the instructors interact with the learners in various ways (Elias, 2011: 3-7). In order to provide accessible education through the integration of m-learning into the classroom context, educators and teachers need to pay attention to the accessible design of materials using the available resources. UID principles play an important role in the process of designing accessible materials for m-learning.

With regards to the nature of m-learning, it offers some benefits for learners. As stated by Kossen (2001) in Brown (2005: 306), m-learning enriches learning possibilities by providing learners with more mobile, convenience, and flexible learning environment.

Because mobile devices have the power to make learning even more widely available and accessible, mobile devices are a natural extension of e-learning. Imagine the power of learning that is truly ‘just-in-time’, where you could actually access training at the precise place and time on the job (go) that you need it (Kossen, 2001:2).

Additionally, Kukulska-Hulme (2005: 13) identifies some reasons for incorporating m-learning in classroom instructions. Those are (1) mobile devices are relatively inexpensive, (2) m-learning offers the possibility to create ubiquitous learning, (3) m-learning promotes collaborative learning, and (4) m-learning supports independent learning. Additionally, Kukulska-Hulme (2005: 14) includes some additional reasons why it is beneficial to incorporate m-learning into classroom instructions, i.e. m-learning promotes students’ motivation, encourages students’ responsibility, acts as reference tools, and helps track students’ progress.
b. Mobile Assisted Language Learning (MALL)

Nowadays, mobile devices such as smartphones, PDAs, iPods, tablets, and other handheld devices are used for many purposes ranging from calling, texting, listening to audio, web surfing, shopping, or socializing. Apart from these benefits of mobile technology, the use of mobile devices to support language learning has grown rapidly. In addition, the demand for learning anytime and anywhere has created a new learning environment wherein mobile devices bring opportunities for ubiquitous learning.

Mobile assisted language learning, henceforth MALL, refers to an approach to language learning which is assisted or enhanced through the use of handheld mobile devices (Valarmathi, 2011: 2). In addition, MALL has been considered as a subset of both m-learning and computer assisted language learning (CALL) (Valarmathi, 2011: 2). MALL differs from CALL in the use of portable and personal devices that enable learners to access learning material from their portable devices. Further, MALL has created a bridge for crossing the boundaries between formal learning inside the classroom and informal learning outside the classroom. However, while MALL offers a crossing of boundaries in learning, it, nevertheless, shares with CALL a focus on language learning (Kukulska-Hulme, 2008: 273). Regarding to the concepts of MALL and CALL, Stockwell and Hubbard (2013: 5) have offered a diagram illustrating the relationship among MALL, CALL, and m-learning as presented in Figure 2.4.
The diagram above shows that the three types of learning are interconnected. The shaded area in the diagram illustrates the interconnection among MALL, CALL, and M-learning. The principles in MALL are similar to those in CALL and M-learning. These similar principles show that MALL belongs to both disciplines, rather than being set apart from them (Stockwell and Hubbard, 2013: 6).

The implementation of MALL brings some benefits for students in their learning process. Kim and Kwon (2012: 33) summarize the benefits of implementing MALL as follow. First, MALL enables students to easily access language learning materials and communicate with their teachers and peers at anytime and from anywhere. Second, with regard to the nature of digital technology, MALL facilitates students’ participation in both collaborative and individualized language learning activities allowing rapid development of speaking, listening, reading, and writing skills. Third, mobile technology used in MALL provides various resources for language learning encouraging learners to be more motivated, autonomous, and site-specific.

In maximizing the benefits of MALL, the implementation of MALL requires some principles. Stockwell and Hubbard (2013: 8) propose ten principles as the
basis for implementing MALL. The ten principles focus on the lessons learned from technology applications. Therefore, in applying the principles, language teaching guidelines and learning approaches are required.

The first principle is that mobile activities, tasks, and applications should notice the limitations of both mobile devices and the environment in which the devices will be used. In implementing MALL, these limitations should be connected with second language learning principles and theory.

The second principle is limiting multi-tasking and environmental distractions. People are not good at multi-tasking since it raises stress level, increases error rates, and lowers productivity. Drawing on this fact, tasks and activities in MALL should be designed in an effective way that interferences in incidental language learning and environmental distractions can be reduced.

The third principle is pushing, but respecting boundaries. The push mechanism helps prompt learners to action, but at the same time, learners also need to have ideas of when and how frequently they would like to receive it. Therefore, in designing mobile applications, it is recommended to give learners opportunities to control and accommodate when and how frequently these push events occur.

The fourth principle is striving to maintain equity. In implementing MALL in classroom instructions, it is necessary to find out whether learners have mobile devices, what devices they have, how consistent the device connectivity is, and the expenses for using the devices. Non-mobile alternatives should be considered if there is a sign of inequity in the learning environment.

The fifth principle is acknowledging and planning for accommodating language learner differences. In developing mobile applications for language
learning, different learning styles and differences in comfort level for learning in a public or a private place should be acknowledged. MALL, then, should facilitate learners with various learning styles.

The sixth principle is being aware of language learners’ existing uses and cultures of use for their devices. Most students may perceive their mobile devices as personal and social use rather than as learning tools. Designing tasks or applications which are consistent with learners’ existing uses will likely help learners to easily accept them.

The seventh principle is keeping mobile language learning activities and tasks short. Dividing longer tasks or activities into smaller chunks will help learners stay focused on their tasks or activities. In addition, smaller chunks will help lessen the interruptions and distractions in the learning environment.

The eighth principle is letting the language learning tasks fit the technology and environment, and letting the technology and environment fit the tasks. In developing mobile applications for language learning, the tasks should be developed based on the mobility of learners, mobility of technology, and mobility of learning.

The ninth principle is that learners will likely need guidance and training to effectively use mobile devices for language learning. In using mobile devices, learners may pose some challenges regarding to their uses and functions. Consequently, learners need to be informed and trained in making use of the mobile devices as efficient as possible.

The last principle is recognizing and accommodating multiple stakeholders. To implement MALL in the classroom instructions, preparation and motivational
support for teachers and learners should be provided. In addition, other parties, such as parents, curriculum developers, and principal should be involved in motivating learners and monitoring the implementation of MALL.

4. **Android-based English Language Learning Applications**

With the emergence and development of MALL, a number of downloadable applications for English language learning has gained a significant increase. This new learning environment is empowered by recent advancement in mobile technology operating systems (OS). Some popular operating systems in the market are Symbian OS, Windows OS, Palm OS, Blackberry OS, iPhone OS, Bada OS, and Android OS (Godwin-Jones, 2011: 2). However, Godwin-Jones (2011) states that one of mobile technology operating systems which has gained significantly in both users and applications is Google’s Android OS. Android OS has enabled learners to learn and communicate at anytime and from anywhere, eliminating any barriers and creating a ubiquitous learning. Therefore, handheld devices such as smartphones or tablets based on Android platform have gained their popularity among younger segments of the population, such as school students (Hanafi and Samsudin, 2012: 2).

a. **Android**

Android is a comprehensive open source platform designed for mobile devices and supported by Google. Schmidt et al. (2009: 14) cite a definition of Android based on Google Android website as “a software stack for mobile devices including an operating system, middle-ware and key applications”. This operating
system has been enriched with some elements to provide basic functions, like a networking stack and Java methods enabling developers to create a wide range of software for mobile applications (Schmidt et al., 2009: 14). Moreover, Android is described as “the first truly open and comprehensive platform for mobile devices which includes an operating system, user-interface, applications, and all of the software to run a mobile phone” (Meier, 2009). In line with these definitions, Android, as an open source platform, enables developers to develop applications for variety of purposes.

As an open platform, Android enables users to have richer mobile experience and developers to develop applications easily. Regarding to this, Gargenta (2011: 1-3) proposes three factors underlying the facts that Android offers some benefits for both developers and users. Those factors include comprehensibility of Android OS, Android as an open source platform, and Android as purpose-built platform for mobile devices.

The first factor is comprehensibility. Android is a comprehensive platform, meaning it is a complete software stack for a mobile device. For developers, Android provides tools and frameworks for developing mobile applications quickly and easily. In addition, for users, Android works immediately after the installation and does not require any configuration or modification.

The second is that Android is an open source platform which means that the system to the applications are totally open. Other parties can easily and freely extend and use it for variety of purposes. Moreover, developers have an easy access to the platform source code which allows them to learn how the OS works and modify it based on their needs.
The last factor is that Android is purposely built for mobile devices. When designing Android for the first time, some constraints such as the small size of the mobile devices were addressed and taken into considerations. As a result, Android can run in a wide range of handheld devices with various screen size and resolution. Therefore, it fits to any handheld devices and is designed to be portable.

b. Android Applications for English Language Learning

With thousands of applications in Google Play Store, the role of these applications has also grown rapidly. In almost every sector, from industries, banking, education, media, and music, Android applications can be easily found and downloaded in the market. Godwin-Jones (2011: 2) notes that in 2008 only a few applications for language learning had been released, including dictionaries, phrase books, and flash cards. Ever since, these applications have grown in popularity as mobile devices have provided enhanced hardware and software, allowing the applications to gain advanced functionality. As a result, there are various types of English learning applications readily available across Android OS platform which lead to a new trend in language education.

In categorizing language learning applications, Sweeney et al. (2012: 2) propose three categories based on the application design perspective. The first category is utility applications, which only have one single function. Utility applications consist of quick look-up applications, such as dictionary applications. The second category is productivity applications. Such applications offer English language learners both opportunities to practice through the applications and functionalities to support the learning. An example of productivity application is
vocabulary practice application which provides learners with more functionalities to acquire vocabulary. The last category is immersive applications, i.e. applications which are used to play language games, view media, and perform specialized tasks and which offer a full-screen, visually rich environment.

Nowadays, apps developers have created various English language learning applications for handheld device users to facilitate the demand for ubiquitous learning. The purposes of English language learning apps are ranging from translating texts to building language skills, i.e. listening, reading, writing, and speaking. Since each learner learns language differently and has different needs, each of them should browse English language learning apps that work best for them. Learners, then, may choose a variety of language learning apps available in Google Play Store which meet their need. Moreover, teachers need to assist them in selecting the appropriate apps based on their needs.

Auza (2013) exemplifies some popular apps for English language learning which can facilitate learners in developing their language skills, as well as interaction with native speakers, their peers, or other learners across the boundaries. Auza (2013) claims that Busuu is one of the most popular apps for English language learning. The language materials cover one hundred and fifty topic related to everyday life that can be downloaded and completed both online and offline. The materials are designed for beginners to advanced learners, consisting of vocabulary, audio dialogs, and fun interactive texts. Another app for English language learning is Learn English. This English language learning app has 11 topics that include shopping, eating and dining, home, family and friends, travel, free time and leisure, at school, at work, health, and nature and environment (Auza, 2013).
In addition, Andersen (2013) mentions that there are a great variety of English language learning apps which focus on one skill. Some apps were developed for practicing speaking and pronunciation, such as Think English, World Wide English, Speak English, and SPEAKit. There are also some apps which focus on listening skills, such as LearnEnglish Podcasts, EnglishPodcast for Learners, and ESL Daily English. In addition, Andersen mentions that apps which focus on teaching vocabulary, such as MyWordBook, Babbel, and Basic English, are easily found.

The Android applications developed by the participants in this research focus on some skills and are integrated in the English teaching and learning process at school. The applications are aimed to facilitate students in learning English at anytime and from anywhere. Furthermore, the English language learning apps are developed based on the students’ needs, proficiency level, and curriculum being used at school. The language learning materials used in the apps are taken from the textbook used in the classroom and adjusted to the standard of contents of English lesson in Senior High School. Therefore, it is expected that the applications can help students in practicing the language skills they learn at school.

5. Developing an Android Application

As Android OS has grown worldwide, developers are offered with a wide range of programming tools to build apps. Most developers choose programming tools which can be set up on the personal computer since they are easier to produce and can be tested using an Android emulator before distributing them in the market (“How to build an Android app”, 2011). There are two programming tools which
developers can use to develop Android apps with a PC, namely Android Software Development Kit (SDK) and App Inventor.

Schmidt et al. (2009: 14) define SDK as a set of development tools used to develop applications for Android platform. SDK is a free software which includes required libraries, debugger, an emulator, relevant documentation for the Android application program interfaces (APIs), sample source code, and tutorials for the Android OS. Applications are written both in command prompt and using Java programming language. Although Android SDK can be used to develop Android apps in the command prompt, integrated development environment (IDE) is more commonly used by the Android developers. Schmidt et al. (2009: 14) point out that the recommended IDE is Eclipse which comes with Android development tools (ADT) plug-in.

App Inventor is another programming tool provided by Google. According to Wolber et al. (2011: 2) App Inventor is a visual, drag-and-drop tool for building mobile apps on Android platform. With App Inventor, developers can easily design the user interface (the visual appearance) of the apps using a web-based graphical user interface (GUI) builder, then specify the apps’ behavior by dragging and dropping the “blocks” as if they were working on puzzles. In doing so, App Inventor provides developers with some components, namely visual components, non-visual components, events, behaviors, even-handlers, and variables (Penta, n.d.). Visual components are the things that developers can see on the phone’s screen, such as buttons, labels, and images. Non-visual components are invisible things which comes with the application, such as sound and twitter service. Events are things that happen after certain actions being initiated, such as button being touched and an
option is selected. Behaviors refer to actions executed by the applications, e.g. playing a sound, moving an image. Event-handlers are behaviors executed in response to some events. The last component which is variables refer to memory kept by the apps, such as the score of a game.

Penta (n.d.) proposes four elements developers should understand in developing apps using App Inventor. The first element which is App Inventor Designer refers to the interface (visual appearance) of the apps and components used in the apps. The second element i.e. App Inventor Blocks Editor is where the code is written by dragging and dropping the “blocks” which works like puzzles. The third element is Android Emulator. This element enables developers to test the apps on a virtual phone. The last element, Android phone, is an optional element which functions similarly as Android Emulator. These four elements, therefore, are needed by app developers in order to successfully develop an application.

Figure 2.5. The Four Elements in App Inventor (Penta, n.d.)
App Inventor is designed to allow developers without prior programming experience to develop mobile applications on Android platform. In using this programming tool to develop either small or large Android apps, beginner developers do not need to meet any special requirements (Wolber et al., 2011: 2). This programming tool aimed for beginners in app development is freely available on the web. It runs online and is accessible from any browser. Therefore, App Inventor facilitates beginner app developers in developing Android apps in an easy, practical, and affordable way.

C. Characteristics of Source of Texts

The participants in this study were graduate students who work as English teachers in formal school. The participants participated in this study represented a population group of English teachers who live in the digital age era. Moreover, they were selected as the participants of this study based on the illuminating aspect which means that they were able to provide rich descriptions of their lived experience in developing an Android-based English language learning application.

The participants, as EFL teachers in digital age era, have some characteristics and competences regarding to the advancement of technology use in teaching and learning practices. As mentioned by Labas and Shaban (2013), with the rapid changes in communication techniques, teachers are required to have familiarity with educational changes, especially changes which are related to technology for teaching and learning practices. In coping with educational changes which involve the use of technology, they display some characteristics and competences as follow.
Dealing with the rapid expansion of the Internet and mobile technology, the participants have an awareness of embracing technology in their teaching practices as well as in providing learners with better learning environment. Moreover, based on the idea of timeless and borderless learning, they are encouraged to connect digital divide between teachers and learners (Dudeney and Hockly, 2007: 8). Along with the aforementioned issues, the participants, as the twenty-first century teachers, have some key characteristics needed to effectively integrate technology in teaching learning practices as described below.

The twenty-first century teachers are lifelong learners (OECD, 2012). As new ways of learning and new technology are emerging, teachers learn some skills in technology. Their skills and readiness in integrating mobile technology are supported by trainings and pedagogical knowledge in implementing MALL into teaching learning practices. Furthermore, their willingness to learn, accept, and embrace the new technology in teaching and learning practices is indicated by their ability to design, manage, and plan new learning environments to empower learners to achieve flexible and accessible learning (OECD, 2012).

Vrasidas and McIsaac (2001) mention that teachers in digital age have readjusted their position in teaching learning practices. They are characterized by their familiarity with the tools and resources available online and their eagerness to learn and use mobile technology in teaching learning practices. In addition, to cope with the digital age, today’s teachers are equipped with e-readiness; they are able to use and adopt mobile technology into their teaching practices to obtain more knowledge and share meaning (Vrasidas and McIsaac, 2001). The advancement of technology requires them to be the agents of innovation. By bringing mobile
technology into teaching practices, teachers provide new and innovative learning environment which leads to innovative, motivating, timeless, and borderless learning environment (OECD, 2012).

To sum up, the participants in this study, as the twenty-first century teachers, have the aforementioned characteristics. They are EFL teachers who are willing to learn and adapt with the new way of teaching and learning practices and are equipped with the readiness to adopt mobile technology in and beyond the classroom setting to support students’ motivation and performance. Moreover, with the emergence of MALL in English language teaching and learning, they have prepared themselves with some pedagogical knowledge and trainings in integrating mobile technology into teaching learning practices. They have firm belief that the integration of technology, especially MALL, in teaching learning practices would facilitate students with motivating, timeless, and borderless learning environment.

D. Framework of Pre-Understanding

This section presents the framework of pre-understanding of this study in relevance with the concepts and concepts clarification previously discussed. It connects the concepts, related research reports, and the participants’ characteristics as the basis in developing the pre-understanding and pre-figured meaning which are the tentative answers of my research question.

English learning has been experiencing rapid evolution, from traditional English language learning to MALL. In the past, English learning is regarded as formal and face to face learning requiring the students to be at fixed, predetermined time and locations. While currently, English learning has focused on the use of
mobile technology which facilitates students to learn at anytime and from anywhere, without any time and spatial restrictions. With the popularity of smartphones among students, a mobile English language learning application is one of the modes used to attain such objective in language learning. Thus, a mobile English language learning application which is based on Android OS, as the most widely used OS, offers students with new way of learning which is characterized by the mobility of learners, allowing them to have more flexibility of learning experiences, mobility of learning, and mobility of technology.

