

**A DESCRIPTIVE STUDY ON MOBILE ASSISTED LANGUAGE
LEARNING (MALL) IN ENGLISH TEACHING AND LEARNING
PROCESS**

SKRIPSI

*Submitted in Partial Fulfillment of Requirements
for The Degree of Sarjana Pendidikan (S.Pd.)
English Education Program*

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**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
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2020**



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Dengan ini menyatakan bahwa skripsi saya yang berjudul **“A Descriptive Study on Mobile Assisted Language Learning (MALL) in English Teaching and Learning Process”** adalah benar bersifat asli (*original*), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini, maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhamamdiyah Sumatera Utara

Demikian pernyataan ini dengan sesungguhnya dan dengan sebenar-benarnya.

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ABSTRACT

MELINDA PUTRI. NPM. 1602050042. A Descriptive Study on Mobile Assisted Language Learning (MALL) in English Teaching and Learning Process. Skripsi: English Education Program, Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara, Medan 2020.

This research deals with the use of mobile phone in English teaching and learning process at FKIP UMSU. The objective of this research is to find out students' perceptions about the use of Mobile Phone in English teaching and learning process and to describe how do students use mobile phone in English teaching and learning process.

The research was descriptive qualitative research. The data collected by interviewing 20 students. In this study the researcher collected the data by using interview that consist five question.

The findings that students had different perceptions, namely: mobile phone is very helpful in English teaching and learning process, mobile phone is important in English teaching and learning process and mobile phone has advantages and disadvantages. In English teaching and learning process, students take advantage of their mobile phone by using several applications, including: Google Translate, WhatsApp, Google Classroom, Gmail, U-Dictionary, Google, CamScanner, Oxford Dictionary of English, English Thesaurus, English Grammar, Irregular and Regular Verb, Offline Dictionary, My Dictionary.

Keywords: *Mobile Assisted Language Learning, Mobile Phone*

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Medan, August 2020

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CHAPTER I

INTRODUCTION

A. Background of The Study

English is an international which is one of the subjects that must be mastered and studied by students in Indonesia, both from primary school to college. By mastering the correct English, we will find it easily to communicate and even establish relationships with strangers. Learning English now is an obligation for us so that in any condition we are required to master the language. In this modern era, learning English is very easy with the help of technology.

The rapid development of technology in the current era of globalization can no longer be avoided by its impact on the world of education. Global demands require the world of education to always and constantly adapt technological developments to efforts to improve the quality of education, especially in the learning process. One of the information technology that is often used in teaching and learning process is mobile phone. Mobile phone can be used as simple learning media. Even now, the use of mobile phone in the world of education is increasing. Students are very happy and often look for references to lecture materials by mobile phone rather than by reading books. Especially since the Covid 19 pandemic has forced us to implement social distancing policies, or in Indonesia it is more recognized as physical distancing to minimize the spread of Covid 19. So, this policy is strived to slow down the spread Corona virus in the community.

The Ministry of Education and Culture (Kemendikbud) responds with learning policies from home through online learning. Therefore, during this pandemic we took advantage of the use mobile phone to continue the teaching and learning process. The mobile phone have many features such as internet connection, text / message service, video player, music player, camera and last but not least the last application. The existence of mobile phone has its own phenomenon for the world of education, especially for students. Its presence offers sophistication to be able to access all information across the world very quickly, easily and inexpensively.

Mobile phone really support teaching and learning process, one of which is through Mobile Assisted Language Learning (MALL) . MALL is a new model in learning English both inside and outside the classroom. In this learning concept that can be accessed at any time. MALL is part of e-learning, but MALL is more inclined to use the sophistication of mobile phones.

MALL is personal learning that is carried out anywhere and anytime by mobile devices. MALL has many advantages, including emphasizing collaborative learning, increasing mobility, saving time, being environmentally friendly, interactive and inexpensive because it uses the latest technology. MALL is replacement way in possible learning students to be told to use the device private mobile outside the classroom (Wang & Higgins, 2006; Kukulska-Hulme, 2009; Kukulska-Hulme & Bull, 2009). MALL is additionally considered potentially provide the context during which style learning is individual, realistic and autonomous (Kukulska-Hulme, 2009).

Based on the explanation above, the researcher was interested in analyzing students' perceptions about the use of mobile phone in English teaching and learning process. The researcher wanted to know how students' think about the use mobile phone in English teaching and learning process and how students use mobile phone in English teaching and learning process. Thus in this thesis the researcher wanted to study further by conducting research with the title: "A DESCRIPTIVE STUDY ON MOBILE ASSISTED LANGUAGE LEARNING (MALL) IN ENGLISH TEACHING AND LEARNING PROCESS".

B. Identification of The Problem

Based on the background of the study, the researcher identified the problem that there has been an increase in the use of mobile phone in English teaching and learning process, especially since the Covid 19 pandemic.

C. Scope and Limitation

The scope of this research focused on Mobile Assisted Language Learning (MALL) in English Teaching and Learning Process at University of Muhammadiyah Sumatera Utara.

D. Formulation of The Problem

The problem of this research is formulate as follows:

1. What are students' perceptions about the use of Mobile Phone in English teaching and learning process?

2. How do students use mobile phone in English teaching and learning process?

E. Objective of The Study

The specific purpose of this research is to get information about:

1. To find out students' perceptions about the use of Mobile Phone in English teaching and learning process.
2. To describe how do students use mobile phone in English teaching and learning process

F. Significance of The Study

1. Theoretically

Theoretically, the result can be used an information and reference material, acquiring knowledge and understanding about the study of Mobile Assisted Language Learning (MALL). The study could be used as a reference in learning activities and the study could be useful for field education.

2. Practically

- a. Students

For students, this study is to give information about description on Mobile Assisted Language Learning (MALL) in English teaching and learning process.

b. Teacher

For teacher, this study will help teacher in determining the model and media of teaching as the way to create new atmosphere and new habit which can improve students' motivation and confidence in learning English.

c. Readers

The result of this study can be used as reference. It is hoped can give more information and contributes the knowledge.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Mobile Assisted Language Learning (MALL)

a. Definition of Mobile Assisted Language Learning (MALL)

Mobile learning in the field relatively new language and the concept of MALL in define by some experts as follow, Kukulska-Hulme & Shield (2008:273) defines, MALL in terms of “usage personal devices, portable ones enabling new ways of learning, emphasize that internet access sustainability or spontaneity and diverse uses”. “Learning language with cellular assistance (MALL) is branch of enhanced learning technology that can be implemented in various forms including face to face, distance remote or on-line mode” (Baleghizadeh & Oladrostam, 2010:04)

Palalas (2016) says that MALL offers to all various learners possibility of learning that has never been happened before that developed outside traditional study room boundaries. Use mobile device learning personal can be involved in meaningful learning through increased access to human resources, linguistic model activities and other learning support. Innovative cellphone enabling communicative activities and task authentic language, cemented by assessment tools adopted can facilitate practice language both inside and outside the classroom.

MALL is defined by Chen (2013) as “Formal and informal learning foreign languages with the help of devices mobile”. This has also been explained and defined as the use of “Technology mobile in language learning, especially in situation where the device is portability offer certain advantages” (Kukulsk-Hulme, 2013).

The researcher can define MALL as a model or a new way of English teaching and learning outside and inside classroom that use an application in a cell phone so that students can learn various English topics anywhere and anytime through mobile phones.

b. Advantages of MALL

There are some advantages of Mobile Assisted Language Learning (MALL) including:

a. Flexible in Learning

With this tool, learning activities are no longer limited to place and time. Students can also access various contents (text, picture and videos) so that learning is more interesting and interactive.

b. Learn Faster

Learning objectives will be more easily and quickly achieved. The content available on mobile means is generally small and compact in size. With a short amount of time, student can access content, complete assignments with the help of futures and start the next topic.

c. Collaboration between Students

Students will find that collaborating online will be more effective with mobile devices. The learning process is usually interrupted by a lack of collaboration. This is where the advantages of mobile learning can be used to make it easier for students to interact and work together quickly without to meet face to face.

d. Be More Involved in Learning Activities

Besides being able to be done anywhere and anytime, mobile learning also offers personalization functions that can make it easier for students to follow the learning agenda. This can increase student's sense of involvement and motivation.

e. Learn with More than One Device

One of the most significant benefits of mobile learning is multi-device. The same material is available on various devices (computers, laptop, tablets and smarthphone).

f. Mobile Devices Support Learning Performance

Positive learning can be facilitated using mobile devices. Especially when students can find and retrieve information quickly and easily.

g. The Learning Flow is Supported by Technology

Applications such as reminder and calender are integrated into mobile learning tools. Anytime anywhere, students can get notifications and updates about their lessons. Feedback in the form of constructive assesments or comments from the teacher can be easily accepted by students, teachers can

also monitor student academic progress and learning paths are easier to monitor.

MALL emphasizes mobility, meaning that it can be done anytime and anywhere learning take place, MALL as a learning platform has several preconditions in the form of access to the internet, elements of ubiquity and contextual nature (Sharples, et al., 2009). Integration of smarthphone and the internet in teaching and learning activities requires a lot of investment to be developed in the world of education (Johnson, et al 2011). The advantages of smarthphone devices compared to laptop and other devices in the process of supporting learning is the aspect of mobility (Sharples, et al 2009).

According Sarrab, Elgameel and Aldabbas (2012:34) one the main benefit of MALL is possibility to increase student productivity by making knowledge and learning ones available anytime and anywhere, that allows learners to participate in activities learning without space restrictions and time. There are five advantages of MALL among others, users can access learning content from anywhere including quizzes, journals, games and others, learning can be done at any time in real time, use of books is replaced with RAM that can organize and connect learning, learning is designed to be used on mobile devices and learning combined with games will be fun.

Some of the advantages of MALL compared to other learning are can be used anywhere at any time, most tools mobile has a relatively lower price than the price of a desktop PC, smaller and lighter than desktop PC, is estimated to be

include more learners because MALL makes use of technology commonly used in everyday life. (Ali Sadikin, 2012).

c. Disadvantages of MALL

There are some disadvantages of Mobile Assisted Language Learning (MALL) include:

a. Cost Issue

Cost is one of the big drawbacks of mobile learning. Mobile learning devices cost around Rp. 1.000.000 like android up to Rp. 8.000.000 like a tablet or iphone. Besides, technology is changing very fast. Students must upgrade the device. Apart from the device, there are monthly data charges from the mobile phone providers, so downloading large files is not only time consuming but also costly.

b. Device Size

The size of the gadget is not only beneficial but also has disadvantages. Due to their small size they are even so small that they can be lost or stolen easily. In addition, screens that are too small can cause damage to those who use them for long periods of time if not careful. Also, on a very small screen, only a small amount of information can be displayed.

c. Battery Life

Most gadgets only have 2 to 4 hours of productivity. After the battery runs out, students must recharge. Mobile learning can no longer be used when the battery is empty.

d. Compatible between Platforms

Although this technology is still developing, what we have today is still limited. The gadget has limited storage in that it stores large or multiple files. A student has to spend more to have more storage space, and it comes back to the first drawback of mobile learning, namely cost. Also, there are several different operating systems or platforms and the content is not all the same. So, if their Apple user students use iOS, if their Android users can only use Android it is not interchangeable.

e. Usability

Some mobile devices are difficult to use because they have small buttons. They can be tricky to use, even for students. Even though a removable keyboard is available today, it costs money a lot. However, this does not seem to be the case.

According to Ali Sadikin (2012) MALL will not completely replace e-learning and traditional learning. This is because mobile learning has limitations, especially in terms of learning devices/ media. Limitations of mobile devices include the following:

- a). Processor Capabilities
- b). Memory Capacity
- c). Display Screen
- d). Power Supply
- e). Input/output Devices limited
- f). Users must have advantages in the field of technology.

2. Mobile Learning

HU (2011, pp. 140-141), indicates that Geddes (2004), indicates that mobile learning is that the acquisition or learning of any quite knowledge, information and skill via the utilization of mobile technologies during which they can be used anywhere and anytime, that the behavior may be changed Enders (2013) indicates that mobile learning is about the activities, which permit students to be more productive. That is by using the digital portable devices inside or outside the category.

As the epoch has emerged, mobile learning is undergoing rapid evolution. Having been recognized in 2000s, it's now become the most popular learning activity . O'Malley et al. (2003) in Kukulska-Hulme & Traxler (2005: 18) have defined mobile learning as happening when the learner is not at a set, predetermined setting or when the learners acquiring benefits of learning chances presented by mobile technologies. According to Kukulska- Hulme & Shied (2012: 3), mobile learning refers to an activity of learning that use small-size devices which can be brought and available anytime and anywhere as the media.

