

THESIS

**TEACHERS AND STUDENTS' PERCEPTION USING QUICK
RESPONSE CODE PROGRAM IN EFL
TEACHING AND LEARNING**



By
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**ENGLISH EDUCATION
POSTGRADUATE PROGRAM
STATE ISLAMIC INSTITUTE
(IAIN) PAREPARE**

2020

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RESPONSE CODE PROGRAM IN EFL
TEACHING AND LEARNING**



A Thesis submitted in Partial Fulfillment the Requirements for the Degree of
Master of Education (M.Pd.) at IAIN Parepare Postgraduate Program

By

PAREPARE

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**ENGLISH EDUCATION
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PAREPARE**

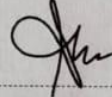
2020

PENGESAHAN KOMISI PENGUJI

Tesis dengan judul "*{Teachers and Students' Perception Using Quick Response Code Program In EFL Teaching and Learning}*", yang disusun oleh Saudari **{Hariana Nur}**, NIM: **{17.0213.012}**, telah diujikan dan dipertahankan dalam Sidang Ujian Tutup/ Munaqasyah yang diselenggarakan pada hari **{Rabu}**, **{03_12_2020}** **Masehi**, bertepatan dengan tanggal **{16_Rabiul Akhir_1442}** **Hijriah**, dinyatakan telah dapat diterima sebagai salah satu syarat untuk memperoleh gelar Magister dalam bidang **{Tadris Bahasa Inggris}** pada Pascasarjana IAIN Parepare.

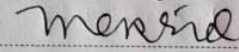
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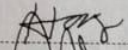
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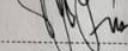
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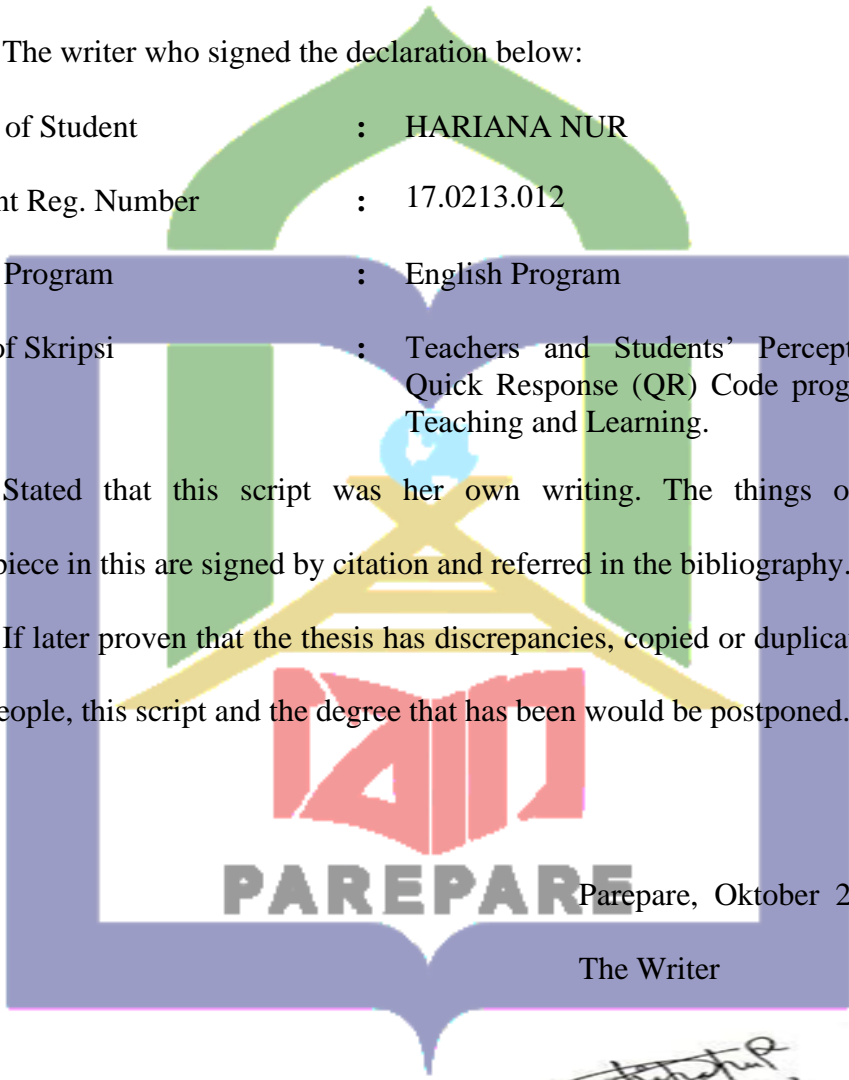
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ACKNOWLEDGMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah Rabbil Alamin, all praises be to Allah, the writer would like to express her best regard to Allah SWT, the Lord of this world who has been given His blessings and mercies so the writer was able to finish this study. Also, shalawat and salam to prophet Muhammad SAW, the great leader and good inspiration of world revolution who has brought us from uneducational person to be educational person.

From the deepest of heart, the writer would like to express great thanks and higher appreciation to her beloved parents, Muh.Nur Hafid and Hj. Farida who always give their best, supporting and praying to Allah for the successful of writer. Also, the writer sends her big love to her brother Amran Nur and her sister Mardiana Nur, Marwah Nur and Fitriana Nur who have motivated and support the writer.

The writer realized that the thesis would never have been completed without guidance, support, motivation, and encouragement. Therefore the writer's endless grateful to her consultant Dr. Zulfa, as the first consultant who has shared everything about knowledge to the writer. Then, to the second consultant Dr. Arqam, a great teacher who has giving his uncounted knowledge and advice to guide the writer finish this thesis. May Allah bless them anytime.

Then, the writer would like to express a lot of thanks to:

1. The Rector of State Islamic Institute (IAIN) of Parepare, Dr. Ahmad S. Rustan, M.Si., who has given the opportunity to study master's program at the postgraduate IAIN Parepare.
2. Dr. Mahsyar as the Director of Magister Program of State Islamic Institute (IAIN) of Parepare and all of the staffs who has provided academic services and guidance to writers kindly.
3. All of the lecturers of English Program who have taken spare time to educate the writer during her study in Magister Program IAIN Parepare.
4. Mushiruddin, S.Pd,M.Pd.I as the Headmaster of SMKS DDI Parepare, who give permission to the writer to conduct the research and collect the data.
5. St Syamsiah, S.Pd., Hadijah,S.Pd., Nur Asih, S.Pd., and Muh. Ichram, S.Pd., as the English teachers and the students of SMKS DDI Parepare for giving complete information in conducting the research.
6. All of the classmates in Postgraduate Program that always accompany support and help direct and indirectly during her study in IAIN Parepare.

Finally, the writer realized that this thesis is not perfect. Therefore, the writer would appreciate all suggestion and correction for improvement of the thesis.

May Allah SWT always bestow His loving on us now and forever, Aamiin.

Parepare, Oktober 2020

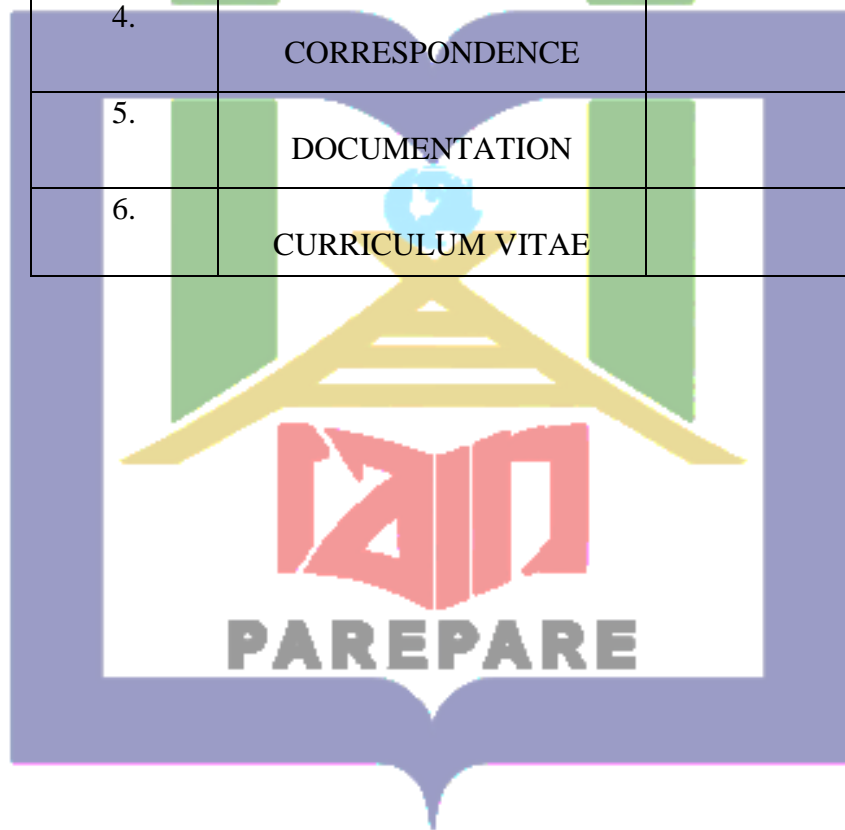
The Writer



HARIANA NUR
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ABSTRAK

Nama : Hariana Nur
NIM : 17.0213.012
Judul : Persepsi guru dan siswa menggunakan program respon cepat (QR) dalam pengajaran dan pembelajaran EFL. (Dibimbing oleh Zulfah dan Arqam).

Kode QR dikembangkan oleh sebuah perusahaan Jepang, dengan munculnya perangkat seluler yang cerdas dan berkemampuan Web. Sekarang, banyak aplikasi menarik yang terus berkembang menggunakan kode QR. Seiring berkembangnya gerakan penggunaan kode QR dalam pendidikan. Penelitian ini mengacu pada penggunaan program QR Code yang melibatkan android. Penelitian ini bertujuan untuk mengkaji persepsi guru dan siswa dalam menggunakan program Quick Response (QR) Code dalam proses belajar mengajar di kelas EFL. Penelitian ini dilaksanakan di SMKS DDI Parepare dengan peserta yang dilihat dari pemahaman pembelajaran menggunakan program QR Code. Masalah dalam penelitian ini adalah “Persepsi Guru dan Siswa Menggunakan Respon Cepat (QR Code) dalam Pembelajaran EFL di SMKS DDI Parepare?”

Penelitian ini menggunakan metode penelitian kualitatif. Pengumpulan data dilakukan melalui wawancara dan observasi. Data yang terkumpul dari wawancara direkam kemudian ditranskrip untuk mendapatkan data yang sesuai. Data persepsi guru dan siswa dianalisis dengan pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan. Partisipan dalam penelitian ini adalah empat orang guru dan dua belas siswa yang terdiri dari: ICR, HDJ, ASH, SYM, ARD, ARA, MFD, INR, IQB, TKD, HRY, AGG. Penelitian ini dalam pengambilan sample menggunakan purposive dan snowball sampling.

Hasil dari penelitian ini adalah guru memiliki persepsi yang mendukung dengan menggunakan program Quick Response (QR) Code di kelas karena kemudahan akses, program yang sederhana dan efisien dalam proses belajar mengajar serta siswa lebih termotivasi dalam proses belajar menggunakan program ini. Guru dan siswa memiliki persepsi positif terhadap penggunaan program QR Code dalam kegiatan sekolah. Para siswa menilai penggunaan program QR Code di kelas memudahkan mereka dan juga hal yang menyenangkan bagi mereka, misalnya belajar hal-hal baru.

Kata kunci: Persepsi Guru dan Siswa, Kode Respon Cepat (QR), Kelas Bahasa Inggris sebagai Bahasa Asing (EFL).

ABSTRACT

HARIANA NUR. *Teachers and students' perception using quick response (QR) program in EFL teaching and learning.* (Supervised by Zulfah and Arqam).

QR code developed by a Japanese company, by the advent of smart and Web capable mobile device. Now, many steady growth of interesting applications using QR codes. As the movement of using QR codes in education is develop it. This research refers the use of QR Code program involving android. This research aims to review the teachers and students' perception using Quick Response (QR) Code program in Teaching and Learning of EFL Classroom. This research was carried out at SMKS DDI Parepare with participated who viewed from understanding of learning use QR Code program. The research problem of this study was "Teachers' and students' perception using Quick Response (QR Code) in EFL teaching and learning at SMKS DDI Parepare?"

This study used qualitative research methods. Data collection was carried out through interview and observation. The data collected from the interviews were recorded and then transcribed to obtain the appropriate data. Teacher and student perception data were analyzed by collecting data, reducing data, presenting data and drawing conclusions. The respondents of this study were four teachers and twelve students consisting of: ICR, HDJ, ASH, SYM, ARD, ARA, MFD, INR, IQB, TKD, HRY, AGG. The sampling system in this study used purposive and snowball methods. In this study, the researcher wanted to analyze and find out the perceptions of teachers and students about the use of the quick response code (QR) program in English teaching and learning process in the classroom.

The result of this research was the teachers had supportive perception using Quick Response (QR) Code program in the classroom because they were convenience access, simplicity program and efficient time consuming in the teaching and learning and students more motivated learning process used this program. Teachers and students had positive perception towards the use of QR Code program in school activities. The students considered that the use of QR Code program in the classroom eased them and it was also a pleasant thing for them, for example learn new things.

Key word: Teachers' and Students' Perception, Quick Response (QR) Code, English as Foreign Language (EFL) Classroom.

تجريد البحث

الإسم : هاريانا نور
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موضوع الرسالة : تصورات المعلمين والتلاميذ حول استخدام برامج الاستجابة السريعة في تعليم وتعلم اللغة الإنجليزية كلغة أجنبية. (بإشراف الزلفة وأرقم).

تم تطوير رموز QR بواسطة شركة يابانية ، مع ظهور أجهزة محمولة ذكية قادرة على الويب. الآن ، يتم تطوير العديد من التطبيقات المثيرة للاهتمام باستمرار باستخدام رموز QR. كما تطور استخدام رموز QR في التعليم. يشير هذا البحث إلى استخدام برامج الاستجابة السريعة الذي يتضمن نظام ذكري المظهر. تهدف هذه الدراسة إلى فحص تصورات المعلمين والتلاميذ في استخدام برنامج رمز الاستجابة السريعة (QR) في عملية التدريس والتعلم في فصل اللغة الإنجليزية كلغة أجنبية. تم إجراء هذا البحث في المدرسة المهنية الخاصة لدار الدعوة و الإرشاد مع المشاركين الذين شاهدوا فهمهم لتعلم باستخدام برامج الاستجابة السريعة. المشكلة في هذا البحث هي "إدراك المعلم والطالب باستخدام الاستجابة السريعة (QR) في تعلم اللغة الإنجليزية كلغة أجنبية في مدرسة المهنية الخاصة لدار الدعوة و الإرشاد؟"

إستخدمت هذه الدراسة طرق البحث النوعي. تم جمع البيانات من خلال المقابلات والملاحظات. تم تسجيل البيانات التي تم جمعها من المقابلات ثم نسخها للحصول على البيانات المناسبة. تم تحليل البيانات الإدراكية للمعلم والطالب من خلال جمع البيانات وتقليل البيانات وعرض البيانات واستخلاص النتائج. كان المشاركون في هذه

الدراسة أربعة معلمين و ١٢ طالبًا يتألفون من: ICR و HDJ و ASH و SYM و ARD و ARA و MFD و INR و IQB و TKD و HRY و AGG. يستخدم هذا البحث الأسلوب الهادف وأخذ عينات من كرة الثلج.

نتائج هذه الدراسة هي أن المعلمين لديهم تصور داعم لاستخدام برنامج رمز الاستجابة السريعة (QR) في الفصل نظرًا لسهولة الوصول ، والبرنامج بسيط وفعال في عملية التدريس والتعلم ويكون التلاميذ أكثر تحفيزًا في عملية التعلم باستخدام هذا البرنامج. لدى المدرسين والتلاميذ تصورات إيجابية لاستخدام برامج الاستجابة السريعة في الأنشطة المدرسية. قام التلاميذ بتقييم أن استخدام برامج الاستجابة السريعة في الفصل يسهل عليهم وكذلك الأشياء التي كانت ممتعة لهم ، على سبيل المثال تعلم أشياء جديدة.

الكلمات الرئيسية: تصورات المعلم والطالب ، رموز الاستجابة السريعة (QR) ، اللغة الإنجليزية في الفصل الدراسي كلغة أجنبية (EFL).

إتفق عليها :

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CHAPTER I

INTRODUCTION

In this chapter the researcher presents some aspects related to this researcher included background, research questions, objectives of the research and significant of the research.

A. Background

Nowadays English teaching is related to technology. It's relation as an effective and efficient media in teaching and learning process. As a medium of learning, ICT discusses various activities used to access, collect, manipulate, and present or communicate information. The technologies included tools (such as computers, laptops, tablets and other devices), software applications and networks (for example internet, Wi-Fi, local network infrastructure (local network infrastructure and teleconverges).

The use of technology as a learning medium clearly makes the teaching and learning process effective and efficient. It can facilitate a teacher in getting information, messages, subject matter, can help improve students, data presentation / information more interesting or reliable, provide interpretation data, and get information. The use of suitable technological materials can be useful for learners¹.

Technologies benefits for students consist of: 1. To accommodate of students who are slow because it can create an affective learning climate in a more individual way. 2. Students stimulated to do exercises because of the availability of

¹Clements, D. H., & Sarama, J.. Strip mining for gold; research and policy in educational technology-a response. 2003

graphic animation, color and music. 3. Students can control their activities, so the speed of learning can be adjusted to the level of ability².

Referring to some of the benefits obtained, the use of technology is believed to increase student learning outcomes and motivation. Improving student learning outcomes and motivation directly is an indicator of the effectiveness and efficiency of learning implementation. Through used technology, learners can control their own learning process and have access to much information over³. Therefore the development of technology-based learning is very important and must be done by the teacher.

In postmodern Era, technology and English is necessity. To master of technology needs to comprehend of English. As for Benefits of English teaching are increased ability in digital literacy, the ability to communicate in a new language, learners can have satisfaction of being multilingual, learners will be access to media from variety countries, greater comprehension for how language and is used⁴.

English is a global language. Learning English improves the individual's status and opportunities in education, technology, global trades, and business. Moreover, English plays an important role like a channel of communication⁵. Teaching English has been an important issue in countries where English is not their first language, so learning foreign language is difficult for learners because they cannot use English in real life situations, because the learners should learn

²Wankat & Oreonovciz. Teaching engineering. 2005

³Pourhosein Gilakjani, A., & Sabouri, N. B. How Can Students Improve Their Reading Comprehension Skill? Journal of Studies in Education (2016), p. 229-240.

⁴ Arthur, W Brian. 2009. The Nature of Technology: What It Is and How It Evolves.

⁵ Kannan,R. Difficulties of learning English as second language. ESP World . 2009. p.1-4

sentences in textbooks not in a real environment. Therefore, teachers should always look for useful strategies to reduce the difficulties of teaching English language,⁶ and they have to deal with many challenges and often have questions about the best ways to teach.

Lack of students' interest in teaches English causes teachers to look for new solutions and motivations to increase students' desire to learn English in the class. Therefore, Teachers are one of the variables that influence student motivation. The level of motivation students have can be transformed in part by teacher behavior and the classroom practices. In attempting to motivate students, teachers consciously utilize one strategy to evoke students' in learning of English. One of is use QR Code program in teaching.

QR codes, developed by a Japanese company, have been around for over twenty years. With the advent of smart and Web capable mobile devices now, many steady growth of interesting commercial applications using QR codes. QR is the acronym of "Quick Response". These codes are similar to the barcodes the retailers use to keep track of the stocks and product prices, the difference residing in the data quantity they can store. A QR code allows the user to access content by using the mobile phone; it can include web addresses.⁷ Then now, QR Code developed in education. It can be employed in the perspective of mobile learning. Investigation has been conducted on mobile learning all over the world however merely a few studies have addressed the use of QR codes in education⁸.

⁶ Nunn, R. Improving method-in-use through classroom observation.2011

⁷ Teodora , Essaid & Monica. QR Code in education-success or failure.2015

⁸ Law, C., & So, S.. QR codes in education. Journal of Educational Technology Development and Exchange. 2010

In this study the researcher investigated one program that is QR Code. QR Code is one of the programs that can be used in teaching using android or smartphone. QR codes in education results of the study revealed that the learners were eager and motivated to use the QR codes⁹. Current studies shows increasing acceptance of the use of mobile technologies in teaching and learning.¹⁰

QR codes allow students to efficiently and effectively use smartphones to enrich their learning and teachers to easily integrate electronic scaffolding tools into the curriculum. The links can be used to provide additional scaffolding to students, whether it concerns simple factual knowledge or complex problem solving assignments. For example, homework assignments can be posted on classroom doors, handouts or websites with QR codes that link to online help, enabling students to work independently to find the answers needed as students are working. To increase the impact of deployments a number of institutions are using QR codes and Mobile Tags (MT) to provide learners with speedy and ready access to information and services¹¹ and formative assessments.¹² These enriched learning materials can serve and stimulate students with diverse learning needs.¹³

Related to the background of the study above, previous researchers generally research QR Code in education. But this study, researcher wanted to know teachers and students perception towards used Quick Response (QR) Code

⁹ Rikala, J., & Kankaanranta, M. The Use of Quick Response Codes in the Classroom. In 11th Conference on Mobile and Contextual Learning ., 2012. p.148-155

¹⁰ Wexler, S., Brown, J., Metcalf, M., Rogers, D., & Wagner. USA: eLearning Guild. 2008

¹¹ Ramsden, A. The potential of QR Codes in Education. JISC Emerge Users & Innovation Programme meeting. 2009

¹² Susono, H., & Shimomura, T. Using Mobile Phones and QR Codes for Formative Class Assessment, In A. Méndez-Vilas, A. Solano. 2006

¹³ Chen, N.S., Teng, D. Ichia-En., Lee, C.H. Augmenting paper-based reading activity with direct access to digital material and scaffolded questioning. Computer and Education.2011

program especially in English. Students of SMK DDI Parepare have difficult in learning English and teacher used Quick Response (QR) Code as a solution. The researcher interested to conducting research entitles “Teachers and Students Perception Using Quick Response (QR) Code Program in Teaching and Learning of English Foreign Language.

B. Research Questions

Based on the problem identification above, the researcher formulated research questions:

1. What are teachers perception using the Quick Response (QR) Code in English Foreign Language teaching?
2. What are students perception using the Quick Response (QR) Code in English Foreign Language learning?

C. Objective of the Research

Based on relating to the problem statements above, the aims of research are :

1. To find out and analyze teachers perception using Quick Response (QR) Code in teaching.
2. To find out and analyze students perception using Quick Response (QR) Code in learning.