In providing students with some opportunities to experience flexible, accessible, and ubiquitous learning environment, today’s English teachers are eager to learn some new skills in recent technology. As the twenty-first century teachers, they have willingness to learn and embrace mobile technology to bridge the digital divide between teachers and students. In providing learners with timeless and borderless learning, they learn to plan, design, manage, and incorporate m-learning media into their teaching learning practices. Developing and incorporating an Android-based English language learning application is one of the examples of facilitating the demand for students’ ubiquitous learning.

In this research, developing an Android-based English language learning application operationally refers to creating an application which facilitates students with flexible, accessible, personalized, and ubiquitous learning. With the Android-based m-learning application, students are expected to be able to learn English at anytime and from anywhere. Moreover, an Android-based m-learning application offers learning opportunities which extend beyond the formal education and traditional learning characterized by face to face learning at school. Having
developed based on the students’ needs, proficiency level, and the English curriculum, the application facilitates students to learn materials taught at school.

Many studies have discussed the development of Android-based English language learning applications for English learning. However, I placed my interest on the lived experience of English teachers who developed an Android-based English language learning application for Senior High School students in Indonesia. Therefore, this research was aimed to reveal the essential meaning of English teachers’ lived experience in developing an Android-based English language learning application.

English teachers’ intentionality, historicity, ideology, and awareness shape their lived experience in developing an Android-based English language learning application and become the basic structure in unveiling their understanding, belief, feeling, action, and intention. Therefore, their understanding, belief, feeling, action, and intention are used to represent the essential meaning of their lived experience in developing an Android-based English language learning application.

The English teachers who develop an Android-based language learning application in this study are the twenty-first century teachers who have some skills in integrating technology, especially MALL, in their teaching practices. Being equipped with trainings and pedagogical knowledge about mobile technology for English language teaching and learning has developed their confidence in incorporating them into their teaching. Moreover, their familiarity with online resources and mobile technology gives them easiness in embracing mobile technology into English teaching practices. This easiness, therefore, leads to their
confidence in learning some skills in developing an application for English language learning.

Drawing on the Universal Instructional Design (UID) principles proposed by Elias (2011), the participants, who developed an Android-based English language learning application, are required to use their knowledge, creativity and logic, as well as to master the basics of application development. In doing so, they gain digital literacy which enables them to design, develop, utilize, and create contents in mobile application using digital technology. To put it in other words, they gain awareness and ability to appropriately use digital tools or technologies to integrate digital resources, understand how they work, construct new knowledge, and create new media.

By developing an Android-based English language learning application, it is expected that learners would have some learning opportunities which extend beyond formal education and traditional learning. In addition, an Android-based English language learning application is expected to facilitate learners with personalized, learner-centered, situated, and ubiquitous learning environment in which learners can easily learn and get connected with each other without any time and space constrains.

Drawing from the aforementioned framework, my pre-understanding of English teachers’ lived experience in developing an Android-based English language learning application is described as these series of pre-figured meaning, namely digital confidence, app development literacy, and digital expectation. These series of meaning, then, are to be bracketed in order to describe the ‘things themselves’ and set aside natural attitude or the assumptions about the world around
us (Langridge, 2007). In bracketing the themes, I put my judgments about the factual within brackets in order to reveal the essential meaning of the experience.
CHAPTER III
RESEARCH METHODOLOGY

This chapter will present the sequential procedure of this research. It is to ensure that the texts are trustworthy to represent the lived experience of English teachers in developing an Android-based English language learning application. This procedure elaborates the steps of how to answer the research question systematically. The first part, research method, exposes the appropriateness of the method to achieve the research goal. The second part, research design, contains the explanation of the research design. The third part, instruments, explains data gathering instruments for this research. The fourth part, texts gathering, discusses how to gather the data. The fifth part, texts processing, explains how to describe and interpret the gathered data. The last part, trustworthiness, discusses how to produce trustworthy research findings.

A. Research Method

This research was aimed to cover the meaning of English teachers’ lived experience in developing an Android-based English language learning application. In parallel with the aim of the research, the research question formulated was “What is the meaning of developing an Android-based English language learning application to English teachers”. In order to answer the research question, hermeneutic phenomenology was applied to describe and interpret the meaning of English teachers’ lived experience in developing an Android-based English language learning application.
Hermeneutic phenomenology, which is a part of qualitative research, was used as the method in assigning the meaning of English teachers’ lived experience in developing an Android-based English language learning application. As stated by Van Manen (1990: 38), it used phenomenology because “phenomenology is the descriptive study of lived experience (phenomena) in the attempt to enrich lived experience by revealing the meaning of it”. In addition, it was hermeneutic because “it is the interpretive study of expressions and texts of lived experience in the attempt to determine the essential meaning of it” (Van Manen, 1990: 38). In hermeneutic phenomenology, participants’ lived experience is described and interpreted to discover the essential meaning of the phenomenon (Van Manen, 1990: 9). Gaining understanding of the essential meaning of the phenomenon will lead to self-actualization, autonomy, and better empathic understanding.

Hence, this research was specifically focused on the lived experience of English teachers who developed an Android-based English language learning application. The purpose of this research, as in the essence of hermeneutic phenomenology study (Van Manen, 1990: 25), was to transform the participants’ lived experience into textual expressions and assign meaning from the experience.

B. Research Design

In order to answer the research question, the research design was made based on four categories, namely specified goal, context, procedures, and source and nature of texts.
1. Specified Goal

The focus of this research inquiry was to explore the meaning of English teachers’ lived experience in developing an Android-based English language learning application. This research highlighted the English teachers’ depth of knowledge about developing an Android-based English language learning application. Further it was intended to understand the stories from the participants’ point of view about their experience in developing an Android application and assign meaning from the experience.

In addition, this research described and interpreted the participants’ lived experience in developing an Android-based English language learning application in order to reveal the essential meaning of it. In essence, it was intended to make the participants, as well as the researcher, to become more reflective, autonomous, and self-actualizing in English language teaching practice.

2. Context

This research was conducted in The Graduate Program in English Language Studies (ELS), Sanata Dharma University, Yogyakarta. I selected ELS, Sanata Dharma University as the setting of this study as it met the criteria in establishing a research setting proposed by Holliday (2002: 83). The first criterion is the setting has clear boundaries which consist of time, place, and cultural boundaries. This study was conducted from January 2016 until February 2016 when the participants were finalizing their application. In terms of place boundaries, this study was conducted in ELS setting. The cultural boundaries can be seen from the common
culture shared. The participants and I shared a common culture as they study in the same study program and institution as I do.

The second criterion is that the setting should provide a variety of relevant and interconnected data. In this study, the data provided by the participants through in-depth interviews were located in a bounded social setting i.e. ELS. As a result, the data became valid as it was “interconnected via an environment that contained other actions and events which gave them meaning” (Holliday, 2002: 38).

The third criterion is that the setting should provide rich data. ELS students of 2013 academic year who received SEAMOLEC scholarship were assigned to develop an Android-based English language learning application. Therefore, I selected ELS as my research setting since it equipped me with different instances.

The fourth criterion mentions that the research setting should be sufficiently small. ELS was chosen as the research setting as it provided logistically and conceptually manageable setting. By having sufficiently small research setting, I would be able to organize the study well.

The last criterion is accessibility. Holliday (2002, 40) argues that there should be access for the researcher to take whatever role is necessary to collect the data. In this study, I chose ELS as the setting as it provided me an easy access and opportunities to meet the participants. Moreover, having developed good relationship with the participants since I used to be an ELS student of academic year 2013 who received SEAMEO SEAMOLEC scholarship provided me greater access to interact well with them.
3. Procedures

Referring to the goal of this research which is to describe and interpret English teachers’ lived experience in developing an Android-based English language learning application in order to assign meaning from it, this research was conducted based on a procedure. The research procedure consisted of some steps as illustrated in Figure 3.3.

![Figure 3.1. Research Procedures](image)

**Figure 3.1. Research Procedures**
The first five steps were the steps in gathering the texts. The first step was conducting an initial interview. The initial interview was conducted to build good rapport with the participants as well as to obtain participants’ personal information. The second step was making questions guideline to reveal the meaning of the phenomenon. The next step was conducting in-depth interviews. The interviews, then, was transcribed in order to convert the audio taped data into texts.

The next two steps were the procedure to analyze the texts. The fifth step was coding the transcripts. As mentioned by Creswell (2012: 243), the coding was done to narrow the texts into a few themes by selecting specific texts to use to generate the themes. The next step was generating themes. The themes were used to analyze the phenomenon under investigation.

The next four steps were describing the texts, interpreting the texts, doing member checking, and writing the final version. In describing the texts, I wrote the description of the participants’ lived experience consisting of the description of both pre-figured and emerging meaning. I wrote the description of the lived experience based on the five fields of lived experience elaborated previously. The ninth step was writing the interpretation of the participants’ lived experience. In making the interpretation, I referred back to the participants’ texts and connected with the theories and my own perspective. Both the description and interpretation were presented in Chapter V. The tenth step, doing member checking, I asked the participants to check the transcriptions as well as the description and interpretation of the lived experience to validate the findings. The last step was writing the final version based on the feedback given by the participants.
4. Source and Nature of Texts

As stated previously, this research was aimed to describe and interpret the English teachers’ lived experience in developing an Android-based English language learning application. Therefore, the source of data in this research was two English teachers who received SEAMOLEC scholarship to study in ELS, Sanata Dharma University. The considerations in choosing the participants were based on Creswell (2012) and Moustakas (1994)’s views about the criteria of participants in phenomenological study. Cresswell (2012: 209-210) and Moustakas (1994: 107) point out that in a phenomenological study, a researcher needs to find research participants who all have experienced the phenomenon being explored and can articulate their lived experiences. Moreover, the participants in this study were SEAMOLEC awardees in ELS who were willing to share their lived experience about the event under investigation and to participate in lengthy interviews. Besides, the other consideration in choosing the participants was based on the illumination aspect. They were selected because they could give rich descriptions of their lived experience in developing an Android application.

Two out of seven SEAMOLEC awardees in ELS met the criteria to participate in this study. They were willing to voluntary participate in this study, share their lived experience, and involve in lengthy in-depth interviews. The two participants were all from 2013 academic year in ELS. Besides studying in ELS, the participants are also an English teacher in a private elementary school in Yogyakarta. By selecting these two illuminating participants, it was expected the lived experience of developing an Android application can be investigated deeper.
As this research was a hermeneutic phenomenology, the nature of data was in the form of texts. Alvesson and Skoldberg (2011: 61) mention that in hermeneutic phenomenological research, the people’s experiences and reflections of experiences refer to texts or anecdote. The data, which were texts or anecdotes, served as the primary source in describing and interpreting the essential meaning of English teachers’ lived experience in developing an Android-based English language learning application.

C. Instrument

In order to achieve the research goal in describing and interpreting the English teachers’ lived experience in developing an Android application for learning English, an instrument was used to gather the texts. The instrument used in this research was in-depth interview.

The in-depth-interviews were conducted according to some specific purposes. They were used “to explore and gather experiential narrative material that served as a resource in developing a richer and deeper understanding of human phenomenon and to develop a conversational relation with the interviewees about the meaning of the experience.” (Mannen, 1990: 66). Meanwhile, Taylor & Bogdan (1998) as cited in Darlington and Scott (2002: 50) mention that in-depth interviews are useful when the phenomena under investigation cannot be observed directly. Therefore, in-depth interviews in this study were used to explore the meaning of the participants’ lived experience in developing an Android-based English language learning application.
In the in-depth interviews, I engaged with the participants by posing questions in a neutral manner, listening to the responses, asking follow-up questions, and probing questions based on the participants’ responses (Mack et al., 2005: 30). During the in-depth interviews, I used snowballing technique in exploring the participants’ experience of the phenomenon. Furthermore, as the fields of the lived experience in this research were categorized into understanding, belief, feeling, action, and intention, the in-depth interviews were conducted to reveal these five fields of lived experience in order to assign the essential meaning of the phenomenon.

D. Texts Gathering

This research employed in-depth interviews as the activity to gather the texts. This strategy was chosen because it corresponded the research methodology. The in-depth interviews was conducted within 19 February 2016 until 27 February 2016.

The in-depth interviews were conducted twice for each participant. As suggested by Moustakas (1994: 22), in in-depth interviews, I did bracketing or *epoche* to set aside my own judgments and avoid my subjective judgments about the phenomenon. Prior to in-depth interviews, I conducted an initial interview for each participant.

In this research, an initial interview was conducted to establish good rapport with the research participants. Darlington and Scott (2002: 54) point out that connection and good relationship between the researcher and participants are important factors in determining the success of the interview. With good connection
and relationship, participants are likely to feel relaxed and to trust the researcher in sharing their deep experiences regarding to the phenomenon under investigation (Darlington and Scott, 2002: 55). Furthermore, as suggested by Darlington and Scott, in the initial interview, I provided an opportunity to the research participants to find out more about the research, ask questions related to the research, ask them to sign an informed consent form, and most importantly, obtain permission from them to record the interviews. In this research, the initial interview was conducted on a separate day prior to the in-depth interviews. The initial interview, then, was followed by in-depth interviews.

E. Texts Processing

Langdridge (2007: 4) mentions that the focus in phenomenological research is first-person accounts of life experience. A phenomenological investigation is conducted in an attempt to describe live experience and understand the meanings and essences of it. In understanding and assigning the meanings and essences of the experience, the description of general features and elements of the phenomenon, reflection on the phenomenon, examination, and elucidation are required (Langdridge, 2007: 19). Therefore, as suggested by Van Manen (1990: 69), in the process of describing and interpreting the experience, I examined minute details and the whole relationships of the texts to identify the essence of the phenomenon by going back to retrieve the relevant details and omit the irrelevant ones. In sum, I adopted Creswell’s (2012: 261-262) six steps in the process of describing and interpreting the texts to identify the essential meaning of the phenomenon. Figure 3.2. illustrates the steps in processing the texts used in this research.
In collecting anecdotes, one needs to develop a keen sense of the point or cogency that the anecdote carries within itself. Furthermore, one has to recognize what parts of the “texts” of daily living are significant for one’s study while it is happening. In doing so, one needs to be quite rigorous and construct accounts that are trimmed of all extraneous, possibly interesting but irrelevant aspects of the stories. Therefore, it may be necessary to go back to retrieve the relevant “trivia” that help to construct the anecdote. (Van Manen, 1990: 69).

![Figure 3.2. Texts Processing](Creswell, 2012: 261-262)

Creswell (2012: 261) points out that the first step consists of “organizing the data, transcribing the interviews, typing field notes, and making the decision to analyze the data by hand or by computer”. In the first step, I organized the data and transcribed the in-depth-interviews. To protect the research participants and to maintain confidentiality, in transcribing the interviews, I removed some identifying details of the participants. In addition, the initial interview was not transcribed for
the sake of the participants’ confidentiality. The second step, exploring and coding the data, refers to reading the transcriptions and coding them by assigning code labels. In the third step, the codes were used to generate themes. The fourth step, reporting the findings, refers to making narrative from the findings. The fifth step is interpreting the findings. From the narratives, I made the interpretation of meaning of the lived experience. In the last step, I validated the accuracy of the finding by doing member checking.

In labelling the texts to form the description of lived experience, I used a coding system. The coding system consisted of five parts, namely appendix, participant’s name, the instrument to gather the data, and the unit of meaning. The coding example can be seen in “Senja8-Intv1-ELT-EB”. In the example, Senja8 refers to conversation 8 by Senja, Intv1 refers to in-depth-interview 1, and ELT-EB refers to English Language Teachers, Educational Background.

F. Trustworthiness

According to Creswell (2012: 259), throughout the process of data gathering and data processing in phenomenological research, the researcher needs to make sure that the findings and interpretations are accurate and credible by validating them. The strategy used in this research to produce trustworthy, accurate, and credible findings was by using member checking. Creswell (2012: 259) states that member checking refers to “a process in which the researcher asks one or more participants in the study to check the accuracy of the account”.

In this research, I did member checking by showing the transcription from the previously conducted interview to the participants. I asked them to check whether
the transcription was accurate and complete. Moreover, I asked them to check whether the description was complete, if the themes were accurate, and if the interpretation was representative and appropriate.
CHAPTER IV

DESCRIPTION AND INTERPRETATION

This chapter presents the findings of the empirical truth of English teachers’ lived experience in developing an Android-based English language learning application. There are two main sections in this chapter. The first section discusses the description of participants’ lived experienced. The second section presents the interpretation of the lived experience.

A. Description Of Participant’s Lived Experience

In this research, there were two participants chosen based on the illumination aspect. The participants involved were Senja and Amara; they were both pseudonyms. Each participant has a unique background and story that differ one another.

1. Senja’s Story

The first participant was Senja. She was born in Yogy, 31 years ago. She is a curriculum developer in a private elementary school in Yogyakarta as well as a private English tutor to school-aged children. Right after she graduated from a state senior high school in Bantul, she pursued her study in English Language Education Study Program, Sanata Dharma University. Her interest in, language, literature, art, and culture had brought her to English Language Education Study Program, Sanata Dharma University. She had planned to take English education major since she was in the second grade of SHS. Having worked for some years as an English teacher in a language institution, she decided to pursue her master degree in Sanata Dharma University.

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
In ELS, Sanata Dharma University, she specialized in technology stream funded by SEAMOLEC. While studying in ELS, Sanata Dharma University, she received partial scholarship for three semesters from SEAMOLEC, an organization under the Ministry of Education in South East Asia. Moreover, her motivation in applying in technology stream ESL Sanata Dharma University was because she would like to improve her knowledge in teaching to support her work.