3. Mobile Phone

Based on Cambridge Dictionary.org, mobile could be a phone that is connected to the communication system by radio instead of by a wire and can be used anywhere its signals are going to be received. Trinder (2005 in Kukulska-Hulme & Traxler, 2005: 7) states that probably the foremost famous and widely owned handheld device is that the mobile phone. Some factors like lightweight,

small sized, portability, accessibility and built-in features like camera, music player, video player, bluetooth, short message service, multimedia message service and internet connectivity are the foremost reasons of its popularity among another mobile device.

Mobile phone has been proven to grant benefit for faculty kids. They will access educational content or e-book and textbook through their portable anywhere and anytime. It's remarkably possible that mobile phone has the flexibility to encourage the so-called ubiquitous or autonomous learning. Students in university can learn anywhere and anytime as long as they bring their mobile devices that they operate and access for learning and it goes without saying that this promotes the trend of autonomous learning (Lee, Lee,& Kweon, 2013).

4. Components of Teaching and Learning

Consist with Brown (2000:7), teaching is guiding and facilitating learning, enabling the learners to be told and setting the condition for learning. Meanwhile, he also states that learning is acquiring or getting or knowledge of a topic or a skill by study, experience, or instruction. Supported the definition above, teaching learning involves the teacher and the students to require and provides the knowledge.

There are some components which is incredibly important. These components are necessary to be ready to make teaching learning possible. Nguyen et al (2014:1-3) mention the components of teaching learning as follows:

1. Goals

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

2. The Role of Teacher

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

a. Teacher as Demonstrator

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

b. Teacher as Classroom Manager

Teacher as manager of the category should be ready to manage a conducive classroom environment. The environment is regulated and supervised to make sure that learning activities directed to educational purpose.

c. Teacher as Mediator and Facilitator

As a mediator, teacher should have sufficient knowledge and understanding of media education to create teaching and learning

process more effectively. As a facilitator, the teacher should be able to look for useful learning resources additionally on support the achievement of the goal of teaching and learning process.

d. Teacher as Evaluator

Teacher as evaluator of learner learning outcomes should constantly follow the training outcomes achieved by learners from continually. Teacher obtains the data to be evaluated from feedback on teaching learning process. This feedback are going to be used as start line to boost and increase the teaching learning process further.

Bhatia (2007:6) states that teacher is additionally is a motivator. The teacher should train the scholars to figure on the strengths and never surrender, instead keep trying as failures always teach us what doesn't work.

3. The Role of Learners

The learners take a task as negotiator between themselves, the learning process and therefore the object of learning. It emerges from and interacts with the role of joint negotiator within the group undertakes. Learners in an exceedingly classroom is students. They are those who seek receive are used as indicator how the goal of the lesson is achieved.

4. The Use of Material

Material are forms of instructional resources that provided a stimulus of learning. Good materials is also within the varieties of interesting text, enjoyable activities and may give students opportunities in using knowledge and skills. The use of teaching materials incorporates a major impact on the activity of pedagogy.

5. Method

Method is a very important thing to realize the goal of teaching learning process. It's the way in delivering the prospect to the scholars to get information. It had better if the teacher varies method used in teaching so as to forestall boredom feeling of the scholars.

6. Media

According to Santyasa (2007:3), media could be a tool which may use for transferring learning material there by it can stimulate attention, interest, thought and students' feeling in learning process in gaining the aim of learning. In teaching learning process, media is far needed. Media failed to only send learning message but also sometimes make student easy in learning. Media is called as a tool for delivering information and it expects someone who receive the data will understand.

7. Evaluation

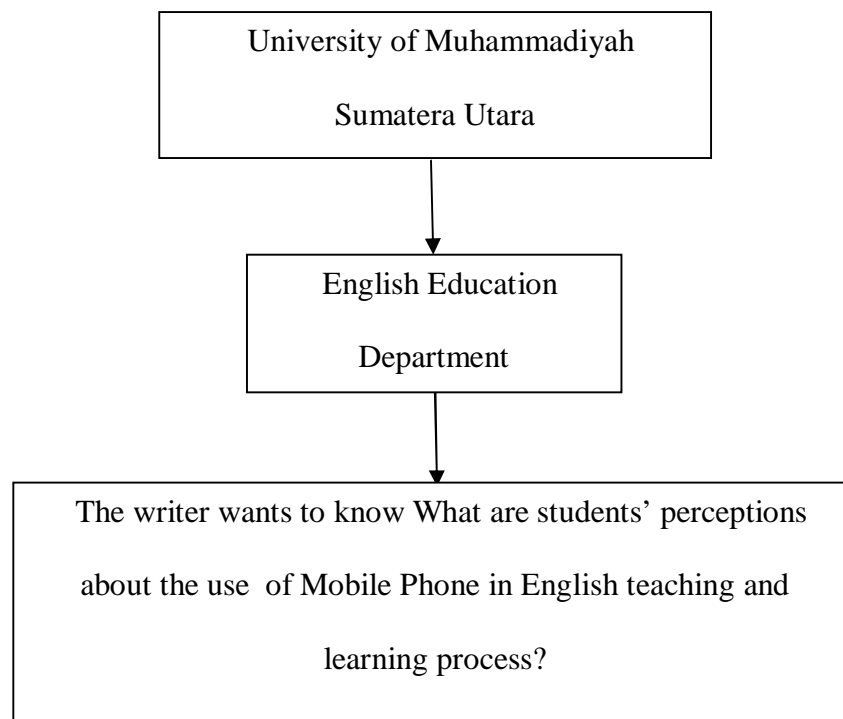
According to Bloom in Daryanto (2005), defines that analysis is the systematic collection of evidence whether of course certain changes are going down the learners additionally on determine the quantity or degree of change in individual students.

B. Conceptual Framework

This research concentrates about a descriptive study on Mobile Assisted Language Learning (MALL) in English teaching and learning process. Mobile Assisted Language Learning (MALL) is an alternative model that will motivate

students to learn, especially in the middle of covid 19 pandemic, which allows students to study at home and take advantage of the use of sophisticated tools such as mobile phones as learning media.

Picture 2.1
Conceptual Framework



CHAPTER III

METHODOLOGY OF RESEARCH

A. Location and Time

This research was conducted at University of Muhammadiyah Sumatera Utara. Which is located at JL. Kapten Muchtar Basri No. 3, Glugur Darat II, Kec Medan Timur. The researcher was conducted this research from April until July 2020.

B. Subject of Research

The subject of the research was the second semester students namely the II A grade in the morning of English Education Department in University of Muhammadiyah Sumatera Utara of the academic 2020. The participants of this research consist of 20 students.

C. Research Design

This research was conducted qualitative research. The researcher was conducted the descriptive qualitative research. This method is chosen in order to give further description and explanation on the use mobile phone as the part of Mobile Assisted Language Learning in English teaching and learning process. Therefore, the descriptive study enable the researcher to study the particular students in attempt to understand the case of using mobile phone in English teaching and learning process.

D. Source of Data

1. Observation

The observation was collected by the researcher is about how students engage in using mobile phone during the English teaching and learning process. The researcher get information as data from MALL description in the English teaching and learning process.

2. Interview

This method is very important for the researcher to know students' perceptions toward the use of mobile phone in English teaching and learning process. The form of data is the information from informants. Here, the informant is the subject research. They are 20 students in the II A grade in the morning of English Education Department.

3. Documentation

In here the researcher took several pictures during the English teaching and learning process using several applications on mobile phone which were the result of observations and the researcher also took several photos of interview coversations conducted online via whatsapp as evidence in this study.

E. Technique of Collecting Data

To get the data, the researcher used three techniques of data collection.

They are :

1. Observation

In this case, the observation was conducted by observing how students engage in using mobile phone during English teaching and learning process. The researcher made online observation by asking for information from one of the students who is in the II A grade in the morning of English Education Department.

2. Interview

After the researcher finish the observation, she asked the subject in this research to collect the data. It is one the way to know the accuracy of the result of the observation. I choose Semi-structured interviews because it could be used to find students' perception more openly. In this research, the researcher make a list of questions. It is for the guideline before the researcher ask the students. The questions are about the MALL in English teaching and learning process. The questions asked were as followed:

- a. What do you think about using mobile phone in English teaching and learning process?
- b. Is the mobile phone useful in English teaching and learning process?
- c. Do you often use the application in English teaching and learning English?
- d. What applications do you use in English teaching and learning process?

- e. What are the uses of the application in English teaching and learning process?

3. Documentation

The next data collection technique is documentation. Documentation is very useful because it can give wider background about the research. The researcher took several pictures of English teaching and learning process using mobile phone and the researcher took several interview conversations.

F. Technique of Data Analysis

In analyzing the data, the researcher use descriptive study of qualitative research. The qualitative method is kind of research without using any calculation or statistic procedure. The techniques of data analysis divided into three major phases following the framework of qualitative data analysis by Miles and Huberman (1994: 10-11). The three phases were data reduction, data display and conclusion drawing and verification.

1. Data Reduction

Reducing data means summarizing, choosing, the basics, focuses on the things that are important, the themes and patterns that are sought and delete unnecessary. The researcher reduce the data obtained which is get from interview and observation. During the interviews and observations have been conducted by the researcher, a reduction of the data is needed because not all of the data can be input as the need in the research, just the necessary and important point and according to requirements of the data were analyzed

2. Data Display

The data will reduce and then make the presentation of data. The presentation of data can be do in the form of brief description, charts, relationship between categories and so on. By the data display, then the data is organized, arranged in pattern of relationships that would be easily understood.

3. Conclusion Drawing and Verification

In this step, the researcher make an initial conclusion about the mobile assisted language learning in English teaching and learning process at the second semester students of English Education Department in University of Muhammadiyah Sumatera Utara of the academic 2020. The initial conclusion was able to achieve the research qestion based on qualitative data which is taken from observation, interview and documentation.

G. Technique of Validating The data

The technique of validating data taken by researcher is trangulation, in line with Miles and Huberman (1994:267), triangulating may be a due to verify the findings by seeing or hearing multiple examples from differenr sources by using different methods. The researcher examined multiple data sources, like interview responses, observation data and documentation as repeatedly as necessary to induce the valid findings of the research.

Because there is a government policy that requires all of us to do all activities at home, so the researcher makes remote observation during teaching and learning process by asking for information from one of students about the

activities during the teaching and learning process. Then, the researcher will be conducted an daring interview by asking a number of questions to 20 students through WhatsApp. The researcher then selected which part of the interview that suitable with the research problem by reducing the transcription.

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

In this chapter, the researcher presents the data presentation and data analysis of the research. The researcher used the instrument, it was the interview which consisted of five questions. The interview was conducted to know their perceptions about Mobile Assisted Language Learning (MALL). As started before, the main component of analysis in this study are (1) data reduction, (2) the presentation of data, (3) drawing conclusion or verification.

A. Data Presentation

1. Interview

a. Students' Perceptions on the use of Mobile Phone

The findings from interview results regarding to students' perceptions on the use of mobile phone are listed on this following table.