D. Significant of the Research

This research was hoped to be useful. In addition, use QR Code program in teaching to the teachers to provide good quality method with using a good program using mobile device to effective teaching and assessment process in the classroom and students more interest in learning with the using android or mobile device.

The research findings are expected to be useful for:

1. The Teacher;

It is one of the alternative methods to students in teaching by using mobile device in EFL classroom. This research is also useful for teachers or lecturers, with this research, teachers know students perceptions towards used QR Code program in the EFL classrooms. After that, teachers can add to the shortcomings of what has happened during applying this program in the EFL classroom.

2. The Students;

This research makes the students understand the new ways in process of learning by using technology. Students are more enjoyable and comfortable in learning and doing their tasks associated with the used QR Code program by mobile device in EFL classroom. The result of the study it will be to increase their interesting and knowledge in learning English when used this program.

3. For those who are interested in this study; it will be the information how to use QR Code program in teaching and learning. To other researcher it will be reference for educational field especially to use this method in learning and teaching process.

CHAPTER II

REVIEW OF RELATED LITERATURE

To get the framework of the issue, in this literature review the researcher discusses some important aspects related to the study. First this chapter presents the review of related studies. Second this chapter presents some definition of the terminology used this paper that are definition of QR Code, Using QR in education, how to make Online assignment or quizzes of QR Code, Development of QR Codes, Perception and conceptual framework.

A. Some Related Research Findings

Some of researchers has conducted a few studies and found related result of the research, they are:

First, Abby conducted a study entitled “Embedded QR Codes in the teaching and learning process”. The purpose of this action research is to explore the potentials of the Quick Response (QR) codes in mobile devices. In this research, QR codes and the smartphones are used as teaching tools in the classroom. The study setting was in an open distance learning institution and almost 95 % of the students in the classroom are working adults. Data were collected through observations and reflections from tutor and students. Almost 99% of the students have a smartphone which improves the reliability of implementing the research. Observations and reflections from tutor and the students are positive, suggesting that QR codes have the potential to be used in the teaching and learning process¹⁴.

¹⁴ Abby A S & Norlia G. Embedding QR Codes In The Teaching And Learning Process. Open

Second, Deepashree study entitled “To Study the Use of QR Code in the Classroom to Enhance Motivation, Communication, Collaboration and Critical Thinking “. The research studies the use of QR code in education. QR code can be integrated with smartphone which can be very effective teaching aid in the classroom. QR code can be linked with learning material which may be in the form of Plain text, website URL, YouTube Video, PDF file and Image file. QR code for this learning material can be generated by making use of QR code generators which are freely available. This encoded information can be decoded by scanning the QR code with the mobile device having camera and QR reader and scanner software. The study shows that QR code integration in learning will enhance motivation, communication, collaboration and critical thinking in the classroom¹⁵.

Third, Vinothini conducted a research entitled "Approaching Digital Natives with QR Code Technology in Edutainment". This study describes a continuing effort to encourage student interaction play through the use of rapid response codes (QR). Implement the QR code in his educational environment and campus because the aim was to develop an attractive and effective teaching and learning environment where students would be involved in activities rather than just sitting and listening to lectures in class. Researchers believe that this method makes the learning process more enjoyable, interesting and effective.¹⁶

University Malaysia .2014

¹⁵Deepashree M & Reshma M. To Study the Use of QR Code in the Classroom to Enhance Motivation, Communication, Collaboration and Critical Thinking..2017

¹⁶ Vinothini K, Nor Azlina, Mohamad Firdaus. Approaching Digital Natives with QR Code Technology in Edutainment. 2014

Based on the literature review, many writers researched use QR code in education. QR Codes is as one of the programs to motivate teaching and learning. But this research, the researcher explored and analyze of the use Quick Response (QR) Code Program to know extent perceptions of students and teachers after used it this program. The difference here appears that there is no research on the perception of between teachers and students towards using QR Code program. In this research that perception will be assessed to find the view of QR Code users.

B. Some Pertinent Ideas

1. Understanding of QR Code

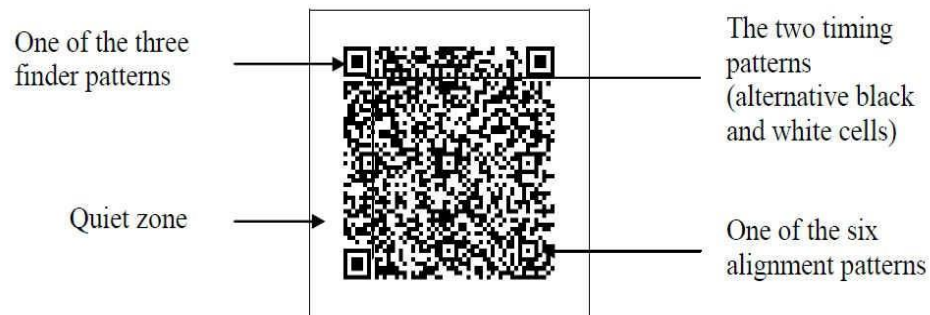
QR Code is a form of 2D bar codes. It was developed by Denso-Wave, a Japanese automatic data capture equipment company, in 1994¹⁷. “QR” stands for “Quick Response.” It is readable by moderately equipped mobile phones with cameras and QR scanners. Information such as URL, SMS, contact information and plain text can be embedded into the two dimensional matrix. With smart phones, we can visit the Website linked by the URL quickly, user can send the SMS message directly or user can save the contact information into the address book easily.

This format of 2D bar codes is so popular in Japan and emerges gradually around the world because (a) the patent right owned by Denso Wave is not exercised ¹⁸, (b) its specification is disclosed to the public by the company so as the specifications, ISO/IEC 18004:2000&2006 (International Organization for Standardization) and JIS X 0510 (Japanese Industrial Standards), can be formed

¹⁷ Denso. Denso Wave Incorporated.2010

¹⁸ Denso. QR Code Standardization.2010

(ISO, 2010; JISC, 2010), and (c) it has a large data capacity in a small printout size and high speed scan utilities via mobile devices are readily available.



2. Using QR code in Education

The study of QR codes in education can be placed in the context of mobile learning. Mobile learning is a major field of research in education¹⁹. Before we go on to provide the literature review of QR codes in education, user would like to highlight the salient characteristics of mobile learning and guide the readers to understand our motive behind this research.

The trinity of “location independence,” “time independence” and “meaningful content” is the most important aspect in the study of mobile learning²⁰. These three dimensions are the salient characteristics of mobile learning and distinguish from the related fields of e-learning or Web-based learning. “Location independence” refers to learning not restricted to a fixed location. Locations include indoor and outdoor settings. “Time independence” means that learning may extend beyond the discrete classroom learning time, but into other

¹⁹ Kukulska-Hulme, A., & Traxler, J. (Eds). *Mobile Learning: A Handbook for Educators and Trainers*. London. 2005

²⁰ So, S. A Study on the Acceptance of Mobile Phones for Teaching and Learning with a group of Pre-service teachers in Hong Kong. 2008. p.81-92

informal learning environment at suitable time. The researcher refrain from using the phrase, “anyplace and anytime,” a slogan commonly used in mobile learning. This is because the phrase is over simplification and somewhat propagandistic. “Meaningful content” refers to the content not only at the semantic level. User need to consider whether the content is suitable to be delivered with the media, devices and communication settings as well.

There are a number of reasons to use QR Codes, the main reason is that it's easy to give students web addresses and allows them to be more independent. User all about automating and releasing responsibility to students as much as possible. Teacher to be the facilitator of learning, but not the one who tells them all the answers.

QR Codes reduce student frustration of typing in a web address. In know we can use a link shortened to create shorter links, but even those are difficult for a seven-year-old to type in accurately. With a QR Code, user can save time (no typing) and students get it right the first time. There's no chance that students will mistype the web address.

3. How to Make Online Assignment of QR Code on Google Drive.

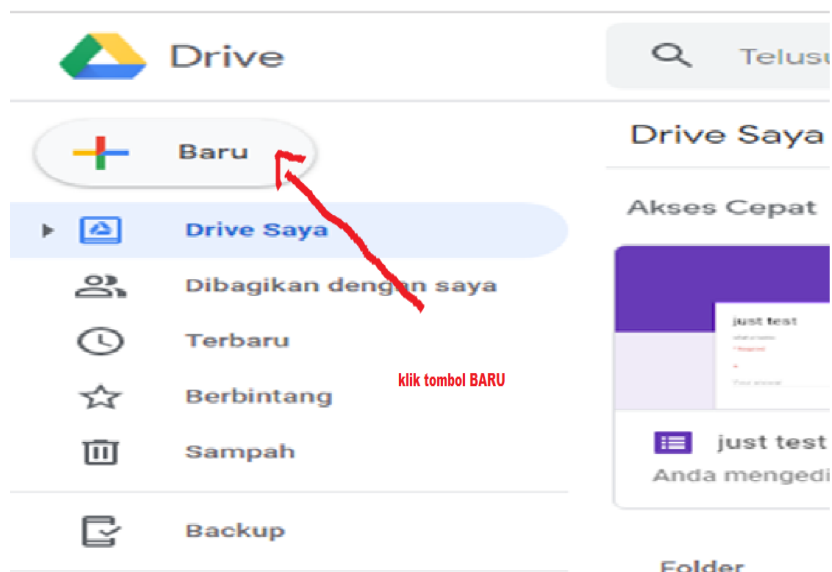
The teacher must create an email address first on Google (Gmail) so that they can take advantage of the Google Drive feature to make questions or quizzes or replays online²¹. Provide a test bank or multiple choice questions for each of these standards. User would need to select questions that have taught. User can also create own quizzes or assignment. User can use Google drive to create your

²¹ Novehasanah.blogspot.co.id

own system. In Google Drive can create of variety of assessment in Google Form and also create survey and track discipline. Using the URL from the assessment user create in Google form. Link the forms to a QR Code using a QR Code generator site. Print the QR Code and have students scan the code with a QR scanning application on smartphone or android.²²

Here are steps for making a question online on Google Drive.

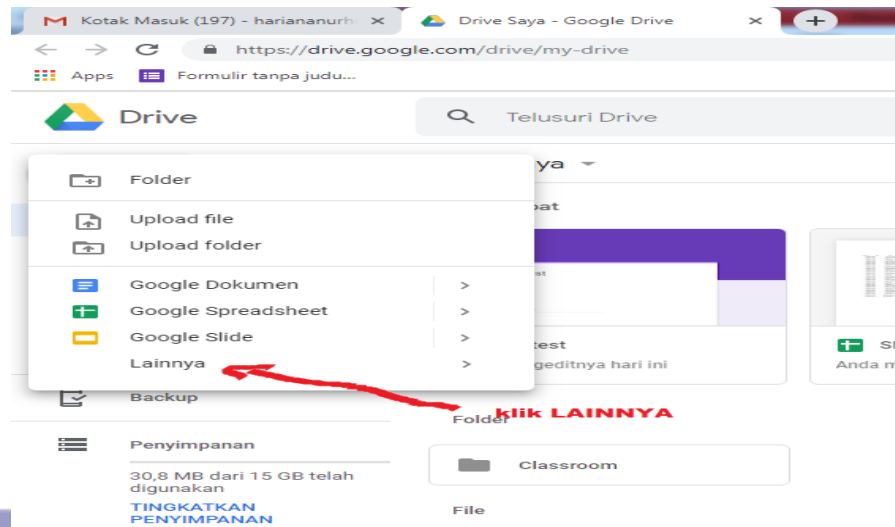
- a. In the login position, open Google drive at <http://drive.google.com>
- b. Or click on the address (Google drive) first, then log in.
- c. Click the NEW button on Google drive account (see the following picture).



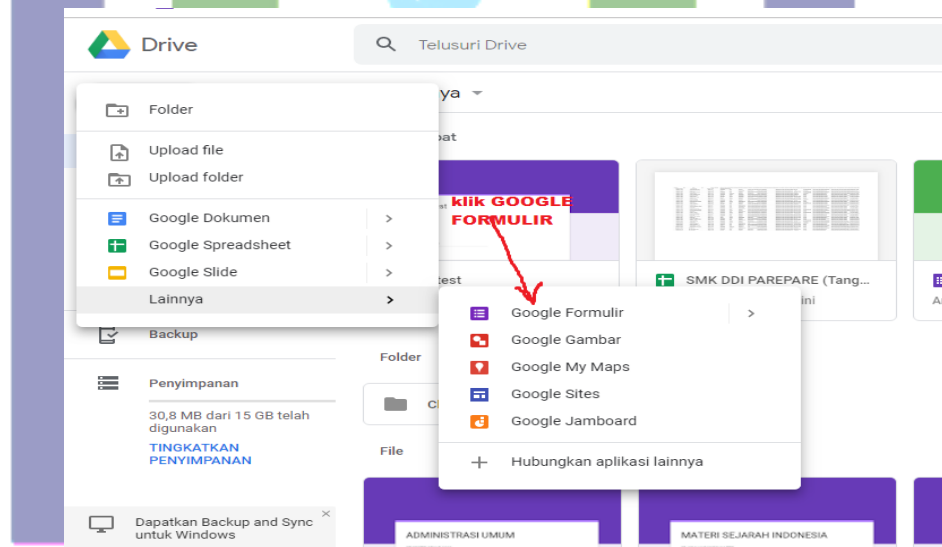
Click NEW button on Google drive

- d. The drop down menu appears, it looks like the following picture. Click other posts.

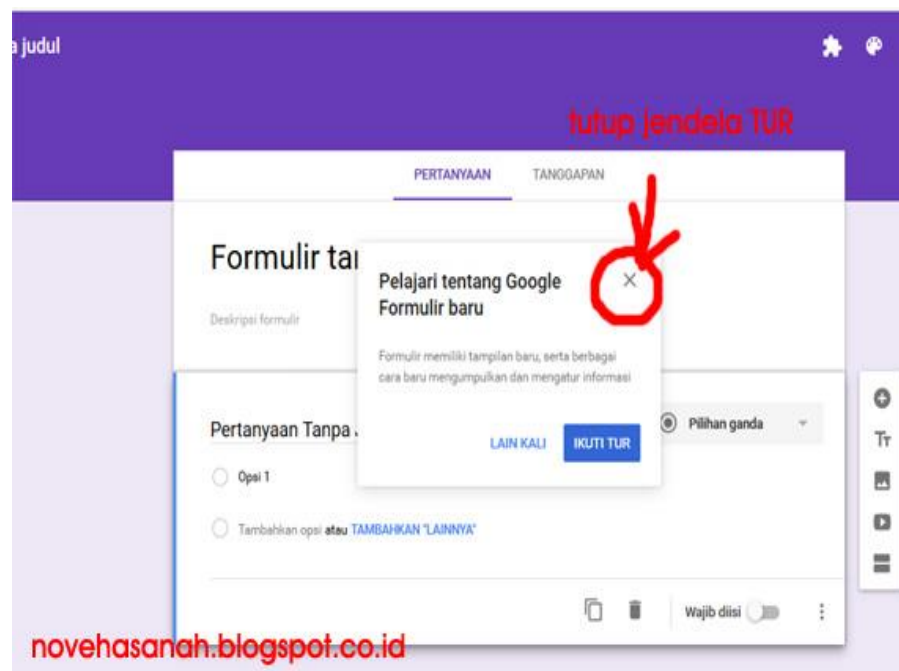
²² Inez & Dianna. Elementary Physical Education, Curriculum and instruction. Second edition. 2017.



- e. Then a new drop down menu appears, it looks like the following picture. Then click the GOOGLE FORM with a purple icon.



- f. After clicking on the Google Form section, a new tab will open, which is the Google Form tab that has a purple frame. Looks like the following picture.



close the Google tour pop-up window form

- g. Because you entered the Google form for the first time, there will be a pop up window that offers a *turn to know the google form display and features*. You can choose *follow the tour* if you want to see it. And want to continue this tutorial, please click the OTHER TIME button or click the X in the upper right corner of the pop up window.

h. Now consider the following picture.

PERTANYAAN TANGGAPAN

Formulir tanpa judul ← ketik judul kuis anda misal **ULANGAN TENGAH SEMESTER 1 IPA KELAS 9**

Deskripsi formulir

...

Pertanyaan Tanpa Judul ← ketik pertanyaan anda di sini

Opsi 1
pilihan jawaban ketik di bagian opsi

Tambahkan opsi atau TAMBAHKAN LAINNYA

Pilihan ganda → ganti jenis soal di sini

novehasanah.blogspot.co.id

Wajib diisi

For example a MCQ (multiple choice question) made like this. (View image).

PERTANYAAN TANGGAPAN

Ulangan Tengah Semester 1 IPA Kls 9

Soal Ulangan Online SMT 1 IPA Kls 9

...

Bagian neuron berupa serabut panjang disebut

Pilihan ganda

nukleus ×

dendrit ×

akson ×

nodus ranvier ×

Tambahkan opsi atau TAMBAHKAN LAINNYA

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Wajib diisi

- i. To add a question, consider the menu on the right side of the form. Click the + sign (see the following picture).



Click add question

- j. The next form will open to create a new question at the bottom of the first question. See the following picture.



Type your second question

- k. So on until all questions are written down.
- l. Then name the document this question by clicking and typing the document name (online form) as you wish. This form will be stored on Google drive. See

the following picture.



Give name your online question document

m. After the questions are written one by one, pay attention to the menu on the top right. See the following picture.



Some other important menus

The menus are:

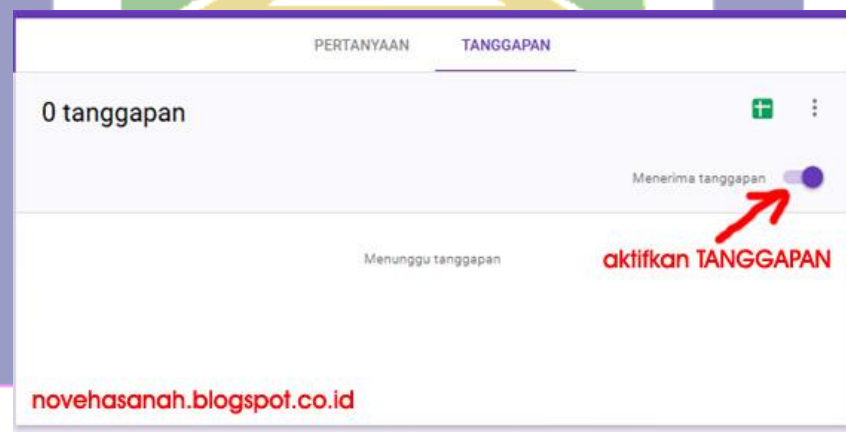
1. Add-ons, which contain Choice eliminator 2 and Appended doc
2. Color Pallet, to enhance the appearance by changing colors
3. Preview, to see how online quizzes are displayed on a student's computer screen.
4. Settings, to set how the quiz settings (our online questions) which consist of several important menus such as whether students have to log in and can only give 1 response, notification whether the answer has been sent or not, whether students can see the score, and others - other. For this settings menu we will discuss it in the next tutorial.

5. The next step is to click on the RESPONSE menu located to the right of the QUESTION menu on your quiz form. Consider the following picture.



record student responses or answers on the google drive form

6. Response tab will open as shown below. Then activate RESPONSE (meaning accepting answers given by students) so that the response button is purple.



Activate responses (recording answers)

7. Note the dots of 3 pieces lined down. There by clicking on it later, we can download the answers given by students after they take the online exam in the form of an excel file. Next, online quiz questions can be published, in the form of e-mail, or provide links, or embed

them into blogs or websites by clicking the SEND menu in the upper right of the screen.

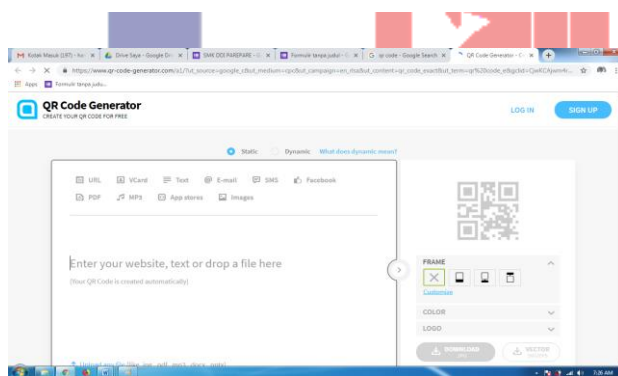
8. To set which answer is right, we must work in the excel file section where students will send (record) the answer.

4. Development of QR Codes

QR code is a two-dimensional barcode that is machine-readable. It is an optical label that contains information about the item to which it is attached. A QR code uses four standardized encoding modes (i.e numeric, alphanumeric) to efficiently store data and extensions may also be used. A QR code consists of black modules (square dots) arranged in a square grid on a white background, which can be read by an imaging device (such as a camera).²³

There are a few steps to generate a QR Code:

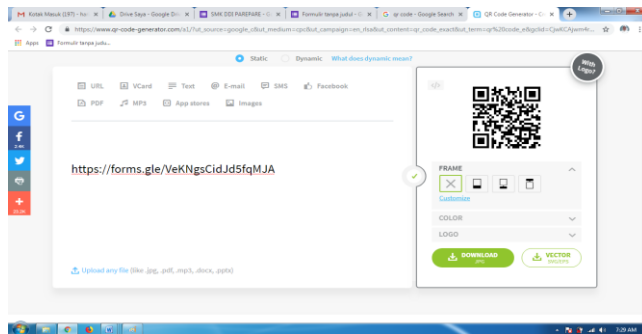
Steps 1: Create a new Spreadsheet in Google Drive.



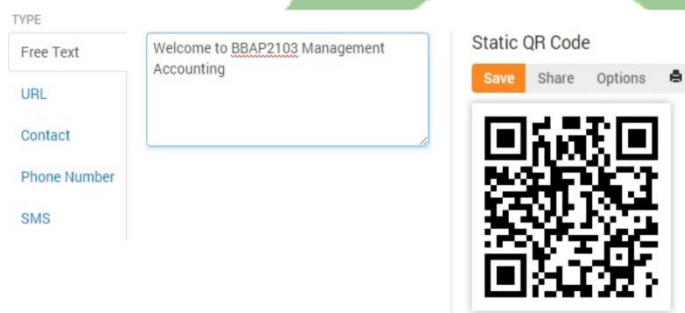
Steps 2 : In Column A, enter the content that you want to embed in the QR code.

It can be a URL, a word, sentence, or paragraph, a contact number.

²³ Inez & Dianna. Elementary Physical Education, Curriculum and instruction. Second edition. 2017.p.253



Steps 3 : Save the code and label it (in .png format) or print out.