Having experienced teaching English for years changed her perspective of English learning. When she was in both junior and senior high school, she learned English by listening to the teacher’s explanation, doing some written exercises from the teacher, or making dialog and presenting it. Recently, with the emergence of digital technology, she believed that English teachers need to adapt with and adopt the development of technology used by their students who are considered as digital natives (Senja3-Intv1-ELT-BF). Learning English has no longer been listening to the teacher’s explanation, memorizing grammatical patterns, and doing written exercises, but being involved actively in the learning process (Senja3-Intv1-ELT-BF). Furthermore, she exemplified how to vary English learning activities in her school which involve playing games, making a project with a mobile application and presenting it, and doing practice with a mobile-assisted language application (Senja3-Intv1-ELT-TB). With regard to this new way of learning, she expected that she would gain knowledge in utilizing technology in English language teaching and learning by studying in ELS Sanata Dharma University.

“Interesting teaching and learning practices involve the use of technology. For example, the use of mobile phone applications for English learning. Today’s students are good at using the applications in mobile phone. Mobile phones enable them to involve actively in learning process, unlike what I experienced when I was in junior and senior high school…” (Senja3-Intv1-ELT-BF).
“In our school, we downloaded some games in iPad for the students to learn and play. We also use some computer programs for English learning. I forget the name of the programs. Another examples, we use and edit ‘Who Wants to be Millionaire’ game to teach. We also listen to the music, watch video … (Senja3-Intv1-ELT-TB).

The classes she attended in ELS Sanata Dharma University offered some new exciting possibilities for teaching and learning activities with the Internet and digital media. During her study, she explored the use of the Internet and digital media by creating multimedia projects and evaluating learners’ work in e-portfolios, using a Learning Management System Moodle, implementing blended learning in classroom setting, using digital story telling websites, creating video and e-books to enhance lessons in the classroom, and developing an Android-based English language learning application.

“When I was attending SEAMOLEC classes, I learned how to use Moodle, make Learning Management System, make e-books, and use websites to support teaching and learning activities … such things … technology-assisted teaching and learning activities. When we were in Jakarta, we learned how to use App Inventor, we were introduced the basics in App Inventor. It was three years ago when Android was not as widely used as today. So, we were taught how to use App Inventor and Emulator. We learned the menus in App Inventor, how to insert files, make the design … the basic things in Android app development …” (Senja29-Intv1-ELT-EB).

Developing an Android-based English language learning application was her final project assigned by SEAMOLEC as partial fulfillment of the requirements for her master degree in ELS. She admitted that developing an Android-based English language learning application became her first experience in app development, regardless of her previous Android lesson she attended when she was in the third semester. Moreover, developing an app was the most challenging task to do compared to the other tasks she did when attending her classes in ELS. She stated,
“… once is enough because it took very long time to finish and it was the most challenging task compared to the other tasks” (Senja30-Intv1-ELT-EB).

Developing an Android-based English language learning application reminded her of her experience when attending Android class in ELS. In the third semester, all SEAMOLEC awardees learned how to develop an Android-based application in Android class. However, she was unaware that she was going to develop an Android app as her final project in ELS. Furthermore, she admitted that she did not take learning Android seriously; she reluctantly did the tasks assigned and paid a little attention to the lecturer’s explanation.

“Yes, it reminded me when I learned App Inventor in semester 3. However, I did not have any ideas when I learned Android in semester 3. Because I might not have any interests to develop an Android application, so I never paid attention in the class. I hardly ever did the tasks in the class. I became more reluctant to learn Android because mas O explained the materials too fast …” (Senja32-Intv1-ELT-EB).

At the beginning of developing an Android-based English language learning application, she was hopeless and felt that it was a tremendously difficult task to do. She was about to give up hope of finishing the project since she was aware of her incapability in accomplishing the task on her own. She stated, “…so, I did not do the project for one semester. Even, in semester 4, I was thinking of taking a leave for one semester because I was so pessimistic about the final project” (Senja34-Intv1-ELT-MO). Further, with her friends being so busy developing their own application and her tutor moving to Kalimantan, she thought that no one could assist her in developing her own application. It was until one day when a classmate of her who had finished her study in ELS offered some help to assist her in developing her application.
Senja got motivated when she knew that her classmate was willing to assist her in developing the application. She said, “First I was unmotivated, then I got motivated because my friend wanted to teach me. I felt so happy and enthusiastic. Right after that, I planned what to do” (Senja4-Intv1-ELT-MO). Her friend’s encouragement also contributed a lot in recharging her motivation (Senja35-Intv1-ELT-MO). In addition, she decided to be assisted during the process of developing the app since she was intended to prepare herself in the nearest future with the ability to develop app for language learning. She said, “Because this app is for educational purpose … and I really want to learn how to develop an app that when I have graduated, I know how to develop an app …” (Senja5-Intv1-ELT-MO).

App Inventor was used as the programming tool to develop the application because she believed that App Inventor was the easiest programming tool for beginner app developers. Compared to other programming tools, Java for instance, she assumed that App Inventor was easy to use since it was equipped with drag and drop feature. She stated, “… App Inventor is the easiest programming tool, especially for those who do not have any prior experience in app development. It is easy because it comes with drag and drop feature …” (Senja1-Intv2-DAA-AI). She confirmed that the process of developing the app using App Inventor simply required skills to drag and drop the puzzle pieces. She added, “Designer Menu also uses drag and drop feature. App Inventor does not use any programming languages at all. The programming languages are transformed into puzzle pieces. Therefore, the puzzle pieces in App Inventor are actually the programming languages which have been simplified” (Senja1-Intv2-DAA-AI). For these reasons, she and her
friends in SEAMOLEC program decided to use this programming tool to help them develop their app.

In developing the app, Senja felt that working on Designer Menu to make the app interface design and navigation was the easiest part to do. She could simply choose the components she needed for her app by dragging and dropping them into the Viewer Pane. She was fond of making Label in Designer Menu as she thought that it was so easy to do. Furthermore, she knew some components in the Palette Pane that she needed for developing her app and how to utilize them. Therefore, she did not find any difficulties in designing the app’s interface in Designer Menu.

“…When I made the background for my app, I just chose the image and color that I liked. It’s quite easy to make it. Then, when I made Label, I just dragged and dropped the Label… I just dragged the Label and renamed it. It worked the same for making Button. I just chose the Button, then dragged and dropped it. I didn’t understand all the components in Designer Menu, but I knew some which I frequently used for developing my app. So I could make the design on my own” (Senja13-Intv1-DAA-Al).

“… I dragged Label 1 into the Viewer Pane, then typed the name of the label I intended to have, stopped…, then dragged another Label. I just simply typed the names, nothing else. Making Labels was fun, because it was so easy. Like this (showing the app). The level of difficulty of making Label is very low compared to the ones I told you just now, filling the blanks exercise and True False exercise. They require the ability to plug the corresponding puzzle pieces” (Senja38-Intv1-DAA-CL).

Despite the fact that she did not find any difficulties in utilizing the components in Designer Menu, the Blocks Editor Menu was even more challenging for her. She explained that in Blocks Editor Menu, there were some blocks she needed to understand and memorize in order to specify the behaviors of the components she had made in Designer Menu. The diversity of blocks and their functions made Senja got confused every time she worked on the Blok Editor Menu to specify the components’ behaviors. She said that she did not simply drag and
drop the blocks because each block had a certain function. Having understood only a few of the blocks needed to specify the behaviors of the components made her feel uneasy about working on the Blocks Editor Menu.

“… In Blocks Editor Menu, app developers have to know the blocks to develop the app because they have to set the instructions and specify the behaviors. We can find numerous blocks in Blocks Editor Menu, for example Logic and Variables buttons. So, after I chose a block, I dragged and dropped it to connect the corresponding puzzle piece; I could not carelessly connect the blocks. That’s what made it difficult for me” (Senja14-Intv1-DAA-CL).

Furthermore, she admitted that in specifying the behaviors in Blocks Editor Menu, she needed to pay attention to the details and use the logic consistently. She stated, “… I had to pay attention to details and emm … I had to use the logic …” (Senja20-Intv1-DAA-CL). Her being imprecise in checking the blocks in Grammar Exercises section made the ‘Check’ button did not work when tapped. She said, “… When I made the blocks for Grammar Exercise, the ‘Check’ button did not work at all. It was supposed to show the score when it was tapped, yet the score did not come out …” (Senja18-Intv1-DAA-CL). After being checked for some time, she finally found out that the source of error was a small thing. She admitted that the errors she made when working on Blocks Editor Menu were resulted from lack of attention to details, her lack of knowledge of the blocks and the logic used in plugging the blocks with their corresponding blocks. She said, “Because I did not pay attention to details and I did not understand the blocks. I also did not understand the logic (laughing) …” (Senja19-Intv1-DAA-ST).

Being asked about what errors occurred during the process of developing her app, she explained that filling-the-blanks exercises caused more errors compared to the other exercises because they required long and comprehensive blocks. She said
that filling-the-blanks exercises not only required long and comprehensive sequence of blocks, but they were also complicated in design.

“… Filling-the-blanks blocks are very long in sequence compared to True False blocks. As I told you before, this exercise was the most complicated to make both in terms of the design and the blocks. So, it’s long and very complicated. That’s why I made many errors when I made the blocks. The other exercises were also complicated, yet they were not as complicated as filling-the-blanks blocks. They required accuracy” (Senja23-Intv1-DAA-ST).

Furthermore, for once, she experienced a difficult situation which impressed her so much. When she opened App Inventor, a falling-apart-robot image appeared. She asked her tutor and friends, yet they did not have any idea what it was. She said, “… I panicked, but then I saved it to AIA format. When I opened the file using another email address, it turned out that only one block was missing. I completed the blocks. And finally, I was the one who found the solution of the problem” (Senja6-Intv2-DAA-CL).

She was wondering why the errors occurred repeatedly when she was working on the blocks although she had tried hard to precisely check them (Senja26-Intv1-DAA-CL). However, she did not easily give up. Being led by curiosity, she continuously checked the blocks when errors occurred repetitively. She not only tried harder to check the blocks, but also sought advice from her tutor how to solve the problems. Her tutor’s encouragement to fix one error before moving to another helped her to focus on one problem at a time. She mentioned that the reason behind this was once the error in the blocks had been fixed, she would have been able to copy the blocks for another similar exercises. Consequently, she did not need to work on Blocks editor menu for similar exercises. That the error was caused by her being lack of attention to details made her laugh at herself.
“… I became curious when it did not work. I asked my tutor to stop working on the error block and moved to the next blocks. However, she told me to fix one particular error in the blocks and focus on it before moving to another errors because once the error has been fixed, I simply could copy the block for making the other similar exercises … once I fixed the problem, I laughed loudly because the problem was always small problem. For instance, I forgot to add a block or I did not change the number in the block …” (Senja26-Intv1-DAA-CL).

Senja realized that there have been some significant positive changes in her life after encountering some problems in developing Android-based English language learning application. She used to panic in encountering problems at the very first time developing the app. Instead of thinking how to solve the problems on her own, she preferred to ask her tutor. After dealing with challenges in developing the Android application for language learning, she began to realize that thinking clearly and not panicking were needed in solving problems. In addition, she considered problems as challenges that needed to be solved by having clear thought. She admitted that it was one of the most precious lessons she had learned from developing an Android-based English language learning application.

“In dealing with problems. So, now when I have problems, I try to think clearly and not panic. At the beginning of developing the app when I faced some problems dealing with the app development, I directly called my friend or Mas O. Overtime, I have learned to think clearly and not panic in dealing with problems. That’s a precious lesson I got from developing this app. For me, problems were the same as challenges which needed to be solved by thinking clearly and not panicking …” (Senja8-Intv2-DAA-BN).

Further, she mentioned that she had learned to have a fallback plan instead of having a main plan. When she developed the app, she used to save the application to both APK and AIA format. The fact that she had lost a file, yet she could track it down had taught her to have a fallback plan. She said, “By developing the app, I have learned to have plan A and plan B. If something goes wrong, I will have a fallback
plan. That’s the positive thing I got from developing an app” (Senja9-Intv2-DAA-BN).

Senja provided some reasons explaining why she developed an Android-based English language learning application. She mentioned in the interview that developing an Android-based English language learning application was one of the requirements to finish her master program in ELS as stated in the MOU between SEAMOLEC and Sanata Dharma University. However, after some time developing the app, she began to realize that the app she made would certainly be beneficial for English learning. She believed that the app she made would help develop students’ speaking skill, listening skill, and pronunciation. Further, she thought that the app could help support learning both inside and outside the class.

“The director of SEAMOLEC Indonesia stated that an MOU, to develop an Android app as the final requirement to obtain Master degree, was agreed by SEAMOLEC and Sanata Dharma University … like it or not, it’s compulsory. However, as I started developing the app, I realized that this app would be useful for English learning. For example, it can help students practice their speaking, listening, and pronunciation anywhere, not necessarily in the classroom” (Senja4-Intv2-DAA-PP).

Besides, she expected that the app she developed could make a major contribution to educational technology, especially English language teaching and learning. She said, “… I hope this application would make a contribution to education, especially English teaching and learning …” (Senja5-Intv2-DAA-PP). Further, she wished that the app she developed could facilitate and encourage English learning at anytime and from anywhere. Senja added, “I expect that the students can learn both inside and outside the class, or in anywhere …” (Senja5-Intv2-MAL-PP). Having been designed with speaking practice, she stated that this app could enable students to practice conversation with their cellphone. As a result,
she believed that their learning motivation would be improved. She continued, “I hope by using the application, they can improve their motivation” (Senja5-Intv2-DAA-PP).

Reflecting on what she was aware of when developing the application, she provided some points. She mentioned that in the process of developing her application, she was aware that she did not pay attention to details and she had a little understanding of the blocks in Blocks editor menu. She stated, “I was aware that I was careless and I knew a little about the blocks in Blocks editor menu. Understanding the blocks would help develop the application with ease and in a timely manner …” (Senja2-Intv2-ELT-EB).

Developing an Android-based English language learning application has brought some benefits to Senja’s life. Besides being able in utilizing App Inventor to develop an Android-based English language learning application, she mentioned that she became more careful, patient, and able to manage her time well. She argued that developing an app was a lengthy process which required good time management. She had to manage her time well considering the fact that she had felt tired in the afternoon after work. She learned how to prioritize her tasks by urgency and importance.

“The positive things, besides I have the ability to utilize App Inventor, I also learned to manage my time well and be more careful and patient. Developing an app took so much time, so I had to manage my time very well. Those who work fulltime, like me, had to set a target to finish the application. I had to learn to prioritize which things were important and urgent. Developing an app required continuity and commitment” (Senja10-Intv2-DAA-BN).

In sum, developing an Android-based English language learning application was Senja’s final project assigned by SEAMOLEC and ELS as partial fulfillment to obtain a master degree. She admitted that it was the most challenging tasks
compared to the other tasks she had done during her study in ELS. The most challenging part during the process of developing English language learning app was doing the block coding in Blocks Editor Menu. She was aware that doing the block coding required knowledge of the blocks, logic, and precision to details. She realized that from developing an Android-based English language learning application, she experienced some positive changes in her life. In addition, she admitted that her experience in developing an Android-based language learning application had brought some benefits to her life.

2. Amara’s Story

The second participant of this study was Amara. She was born 26 years ago in Central Java. She graduated from SMA 7 Purworejo. She is an English teacher in one of private elementary schools in Yogyakarta who graduated from English Language Education Study Program, Yogyakarta State University. Besides teaching in an elementary school, she also teaches English extracurricular class in a private senior high school in Bantul. Her passion in English language has urged her to make several attempts in the admission tests despite the fact that she failed the first and second batch of the admission test. The third admission test she enrolled was a big success for her. Right after she finished her bachelor degree in English Language Education Study Program, Yogyakarta State University, she decided to pursue a master degree in English Language Studies.

She was interested in applying for scholarship program. Fortunately, the cooperation of ELS, Sanata Dharma University and SEAMOLEC offered a scholarship program for English department graduates who are interested in the use
of technology to support English teaching and learning. She passed the admission tests and was accepted as one of SEAMOLEC scholarship awardees in ELS, Sanata Dharma University. She admitted that during the first year in ELS she encountered some challenges in understanding and mastering the materials related to technology in language teaching and learning. Nevertheless, she did her very best to catch up with the materials given in the class.

Attending a state junior and senior high school in a small town in Central Java made her realize that today’s teaching and learning activities have been so much different from those she experienced years ago. When she was in junior high school, in order to improve the students’ vocabulary mastery, her English teacher gave some lists of vocabulary for her to memorize at home. The students, then, were given a small vocabulary quiz based on the word they had memorized at home. When she was in senior high school, the English teaching and learning activities were more varied, namely debates, public speaking, discussion, and presentation.

“When I was in junior high school, I learned a lot of grammar and vocabulary. I enjoyed it so much (laughing). I also had some quizzes. The students were asked to memorize some words at home. Then, the teacher gave them a quiz the next day. It helped a lot (laughing). When I was in senior high school, the activities were more varied …” (Amara1-Intv1-ELT-EB).

Having taught as an English teacher in some formal schools for years, she believes that in teaching digital natives generation, technology can be used as an effective teaching tool for English language learners. She stated, “By utilizing such media, students are more interested and motivated to learn …” (Amara2-Intv1-ELT-BF). Her experience with technology in teaching and learning activities were vary greatly from using Power Point to present the materials, watching English films, using web-based language learning, to using mobile-based English language
learning application. She said previously, “When I teach, I use some media, such as English language learning websites, power point presentations, video, or English language learning applications in tablet or mobile phone …” (Amara2-Intv1-ELT-TB). Therefore, by attending classes in ELS Sanata Dharma University specialized in technology stream funded by SEAMOLEC, she believed that what she had learned in the program would be a great benefit for her as an English teacher in this digital era.