1). The 1st student (PRSH)

Table 4.1
Students' perceptions on the use of mobile phone in English teaching and learning process

Students' Code	Answers
PRSH	Kalau menurut saya kak, telepon genggam juga membantu dalam proses belajar kak, tapi selama covid 19 ini kak banyak kendala yang saya hadapi kak, misalnya kak jaringan internet kak selama proses belajar

	<p>lewat zoom kak, internetnya kurang mendukung kak, materi-materi yang dikirim dosen melalui WhatsApp, Google Classroom dan Gmail juga membuat saya semakin bingung kak dalam proses pembelajaran karena kurangnya penjelasan dari dosen kak. Tapi secara umum telepon genggam sangat bermanfaat.</p> <p><i>I think, the mobile phone also helps in the learning process, but during this covid 19, there are many obstacles that I face, for example internet work, during the learning process via zoom, the internet doesn't support, the material sent the lecturer through Whatsapp, Google Classroom and Gmail also made me more confused in the learning process because of the lack of explanation from the lecturer.</i></p> <p><i>But, in general mobile phone is very usefull.</i></p>
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2). The 2nd student (SDL)

Table 4.2
Students' perceptions on the use of mobile phone in English teaching and learning process

Students' Code	Answers
SDL	Menurut saya penggunaan telepon genggam sangat memudahkan proses belajar mengajar. Misalnya sebagai media untuk mengirimkan tugas dan sebagai media

	<p>penyimpanan file bahan pengajaran. Selain itu, telepon genggam sangat memudahkan kita sebagai pelajar dalam mencari berbagai informasi dari banyak sumber. Dengan adanya telepon genggam, saya dapat menggunakan aplikasi seperti kamus sehingga tidak diperlukan lagi untuk membawa kamus dalam bentuk fisik.</p> <p><i>In my opinion the use of mobile phone greatly facilitates the learning process. For example, as a medium for sending assignments and as a medium for storing lesson material files. In addition, mobile phone is very easy for us as students in finding various information from many sources. With a mobile phone, I can use applications such as dictionaries, English Tenses, etc. And no longer needed to carry a dictionary in physical form.</i></p>
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3). The 3rd student (FR)

Table 4.3
Students' perceptions on the use of mobile phone in English teaching and learning process

Students' Code	Answers
FR	Menurut pendapat saya penggunaan telepon genggam sangat penting di era teknologi saat ini. Mengapa? Karena dengan adanya telepon genggam bisa membantu kita dalam kegiatan belajar. Misalnya, kita bisa search

	<p>di google mengenai materi pelajaran kita.</p> <p><i>In my opinion, the use of mobile phone is very important in the current technological era. Why? Because with a mobile phone can help us in learning activities. For example, we can search on Google about our subject matter.</i></p>
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4). The 4th student (IM)

Table 4.4
Students' perceptions on the use of mobile phone in English teaching and learning process

Students' Code	Answers
IM	<p>Menurut pendapat saya nih kak belajar menggunakan telepon genggam dalam bahasa Inggris ini sedikit sulit. Karena sedikitnya penjelasan dari dosen yang kita dapat dalam materi yang dibahas. Apalagi dalam bahasa Inggris ini kita harus tau bagaimana rumus dalam pelajaran tersebut. Makanya lebih mudah bertatapapan langsung dengan dosen. Dan juga lebih mudah bertanya dengan dosen langsung. Jika menggunakan telepon genggam kita tergantung dengan sinyal. Kalau ada sinyal ya alhamdulillah bisa mengikuti belajar online. Tapi kalau tidak ada ya gimana lagi kak. Tetapi disamping itu, telepon genggam bermanfaat juga kak, karena kak kalau didalam pembahasan materi ada yang tidak</p>

tahu. Selebihnya lihat dari hp kak. Karena lebih mudah. Kalau dari buku harus cari lagi yang sesuai dengan materi yang dibahas.

In my opinion, the use of mobile phone in learning English is a bit difficult. Because there is little explanation from the lecturer that we can in the material discussed. Especially in English we must know the formula in the lesson. So, it's easier to make eye contact with the lecturer. And it's also easier to ask the lecturer directly. When using a mobile phone we depend on the signal. If there is a signal, thank God, I can attend online learning. But if it's not there, what can I do. But besides that, a mobile phone is also useful. Because if there is something we don't know in the discussion of material. The rest clay from a mobile phone. Because it's easier. If it is from a book, you must search again in accordance with the material discussed.

5). The 5th student (AS)

Table 4.5
Students' perceptions on the use of mobile phone in English teaching and learning process

Students' Code	Answers
AS	<p>Menurut saya kak tentang penggunaan telepon genggam dalam proses belajar mengajar bahasa Inggris kurang efektif, karena menurut saya dalam belajar bahasa Inggris kalau tidak bertatap langsung dengan dosen atau guru itu lumayan sulit kak, karena penjelasan materi-materi dalam bahasa Inggris akan lebih mudah dimengerti oleh mahasiswa apabila dijelaskan secara langsung oleh dosen. Tetapi secara umum, telepon genggam juga berguna dalam belajar bahasa Inggris kak.</p> <p><i>In my opinion about the use of mobile phone in the teaching and learning process of English is less effective, because in my opinion learning English if not face to face with the lecturer is quite difficult, because the explanation of the material in English will be more easily understood by students if explained directly by the lecturer. But, in general, mobile phone is also useful in learning English.</i></p>

6). The 6th student (EN)

Table 4.6
Students' perceptions on the use of mobile phone in English teaching and learning process

Students' Code	Answers
EN	<p>Penggunaan hp pada KBM pastinya membantu kita dalam belajar kak, apalagi untuk bahasa Inggris kan butuh juga kayak google translate. Dan apabila materi yang disampaikan oleh dosen kurang dipahami biasanya saya menggunakan hp lagi untuk search materi yang diajarkan dosen lebih dalam gitu kak. Jadi, penggunaan hp memang sebenarnya memudahkan pembelajaran, Cuma yang agak susah kalau jaringan aja yang kadang itu suka agak mengganggu.</p> <p><i>The use of mobile phone in KBM certainly helps us in learning, especially for English, it also needs Google Translate. And if the material delivered by the lecturer is not understood, I usually use my mobile phone again to search for material taught by the lecturer. So the use mobile phone actually facilitates learning, only those that are rather difficult if the network is sometimes rather annoying.</i></p>

7). The 7th student (AMS)

Table 4.7
Students' perceptions on the use of mobile phone in English teaching and learning process

Students' Code	Answers
AMS	<p>Menurut aku sistem penggunaan telepon genggam dalam proses belajar mengajar ini ada positif dan negatifnya. Saat dituntut untuk belajar, kita juga harus mencari hal-hal lain selain dari buku pada internet. Nah, saatnya menggunakan yang namanya ponsel atau media lain. Belajar dengan menggunakan ponsel mempermudah kita sebagai pengguna dalam mengakses segala hal. Tapi terkadang, belajar dengan menggunakan ponsel ini tidak efektif, sebab masih banyak saja mahasiswa atau penggunanya membuka ponsel bukan untuk mengakses apa yang seharusnya ia cari, melainkan memainkan apps tertentu saat dikelas.</p> <p><i>In my opinion the system of using a mobile phone in the teaching and learning process has its positives and negatives. When required to study, we also have to look for other things besides books on the internet, surely we use the name of the mobile phone or other media. Learning by using a mobile phone makes it easier for us as users to access everything. But sometimes, learning</i></p>

	<i>to use a mobile phone is not effective, because there are still many students or users who open a mobile phone not to access what they should be looking for, but to play certain apps in class.</i>
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8). The 8th student (TY)

Table 4.8

Students' perceptions on the use of mobile phone in English teaching and learning process

Students' Code	Answers
TY	<p>Menurut saya penggunaan telepon genggam didalam proses belajar mengajar bahasa Inggris untuk saat ini sangat dibutuhkan karena kita tidak punya cara lain lagi untuk melakukan proses belajar selain belajar online. Tentunya belajar online membutuhkan telepon genggam. Tapi walaupun demikian belajar melalui hp menurut saya tidak efektif. Karena materi pembelajaran yang didapatkan tidak sepenuhnya tersampaikan dengan jelas. Misalnya ada beberapa materi yang kurang dimengerti, karena tidak adanya interaksi secara langsung jadi antara mahasiswa dengan dosen mau saling tanya jawab juga susah. Belum lagi susah sinyal didaerah masing-masing.</p> <p><i>In my opinion the use of mobile phones in English teaching and learning process for</i></p>

	<p><i>now is very necessary because we have no other way to do the learning process other than online learning. Of course online learning requires a mobile phone. But, learning through mobile phone in my opinion is not effective. Because the learning material obtained is not fully conveyed clearly. For example there are some materials that are less understood, because there is no direct interaction between students and lecturers. Not yet difficult signal in each area.</i></p>
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9). The 9th student (FE)

Table 4.9
Students' perceptions on the use of mobile phone in English teaching and learning process

Students' Code	Answers
FE	<p>Pendapat saya tentang penggunaan telepon genggam dalam proses belajar mungkin kurang efektif terutama bahasa Inggris (bahasa asing) mungkin karena bahasanya yang agak sulit dipahami oleh mahasiswa.</p> <p><i>My opinion about the use of mobile phones in the teaching and learning process may be less effective, especially English (foreign language) maybe because the language is rather difficult for students to understand.</i></p>

10). The 10th student (MR)

Table 4.10
Students' perceptions on the use of mobile phone in English teaching and learning process

Students' Code	Answers
MR	<p>Penggunaan telepon genggam didalam proses belajar mengajar menurut saya kak ada enak gak enaknya kak. Gak enaknya tu banyak ngabisin kuota internet, terus harus stay natap layar hp biar gak ketinggalan materinya, durasi juga lebih pendek dibanding belajar dikelas. Siswa juga gak sepenuhnya paham karena kalau melalui telepon genggam, pemberian tugas lebih difokuskan dibanding pemberian materi. Dan selama pandemi seperti ini yang mengharuskan kita dirumah aja, telepon genggam sangat bermanfaat kak. Tapi kalau keadaan baik-baik saja lebih baik belajar seperti biasa.</p> <p><i>The use of mobile phones in the teaching and learning process in my opinion, there are good and bad things. I don't need to be tired to go to campus and then the lecturer will definitely come in, it's not good for me to spend a lot of internet quota, so I have to stay staring at the mobile phone screen so I don't miss the material, the duration is also shorter than studying in class. Students also do not fully understand because if by mobile</i></p>

	<i>phone, assisgnment is more focussed than giving material. And during a pandemic like this that requires us to stay at home, it's useful. But, if things are okay, it's better to study as usual.</i>
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11). The 11th student (RA)

Table 4.11
Students' perceptions on the use of mobile phone in English teaching and learning process

Students' Code	Answers
RA	Menurut pendapat saya penggunaan telepon genggam didalam proses belajar mengajar itu sangatlah penting apalagi belajar dalam bahasa Inggris karena dengan adanya handphone kita sebagai pemula yang sedang belajar berbicara bahasa Inggris khususnya dapat terbantu dengan cara menggunakan app yang bisa kita download di handphone masing-masing salah satu contohnya seperti kamus bahasa Inggris, dimana bila kita ingin berbicara dan kita tidak tahu apa dalam bahasa Inggris yang akan kita ucapkan kita bisa mencarinya menggunakan app yang ada di smartphone kita sendiri. Dan juga dengan adanya handphone kita sangat-sangat mudah untuk melakukan proses belajar mengajar bahasa Inggris juga bisa dengan

	<p>otodidak melalui youtube, mengikuti kursus online bahasa Inggris dan lainnya.</p> <p><i>In my opinion the use of mobile phones in the teaching and learning process is very important especially learning English because with our mobile phones as beginners who are learning to speak English in particular can be helped by using an app that we can download on their mobile phone, for example, one such as a dictionary English, where if we want to talk and we don't know what in English we will say we can look for it using the app on our own mobile phones. And also with our mobilephone it is very easy to do the teaching and learning process of English as well as by self taught through Youtube, taking online English course and so on.</i></p>
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12). The 12th student (PCY)

Table 4.12
Students' perceptions on the use of mobile phone in English teaching and learning process

Students' Code	Answers
PCY	Menurut adek, penggunaan hp dalam belajar mengajar ini ada kelebihan dan kekurangannya kak. Kelebihannya adalah fleksibel dan hemat waktu. Fleksibel dan hemat waktu. Fleksibel disini diartikan (mudah diatur, mudah dikontrol dan hp ini

bisa dibawa kemana-mana) jadi, tidak alasan untuk tidak belajar. Kemudian hemat waktu, biasanya kalau tidak menggunakan hp kita pasti memerlukan banyak waktu untuk bersiap-siap menuju kampus. Tapi, karena adanya hp ini, kita tidak bersusah payah untuk belajar. Tinggal membuka wa grup dan kita sudah bisa memulai pelajaran. Kelemahannya adalah siswa kadang kurang mengerti dengan materi yang dikasih. Dan juga semenjak adanya belajar online ini, hp harus tetap siaga agar tidak ketinggalan info.