Steps 4 : Attach the saved code (the .png format) into any presentation presentation, spreadsheets, word documents etc).

5. Processes of Preparing and Reading a Document with QR Codes.

To prepare a document embedded with QR codes, the simplest way to do is to generate the specific codes using some of the tools available from the Internet. These images can then be embedded into the document at the appropriate places. If the mobile device does not build in any QR code reader, the user needs to download the right decoder from the Internet and installs it on to the device.

Step 1: To encode the required text/SMS/ URL/Contact into a QR code, user make use of some Websites that can generate the code for us.

These include:

- Kaywa: <http://qrcode.kaywa.com/>
- ZXing Project: <http://zxing.appspot.com/generator/>
- NFC Games: <http://nfggames.com/system/qrcodegen.php>
- Deliver: <http://delivr.com/qr-code-generator>

Step 2: The Website will generate the QR code for as shown above.

Step 3: Save the generated image file and embed it into wherever user want in the document.

Step 4: Load the mobile device with the right decoder. User can find many application Websites supplied the decoders for different mobile devices.

These include:

- a. i-nigma: <http://www.i-nigma.com/Downloadi-nigmaReader.html>
- b. Quickmark: <http://www.quickmark.com.tw/En/basic/download.ap>

Step 5: user need to install the application into the device

Step 6: For the document with the embedded image, the user can just slide the decoder over the area and the text will automatically be displayed as shown below. If the text is an URL, just click the link and the reader will take user to the Website. If the text is a contact record, the reader can save the record to the address book of the phone with just one click²⁴.

6. QR Codes in An Educational Context

When considering QR codes in an educational context, it is important to see QR technology as an enabler. The focus should be more on the learners and pedagogy than on QR technology, as mobile technologies do not guarantee

²⁴ Law, C. & So, S. *QR codes in education. Journal of Educational Technology Development and Exchange*, 2010. P.85-100

enhanced learning by themselves. The potential for mobile learning is dependent on the provision and development of pedagogically meaningful opportunities and environments that enhance learning. The intention should be to promote more learner-centered learning, not to bind teaching and learning to mobile devices. There is a variety of ways to use QR codes in an educational context. Our literature review indicated that they can be divided into five main categories as follows:²⁵

- a. Trail activities or treasure hunts
- b. Outdoor or field activities
- c. Paper-based tasks
- d. Learner generated content
- e. Working instruction

In trail activities or treasure hunts, pupils or students explore their communities and solve problems that relate to what they find. This kind of activity can be organized in the form of collaboration or competition between the students but may also be used to support individual study. At each location, the students answered a question by scanning a code and writing down their answer. Some discovered that the students found the activity interesting and they were very curious about the new approaches that deviated from their routine exercises²⁶. QR codes, teachers can create customized guidebooks for individual field studies and students learn more effectively because the code only contains

²⁵ Zhang, B.H., Looi, C.-K., Seow, P., Chia, G., Wong, L.-H., Chen, W., So, H.-J., Soloway, E., & Norris, C. Deconstructing and reconstructing: Transforming primary science learning via a mobilized curriculum. *Computers & Education*. 2010 p. 1504-1523

²⁶ Law, C., & So, S. QR codes in education. *Journal of Educational Technology Development and Exchange*. 2010

information that is relevant to the matter at hand²⁷. They also noticed that QR code activities can integrate digital learning materials with field trips in a motivating way.

7. Implementation QR Codes in the classroom

The proliferation of information technology has provided new teaching and evaluation methods. As a result, educators are now challenged with redesigning teaching strategies. Innovative educators are developing creative learning experiences with technology. One such technology is the use of quick response (QR) codes with smartphones in the classroom. Students prefer viewing information using smartphone applications (apps) rather than on Web pages. Removed from the traditionally “teacher-centered” learning model, students are comfortable in image-rich environments and wish to construct their own learning. They expect to be actively engaged, thrive on immediate gratification, and want instant answers. As a result, rapid evaluation of learning outcomes is now performed electronically.

By using QR codes, students can save time by directly accessing necessary information quickly and easily without searching through volumes of unnecessary materials. Quick response codes enable student involvement and provide rich and rapid feedback, which is indicated as a primary predictor of learning and development. Rich and rapid feedback has been shown to be an effective strategy that validates knowledge and motivates learning.²⁸

²⁷ Lee, J.-K., Lee, I.-S., & Kwon, Y.-J. (2011). Scan & Learn! Use of Quick Response Codes & Smartphones in a Biology Field Study. 2011

²⁸ Joyce Zurmehly, QR Code in the classroom, College of Nursing. 2017

8. Potentials of QR Code For EFL Learning

Regarded as a “gateway” to the Internet, QR codes offer several instructional affordances, which make them a useful tool for classroom use²⁹. They can be used to have quick access to online content (e.g., websites, videos, audios, and documents)³⁰ and to eliminate the frustration caused by dealing with very long web addresses³¹. In Figure 1, various materials intended for teaching/learning prewriting techniques are shared using QR codes. If the information is no more than 4000 to 7000 characters, a QR code can show the related information without connecting to the Internet (free text). Having access to online content using a QR code not only helps learners do a boring task quickly but also eliminates mistakes in writing (e.g., a web address). By using QR codes, language teachers could share answers to exercises, new words and their pronunciations, audios, videos, homework assignments, information on websites, presentations and many more. In this sense, QR codes function as a valuable tool for going paperless in the classroom. Another benefit of QR codes is that they could be used to increase learners’ motivation and arouse their interest. Some research studies found that QR codes could help motivate students and add variety into lessons³². This is probably because the invisible information embedded behind the small squares in a QR code is likely to introduce some mystery³³, and learners are generally fond of mystery³⁴.

²⁹Baik. Rethinking QR code: Analog portal to digital world. Multimedia tools and applications. 2012

³⁰ Jeon, Y.-J. A study on technology embedded english classes using qr codes. 2015. p. 1-6.

³¹ Burn. Five reasons I love using QR codes in my classroom.2013

³² Baruffi, S. QR codes are used to increase student engagement, motivation and independence in a fourth grade basic skills classroom.2015

³³ Thorne, T. (2016). Augmenting classroom practices with QR codes.2016.

³⁴ The Author. QR codes for extensive reading.2018



Figure 1. Quick access to online materials for a particular technique (prewriting techniques in this example)

Furthermore, given that it is relatively easy to create and use these codes both teachers and learners could generate and use them without much practice³⁵. The operations to retrieve or store QR codes are incredibly simple and quick, and with mobile devices, make them the ideal educational tools for teaching and learning³⁶. Moreover, using QR codes is a kid-friendly and safe activity as pupils could be directly guided to a particular website without being lost in search engines³⁷. They could be used for a wide array of purposes, ranging from enriching print materials by adding extra written or audiovisual information to preparing QR code-supported bulletin boards and from conducting polls to hiding answers in a worksheet (The Author, 2018a). Such augmented hardcopy materials are good at arousing learners' interest and boosting their motivation³⁸. Provided that teachers and learners have access to digital devices and an internet connection that is fast enough, QR codes could turn mobile phones and other mobile devices into pedagogical tools.

³⁵ Robertson & Green. Scanning the potential for using QR codes in the classroom. TechTrends. 2012. p 11-12.

³⁶ Law, C.-y., & So, S. (2010). QR codes in education. 2010. p.85

³⁷ Burns, M. Five reasons using QR codes in my classroom. 2013

³⁸ Aktaş & Çaycı. QR kodun mobil eğitimde yeni eğitim yöntemlerinin geliştirilmesine katkısı. 2013

9. Practical Strategies For Teaching English Skills³⁹

The following sections elaborate on how to use QR codes to teach the four language skills along with grammar, vocabulary and pronunciation. To demonstrate the practical techniques and strategies in context, this section also suggests activities. It is worth noting that although it's possible to use QR codes to teach all language skills, some lend themselves better to the use of these useful tools. For example, reading and listening are potentially more appropriate for QR-driven activities, while it entails certain level of creativity and reflection to create activities for productive skills (speaking and writing). In the sections that follow, a number of potential uses of QR codes are presented and some of them are supported using illustrative examples.

a. Receptive skills

The receptive skills; namely, listening and reading better suit the use of QR codes. QR codes mainly function as an enjoyable shortcut to language input available on the Internet in oral and written modes. Better still, short passages could be embedded in the QR code and can be accessed without an Internet connection (Figure 1, QR code 1), whereas learners have to connect to the Internet to access materials larger in size, such as longer passages or audio materials embedded in QR codes. Below are details of how QR codes can be used in teaching reading and listening.

Globally considered, QR codes promise much as far as reading instruction is concerned. A school-wide reading activity is a worthwhile one. It is

³⁹ Bakla, Quick response codes in foreign language instruction: Practical ideas and strategies.2018.

done by posting different QR codes around school and asking learners to find the pieces of stories and read them (Figure 2). While they are reading these pieces, they will have to scan the codes and read the contents to connect the bits and pieces. Such an activity could also be designed to improve listening skills as well if the written text is accompanied by audio files.



Figure 2. A reading activity for the story “the Lottery” by Shirley Jackson

Another use could be to post QR codes around the classroom to guide learners to particular web sites to do research about a certain topic of interest. Several questions accompany QR codes to help learners what to look for in the web sites. This particularly suits younger learners as they should be guided to safe web sites for research. In such as case, QR codes function as a list of tasks and web sites in a web quest. Classroom teachers could print out several large dynamic codes and post them on the classroom wall. In each code, there is a certain reading material, such as a story, joke, poem, pun, riddle and so forth. The content of the codes can be changed (without replacing the codes) at regular intervals (i.e., each day, every other day or each week), so that learners get accustomed to checking the contents of each code and reading them. This is intended to help learners to develop good reading habits (Figure 3).



Figure 3. A fun corner with lots of reading materials, such as stories, jokes, puns, riddles and so forth.



Figure 4. A sample extensive reading activity (Adapted from The Author, 2018b)

In an extensive reading activity (Figure 4), QR codes were used to provide the learners with reading passages in an actual educational setting. Each reading activity was composed of four sections: (1) The learners used the first QR code to read a short passage, with a title given at the top of each page. (2) They used the second code to vote on whether they liked the passage or not. (3) They

used the third code to answer some easy comprehension questions. The learners used the first QR code to read a short text that could potentially arouse their interest, such as “Can the Great Wall of China be seen from space?” Then they voted on the passage to tell the teacher if they liked it or not. (4) There were two more codes that provided additional passages for narrow reading on the same topic. The sequence was repeated for more reading texts. The learners were also asked to vote on the titles of reading passages for the next week.

Teachers could help learners improve their listening skills as well by posting QR codes in the classroom or around school to distribute links to a wide variety of extensive listening materials on the Web. Audio versions of reading texts could also be shared. Such improvement could appeal to learners with auditory and visual learning styles. Teachers can also design listening corners, in which a wide variety of regularly updated listening materials could be shared. For instance, it is useful to attach one or two QR codes for daily news, presented in audio or written language. If learners are motivated enough, they will get accustomed to checking the daily news corner, and an in-class extension can be retelling of what the learners read, listen or watch in the daily news corner.

b. Productive Skills

In comparison with reading and listening (the receptive skills), it is more difficult to use QR codes to teach writing and speaking (productive skills). Nevertheless, language teachers could incorporate QR codes in speaking activities, rather than design activities solely based on QR codes themselves. For example, a jigsaw reading (or listening) activity presented to pairs of learners by

means of two QR codes promotes lots of oral information exchange. Each learner in a pair scans the QR code given to him or her to read or listen to the content of the target website. After that, they try to complete the missing information by asking his/her partner some questions (Figure 5). Although such an activity looks like a mere imitation of the traditional version of it, the element of mystery introduced by the use of QR codes could make activity more enjoyable.



Figure 5. A jigsaw reading activity followed by oral information exchange to complete the missing part(s) in a story

10. Perception

Perception is a word that is closely related to human psychology, it has been defined in various ways, from a layman's perspective, and the perception is defined as the conscious act of a person's environment through physical sensation, which demonstrates the ability of individuals to understand. Meanwhile, in the opinion of experts, “the perception is defined in accordance with the opinions and views of someone.”⁴⁰ Adediwura and Tayo elaborate the theories of perception by collecting some experts' explanation. First, they define “perception as the way individual judge or evaluate others in everyday life”. In cognitive dimension, they see that “perception is the process by which people attach meaning to

⁴⁰ Unumeri, G.O. Perception and Conflict. 2009.P.18

experiences”. It means that perception appears after people attend to certain stimuli in their sensory memories.

Perception is a cognitive ability. It means that, at the beginning of formulation of perception, people who have to determine what would be considered. Awareness we also affect the perceptions.⁴¹ Perception can make conclusions about what we see, hear and try to make a best guess. ⁴²There are three main characteristics that affect our perception of other people. There are three perceiver’s specific factors that in fact on our perception with the object of perception. There are familiarity, mood and self- concept. The first one is familiarity with the object of perception. The second is mood; our mood is another important factors that affects the way we perceive others. The last is the self-concept of the perceiver is also a critical determinant of perception. Perception is also influenced by certain characteristics that are specific to the person who is perceived. On the most important target-specific characteristic include height, weight, estimated age, race and gender. This is a very significant factors that influenced the impression that is formed about someone by an individuals”in Japan, social context is very important. Business discussion after working hours or at lunch are taboos. If you try to talk business during the set times, you may be perceived as rude. The strength of situational cues often provides clear indications of behavior that are acceptable within certain environmental contexts.

114 ⁴¹ A.R Shaleh. Psikologi suatu pengantar dalam perspektif islam { Jakarta:Kencana:2009),p.113-

⁴² S.W, Sarwono. Pengantar psikolgi Umum.(Jakarta:Rajawali pers:2010), p.86

There are two factors that influence the perception; there are internal and external factors. Internal factors are influenced by the perception from the individual, i.e physiological, attention and interest.⁴³ External factors are the characteristic of the environment and the subject involved. It changes a person's view towards surrounding and on people's feeling or acceptance. According to Walgito, external factors are influenced by the perception like consistency of size are described.⁴⁴

However, "perception is critical because it influences the information in working memory. Background knowledge in the form of schemas affects perception and subsequent learning". Meanwhile, experts strengthen the definition of perception as the process by which we try to understand other people. Attempt to get information about temporary causes of others behaviors. For further, show the process of having perception. They explain that "every impression that comes in from outside, be a sentence, something we hear, an object or vision, no sooner enters our consciousness than it is drafted off in some certain directions or others, making a connection with other materials already there and finally producing a reaction. From this, it is clear that perception is the reaction elicited when an impression is perceived from without after making a connection with other materials in the consciousness (memory)

The perception is influenced by factors that have been classified, among others: a. External factors, namely the stimulus and traits that stand out in the

⁴³ N.M ismail&I.A,Fata. Posner's Analysis on Indonesia Curriculum 2013.(The 1st EEIC in conjunction with the 2nd Reciprocal graduate research.Syiah Kuala University, Banda Aceh Indonesia:2016), p.341-345

⁴⁴ B.Walgito. Pengantar Psikologi Umum(Yogyakarta:ANDI:2004)

neighborhood behind the objects that constitute a determination or unity subtle, among others: social and environmental. b. Internal factors, i.e. factors related to the ability of self that comes from a relationship with facets, mental, intelligence, and bodily.⁴⁵

As mentioned before, perception involves experience in it, and according to Vernon , there are three dimensions of perception based on one's experience. There are understanding subject, the view and the action towards the object. It means that when we want explore the someone's perception; those three dimensions are the basic component to deal with.⁴⁶

a). Understanding

Understanding can be simply defines as knowledge about something and how it works.it is the flexibility of thinking and acting based on what one knows. Understanding involves a process of selecting and organizing information. This particular information is integrated with prior knowledge. ⁴⁷In addition understanding as sufficient grasp concept, principles or skills so that one can bring them to bear on new problems and situation, deciding in which ways one presents competencies can suffice and which ways one may require new skills or knowledge.⁴⁸

Based on those definitions, it can be assumed that understanding is the awareness of the connection between the individual pieces of information.

⁴⁵Walgito, Bimo. *Pengantar Psikologi Umum*. 2003. P.54-55

⁴⁶ Vernon, M. D. *The psychology of perception*. Middlesex: Penguin Books.1987

⁴⁷ Ip, Y. K. (2003). *Knowing is not the same as understanding: what is understanding?* 2012

⁴⁸ Wiginss. *Educative assessment*. San Fransisco: Jossey-Bass Publisher.1998

Understanding allows knowledge to be put to use. It represents a deeper level of knowledge than the simple one. If we understand the idea, we grasp its significance, its implicit connection with other important idea and its meaning.

Understanding helps people to judge possible responses that come to their mind.

b. View

The word view refers to the way of thinking about something. Ramsey defines view as a judgment based on fact. It is an honest attempt to draw a reasonable conclusion from the factual evidence. Ramsey argues that view is potentially changeable depending on how the evidence is interpreted. A view also can be regarded as an opinion. It that opinion is a belief or conclusion held with confidence.⁴⁹ It is applicable to any conclusion to which one adheres without ruling out the possibility of debate. It can be concluded that view or opinion is a statement as the result of interpretation of facts. It is changeable depending on how the evidence is interpreted.

In a particular case, a view or opinion is not always necessary supported by evidence, and this kind of view is known as a subjective statement. Some factors that influence subjectivity are emotion and individual interpretation of a fact.

The English teachers may judge media which are in line with the components of English language teaching based on their experiences of using it. Their views of media will be implemented in English language teaching in this case related approach and procedure using QR Code program. In other words,

⁴⁹ Ramsey, F. H. (1986). The little brown handbook. Boston: Little Brown

how the teachers view on QR Code program can meet the English language teaching components.

c. Action

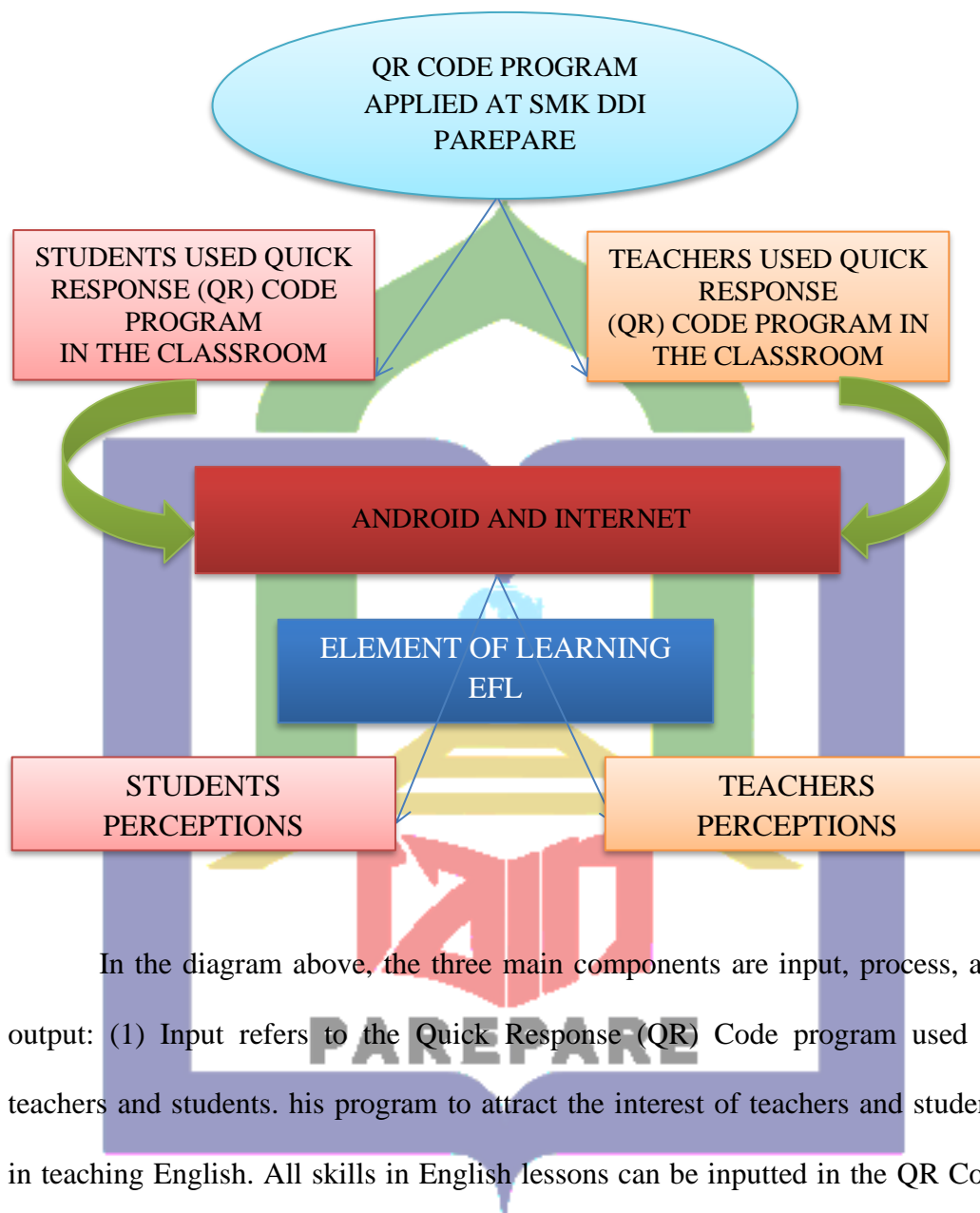
Action can be simply defined as something that we do. It involves the use of five senses and bodily movement, like the acts of seeing, hearing, touching, tasting, and smelling. According action is a causal process that begins with intentions that actualized in a form of bodily motions that eventually influence the environment.⁵⁰ Action involves the subject of motion, the target of action, and the causality that connects them. In addition, action is something an agent does that was intentional under some description.⁵¹ Action only deals with something done by a person, not happens to the person. Thus, we may say that when the English teachers and students implement, QR Code program in their teaching-learning process, it is regarded as an action, since they have intentions to do so.

Based on the description above, it can be concluded that perception refers to the understanding, view and action. Related to the teachers' and students perception using QR Code, it refers to the teachers and students understanding using QR Code, their view and their action toward this program.