During her study in ELS, Sanata Dharma University, she learned many subjects related to the use of technology in language teaching and learning. She stated that she learned Moodle, as a core subject, in semester 1, Edmodo and Android programming tool in semester 2. Moreover, when she attended an extended class held by SEAMOLEC in Jakarta, she learned how to use iOS applications for teaching and learning activities. Having learned the integration of technology in language teaching and learning, she was asked to develop an Android-based English language learning application as one of the requirements for her master degree in ELS (Amara3-Intv2-DAA-PP).

“I have learned how to integrate technology in language teaching and learning during my study in ELS. We, SEAMOLEC students, learned Moodle, Edmodo … that’s all. Developing an Android app was our first experience, we have never done it before. When we were in Jakarta, we learned applications for iOS instead of Android. We did not learn how to make iOS application, but we learned the applications for language learning activities… I can hardly remember about it …” (Amara17-Intv1-ELT-EB).

Her previous experience in learning technology for language teaching and learning really helped her in developing an Android-based English language learning application. She admitted that her knowledge in the basics of app development facilitated her in developing the app. With her prior knowledge in app
development, making the application interface design, labels, and buttons and inserting images could be done with ease. However, working on Blocks editor menu was one of the challenges she faced during the process of developing the application.

“...It helped quite a lot. When I made the app, I had known some basics of app development from my prior experience and knowledge during my study from semester 1 to semester 3. I knew how to make application interface design, labels, and buttons … and I knew how to insert an image. At least, I did not have zero-knowledge about app development; I knew a little about it. The challenge I faced was when I work on Blocks editor menu … I did not understand the blocks …” (Amara18-Intv1-ELT-EB).

Despite her prior knowledge and experience in the basics of app development, she did not have any ideas on what to do when the first time she began developing the app. The fact that she was not a student with IT background was the main reason of it. In dealing with this, she sought help from her friends and her tutor because she was aware that she would not be able to do it on her own. However, with her friends being busy, most of the time she did not get any help from them. Being unassisted, she stopped developing the app for a while until her tutor agreed to assist her in developing the app. She, then, decided to be assisted and guided by her tutor during the process of developing the app.

“I got confused what to do the first time I started developing the app. The problem was because I was not an IT student. Then, I tried to ask my friends and tutor because I knew I could not do it by myself. But I did not get any respond from my friends because my friends might have been busy with their activities. Then, I stopped working on it (laughing). Then, I asked my tutor to help me develop the app so that I could do it continuously. Mas O agreed to help me … and after that I was always assisted in developing the app, especially in doing the blocks which required logic” (Amara21-Intv1-ELT-MO).

Her tutor assisted her from the beginning until the end of the app development process. At the beginning of the process, when she had difficulty in making the app
interface design, she sent her tutor the screenshot of the problem. After her tutor analyzed the problem, Amara called her tutor to set the time when the tutor could assist her in fixing the problem via phone. After the time being set, her tutor gave her instructions what to do via phone. She interacted with her tutor via both phone and emails as her tutor had moved out of Java. Finally, at the end of the process, she asked her tutor to final check the app before being submitted to her thesis supervisor.

“My tutor assisted me from the beginning until the end of the process of developing the app. When I had difficulties in making the design, I asked him for solution. He gave me the precise details about how to solve the problems via phone. And I did as instructed. Previously, I sent the screenshot of the problem via email …” (Amara35-Intv1-DAA-CL).

“… He helped me in finding out the problems during developing the app. When I had difficulties in making the blocks, I asked his help to assist me and to check the app. At the end, I also asked him to do the final checking before I submitted the app to my supervisor” (Amara35-Intv1-ELT-MO).

Having given freedom to choose between App Inventor and other programming tools, all SEAMOLEC awardees chose App Inventor to develop their app. Amara, the same as Senja, decided to use App Inventor because she believed that App Inventor was the easiest programming tool for novice app developers who did not have any prior programming experience. She stated, “… even though App Inventor is considered a simple programming tool, yet we still found it difficult to utilize. In fact, we may have used other programming tools, but we chose App Inventor instead…” (Amara29-Intv1-DAA-AI). Moreover, she believed that her experience in learning the basics of App Inventor in semester 3 would be beneficial in developing the app (Amara17-Intv1-ELT-EB).

The first thing she did before developing the app using App Inventor, Amara conducted need analysis in a senior high school where she was going to conduct her
research. She interviewed the teacher and some students to gather useful information related to their needs and expectations towards English teaching and learning process in their class (Amara3-Intv1-DAA-RD). Investigating the syllabus was the second step she did before developing the app using App Inventor. Based on the syllabus given, she selected some topics which were relevant with the materials being learned in the class at that time. Further, she made materials focusing on speaking skill. It took her some time to collect and decide what materials to include in her app. The even semester 2015 was about to end, yet she had not finished collecting the materials. Therefore, she decided to stop collecting the materials for the even semester 2015 and start preparing materials for the odd semester 2015. Having done creating the materials for even semester, she started to think how to design the materials in the app. She believed that designing the materials into some sections, namely Let’s Start, Let’s Practice, and Let’s Have Fun, would make the learners interested in using the app. She stated, “… then I decided to make three sections, namely Let’s Start, Let’s Practice, and Let’s Have Fun, to make the students interested in using the app …” (Amara8-Intv1-DAA-RD).

“… The first thing I did was need analysis. I interviewed both the teachers and students to collect some information related to their needs and expectation towards English teaching and learning. Then, I investigated the syllabus. Finally, I developed the materials. I selected the topics which they had learned in the class …” (Amara3-Intv1-DAA-RD).

“Selecting the materials took much time. I was confused how to present the materials in the app. While I was preparing and collecting the materials for the app, I realized that the time was not enough. It was almost the end of even semester 2015. Then, I decided to stop making the materials for even semester and start making the materials for odd semester 2016 …” (Amara4-Intv1-DAA-RD).
To help her developing the app, she developed the storyboard of the app. She believed that developing storyboard could help her in describing the working process of the application. She stated that due to her lack of knowledge in using Corel Draw, she used Microsoft Power Point to make the storyboard. She said, “I made each activity and design in Power Point per screen. I used Power Point, instead of Corel Draw or other programs because I cannot use them …” (Amara10-Intv1-DAA-RD).

“…because I cannot use Corel Draw and the other graphic design software, I decided to use Power Point. At first, I got confused to decide what software I should have used to make storyboard. Then, finally I decided to use the easiest software, Power Point. I also used MS Word to finalize the storyboard. I made square boxes in Power Point to represent the activity in my app. That’s because I’m not good at designing. I made 5 boxes vertically for lessons 1 – 5. Then, I made the storyboard for each lesson. I started with Lesson 1 … Lesson 1 is Let’s Start. I listed the activities in Let’s Start. Then, I made Let’s Practice. In Let’s Practice, I listed the exercises. I did the same things for Let’s Have Fun. So, I made the storyboard of the app with Power Point …” (Amara10-Intv1-DAA-RD).

When she started developing the app using App Inventor, the first thing she did was making the labels and buttons and inserting images in each screen. Being aware of her lack of knowledge in working on the Blocks Editor Menu, she decided to finish all the labels and design in each screen before making the blocks. For once, she tried to make the blocks, yet it consumed much time as it made her get confused. She made most of the application interface design and navigation on her own, with only a little help from her tutor. However, she admitted that in making the blocks, most of the time, she was assisted by her tutor.

“… I started with Screen 1. I made the title by dragging and dropping the Label and renamed it. Then, I inserted the logo image for my app. Then, I made ‘Start’ and ‘About’ buttons. I moved to Screen 2. I made ‘Start’ label. I made Lesson 1 – 5 by dragging and dropping the Button. Then I worked on Lesson 1, I gave the description of the lesson, then I made a ‘Next’ button under the description. I made ‘Next’ button by inserting an image … So, when
I developed the app, I started with the design in Designer Block first, then when I had finished the design, I made the blocks. Because I did not really understand the blocks, I preferred to make the design first. I made the design and navigation on my own, Mas O helped me once or twice. Yet, when I made the blocks, Mas O helped me most of the time. I had ever tried to make the blocks. It took me quite a long time at that time because I was stuck with the blocks…” (Amara10-Intv1-DAA-AI).

Once Amara had finished the application interface design and navigation, she started to make the blocks. The same as Senja, Amara thought that utilizing the components in the Blocks Editor Menu was the most challenging part in developing the app. She stated that Blocks Editor Menu consisted of some instructions which were in the form of blocks or puzzle pieces. She said, “… making the blocks was the most difficult part because it required instructions that app developers needed to know and master. The blocks were similar as puzzle pieces which could be dragged and dropped …” (Amara12-Intv1-DAA-AI). Moreover, she mentioned that her lack of knowledge of app development made her easily get confused every time she worked on the Blocks Editor Menu to specify the components’ behavior. Because of a little understanding of the blocks and their functions, most of the time, Amara had difficulties in choosing and plugging them (Amara13-Intv1-DAA-CL).

“… When I made multiple choice exercises, I didn’t know how to make the blocks. It turned out that I had to choose ‘Control’ button. In Blocks editor menu, there were some buttons. Each button consisted of blocks. Each block had instructions or formulas. That’s what I didn’t understand. The most difficult part was choosing and plugging the blocks…” (Amara13-Intv1-DAA-CL).

Despite the fact that in making the blocks she just simply dragged and dropped them, most of the time she failed in her attempts to make them. Besides her lack of knowledge of the blocks, she was also lack of attention in details. In making ‘Next’ navigation button, she first made the button in Designer Menu. However, she forgot to specify the behavior of the corresponding button in Blocks
editor menu. As a result, when the ‘Next’ button was tapped, the next screen did not appear.

“… at the beginning of developing this app, I made ‘Next’ navigation button. I had made the button in Designer Menu. But, I forgot to make the block in Blocks editor menu. When I tried it, an error occurred. When the ‘Next’ button was tapped, nothing happened. So, when I tapped ‘Next’ button, an error occurred. I realized that I was not careful enough. I missed something, so an error occurred …” (Amara14-Intv1-DAA-CL).

Besides making the blocks, Amara faced some other challenges in developing an Android-based English language learning application, Amara admitted that she found difficulties in managing her time. Due to her limited time to develop the application, she stopped working on the app for a while. Spending one day to develop the app was difficult thing to do as she was also busy with teaching. She argued, “… It also required so much time. I had to manage my time very well to work on this project. I had to spend one full day per week to do this project. It was not easy thing to do for me considering that I also had to teach …” (Amara20-Intv1-DAA-CL). Further, she realized that developing an application was a lengthy process which required consistency. Moreover, good internet connection was also one of the most important factors needed in developing the app. She said, “…Time and consistency were needed in developing the app. And it required good internet connection, so I neither could do it in my boarding house or in campus” (Amara19-Intv1-DAA-CL). For once, she tried to do it in the campus, yet she could not open App Inventor. Therefore, she needed to find some places which had good internet connection, such as coffee shops or places for hanging out (Amara20-Intv1-DAA-CL).

“The biggest challenge was making the blocks. In addition, developing the app required good and stable internet connection. So, I went to cafes to work on the app. I also found difficulty in managing my time between this app and
my job. At least one full day was needed to work on the app. From the beginning until the end, I found a lot of difficulties in developing the application (laughing)” (Amara30-Intv1-DAA-CL).

She had a memorable experience during the process of developing the app. In November 2015, when she was about to finish the app, her supervisor asked her to add scoring system for all the exercises in the app. Her supervisor suggested her to add scoring system because it was needed to evaluate the users’ answers. She panicked and was hopeless as she did not understand how to make the scoring system for each exercise. She was aware that her lack of knowledge of the instructions and the logic behind the blocks had hindered her progress. She admitted that she intentionally did not use scoring system in her app since she did not know how to make it.

“In November 2015, I experienced such difficult time. I had to add some more materials for the even semester and scoring system for each exercise in my app. It was very challenging work for me since I did not really understand the logic behind the blocks. For instance, if the answer is right, the score will be bla bla bla … if the answer is wrong, the score will be bla bla bla. At first, I did not make a scoring system … I played ‘safe’ by not making a scoring system because I realized that I could not make it …” (Amara32-Intv1-DAA-CL).

“Because I did not know the instructions and the logic, I did not have any ideas which instructions I should have used. There were so many instructions in the Blocks Editor Menu. The fact that I had learned App Inventor previously when I was in semester 3 did not really help since I forget how to do it” (Amara33-Intv1-DAA-CL).

She managed to overcome the hard times in making scoring system, despite panicking and feeling hopeless. The fact that she had been studying in ELS for three years made her realize that she had spent too much time in ELS. For that reason, she tried to motivate herself to finish the app (Amara7-Intv2-ELT-MO). She, then, consulted this problem not only to her tutor, but also to her friends. Her tutor helped her in making the scoring system by giving instructions what she had to do via
phone. She stated, “… My tutor told me every single detail of the steps. During my
difficulties in making scoring system, he gave me all the instructions needed via
phone …” (Amara34-Intv1-DAA-ST). After several attempts, there were still some
problems occurred with the scoring system. She did not give up easily, she sent her
tutor the file in AIA format via email and asked him to check the problems. After
being told the source of the problem, she successfully finished the scoring system.
She continued, “… Then, I sent the AIA file via email because there were still
problems with the scoring system. After he told me what caused the problems, I
fixed them and successfully finished the scoring system …” (Amara34-Intv1-DAA-
ST). She felt relieved as she could finally make the scoring system and she was
impressed of what she had done. She admitted, “I felt very relieved after that.
Finally, I did it. It did impress me …” (Amara5-Intv2-DAA-ST).

Reflecting on the problems she encountered during developing the app,
Amara admitted that the problems had taught her some lessons. Making a lot of
mistakes in developing the app and fixing the problems made her become more
persistent. She realized that persistence had helped her successfully finished
developing the app. Furthermore, after dealing with numerous errors in making the
blocks, she learned to pay more attention to details.

“Making a lot of mistakes has taught me to become more persistent. Because
when I made mistakes in developing the app, I had to fix it, not only once, but
many times. Without persistence, it was not possible to finish the app.
Moreover, I used to pay a little attention to details, but facing problems in
developing this app has taught me to pay more attention to details” (Amara37-
Intv1-DAA-BN).

Being asked what motivated her to develop the app, she explained some
reasons. First, she developed an Android-based English language learning
application because it was one of the requirements to acquire her master degree
program in ELS. As one of SEAMOLEC awardees who studied in ELS, developing an app for English language learning was a compulsory for her (Amara3-Intv2-DAA-PP). Furthermore, after some time developing the app, she realized that the app she made would be beneficial for grade XI senior high school students (Amara3-Intv2-DAA-PP). She expected that the app could facilitate grade XI students in practicing their speaking skill (Amara3-Intv2-DAA-PP). In addition, she believed that by using this app, grade XI students could use their cellphone not only for gaming and accessing social media, but also learning English both inside and outside the classroom (Amara4-Intv2-DAA-PP).

“As I mentioned earlier, it was a compulsory for us, SEAMOLEC awardees. One of the partial requirements to get our master degree from ELS. However, above all, the app is so beneficial for grade XI students … I expect that this app can facilitate grade XI students in learning English, especially in practicing their speaking skill …” (Amara3-Intv2-DAA-PP).

“…students bring and use cellphone to school, yet they do not use the cellphone wisely and appropriately. Most of them use their cellphone for gaming and accessing their social media accounts. By developing this app, I believed that students can learn English not only inside the classroom, but also from anywhere. Therefore, the cellphone has equitable use. Based on that reasons, I got motivated to develop the app...” (Amara4-Intv2-DAA-PP).

By making the app as interesting as possible, she wished that grade XI students would get motivated to learn English. As a result, they would get some advantages from the app. She said, “… this app is not only for research purpose, but also for educational purpose. So, I expect the students will still use this app after this research has finished” (Amara4-Intv2-DAA-PP).

Amara admitted that developing an Android-based language learning app has brought some positive points in her life. By developing the app, she knew how to utilize App Inventor as a programming tool to develop an Android app. Besides, she realized that she became more persistent as she had experienced numerous
errors and had to fix them all. She stated, “The problems I encountered during developing the app made me become more persistent …” (Amara37-Intv1-DAA-BN). She argued that developing an app had taught her to not easily give up in facing problems and to continuously motivate herself to keep going. She argued, “It taught me not to easily give up. I also learned to motivate myself …” (Amara10-Intv2-ELT-MO).

In conclusion, Amara was a technology adopter who adapted and adopted today’s technology into her teaching. During her study in ELS, she had learned how to utilize and integrate technology in English language teaching and learning, such as how to utilize Power Point presentations, Moodle, Edmodo, and App Inventor. Having learned how to integrate technology into teaching and learning practice, she was assigned to develop an Android-based English language learning application as the partial fulfillment to finish her study. She encountered many challenges during the process of developing an Android-based English language learning application. Nevertheless, those challenges had taught her some lessons and brought some positive effects on her life.

**B. Interpretation Of Participants’ Lived Experience**

This section presents the interpretation of English teachers’ lived experience in developing an Android-based English language learning application. It presents the process of meaning construction of the findings which consists of pre-figured meaning and emergent meaning.
1. Pre-Figured Meaning

The interpretation under pre-figured theme were constructed based on conceptual truth in theoretical framework. The pre-figured meaning empirically consisted of three meaning, namely digital confidence, app development literacy, and digital expectation.

a. Digital Confidence

In the twenty-first century, English learning and teaching cannot be separated from technology, especially internet and mobile technology. The rapid development of technology has made today’s world complex, competitive, interconnected, and knowledge-driven (UNESCO, 2013). To face the challenges offered by the advancement of technology in English language teaching and learning, teachers need to embrace technology in their teaching practices. As stated by Vrasidas and McIsaac (2001) that today’s teachers should be more eager to learn and use technology in teaching and be more familiar with the tools and teaching resources available online. Senja, as both a curriculum developer and a teacher, used internet and digital tools to help her teach the students. Using a game app in iPad, using a computer program to learn English, listening to English songs, watching video, and utilizing Microsoft Power Point for games or presentation were some examples of how she utilized internet and digital tools in her school (Senja3-Intv1-ELT-TB).