According to me, the use of mobile phone in teaching and learning has advantages and disadvantages. The advantage is that it is flexible and saves time. Flexible here means (easy to set up, easy to control and mobile phone can brought wherever) so, there is no reason not to study. Then save time, usually if you do not use a mobile phone we certainly need a lot of time to get ready to campus. But, because of this mobile phone, we don't bother to study. Just open the whatsapp group and we can start the lesson. The disadvantages is that students sometimes do not understand the material given. And also since this online learning, the mobile phone must remain on standby so as not to miss the info

13). The 13th student (S)

Table 4.13
Students' perceptions on the use of mobile phone in English teaching and learning process

Students' Code	Answers
S	<p>Sangat efisien ya kak, mengingat dalam situasi pandemic ini, kita yang dianjurkan untuk physical distancing, maka belajar melalui hp itu sangat bagus gitu kak. Dan hp juga menjadi salah satu media tentu nya kak, kemudian hp juga menjadi sumber ilmu terdekat yang dapat membantu memperoleh ilmu pengetahuan begitu kak.</p> <p><i>Very efficient, considering that in this pandemic situation, we are recommended for physical distancing, so learning mobile phone is very good. And mobile phone also become one of the media, of course, then mobile phone also become the closest source of knowledge that can help gain knowledge.</i></p>

14). The 14th student (F)

Table 4.14
Students' perceptions on the use of mobile phone in English teaching and learning process

Students' Code	Answers
F	<p>Menurut saya kak, penggunaan telepon genggam atau smartphone didalam proses kbm bahasa Inggris tentu saja sangat diperlukan karena kita bisa banyak belajar dari internet kan, dan juga banyak aplikasi buat belajar bahasa Inggris yang bisa kita download di playstore. Dan di masa pandemi ini kita juga belajar online pake google classroom atau media online yang lain. Saya rasa ya kita memang tidak bisa lepas dari smartphone karena memang banyak manfaatnya jika digunakan secara positif.</p> <p><i>In my opinion, the use of mobile phone or smartphones in the process of English kbm is of course very necessary because we can learn a lot from the internet right, and also many applications for learning English that we can download on playstore. And during this pandemic we also learn online using Google Classroom or other online media. I think yes we really cannot be separated from smartphones because there are many benefit is used positively.</i></p>

15). The 15th student (IPS)

Table 4.15
Students' perceptions on the use of mobile phone in English teaching and learning process

Students' Code	Answers
IPS	<p>Dalam proses belajar mengajar bahasa Inggris, handphone atau telepon genggam sangat membantu mahasiswa dalam proses belajar, mendapatkan informasi penting dari dosen dan juga materi terkait perkuliahan dan mengerjakan tugas-tugas yang diberikan oleh dosen. Dengan adanya handphone, sangatlah efektif buat mahasiswa dalam menjalani kegiatan perkuliahan selama pandemi ini. Sehingga telepon genggam sangat bermanfaat dalam proses belajar mengajar karena lewat handphone kita dapat mengakses banyak informasi atau materi terkait mata kuliah seperti Google Translate dan Google Classroom.</p> <p><i>In English teaching and learning process, cellphones or mobile phones really help students in the learning process, get important information from lecturers and work on assignments given by lecturers. With mobile phones, it is very effective for students in undergoing lecture activities during this pandemic. So, mobile phones are very useful in the teaching and learning</i></p>

	<i>process because through mobile phones we can access a lot of information or material related to subjects such as Google Translate and Google Classroom.</i>
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16). The 16th student (ZPN)

Table 4.16
Students' perceptions on the use of mobile phone in English teaching and learning process

Students' Code	Answers
ZPN	<p>Menurut saya penggunaan telepon genggam sangat berguna dalam proses belajar mengajar bahasa inggris karena kita dapat menggunakan aplikasi pembelajaran bahasa inggris yang ada dalam telepon genggam agar dapat mudah memahami bahasa inggris dengan cara yang mudah dan simple.</p> <p><i>In my opinion the use of mobile phone is very useful in the process of teaching and learning English because we can use English learning applications that are in mobile phones so that it can easily understand English in an easy and simple way.</i></p>

17). The 17th student (RN)

Table 4.17
Students' perceptions on the use of mobile phone in English teaching and learning process

Students' Code	Answers
RN	<p>Seperti yang kita tahu penggunaan telepon genggam dalam proses belajar mengajar bahasa inggris sangat penting dan juga memiliki banyak kegunaan, karena telepon genggam sendiri untuk sekarang semua orang pasti memilikinya dan menggunakan telepon genggam sebagai aktivitas mereka setiap hari seperti mengerjakan tugas kantor atau tugas kuliah dengan telepon genggam semua itu menjadi lebih mudah. Sehingga telepon genggam sangat bermanfaat karena kalau misalnya siswa tidak tahu arti dari kata bahasa inggris tersebut mereka bisa mencarinya langsung menggunakan google translate ataupun aplikasi terjemahan lainnya, jadi mereka tidak susah payah harus menggunakan kamus dan harus mencarinya dengan teliti.</p> <p><i>As we know the use of mobile phones in English teaching and learning process is very important and also has many uses, because it has been handheld itself for now everyone must have it and use mobile phones as their activities everyday such as doing office work or college assignments</i></p>

	<p><i>with mobile phones all of that becomes easier. So that mobile phones are very useful because if for example students don't know the meaning of the English word they can search directly using Google Translate or other translation applications, so they don't have to go to the trouble of using a dictionary and have to search carefully.</i></p>
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18). The 18th student (DNH)

Table 4.18
Students' perceptions on the use of mobile phone in English teaching and learning process

Students' Code	Answers
DNH	<p>Menurut saya belajar bahasa inggris melalui media telepon genggam sangatlah berguna, karena di era sekarang ini media sudah banyak membuat aplikasi tentang bahasa inggris. Sehingga telepon genggam sangat bermanfaat, apalagi jika ada siswa yang kesusahan dalam mengikuti pelajaran bahasa inggris. Mereka jadi sangat mudah untuk memahami pelajaran karena sudah ada google translate dan aplikasi yang lainnya.</p> <p><i>In my opinion learning English through mobile media is very useful, because in this era of media many applications have been made about English. So, mobile phones are very useful, especially if there are students</i></p>

	<i>who struggle to take English lessons. They become very easy to understand the lesson because there is already Google translate and other applications.</i>
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19). The 19th student (DP)

Table 4.19
Students' perceptions on the use of mobile phone in English teaching and learning process

Students' Code	Answers
DP	<p>Menurut saya, penggunaan telepon genggam dalam proses belajar mengajar bahasa inggris memiliki pengaruh yang positif dan pengaruh negatif. Namun pada era 40 saat ini penggunaan telepon genggam dalam proses belajar mengajar bahasa inggris sangat penting mengingat negara kita saat ini sedang mencoba melawan Covid 19 dan proses belajar mengajar dialihkan menjadi belajar secara daring maka peran telepon genggam saat ini sangat diperlukan.</p> <p><i>In my opinion, the use of mobile phones in the teaching and learning process of English has positive and negative influences. But in the current era of 40 the use of mobile phones in the teaching and learning process of English is very important considering our country is currently trying to fight covid 19 and the</i></p>

	<i>teaching and learning process is shifted to online learning so the role of mobile phones is now very necessary.</i>
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20). The 20th student (SP)

Table 4.20
Students' perceptions on the use of mobile phone in English teaching and learning process

Students' Code	Answers
SP	<p>Penggunaan telepon genggam tersebut sangat bermanfaat dan praktis dalam proses belajar mengajar bahasa inggris. Karena sangat membantu kita ketika hendak mencari kosakata yang tidak kita ketahui artinya dan juga selama adanya pandemi covid 19 ini telepon genggam sangat memudahkan bagi saya untuk memperoleh materi perkuliahan</p> <p><i>The use of mobile phones is very useful and practical in the process of teaching and learning English. Because it really helps us when trying to find vocabulary that we don't know the meaning of and also during the covid 19 power pandemic this mobile phone made it very easy for me to get lecture material.</i></p>

b. How do students use mobile phone in English teaching and learning process?

The findings from interview results regarding to how do students use mobile phone in English teaching and learning process are listed on this following table.

1). The 1st student (PRSH)

Table 4.21
How do students use mobile phone in English teaching and learning process?

Students' Code	Answers
PRSH	Biasanya menggunakan Google translate kak untuk mencari kata-kata sulit dan terjemahannya. Dan selama covid 19 ini saya menggunakan Zoom, whatsapp, Google Classroom, Gmail. <i>Usually use Google Translate to find difficult words and their translations. And during Covid 19 I used Zoom, WhatsApp, Google Classroom, Gmail.</i>

2). The 2nd student (SDL)

Table 4.22
How do students use mobile phone in English teaching and learning process?

Students' Code	Answers
SDL	Saya menggunakan U-Dictionary dan Google Translate, Kalau U-dictionary untuk menerjemahkan kalimat atau kata

	<p>dari bahasa Indonesia ke bahasa Inggris maupun sebaliknya.</p> <p><i>I use U-Dictionary and Google translate.</i></p> <p><i>If U-Dictionary to translate sentences or words from Indonesian into English or vice verse.</i></p>
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3). The 3rd student (FR)

Table 4.23

How do students use mobile phone in English teaching and learning process?

Students' Code	Answers
FR	<p>Saya menggunakan Google untuk mencari mengenai materi pelajaran. Selain itu, di dalam belajar bahasa Inggris menggunakan hp kita bisa membuka kamus untuk mencari Vocabulary yang tidak kita ketahui artinya.</p> <p><i>I use Google to search matter. In addition, in learning English using mobile phones we can open a dictionary to find vocabularies that we don't know the meaning.</i></p>

4). The 4th student (IM)

Table 4.24

How do students use mobile phone in English teaching and learning process?

Students' Code	Answers
IM	<p>Google Translate kak. Karena saya juga masih belum banyak tau apa arti dari kalimat-kalimat bahasa Inggris.</p> <p><i>Google translate. Because I also still don't know much about the meaning of English sentences.</i></p>

5). The 5th student (AS)

Table 4.25

How do students use mobile phone in English teaching and learning process?

Students' Code	Answers
AS	<p>Saya sering menggunakan aplikasi kamus atau Google Translate, kalau saat ini cuman aplikasi kamus aja kak.</p> <p><i>I often use the dictionary application or Google Translate, if at this time only the dictionary application.</i></p>

6). The 6th student (EN)

Table 4.26

How do students use mobile phone in English teaching and learning process?

Students' Code	Answers
EN	<p>Selama corona ini sering pakai aplikasi kayak Google Classroom, Zoom, WhatsApp Group. Kalau Google Classroom biasanya itu digunakan waktu dosen kasih materi dan juga ngumpul tugas. Zoom biasanya untuk KBM via videocall. Biasanya dosen menjelaskan materi secara langsung lewat Zoom. WhatsApp Group kadang presentasi pakai pesan suara dan kadang absen melalui WhatsApp, juga informasi dari dosen-dosen biasanya dari Group WhatsApp gitu.</p> <p><i>During this corona often use applications like Google Classroom, Zoom, WhatsApp Group. If Google Classroom is usually used when lecturers provide material and also gather assignments. Zoom is usually for KBM via video call. Usually the lecturer explains the material directly through zoom. WhatsApp Groups sometimes presentation using voice messages and sometimes are absent via WhatsApp, as well as information from lecturers usually from the WhatsApp group.</i></p>

7). The 7th student (AMS)

Table 4.27

How do students use mobile phone in English teaching and learning process?

Students' Code	Answers
AMS	<p>Terkadang saya menggunakan saat saya tak mengerti apa arti satu kata yang lainnya. Sebab dalam bahasa Inggris ini satu kata saja memiliki banyak arti. Dan jika salah satu kata, maka arti lainnya mungkin akan kurang jelas. Kita juga harus mengerti arti sebenarnya sih. Biasanya saya menggunakan Apps U-Dictionary.</p> <p><i>Sometimes I use it when I don't understand what one word means. Because in English, just one word has many meanings. And if one word is wrong, then the other meaning might be unclear. We also have to understand the true meaning anyway. Usually I use U-Dictionary Apps.</i></p>

8). The 8th student (TY)

Table 4.28

How do students use mobile phone in English teaching and learning process?

Students' Code	Answers
TY	<p>Saya sering menggunakan U-Dictionary dan Camscanner. Kalau U-Dictionary kegunaannya ya seperti kamus, untuk translate kalau ada yang gak tau artinya. Terus juga untuk nyari tau cara pengucapannya bagaimana, cari tau perbedaan pengucapan English American dan British. Kalau Camscanner, untuk mengirim file yang dari buku (bukan diketik dari MS. Word) dalam bentuk PDF.</p> <p><i>I often use U-Dictionary and Camscanner. If the U-Dictionary is used like a dictionary, to translate if there are people who don't know what it means. Then also to find out how to pronounce, find out the difference in English American and British pronunciation. If Camscanner, to send files from books (not typed from Ms. Word) in pdf format.</i></p>

9). The 9th student (FE)

Table 4.29

How do students use mobile phone in English teaching and learning process?

Students' Code	Answers
FE	<p>Saya sering menggunakan dictionary online untuk mencari new word yang kurang dipahami.</p> <p>I often use an online dictionary to look for new words that are poorly understood.</p>

10). The 10th student (MR)

Table 4.30

How do students use mobile phone in English teaching and learning process?

Students' Code	Answers
MR	<p>Saya sering menggunakan Oxford Dictionary of English sama English Thesaurus kak. Oxford Dictionary of English untuk mempermudah dalam mencari berbagai kosakata dan artinya dalam bahasa Inggris dan menambah pengetahuan mengenai vocabulary. English Thesaurus untuk mengetahui sinonim dan antonim suatu kata dalam bahasa Inggris.</p> <p><i>I often use Oxford Dictionary of English with English Thesaurus. Oxford Dictionary of English to make it easier to find various</i></p>

	<i>vocabularies and their meanings in English and improving knowledge about vocabulary. English Thesaurus to find synonyms and antonyms of an English word.</i>
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11). The 11th student (RA)

Table 4.31

How do students use mobile phone in English teaching and learning process?