⁵⁰ Dretske, F. Explaining behavior. Cambridge, MA: MIT Press.1998

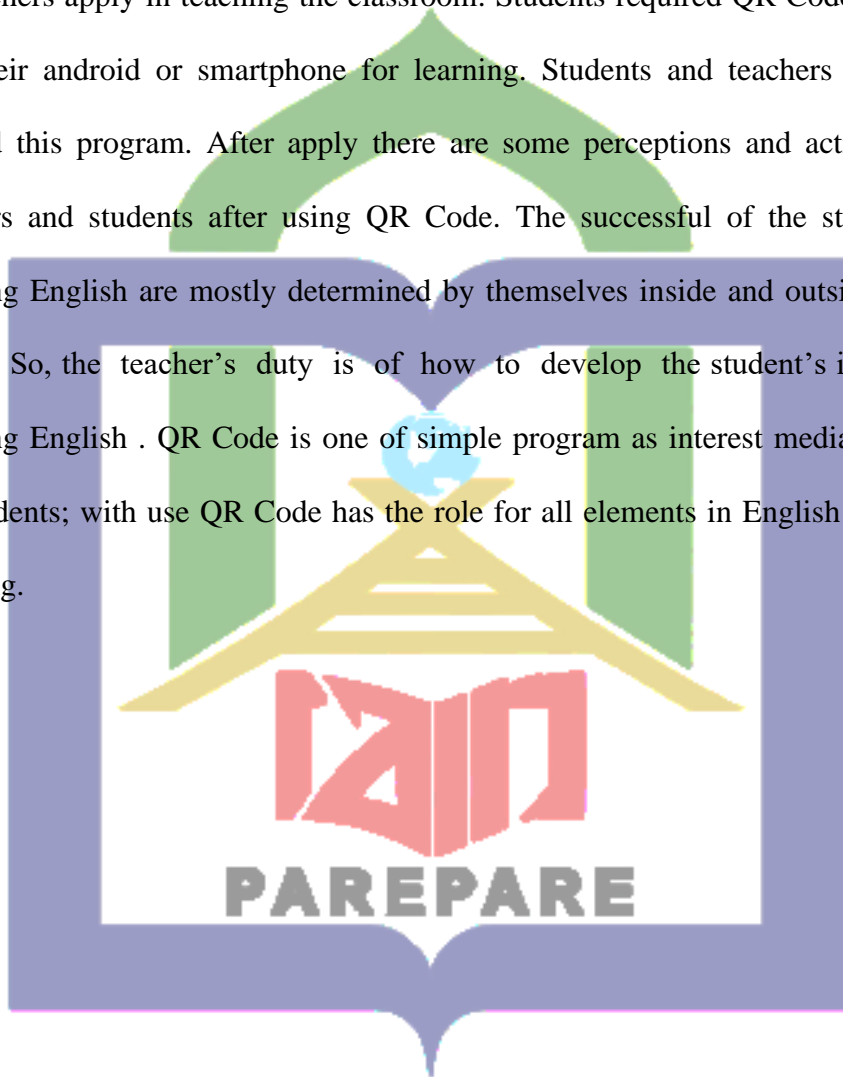
⁵¹ Wilson, G.. Action. 2012

G. Conceptual Framework



In the diagram above, the three main components are input, process, and output: (1) Input refers to the Quick Response (QR) Code program used by teachers and students. This program aims to attract the interest of teachers and students in teaching English. All skills in English lessons can be inputted in the QR Code program. (2) Process refers to the implementation of the QR Code Program in teaching and learning in the EFL classroom using Android and Internet. (3) Output refers to the teachers and students' perceptions using the Quick Response (QR) Code program as in teaching and learning of EFL.

In determining conceptual framework, the researcher thinks based on used Quick Response (QR) Code program in teaching process, especially in English as foreign language, SMKS DDI introduce the QR Code program in the school and all teachers apply in teaching the classroom. Students required QR Code scanned and their android or smartphone for learning. Students and teachers has been applied this program. After apply there are some perceptions and activities by teachers and students after using QR Code. The successful of the students in studying English are mostly determined by themselves inside and outside of the school. So, the teacher's duty is of how to develop the student's interest in studying English . QR Code is one of simple program as interest media to teach for students; with use QR Code has the role for all elements in English language teaching.



CHAPTER III

RESEARCH METHODOLOGY

In this chapter the researcher presents some point related to this research include research design, subject of the research, time and location of the research, data collection technique and technique of data analysis.

I. Research Design

This research was a qualitative research. Descriptive research asks Qualitative research consist of a set of interpretative, material practices that make the world visible that is they turn the world into series of representations including interviews, conversations, photographs recordings and memos to the self. Furthermore, qualitative research is the form of inquiry that explores phenomenon in their natural settings and uses multi-methods to interpret, understand, explain and bring meaning to them. All in all qualitative research search for meaning and understanding, the researcher as the primary instrument of data collection and analysis, an inductive analysis process, and a product that is a rich description of phenomenon⁵².

2. Research Paradigm

Appropriating qualitative approach to inquiry for this research, interpretative research paradigm was used. For educational technology-based research; interpretive paradigm is very helpful. This interpretative paradigm focuses on multiple perspectives, subjectivity and independency of individual thought because it assume that there are multiple meanings which may differ from

⁵²Merriam, S. B. Introduction to qualitative research. Qualitative research in practice: Examples for discussion and analysis. 2002.

person to person, society to society, class to class and no meaning is right or wrong rather all are equally important. Interpretive assume that knowledge and meaning are acts of interpretation, there is no objective knowledge. So, interpretive research paradigm is to understand the subjective world of human experience to retain the integrity of phenomena being investigated, efforts is made to get inside the person and to understand from within⁵³.

Therefore, I have chosen interpretive research paradigm because I also want to interpret the teachers and students' perception of the use of Quick Response code program as assessment tool and exam in teaching and learning. I will interview the participants, in this case teachers and students personally and then interpret all the information as per my research concern.

3. Subject of the Research

The total number of students SMKS DDI Parepare is 151 students and total of English teachers is four. The participants in the study were all students' representative class (eight students) and all English teachers (four teachers) from SMK DDI Parepare. The students who were chosen for the study met the criteria of having android and having access to the Internet using their phones or android. These students were divided in four parts:

- a). Students from the Departement of Tehnik Kendaraan Ringan (TKR)
- b). Students from the Department of Tehnik Sepeda Motor (TSM)
- c). Students from the departments of Tehnik komputer dan jaringan. (TKJ)
- d). Students from the departments of Bisnis daring dan Pemasaran (PMR)

The purpose of choosing these parts was to analyze different perspectives of teachers and students from different departments. For more information the researcher described about in the column.

⁵³Sharran B.Mariam. Qualitative Research in Practice: Examples for Discussinon and Analysis. 2019, p. 5

A. English Teachers:

NO	NAME	NAME OF SCHOOL	EDUCATIONAL LEVEL	TEACHING EXPERIENCE
1.	ICR	SMKS DDI PAREPARE	S1	10 YEARS
2.	HDJ	SMKS DDI PAREPARE	SI	3 YEARS
3.	ASH	SMKS DDI PAREPARE	S1	7 YEARS
4.	SYM	SMKS DDI PAREPARE	S1	16 YEARS

b. Students:

NO	NAME	NAME OF SCHOOL	CLASS
1.	ARD	SMKS DDI PAREPARE	XII TKR
2.	ARA	SMKS DDI PAREPARE	XII TSM
3.	MFD	SMKS DDI PAREPARE	XII TKJ
4.	INR	SMKS DDI PAREPARE	XII PMR
5.	IQB	SMKS DDI PAREPARE	XI TKR
6.	TKD	SMKS DDI PAREPARE	XI TSM
7.	HRY	SMKS DDI PAREPARE	XI TKJ
8.	AGG	SMKS DDI PAREPARE	XI PMR

4. Time and Location of the Research

This research conducted for 1 month including several steps ranging from documents related to the research to the completion of data process in this

research. This research conducted at SMK DDI Parepare. This school selected due to the availability of Quick Response (QR) Code Program.

5. Data Collection Technique

Sugiyono stated that research method is the scientific method is the scientific way to get the data for purpose and utility of something.⁵⁴ To get the data the researcher used two techniques of collecting data, they were observation and interview.

a. Observation

In this observation, the first the subject of the observation was teacher activities in class when the teachers using QR Code program in teaching EFL. It focused on teachers used QR Code method in teaching. The second, the subject of the observation was student's activities in the class when in learning using QR Code and their mobile device (Android). The observation was done by the researcher at SMK DDI Parepare. The researcher did the observation directly. This study the researcher observed the teaching and learning process when the teachers and students using the QR Code program in the EFL classroom.

b. Interview

Interviews were held in one of the room in SMK DDI Parepare. Total of eight students and four teachers participate the study. In the first phase, the participants were informed about aim of the research. During the meeting, detailed information was given to the participants about the purpose of the study and about the research method. The participants were interview about perception of used QR Code program in teaching and learning in EFL classroom. The Teachers and students were asked for their consent and informed that the interview would be recorded and the recordings won't be used for any other

⁵⁴ Monique Hennink. *Qualitative Research Methods*. (Los Angeles: SAGE, 2020), p. 15

purpose and researcher.

Each interview took approximately ten minutes after twenty minutes. After the interviews, the audio records were transcribed. According to the pre-prepared coding draft, the questions and the students' answers were analyzed and reviewed.

6. Data Analysis Technique

For the analysis of the data, snowball sampling technique was used. The snowball sampling is the sampling technique which is initially small in number, where the sampling obtained through a rolling process from one respondent to another. So, the respondents become large⁵⁵. The sample of respondents chosen was expert. In this case, the determination of the sample, researchers first choose twelfth grade teacher, because the researcher feel incomplete of the data provided, the researchers look for other people who seen as more knowledgeable and can complement the data provided by headmaster. In this case all English teachers and all students class representatives. The researcher analyzes the data by steps as follows:⁵⁶

In this research, the researcher analyzed the data collected by using several steps data reduction, data display and concluding data/verification.

a. Data reduction

Data reduction was done by summarizing field notes by separating main things relating to research problems and then it was arranged systematically to describe and to make easy the data searching. Not all the obtained of the research was important. It means that the important information had to be ignored. In process of data reduction, the researcher selected, focused and abstracted the data

⁵⁵ Sugiyono. Metode Penelitian kuantitatif dan kualitatif dan R&D.(Bandung : Alfabeta; 2013)

⁵⁶ Suwarsih Madya. English Linguistic, Literature, and Language Teaching in A Changing Era. Terjemahan. (London: CRC Press, 2020). p32

in field. The data reduction was done during the research activities if data was an important did not support the data needed by the researcher. Data reduction will help the researchers identify patterns in data. Data reduction will help the researchers identify patterns in data. To reduce data in this research, the researcher coded data as follows:

1. Categorizing teachers' perception using QR Code in English foreign language teaching in the classroom.
2. Categorizing students perception using Quick Response in English foreign language learning in the classroom.

b. Data Display

Display of the data was a description of the data. Data display considered an important step during the qualitative data analysis or the writing up stages. Data display in a graphic format is a way of portraying information succinctly and efficiently. Seeking the meaning in data made easier by displaying data visually. Research data were displayed using charts, graphs, diagrams, tables, matrices, and any other devices, such as drawings, that researchers devise. Frequency tables are typically developed for categories of coded behaviors.

When the data has been analyzed, the researcher started to describe the findings and the data presented descriptively. The description made by the researcher based on the data collected with the review of literature. Then, the researcher analyzed the data in specific but brief and clear description.

3. Concluding Data

After the process of collecting and analyze the data, the researcher tried to find out and get the conclusion or verification from the result based on the data taken from the field by the researcher. The conclusion of this research becomes the final report of this research.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter consists of teacher and student's perceptions using quick response (QR) code program in teaching and learning of EFL. The writer examines and method and discusses the data that have been resumed before and explained the data based on the theory chapter II. The data sources were taken from the conclusion of teacher's way in using QR code program in teaching and learning of EFL Classroom. To find out the result of the research, the researcher interviews four teachers and four students, also it can be seen from the observation that the writers have done from the first until end meeting. In the finding the right data, the writer used two kinds of collecting data. They are interview and observation.

A. Findings

1. Teachers Perception in Using QR Code Program in Teaching and Learning OF EFL Classroom.

In this research is the perception or response given by the teachers as a result of the learning process in applying Quick Response (QR) code program, in order to achieve the learning objectives. Therefore a teacher is required to be able construct and formulate learning goals.

Teacher perception towards using QR code program is related to:

a. Time consuming.

Teachers' perception towards QR Code program in time consuming ministered below:

1). Present material

Based on interview data, it is that QR Code in presents of material.

“..I feel more comfortable in teaching because I don't need to spend a lot of energy in explaining the material, just the points are explained. Students can immediately see the material on their respective cellphones..”

“.. Using QR Code, it can be a variation of learning to provide material that is more effective and time efficient and motivates students to participate actively much time...”

“..learning variations to make the learning atmosphere more interesting and less boring for students..”

“...What I feel when presenting the material is that the manufacturing process is easy..”

2). Presents assignment

Based on the interview data, it is that QR Code program in presents of assignment is not taking much time.

“...we can immediately find out the value of the assignment given and can immediately find out the activeness of the students we teach and students can also directly correct their answers, only the teacher makes the arrangements.”

“..Students can directly work on assignments via their respective Android and I also find it easier to check their assignments because their scores can be read directly through applications, such as through the Google Drive application.”

“..QR codes make students more enthusiastic in doing their assignments, because they are more challenged to find more details about the assignments given using Android by scanning their assignments.”

“...I Think the assignment presentation is easy, students just have to scan from their cellphone, but in the process of making the assignment it takes time, depending on the problem model, for example multiple choices and entries, the teacher must display the answer key and the weight of the problem. And for essays it is usually easier because the essay model for exact answers is different, so usually there is no need to include the answer key, then the teacher makes the code.”

3). Assessments

The data form interview as follow:

“...It is also very effective because from the results of the QR Code given assignments, we do not need to conduct checks one by one, just make the spreadsheet and the results and grades of assignments given to students appear so that it is also efficient for teachers in using time...”

“.. In conducting student assessments, I judge from the results of the assignments given either in the form of multiple choice or essays, but apart from that I also see the activeness of students in class during study and student attendance ...”

“...QR Code in conducting the assessment is very easy for the work of educators to assess their students, it is the teacher's job to direct, supervise and guide students in its use so that it can support student achievement ...”

“...Using a QR Code, you can directly link the results of their work or exam results to the teacher's account, so that the teacher just has to check and see the results of their grades, and this doesn't take much time ...”

b. Convenience in access

Based on the interview data, it is that QR Code program easy to implement.

The data form interview as follow:

“I think this program easier, easy to implement. And the students were also enthusiastic when I introduced this program.

“.. This program is very easy, and students easily accept and use it in their studies.

“...More comfortable in teaching because there is no need to spend a lot of energy in explaining the material, just the points are explained.”

“..Easy to apply and students are also happy with this program...”.

“...at first it was complicated or difficult, but after I learned and implemented it turned out to be very good and easy.”

“....when presenting the material while the manufacturing process is easy....”

lives.

2. Students' Perception using QR Code Program in Learning of EFL Classroom

A close link in this research is the perception or response given by the students as results of the learning process in applying the QR Code program in order to achieve the learning objective.

Students' perception using QR Code program is related to:

a. Simplicity

It is that QR Code program is simplicity to use in learning. The data form interview as follow:

1). Simple to use

"...when using it is that program access to the site is easier and faster. So that in studying we are more focused because the provision of material is simpler..."

"...I think it's very easy because we can directly connect the material to be taught..."

"...In my opinion, it is easy, because the material is scanned directly through the cellphone, then we can find the material that we are going to study..."

"...In my opinion, it is easier to access subjects, because we only scan and then the material to be studied appears without the need to search..."

I think it's easier because we just scan the code and then the material appears without typing a long link.

2). Motivate

Based on the interview data, it is that QR Code program in learning can be used a new motivation to students. The data form interview as follow:

"...very motivated because it is very simple. The material we need has been provided by the teacher ..."

“...Very motivated because it is very simple and makes it easy for us, and the material model is interesting....”

“...Yes, motivated because of its simple to use....”

“..Yes, motivated because of its easy use. For example, when I learned speaking, it was easier for me to learn the pronunciation by seeing or hearing the pronunciation from a native speaker by YouTube or video..”

‘...Yes motivated because of its easy use. We can open all the material and study it, and then the material is also interesting, there are videos, pictures and others....’

b. Focus in attention

It is those QR Code be able focus in attention in learning. The data form interview as follow:

1). Focus on material

“...presenting the material using the QR Code is easy, but the teacher also has to play a role in explaining the material. Meanwhile, printed books are usually a bit difficult because we are not directly on the material that will be explained by the teacher...”

“...the presentation of material using QR Code is easier for us to understand because the content of the material is better understood and not wordy....”

“...If use QR Code, it is easier for us to immediately find the material to be studied, while using a printed book is usually difficult to find the material. Because the material is just being searched and it takes time. ...”

“..If using a QR Code is easier, we immediately find the material to be studied while using a printed book is usually more difficult because usually the book is thick and we usually find it difficult to find the material to be studied..”

‘...using QR Code, it is easier for us to immediately find the material to be studied...’

2). Focus on assignment

Based on the interview data, it is that QR Code easily gets the task. It makes students focus to finish their task. The data form interview as follow:

“...What I feel is that in doing assignments using QR Code, it is easier to get assignments given by the teacher because we only scan assignments.”

“...What I feel is doing tasks using QR Code, it's easier because we can just do and send it...”

“...In my opinion, it is very simple, just like when I was studying, just scanned the assignment, then we immediately sent it...”

“..In my opinion, using a QR code to do a task is easier, because it is easier to do and finish it on a cellphone...”

‘...Using QR codes in doing assignments is also easier, because I immediately know what kind of assignment the teacher gives without having to take notes again...’

B. Discussion

1. Teachers’ perception in using QR Code program in teaching of EFL.

Smart phones or android provide the opportunity to scan QR codes, which can greatly ease access to information. Due to a high recognition speed, recognition rate, and restoration rate, they can be useful tools for English teachers to use in their class. More research should invest in technology Embedded English teaching models to create better English classes for students⁵⁷. That is way this program is innovative to be used by teachers.

a. Time consuming

Consuming time explaining about saving teacher teaching time, frequency of duration and number of interactions with students, more efficient teaching,

⁵⁷ Young-Joo Jeon .: A Study on Technology Embedded English Classes Using QR Codes.2015

closer relationship with students, saving time (no repeated questions) to develop interactive online activities in the class .⁵⁸

Taking time is one of the results of using the QR Code program in EFL learning. The QR Code program used in teaching, assigning assignments and giving tests to students does not take up a lot of time. Teachers' perceptions about the QR Code program in consuming time include:

1). Presents material

Lee study found QR codes are very versatile. Teachers can create customized guidebooks for individual field studies and that students can learn more effectively because the code only contains information that is relevant to the matter at hand. They furthermore noticed that QR code activities help integrate digital materials with a motivating way. In other words, QR codes support a variety of teaching practices.⁵⁹

Presents of material by using QR Code in implement make it easier to teacher in teaching. Besides making it easier for teachers, it is also able to make time more efficient in teaching EFL. In teaching and especially in teaching EFL skill demands equal importance. Ever developing needs for teaching English is the consequence of the goal of National education had given priority to teach more effective these crucial language skills today.

Another feature that empowers the teaching and learning process by QR Code is the portability and context awareness of mobile devices. These two

⁵⁸ Cristele Joly and Nathalie. Impact of adoption on teaching and learning in the context of teaching friends. 2012 .DOI:10.4018/978-1-4666-0041-6-ch017

⁵⁹ Lee. Unified Modeling Language (UML) for Database Systems and Computer Applications. International Journal of Database Theory and Application, vol. 5, no. 1, pp. 157-164.2012

features allow students to exploit the material in the QR Code program in which they are planned, and to implement, assess, and evaluate to the goal needed to increase students EFL Achievement and motivation in learning by using Program Application, such as QR Code in this study.

2). Presents Assignment

According to Al-Khalifa, one of the most important aspects of mobile phones is their ability to access the Internet anywhere, which makes it possible to reach the information at any time they need. Mobile, namely ubiquitous learning is reshaping the learning environment. From SMSs, scanning by QR Code to Smart Phones, it has changed the way of interaction between learners and the learning materials. Learners can reach learning objects (video, text, sound etc.) faster than ever before.⁶⁰

For the teacher, QR codes are very helpful in presenting assignments for students. This program is available to help with teacher assignments so that teachers can spend less time managing and evaluating. This program can also help student's present information and facilitate student assignment performance. Quick Response (QR) code in teaching is a new variation, teacher can apply it easily. Teachers' perceptions of using QR Code, generally, teachers use QR Code as it is required by the provincial education office. The use of QR Code creates a better and easy interaction between teacher and students, while teacher believed that this program is helpful since they can easily get the learning materials accessed by students directly.

⁶⁰ Al-Khalifa, H.S. An M-Learning System Based on Mobile Phones and Quick Response Codes. Journal of Computer Science . 2011

3). Assessment

According to Inez and Diana, these system teachers can make assessments or written assignments, sometimes including videos, and then students take tests or complete assignments at home or in some districts, in class. These results are automatically sent back to the teacher. Teachers can use Google Drive to create their own system. In Google Drive you can create a variety of assessments using Google Forms and also create surveys and track discipline referrals. Using the URL form assessments you create in Google Forms, you can link the forms to QR Codes using a QR Code generator site. Print the QR Code and have students scan the QR Code with a QR scanning app on their smartphone or tablet. They take the test, and results come back to your Google Drive as an Excel-style spreadsheet⁶¹.

QR codes can be used as an assessment tool. Through the QR Code program, it makes easier for teachers to provide evaluation results to students. Therefore QR Code can make it easier to manage the assessment of results and it doesn't take a lot of time because it reads the teacher's account. The use of QR Code is better because it provided the best model materials such as videos, pictures, text. EFL Test, students can use questions related to the material and answer the questions assessed by the teacher. The questions proposed in the test are usually covering the four EFL skills such as reading, speaking, writing, listening, etc. all of these assessments can provide an overview of student learning outcomes using the QR Code program.

⁶¹ Inez & Dianna. Elementary Physical Education, Curriculum and instruction. Second edition. 2017.

The researcher was concludes that the researcher already have a new variation in teaching EFL classroom. QR Code program in present material, assignments and assessments is save the time in teaching. Even for teachers, it seems that the use of QR Code can be to use as part of an effort to innovate learning technology considering that currently the average student already has a android. Other than that, to provide directions for the use of these program for the progress of students and do not abuse the use of android for things that are not useful. It is prove by the observation that the researcher used QR Code program in teaching EFL, the teachers can make students more active in the classroom and the teachers feel easy and enjoyed to teach due save time and achieve of teaching goals.

b. Convenience in access.

QR code program easier to implemented in teaching and learning process due in taken material process students only scanned the code from teacher, so, students not difficult to get the material and their can share another and they can used android to learn anytime.