Moreover, she found out that integrating technology in teaching triggered students’ curiosity in learning. Based on the interviews, it can be implied that the use of internet, computers, laptops, and cellphones have become part of the classroom teaching and assignments. Amara, the same as Senja, also highlighted the use of internet and digital technology in teaching her students. This integration included
using websites to support her teaching, utilizing Microsoft Power Point to present materials, watching video, and using mobile application for English learning (Amara2-Intv1-ELT-TB).

“In our school, we **download some games** in iPad for the students to learn and play. We also **use some computer programs** for English learning. I forget the name of the programs. Another examples, we **use and edit** ‘Who Wants to be Millionaire’ game to teach. We also listen to the music, watch video … (Senja3-Intv1-ELT-TB).

“When I teach, I **use some media**, such as English language learning websites, Power Point presentations, video, or English language learning applications in tablet or mobile phone for the students to learn” (Amara2-Intv1-ELT-TB).

Utilizing internet and digital tools in teaching the students and developing activities for English learning revealed that the participants were really confident in using technology in language teaching. Having experienced a traditional teaching method in junior and senior high school which they considered lack of skills practice and monotonous made them realize that interesting and fun activities with the use of technology tools would certainly help students get motivated. Senja believed that as a teacher, she needed to empower herself through technology for teaching to deliver effective and fun learning for her digital-native students (Senja3-Intv1-ELT-BF). In addition, Amara shared the same belief as Senja, she stated that, “…students are assigned to make PPT presentation using images and video. It would be much more interesting. So, teachers need to **utilize and embrace technology** in today’s teaching” (Amara2-Intv1-ELT-BF). Teachers’ preparation and motivation to integrate technology are essential point for sustaining long-term benefits for students learning (UNESCO, 2013). Therefore, based on the interviews with the participants, it can be implied that both participants were digitally confident in their ability to incorporate internet and digital tools in their teaching.
and aware of the necessity in incorporating technology in today’s language teaching.

“…so as English teachers, we have to **familiarize ourselves with technology** because today’s children are more technology literate than their teachers. Today’s children are different from children in my era as today’s children are more critical, active, and fond of internet and digital tools, such as computers or tablets…” (Senja3-Intv1-ELT-BF).

“I use web-based online games or mobile-based English language learning application in the cellphones or tablets. Nowadays, most students bring a laptop or tablet to school. They are more digital literate than the teachers (laughing) … different from the old days. Therefore, **classroom activities can be varied by using laptop or tablet**…” (Amara2-Intv1-ELT-BF).

According to Naslund-Hadley et al. (2009), continuous technical and pedagogical training prior to the implementation of technology in language teaching and ongoing training are important factors for successful technology integration in the classroom. Both participants mentioned that they received prior technical and pedagogical training of technology during their study in ELS and one-month short course held by SEAMOLEC in Jakarta. During the study in ELS, they learned how to utilize web-based language learning, interactive Power Point, app development, and other software and applications which support language teaching. While in Jakarta, they learned about utilizing iOS-based English language learning application, making digital books, and developing an Android-based app. This prior training, therefore, became their fundamental knowledge and skills in integrating technology in their classroom. Moreover, they became aware of the necessity in integrating technology in this digital age.

In the process of developing an Android-based English language learning application, the participants’ confidence in their ability to use internet and digital tools can be inferred from the process of developing the app content materials
(audio and exercises) and developing the storyboard. In developing the content materials for the app, Senja had done a sequence of process, namely downloading worksheets from some websites and compiling them, downloading some images from the web, downloading some video from the web, then converting them into audio files, cutting the long conversation, and compressing the large audio files into smaller size to help optimize the app memory and installation process (Senja7-Intv1-DAA-RD).

“… I downloaded some worksheets, such as pdf files. Then, I just copied and pasted them. I also downloaded some video from the Internet, then I converted them to audio files. I cut the files. For instance, I cut the audio conversation. Then, I compressed the files to make the application run well. It helped speed up the installation process …” (Senja7-Intv1-DAA-RD).

Amara also experienced similar thing. As mentioned by Amara, “… Then, I browsed through the Internet to find some audio files. I also asked some friends to help me with the recording for the listening practice in the app …” (Amara4-Intv1-DAA-RD). Besides using the internet to provide her with some audio files for listening, Amara also made use of Microsoft Power Point and Microsoft Word to help her develop the storyboard of the app. Her lack of knowledge and confidence in utilizing Corel Draw did not hinder her in her effort to develop the storyboard of the app (Amara10-Intv1-DAA-RD). Therefore, the participants’ willingness and confidence in embracing and utilizing technology could be seen not only from how they varied teaching activities inside the class, but also from how they developed the content materials and storyboard of the app. Figure 4.1. below shows the screenshot of the storyboard of the app that Amara made. The storyboard consisted of the screen name, the image of the screen, and the components used in the screen.

“… Then, I browsed through the Internet to find some audio files. I also asked some friends to help me with the recording for the listening practice in the
app. Then, I finally finished making the content materials in November 2015. Not bad … it took quite a long time (laughing) …” (Amara4-Intv1-DAA-RD).

“… because I cannot use Corel Draw and the other graphic design software, I decided to use **Power Point**. At first, I got confused to decide what software I should have used to make storyboard. Then, finally I decided to use the easiest software, Power Point. I also used **MS Word** to finalize the storyboard. I made square boxes in Power Point to represent the activity in my app. That’s because I’m not good at designing …” (Amara10-Intv1-DAA-RD).

![Figure 4.1. Storyboard of the Application](image)

Participants’ confidence in digital technology can also be inferred from their statement that making app interface design and navigation was easy. App Inventor, as the programming tool they used, is aimed for beginner developers who have no prior programming experience (Wolber et al., 2011). Despite their difficulties in
plugging the corresponding blocks to specify the components’ behaviors, they were all in agreement that making the design and navigation in Designer Menu was easy. Making app interface design and navigation required basic app development literacy which anyone with ICT knowledge would be able to do accommodate. Senja mentioned that when she made the background for her app, she just simply chose the image and color that she liked from the drawer. She did similar thing when she made labels, she dragged and dropped the Label and renamed it. She admitted that she did it with a little effort (Senja13-Intv1-DAA-AI). The same thing happened to Amara. The first thing she did when working with App Inventor was making the design and navigation of the app. She was aware that her prior training and knowledge in the basics of app development had helped her a lot in making the application interface design and navigation. She mentioned that she could make the components in Designer Menu with ease and without being assisted by her tutor (Amara18-Intv1-ELT-EB).

In sum, by exploring new and innovative ways using technology in language teaching and utilizing computer software and digital tools in the process of developing the app, the participants showed their digital confidence as twenty-first century teachers. As stated by Palmer (2015), twenty-first century teachers are characterized by their willingness to learn new technology and use it to support their teaching. Thus, their opportunities and determination in learning new skills in technology had enabled them to be more confident in facilitating today’s students.
b. App Development Literacy

Drawing on the universal instructional design (UID) principles proposed by Elias (2011), English teachers, as application developers, are required to use their pedagogical knowledge of app development, creativity, and logic, as well as to master the basics of app development. In doing so, they will be able to develop an application for language learning which meets the students’ need. By acquiring the aforementioned requirements, they gain digital literacy which enables them to design the app interface design, create contents in the app, utilize digital tools to support the app development, and finally develop the app.

Having learned App Inventor in the third semester during their study in ELS, the participants decided to use it to develop the app. Despite the challenges they faced during developing the app, their pedagogical knowledge of app development and the basics of App Inventor had enabled them to utilize the programming tool to develop the app. With regard to the Android lessons they attended in semester 3, the participants understood how to utilize some components in Designer Menu and were able to make the app interface design with Designer Menu with ease. Therefore, instead of being assisted by their tutor, they made the app interface design and navigation on their own. Senja mentioned that, “I didn’t understand all the components in Designer Menu, but I knew some of them which I frequently used for developing my app. So I could make the design on my own” (Senja13-Intv1-DAA-AI). Being able to utilize some components needed in designing the app, making the app interface design for her app was the first step she did in developing the app. The same as Senja, Amara also found it easy to utilize the Designer Menu in App Inventor and therefore she was able to make the app
interface design with little help from her tutor. She also preferred to finish the
design and navigation at the first place before doing the block coding since it was
more difficult and required sufficient knowledge of the blocks (Amara10-Intv1-
DAA-AI).

“… When I made the background for my app, I just chose the image and color
that I liked. It’s quite easy to make it. Then, when I made Label, I just
dragged and dropped the Label... I just dragged the Label and renamed it. It
worked the same for making Button. I just chose the Button, then dragged and
dropped it. I didn’t understand all the components in Designer Menu, but I
knew some which I frequently used for developing my app. So I could make
the design on my own” (Senja13-Intv1-DAA-AI).

… So, when I developed the app, I started with the design in Designer Block
first, then when I had finished the design, I made the blocks. Because I did
not really understand the blocks, I preferred to make the design first. I made
the design and navigation on my own, Mas O helped me once or twice. Yet,
when I made the blocks, Mas O helped me most of the time. I had ever tried
to make the blocks. It took me quite a long time at that time because I was
stuck with the blocks …” (Amara10-Intv1-DAA-AI).

Figure 4.2. below shows Designer Menu in App Inventor. The Palette Pane
on the left enabled the participants to easily choose the components they needed.
They admitted they knew most of the components in the Palette Pane that they used
to develop the app. They simply dragged and dropped the components into the
Viewer Pane.
However, the participants found that specifying the components’ behaviors with Blocks Editor Menu was the most challenging part in developing app. They were aware that in specifying the components’ behaviors with Blocks Editor menu, they were required to understand the function of each block and the logic in plugging the blocks to their corresponding blocks considering that only certain blocks fitted together. From the participants’ statements regarding to the challenges in specifying the behaviors with Blocks Editor Menu, it can be implied that even
they were app development literate, yet their limited knowledge in specifying the behaviors and limited logic of coding had hindered their efforts to work with Blocks Editor menu.

“…We can find numerous blocks in Blocks Editor Menu, for example Logic and Variables buttons. So, after I chose a block, I dragged and dropped it to connect the corresponding puzzle piece; I could not carelessly connect the blocks. That’s what made it difficult for me, and what took me so long in doing it (laughing). Because I could not carelessly plug the puzzle pieces. They had certain instructions (codes). ‘Matching’ the blocks and deciding the instructions were two things I faced in working with Blocks Editor Menu” (Senja14-Intv1-DAA-CL).

“…In Blocks Editor Menu, there were a lot of blocks. Each block had an instruction (code) that I did not really understand. The most difficult part for me was deciding which block to drag and which code to choose. I also had a little understanding in plugging the blocks into their corresponding pieces…” (Amara13-Intv1-DAA-CL).

Their lack of knowledge of the blocks and logic in plugging the blocks with Blocks Editor menu caused some errors while working with Blocks Editor Menu. Senja admitted that she encountered many error when making filling-the-blanks exercises as they required long and comprehensive blocks. In fixing the errors, she checked the blocks thoroughly to find the source of errors. Most of the time, she checked them many times before successfully fixed the errors. She said, “… I checked it by myself. I compared the blocks with the similar blocks I had made previously. I checked one by one to find out what was missing …” (Senja22-Intv1-DAA-ST). Moreover, she asked her friend to help her find the source of errors when she could not fix them on her own. By following the instructions given by her friend to fix the errors, she successfully could fix them. She continued, “I consulted my problems with the app. Then she always told me which part was not right …” (Senja23-Intv1-DAA-ST).
On the other hand, Amara also experienced the same thing as Senja. Despite the fact that working with Blocks Editor Menu simply required the act of dragging and dropping the blocks, Amara failed in her attempt to do it several times. She experienced hard times when making scoring system for the exercises in the app (Amara32-Intv1-DAA-CL). She admitted that she did not understand how to make it. She was fully aware that her lack of knowledge of the instructions and the logic of the blocks made her unable to make the scoring system (Amara33-Intv1-DAA-CL). She managed to overcome this problem by asking her tutor to give her instructions how to make it. Her instructor, then, helped her in giving step by step instructions via phone (Amara34-Intv1-DAA-ST). When dealing with the most challenging time during developing the app, both participants got some help from their tutor. This strategy, therefore, was used to manage the problems they encountered. Following their tutor’s instructions and being able to find the source of the problems and fix them showed that both participants had gained app development literacy which enabled them to produce an app for English language learning.

“In November 2015, I experienced such difficult time. I had to add some more materials for the even semester and scoring system for each exercise in my app. It was very challenging work for me since I did not really understand the logic behind the blocks. (Amara32-Intv1-DAA-CL).

“Because I did not know the instructions and the logic. I did not have any ideas which instructions I should have used. There were so many instructions in the Blocks Editor Menu. The fact that I had learned App Inventor previously when I was in semester 3 did not really help since I forget how to do it” (Amara33-Intv1-DAA-CL).

Then, I sent the AIA file via email because there were still problems with the scoring system. After he told me what caused the problems, I fixed them and successfully finished the scoring system …” (Amara34-Intv1-DAA-ST)
Figure 4.3. shows Blocks Editor Menu in App Inventor. Each block on the left column has different color which represents different instruction. In specifying the behavior of the components, the participants were required to have sufficient knowledge of the blocks and the logic in plugging the blocks considering that only certain blocks fitted together.

Figure 4.3. Screenshots of Blocks Editor Menu in App Inventor

App development literacy, therefore, had empowered the participants, as English teachers, to customize their teaching materials according to the students’
needs. Developing an Android-based English language learning application, as one of the technological solutions, have led to the improvement of learning by allowing teachers to adjust the materials to the students’ specific needs (UNESCO, 2013).

c. Digital Expectation

The mobility of technology has offered new options for teaching and learning. Nowadays, learners are likely to have digital tools with them constantly; at home, at school, on public transportation, and even in bed (UNESCO, 2013). The development of mobile learning has allowed today’s learners to experience more flexible, personalized, learner-centered, and ubiquitous learning. This new way of learning provides learners to learn anytime and anywhere, without any time and space restrictions (Kossen, 2001; Sharples et al., 2006; Kukulska-Hulme, 2008; El-Hussein & Cronje, 2010; Ellias, 2011; Kim & Kwon, 2012; Wang et al., 2014). This new way of learning, then, provides learners with opportunities for learning which extends beyond formal education and traditional learning inside the classroom. The last theme, therefore, refers to the English teachers’ expectation towards the students by developing an Android-based English language learning application. It is expected that developing an Android-based English language learning application provides learners with opportunities for learning at anytime and from anywhere. In addition, an Android-based English language learning application is expected to facilitate learners with personalized, learner-centered, situated, and ubiquitous learning environment in which learners can easily learn and get connected with each other without any time and space constrains.
Being asked the intention to develop an Android-based English language learning application, both Senja and Amara shared the same main intention. The participants both were in agreement that at the first time, their ultimate intention in developing an Android-based English language learning application was to meet the requirement to finish their master degree program in ELS. Based on the MOU between SEAMOLEC and Sanata Dharma University, SEAMOLEC students studying in ELS were required to develop an app as their final project. From the participants’ statements, I can imply that at first they did not use to have any other expectations besides accomplishing their study by finishing the application.

However, during the process of developing the app, the participants began to realize that the app they developed would certainly be beneficial for students’ learning. To create ubiquitous learning for grade XI students appeared in the participants’ experience in developing an Android-based English language learning application. Senja stated, “…For example, it can help students practice their speaking, listening, and pronunciation anywhere, not necessarily in the classroom” (Senja4-Intv2-DAA-PP). From her statement, I imply that Senja had a firm belief that the app she made would accommodate grade XI students’ needs for practicing their speaking skill as well as improving their confidence to engage a conversation with someone beyond the classroom setting. Furthermore, she believed that the app she made could create a new learning environment replacing the traditional learning inside the classroom. As stated by O’Malley et al., (2003), m-learning happens either when “the learners are not at a fixed, predetermined location or when the learners take advantage of learning opportunities offered by mobile technology”. Therefore, it was expected that the app would enable students to access the learning
materials at anytime and from anywhere as the learning materials were always available in their handheld devices. On the other hand, Amara experienced similar thing as Senja. Besides facilitating grade XI students in improving their speaking skill by using the app, Amara believed that the app would have a lifelong use for grade XI students. Grade XI students could always access the learning materials as they were always available unless purposely deleted from the app. Moreover, she expected that by downloading and using the app, students would use their cellphone not only for pleasure, but also for learning. She stated, “…By developing this app, I believed that students can learn English not only inside the classroom, but also from anywhere…” (Amara4-Intv2-DAA-PP). For her statement, it can be implied that creating such learning environment provides students with freedom to choose when and where they will learn. Learning is no longer beyond the walls of the classroom and the cells of the timetable, but it extends beyond that (Zhang et al., 2014).

In sum, by developing an Android-based English language learning application, the participants placed a high value on the role of digital technology in teaching process. They had high expectations for the app they developed. In spite of creating new way of learning which can extend beyond formal education and traditional learning, they expected that the app could contribute in facilitating students with speaking practices. By using the app, students would be able to access various speaking practices from their handheld devices at anytime and from anywhere. In addition, by transforming the learning materials available in their books into digital materials accessible from their handheld devices, it was expected that students would gain better learning motivation. As stated by Beres (2010) that
MALL strategies often have positive effects in terms of students’ motivation, interest, and enjoyment. These positive attitudes of learners towards MALL, therefore, may lead to more successful learning.