Students' Code	Answers
RA	Kalau saya kak sering otodidak melalui youtube tapi apabila saya kesulitan dalam berbicara saya sering menggunakan app google translate kak. <i>I often teach myself through Youtube, but if I have trouble speaking I often use the Google Translate app.</i>

12). The 12th student (PCY)

Table 4.32

How do students use mobile phone in English teaching and learning process?

Students' Code	Answers
PCY	Ada beberapa aplikasi yang adek unduh dari playstore seperti kamus. Kamus untuk mencari vocab yang gak adek tau kak. <i>There are several apps that I download from Playstore like a dictionary. Dictionary to find vocab that I don't know.</i>

13). The 13th student (S)

Table 4.33

How do students use mobile phone in English teaching and learning process?

Students' Code	Answers
S	<p>Saya sering menggunakan U-dictionary, English Grammar, Irregular and Regular Verb. U-Dictionary mencari kosa kata yang belum tau. English grammar berisi full English. Irregular dan regular verb adalah kata kerja tidak beraturan dan beraturan.</p> <p><i>I often use U-Dictionary, English Grammar, Irregular and Regular Verb. Dictionary looking for vocabulary that doesn't know yet. English grammar contains full English. Irregular and Regular Verb is irregular and regular verb.</i></p>

14). The 14th student (F)

Table 4.34

How do students use mobile phone in English teaching and learning process?

Students' Code	Answers
F	<p>Di masa pandemi ini kita belajar online pake google classroom atau media online yang lain. Google classroom cuman buat kelas online selama pandemi dan ngerjain</p>

	<p>tugas dari dosen kak.</p> <p><i>During this pandemic we study online using Google classroom or other online media. Google classroom is only making online classes during a pandemic and doing assignments from lecturers.</i></p>
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15). The 15th student (IPS)

Table 4.35

How do students use mobile phone in English teaching and learning process?

Students' Code	Answers
IPS	<p>Kadang-kadang saya menggunakannya. Karena saya anggap lebih cepat dan lebih menghemat waktu seperti Kamus Offline, Google Translate dan Google Classroom. Untuk mencari vocabulary dan untuk menterjemahkan dari bahasa Inggris ke bahasa Indonesia dan tempat berdiskusi mengenai materi bahasa inggris.</p> <p><i>Sometimes I use it. because I consider it faster and save time such as Offline Dictionaries, Google Translate and Google Classroom. To search vocabulary and to translate from English to Indonesian and a place to discuss about English material</i></p>

16). The 16th student (ZPN)

Table 4.36

How do students use mobile phone in English teaching and learning process?

Students' Code	Answers
ZPN	<p>Saya sangat sering menggunakan aplikasi Google Classroom. Google Classroom sangat berguna sebagai tempat diskusi antara mahasiswa dan dosen selama adanya pembelajaran daring ini.</p> <p><i>I very often use the Google Classroom is very useful as a place of discussion between students and lecturers as well as this online learning.</i></p>

17). The 17th student (RN)

Table 4.37

How do students use mobile phone in English teaching and learning process?

Students' Code	Answers
RN	<p>Saya sering menggunakan Google classroom, translate dan U-Dictionary karena itu sangat membantu menterjemahkan kata atau kalimat inggris ke bahasa indonesia atau sebaliknya</p> <p><i>I often use Google Classroom, Translate and U-Dictionary because it really helps translate English words or sentences into Indonesian or vice versa.</i></p>

18). The 18th student (DNH)

Table 4.38

How do students use mobile phone in English teaching and learning process?

Students' Code	Answers
DNH	<p>Sampai saat ini saya juga masih sering menggunakan aplikasi yang mendukung untuk mengerti pelajaran bahasa inggris seperti Google translate dan kamus. Kegunaan aplikasi tersebut adalah untuk mempermudah dalam mengerti arti bahasa inggris, dari yang tidak kita ketahui menjadi tahu.</p> <p><i>Until now I also often use applications that support to understand English lessons such as Google translate and dictionaries. The use of these applications is to facilitate and understand the meaning of English, from what we don't know to know.</i></p>

19). The 19th student (DP)

Table 4.39

How do students use mobile phone in English teaching and learning process?

Students' Code	Answers
DP	<p>Aplikasi yang saya gunakan untuk mendukung kegiatan belajar bahasa inggris adalah google translate. Aplikasi tersebut membantu saya dalam menemukan kosa</p>

	<p>kata baru dan membantu saya dalam mengucapkan (pronoun) suatu kata.</p> <p><i>The application that I use to support learning activities in English is Google translate the application helps me find new pronounce a word.</i></p>
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20). The 20th student (SP)

Table 4.40

How do students use mobile phone in English teaching and learning process?

Students' Code	Answers
SP	<p>Aplikasi yang saya gunakan adalah kamus ku, terjemahan dan terkadang google classroom. Kegunaannya ketika tidak mengetahui arti sebuah kosakata kita dapat melihat aplikasi langsung tanpa harus memakai kamus sehingga lebih praktis dan mudah. Dan untuk kegunaan google classroom itu sendiri adalah untuk memperoleh materi perkuliahan.</p> <p><i>The applications I use are my dictionary, translation and sometimes Google Classroom. Its use when we do not know the meaning of a vocabulary can not see the application directly without having to use a dictionary so it is more practical and easy. And for the use of Google Classroom itself is to obtain lecture material.</i></p>

B. Data Analysis

This study deals with students' perceptions about the use of mobile phones in English teaching and learning process. This research was conducted on 20 second semester students of The Teacher Training Faculty at University of Muhammadiyah Sumatera Utara. Further explanation will be discussed in the following description.

1. Students' Perception on The Use Mobile Phone in English Teaching and Learning Process

Based on research, students had negative and positive perceptions about the use of mobile phone in English teaching and learning process. The data were taken of 20 students about their perceptions about the use of mobile phone in English teaching and learning process. From the 20 students interviewed, 11 students said that the use of mobile phone in English teaching and learning process were very helpful, important and useful. They believed that the use of mobile phone in English teaching and learning process was very important because it could facilitate the teaching and learning process. But, 9 of them said that the use of mobile phone in English teaching and learning process had advantages and disadvantages.

a. Mobile Phone is Very Helpful in English Teaching and Learning Process

From The presentation data above, it can be seen that 7 students showed positive perceptions about the use of mobile phones in English teaching and learning process is very helpful. They were 4.2, 4.6, 4.13, 4.15, 4.16, 4.18, 4.20. They believed that with a mobile phone it can be used as a learning medium. Besides that mobile phones can help them to find various information about learning material, like the answer from one of the students in table 4.6

The use of mobile phone in KBM certainly helps us in learning, especially for English, it also needs Google Translate. And if the material delivered by the lecturer is not understood, I usually use my mobile phone again to search for material taught by the lecturer. So the use mobile phone actually facilitates learning, only those that are rather difficult if the network is sometimes rather annoying.

Other students also had the same perception, namely in table 4.15 who said that mobile phones are very helpful in English teaching and learning process.

In English teaching and learning process, cellphones or mobile phones really help students in the learning process, get important information from lecturers and work on assignments given by lecturers.

b. Mobile Phone is Important in English Teaching and Learning Process

Based on the results of data from students answers, it can be seen that four students answer that mobile phones were very important in the teaching and learning process because with mobile phone. They were 4.3, 4.11, 4.14, 4.17. they said that with the mobile phone, they can download several applications that can support their teaching and learning process especially for beginners who are learning English. Like the answer from one of the students in table 4.11

In my opinion the use of mobile phones in the teaching and learning process is very important especially learning English because with our mobile phones as beginners who are learning to speak English in particular can be helped by using an app that we can download on their mobile phone, for example, one such as a dictionary English, where if we want to talk and we don't know what in English we will say we can look for it using the app on our own mobile phones.

c. Mobile Phone has Advantages and Disadvantages

Based on the table above, it can be seen that nine students stated the use of mobile phones in teaching and learning has advantages and disadvantages. They were 4.1, 4.4, 4.5, 4.7, 4.8, 4.9, 4.10, 4.12, 4.19. The advantage was that it can help them to search for material in depth from

various sources through the internet network and during the covid 19 pandemic this can make easier for them to make mobile phones as one of media to continue the process of teaching and learning English online. But, besides that there were also disadvantages such as network and limited internet quota. Like the answer from one of the students in table 4.8

In my opinion the use of mobile phones in English teaching and learning process for now is very necessary because we have no other way to do the learning process other than online learning. Of course online learning requires a mobile phone. But, learning through mobile phone in my opinion is not effective. Because the learning material obtained is not fully conveyed clearly. For example there are some materials that are less understood, because there is no direct interaction between students and lecturers. Not yet difficult signal in each area.

2. How Students Use Mobile Phone in English Teaching and Learning Process

Based on the results of the interview, it is known that students use several applications on their mobile phones to support the teaching and learning process of English. Which is Google Translate, Zoom, WhatsApp, Google Classroom, Gmail, U-Dictionary, Google, CamScanner, Oxford Dictionary of English, English Thesaurus, English Grammar, Irregular and Regular Verb, Offline Dictionary, My Dictionary. With these applications, students believed that these applications can make it easier for them to find the meaning of difficult English words, add

vocabulary, looking for lecture material, where the learning process takes place during the Covid 19 pandemic and also to improve their English speaking skills. Further explanation were as follows:

a. Google Translate, U-Dictionary, Oxford Dictionary of English, Offline Dictionary and My Dictionary

The most application that was owned by students was dictionary apps. With the dictionary apps can made them easier to find the meaning of difficult English words by typing alone without having to search manually. From the interviews, there were 18 students who used the online dictionary or offline dictionary applications namely in the table 4.21, 4.22, 4.23, 4.24, 4.25, 4.26, 4.27, 4.28, 4.29, 4.30, 4.31, 4.32, 4.33, 4.35, 4.37, 4.38, 4.39, 4.40. The following will describe some answers from them:

4.21 : *Usually use Google Translate to find difficult words and their translations.*

4.22 : *I use U-Dictionary and Google translate. If U-Dictionary to translate sentences or words from Indonesian into English or vice verse.*

4.24 : *Google translate. Because I also still don't know much about the meaning of English sentences.*

4.39 : *The application that I use to support learning activities in English is Google translate the application helps me find new pronounce a word.*

From the answers of students in table 4.39 stated that the dictionary application was not only to help them to find

the meaning of difficult English words but also can help them in saying an English word.

b. Zoom, WhatsApp, Gmail and Google Classroom

Besides the dictionary application, other applications that were generally owned by students are zoom, whatsapp, gmail and google classroom. Especially since the covid 19 pandemic that requires us to do the teaching and learning process at home so that they used mobile phones as medium for learning at home that was by using some of these applications to keep the learning process going. Like the answers we see in the table 4.21, 4.26, 4.34, 4.35, 4.36, 4.37, 4.40. Here are some answers of their answers.

4.21 : *During Covid 19 I used Zoom, WhatsApp, Google Classroom, Gmail.*

4.26 : *During this corona often use applications like Google Classroom, Zoom, WhatsApp Group. If Google Classroom is usually used when lecturers provide material and also gather assignments. Zoom is usually for KBM via video call. Usually the lecturer explains the material directly through zoom. WhatsApp Groups sometimes presentation using voice messages and sometimes are absent via WhatsApp, as well as information from lecturers usually from the WhatsApp group.*

4.34 : *During this pandemic we study online using Google classroom or other online media. Google classroom is only making online classes during a pandemic and doing assignments from lecturers.*

c. Camscanner

The next application that is often used by students is Camscanner. Camscanner is an android application that serves to facilitate students in scanning files, book covers or whatever suits their need easily and practically without having to go to an internet cafe. Especially in the midst of today's pandemic, everything is completely online, so that sometimes lecturers give assignments and require them to send assignments by scanning first. The following is the answer from one of the students in the table 4.28 who uses the Camscanner application.