A QR Codes generator (free downloadable from the web, the program “QR Encoder” is among the most useful for its easy and intuitive use). A computer program to incorporate in generated QR Codes into the teaching materials (Usually the same program used to generate to teaching documents, i.e. word, power point, etc.) and QR Codes decoder (also available for free download from the web for any current mobile dispositive, such as smart mobile phones or

tablets with a camera.⁶² In fact, educational apps program such as QR Code is the alternative way for students to stay learnt with their teachers even though separate rooms. Though the way of learning through apps program is entirely different from the traditional learning method, it adds value to the entire process.

According to Walsh and Andrew, some of the beneficial uses of QR Codes include bridging printed materials to electronic materials, reaching voiced materials, opening embedded videos, providing libraries with external resources and reaching appropriate help.⁶³ QR Codes consist of black modules arranged in a square pattern on a white background. They are designed to decode the data quickly. It is quite easy to create and use these codes.⁶⁴

Teachers' perception about QR Code program is convenience in accessing in this research included implement. QR code is easy to use in teaching. Teachers also benefit from using this application program. Teachers can make use of apps program in classrooms and outside the class. QR Code allowed teachers more time to prepare lesson plan for better interactive and result. While teaching for teacher can contribute a lot.

2. Students Perception in using QR Code program in Learning

a. Simplicity

QR Code is a simplicity program for student learning. The process for retrieving or storing information material, assignments, is very simple and rapid, so that students are enthusiastic about learning EFL. As in previous studies, QR

⁶² Cassanova & Molina. Proposal of QR Codes implementation in teaching methodology. 2015

⁶³ Walsh, Andrew. Blurring the boundaries between our physical and electronic libraries: Location aware technologies; QR codes and RFID tags. The Electronic Library, 2011. pp. 429-437.

⁶⁴ Pons. QR Codes in Use: The Experience at The UOV Library. 2011. 47- 56.

codes are very simple and with mobile devices, they are an idea education tool for teaching and learning.⁶⁵

Students' perception about QR Code is simple program included:

1). Simple to use

Easy of using use QR Code media applied in the learning process foreign language, give deep understanding, can influence students to motivate in learning languages foreign as well as fostering the environment autonomous learning.⁶⁶ According to Nurming generally, students state that the QR Code application is an application that features very easy to use. With using the QR Code application Reader, they can scan data material delivered quickly. There are many features available provided starting from the website link, audio, video, text, contact, yang easily identifiable only by scan code.

Referring of found analyze of data interview results, QR Code program in learning based on students' perception is simple. When student using this program in get any information from teacher is easier. The use of QR Code in English learning is obtained conclusion that QR Code media provide tremendous benefits in its implementation in English foreign language learning. Based on the interview, the researcher concludes that QR Code help students to finished their task, only scan the code, task will appear and directly students working the task and send it by using android. This proved that QR Code program can makes students active and focus in learning EFL in the classroom.

2. Motivate

⁶⁵ Gurhan, Emre and Murat. QR Code in Education and Communcation. 2016

⁶⁶ Nurming shaleh. Pemanfaatan QR-Code sebagai media pembelajaran Bahasa Asing pada Perguruan Tinggi di Indonesia. 2018

QR Code is a new motivation in learning. Generally, the students participating in learning that they were aware of QR Codes; that they could use the QR Codes; and that using QR Codes in education was useful. They also expressed that such features as visual elements, attractiveness and direct routing had positive impact on learning. Student who is students motivated take responsibility for their learning. QR codes bring many possibilities to improve the teaching materials.⁶⁷ All students without exception viewed very favorable the experience. All of them argued that it had undoubtedly deeply helped them in their teaching-learning process. Moreover, they argued that QR codes are a dynamic and dynamiting tool, and they should be used in every subject.

According to Malone and Lepper, there are six elements that can make an activity both intrinsically and extrinsically motivating: challenge, curiosity, control, cooperation, competition, and recognition. It can be argued that all six components can be found in mobile learning apps and therefore that leads to increase learning.⁶⁸

In this research found that the curiosity and challenge felt by students while using QR Code in Learning EFL. The use of the QR Code was motivated primarily by the opportunity to bring the material to the distance learning which is currently being experienced by the Indonesian people, rather than participating in face-to-face classes using books and modules, indicating a rather individualistic usage interest. The self-accessed features and ease of use of a QR Code program

⁶⁷ Shunks. Self -efficacy as engaged learner.2012

⁶⁸ Ciampa, K. Learning in a mobile age: an investigation of student motivation. Journal of Computer Assisted Learning,. 2014.

was valued highly. Today, the ministry and all parties are using technology and applications, especially application programs such as this QR Code.

b. Focus in attention

Data results showed that presently through QR code makes students focus in learning. QR Code programs in provide material technique is simple. In its presentation, the QR code program requires an android, student's only barcode the material and appears in android screen that has been prepared by the teacher. Students' perception about QR Code can be focus in attention included:

1). Focus on material

QR codes make students focus on learning. Students focus more on the material provided by the teacher using QR Code. The ease of accessing the material as one of the reasons students focuses on learning. Susono & Shimomura confirms the great potential of QR Code in its application in the classroom even up to the outside classroom. Likewise added that QR Code providing many deep solutions every aspect that you want to study. QR Code media is very optimal applied to context English foreign language learning with adds other functions and features.⁶⁹

Teacher's obligations should establish friendly behaviors to ensure that the class atmosphere is relaxed and fun, such as presenting assignments correctly to students, having good teacher-student relationships, working to increase student confidence, ensuring that the language class is interesting to learn. Students promoting as much student independence as possible personalizing the learning

⁶⁹ Susono, & Shimomura. Using Mobile Phones and QR Codes for Formative Class Assessment. 2006

process enhancing student goals, and ensuring that students are familiar with the target material.

2. Focus on Assignment

The results showed that the majority of students believe in its importance assessment of learning outcomes using the QR Code program because students will get feedback directly so, that it can use easily as an ingredient evaluation of effective learning. The automaticity of this QR Code, it makes students more focused on doing their assignments. Besides that is, the use of the QR Code Program in the assessment learning outcomes can create active learning environment and great fun.⁷⁰

Monica's research, by QR Code program every student doesn't need to type long web address, they can all scan QR code quickly and Teachers don't have to waste precious minutes from your lessons because all students will work on assignments and view the correct website in seconds. Project the QR code on the board or print just one QR code for each student table to save your time making additional copies.⁷¹

Based on the results of the data, concluded that using the QR code in the classroom made students more responsible for the assignment given by the teacher. The ease of completing assignments through the use of QR Code makes students focus their attention more on the assignments that are their responsibility. This proves that the impact of using QR Code makes students focus their attention on learning.

⁷⁰ Hernández-Julián., & Peters, . Does the Medium Matter?2012. p.1333–1345.

⁷¹ Monique Hennink. Qualitative Research Methods. 2020. p. 15

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two section, conclusions and suggestions. Those sections are presented below:

A. Conclusions

QR Code which was originally intended to support the world of industry and trade can now be adapted to support the improvement of the quality of education in line with the large number of android ownership among educators and students. Using QR Code, it is hoped that teachers as agents of change can create fun, innovative, and meaningful learning, especially in English and other subjects in general. In addition, students can also get real and fun learning experiences that are adaptive to the times.

According of the research findings that researchers gathered at SMK DDI Parepare in 2019/2020, especially teachers and students as the subjects of this study. Teachers' perception using QR Code program in teaching, founded that they are : By using QR Code, consuming the time is save, in presents material, assignment and assessments evaluating students in exams make it easier for teachers to take the results. It is automatic read by teacher account and readable value immediatly. This makes teachers not need to waste time in assessing students. Teachers feel that QR Code convenience in accessing. It's referring to implementation. The use of QR code in learning makes it easier for teachers. Convenience is meant when presenting material, assignments and in assessing

student learning outcomes which make the learning process more effective. QR Code is one of the new atmospheres in the world of education.

For students' perception, researcher found that students they are: QR Code is simplicity in using this program and rapid in getting material information. In addition, students' perceptions of QR Code can increase curiosity and challenges in learning. Students focus their attention in learning. Focus on material and focus on assignment. Due this program is simplicity, students more focus toward in English foreign language learning in the class. Beside that they utilize their android to positive activity.

Finally, this research involves many theories so that the author can conclude that the perceptions of teachers and students towards using the QR Code program are the equal of the three elements; the views, knowledge and action. Where here according to the respondent's view that using this quick response code program makes it easier in the learning process of English in class, from the perspective of knowledge that when introduced to this program they really understand and think this program is very easy for teachers and students. The last is action; respondents when using it in class do not experience difficulties and feel comfortable using it.

B. Suggestions

1. The English Teachers

It is suggested that technology is a necessity at this time, education and technology are interrelated. The times have made the world of education obliged

to develop a cricket. The QR Code program is a form of government program in the world of education. There are still schools that have not socialized the program even though this program has many benefits in English subjects; this program aims to make it easier for teachers to teach. English has four skills where QR Code has many features that can represent the four skills. For teachers who have not applied it, hopefully this research is useful for teachers it in teaching English.

2. The students

Android or smart phones, now can be used for learning, which previously students only used it to play games, browse things, they can use it in learning. QR Code program is one of the easy-to-use learning media for students who involve their Android in class learning and this program is useful for learning English as a foreign language.

3. The other Researcher

Technology is not only for the domestic environment but developed in various fields, especially education, and in this research the researcher examines one form of technological development in the world of education, namely the use of QR Code in learning and teaching English, from the findings, hopefully it will be very useful for further research and can become references when they research in the future.

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Appendix 1

INTERVIEW

NO	PERCEPTION	QR CODE PROGRAM	QUESTIONS FOR TEACHER
1.	(Adediwura and Tayo, 2007) perception is the process by which people attach meaning to experiences”. It means that perception appears after people attend to certain stimuli in their sensory memories.	(Rikala and kankaanranta, 2012.) QR Code is one of the programs that can be used in teaching using android or smartphone. QR codes in education results of the study revealed that the learners were eager and motivated to use the QR codes.	1.Apa yang bapak/ibu rasakan ketika Menggunakan QR Code dalam menyajikan materi pembelajaran? 2.Apa yang bapak/ibu rasakan ketika Menggunakan QR Code dalam menyajikan tugas? 3.Apakah QR code dapat memotivasi siswa dalam belajar? mengapa? 4. Bagaimana pendapat ibu/bapak terkait penggunaan android dalam proses mengajar di dalam kelas?
2.		(Ramsden, 2009)	5.Apa yang bapak / ibu

		<p>Using QR codes and Mobile Tags (MT) to provide learners with speedy and ready access to information and services and formative assessments.</p>	<p>rasakan / fikirkan terkait penggunaan QR Code dalam melakukan penilaian hasil belajar?</p> <p>6. Mengapa dengan menggunakan QR Code siswa lebih cepat mendapatkan info materi ?</p>
		<p>(Joyce Zurmehly 2017)</p> <p>By using QR codes, students can save time by directly accessing necessary information quickly and easily without searching through volumes of unnecessary materials. Quick response codes</p>	<p>7. Bagaimana pendapat bapak/ibu terkait keefektifan waktu dalam mengajar menggunakan QR Code ?</p>

		<p>enable student involvement and provide rich and rapid feedback, which is indicated as a primary predictor of learning and development.</p> <p>Rich and rapid feedback has been shown to be an effective strategy that validates knowledge and motivates learning</p>	
NO	PERCEPTION	QR CODE PROGRAM	QUESTIONS FOR STUDENT
	<p>perception is defined as the conscious act of a person's environment through physical sensation, which demonstrates the ability of</p>	<p>(Chen 2011), QR codes, teachers can create customized guidebooks for individual field studies and students</p>	<p>1. Apa yang anda rasakan saat menggunakan QR Code dalam belajar dan mengerjakan tugas?</p> <p>2. Bagaimana pendapat anda tentang penyajian materi menggunakan QR</p>

	<p>individuals to understand.</p>	<p>learn more effectively because the code only contains information that is relevant to the matter at hand</p> <p>QR codes allow students to efficiently and effectively use smartphones to enrich their learning</p>	<p>Code dibandingkan buku cetak ?</p> <p>3. Apa yang anda pikirkan terkait penyajian ulangan dengan menggunakan QR Code ?</p> <p>4. Bagaimana pendapat anda menggunakan smartphone/android dalam belajar?</p> <p>5. Benarkah smarthphone/android dengan menggunakan QR Code dalam belajar lebih mudah? Mengapa?</p> <p>6. Bagaimana pendapat anda tentang jaringan saat anda belajar menggunakan QR Code? jelaskan!</p>
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APPENDIX 2

FN 001

Day/Date : Selasa,15 September 2020
 Time : 10.00-12.00.
 Location : SMKS DDI Parepare
 Topic : Focused interview transcription about teachers perception using QR Code program in teaching of EFL classroom

Research (R)

First Research Subject (ICR)s

R	Sebelum QR Code digunakan , apakah bapak sudah mengenal program ini ?
ICR	Belum, nanti ada pelatihan di sekolah oleh pak Bb dari Dinas Provinsi Makassar, dan program ini bertujuan untuk memudahkan guru dan siswa dalam proses belajar mengajar.
R	Bagaimana pendapat bapak setelah diadakan atau mengenal program ini ?
ICR	Menurut saya program ini sangat mudah, mudah untuk diterapkan. Dan siswa antusias juga saat saya memperkenalkan program ini.
R	Apa yang bapak/ibu rasakan ketika Menggunakan QR Code dalam menyajikan materi pembelajaran (pengetahuan) ?
ICR	Dengan penggunaan QR Code bisa menjadi variasi pembelajaran untuk pemberian materi yang lebih efektif dan efisien waktu serta memotivasi siswa untuk berpartisipasi aktif.
R	Apa yang bapak/ibu rasakan ketika Menggunakan QR Code dalam menyajikan materi (tugas)?

ICR	Dengan penggunaan QR Code dalam pemberian tugas kita bisa langsung mengetahui nilai dari tugas yang diberikan dan langsung bisa mengetahui keaktifan siswa yang kita ajar serta siswa juga bisa mengoreksi langsung jawaban mereka, tinggal guru membuat pengaturannya saja.
R	Apakah QR code dapat memotivasi siswa dalam belajar? mengapa?
ICR	Menurutku biasa memotivasi, karena QR Code bisa menjadi motivasi baru buat siswa belajar karena jika di manfaatkan dengan baik akan membuat suasana pembelajaran lebih menarik, tidak membosankan, meningkatkan kerjasama serta kekompakan antar siswa, menumbuhkan kesadaran dalam manajemen waktu, ketelitian, kejujuran juga pemanfaatan teknologi dengan kegiatan yang positif.
R	Bagaimana pendapat ibu/bapak terkait penggunaan android dalam proses mengajar di dalam kelas?
ICR	Sangat bagus karena android yang selama ini banyak digunakan siswa untuk main game atau browser apa saja, bisa jadi media pembelajaran bagi mereka sehingga menghilangkan juga sedikit demi sedikit kebiasaan mereka untuk main game serta sangat efektif juga siswa tidak perlu membawa buku yang banyak kesekolah. Dengan kata lain siswa memanfaatkan teknologi dengan baik dan positif.
R	Apa yang bapak / ibu rasakan / fikirkan terkait penggunaan QR Code dalam melakukan penilaian hasil belajar siswa?
ICR	Sangat efektif juga karena dari hasil QR Code tugas yang diberikan, tidak perlu kita adakan pemeriksaan satu persatu, tinggal membuat

	spreadsheetnya dan hasil serta nilai dari tugas yang diberikan kepada siswa muncul sehingga mengefisienkan juga bagi guru dalam penggunaan waktu.
R	Mengapa dengan menggunakan QR Code siswa lebih cepat mendapatkan info materi ?
ICR	Ya itu karena siswa tinggal menscan barcode materi kemudian akan muncul di android mereka sesuai dengan materi yang telah di buat oleh Guru maupun si pembuat materi.
R	Bagaimana pendapat bapak/ibu terkait keefektifan waktu dalam mengajar menggunakan QR Code ?
ICR	Tentang keefektifan waktu menurut saya, dengan pemanfaatan QR Code dalam pembelajaran, guru serta siswa juga mampu memanajemen waktu mereka dan Guru juga bisa cepat untuk mengkoreksi hasil pembelajaran yang diberikan ke siswa pada hari itu juga.

FN 002

Day/Date : Rabu,16 September 2020
 Time : 10.00-12.00
 Location : SMKS DDI Parepare
 Topic : Focused interview transcription about teachers perception using QR Code program in EFL teaching classroom

Research (R)
 Second Research Subject (ICR)

R	Sebelum QR Code digunakan , apakah bapak sudah mengenal program ini ?
HDJ	Belum, tapi karena adanya sosialisasi di sekolah tentang program ini, akhirnya saya tahu.
R	Bagaimana pendapat bapak/ibu setelah diadakan atau mengenal program ini ?
HDJ	Menurut saya itu Alhamdulillah saya senang karena program ini sangat mudah, dan siswa mudah menerimanya dan menggunakannya dalam belajar.
R	Apa yang bapak/ibu rasakan ketika Menggunakan QR Code dalam menyajikan materi pembelajaran ?
HDJ	saya merasa lebih nyaman dalam mengajar karena tidak perlu lagi mengeluarkan banyak tenaga dalam menjelaskan materi, cukup poinnya saja yang dijelaskan. Siswa langsung dapat melihat materinya di hp mereka masing-masing tanpa memegang buku paket lagi apalagi jika bukunya terbatas karena salah satu keluhan siswa dalam belajar yaitu

	karena kurangnya penyediaan buku paket di sekolah.
R	Apa yang bapak/ibu rasakan ketika Menggunakan QR Code dalam menyajikan materi (tugas)?
HDJ	Siswa dapat langsung mengerjakan tugas lewat hp android mereka masing-masing tanpa mengganggu temannya yang lain, dan saya juga lebih mudah dalam memeriksa tugas mereka karena nilai mereka bisa langsung terbaca lewat aplikasi, seperti lewat aplikasi google drive.
R	Apakah QR code dapat memotivasi siswa dalam belajar? mengapa?
HDJ	Qr code dapat memotivasi siswa dalam belajar karena mereka dengan mudah mendapatkan informasi.
R	Bagaimana pendapat ibu/bapak terkait penggunaan android dalam proses mengajar di dalam kelas?
HDJ	Dalam penggunaan android di kelas siswa dapat memanfaatkan internet untuk mendapatkan informasi yang lebih selain dari guru. Jadi dalam proses belajar, siswa tidak hanya duduk mendengarkan materi saja tapi mereka juga aktif dalam mencari informasi.
R	Apa yang bapak / ibu rasakan / pikirkan terkait penggunaan QR Code dalam melakukan penilaian hasil belajar siswa?
HDJ	Dalam melakukan penilaian siswa, saya menilai dari hasil tugas yang diberikan baik dalam bentuk pilihan ganda atau essay, tapi terlepas dari itu saya juga melihat keaktifan siswa dalam kelas pada saat belajar dan kehadiran siswa.
R	Mengapa dengan menggunakan QR Code siswa lebih cepat mendapatkan

	info materi ?
HDJ	Karena dengan menggunakan QR code materi yang sudah dibuat akan langsung muncul pada hp mereka masing-masing dan dalam tampilan yang menarik baik dalam bentuk teks atau link yang menghubungkannya ke internet. Contohnya dalam pembelajaran speaking, saya dapat membuat Qr code yang langsung menghubungkan siswa ke youtube, dan mereka dapat melihat langsung contoh-contoh penyebutan bahasa inggris oleh native speaker.
R	Bagaimana pendapat bapak/ibu terkait keefektifan waktu dalam mengajar menggunakan QR Code ?
HDJ	Menurut saya waktu mengajar menggunakan Qr barcode efektif karena waktu mengajar menggunakan Qr barcode disesuaikan dengan waktu yang sudah ditentukan, yaitu dengan menyesuaikan waktu untuk memberikan materi dan pemberian tugas. Contohnya pemberian tugas kelompok, siswa dapat bekerja sama mengerjakan tugas yang diberikan dengan memanfaatkan android mereka tanpa harus dijelaskan lagi oleh guru. Ini adalah salah satu bentuk untuk memotivasi dan melatih keaktifan siswa di kelas dalam belajar.

FN 003

Day/Date : Kams,17 September 2020
 Time : 10.00-12.00
 Location : SMKS DDI Parepare
 Topic : Focused interview transcription about teachers perception using QR Code program in EFL teaching classroom

Research (R)

Third Research Subject (ASH)

R	Sebelum QR Code digunakan , apakah bapak sudah mengenal program ini ?
ASH	Belum, tapi karena adanya sosialisas dari dinas pendidikan di sekolah sehingga saya tahu, apa itu Qr Code dan langkah-langkahnya.
R	Bagaimana pendapat bapak/ibu setelah diadakan atau mengenal program ini ?
ASH	Awalnya sih susah, tp setelah saya mencobanya dan mulai menggunakannya dalam mengajar akhirnya saya bisa. Menurut saya itu sangat mudah, mudah untuk diterapkan. Dan siswa juga senang dengan program ini.
R	Apa yang bapak/ibu rasakan ketika Menggunakan QR Code dalam menyajikan materi pembelajaran ?
ASH	yang saya rasakan ketika menyajikan materi menggunakan QR Code yaitu kegiatan yang dapat dimanfaatkan sebagai variasi pembelajaran untuk membuat suasana pembelajaran lebih menarik dan tidak membosankan bagi siswa.

R	Apa yang bapak/ibu rasakan ketika Menggunakan QR Code dalam menyajikan tugas?
ASH	yang saya rasakan ketika penyajian tugas menggunakan QR code membuat siswa lebih antusias dalam mengerjakan tugasnya, karena mereka lebih tertantang untuk mencari lebih detail mengenai tugas yang diberikan menggunakan android dengan cara menscan tugas mereka.
R	Apakah QR code dapat memotivasi siswa dalam belajar? mengapa?
ASH	Menurut saya Iya, QR code dapat memotivasi siswa dalam belajar karena pada era teknologi seperti sekarang ini diperlukan penyajian materi menggunakan teknologi yang dapat menyampaikan informasi dengan cepat dan mendapatkan respons yang cepat pula, sehingga peserta didik akan berlomba-lomba untuk segera menyelesaikannya.
R	Bagaimana pendapat ibu/bapak terkait penggunaan android dalam proses mengajar di dalam kelas?
ASH	Menurutku sih, penggunaan android dalam proses belajar di kelas memang sangat diperlukan sebagai media untuk menunjang proses pembelajaran, apalagi dengan diterapkannya QR Code ini membuat siswa lebih antusias dalam belajar bahasa Inggris
R	Apa yang bapak / ibu rasakan / pikirkan terkait penggunaan QR Code dalam melakukan penilaian hasil belajar siswa?
ASH	yang saya rasakan/pikirkan terkait penggunaan QR Code dalam melakukan penilaian yaitu sangat memudahkan dalam pekerjaan tenaga pendidik untuk menilai peserta didiknya, tugas gurulah untuk

	mengarahkan, mengawasi serta membimbing siswa dalam pemanfaatannya sehingga bisa menunjang prestasi belajar siswa.
R	Mengapa dengan menggunakan QR Code siswa lebih cepat mendapatkan info materi ?
ASH	Menurut saya, dengan menggunakan QR code siswa lebih cepat mendapatkan info materi karena guru sudah membuat materinya terlebih dahulu, kemudian siswa tinggal menscan saja materi tersebut sehingga lebih mengefisien dan mengefektifkannya waktu.
R	Bagaimana pendapat bapak/ibu terkait keefektifan waktu dalam mengajar menggunakan QR Code ?
ASH	Pendapat saya terkait hal tersebut memang benar adanya dengan penggunaan QR Code, maka akan memberikan keefektifan waktu, karena guru sudah menyiapkan materi dan tugas dalam bentuk QR Code dan siswa langsung membarcodenya sehingga tidak akan ada waktu yang terbuang dengan sia-sia dan juga siswa akan lebih aktif dalam mengikuti proses pembelajaran.