2. Emergent Meaning

The interpretation under emergent theme were constructed based on the empirical truth. The emergent meaning consisted of three meaning, namely self-improvement, satisfaction, motivation, and self-actualization.

a. Self-Improvement

Developing an Android-based English language learning application digitally empowered the participants by providing app development literacy to them. The participants not only gained pedagogical knowledge of app development, but also they experienced how to develop an application for English language learning. Moreover, developing an Android-based English language learning application also helped the participants to have better self-management, such as improved time management, attitudes, and strategies in coping problems. In other words, developing an Android-based English language learning application had helped the participants to improve themselves personally.

Quoting from Dean (2005) that fear is a prerequisite for courage and challenge is a prerequisite for perseverance. Perseverance can simply be measured by continuing to perform challenging tasks which involve the overcoming of obstacles or disappointment. Perseverance is one of the key elements of developing an Android-based English language learning application. Developing the application required both strong will and perseverance. The challenges in
There had been a shared agreement between Senja and Amara that in developing an Android-based English language learning application, they encountered many challenges. The hardest challenge they experienced was in specifying the components’ behaviors with Blocks Editor Menu. In specifying the behaviors, they made frequent errors which were likely to upset and demotivate them. However, instead of giving up their hopes in finishing the app, they kept trying to fix the errors. They did not hesitate to ask help from their tutor when they failed to fix the errors on their own. When Senja found some errors with her app while making filling-the-blank exercises, she repeatedly check the blocks to find the source of the errors. She not only tried harder to check the blocks, but also sought advice from her tutor how to solve the problems. After being check thoroughly several times, she finally managed to fix the errors. The same thing happened to Amara while specifying the components’ behavior with Blocks Editor Menu in making scoring system in her app. She realized that her lack of knowledge and logic of the blocks would result in some errors. She, then, asked her tutor to give her instructions how to fix the errors. After several attempts, she finally was able to fix the errors. Senja and Amara’s continuous efforts in overcoming the obstacles while working on Blocks Editor Menu show the quality of perseverance. Perseverance is “the continuation of goal-directed action in spite of obstacles, difficulties, or discouragement” (Peterson and Seligman, 2004). "I waited for my tutor. She crosschecked my work. I consulted my problems with the app. Then she always told me which part was not right … Once I did not make certain blocks, then the app did not work. I did not realize it until I checked for several times. I checked and checked, but I still missed them …
Filling-the-blanks blocks are very long in sequence compared to True False blocks. As I told you before, this exercise was the most complicated to make both in terms of the design and the blocks. So, it’s long and very complicated. That’s why I made many errors when I made the blocks …” (Senja23-Intv1-DAA-ST).

“I consulted the problems to my tutor, I asked my friends. Then, he told me how to fix the problems. My tutor told me every single detail of the steps. During my difficulties in making scoring system, he gave me all the instructions needed via phone. I did what he instructed. Yet, it turned out that after being told what to do, I still failed to fix the problems. Then, I sent the AIA file via email because there were still problems with the scoring system. After he told me what caused the problems, I fixed them and successfully finished the scoring system …” (Amara34-Intv1-DAA-ST).

Based on their experience in developing an Android-based English language learning application, the participants had also improved themselves personally in terms of time management. Developing an Android-based English language learning application was lengthy process which required good time management. Being a fulltime curriculum developer as well as an English teacher, Senja stated that she worked from Monday until Friday. She set one full day every week, which was Saturday, to work on the Android-based language learning app. She mentioned that, “On Saturday, I started from 10 a.m. until 5 p.m. because it took more than two hours to do it…” (Senja37-Intv1-DAA-ST). Amara also had similar experience, she mentioned that besides challenges she faced when specifying the blocks with Blocks Editor Menu, managing her time between teaching and working on the app was also another challenge. She said, “Because it required long time, I spent certain time to do this. I was more likely to spend one full day every week to work on it in spite of my other activities…” (Amara20-Intv1-DAA-CL). From Amara’s statement, it can be implied that although she was busy with her work as an English teacher and private English tutor, she gave her best effort to manage her time to work on the app.
The participants realized that well-time management between working and developing the app helped them a lot in achieving their goals. The fact that they allocated certain time to work on the app showed that they prioritized their actions based on what is important. Covey (2004) states that time-management includes the ideas of prioritization, the concept of daily panning, and of making specific plans to accomplish the goals and activities. Therefore, from developing an Android-based English language learning application, I inferred that the participants had gained better time-management by prioritizing their actions based on the importance and making a specific plan to achieve their goals.

“The positive things, besides I have the ability to utilize App Inventor, I also learned to manage my time well and be more careful and patient. Developing an app took so much time, so I had to manage my time very well. Those who work fulltime, like me, had to set a target to finish the application. I had to learn to prioritize which things were important and urgent. Developing an app required continuity and commitment” (Senja10-Intv2-DAA-BN).

“… It also required so much time. I had to manage my time very well to work on this project. I had to spend one full day per week to do this project. It was not easy thing to do for me considering that I also had to teach and give English private lessons. That was what prolonged me to finish the app” (Amara20-Intv1-DAA-CL).

Developing an Android-based English language learning application had changed their perspective on how they see obstacles in their life. The challenges they encountered most of the time during specifying the behaviors in Blocks Editor Menu have taught them positive lessons on how to overcome problems. Senja used to panic when she encountered some errors with the app. Over time, she had developed a change of attitude on how to react when she encountered some errors with the app. She stated, “For me, problems were the same as challenges which needed to be solved by thinking clearly and not panicking …” (Senja8-Intv2-DAA-BN). Further, she also mentioned that having experienced losing some blocks
during the errors, she had learned to have a fallback plan instead of having one single plan. Therefore, it can be implied that developing an app had somehow improved herself in many ways. Amara experienced similar thing as Senja. During the process of making the scoring system for the exercises in her app, she faced numerous errors. Realizing that she was halfway done with the application, she motivate herself to keep going. She said, “This obstacle made me more motivated to finish the app, even though I felt hopeless at first” (Amara10-Intv2-ELT-MO). Amara’s statement implied that her experience in developing an app had brought positive effect for her; she had improved herself in some ways.

b. Satisfaction

At some points, during the process of developing an Android-based English language learning application, the participants had a sense of despair about the rigorous work in developing the app. However, with their determination and motivation, they successfully finished the app development. Their success in dealing with the errors during developing the app and in finishing the process of app development had brought personal satisfaction.

In encountering some problems during developing the app, the participants were aware that they should have motivated and pushed themselves to the limit in order to finish the app. Having solved the problems either on their own or with some help from their tutor, they felt relieved and satisfied. In the first interview, Senja said, “Once I fixed the problem, I laughed loudly because the problem was always small problem. For instance, I forgot to add a block or I did not change the number in the block …”  (Senja26-Intv1- DAA-CL). Moreover, when she experienced a
falling-apart-robot image, she asked her tutor and friend for advice, yet no one knew what it was (Senja6-Intv2-DAA-CL). The fact that she was the one who found the solution of the problem showed her determination in dealing with problems. On the other hand, Amara also experienced a sense of personal satisfaction during the process of developing the app. It was when she was asked by her supervisor to make scoring system for the exercises in her app. Despite her lack of capabilities in specifying the behaviors in Blocks Editor Menu, after all she managed to overcome all the problems. She said, “…I felt very relieved because I could get through the most difficult situation during the app development” (Amara5-Intv2-DAA-ST). Therefore, it can be interpreted that having overcome numerous problems during developing the app had brought them a sense of personal satisfaction. Their personal satisfaction was resulted from their continuous effort in overcoming the obstacles during the process.

In sum, the participants’ effort in developing an Android-based English language learning application resulted in personal satisfaction. Their personal satisfaction in overcoming the obstacles during the process of the app development contributed in improving their motivation when encountering another obstacles ahead them.

c. Motivation

Motivation emerged in the participants’ lived experienced in developing an Android-based English language learning application. As aforementioned, the participants assumed that developing an Android-based English language learning
application was rigorous work. However, by having self-determination in finishing the project, they showed their motivation in developing the app.

When Senja began the project, she used to be hopeless in finishing the project as she was aware of her incompetence in developing the app. Senja was motivated to develop the app as her friend was willing to assist her during the process. The act of asking her friend to assist her in developing the app showed her motivation in accomplishing the project. She said, “…I asked my friend to help me in developing the app. Then, I met her in person and planned what to do” (Senja4-Intv1-ELT-MO). She continued, “…I believed I could finish the project because my friend was also able to finish it” (Senja34-Intv1-ELT-MO). Her statements implied that her firm belief in her ability to finish the project really motivated her to do the project.

The same thing happened to Amara. Amara was highly motivated to finish the project. It can be seen from her decision to seek help from her Android tutor who taught her in semester 3. She said that from the beginning of developing the app, she had asked Mr. O to assist her whenever she encountered problems during the process of the app development (Amara23-Intv1-ELT-MO).

“From the beginning of the process, I asked my tutor to guide me. I also used to ask him to tell me how to make the blocks in Blocks Designer Menu. Yet, I did the easiest part myself. In doing the difficult part, such as the scoring system, I called my tutor via phone and asked him to give me the detailed instructions …” (Amara23-Intv1-ELT-MO).

In addition, the process of developing an Android-based English language learning application had benefitted the participants in terms of motivating themselves. Having encountered some obstacles during the process of developing the app had taught them to motivate themselves to keep going and not giving up hopes. Both of them were all in agreement that during the hardest time in
developing the app, they tried to motivate themselves by reminding themselves to finish the project and to accomplish their master degree.

“By motivating myself. My tutor also motivated me. Encouragement from my tutor brought significant influences for me … When I was unmotivated, my tutor came around and I got my motivation back. I tried to overcome the feeling of being reluctant by motivating myself. I motivated myself and my tutor also motivated me” (Senja35-Intv1-ELT-MO).

“I learned to be more persistent in doing something. It taught me not to easily give up. I also learned to motivate myself. I always said to myself that I had to finish this project. This is my third year in ELS. I learned to do this project persistently and continuously. I used to spend quite a long time in working on the app. In the last few months, I was able to finish the app in shorter time …” (Amara10-Intv2-ELT-MO).

To conclude, by developing an Android-based English language learning application, the participants showed their high motivation to finish the project. In spite of the challenges they faced from the beginning of the process, they eagerly did the project by seeking help from their friend and tutor. Meanwhile, they were also motivated to motivate themselves in encountering obstacles during the process of the app development.

d. Self-Actualization

Designing a mobile application had provide the participant an opportunity to self-actualize themselves. By creating and exploring the app for English language learning, the participants were able to express their ideas, creativity, and imagination. The app, then, became a medium for the participants to optimize their potential in developing a digital learning media. Maslow (2015) mentions that self-actualization occurs when individuals maximize their potential and do the best that they are capable of. It can be inferred from the participants’ experience in developing an app that they had achieved their full potential in the project. Their
awareness of their lack of knowledge and capability in developing the app had driven them to seek for help. Their awareness of their incapability showed that they had high level of self-acceptance. As stated by Maslow (2015), high-level of self-acceptance is one of the characteristics of a self-actualized person.

Moreover, in encountering the obstacles during the app development, both Senja and Amara did not easily give up hopes. Instead, they made several attempts to solve the problems with or without help and to finish the app. At the beginning of the process, Senja experienced a sense of despair since she knew that she could not finish the project on her own. Yet, she got motivated after knowing that her friend was willing to help her (Senja34-Intv1-ELT-MO).

“…so, I did not do the project for one semester. Even, in semester 4, I was thinking of taking a leave for one semester because I was so pessimistic about the final project … Then a friend of mine told me that she was willing to help me with the app. I was so excited and motivated after that. I felt absolutely sure that I could finish the project. I got motivated and continuously worked on the project” (Senja34-Intv1-ELT-MO).

The same as Senja, Amara did not easily give up in encountering problems in developing the app. Amara experienced the most difficult situation when she was about to finish the app, but her supervisor asked her to add scoring system feature for the exercises in her app. Despite the fact that she did not know how to make the ‘Score’ feature for the exercises in the app, she gave her best effort in trying to make it with some help from her tutor (Amara5-Intv2-DAA-CL).

“When I made the scoring system, as I told you in the previous interview. I could not make the scoring system, then I asked my tutor. Finally, my tutor helped me and I successfully made the scoring system. I felt so relieved. Finally, I could do it. It really impressed me … I felt so relieved because I could get through a difficult situation” (Amara5-Intv2-DAA-CL).

In sum, the participants strove hard for achieving their goals i.e. finishing their final project, providing learners with ubiquitous learning environment, and
self-actualizing themselves. Maslow (2015) mentions that another characteristics of self-actualized person is they have purposes in life. Senja and Amara had some goals to achieve. Their immediate goal was to finish their final project and their ultimate goal was to self-actualize themselves. In order to achieve their goals, they were aware that they had to give their best efforts.
CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

This chapter consists of two sections namely conclusions of the research, implications and recommendations. The first section presents the summary of the findings and the answers of the research question. The second section presents implications of this study. The last section presents the suggestions which can contribute English learning and teaching.

A. Conclusions

This study aims to describe and interpret English teachers’ lived experience in developing an Android-based language application. The process in revealing the lived experience is done through collecting texts from the English teachers who have experienced the phenomenon and developed compositions containing the essence of the experience. The meaning assigned by the participants are interpreted under bracketed meaning, namely pre-figured and emergent meaning. Pre-figured meaning is constructed based on the discovery of conceptual truth. Meanwhile, emergent meaning is developed based on the empirical truth. Both meaning reflect the scientific truth of English teachers’ lived experience in developing an Android-based English language learning application.

The first pre-figured theme is digital confidence. Senja and Amara were both digitally confident of their ability in incorporating the Internet and digital tools. Both of them integrated the internet and digital technology in their teaching practices, as well as in developing the teaching and learning materials. They were fully aware of the necessity in incorporating technology in today’s language
teaching. In addition, they gained digital confidence from the process of developing an Android-based English language learning application. In the process of app development, they learned new skills in app development which involved the ability to utilize App Inventor and other supporting software to develop the app.

Developing an Android-based English language learning application requires pedagogical knowledge of app development, logic of specifying the components’ behaviors with the programming tool, and creativity to design the app interface design. During the process of developing the app, Senja and Amara acquired those aforementioned requirements. By acquiring those requirements, they gained app development literacy which enabled them to develop an application for English language learning.

The third pre-figured theme is digital expectation. Both participants expected that the app they developed could offer students new way of learning which extends beyond the classroom and traditional learning. They expected that the app would facilitate the students to practice their speaking skill at anytime and from anywhere, without any time and space constraints.

There was some emergent meaning emerged in this study. The first emergent theme was self-improvement. The process of app development had improved the participants personally in some ways. By developing an Android-based English language learning application, the participants gained self-perseverance, better time-management, and better problem-management.

The second theme emerged was satisfaction. The participants’ success in overcoming obstacles during the process of app development and in finishing the project had brought personal satisfaction. This personal satisfaction played an
important role in improving their motivation when they faced another challenges ahead them.

Motivation emerged in their lived experience in developing the app. Senja and Amara showed their motivation in the process of app development. In spite of the obstacles they encountered during the process of app development, they motivated themselves to reach their goal.

Teachers’ self-actualization emerged as the last theme in this study. By developing an Android-based English language learning application, Senja and Amara could express their ideas, creativity, and imagination in the efforts of making a fun and interesting application. Furthermore, by optimizing their potential, having purposes in life, and striving hard to achieve their goal during the process of app development, they had successfully self-actualized themselves.

The findings of this study helped the research participants to have a habit in doing reflection of what they have done in relation with their teaching practices. This reflective awareness is expected to help them to become more self-aware of what they do and intend to do in order to improve their teaching practices. By having self-awareness of their teaching practices, they would become more self-actualizing in teaching.

Additionally, the findings of this study help the audience to get useful information about developing and integrating a mobile application for English language learning. By reading the stories, they would gain better empathic understanding in the development and implementation of a mobile application in English language learning.
B. Implications

Based on the participants’ lived experience in developing an Android-based English language learning application, developing an app for English learning has provided some significant implications for English language teaching and learning. It is expected that the audience will have better empathic understanding of what it is like for an English teacher to develop an Android-based English language learning application. By gaining better empathic understanding, they will gain equity in life.

The second implication applies for English teachers who developed an Android-based English language learning application. By developing an Android-based English language learning application which is in accordance with the materials being studied in the classroom and the curriculum appropriateness, teachers could facilitate students with new learning environment which extends beyond the classroom setting. Students, on the other hand, would be facilitated with personalized, flexible, and ubiquitous learning. Thus, both the English teachers and students would be able to self-actualize themselves through the development and implementation of the application.

The last implication applies for English teachers who consider developing an Android-based English language learning application. They could use the participants’ experience in this study to encounter the potential challenges in developing an app. In dealing with the challenges, they motivated themselves and sought help from those who had more knowledge of app development. Therefore, lessons learned from this study is expected to be beneficial for English teachers who consider developing an app for English language learning.
C. Recommendations

The findings of this study benefitted the research participants, as English teachers, in forming a habit in doing reflection which would enable them to self-actualize themselves both in their teaching profession and in their life. Regarding to this, English teachers might implement a habit in doing reflection of their teaching to self-assess and improve their teaching practice. By having a reflective habit formation, they would have sharper goals in their life and be able to self-actualize themselves. On the other hand, the audience might use the description and interpretation of the lived experience in this study to get information and to understand the development and implementation of an Android-based English language learning application.

Furthermore, the findings of this study might help the policy makers in Indonesia to empower English teachers in the development and integration of an Android-based English language learning application. An Android-based English language learning application becomes one of the tools to provide better learning opportunities which extend beyond the classroom and accommodate learners’ various learning styles.