*I often use U-Dictionary and **Camscanner**. If Camscanner, to send files from books (not typed from Ms. Word) in pdf format.*

d. English Thesaurus

The next application is English Thesaurus. From the presentation data above, it can be seen that there was a student in table 4.30 who answers that she used the English Thesaurus application to support her English learning activities. This application is useful to make it easier to find antonyms in an English word. Here are the answers from these students:

*I often use Oxford Dictionary of English with **English Thesaurus**. English Thesaurus to find synonyms and antonyms of an English word.*

e. English Grammar & Irregular and Regular Verb

The next applications are English Grammar & Irregular and Regular Verb. In learning English, both orally and in writing, students must master grammar. From the data above, it can be seen that there is one student who used the application to help him master grammar to support him in English teaching and learning process. And we can see in table 4.33 which contains:

I often use, English Grammar, Irregular and Regular Verb. Dictionary looking for vocabulary that doesn't know yet. English grammar contains full English. Irregular and Regular Verb is irregular and regular verb.

f. Google

The last application that is often used by students in English teaching and learning process is Google. They believed that with Google it could be easier for them to increase knowledge about the material in a lesson especially English lesson. Like the answers in table 4.23

I use Google to search matter.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the results on chapter IV, it can be seen about students' perceptions about the use of mobile phone and it can be seen about how students use their mobile phone in English teaching and learning process. From the results of the above analysis, it can be concluded that:

- 1) Students had different perceptions, namely:
 - a. There were 7 students said that mobile phone is very helpful in English teaching and learning process because mobile phones can help them to find various information about learning material, namely in the table 4.2, 4.6, 4.13, 4.15, 4.16, 4.18, 4.20.
 - b. There were 4 students said that mobile phone is important in English teaching and learning process because with mobile phone, they can download several applications that can support their teaching and learning process, namely in the table 4.3, 4.11, 4.14, 4.17.
 - c. There were 9 students said that mobile phone has advantages and disadvantages. The advantage was that it can help them to search for material in depth from various sources through the internet network. But, besides that there were also disadvantages such as

network and limited internet quota, namely in the table 4.1, 4.4, 4.5, 4.7, 4.8, 4.9, 4.10, 4.12, 4.19.

- 2) In English teaching and learning process, students take advantage of their mobile phone by using several applications, including: Google Translate, WhatsApp, Google Classroom, Gmail, U-Dictionary, Google, CamScanner, Oxford Dictionary of English, English Thesaurus, English Grammar, Irregular and Regular Verb, Offline Dictionary, My Dictionary.

B. Suggestion

Having seen the result of the study, the suggestion that researcher introduce as the following:

- 1) The researcher hopes that this research can be a useful reference for improving the readers' knowledge about Mobile Assisted Language Learning (MALL).
- 2) It is recommended that students use their mobile phones wisely for learning activities. Especially learning English.
- 3) The researcher hope that teachers can use this research as one of their reference to make the teaching and learning process becomes more interesting and efficient by utilizing mobile phone.

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APPENDIX 1: THE SCHEDULE OF THE RESEARCH

No.	Stage	April	May	June	July	August
1.	Pre Observation					
2.	Collecting The References					
3.	Writing The Thesis Proposal					
4.	Thesis Proposal Seminar					
5.	Conducting Observation					
6.	Conducting Interview					
7.	Reducing The Data					
8.	Analyzing The Data					
9.	Making Conclusion					
10	Finishing The Thesis					

APPENDIX II: INTERVIEW TRANSCRIPT

1. Student 1

- The Researcher : Kalau boleh tau nama lengkapnya siapa ya dek?
- PRSH : PRSH
- The Researcher : Nah gini dek, dizaman sekarang ini penggunaan telepon genggam sudah tidak bisa dihindari lagi dalam kehidupan sehari-hari, khususnya dalam dunia pendidikan. Apalagi semenjak terjadinya pandemi Covid 19, kita dituntut untuk melakukan segala aktivitas dirumah bahkan belajar pun dirumah, sehingga kita memanfaatkan telepon genggam sebagai media belajar kita kan dek.
- Bagaimana pendapat adek tentang penggunaan telepon genggam di dalam proses belajar mengajar bahasa Inggris?
- PRSH : Kalau menurut saya kak, telepon genggam juga membantu dalam proses belajar kak, tapi selama covid 19 ini kak banyak kendala yang saya hadapi kak, misalnya kak jaringan internet kak, selama proses belajar lewat zoom kak, internetnya kurang mendukung kak, materi-materi yang dikirim dosen melalui WhatsApp, Google Classroom dan Gmail juga membuat saya semakin bingung kak dalam proses pembelajaran karena kurangnya penjelasan dari dosen kak.
- The Researcher : Apakah telepon genggam bermanfaat didalam proses belajar mengajar bahasa Inggris?
- PRSH : Kalau menurut saya sangat bermanfaat, mempermudah mahasiswa untuk mentranslate dan mencari materi yang diberikan dosen kak
- The Researcher : Apakah adek sering menggunakan aplikasi dalam proses belajar mengajar bahasa Inggris?
- PRSH : Gak sering kali kak, untuk cari kata-kata sulit dan terjemahannya kak
- The Researcher : Kalau boleh tau aplikasi apa saja itu dek yang sering adek gunakan?
- PRSH : Google Translate kak

- The Researcher : Ok dek terimakasih ya dek untuk waktu dan ketersediaannya.
- 2. Student 2**
- The Researcher : Kalau boleh tau nama lengkapnya siapa ya dek?
- SDL : Nama lengkap saya SDL
- The Researcher : Nah gini dek, dizaman sekarang ini penggunaan telepon genggam sudah tidak bisa dihindari lagi dalam kehidupan sehari-hari, khususnya dalam dunia pendidikan. Apalagi semenjak terjadinya pandemi Covid 19, kita dituntut untuk melakukan segala aktivitas dirumah bahkan belajar pun dirumah, sehingga kita memanfaatkan telepon genggam sebagai media belajar kita kan dek.
Bagaimana pendapat adek tentang penggunaan telepon genggam di dalam proses belajar mengajar bahasa Inggris?
- SDL : Menurut saya penggunaan telepon genggam sangat memudahkan proses belajar mengajar. Misalnya sebagai media untuk mengirimkan tugas dan sebagai media penyimpanan file bahan pengajaran. Selain itu, telepon genggam sangat memudahkan kita sebagai pelajar dalam mencari berbagai informasi dari banyak sumber.
- The Researcher : Apakah telepon genggam bermanfaat didalam proses belajar mengajar bahasa Inggris?
- SDL : Menurut saya telepon genggam sangat bermanfaat dalam proses belajar mengajar bahasa Inggris, karena dengan adanya telepon genggam, saya dapat menggunakan aplikasi-aplikasi seperti kamus, English Tenses, dll. Serta tidak diperlukan lagi untuk membawa kamus dalam bentuk fisik. Selain itu dengan adanya telepon genggam, saya dapat belajar bahasa Inggris dimanapun dan kapanpun.
- The Researcher : Apakah adek sering menggunakan aplikasi dalam proses belajar mengajar bahasa Inggris?
- SDL : Sering kak
- The Researcher : Kalau boleh tau aplikasi apa saja itu dek? Kalau diatas tadi kan adek baru menyebutkan English Tenses dll. Dll nya kalau boleh tau seperti apa dek?

- SDL : Saya menggunakan U-Dictionary dan Google Translate,
- The Researcher : Bisa tolong dijelaskan dek, apa saja kegunaan dari aplikasi tersebut?
- SDL : Kalau U-dictionary untuk menerjemahkan kalimat atau kata dari bahasa Indonesia ke bahasa Inggris maupun sebaliknya.
- The Researcher : Ok dek terimakasih banyak ya dek untuk waktu dan ketersediaannya.
- SDL : Iya sama-sama kak

3. Student 3

- The Researcher : Kalau boleh tau nama lengkapnya siapa ya dek?
- FR : Nama lengkap saya FR
- The Researcher : Nah gini dek, dizaman sekarang ini penggunaan telepon genggam sudah tidak bisa dihindari lagi dalam kehidupan sehari-hari, khususnya dalam dunia pendidikan. Apalagi semenjak terjadinya pandemi Covid 19, kita dituntut untuk melakukan segala aktivitas dirumah bahkan belajar pun dirumah, sehingga kita memanfaatkan telepon genggam sebagai media belajar kita kan dek.
Bagaimana pendapat adek tentang penggunaan telepon genggam di dalam proses belajar mengajar bahasa Inggris?
- FR : Menurut pendapat saya penggunaan telepon genggam sangat penting di era teknologi saat ini. Mengapa? Karena dengan adanya telepon genggam bisa membantu kita dalam kegiatan belajar. Misalnya, kita bisa search di google mengenai materi pelajaran kita. Selain itu, didalam belajar bahasa Inggris menggunakan hp kita bisa membuka kamus untuk mencari Vocabulary yang tidak kita ketahui artinya. Maka kita tinggal membuka hp dan mengetik kata yang ingin kita terjemahkan. Simple and easy. Kita tidak repot lagi membuka lembaran kamus dan mencarinya lagi. Hal itu akan memakan waktu dan cukup lama. Lalu, kita bisa membuka

google translate untuk menerjemahkan kalimat atau paragraf. Hal itu sangat membantu kita dalam kegiatan belajar mengajar.

- The Researcher : Jadi dek intinya hp itu sangat bermanfaat ya dek?
 FR : Iya bener sekali itu kak
 The Researcher : Apakah adek sering menggunakan aplikasi dalam proses belajar mengajar bahasa Inggris?
 FR : Sering kali pun kak
 The Researcher : Kalau diatas tadi kan adek sudah ada menyebutkan google dan kamus bisa membantu dalam kegiatan belajar, nah selain itu dek, aplikasi apa saja yang sering adek gunakan?
 FR : kalau aplikasi yang lain saya kirang tau kak. Saya cuma pakai 2 aplikasi kak.
 The Researcher : oh iya dek, sebenarnya jawaban adek di no 1 tadi sudah cukup lengkap, dan ada beberpa pertanyaan kakak yang belum kakak sampaikan ke adek, tapi di jawaban no 1 adek tadi sudah mencakup semua dari pertanyaan kakak. Terimakasih ya dek atas waktu dan ketersediaannya
 FR : Sama-sama kak

4. Student 4

- The Researcher : Kalau boleh tau nama lengkapnya siapa ya dek?
 IM : IM kak
 The Researcher : Nah gini dek, dizaman sekarang ini penggunaan telepon genggam sudah tidak bisa dihindari lagi dalam kehidupan sehari-hari, khususnya dalam dunia pendidikan. Apalagi semenjak terjadinya pandemi Covid 19, kita dituntut untuk melakukan segala aktivitas dirumah bahkan belajar pun dirumah, sehingga kita memanfaatkan telepon genggam sebagai media belajar kita kan dek.
 Bagaimana pendapat adek tentang penggunaan telepon genggam di dalam proses belajar mengajar bahasa Inggris?
 IM : Menurut pendapat saya nih kak belajar menggunakan telepon genggam dalam bahasa

Inggris ini sedikit sulit. Karena sedikitnya penjelasan dari dosen yang kita dapat dalam materi yang dibahas. Apalagi dalam bahasa Inggris ini kita harus tau bagaimana rumus dalam pelajaran tersebut. Makanya lebih mudah bertatapapan langsung dengan dosen. Dan juga lebih mudah bertanya dengan dosen langsung. Jika menggunakan telepon genggam kita tergantung dengan sinyal. Kalau ada sinyal ya alhamdulillah bisa mengikuti belajar online. Tapi kalau tidak ada ya gimana lagi kak.

The Researcher : Kalau secara umum dek, apakah telepon genggam bermanfaat dek di dalam proses belajar mengajar bahasa Inggris?

IM : Bermanfaat kak. Karena kak kalau didalam pembahasan materi ada yang tidak kita tahu. Selebihnya lihat dari hp kak. Karena lebih mudah. Kalau dari buku harus cari lagi yang sesuai dengan materi yang dibahas.

The Researcher : Ok dek terimakasih ya dek atas waktu dan ketersediannya

IM : iya kak sama-sama

5. Student 5

The Researcher : Kalau boleh tau nama lengkapnya siapa ya dek?

AS : AS kak

The Researcher : Nah gini dek, dizaman sekarang ini penggunaan telepon genggam sudah tidak bisa dihindari lagi dalam kehidupan sehari-hari, khususnya dalam dunia pendidikan. Apalagi semenjak terjadinya pandemi Covid 19, kita dituntut untuk melakukan segala aktivitas dirumah bahkan belajar pun dirumah, sehingga kita memanfaatkan telepon genggam sebagai media belajar kita kan dek.

Bagaimana pendapat adek tentang penggunaan telepon genggam di dalam proses belajar mengajar bahasa Inggris?

AS : Menurut saya kak tentang penggunaan telepon genggam dalam proses belajar mengajar bahasa

Ingris kurang efektif, karena menurut saya dalam belajar bahasa Inggris kalau tidak bertatap langsung dengan dosen atau guru itu lumayan sulit kak, karena penjelasannya materi-materi dalam bahasa Inggris akan lebih mudah dimengerti oleh mahasiswa apabila dijelaskan oleh dosen.