FN 004

Day/Date : Jumat, 18 September 2020
 Time : 10.00-12.00
 Location : SMKS DDI Parepare
 Topic : Focused interview transcription about teachers perception using QR Code program in EFL teaching classroom

Research (R)
 Fourth Research Subject (ICR)

R	Sebelum QR Code digunakan , apakah bapak sudah mengenal program ini ?
SYM	Belum, saya tahu tentang program ini ketika ada sosialisasi dari Dinas Pendidikan, tujuannya untuk mempermudah proses belajar mengajar di sekolah.
R	Bagaimana pendapat bapak/ibu setelah diadakan atau mengenal program ini ?
SYM	Menurut pendapat saya setelah saya paham program ini, awalnya ribet atau susah, tp setelah saya belajar dan melaksanakannya ternyata sangat bagus dan mudah.
R	Apa yang bapak/ibu rasakan ketika Menggunakan QR Code dalam menyajikan materi pembelajaran ?
SYM	Yang saya rasakan ketika menyajikan materi disaat proses pembuatannya mudah. Contohnya reading penyajian materinya berupa wacana yang bergambar atau video durasi pendek , kemudian speaking penyajiannya bisa berupa youtube, sehingga mereka bisa belajar

	artikulasi dengan native speakernya kemudian listening siswa bisa menggunakan headset mereka untuk mendengarkan. Dengan QR Code mereka bisa langsung mendapatkan materi dengan cara scan materi pada hp Android mereka.
R	Apa yang bapak/ibu rasakan ketika Menggunakan QR Code dalam menyajikan tugas?
SYM	Penyajian tugas menurutku mudah, siswa tinggal scan dari hpnya, tapi dalam proses pembuatan tugasnya butuh waktu tapi begitu lama, tergantung model soalnya, kalo misalnya multiple choice dan isian, guru harus terterakan kunci jawaban dan bobotnya persoa. Dan untuk essay biasanya lebih mudah karena model soal essay jawaban persiswa berbeda-beda, jadi biasanya tidak perlu mencantumkan kunci jawaban, kemudian guru membuat codenya.
R	Apakah QR code dapat memotivasi siswa dalam belajar? mengapa?
SYM	Menurut saya Iya, karena kita tahu bahwa sekarang jaman serba tehnologi, dimana android itu wajib dimiliki sebagai alat komunikasi dan mendapatkan informasi. Mengapa saya mengatakan bahwa QR Code memotivasi siswa dalam belajar karena siswa tidak lepas dari android, dan mereka hanya menscan ketika guru menyajikan materi atau tugas kepada mereka. Mereka bisa mensearching informasi terkait materi dan tugas yang diberikan. Biasanya mereka bekerjasama dengan teman.
R	Bagaimana pendapat ibu/bapak terkait penggunaan android dalam proses mengajar di dalam kelas?

SYM	Menurut saya, sekarang jaman serba teknologi, dimana android itu wajib dimiliki sebagai alat komunikasi dan mendapatkan informasi. Nah, penggunaan android saat ini sangat dibutuhkan dalam proses belajar dan mengajar. Selain menjadi media pembelajaran, siswa juga antusias mengerjakan tugas-tugas mereka. Dan android memudahkan.
R	Apa yang bapak / ibu rasakan / pikirkan terkait penggunaan QR Code dalam melakukan penilaian hasil belajar siswa?
SYM	Yang saya rasakan ketika melakukan penilaian, Menggunakan QR Code dapat menghubungkan langsung hasil pekerjaan atau hasil ujian mereka di akun guru, sehingga guru tinggal mengecek dan melihat hasil nilai mereka, dan hal ini tidak memakan banyak waktu.
R	Mengapa dengan menggunakan QR Code siswa lebih cepat mendapatkan info materi ?
SYM	Menurut saya , siswa lebih cepat mendapatkan info materi karena guru membuat materi yang telah disesuaikan terlebih dahulu dan membuat barcodenya, dan siswa hanya menscan code tersebut, dan secara otomatis terbuka dan tampil dilayar android mereka.
R	Bagaimana pendapat bapak/ibu terkait keefektifan waktu dalam mengajar menggunakan QR Code ?
SYM	Menurut saya, menggunakan QR code dalam mengajar lebih efektif karena semua materi dan tugas-tugas mereka sudah dibuatkan codenya, tinggal mereka yang menscan materi dan tugasnya dan guru bisa langsung menjelaskan. Tidak perlu lagi membawa buku paket, karena

terkadang ada siswa yang lupa bawa buku atau tidak cukupnya buku paket di sekolah sehingga buku yang terbatas itu mereka gunakan secara bergantian atau bersama-sama, biasa hal ini menjadi kendala dalam proses belajar mereka.
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APPENDIX 3

FN 001

Day/Date : Kamis,15 September 2020
 Time : 10.00-12.00
 Location : SMKS DDI Parepare
 Topic : Focused interview transcription about students perception using QR Code program in EFL teaching classroom

Research (R)

First Research Subject (ICR)

R	Apakah anda tahu apa itu QR Code atau barcode ?
ARD	Ya,saya tahu, awalnya saya tahu itu dari guru saat proses pembelajaran, guru tidak terlalu berbelit-belit menjelaskan cara menggunakannya karena penggunaannya memang mudah.
R	Apa yang kalian rasakan ketika tahu penggunaan barcode dalam belajar ?
ARD	Yang saya rasakan saat menggunakannya, Akses program masuk kesitus lebih mudah dan cepat. Sehingga dalam belajar kami lebih fokus karena penyediaan materi lebih simple.
R	Apa yang anda rasakan saat menggunakan QR Code dalam mengerjakan tugas?
ARD	Yang saya rasakan dalam mengerjakan tugas dengan menggunakan QR Code, lebih mudah mendapatkan tugas yang diberikan guru karena kita hanya menscan tugas.
R	Bagaimana pendapat anda tentang penyajian materi menggunakan QR Code dibandingkan buku cetak ?

ARD	Menurut saya penyajian materi menggunakan QR Code itu mudah, tetapi guru juga harus berperan dalam menjelaskan materi tersebut. Sedangkan buku cetak biasanya agak sulit karena kita tidak langsung pada materi yang akan dijelaskan oleh guru.
R	Apa yang anda pikirkan terkait penyajian ulangan dengan menggunakan QR Code ?
ARD	.yang saya rasakan ketika menggunakan QR Code dalam ujian atau ulangan, pengambilan soal mudah dan simple karena hanya discan, kemudian soal yang disajikan biasanya diberikan batas waktu.
R	Benarkah smarthphone/android dengan menggunakan QR Code dalam belajar lebih mudah? Mengapa?
ARD	Ya Lebih mudah, karena kita hanya scan materi,kemudian guru menjelaskannya.
R	Bagaimana pendapat anda tentang jaringan saat anda belajar menggunakan QR Code? jelaskan!
ARD	Tergantung besarnya kecepatan jaringan, tetapi menurutku, itu bukan kendala besar.
R	Apakah anda termotivasi menggunakan barcode /QR code dalam belajar khususnya dalam bahasa Inggris ?
ARD	Sangat termotivasi karena simple sekali. Materi yang kita butuhkan sudah disediakan oleh guru.

FN 002

Day/Date : Kamis, 15 September 2020
 Time : 10.00-12.00
 Location : SMKS DDI Parepare
 Topic : Focused interview transcription about students perception using QR Code program in EFL teaching classroom

Research (R)
 Second Research Subject (ICR)

R	Apakah anda tahu apa itu QR Code atau barcode ?
ARA	Jadi awalnya saya tahu QR code itu ketika saya menggunakan BBM, kemudian digunakan di sekolah untuk belajar dari situlah saya tahu QR Code.
R	Apa yang kalian rasakan ketika tahu penggunaan barcode dalam belajar ?
ARA	Yang saya rasakan saat menggunakannya dalam belajar, menurutku sangat mudah karena kita bisa langsung terhubung kemateri yang akan diajarkan.
R	Apa yang anda rasakan saat menggunakan QR Code dalam mengerjakan tugas?
ARA	Yang saya rasakan dalam mengerjakan tugas dengan menggunakan QR Code, lebih mudah karena kita bisa langsung mengerjakannya dan mengirimnya.
R	Bagaimana pendapat anda tentang penyajian materi menggunakan QR Code dibandingkan buku cetak ?
ARA	Menurut saya penyajian materi menggunakan QR Code kita lebih mudah

	paham karena isi materinya lebih dipahami dan tidak bertele-tele. Sedangkan buku cetak lebih lama dipahami karena isi materinya lebih padat dan panjang.
R	Apa yang anda pikirkan terkait penyajian ulangan/ujian dengan menggunakan QR Code ?
ARA	Seperti penjelasan tadi bu, bahwa menggunakan QR code itu mudah dan lebih cepat prosesnya, kita tidak perlu lagi mengetik passwordnya, atau mengetik webx karena kita hanya scan codenya, kemudian kita kerjakan dan kirim ulangan, begitu bu.
R	Benarkah smarthphone/android dengan menggunakan QR Code dalam belajar lebih mudah? Mengapa?
ARA	Ya seperti jawaban saya tadi, Lebih mudah, karena kita hanya scan materi, kemudian guru menjelaskannya.
R	Bagaimana pendapat anda tentang jaringan saat anda belajar menggunakan QR Code? jelaskan!
ARA	Sangat bagus, maksudnya tidak ada masalah dengan jaringan, tetapi biasanya dari hp kadang ada teman yang menscan materi berkali-kali karena tidak bisa terbaca.
R	Apakah anda termotivasi menggunakan barcode /QR code dalam belajar khususnya dalam bahasa Inggris ?
ARA	Sangat termotivasi karena simple sekali dan memudahkan kami, dan model materinya menarik.

FN 003

Day/Date : Kamis,15 September 2020
 Time : 10.00-12.00
 Location : SMKS DDI Parepare
 Topic : Focused interview transcription about students perception using QR Code program in EFL teaching classroom

Research (R)

Third Research Subject (ICR)

R	Apakah anda tahu apa itu QR Code atau barcode ?
MFD	Jadi awalnya saya tahu QR code itu dari internet, kemudian guru memperkenalkannya di kelas, tujuannya agar mudah dalam belajar.
R	Apa yang kalian rasakan ketika tahu penggunaan barcode dalam belajar ?
MFD	Menurut saya mudah, karena materi langsung discan melalui hp, kemudian kami bisa menemukan materi yang akan kami pelajari.
R	Apa yang anda rasakan saat menggunakan QR Code dalam mengerjakan tugas?
MFD	Menurut saya sangat simple , sama seperti ketika saya belajar langsung discan saja tugasnya, trus langsung kita kirim saja. .
R	Bagaimana pendapat anda tentang penyajian materi menggunakan QR Code dibandingkan buku cetak ?
MFD	Kalau menggunakan QR Code lebih mudah kita langsung menemukan materi yang akan dipelajari sedangkan menggunakan buku cetak biasanya susah materinya dicari. Karena materinya baru dicari dan itu memakan waktu.

R	Apa yang anda pikirkan terkait penyajian ulangan/ujian dengan menggunakan QR Code ?
MFD	Menggunakan QR Code dalam ulangan sangat simple dan tidak membuang waktu karena kita hanya scan code ulangannya. Dan dikirim ,melalui hp.
R	Benarkah smarthphone/android dengan menggunakan QR Code dalam belajar lebih mudah? Mengapa?
MFD	Menurut saya simple dan sangat mudah,karena kami sudah mengaplikasikannya.
R	Bagaimana pendapat anda tentang jaringan saat anda belajar menggunakan QR Code? jelaskan!
MFD	Mengenai jaringan menurutku bukan masalah. Karena sekolah sudah menyiapkan fasilitasnya.
R	Apakah anda termotivasi menggunakan barcode /QR code dalam belajar khususnya dalam bahasa Inggris ?
MFD	Iya termotivasi karena penggunaanya yang simple.

FN 004

Day/Date : Kamis,15 September 2020
 Time : 10.00-12.00
 Location : SMKS DDI Parepare
 Topic : Focused interview transcription about students perception using QR Code program in EFL teaching classroom

Research (R)
 Fourth Research Subject (ICR)

R	Apakah anda tahu apa itu QR Code atau barcode ?
AML	Jadi awalnya saya tahu QR code itu dari seklah, guru memperkenalkannya di kelas, tujuannya agar mudah dalam belajar.
R	Apa yang kalian rasakan ketika tahu penggunaan barcode dalam belajar ?
AML	Menurut saya lebih gampang mengakses mata pelajaran, karena kita hanya menscan kemudian muncul materi yang akan dipelajari tanpa perlu mencari lagi.
R	Apa yang anda rasakan saat menggunakan QR Code dalam mengerjakan tugas?
AML	Menurut saya menggunakan QR code dalam mengerjakan tugas lebih gampang , karena lebih mudah mengerjakannya dan menyelesaikannya di handphone.
R	Bagaimana pendapat anda tentang penyajian materi menggunakan QR Code dibandingkan buku cetak ?
AML	Kalau menggunakan QR Code lebih mudah, kita langsung menemukan

	materi yang akan dipelajari sedangkan menggunakan buku cetak biasanya lebih sulit karena biasanya buku itu tebal dan kita biasanya sulit mencari materi yang akan dipelajari.
R	Apa yang anda pikirkan terkait penyajian ulangan/ujian dengan menggunakan QR Code ?
	Menurut saya gampang dalam bentuk penyajiannya karena hanya discan, tetapi saya tdk fokus pada QR Codenya tetapi saya fokus pada soalnya.
R	Benarkah smarthphone/android dengan menggunakan QR Code dalam belajar lebih mudah? Mengapa?
AML	Menurut saya simple dan sangat mudah,karena kami sudah terapkan di sekolah.
R	Bagaimana pendapat anda tentang jaringan saat anda belajar menggunakan QR Code? jelaskan!
MFD	Mengenai jaringan menurutku itu masalah karena kalau jaringan tidak mendukung kami tidak bisa membarcode atau menscan.
R	Apakah anda termotivasi menggunakan barcode /QR code dalam belajar khususnya dalam bahasa Inggris ?
MFD	Iya termotivasi karena penggunaannya yang gampang. Contohnya saat saya belajar speaking saya lebih mudah belajar pengucapannya dengan melihat atau mendengar pengucapan dari native speaker dengan melihat youtube atau video.

FN 005

Day/Date : Kamis,15 September 2020
 Time : 10.00-12.00
 Location : SMKS DDI Parepare
 Topic : Focused interview transcription about students perception using QR Code program in EFL teaching classroom

Research (R)
 Fifth Research Subject (ICR)

R	Apakah anda tahu apa itu QR Code ?
BG	Jadi awalnya saya tahu QR code dari media social, sekolah melalui guru memperkenalkannya di kelas, tujuannya agar mudah dalam belajar.
R	Apa yang kalian rasakan ketika tahu penggunaan barcode dalam belajar ?
BG	Menurut saya lebih mudah karena kita hanya menscan codenya kemudian muncul materi tanpa perlu mengetik link yang panjang.
R	Apa yang anda rasakan saat menggunakan QR Code dalam mengerjakan tugas?
BG	Menurut saya menggunakan QR code dalam mengerjakan tugas juga lebih memudahkan , karena saya langsung tahu tugas yang diberikan guru seperti apa tanpa harus mencatat lagi.
R	Bagaimana pendapat anda tentang penyajian materi menggunakan QR Code dibandingkan buku cetak ?
BG	Ada kelebihan dan kekurangannya kalau menggunakan QR Code memang lebih mudah kita langsung menemukan materi yang akan dipelajari tetapi semuanya membutuhkan data kuota atau penggunaan

	<p>wifi. Kalau disekolah memang lebih mudah karena disediakan wifi, tetapi kalau sudah di rumah biasanya kita kehabisan kuota data dan tidak bisa menscan materi kembali, sedangkan buku cetak memang agak sulit karena biasanya kita baru mencari materi yang akan dipelajari, tetapi, buku tidak memerlukan kuota data atau wifi, buku bisa dibuka dan dipelajari kapanpun dan dimanapun tanpa kuota data.</p>
R	<p>Apa yang anda pikirkan terkait penyajian ulangan/ujian dengan menggunakan QR Code ?</p>
	<p>Menurut saya penyajian ujian atau ulangan dengan menggunakan QR Code membutuhkan android, dan itu mudah karena sekali lagi kita hanya scan saja, tetapi tidak semua siswa mempunyai android, pernah suatu ketika saya semester, ada teman yang tidak memiliki hp, dia hanya bisa pinjam dan Alhamdulillah ada guru yang baik meminjamkannya.</p>
R	<p>Benarkah smarthphone/android dengan menggunakan QR Code dalam belajar lebih mudah? Mengapa?</p>
EL	<p>Menurut saya lebih mudah, karena kita tahu sekarang anak-anak seperti saya tidak lepas dari gadget atau android, dan kita tidak perlu lagi bawa buku atau pinjam buku diperpustakaan.</p>
R	<p>Bagaimana pendapat anda tentang jaringan saat anda belajar menggunakan QR Code? jelaskan!</p>
INR	<p>Mengenai jaringan menurutku terkadang menjadi masalah karena kalau jaringan tidak mendukung kami tidak bisa membarcode materi. Seperti kalau cuaca burusk biasanya jaringannya buruk, tetapi sering terajdi di</p>

	rumah. Tetapi kalau di sekolah sudah disediakan wifi dan jaringannya Alhamdulillah selalu bagus.
R	Apakah anda termotivasi menggunakan barcode /QR code dalam belajar khususnya dalam bahasa Inggris ?
INR	Iya termotivasi karena penggunaannya yang mudah. Semua materi bisa kami buka dan pelajari, kemudian materi diberikan juga menarik ada video, gambar dan lain-lainnya.



APPENDIX 4

ANALISIS DAN REDUKSI DATA HASIL WAWANCARA PERSEPSI

GURU MENGGUNAKAN QR CODE PROGRAM DALAM KELAS EFL

Variabel / Indikator	Nama Informan & Transkrip Wawancara				Hasil Reduksi	Kesimpulan
	ICR	HDJ	ASH	SYM		
Pertama, Sebelumnya apakah bapak/ibu sudah mengenal QR Code?	Belum, nanti ada pelatihan disekolah baru oleh pak BB dari dinas provinsi Makassar.	Belum, tapi karena adanya sosialisasi di sekolah tentang program ini, akhirnya saya tahu	Belum, tapi karena adanya sosialis dari dinas pendidikan di sekolah sehingga saya tahu, apa itu Qr Code dan langkah-langkahnya.	Belum, saya tahu tentang program ini ketika ada sosialis i dari Dinas Pendidikan, tujuanny a untuk memper mudah proses belajar mengajar di sekolah.	<ol style="list-style-type: none"> 1. sudah mengenal aplikasi tersebut melalui pelatihan atau sosialisai dari Dinas Pendidikan Makassar. 2. Mengenal melalui pelatihan atu sosialisasi 3. Mengenal melalui sosialisas di sekolah. 4. Mengenal melalui sosialisasi di sekolah. 	Dari apa yang disampaikan oleh para guru ini terlihat bahwa guru baru mengenal QR Code setelah adanya perkenalan atau sosialisasi tentang QR Code dalam mengajar di sekolah.
Bagaimana Pendapat bapak setelah mengenal program aplikasi ini?	Menurut saya program ini sangat mudah, mudah untuk diterapkan. Dan siswa antusias juga saat saya memperkenalkan	Menurut saya itu Alhamdulillah saya senang karena program ini sangat mudah, dan siswa mudah menerimanya	Awalnya susah, tp setelah saya mencobanya dan mulai menggunakan nnya dalam mengajar	Menurut pendapat saya setelah saya paha	2. Program QR Code merupakan salah satu program bertujuan memudahkan guru dalam mengajar siswa khususnya	para guru awal diterapkannya program ini mereka mengalami kesulitan, tetapi setelah latihan dan mulai diterapkan

	kan program ini.	dan menggunakannya dalam belajar	akhirnya saya bisa. Menurut saya itu sangat mudah, mudah untuk diterapkan. Dan siswa juga senang dengan program ini.	m program ini, awalnya ribet atau susah, tp setelah saya belajar dan melaksanakannya ternyata sangat bagus dan mudah.	Bahasa Inggris.	mereka sudah tidak mengalami kesulitan lagi. Karena program ini mudah sekali. Dan mereka berpendapat bahwa siswa juga senang.
Apa yang ibu rasakan ketika menggunakan QR Code dalam menyajikan materi?	Dengan penggunaan QR Code bisa menjadi variasi pembelajaran untuk pemberian materi yang lebih efektif dan efisien waktu serta memotivasi siswa untuk berpartisipasi aktif.	Saya merasa lebih nyaman dalam mengajar karena tidak perlu lagi mengeluarkan banyak tenaga dalam menjelaskan materi, cukup poinnya saja yang dijelaskan. Siswa langsung dapat	Yang saya rasakan ketika menyajikan materi menggunakan QR Code yaitu kegiatan yang dapat dimanfaatkan sebagai variasi pembelajaran	Yang saya rasakan ketika menyajikan materi disaat proses pembuatannya mudah. Contohnya reading penyajian	Menggunakan QR Code dalam menyajikan materi sangat membantu para guru, dan tidak membutuhkan waktu saat membuatnya, karena didalam program QR Code ini terdapat fitur yang mewakili ke empat skill atau komponen dalam	Menurut para guru, dengan adanya program ini sangat membantu mereka dalam mengajar apalagi ketika mereka menyajikan materi, program QR Code ini sangat memudahkan mereka, karena