Additionally, future researchers might examine the perceptions of the English teachers who developed an Android-based English language learning application. Future studies focusing on the students who utilized the application might be useful as well. A study on the impacts of an Android-based English language learning application implementation on students’ learning motivation might be conducted. In addition, future researchers might conduct the same research which focuses on students’ lived experience in learning with an Android-based
English language learning application developed by their teachers. They could reveal how the students’ give meaning to the phenomenon.


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Kukulska-Hulme, A. M., & Shield, L. (2008). An overview of mobile assisted language learning: From content delivery to supported collaboration and interaction. *ReCALL*, 20 (3), 271-289.


Appendices
Appendix 1. Informed Consent Form – Senja

Informed Consent Form

My name is Lemmuela Alvita Kurniawati. I am a graduate student of English Language Studies, Sanata Dharma University who are conducting research on English teachers’ lived experience in developing an Android-based language learning application as a fulfillment of my study. Regarding to this, I would like your participation in the interviews to share your experience as an English teacher who have developed an Android-based language learning application.

The purpose of this study is to describe and interpret the lived experience of English teachers in developing an Android-based language learning application.

During the interview, I would ask you some questions related to your experience in developing an Android-based language learning application. If there are questions that you would prefer not to answer, please do not hesitate to tell me, and I will go on to the next questions. Moreover, I would take notes and record the interview. Once the interview is transcribed, you will be asked to review the transcript and a brief analysis of your interview to verify the data.

I will publish the findings of this research. And I would be happy to share the finding with you after the research is completed. There are not any risks involved in this study. Your name will not be associated with the findings and only the researcher will know your identity and personal information.

There are not any risks involved in this study. The benefit for the participation of this research is that it may give voice to your Android-based language learning application development.

Should you have any questions related to this research, do not hesitate to contact me in the following number (+62) 8213 876 0001 or email address pipit_kastuhandani@yahoo.com.

Thank you for your consideration. Please sign this consent form. I will give a copy of this form for you to keep.

[Signature]

Participant’s Signature

14 January 2016

Date
Appendix 2. Informed Consent Form – Amara

Informed Consent Form

My name is Lemmuela Alvita Kurniawati. I am a graduate student of English Language Studies, Sanata Dharma University who are conducting research on English teachers’ lived experience in developing an Android-based language learning application as a fulfillment of my study. Regarding to this, I would like your participation in the interviews to share your experience as an English teacher who have developed an Android-based language learning application.

The purpose of this study is to describe and interpret the lived experience of English teachers in developing an Android-based language learning application.

During the interview, I would ask you some questions related to your experience in developing an Android-based language learning application. If there are questions that you would prefer not to answer, please do not hesitate to tell me, and I will go on to the next questions. Moreover, I would take notes and record the interview. Once the interview is transcribed, you will be asked to review the transcript and a brief analysis of your interview to verify the data.

I will publish the findings of this research. And I would be happy to share the finding with you after the research is completed. There are not any risks involved in this study. Your name will not be associated with the findings and only the researcher will know your identity and personal information.

There are not any risks involved in this study. The benefit for the participation of this research is that it may give voice to your Android-based language learning application development.

Should you have any questions related to this research, do not hesitate to contact me in the following number (+62) 8213 876 0001 or email address pipit_kastuhandani@yahoo.com.

Thank you for your consideration. Please sign this consent form. I will give a copy of this form for you to keep.

Participant’s Signature

Date

12 January 2016
Appendix 3. In-Depth Interview 1 – Senja

Name : Ms. Senja
Location : Solaria, Malioboro Mall
Day and Date : Saturday, 19 February 2016
Time : 15.05-16.27

<table>
<thead>
<tr>
<th>Role</th>
<th>Interview Transcript</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>R1</td>
<td>Saya mulai dengan pertanyaan mengenai pengalamanmu ketika belajar bahasa Inggris di SMP dan SMA ya. Bisa tolong ceritakan bagaimana pengalamanmu dulu?</td>
<td></td>
</tr>
<tr>
<td>R2</td>
<td>Lalu untuk aktifitas-aktifitasnya bagaimana?</td>
<td></td>
</tr>
<tr>
<td>R3</td>
<td>Menurut Senja, pembelajaran bahasa Inggris seperti apa sih</td>
<td></td>
</tr>
</tbody>
</table>

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
yang cocok untuk anak-anak jaman sekarang?

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<tbody>
<tr>
<td>R4</td>
<td>Ok, sekarang kalau pengalamanmu dalam membuat applikasi Android untuk pembelajaran bahasa Inggris? Bagaimana pengalaman Senja?</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>R5</th>
<th>Lalu setelah itu?</th>
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<table>
<thead>
<tr>
<th>R6</th>
<th>Apa dasar pemilihan materinya?</th>
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<table>
<thead>
<tr>
<th>R7</th>
<th>Lalu setelah memilih materi, apa yang dilakukan selanjutnya?</th>
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</thead>
<tbody>
<tr>
<td><strong>Senja</strong></td>
<td>Saya membuat materinya dulu, menyiapkan semua materinya. Apa yang akan saya masukkan ke dalam konten applikasinya nantinya. Saya kompile materinya dari beberapa sumber kemudian beberapa dari materinya cuma saya tulis manual</td>
</tr>
</tbody>
</table>

R8 Buku apa saja?

Senja8 Yang 1 khusus untuk mengompile materi, dan yang 1 khusus untuk mencatat aplikasinya. Misalnya yang kurang apa, terus yang harus dikerjakan apa.

R9 Setelah materinya selesai dipilih, apa yang dikerjakan berikutnya?


R10 Bisa ceritakan ketika mulai membuat aplikasinya itu?


R11 Menu apa saja yang dibuat?

background, juga menentukan buttonnya akan warna apa, desainnya dan layoutnya seperti apa. Jadi memang emmm ... selain menu, layout, dan juga desain, saya juga menentukan mau pake List view apa mau pake button, mau pake "filling the blanks", atau mau "true flase", atau mau pake apa. Itu semua saya tentukan dari awal dulu. Seperti kalau mau buat baju kan pasti ada polanya. Saya buat pola-polanya dulu. Misalnya di "filling the blanks", saya sudah siapkan kalimat pertamanya apa, terus blanknya juga sudah direncanakan dimana saja. Misal di kalimat pertama, blanknya di tengah, lalu kalimat kedua di awal kalimat. Dan ketika membuat dari semua latihan itu, yang paling repot adalah ketika membuat "filling the blanks".

**R12**

**Senja12**


**R13**

Tadi Senja mengatakan kalau awalnya kamu menentukan background atau interfacenya dulu, bisa diceritakan pengalaman Senja memasukkan background atau interfacenya?

**Senja13**

sebenarnya. Nah yang di menu "Designer" itu cukup mudah dan bisa dikerjakan sendiri karena saya tau beberapa komponen yang biasanya saya pakai. Cuma nanti kalau di "Block"nya kan ada menu tersendiri untuk "block"nya dan agak rumit, kuncinya adalah harus hafal dan tahu perintah-perintahnya.

R14 Lebih rumitnya bagaimana?


DAA-CL

R15 Bisa kasi contoh perintahnya misalnya seperti apa?

Senja15 Di "Block"nya itu kan ada "Number". Itu kan merupakan perintah, misalnya kalau saya mengisi angka 1 atau 0, nanti hasilnya akan beda. Jadi misalnya dulu saya pernah buat yang "Vocabulary Quiz" di aplikasi saya, yang seperti ini (showing the application). Nah ketika saya klik button "Next", waktu itu tidak bisa langsung ganti ke screen berikutnya. Waktu itu harus diklik dua kali, harusnya kan sekali klik langsung bisa ngganti. Itu karena saya salah mengisi perintahnya. Yang harusnya saya isi 1 atau 0, malah terbalik angkanya. Saya lalu nanya ke tutor saya ternyata dia bilang, "Coba mbak itu diganti angkanya". Cuma discreen shoot sekali aja terus saya jadi tau kesalahan saya. Jadi cuma gara-gara 1 satu angka salah aja, memang berpengaruh sekali di applikasinya. Pernah juga dulu saya kurang angkanya, lalu tidak bisa jalan applikasinya.

R16 OK, lalu setelah tadi selesai membuat backgroundnya, apa yang dilakukan berikutnya?


<table>
<thead>
<tr>
<th>R17</th>
<th>Lalu yang buat lama itu apa sih?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>R18</th>
<th>Kapan error-error itu terjadi?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senja18</td>
<td>Pas saya membuat block yang simple, seperti ini (showing the application). Misalnya ini kan cuma ada dua label, &quot;Start&quot; dan &quot;Exit&quot;, nanti perintah di blocknya akan kaya gini &quot;Kalau tombol Start dipencet, nanti akan membuka screen berikutnya,&quot; atau misalnya &quot;kalau tombol Exit dipencet, nanti akan keluar dari menu itu dan kembali ke Home&quot; misalnya seperti itu. Nah, kalau membuat yang simple seperti ini jarang sekali error. Tapi kalau waktu membuat seperti ini (showing the</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>R19</th>
<th>Dari pengalaman Senja, mengapa kok ada yang error-error?</th>
</tr>
</thead>
</table>

| R20 | Tadi Senja kan sudah menceritakan kendala dalam membuat applikasinya. Lalu kalau kendala yang paling besar dalam membuat aplikasi ini apa sih? |
| Senja20 | Kalau saya kendala atau kesulitan yang paling susah banget itu ya pas membuat blocknya. Perintah-perintahnya itu liho. Kalau menu "Designer" yang di App Inventor itu gampang lah. Gampang karena cuma masuk-masukin background, button, atau apa itu. Tinggal pilih gambar, lalu dimasukkan di background. Nggak pakai logika-logika. Tapi kalau udah masuk ke menu "Block" itu susah banget. Harus teliti, harus apa ... emmm ... logikanya harus jalan, dan harus apal perintah-perintahnya. Walaupun saya udah dikasi contoh blocknya, tapi kok ya masih error, saya juga kadang merasa bingung, kok sepertinya tadi saya udah memasukkan dengan benar, kok ya masih nggak jalan. Jadi memang "Block"nya itu yang membuat saya emmm ... yang paling susah, tantangan paling besar ya di block itu. |

| R21 | Pembuatan block itu kapan sih? |
| Senja21 | Kira-kira bulan November 2015. Setelah saya mengumpulkan materi, terus saya kan awalnya buat interface aplikasi, bikin

<table>
<thead>
<tr>
<th>R22</th>
<th>Lalu, ketika itu apa yang Senja lakukan dalam mengatasi kesulitan membuat block tadi?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>R23</th>
<th>Lalu ketika masih tidak jalan, apa yang dilakukan?</th>
</tr>
</thead>
</table>
banget. Itu yang saya dulu sering sekali salah dan error. Kalau yang lain-lain juga sama ribetnya tapi nggak seribet "filling the blanks". Karena memang harus benar-benar teliti (laughing).

R24 Lalu kenapa kok membuat blocknya bisa menjadi hal paling susah buat kamu ketika pembuatan aplikasi?


R25 Misalnya seperti apa perintahnya?


R26 (laughing) Terus yang dirasakan waktu itu apa?

Senja26 Pas pertama-tama itu ya ...aduuhh...kok kaya gini sih. Kok nggak bisa-bisa karena apa ya. Kok nggak mau jalan dan error terus, karena apa ya, saya jadi penasaran. Saya cek-cek terus berulang-ulang. Kalau sudah ketemu salahnya, diedit, lalu build. Build itu maksudnya kita membuat aplikasinya.

<table>
<thead>
<tr>
<th>R27</th>
<th>Proses pembuatan aplikasi ini kapan?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>R28</th>
<th>Dalam membuat aplikasinya, kamu biasanya mengerjakannya dimana?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senja28</td>
<td>Waktu mengerjakan designnya, awal-awal itu, saya kerjakan</td>
</tr>
</tbody>
</table>

R29 Pernah nggak kamu mengalami hal yang serupa dengan pengalaman membuat aplikasi Android ini?


R30 Apakah ini pengalamanmu yang pertama dalam membuat aplikasi Android?

<table>
<thead>
<tr>
<th>R31</th>
<th>Yang diajarkan di Jakarta, apakah bermanfaat untuk pembuatan aplikasi sekarang ini?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>R32</th>
<th>Apakah pengalaman membuat aplikasi ini mengingatkan pada suatu hal?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>R33</th>
<th>Kalau yang diajarkan di mata kuliah Android di semester 3 kemarin, bermanfaat atau tidak buat app development ini?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>R34</th>
<th>OK. Lalu ini … bagaimana kesulitan-kesulitan yang tadi Senja sudah ceritakan berpengaruh di kehidupan Senja?</th>
</tr>
</thead>
</table>

R35  Tadi Senja mengatakan kalau salah satu kesulitannya di awal adalah membuat jadi putus asa, bagaimana Senja mengatasi hal itu?


R36  Terus bagaimana kesulitan-kesulitan yang tadi kamu ceritakan itu mengubah hidupmu?


R37  Gimana itu mengolah waktunya?
| Senja37 | Saya kan harus meluangkan waktu untuk membuat applikasinya. Kalau saya kan kerja dari Senin sampai Jumat, hari Sabtu itu saya sediakan dan luangkan khusus untuk membuat applikasi ini. Sabtu dari pagi, dari jam 10.00 sampai jam 17.00. Karena kalau bikin applikasi itu nggak bisa 1 atau 2 jam. Dalam waktu 1 atau 2 jam hanya bisa buat apa itu ... Kalau satu hari itu biasanya, 1 screen jadi, terus kadang ada masalah misalnya 1 screen nggak jalan. Pas saya membuat screen "Grammar" saya, itu kan ada 3 aktivitas, "Explanation", "Exercise 1" dan "Exercise 2". Itu saya diselesaikan dalam 1 hari. Cuma pas itu yang buat lama adalah aktivitas "filling the blank"nya. Yang "Explanation" itu cepet banget karena isinya kan hanya label-label. Hmm ... Jadi dalam satu hari full itu saya bisa membuat lebih dari 2 screen, kalau screennya simple-simple, misalnya isinya label aja, bisa lebih cepat. Label itu misalnya tulisan-tulisan yang ada di applikasi. Kalau label itu cepet karena cuma tinggal diketik aja. |
| Senja38 | Misalnya drag label 1 di Panel Viewer itu, lalu kita ketik, stop sampai dimana, kemudian drag label lain lagi. Jadi ya cuma ketik-ketik itu. Enak kalau buat label, karena gampang. Seperti yang ini (showing the application). Tingkat kesulitannya kalau buat label itu, sangat rendah. Yang lama ya itu tadi "filling the blanks", "true false", yang pakai masang-masang block-block puzzle itu tadi. |
## Appendix 4. In-Depth Interview 2 – Senja

In-Depth Interview 2

<table>
<thead>
<tr>
<th>Role</th>
<th>Interview Transcript</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name</strong></td>
<td>Ms. Senja</td>
</tr>
<tr>
<td><strong>Location</strong></td>
<td>Food Court Malioboro Mall</td>
</tr>
<tr>
<td><strong>Day and Date</strong></td>
<td>Saturday, 26 February 2016</td>
</tr>
<tr>
<td><strong>Time</strong></td>
<td>14.00 – 14.45</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Role</th>
<th>Interview Transcript</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>R1</strong></td>
<td>Saya teruskan pertanyaan-pertanyaannya dari interview kemarin ya. Mengapa kok memilih menggunakan App Inventor?</td>
</tr>
<tr>
<td><strong>R2</strong></td>
<td>Pada saat membuat applikasi kemarin, kamu aware of apa?</td>
</tr>
<tr>
<td><strong>Senja2</strong></td>
<td>Nggak teliti, saya sadar kalau saya kurang teliti ketika membuat applikasi kemarin. Saya juga sadar kalau saya kurang paham perintah di Block Editor Menu. Karena dengan paham itu bisa membuat lebih mudah dan lebih cepat karena sudah tahu mana yang harus didrag and didrop. Misalnya &quot;If screen 1 click, opens another bla bla bla&quot;, kalau sudah hafal seperti itu mudah. Itu yang paling saya hafal sih (laughing). Untuk perintah yang lain, saya nggak terlalu hafal, tapi saya tahu sedikit-sedikit maksudnya.</td>
</tr>
<tr>
<td><strong>R3</strong></td>
<td>Terus unaware of apa?</td>
</tr>
<tr>
<td><strong>Senja3</strong></td>
<td>Unaware kalau sudah terlalu lama saya develop app ini … kelamaan karena saya sempat nggak ngerjain apa-apa satu semester.</td>
</tr>
<tr>
<td><strong>R4</strong></td>
<td>Yang membuatmu mau developing applikasi ini apa sih?</td>
</tr>
<tr>
<td><strong>Senja4</strong></td>
<td>(laughing) Dulu direktur SEAMOLEC mengatakan kalau...</td>
</tr>
</tbody>
</table>

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

<table>
<thead>
<tr>
<th>R5</th>
<th>Intensi pribadimu membuat aplikasi ini apa?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>R6</th>
<th>Dalam proses pembuatan aplikasi ini, hal apa yang paling membuatmu terkesan?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>R7</th>
<th>Itu kapan terjadinya?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senja7</td>
<td>Itu dulu di awal-awal ketika saya membuat aplikasi. Jadi waktu itu ya benar-benar panik.</td>
</tr>
<tr>
<td>R8</td>
<td>Bagaimana kejadian yang menurutmu mengesankan ini mempengaruhi hidupmu?</td>
</tr>
<tr>
<td>----</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>Senja8</td>
<td>Dalam menghadapi masalah, jadi kalau ada masalah, berpikir jernih apa yang harus dilakukan dan nggak panik. Jadi harusnya nggak langsung panik. Waktu awal-awal ketika ada masalah, itu kan saya langsung panik dan nanya tutor dan mas Okky juga. Lalu saya belajar dari situ untuk berpikir jernih dan nggak panik. Itu juga merupakan salah satu hal yang berharga yang saya pelajari. Masalah = tantangan yang harus diselesaikan tanpa panik saja, tapi harus bisa berpikir jernih juga. Dan dari situ, saya juga belajar suatu hal, ketika saya build aplikasi, setelah selesai, saya harus menyimpan file itu dalam 2 bentuk yaitu APK dan AIA.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>R9</th>
<th>Jika diterapkan dalam kehidupan sehari-hari, apa yang bisa dipelajari dari pengalaman yang disebutkan terakhir itu tadi?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senja9</td>
<td>Saya belajar untuk punya plan A dan plan B, kalau misalnya ada apa-apa, masih ada backupnya, Nilai positifnya itu disitu, yang bisa saya dapatkan.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>R10</th>
<th>Kalau secara general, apa yang bisa didapatkan dari proses pembuatan aplikasi ini?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senja10</td>
<td>Sisi positifnya, selain saya jadi bisa memakai App Inventor, saya juga bisa latihan menjadi teliti, sabar, dan mengatur waktu. Karena membuat aplikasi itu takes time, jadi harus pintar mengatur waktunya. Terutama untuk orang-orang seperti saya yang bekerja dari pagi sampai sore, kadang sore juga sudah capek, itu harus punya target, mau diselesaikan kapan aplikasinya, prioritas ke yang lebih penting dan mendesak. Karena harus kontinyu. Dan juga harus berkomitmen untuk mengerjakan aplikasinya.</td>
</tr>
</tbody>
</table>
Appendix 5. In-Depth Interview 1 – Amara

In-Depth Interview 1

Name : Ms. Amara
Location : Sanata Dharma University
Day and Date : Friday, 18 February 2016
Time : 15.00-16.47

<table>
<thead>
<tr>
<th>Role</th>
<th>Interview Transcript</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>R1</td>
<td>Sebelum saya tanya mengenai pengalaman membuat app Android, bisa ceritakan pengalaman belajar bahasa Inggris ketika kamu di SMP dan SMA dulu?</td>
<td></td>
</tr>
<tr>
<td>R2</td>
<td>Kalau dibandingkan dengan aktifitas pembelajaran sekarang bagaimana?</td>
<td></td>
</tr>
</tbody>
</table>
| Amara2 | Kalau sekarang, seperti saya ketika mengajar biasanya menggunakan media pendukung, seperti website untuk pembelajaran bahasa Inggris, power point, atau video, atau aplikasi di tablet atau handphone untuk pembelajaran anak-anak.