- The Researcher : Oh jadi kurang efektif ya dek
 AS : Iya kak
 The Researcher : Jadi dek kalau secara umum apakah telepon genggam itu bermanfaat dalam proses belajar mengajar bahasa Inggris?
 AS : Kalau secara umum, telepon genggam juga berguna dalam belajar bahasa Inggris kak contohnya banyak aplikasi kamus yang dapat diunduh dengan gratis dan dapat membantu dalam belajar bahasa Inggris tanpa harus membeli kamus di toko buku dengan harga yang lumayan mahal, tetapi kalau untuk penjelasan materi lebih mudah dimengerti apabila dijelaskan secara langsung.
 The Researcher : Apakah adek sering menggunakan aplikasi dalam proses belajar bahasa Inggris?
 AS : sering kak, aplikasi kamus atau translate
 The Researcher : Selain itu dek, apakah ada aplikasi lain yang sering adek gunakan?
 AS : Kalau saat ini Cuma aplikasi kamus aja kak
 The Researcher : Oh begitu ya dek
 Terimakasih ya dek atas waktu dan ketersediaannya
 AS : Iya sama-sama kak

6. Student 6

- The Researcher : Kalau boleh tau nama lengkapnya siapa ya dek?
 EN : Nama saya EN kak
 The Researcher : Nah gini dek, dizaman sekarang ini penggunaan telepon genggam sudah tidak bisa dihindari lagi dalam kehidupan sehari-hari, khususnya dalam dunia pendidikan. Apalagi semenjak terjadinya pandemi Covid 19, kita dituntut untuk melakukan segala aktivitas dirumah bahkan belajar pun

dirumah, sehingga kita memanfaatkan telepon genggam sebagai media belajar kita kan dek.

Bagaimana pendapat adek tentang penggunaan telepon genggam di dalam proses belajar mengajar bahasa Inggris?

EN : Penggunaan hp pada KBM pastinya membantu kita dalam belajar kak, apalagi untuk bahasa Inggris kan butuh juga kayak google translate. Dan apabila materi yang disampaikan oleh dosen kurang dipahami biasanya saya menggunakan hp lagi untuk search materi yang diajarkan dosen lebih dalam gitu kak. Jadi penggunaan hp memang sebenarnya memudahkan pembelajaran, Cuma yang agak susah kalau jaringan aja yang kadang itu suka agak mengganggu.

The Researcher : Jadi dek, secara keseluruhan hp itu sangat bermanfaat ya dek dalam KBM?

EN : Iya kak, karena memang seluruh kegiatan biasanya saya sendiri selalu menggunakan hp untuk membantu saya belajar

The Reasearcher : Apakah adek sering menggunakan aplikasi dalam kegiatan belajar bahasa Inggris?

EN : Iya kak, selama Corona ini sering pakai aplikasi kayak google classroom, zoom, wa grup juga

The Researcher : Bisa tolong dijelaskan dek, apa saja kegunaan dari aplikasi tersebut?

EN : Kalau google classroom biasanya itu digunakan wakt dosen kasih materi dan juga ngumpul tugas. Zoom biasanya untuk KBM via videocall. Biasanya dosen menjelaskan materi secara langsung lewat zoom. Wa grup kadang presentasi pakai pesan suara, dan kadang absen melalui wa, juga informasi dari dosen-dosen biasanya dari grup wa gitu kak.

The Researcher : Oh iya dek

Terimakasih ya dek atas waktu dan ketersediaannya

EN : Iya kak sama-sama

7. Student 7

- The Researcher : Kalau boleh tau nama lengkapnya siapa ya dek?
- AMS : AMS kak
- The Researcher : Nah gini dek, dizaman sekarang ini penggunaan telepon genggam sudah tidak bisa dihindari lagi dalam kehidupan sehari-hari, khususnya dalam dunia pendidikan. Apalagi semenjak terjadinya pandemi Covid 19, kita dituntut untuk melakukan segala aktivitas dirumah bahkan belajar pun dirumah, sehingga kita memanfaatkan telepon genggam sebagai media belajar kita kan dek.
- Bagaimana pendapat adek tentang penggunaan telepon genggam di dalam proses belajar mengajar bahasa Inggris?
- AMS : Menurut aku sistem penggunaan telepon genggam dalam proses belajar mengajar ini ada positif dan negatifnya. Saat dituntut untuk belajar, kita juga harus mencari hal-hal lain selain dari buku pada internet. Nah, saatnya menggunakan yang namanya ponsel atau media lain. Belajar dengan menggunakan ponsel mempermudah kita sebagai pengguna dalam mengakses segala hal. Tapi terkadang, belajar dengan menggunakan ponsel ini tidak efektif, sebab masih banyak saja mahasiswa atau penggunanya membuka ponsel bukan untuk mengakses apa yang seharusnya ia cari, melainkan memainkan apps tertentu saat dikelas.
- The Researcher : Oh jadi ada sisi positif dan sisi negatif nya ya dek. Apakah adek sering menggunakan aplikasi untuk kegiatan belajar bahasa Inggris?
- AMS : Iya, lumayan sering, terkadang saya juga menggunakannya saat saya tak mengerti apa arti satu kata yang lainnya. Sebab dalam bahasa Inggris ini satu kata saja memiliki banyak arti. Dan jika salah satu kata, maka arti lainnya mungkin akan kurang jelas. Kita juga harus mengerti arti sebenarnya sih.
- The Researcher : Kalau boleh tau aplikasi apa saja ya dek yang sering adek gunakan dalam proses belajar mengajar?

EN : Biasanya saya menggunakan Apps U-dictionary dan terkadang saya juga belajar dari youtube bagaimana cara pronounce nya.
 Pronounce itu seperti pengucapannya kak
 The Researcher : Oh iya dek
 Terimakasih ya dek atas jawabannya

8. Student 8

The Researcher : Kalau boleh tau nama lengkapnya siapa ya dek?
 TY : TY kak
 The Researcher : Nah gini dek, dizaman sekarang ini penggunaan telepon genggam sudah tidak bisa dihindari lagi dalam kehidupan sehari-hari, khususnya dalam dunia pendidikan. Apalagi semenjak terjadinya pandemi Covid 19, kita dituntut untuk melakukan segala aktivitas dirumah bahkan belajar pun dirumah, sehingga kita memanfaatkan telepon genggam sebagai media belajar kita kan dek.
 Bagaimana pendapat adek tentang penggunaan telepon genggam di dalam proses belajar mengajar bahasa Inggris?
 TY : Menurut saya penggunaan telepon genggam didalam proses belajar mengajar bahasa Inggris untuk saat ini sangat dibutuhkan karena kita tidak punya cara lain lagi untuk melakukan proses belajar selain belajar online. Tentunya belajar online membutuhkan telepon genggam. Tapi walaupun demikian belajar melalui hp menurut saya tidak efektif. Karena materi pembelajaran yang didapatkan tidak sepenuhnya tersampaikan dengan jelas. Misalnya ada beberapa materi yang kurang dimengerti, karena tidak adanya interaksi secara langsung jadi antara mahasiswa dengan dosen mau saling tanya jawab juga susah. Belum lagi susah sinyal didaerah masing-masing.
 The Researcher : Jadi dek kalau secara umum, apakah telepon genggam itu bermanfaat dalam proses belajar mengajar?

- TY : Bermanfaat kak
- The Researcher : Apakah adek sering menggunakan aplikasi untuk kegiatan belajar bahasa Inggris?
- TY : Sering kak, karena kalau pake kamus lama
- The Researcher : Kalau boleh tau aplikasi apa saja itu dek?
- TY : U dictionary dan CamScanner
- The Researcher : Bisa tolong dijelaskan dek, apa kegunaan dari aplikasi tersebut?
- TY : Kalau U dictionary kegunaannya ya seperti kamus, untuk translate kalau ada yang gak tau artinya. Terus juga untuk nyari tau cara pengucapannya bagaimana, cari tau perbedaan pengucapan English American dan British. Kalau CamScanner, untuk mengirim file yang dari buku (bukan diketik dari Ms. Word) dalam bentuk Pdf.
- The Researcher : Ok dek. Terimakasih banyak ya dek untuk jawaban, waktu dan ketersediannya
- TY : Sama-sama kak, senang bisa membantu

9. Student 9

- The Researcher : Kalau boleh tau nama lengkapnya siapa ya dek?
- FE : FE kak
- The Researcher : Nah gini dek, zaman sekarang ini penggunaan telepon genggam sudah tidak bisa dihindari lagi dalam kehidupan sehari-hari, khususnya dalam dunia pendidikan. Apalagi semenjak terjadinya pandemi Covid 19, kita dituntut untuk melakukan segala aktivitas dirumah bahkan belajar pun dirumah, sehingga kita memanfaatkan telepon genggam sebagai media belajar kita kan dek.
Bagaimana pendapat adek tentang penggunaan telepon genggam di dalam proses belajar mengajar bahasa Inggris?
- FE : Pendapat saya tentang penggunaan telepon genggam dalam proses belajar mengajar mungkin kurang efektif terutama bahasa Inggris (bahasa asing) mungkin karena bahasanya yang agak sulit dipahami.

- The Researcher : Kalau secara umum dek, apakah telepon genggam bermanfaat di dalam proses belajar mengajar bahasa Inggris?
- FE : Mungkin bermanfaat kak tinggal bagaimana kita menggunakannya aja
- The Researcher : Apakah adek sering menggunakan aplikasi untuk kegiatan belajar bahasa Inggris?
- FE : Pastinya sering kak terutama aplikasi dictionary online untuk mencari new words yang kurang dipahami.
- The Researcher : Selain itu dek, apakah ada aplikasi lain yang sering adek gunakan dalam belajar bahasa Inggris?
- FE : Sejauh ini belum ada kak karena sebelumnya juga lebih memanfaatkan belajar dari buku daripada melalui aplikasi.
- The Researcher : Ok dek. Terimakasih ya dek untuk jawaban, waktu dan ketersediaannya.
- FE : Iya kak sama-sama

10. Student 10

- The Researcher : Kalau boleh tau nama lengkapnya siapa ya dek?
- MR : MR kak
- The Researcher : Nah gini dek, dizaman sekarang ini penggunaan telepon genggam sudah tidak bisa dihindari lagi dalam kehidupan sehari-hari, khususnya dalam dunia pendidikan. Apalagi semenjak terjadinya pandemi Covid 19, kita dituntut untuk melakukan segala aktivitas dirumah bahkan belajar pun dirumah, sehingga kita memanfaatkan telepon genggam sebagai media belajar kita kan dek.
Bagaimana pendapat adek tentang penggunaan telepon genggam di dalam proses belajar mengajar bahasa Inggris?
- MR : Penggunaan telepon genggam didalam proses belajar mengajar menurut saya kak ada enak gak enaknya kak. Gak enaknya tu banyak ngabisin kuota internet, terus harus stay natap layar hp biar gak ketinggalan materinya, durasi juga lebih pendek

dibanding belajar dikelas. Siswa juga gak sepenuhnya paham karena kalau melalui telepon genggam, pemberian tugas lebih difokuskan dibanding pemberian materi.

The Researcher : Oh iya dek, jadi ada kelebihan dan kekurangannya ya

MRS : Iya kak

The Researcher : Jadi dek secara umum, menurut adek apakah telepon genggam itu bermanfaat dalam proses belajar mengajar bahasa Inggris?

MRS : Ya kalau lagi pandemi seperti ini yang mengharuskan kita dirumah aja, bermanfaat kak. Tapi kalau keadaan baik-baik saja lebih baik belajar seperti biasa

The Researcher : Apakah adek sering menggunakan aplikasi untuk kegiatan belajar bahasa Inggris ?

MRS : Sering kak

The Researcher : Kalau boleh tau aplikasi apa saja itu dek yang sering adek gunakan?

MRS : Oxford dictionary of English sama English thesaurus kak

The Researcher : Bisa tolong dijelaskan dek, apa kegunaan dari aplikasi tersebut?

MRS : Kegunaannya Oxford dictionary of English untuk mempermudah dalam mencari berbagai kosakata dan artinya dalam bahasa Inggris dan menambah pengetahuan mengenai vocabulary. English thesaurus untuk mengetahui sinonim dan antonim suatu ata dalam bahasa Inggris.

The Researcher : Ok dek. Terimakasih ya dek atas waktu dan ketersediaannya

MRS : Ok kak

11. Student 11

The Researcher : Kalau boleh tau nama lengkapnya siapa ya dek?

RA : RA kak

The Researcher : Nah gini dek, dizaman sekarang ini penggunaan telepon genggam sudah tidak bisa dihindari lagi

dalam kehidupan sehari-hari, khususnya dalam dunia pendidikan. Apalagi semenjak terjadinya pandemi Covid 19, kita dituntut untuk melakukan segala aktivitas dirumah bahkan belajar pun dirumah, sehingga kita memanfaatkan telepon genggam sebagai media belajar kita kan dek.

Bagaimana pendapat adek tentang penggunaan telepon genggam di dalam proses belajar mengajar bahasa Inggris?