<p>melihat materinya di hp mereka masing-masing tanpa memegang buku paket lagi apalagi jika bukunya terbatas karena salah satu keluhan siswa dalam belajar yaitu karena kurangnya penyediaan buku paket di sekolah.</p>	<p>untuk membuat suasana pembelajaran lebih menarik dan tidak membosankan bagi siswa.</p>	<p>materinya berupa wacana yang bergambar atau video durasi pendek, kemudian speaking penyajiannya bisa berupa youtube, sehingga mereka bisa belajar artikulasi dengan native speakernya kemudian listening siswa bisa menggunakan headset mereka untuk mendengarkan. Dengan QR Code mereka bisa langsung mendapatkan materi dengan</p>	<p>bahasa Inggris yaitu Reading, speaking, writing dan listening. Mereka bisa memaparkan materi dengan QR Code.</p>	<p>fitur yang ada didalamnya. Membuat para guru yang membuat materi pembelajaran sangat antusias.</p>
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				cara scan materi pada hp Android mereka.		
Apa yang bapak/ibu rasakan saat menggunakan QR Code dalam menyajikan tugas?	Dengan penggunaan QR Code dalam pemberian tugas kita bisa langsung mengetahui nilai dari tugas yang diberikan dan langsung bisa mengetahui keaktifan siswa yang kita ajar serta siswa juga bisa mengoreksi langsung jawaban mereka, tinggal guru membuat pengaturannya saja.	Siswa dapat langsung mengerjakan tugas lewat hp android mereka masing-masing tanpa mengganggu temannya yang lain, dan saya juga lebih mudah dalam memeriksa tugas mereka karena nilai mereka bisa langsung terbaca lewat aplikasi, seperti lewat aplikasi google drive.	Yang saya rasakan ketika penyajian tugas menggunakan QR code membuat siswa lebih antusias dalam mengerjakannya, karena mereka lebih tertantang untuk mencari lebih detail mengenai tugas yang diberikan menggunakan android dengan cara menscan tugas mereka.	Penyajian tugas menurutku mudah, siswa tinggal scan dari hpnya, tapi dalam proses pembuatan tugasnya butuh waktu tapi begitu lama, tergantung model soalnya, kalo misalnya multiple choice dan isian, guru harus tertera kunci jawaban dan bobotnya persoal. Dan untuk essay biasanya	Menurut saya mudah sekali karena siswa hanya scan tugas mereka kemudian guru bisa cek langsung tugas mereka melalui akunnya dengan menggunakan hp mereka.	Menurut para guru penggunaan QR Code dalam menyajikan tugas mudah karena ketika penyajian tugas siswa bisa langsung scan tugasnya saja melalui hp mereka masing-masing, kemudian guru melihat hasil tugas mereka melalui akun .

				lebih mudah karena model soal essay jawaban persiswa berbeda-beda, jadi biasanya tidak perlu mencantumkan kunci jawaban, kemudian guru membuat codenya.		
Apakah QR Code dapat memotivasi siswa dalam belajar?	Menurutku biasa memotivasi, karena QR Code bisa menjadi motivasi baru buat siswa belajar karena jika di manfaatkan dengan baik akan membuat suasana pembelajaran lebih menarik, tidak membosankan, meningkatkan kerjasama serta	Qr code dapat memotivasi siswa dalam belajar karena mereka dengan mudah mendapatkan informasi.	Menurut saya Iya, QR code dapat memotivasi siswa dalam belajar karena pada era teknologi seperti sekarang ini diperlukan penyajian materi menggunakan teknologi yang dapat menyampaikan informasi dengan cepat dan mendapatkan respons yang cepat pula, sehingga	Menurut saya Iya, karena kita tahu bahwa sekarang jaman serba tehnologi, dimana android itu wajib dimiliki sebagai alat komunikasi dan mendapatkan informasi. Mengapa saya mengata	1. QR code memotivasi siswa karena kemudahan penggunaanya, serta membuat mereka tertarik untuk belajar. 2. QR Code memotivasi siswa karena kemudahannya mendapatkan informasi 3. QR code dapat memotivas karena mendapatkan informasi yang cepat dan respon yang cepat pula. 4. Penggunaan android dan	Menurut para guru program QR Code dapat memotivasi siswa dalam belajar, karena pada saat ini hamper semua siswa memiliki android, QR Code program memanfaatkan android dalam system

	kekompakan antar siswa, menumbuhkan kesadaran dalam manajemen waktu, ketelitian, kejujuran juga pemanfaatan teknologi dengan kegiatan yang positif.		peserta didik akan berlomba-lomba untuk segera menyelesaikannya.	kan bahwa QR Code memotivasi siswa dalam belajar karena siswa tidak lepas dari android, dan mereka hanya menscan ketika guru menyajikan materi atau tugas kepada mereka. Mereka bisa mensearching informasi terkait materi dan tugas yang diberikan . Biasanya mereka bekerjasama dengan teman.	QR Code saling terkait sehingga siswa mudah mendapatkan informasi terkait materi pembelajaran.	pembelajaran, hal inilah yang membuat siswa lebih antusias belajar dengan menggunakan QR Code.
Bagaimana pendapat bapak/ibu terkait dengan	Sangat bagus karena android yang selama ini	.Dalam penggunaan android di kelas siswa	Menurutku sih, penggunaan android	Menurut saya, sekarang jaman	1. penggunaan android yang selama ini digunakan siswa	Dari apa yang disampaikan oleh para guru

<p>penggunaan android dalam proses belajar?</p>	<p>banyak digunakan siswa untuk main game atau browser apa saja, bisa jadi media pembelajaran bagi mereka sehingga menghilangkan juga sedikit demi sedikit kebiasaan mereka untuk main game serta sangat efektif juga siswa tidak perlu membawa buku yang banyak kesekolah. Dengan kata lain siswa memanfaatkan teknologi dengan baik dan positif.</p>	<p>dapat memanfaatkan internet untuk mendapatkan informasi yang lebih selain dari guru. Jadi dalam proses belajar, siswa tidak hanya duduk mendengarkan materi saja tapi mereka juga aktif dalam mencari informasi.</p>	<p>dalam proses belajar di kelas memang sangat diperlukan sebagai media untuk menunjang proses pembelajaran, apalagi dengan diterapkannya QR Code ini membuat siswa lebih antusias dalam belajar bahasa Inggris</p>	<p>serba teknologi, dimana android itu wajib dimiliki sebagai alat komunikasi dan mendapatkan informasi. Nah, penggunaan android saat ini sangat dibutuhkan dalam proses belajar dan mengajar. Selain menjadi media pembelajaran, siswa juga antusias mengerjakan tugas-tugas mereka. Dan android memudahkan.</p>	<p>untuk bermain, browser apapun bisa digunakan dalam belajar. 2. QR code dan android saling berkaitan sehingga dengan menggunakan QR Code siswa lebih antusias dan aktif dalam belajar khususnya bahasa Inggris. 3.</p>	
<p>Apa yang bapak/ibu rasakan/</p>	<p>Sangat efektif juga karena dari hasil QR</p>	<p>Dalam melakukan penilaian</p>	<p>Yang saya rasakan/fikiran terkait</p>	<p>Yang saya rasakan</p>	<p>1. Sangat efektif karena guru</p>	<p>Menurut para guru QR Code sangat mudah</p>

<p>fikirkan terkait penggunaan QR Code dalam melakukan penilaian?</p>	<p>Code tugas yang diberikan, tidak perlu kita adakan pemeriksaan satu persatu, tinggal membuat spreadsheetn ya dan hasil serta nilai dari tugas yang diberikan kepada siswa muncul sehingga mengefisienkan juga bagi guru dalam penggunaan waktu.</p>	<p>siswa, saya menilai dari hasil tugas yang diberikan baik dalam bentuk pilihan ganda atau essay, tapi terlepas dari itu saya juga melihat keaktifan siswa dalam kelas pada saat belajar dan kehadiran siswa.</p>	<p>penggunaan QR Code dalam melakukan penilaian yaitu sangat memudahkan dalam pekerjaan tenaga pendidik untuk menilai peserta didiknya, tugas gurulah untuk mengarahkan, mengawasi serta membimbing siswa dalam pemanfaatannya sehingga bisa menunjang prestasi belajar siswa.</p>	<p>ketika melakukan penilaian, Menggunakan QR Code dapat menghubungkan langsung hasil pekerjaan atau hasil ujian mereka diakukan guru, sehingga tinggal mengecek dan melihat nilai mereka, dan hal ini tidak memakan banyak waktu.</p>	<p>tidak perlu lagi memeriksaha silulangan siswa satu persatu. Membuat spreadsheetn ya saja, Karena hasilnya langsung muncul.</p> <ol style="list-style-type: none"> 2. Guru menilai dari hasil tugas mereka serta sikap dan keaktifan siswa. 3. Penilaian dengan menggunakan QR Code memudahkan guru. 4. Penilaian dengan menggunakan QR Code memudahkan guru Karen dapat menghubungkan langsung hasil penilaian siswa kea kun guru. 	<p>dalam melakukan penilaian terhadap hasil ulangan mereka karena tidak memkan waktu yang banyak. Hasil penilaian siswa akan muncul pada akun guru tanpa harus memeriksa satu persatu.</p>
<p>Mengapa dengan menggunakan QR Code siswa lebih cepat mendapatkan</p>	<p>Ya itu karena siswa tinggal menscan barcode materi kemudian akan muncul</p>	<p>Karena dengan menggunakan QR code materi yang sudah dibuat akan langsung muncul pada</p>	<p>Menurut saya, dengan menggunakan QR code siswa lebih cepat mendapatkan</p>	<p>Menurut saya, siswa lebih cepat mendapatkan info</p>	<ol style="list-style-type: none"> 1. Hampir berimbang semua antara perangkat audio dan visual karena di lab bahasa 	<p>Dari apa yang disampaikan oleh para guru penggunaan TI yang banyak digunakan dalam kelas</p>

info materi?	di android mereka sesuai dengan materi yang telah di buat oleh Guru maupun si pembuat materi.	hp mereka masing-masing dan dalam tampilan yang menarik baik dalam bentuk teks atau link yang menghubungkan ke internet. Contohnya dalam pembelajaran speaking, saya dapat membuat Qr code yang langsung menghubungkan siswa ke youtube, dan mereka dapat melihat langsung contoh-contoh penyebutan bahasa inggris oleh native speaker.	info materi karena guru sudah membuat materinya terlebih dahulu, kemudian siswa tinggal menscan saja materi tersebut sehingga lebih mengefisien dan mengefektifkannya waktu.	materi karena guru membuat materi yang telah disesuaikan terlebih dahulu dan membuat barcodenya, dan siswa hanya menscan code tersebut, dan secara otomatis terbuka dan tampil dilayar android mereka.	2.	antara lain, laptop, hp dan LCD, serta memanfaatkan internet hotspot dari HP ketika hendak mencari materi tertentu.
Bagaimana pendapat bapak/ibu terkait keefektifan waktu dalam mengajar menggunakan QR Code ?	Tentang keefektifan waktu menurut saya, dengan pemanfaatan QR Code dalam pembelajaran, guru serta siswa juga mampu mememanajemen waktu mereka dan	Menurut saya waktu mengajar menggunakan Qr barcode efektif karena waktu mengajar menggunakan Qr barcode disesuaikan dengan waktu yang sudah ditentukan, yaitu dengan	Pendapat saya terkait hal tersebut memang benar adanya dengan penggunaan QR Code, maka akan memberikan keefektifan waktu, karena guru sudah menyiapkan	Menurut saya, menggunakan QR code dalam mengajar lebih efektif karena semua materi dan tugas-tugas	3.	

<p>Guru juga bisa cepat untuk mengoreksi hasil pembelajaran yang diberikan ke siswa pada hari itu juga.</p>	<p>mneyesuaikan waktu untuk memberikan materi dan pemberian tugas. Contohnya pemberian tugas kelompok, siswa dapat bekerja sama mengerjakan tugas yang diberikan dengan memanfaatkan android mereka tanpa harus dijelaskan lagi oleh guru. Ini adalah salah satu bentuk untuk memotivasi dan melatih keaktifan siswa di kelas dalam belajar.</p>	<p>materi dan tugas dalam bentuk QR Code dan siswa langsung membarcode nya sehingga tidak akan ada waktu yang terbuang dengan sia-sia dan juga siswa akan lebih aktif dalam mengikuti proses pembelajaran .</p>	<p>mereka sudah dibuatkan codenya, tinggal mereka yang menscan materi dan tugasnya dan guru bisa langsung menjelaskan. Tidak perlu lagi membawa buku paket, karena terkadang ada siswa yang lupa bawa buku atau tidak cukupnya buku paket di sekolah sehingga buku yang terbatas itu mereka gunakan secara bergantian atau</p>
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bersama-sama, biasanya hal ini menjadi kendala dalam proses belajar mereka.

APPENDIX 5

1. ANALISIS DAN REDUKSI DATA HASIL WAWANCARA PERSEPSI SISWA MENGGUNAKAN QR CODE PROGRAM DALAM KELAS EFL

Variabel / Indikator	Nama Informan & Transkrip Wawancara				Hasil Reduksi	Kesimpulan
	ARD(1)	ARA(2)	MFD(3)	INR(4)		
Apakah anda tahu apa itu QR Code?	Ya,saya tahu, awalnya saya tahu itu dari guru saat proses pembelajaran , guru tidak terlalu berbelit-belit menjelaskan cara menggunakannya karena penggunaannya memang mudah.	Jadi awalnya saya tahu QR code itu ketika saya menggunakan BBM, kemudian digunakan di sekolah untuk belajar dari situlah saya tahu QR Code.	Jadi awalnya saya tahu QR code itu dari internet, kemudian guru memperkenalkannya di kelas, tujuannya agar mudah dalam belajar.	Jadi awalnya saya tahu QR code dari media social, sekolah melalui guru memperkenalkannya di kelas, tujuannya agar mudah dalam belajar.	<ol style="list-style-type: none"> 2. sudah mengenal QR Code dari guru. 2. Mengenal melalui aplikasi BBM 3.Mengenal melalui internet. 4. Mengenal melalui media social. 	Menurut siswa bahwa mereka mengenal QR Code dari berbagai info di media social, sebelum diperkenalkan di sekolah.
Apa yang kalian rasakan ketika tau penggunaan QR Code dalam belajar?	Yang saya rasakan saat menggunakannya, Akses program masuk	Yang saya rasakan saat menggunakannya dalam belajar,	Menurut saya mudah, karena materi langsung	Menurut saya lebih mudah karena kita	<ol style="list-style-type: none"> 1. Program QR Code memudahkan siswa dalam belajar karena penggunaannya 	Menurut para siswa tentang penggunaan QR Code

Variabel / Indikator	Nama Informan & Transkrip Wawancara				Hasil Reduksi	Kesimpulan
	ARD(1)	ARA(2)	MFD(3)	INR(4)		
	kesitus lebih mudah dan cepat. Sehingga dalam belajar kami lebih fokus karena penyediaan materi lebih simple.	menurutku sangat mudah karena kita bisa langsung terhubung kemateri yang akan diajarkan.	discan melalui hp, kemudian kami bisa menemukan materi yang akan kami pelajari.	hanya menscan codenya kemudian muncul materi tanpa perlu mengetik link yang panjang.	yang simple membuat siswa lebih focus dalam belajar. 2. Penggunaan QR Code dalam belajar sangat mudah langsung terhubung ke materi. 3. QR Code dalam penyajian materi sangat mudah karena melakukan scanning dihp. 4. Menggunakan QR Code mudah, karena hanya melakukan scanning Code dihp.	dalam penyajian materi yaitu mudah mengakses materi karena hanya dilakukan scanning code materi yang disiapkan oleh guru akan muncul dilayar android siswa tanpa harus mengetik link yang panjang.
Apa yang anda rasakan saat menggunakan QR Code dalam mengerjakan tugas?	Yang saya rasakan dalam mengerjakan tugas dengan menggunakan QR Code, lebih mudah mendapatkan tugas yang diberikan guru karena kita hanya menscan tugas.	Yang saya rasakan dalam mengerjakan tugas dengan menggunakan QR Code, lebih mudah karena kita bisa langsung mengerjakannya dan mengirimnya.	Menurut saya sangat simple, sama seperti ketika saya belajar, langsung discan saja tugasnya, terus langsung kita kirim saja.	Menurut saya menggunakan QR code dalam mengerjakan tugas juga lebih memudahkan, karena saya langsung tahu tugas yang diberikan guru seperti apa tanpa	1. Menggunakan QR Code dalam mendapatkan tugas lebih mudah karena hanya melakukan scan. 2. Menggunakan QR Code dalam mengerjakan tugas lebih mudah karena siswa langsung mengerjakan tugas mereka. 3. menggunakan QR Code sangat simple karena bisa mengirim tugas	Menurut para siswa bahwa penggunaan QR Code dalam mengerjakan tugas adalah simple dan lebih mudah selain hanya melakukan scan code

Variabel / Indikator	Nama Informan & Transkrip Wawancara				Hasil Reduksi	Kesimpulan
	ARD(1)	ARA(2)	MFD(3)	INR(4)		
				harus mencatat lagi.	secara langsung melalui hp. 4. Melalui QR Code siswa lebih mudah mendapatkan tugas dari guru.	pada android mereka juga bisa langsung mengirimkannya melalui android mereka masing-masing.
Bagaimana pendapat anda tentang penyajian materi menggunakan QR Code dibandingkan buku cetak?	Menurut saya penyajian materi menggunakan QR Code itu mudah, tetapi guru juga harus berperan dalam menjelaskan materi tersebut. Sedangkan buku cetak biasanya agak sulit karena kita tidak langsung pada materi yang akan dijelaskan oleh guru.	Menurut saya penyajian materi menggunakan QR Code kita lebih mudah paham karena isi materinya lebih dipahami dan tidak bertele-tele. Sedangkan buku cetak lebih lama dipahami karena isi materinya lebih padat dan panjang.	Kalau menggunakan QR Code lebih mudah kita langsung menemukan materi yang akan dipelajari sedangkan menggunakan buku cetak biasanya susah materinya dicari	Ada kelebihan dan kekurangannya kalau menggunakan QR Code memang lebih mudah kita langsung menemukan materi yang akan dipelajari tetapi semuanya membutuhkan kuota atau penggunaan wifi. Kalau disekolah memang lebih mudah karena disediakan wifi, tetapi kalau sudah di rumah biasanya	1. QR code dalam menyajikan materi mudah sedangkan buku cetak agak sulit. 2. QR Code dalam menyajikan materi lebih mudah karena langsung pada isi materi yang akan dijelaskan oleh guru sedangkan buku isinya padat dan panjang. 3. QR Code dalam menyajikan materi, siswa bisa langsung menemukan materi sedangkan buku cetak membutuhkan jeda waktu untuk mencari materi yang akan diajarkan. 4. QR Code dalam menyajikan materi lebih mudah karena hanya melakukan scan saja tapi membutuhkan wifi	Pandangan siswa dalam menggunakan QR Code dan buku cetak berbeda-beda, menurut siswa bahwa penggunaan QR code dalam belajar sangat mudah dan simple sedangkan buku cetak memerlukan waktu untuk mencari materi yang akan diajarkan oleh guru.

Variabel / Indikator	Nama Informan & Transkrip Wawancara				Hasil Reduksi	Kesimpulan
	ARD(1)	ARA(2)	MFD(3)	INR(4)		
				<p>kita kehabisan kuota data dan tidak bisa menscan materi kembali, sedangkan buku cetak memang agak sulit karena biasanya kita baru mencari materi yang akan dipelajari, tetapi, buku tidak memerlukan kuota data atau wifi, buku bisa dibuka dan dipelajari kapanpun dan dimanapun tanpa kuota data.</p>	<p>dan kuota data. Sedangkan buku cetak agak sulit tetap tidak membutuhkan kuota dan wifi.</p>	
<p>Apa yang anda pikirkan terkait penyajian ulangan dengan menggunakan QR Code ?</p>	<p>yang saya rasakan ketika menggunakan QR Code dalam ujian atau ulangan, pengambilan soal mudah dan simple karena hanya</p>	<p>Seperti penjelasan tadi bu, bahwa menggunakan QR code itu mudah dan lebih cepat prosesnya, kita tidak</p>	<p>Menggunakan QR Code dalam ulangan sangat simple dan tidak membuang waktu karena kita hanya scan</p>	<p>. Menurut saya penyajian ujian atau ulangan dengan menggunakan QR Code membutuhkan android, dan itu</p>	<p>1. QR Code digunakan dalam ujian, menurut siswa pengambilan soal simple. 2. QR Code dalam ujian atau ulangan mudah dan cepat. 3. QR Code dalam</p>	

Variabel / Indikator	Nama Informan & Transkrip Wawancara				Hasil Reduksi	Kesimpulan
	ARD(1)	ARA(2)	MFD(3)	INR(4)		
	discan, kemudian soal yang disajikan biasanya diberikan batas waktu.	perlu lagi menetik passwordnya, atau menetik webx karena kita hanya scan codenya, kemudian kita kerjakan dan kirim ulangan, begitu bu.	code ulangnya. Dan dikirim ,melalui hp.	mudah karena sekali lagi kita hanya scan saja, tetapi tidak semua siswa mempunyai android, pernah suatu ketika saya semester, ada teman yang tidak memiliki hp, dia hanya bisa pinjam dan Alhamdulillah ada guru yang baik meminjamkannya.	ujian atau ulangan simple dan tidak membuang waktu. 4. QR Code dalam ulangan mudah hanya melakukan scan codenya saja, soal sudah bisa terbaca.	
Benarkah Android dengan menggunakan QR Code lebih mudah?	Ya Lebih mudah, karena kita hanya scan materi, kemudian guru menjelaskannya.	Ya seperti jawaban saya tadi, Lebih mudah, karena kita hanya scan materi, kemudian guru menjelaskannya.	Menurut saya simple dan sangat mudah karena kami sudah mengaplikasikannya.	Menurut saya lebih mudah, karena kita tahu sekarang anak-anak seperti saya tidak lepas dari gadget atau android, dan kita tidak perlu lagi bawa buku atau pinjam buku diperpustakaan.	1. QR Code dan android memudahkan dalam belajar. 2. Memudahkan karena android digunakan untuk scan. 3. menggunakan QR code simple dan mudah dalam belajar. 4. QR Code dan android memudahkan dalam belajar. Kita tidak perlu meminjam buku paket.	Dari apa yang disampaikan oleh para siswa bahwa QR Code dan android saling mendukung, karena dalam proses belajar, android digunakan untuk scan materi atau

Variabel / Indikator	Nama Informan & Transkrip Wawancara				Hasil Reduksi	Kesimpulan
	ARD(1)	ARA(2)	MFD(3)	INR(4)		
				aan.		pun tugas, dimana menurut mereka penggunaan keduanya sangat simple dan mudah.
Bagaimana pendapat anda tentang jaringan saat anda belajar menggunakan QR Code?	Tergantung besarnya kecepatan jaringan, tetapi menurutku, itu bukan kendala besar.	Sangat bagus, maksudnya tidak ada masalah dengan jaringan, tetapi biasanya dari hp kadang ada teman yang menscan materi berkali-kali karena tidak bisa terbaca.	Mengenai jaringan menurutku bukan masalah. Karena sekolah sudah menyiapkan fasilitasnya.	Mengenai jaringan menurutku terkadang menjadi masalah karena kalau jaringan tidak mendukung kami tidak bisa membarcode materi. Seperti kalau cuaca buruk biasanya jaringannya buruk, tetapi sering terjadi di rumah. Tetapi kalau di sekolah sudah disediakan wifi dan jaringannya Alhamdulillah selalu	<p>5. Jaringan dalam penerapan QR Code dalam belajar, bukan masalah.</p> <p>6. jaringan dalam belajar bukan masalah dalam belajar.</p> <p>7. Sekolah telah menyediakan fasilitas wifi di sekolah sehingga jaringan bukan masalah.</p> <p>8. Jaringan bisa jadi masalah dalam belajar.</p>	Menurut para siswa bahwa jaringan dalam penerapan program belajar dengan menggunakan QR Code bukan sebuah masalah, karena sekolah sudah memfasilitasi.