ELT-BF
mengenai analytical exposition, sekarang mereka bisa
disuruh untuk membuat presentasi di PPT, dikasi gambar,
atau video begitu. Kan lebih menarik kalau seperti itu. Jadi
guru sebaiknya lebih memanfaatkan teknologi dalam
pembelajaran saja kalau jaman sekarang.

| R3 | Lalu bisa ceritakan pengalamannya dalam membuat
     applikasi Android untuk pembelajaran bahasa Inggris? |
|------------------|--------------------------------------------------|
| Amara3 | Urutannya seperti step di R and D. Jadi awalnya need
        analysis dulu. Saya interview guru dan siswanya untuk
        mengumpulkan data tentang kebutuhan mereka dan
        ekspektasi mereka terhadap proses pembelajaran bahasa
        Inggris itu seperti apa. Terus kan investigate silabunya. Lha
        baru membuat materi. Menentukan materinya apa. Pilih-pilih
        materinya yang cocok dan yang sama kaya yang dipelajari di
        kelas. Sebenernya dulu tuh saya masih gambling karena dulu
        aplikasi saya untuk anak SMP, lalu ternyata setelah Grand
        Seminar, saya disuruh membuat untuk tingkat yang lebih
        tinggi. Itu karena mungkin asumsinya karena anak-anak
        SMP kan biasanya nggak bawa HP ke sekolah, mungkin ya.
        Jadi amannya ya membuat untuk yang anak SMA aja. Untuk
        anak SMA, kelas XI. Saya awalnya investiga the syllabus
        dulu karena waktu itu kan semester genap 2015. Terus saya
        mencoba mencari materi yang sesuai dengan semester itu.
        Kemudian karena disuruh untuk mengembangkan speaking
        skill, jadi saya ambil materi yang speaking skill, seperti
        ekspresi-ekspresi. Lalu saya membuat materinya dulu. Tapi
        ternyata pembuatan matterinya juga lama (laughing). |

<table>
<thead>
<tr>
<th>R4</th>
<th>Yang membuat lama waktu bikin materinya apa sih?</th>
</tr>
</thead>
</table>
| Amara4 | Memilih materinya. Jadi saya harus mengemas materinya
        seperti apa, itu waktu itu yang saya masih bingung. Saya
        masih nyusun-nyusun materi, tapi kok ternyata waktunya
        nggak nyandak. Pas itu sudah akhir semester, jadi saya stop
        bikin materi semester Genap 2015 dan langsung bikin semester
        Ganjil 2016. Terus browsing audio listening dari
        internet, minta tolong beberapa teman untuk recording. Dan
        akhirnya saya bisa selesai membuat materinya bulan
        November kemarin. Ya lumayan lah ... (silent) lumayan
        lama (laughing). Itulah yang membuat lama waktu membuat
        materi. Nah setelah selesai buat materinya, saya baru buat
        applikasinya. |

<table>
<thead>
<tr>
<th>R5</th>
<th>Materi tersebut diambil dari buku apa saja ya?</th>
</tr>
</thead>
</table>
| Amara5 | Beberapa buku sih. Awalnya saya pakai buku BSE. Lalu
        saya rasa kok masih kurang, jadi saya tambahin buku lain.
        Saya beli buku English Zone, dari Erlangga, untuk
        tambahannya. Terus juga buku dari Intan Pariwara, judulnya
        PR Bahasa Inggris. Saya pilih materinya yang berhubungan |
dengan kemampuan berbicara. Saya pilih materi-materi language functionnya, seperti expressing bla bla bla. Terus saya bikin lesson-nya, terus mulai bikin.

<table>
<thead>
<tr>
<th>R6</th>
<th>Pertimbangan pemilihan materinya apa ya?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>R7</th>
<th>Lalu pertimbangannya dalam membuat applikasi untuk melatih speaking skill, seperti tadi yang kamu ceritakan, apa?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>R8</th>
<th>Bisa ceritakan proses pembuatan materinya?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>R9</th>
<th>Kenapa kok di applikasinya dibuat 9 lesson, apakah ada pertimbangan tertentu?</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAA-RD</td>
<td></td>
</tr>
<tr>
<td>Amara9</td>
<td>Itu sesuai silabus dan materi semester 1 dan 2. Dalam 1 semester kan ada 5 unit. Jadi yang 1-5 itu untuk yang Semester Ganjil, lalu yang 6-9 itu Semester 2.</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>R10</td>
<td>Setelah semua materi dipilih dan terkumpul, yang dilakukan selanjutnya apa?</td>
</tr>
</tbody>
</table>

**R11**  Berapa lama waktu yang dibutuhkan untuk membuat desainnya?


**R12**  Lalu setelah membuat desain, apa yang dilakukan?


**R13**  Kesulitannya apa dalam membuat block itu?


**R14**  Yang dibuat di menu Blocknya itu apa aja?

**Amara14** Semua pertanyaan-pertanyaan atau teks, semua ditulis dalam

DAA-CL

<table>
<thead>
<tr>
<th>R15</th>
<th>Lalu setelah membuat blocknya, apa yang dilakukan?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>R16</th>
<th>Jadi pembuatan aplikasi dari awal sampai akhir itu terjadi kapan?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>R17</th>
<th>Pernah nggak mengalami pengalaman yang serupa dengan ini?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amara17</td>
<td>Sebenarnya kalau tentang penggunaan teknologi dalam pengajaran, saya dapat ketika kuliah di SEAMOLEC ini. Karena dulu kan pernah belajar tentang Moodle, Edmodo emmm ... udah itu aja. Kalau membuat aplikasi Android</td>
</tr>
</tbody>
</table>

ELT-EB

R18 Bagaimana pengalaman diajarin App Inventor dan pengalaman selama kuliah mendukung dalam pembuatan aplikasimu ini?

Amara18 Lumayan mendukung sekali. Jadi waktu membuat aplikasi sudah sedikit-sedikit tahu yang dasar-dasarnya. Karena kan ada pengalaman sama pengetahuan yang dulu pernah diajarin waktu kuliah semester 1 sampai 3. Misalnya tau cara buat interface, bikin label button, dan tau gimana insert image. Jadi at least bisa lah, nggak yang tidak bisa sama sekali. Paling kendalanya waktu saya buat aplikasi itu ya di Block Editor Menu itu ... blok-bloknya ... yang saya sama sekali nggak bisa. Kalau design itu masih lumayan, saya masih bisa membuat sendiri.

R19 Karena ini pengalaman pertama buat kamu, terus dulu tantangan terbesarnya apa dalam membuat aplikasi ini?

Amara19 Tantangan terbesar saya kemarin ya apa ya .... tantangan
terbesarnya ya karena susah ya, jadi kalau kemarin saya pas
nggak ada waktu untuk mengerjakannya, karena saya kan
kerja, ya sudah ... nggak saya kerjakan, saya tinggal. Karena
saking susahnya, jadi saya pusing (laughing). Dan untuk
membuat aplikasinya kan butuh waktu yang lama dan
konsistensi. Dan juga butuh internet yang cepat dan lancar.
Jadi nggak bisa kalau dikerjakan di kos atau di kampus.

R20 Terus dimana mengerjakan aplikasinya?
Amara20 Jadi saya harus mencari tempat yang internetnya cepat.
Misalnya ke coffeshop atau tempat-tempat nongkrong untuk
cari WiFi. Saya pernah mengerjakan di kampus, mau
membuka App Inventor aja susah dan lama. Jadi tantangan
saya yang terbesar yaitu males untuk ngerjainnya karena
harus cari tempat yang internetnya lancar untuk ngerjainnya.
Dan juga karena itu butuh waktu yang nggak sebentar, jadi
saya kan harus meluangkan waktu juga mengerjakan ini.
Sekali dalam seminggu, saya biasanya meluangkan waktu
sampai seharian untuk mengerjakan ini. Sedangkan kan saya
punya kerjaan lain, seperti mengajar dan ngelesi. Jadi itu
yang membuat saya lama menyelesaikan aplikasi ini.

R21 Tadi kamu bilang kalau mengerjakan aplikasi ini susah.
Bisa diceritakan susahnya dimana dan gimana?
Amara21 Saya jujur bingung ketika membuat ini di awal-awal.
Susahnya itu juga karena saya kan bukan orang IT. Saya
tidak tahu apa yang harus saya lakukan. Terus saya juga
nanya ke temen dan ke Mas O. Karena kalau nggak
bertanya, saya nggak bisa mengerjakannya sendiri. Tapi
kemarin itu, mungkin teman-teman kan juga sibuk, jadi saya
semakin menunda-nunda untuk menyelesaikan aplikasinya.
Jadi bikin lama juga (laughing). Terus kalau pas ada niat
ngerjain, saya buka laptop, eee ... ternyata saya nggak bisa
buat sesuatu, terus saya nanya ke temen tapi nggak ada
jawaban. Akhirnya ya nggak saya kerjain (laughing). Jadi ya
itu, saya nggak bisa dilepas sendiri, akhirnya saya minta
bantuan tentor saya untuk mengerjakan app ini ... biar saya
juga bisa mengerjakan dengan rutin. Setelah itu saya selalu
dipandu tentor saya ketika mengerjakan. Diberi tahu, begini
atau begitu caranya. Terutama yang di "Block" itu, yang
memakai rumus-rumus dan logika.

R22 Kenapa kok harus dipandu?
Amara22 Karena saya nggak paham. Saya nggak ngerti. Waktu dulu
kuliah tentang App Inventor juga gitu, nggak paham.
Misalnya dulu pernah ada tugas disuruh membuat emmm ...
activity seperti "Multiple choice". Sudah diajarin, tapi saya
masih tetap bingung. Lalu sudah lupa-lupa juga caranya.
Karena kurangnya pengetahuan saya tentang IT, terutama
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>R23</strong></td>
<td>Bisa ceritakan pengalaman ketika kamu dipandu, yang kamu masih ingat.</td>
</tr>
<tr>
<td><strong>R24</strong></td>
<td>Apa sih yang dirasakan selama membuat applikasi ini?</td>
</tr>
<tr>
<td><strong>Amara24</strong></td>
<td>Saya merasa capek, pusing, stress, putus asa juga (laughing). Ya memang karena kemarin banyak saya tinggal juga mengerjakan pekerjaan-pekerjaan lain sih. Yang saya rasakan ya campur-campur (laughing), karena kok nggak selesai-selesai dan beberapa kali applikasinya error-error. Misalnya Januari akhir kemarin saya sudah selesai membuat applikasinya, ketika dicoba, ditrial, kok masih error-error.</td>
</tr>
<tr>
<td>R25</td>
<td>Kapan sih merasa paling lelah dan putus asa?</td>
</tr>
<tr>
<td>-----</td>
<td>------------------------------------------</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>R26</th>
<th>Itu dimana?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amara26</td>
<td>Di salah satu kafe</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>R27</th>
<th>Kapan itu?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>R28</th>
<th>Lalu yang dilakukan untuk mengatasi rasa putus asa, pusing dan stress tadi?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>R29</th>
<th>Kenapa kok memilih App Inventor sebagai programming tool ketika membuat aplikasi ini?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>R30</th>
<th>Lalu kesulitan yang paling besar yang dirasakan dalam pembuatan aplikasi ini apa?</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAA-CL</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>R31</th>
<th>Lalu kesulitan terbesarnya yang mana?</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAA-CL</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>R32</th>
<th>Kapan itu?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>Question</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>R33</td>
<td>Kenapa kok hal-hal yang tadi sudah disebutkan itu bisa menjadi kesulitan-kesulitanmu?</td>
</tr>
<tr>
<td>R34</td>
<td>Lalu apa yang kamu lakukan untuk mengatasi kesulitan-kesulitan tersebut?</td>
</tr>
<tr>
<td>R37</td>
<td>Terus bagaimana kesulitan-kesulitan ini mengubah hidupmu?</td>
</tr>
</tbody>
</table>
Amara37  | Saya jadi lebih tekun, karena berkali-kali salah ketika buat aplikasi, lalu harus mengedit lagi, begitu seterusnya. Itu membuat saya jadi lebih tekun. Kalau nggak tekun, nggak mungkin bisa menyelesaikan aplikasinya kan (laughing). Dan saya jadi belajar untuk teliti, sebelumnya kan saya nggak terlalu teliti dalam berbagai hal. Sering tergesa-gesa dalam mengerjakan dan sering reckless.  

DAA-BN
Appendix 6. In-Depth Interview 2 – Amara

In-Depth Interview 2

Name : Ms. Amara
Location : Dixie Easy Dining
Day and Date : Wednesday, 24 February 2016
Time : 11.00-11.57

<table>
<thead>
<tr>
<th>Role</th>
<th>Interview Transcript</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>R1</td>
<td>Saya mau meneruskan interview yang kemarin ya. Selama proses developing app ini, hal apa yang kamu aware of?</td>
<td></td>
</tr>
<tr>
<td>Amara1</td>
<td>Yang saya aware of itu, bagian design. Bagian design-designnya kan saya paham, dan masih ingat dari Semester 3 pas belajar Android. Saya masih tau cara-caraannya bikin design. Cara memakai Label, terus membuat Button. Itu aja sih, design-designnya.</td>
<td></td>
</tr>
<tr>
<td>R2</td>
<td>Lalu unaware of apa?</td>
<td></td>
</tr>
<tr>
<td>R3</td>
<td>Yang membuat kamu mau developing aplikasi ini apa sih sebenarnya?</td>
<td></td>
</tr>
<tr>
<td>Amara3</td>
<td>(laughing) As I mentioned earlier, itu karena wajib. Salah satu syarat untuk lulus dari KBI kan. Tapi ya sebenarnya ada</td>
<td>DAA-PP</td>
</tr>
</tbody>
</table>
keuntungannya juga membuat aplikasi ini. Karena buat anak-anak SMA kelas XI, aplikasi ini akan sangat bermanfaat juga.


Dengan harapan ini, saya terus berpikir, mau nggak mau saya harus membuat aplikasi ini dengan bagus.

R4 Apa intensi membuat aplikasi ini?


Hal positif yang bisa saya dapatkan dalam membuat aplikasi ini, saya bisa membuat aplikasi yang berguna bagi mereka, yang bisa membantu mereka mengembangkan speaking mereka. Jadi bisa bermanfaat, walaupun membuat dengan susah payah seperti ini.

Saya juga harus membuat aplikasi ini semenarik mungkin, karena kalau mereka tertarik kan bisa meningkatkan motivasi mereka untuk belajar, dan pastinya nanti akan memberikan manfaat buat mereka. Jadi nggak semata-mata untuk penelitian ini saja, tapi harapan saya, bisa digunakan setelah penelitian ini selesai, itu lebih bagus. Itu aja sih.

R5 OK, lalu kejadian apa yang paling berkesan buat kamu ketika membuat aplikasi ini?


R6 Kenapa kok itu bisa jadi pengalaman yang paling
<table>
<thead>
<tr>
<th>R7</th>
<th>Yang dirasakan waktu itu gimana?</th>
</tr>
</thead>
<tbody>
<tr>
<td>R8</td>
<td>Ketika menambah materi semester Genap 2016 ini, kesulitan yang paling besar apa?</td>
</tr>
<tr>
<td>R9</td>
<td>Apa saja yang direvisi?</td>
</tr>
<tr>
<td>R10</td>
<td>Terus apa yang di dapat dari aplikasi pembelajaran ini dalam pengaruhnya di kehidupanmu?</td>
</tr>
<tr>
<td>-----</td>
<td>-------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>

ELT-MO