Variabel / Indikator	Nama Informan & Transkrip Wawancara				Hasil Reduksi	Kesimpulan
	ARD(1)	ARA(2)	MFD(3)	INR(4)		
Apakah anda termotivasi menggunakan QR code dalam belajar bahasa Inggris ?	Sangat termotivasi karena simple sekali. Materi yang kita butuhkan sudah disediakan oleh guru.	Sangat termotivasi karena simple sekali dan memudahkan kami, dan model materinya menarik.	Iya termotivasi karena penggunaan ya yang simple.	Iya termotivasi karena penggunaan nya yang mudah. Semua materi bisa kami buka dan pelajari, kemudian materi diberikan juga menarik ada video, gambar dan lain-lainnya.	<p>bagus.</p> <ol style="list-style-type: none"> 1. QR code memotivasi siswa karena implementasinya simple. 2. QR Code memotivasi siswa karena kemudahannya mengakses materi. 3. QR Code memotivasi siswa karena penggunaannya simple. 4. QR Cde memotivasi siswa selain kemudahannya , isi materinya juga menarik. 	Menurut opera siswa bahwa QR Code dalam pelaksanaannya sangat memotivasi siswa dalam belajar karena penggunaannya simple dan mudah, selain itu fitur dalam Code maencakup empat skill pelajaran bahasa Inggris, sehingga isi materi lebih menarik, hal ini membuat siswa lebih antusias dalam belajar.

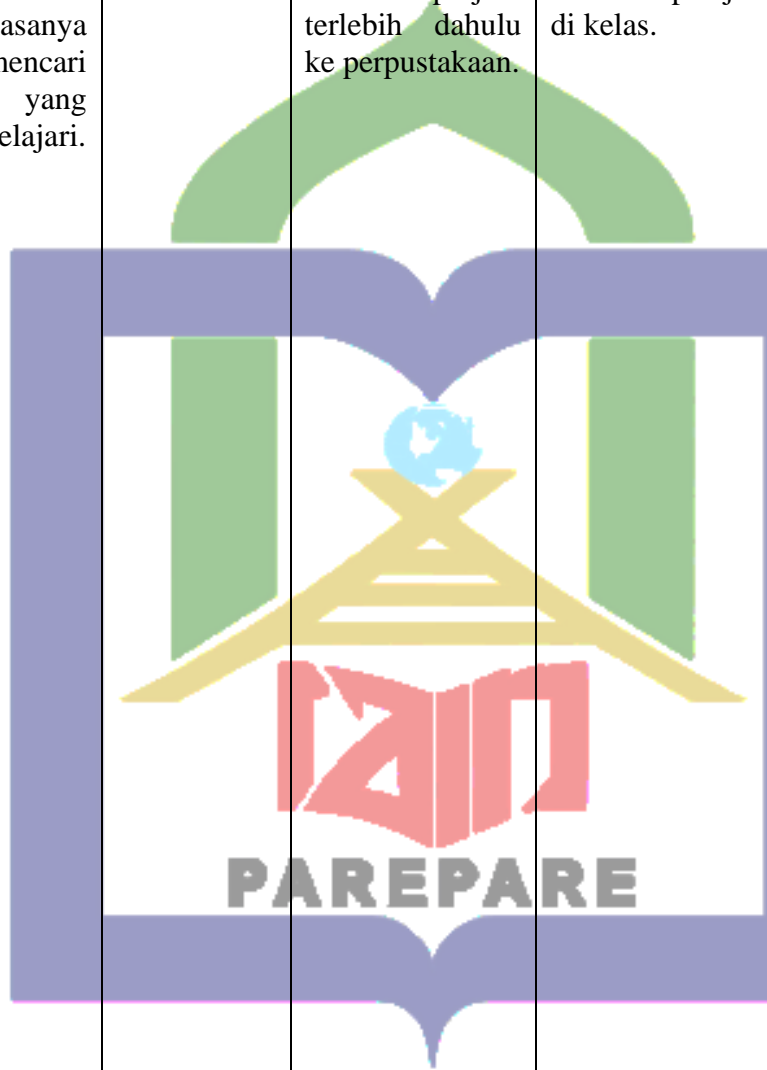
**2. ANALISIS DAN REDUKSI DATA HASIL WAWANCARA
PERSEPSI STUDENTS MENGGUNAKAN QR CODE PROGRAM
DALAM KELAS EFL**

Variabel / Indikator	Nama Informan & Transkrip Wawancara				Hasil Reduksi	Kesimpulan
	IQB(5)	TKD (6)	HRY (7)	ANG (8)		
Apakah anda tahu apa itu QR Code?	Jadi awalnya saya tahu QR code itu dari seklah, guru memperkenalkannya di kelas, tujuannya agar mudah dalam belajar.	Jadi, saya tahu QR code itu di sekolah, kemudian digunakan di untuk belajar dari situlah saya tahu QR Code.	Jadi awalnya saya tahu QR code itu dari internet, kemudian guru memperkenalkannya di kelas,.	Jadi awalnya saya tahu QR code dari teman, kemudian melalui guru memperkenalkan nya di kelas,.	5. sudah mengenal QR Code dari guru. 6. Mengetahui QR Code melalui teman, kemudian, melalui guru di sekolah 7. Mengetahui melalui internet. 8. Mengetahui melalui media social.	Menurut siswa bahwa mereka mengenal QR Code dari berbagai info di media social bahkan dar temannya, sebelum diperkenalkan di sekolah.
Apa yang kalian rasakan ketika tau penggunaan QR Code dalam belajar?	Menurut saya lebih gampang mengakses mata pelajaran, karena kita hanya menscan kemudian muncul materi yang akan dipelajari tanpa perlu mencari lagi.	Menurut saya sangat mudah dan praktis saat menggunakannya karena hanya scan saja, langsung terhubung kemateri akan dipelajari.	Menurut saya mudah, karena kita tidak repot hanya scan code materi, kami bisa menemukan materi yang akan kami pelajari.	Menurut saya lebih gampang karena kita hanya menggunakan hp untuk scan kemudian muncul materi . jad menurut saya simple sekali.	5. Program QR Code memudahkan siswa dalam belajar karena pengunaannya yang simple membua	Menurut para siswa tentang penggunaan QR Code dalam penyajian materi yaitu mudah mengakses materi karena

					<p>t siswa lebih focus dalam belajar.</p> <p>6. Penggunaan QR Code dalam belajar sangat mudah langsung terhubung ke materi.</p> <p>7. QR Code dalam penyajian materi sangat mudah karena melakukan scanning dihp.</p> <p>8. Menggunakan QR Code mudah, karena hanya melakukan scanning Code dihp.</p>	<p>hanya dilakukan scanning code materi yang disiapkan oleh guru akan muncul dilayar android siswa tanpa harus menetik link yang panjang.</p>
<p>Apa yang anda rasakan saat menggunakan QR Code dalam mengerjakan</p>	<p>Menurut saya menggunakan QR code dalam mengerjakan tugas lebih gampang ,</p>	<p>Yang saya rasakan dalam mengerjakan tugas dengan menggunakan</p>	<p>Menurut saya sangat mudah, karena soal langsung didapat melalui hp android.</p>	<p>Menurut saya menggunakan QR code dalam mengerjakan tugas memperoleh soal</p>	<p>5. Menggunakan QR Code dalam mendapatkan tugas</p>	<p>Menurut para siswa bahwa penggunaan QR Code dalam</p>

tugas?	karena lebih mudah mengerjakannya dan menyelesaikannya di handphone.	an QR Code, lebih mudah karena kita bisa langsung mengerjakannya		mudah,karena hanya discan.	lebih mudah karena hanya melakukan scan. 6.Menggunakan QR Code dalam mengerjakan tugas lebih mudah karena siswa langsung mengerjakan tugas mereka. 3.menggunakan QR Code sangat simple karena bisa mengirim tugas secara langsung melalui hp. 4. Melalui QR Code siswa lebih mudah mendapatkan tugas dari guru.	mengerjakan tugas adalah simple dan lebih mudah selain hanya melakukan scan code pada android mereka juga bisa langsung mengirimkannya melalui android mereka masing-masing.
Bagaimana pendapat anda tentang penyajian materi menggunakan QR Code dibandingkan	Kalau menggunakan QR Code lebih mudah, kita langsung menemukan materi yang akan dipelajari	Menurut saya penyajian materi kalau menggunakan QR Code lebih simple bentuk	Kalau menurutku menggunakan QR Code lebih mudah kita langsung menemukan materi dengan	Menurut saya menggunakan QR Code memang lebih mudah kita langsung menemukan materi pelajaran,	1. QR code dalam menyajikan materi mudah sedangkan buku cetak agak sulit.	Pandangan siswa dalam menggunakan QR Code dan buku cetak berbeda-

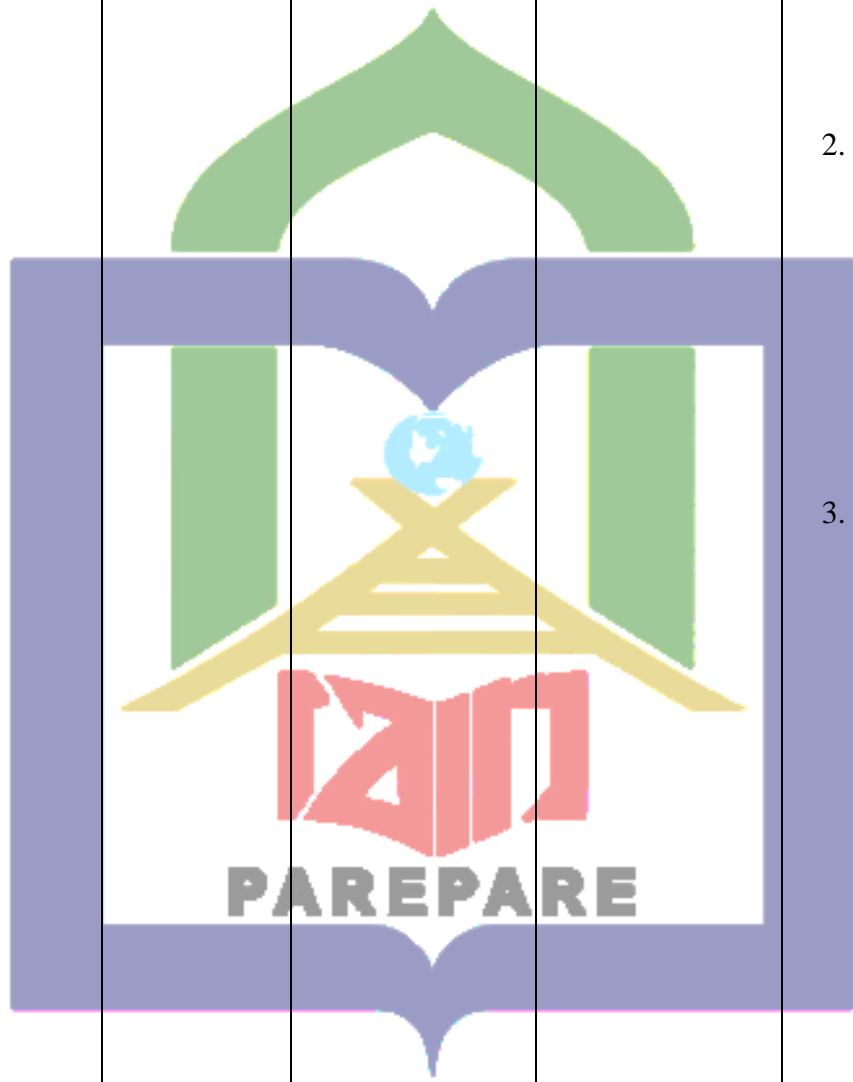
buku cetak?	sedangkan menggunakan buku cetak biasanya lebih sulit karena biasanya buku itu tebal dan kita biasanya sulit mencari materi yang akan dipelajari.	materinya. Sedangkan buku padat dan panjang.	menggunakan hp android. sedangkan menggunakan buku cetak biasanya kita harus pinjam terlebih dahulu ke perpustakaan.	sedangkan buku cetak memang agak sulit karena biasanya kita baru mencari materi yang akan dipelajari di kelas.	2. QR Code dalam menyajikan materi lebih mudah karena langsung pada isi materi yang akan dijelaskan oleh guru sedangkan buku isinya padat dan panjang. 3. QR Code dalam menyajikan materi, siswa bisa langsung menemukan materi sedangkan buku cetak membutuhkan jeda waktu untuk mencari materi yang akan diajarkan. 4. QR Code dalam menyajikan materi lebih mudah karena hanya melakukan scan saja tapi	beda, menurut siswa bahwa penggunaan QR code dalam belajar sangat mudah dan simple sedangkan buku cetak memerlukan waktu untuk mencari materi yang akan diajarkan oleh guru.
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					membutuhkan wifi dan kuota data. Sedangkan buku cetak agak sulit tetap tidak membutuhkan kuota dan wifi.	
Apa yang anda pikirkan terkait penyajian ulangan dengan menggunakan QR Code ?	Menurut saya gampang dalam bentuk penyajiannya karena hanya discan, tetapi saya tdk fokus pada QR Codenya tetapi saya fokus pada soalnya.	Kalau saya, penyajian ulangan dengan menggunakan QR Code, biasanya bentuk ulangan kami pilihan ganda, memperoleh soal dengan QR Code mudah hanya scan code soal sudah muncul.	Menggunakan QR Code dalam ulangan sangat simple kita hanya scan codenya saja.	. Menurut saya penyajian ujian atau ulangan dengan menggunakan QR Code mudah,karena kita hanya menggunakan hp untuk scan soal, kemudian dikerjakan dan dikirim melalui hp juga.	<ol style="list-style-type: none"> 1. QR Code digunakan dalam ujian, menurut siswa pengambilan soal simple. 2. QR Code dalam ujian atau ulangan mudah dan cepat. 3. QR Code dalam ujian atau ulangan simple dan tidak membuang waktu. 4. QR Code dalam ulanagan mudah 	

					hanya melakukan scan codenya saja, soal sudah bisa terbaca.	
Benarkah Android dengan menggunakan QR Code lebih mudah?	Menurut saya simple dan sangat mudah,karena kami sudah terapkan di sekolah.	Menurut saya android penting, karena kita menggunakan untuk scan info dari guru.	Menurut saya simple dan sangat mudah karena untuk scan butuh android.	Menurut saya android itu penting, dan memudahkan siswa untuk scan materi saat pelajaran berlangsung.	<ol style="list-style-type: none"> 1. QR Code dan android memudahkan dalam belajar. 2. Memudahkan karena android digunakan untuk scan. 3. menggunakan QR code simple dan mudah dalam belajar. 4. QR Code dan android memudahkan dalam belajar. Kita tidak perlu memnjam bku paket. 	Dari apa yang disampaikan oleh para siswa bahwa QR Code dan android saling mendukung,karena dalam proses belajar, android digunakan untuk scan materi atau pun tugas,dimana menurut mereka penggunaan keduanya sangat simple dan mudah.
Bagaimana pendapat anda tentang jaringan saat anda belajar menggunakan QR Code?	Mengenai jaringan menurutku itu masalah karena kalau jaringan tidak mendukung kami tidak bisa membarcode	Sangat penting menurut saya, karena jaringan sangat dibutuhkan saat kami scan code	Mengenai jaringan menurutku pribadi bukan masalah. Karena sekolah sudah menyiapkannya	Menurutku jaringan bukan masalah selama sekolah menyediakannya .	<ol style="list-style-type: none"> 1. Jaringan dalam penerapan QR 	Menurut para siswa bahwa jaringan dalam penerapan program belajar dengan

	atau menscan.	materi.			<p>Cod edal am bela jar, buk an mas alah .</p> <p>2. .jaring an dalam belajar bukan masala h dalam belajar .</p> <p>3. Sekola h telah menye diakan fasilita s wifi di sekola h sehing ga jaringa n bukan masala h.</p> <p>4. Jaring an bisa jadi masala h dalam belajar .</p>	<p>mengguna kan QR Code bukan sebuah masalah, karena sekolah sudah memfasilit asi.</p>
Apakah anda	Ya termotivasi,	Sangat	Iya termotivasi	Iya termotivasi	1. QR	Menurut



<p>termotivasi menggunakan QR code dalam belajar bahasa Inggris ?</p>	<p>karena kami bisa menggunakan hp kami untuk belajar.</p>	<p>termotivasi karena simple dan tidak ribet dan memudahkan kami, dan model materinya menarik.</p>	<p>karena menggunakan hp , jadi simple.</p>	<p>karena penggunaannya yang mudah. Semua materi bisa kami buka dan pelajari</p>	<p>code memotivasi siswa karena implementasinya simple</p> <p>2. QR Code memotivasi siswa karena kemudahannya mengakses materi.</p> <p>3. QR Code memotivasi siswa karena pengunaannya simple</p> <p>4. QR Code memotivasi siswa selain kemudahannya , isinya juga menarik.</p>	<p>operasi siswa bahwa QR Code dalam pelaksanaannya sangat memotivasi siswa dalam belajar karena penggunaannya simple dan mudah, selain itu fitur dalam Code maencakup empat skill pelajaran bahasa Inggris, sehingga isi materi lebih menarik, hal ini membuat siswa lebih antusias dalam belajar.</p>
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APPENDIX 6**Video materi****Materi teks****Soal Ulangan**

APPENDIX 7

DOCUMENTATION







SRN IP0000451

**PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

Jalan Veteran Nomor 28 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111. Email : dpmptsp@pareparekota.go.id

REKOMENDASI PENELITIAN

Nomor : 461/IP/DPM-PTSP/9/2020

- Dasar :
1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
 2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
 3. Peraturan Walikota Parepare No. 7 Tahun 2019 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

MENGIZINKAN

KEPADA
 NAMA : **HARIANA NUR**
 UNIVERSITAS/ LEMBAGA : **INSTITUT AGAMA ISLAM NEGERI PAREPARE**
 Jurusan : **TADRIS BAHASA INGGRIS**
 ALAMAT : **JL. AMAL BAKTI PAREPARE**
 UNTUK : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **TEACHERS AND STUDENTS' PERCEPTION USING QR CODE PROGRAM IN TEACHING AND LEARNING OF EFL**

LOKASI PENELITIAN : **SMK DDI PAREPARE**

LAMA PENELITIAN : **15 September 2020 s.d 15 Oktober 2020**

- a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
- b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**
 Pada Tanggal : **16 September 2020**

**KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
KOTA PAREPARE**



Hj. ANDI RUSIA, SH.MH

Pangkat : **Pembina Utama Muda, (IV/c)**
 NIP : **19620915 198101 2 001**

Biaya : Rp. 0.00



PEMERINTAH PROPINSI SULAWESI SELATAN
DINAS PENDIDIKAN
SMK DDI PAREPARE



No. SK Pendirian	: 135/Kep/106/H/1994	NPSN	: 40307699
Tgl Berdiri	: 29 April 1994	NSS	: 322196103001
Alamat	: Jalan Andi Sinta No 42	Status	: Akreditasi A No. 150/SK/BAP-SM/X/2016
Telp/Fax	: (0421) 25469	Email	: smkddiujungbaru@yahoo.co.id
Propinsi	: Sulawesi Selatan	Website	: -
		Twitter	: -

SURAT KETERANGAN PENELITIAN

No.173 /SMK-DDI/X/2020

Yang bertanda tangan dibawah ini :

Nama Lengkap : Mushiruddin, S.Pd. M.Pd. I
NIP : 19690211 199403 1 006
Jabatan : Kepala Sekolah
Alamat Sekolah : Jl. Andi Sinta No. 42 Parepare

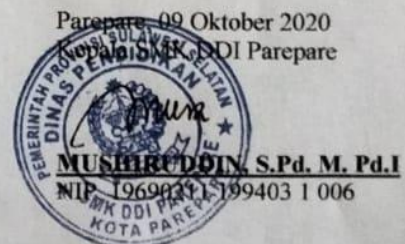
Menerangkan dengan sesungguhnya bahwa :

Nama : Hariana Nur
Nim : 17.0213.012
Alamat : Jl. Amal Bakti

Mahasiswa tersebut telah melaksanakan penelitian di SMKS DDI Parepare, terhitung dari tanggal 15 September – 15 Oktober 2020 dengan judul "*Teachers and Students' Perception Using Quick Response (QR) Code Program in Teaching and Learning of EFL.*"

Demikian Surat keterangan ini dibuat, agar dapat kiranya dipergunakan sebagaimana mestinya.

Parepare, 09 Oktober 2020
SMK DDI Parepare



CURRICULUM VITAE



Hariana Nur was born in Parepare on October, 18th, 1986. She is the fourth child of Muhammad Nur and Hj. Farida. She lives at Amal Bakti street, Parepare. She was getting her elementary school at SD Negeri 82 Parepare South Sulawesi in 1993-1999. Junior High School at SMP Negeri 2 Parepare City in 1999-2002 and the same, she continue her study in Senior High School at SMA Negeri 3 Parepare in 2002-2005. In 2005-2009 she continues her study strata one (S1) or undergraduate students in English Education Department students at University Muhammadiyah Parepare (UMPAR). Then, in 2017 she continued her study in magister Program and finally she has done her study at State Islamic Institute (IAIN) Parepare entitled” *Teachers and students’ Perception Using Quick Response (QR) Code in EFL Teaching and Learning.* “