RA : Menurut pendapat saya penggunaan telepon genggam didalam proses belajar mengajar itu sangatlah penting apalagi belajar dalam bahasa Inggris karena dengan adanya handphone kita sebagai pemula yang sedang belajar berbicara bahasa Inggris khususnya dapat terbantu dengan cara menggunakan app yang bisa kita download di handphone masing-masing salah satu contohnya seperti kamus bahasa Inggris, dimana bila kita ingin berbicara dan kita tidak tahu apa dalam bahasa Inggris yang akan kita ucapkan kita bisa mencarinya menggunakan app yang ada di smartphone kita sendiri. Dan juga dengan adanya handphone kita sangat-sangat mudah untuk melakukan proses belajar mengajar bahasa Inggris juga bisa dengan otodidak melalui youtube, mengikuti kursus online bahasa Inggris dan lainnya.

The Researcher : Jadi telepon genggam itu sangat bermanfaat ya dek didalam proses belajar mengajar?

RA : Iya kak

The Researcher : Apakah adek sering menggunakan aplikasi untuk kegiatan belajar bahasa Inggris?

RA : Iya kak. Jujur saya sendiri belum begitu mahir dalam menghafal atau mengingat kosakata

The Researcher : Kalau boleh tau aplikasi apa saja ya dek yang sering adek gunakan untuk mendukung kegiatan belajar bahasa Inggris adek?

RA : Kalau saya kak sering otodidak melalui youtube tapi apabila saya kesulitan dalam berbicara saya sering menggunakan app google translate kak

The Researcher : Ok dek, terimakasih ya dek untuk jawaban, waktu dan ketersediaannya
 RA : Sama-sama kak

12. Student 12

The Researcher : Kalau boleh tau nama lengkapnya siapa ya dek?
 PCY : PCY kak
 The Researcher : Nah gini dek, dizaman sekarang ini penggunaan telepon genggam sudah tidak bisa dihindari lagi dalam kehidupan sehari-hari, khususnya dalam dunia pendidikan. Apalagi semenjak terjadinya pandemi Covid 19, kita dituntut untuk melakukan segala aktivitas dirumah bahkan belajar pun dirumah, sehingga kita memanfaatkan telepon genggam sebagai media belajar kita kan dek.
 Bagaimana pendapat adek tentang penggunaan telepon genggam di dalam proses belajar mengajar bahasa Inggris?
 PCY : Menurut adek, penggunaan hp dalam belajar mengajar ini ada kelebihan dan kekurangannya kak. Kelebihannya adalah fleksibel dan hemat waktu. Fleksibel dan hemat waktu. Fleksibel disini diartikan (mudah diatur, mudah dikontrol dan hp ini bisa dibawa kemana-mana) jadi, tidak alasan untuk tidak belajar. Kemudian hemat waktu, biasanya kalau tidak menggunakan hp kita pasti memerlukan banyak waktu untuk bersiap-siap menuju kampus. Tapi, karena adanya hp ini, kita tidak bersusah payah untuk belajar. Tinggal membuka wa grup dan kita sudah bisa memulai pelajaran. Kelemahannya adalah siswa kadang kurang mengerti dengan materi yang dikasih. Dan juga semenjak adanya belajar online ini, hp harus tetap siaga agar tidak ketinggalan info. Menurut saya seperti itu kak
 The Researcher : Apakah adek sering menggunakan aplikasi untuk kegiatan belajar bahasa Inggris?
 PCY : Ya kak tentu saja sering. Ada beberapa aplikasi yang adek unduh dari playstore.

- The Researcher : Kalau boleh tau aplikasi apa saja itu dek?
 PCY : Seperti kamus. Kamus untuk mencari vocab yang
 gak adek tau kak.
- The Researcher : Ok dek terimakasih jawabannya
 PCY : Iya kak sama-sama ya kak

13. Student 13

- The Researcher : Kalau boleh tau nama lengkapnya siapa ya dek?
 S : S kak
- The Researcher : Nah gini dek, dizaman sekarang ini penggunaan
 telepon genggam sudah tidak bisa dihindari lagi
 dalam kehidupan sehari-hari, khususnya dalam
 dunia pendidikan. Apalagi semenjak terjadinya
 pandemi Covid 19, kita dituntut untuk melakukan
 segala aktivitas dirumah bahkan belajar pun
 dirumah, sehingga kita memanfaatkan telepon
 genggam sebagai media belajar kita kan dek.
 Bagaimana pendapat adek tentang penggunaan
 telepon genggam di dalam proses belajar mengajar
 bahasa Inggris?
- S : Sangat efisien ya kak, mengingat dalam situasi
 pandemic ini, kita yang dianjurkan untuk physical
 distancing, maka belajar melalui hp itu sangat bagus
 gitu kak
- The Researcher : Menurut adek apa manfaat dari hp tersebut
 didalam proses belajar mengajar?
- S : Salah satunya menjadi media tentunya kak,
 kemudian hp juga menjadi sumber ilmu terdekat
 yang dapat membantu memperoleh ilmu
 pengetahuan begitu kak
- The Researcher : Apakah adek sering menggunakan aplikasi untuk
 kegiatan belajar bahasa Inggris?
- S : Ya tentu kak
- The Researcher : Kalau boleh tau aplikasi apa saja itu ya dek?
 S : U dictionary, English Grammar, Irregular and
 Regular Verb
- The Researcher : Wah cukup banyaknya dek
 Bisa tolong dijelaskan dek kegunaannya?

S : U dictionary mencari kosa kata yang belum tau, English grammar berisis full English, Irregular dan Regular Verb kata kerja tidak beraturan dan beraturan.

14. Student 14

The Researcher : Kalau boleh tau nama lengkapnya siapa ya dek?
 F : F kak
 The Researcher : Nah gini dek, dizaman sekarang ini penggunaan telepon genggam sudah tidak bisa dihindari lagi dalam kehidupan sehari-hari, khususnya dalam dunia pendidikan. Apalagi semenjak terjadinya pandemi Covid 19, kita dituntut untuk melakukan segala aktivitas dirumah bahkan belajar pun dirumah, sehingga kita memanfaatkan telepon genggam sebagai media belajar kita kan dek.
 Bagaimana pendapat adek tentang penggunaan telepon genggam di dalam proses belajar mengajar bahasa Inggris?
 F : Menurut saya kak, penggunaan telepon genggam atau smartphone didalam proses kbm bahasa Inggris tentu saja sangat diperlukan karena kita bisa banyak belajar dari internet kan, dan juga banyak aplikasi buat belajar bahasa Inggris yang bisa kita download di playstore. Dan di masa pandemi ini kita juga belajar online pake google classroom atau media online yang lain. Saya rasa ya kita memang tidak bisa lepas dari smartphone karena memang banyak manfaatnya jika digunakan secara positif.
 The Researcher : Berarti telepon genggam itu sangat bermanfaat ya dek untuk KBM
 F : Iya sangat bermanfaat kak
 The Researcher : Apakah adek sering menggunakan aplikasi untuk belajar bahasa Inggris?
 F : Iya kak, Di masa pandemi ini kita belajar online pake google classroom atau media online yang lain. Google classroom cuman buat kelas online selama pandemi dan ngerjain tugas dari dosen kak

The Researcher : ok dek terimakasih ya dek untuk jawaban, waktu dan ketersediaannya
 F : Iya sama-sama kak

15. Student 15

The Researcher : Kalau boleh tau nama lengkapnya siapa ya dek?

IPS : IPS kak

The Researcher : Nah gini dek, dizaman sekarang ini penggunaan telepon genggam sudah tidak bisa dihindari lagi dalam kehidupan sehari-hari, khususnya dalam dunia pendidikan. Apalagi semenjak terjadinya pandemi Covid 19, kita dituntut untuk melakukan segala aktivitas dirumah bahkan belajar pun dirumah, sehingga kita memanfaatkan telepon genggam sebagai media belajar kita kan dek.

Bagaimana pendapat adek tentang penggunaan telepon genggam di dalam proses belajar mengajar bahasa Inggris?

IPS : Dalam proses belajar mengajar bahasa Inggris, handphone atau telepon genggam sangat membantu mahasiswa dalam proses belajar, mendapatkan informasi penting dari dosen dan juga materi terkait perkuliahan dan mengerjakan tugas-tugas yang diberikan oleh dosen. Dengan adanya handphone, sangatlah efektif buat mahasiswa dalam menjalani kegiatan perkuliahan selama pandemi ini. Sehingga telepon genggam sangat bermanfaat dalam proses belajar mengajar karena lewat handphone kita dapat mengakses banyak informasi atau materi terkait mata kuliah seperti Google Translate dan Google Classroom.

The Researcher : Apakah telepon genggam bermanfaat dalam proses belajar mengajar bahasa Inggris?

IPS : Ya, telepon genggam sangat bermanfaat dalam proses belajar mengajar karena lewat handphone kita dapat mengakses banyak informasi atau materi terkait mata kuliah seperti Google Translate dan Google Classroom.

- The Researcher : Apakah adek sering menggunakan aplikasi untuk kegiatan belajar bahasa Inggris?
- IPS : Ya, kadang-kadang saya menggunakannya. Karena saya anggap lebih cepat dan lebih menghemat waktu.
- The Researcher : Aplikasi apa saja yang adek gunakan untuk mendukung kegiatan belajar bahasa Inggris?
- IPS : Kamus Offline, Google Translate dan Google Classroom
- The Researcher : Apa kegunaan aplikasi tersebut dalam kegiatan belajar bahasa Inggris?
- IPS : Untuk mencari vocabulary dan untuk menterjemahkan dari bahasa Inggris ke bahasa Indonesia dan tempat berdiskusi mengenai materi bahasa Inggris
- The Researcher : Ok dek terimakasih ya dek untuk waktu dan ketersediaannya
- IPS : Ya kak sama-sama

16. Student 16

- The Researcher : Kalau boleh tau nama lengkapnya siapa ya dek?
- ZPN : ZPN kak
- The Researcher : Nah gini dek, dizaman sekarang ini penggunaan telepon genggam sudah tidak bisa dihindari lagi dalam kehidupan sehari-hari, khususnya dalam dunia pendidikan. Apalagi semenjak terjadinya pandemi Covid 19, kita dituntut untuk melakukan segala aktivitas dirumah bahkan belajar pun dirumah, sehingga kita memanfaatkan telepon genggam sebagai media belajar kita kan dek.
Bagaimana pendapat adek tentang penggunaan telepon genggam di dalam proses belajar mengajar bahasa Inggris?
- ZPN : Menurut saya penggunaan telepon genggam sangat berguna dalam proses belajar mengajar bahasa Inggris karena kita dapat menggunakan aplikasi pembelajaran bahasa Inggris yang ada dalam

- telepon genggam agar dapat mudah memahani bahasa inggris dengan cara yang mudah dan simple.
- The Researcher : Apakah telepon genggam bermanfaat dalam proses belajar mengajar bahasa inggris?
- ZPN : Ya sangat bermanfaat
- The Researcher : Apakah adek sering menggunakan aplikasi untuk kegiatan belajar bahasa inggris?
- ZPN : Ya sangat sering
- The Researcher : Aplikasi apa saja yang adek gunakan untuk mendukung kegiatan belajar bahasa Inggris?
- ZPN : Google classroom
- The Researcher : Apa kegunaan aplikasi tersebut dalam kegiatan belajar bahasa Inggris?
- ZPN : Aplikasi Google Classroom sangat berguna sebagai tempat diskusi antara mahasiswa dan dosen selama adanya pembelajaran daring ini.
- The Researcher : Ok dek, terimakasih atas jawabana, waktu dan ketersediaannya

17. Student 17

- The Researcher : Kalau boleh tau nama lengkapnya siapa ya dek?
- RN : RN kak
- The Researcher : Nah gini dek, dizaman sekarang ini penggunaan telepon genggam sudah tidak bisa dihindari lagi dalam kehidupan sehari-hari, khususnya dalam dunia pendidikan. Apalagi semenjak terjadinya pandemi Covid 19, kita dituntut untuk melakukan segala aktivitas dirumah bahkan belajar pun dirumah, sehingga kita memanfaatkan telepon genggam sebagai media belajar kita kan dek.
Bagaimana pendapat adek tentang penggunaan telepon genggam di dalam proses belajar mengajar bahasa Inggris?
- RN : Seperti yang kita tahu penggunaan telepon genggam dalam proses belajar mengajar bahasa inggris sangat penting dan juga memiliki banyak kegunaan, karena telepon genggam sendiri untuk sekarang semua orang pasti memilikinya dan

- menggunakan telepon genggam sebagai aktivitas mereka setiap hari seperti mengerjakan tugas kantor atau tugas kuliah dengan telepon genggam semua itu menjadi lebih mudah
- The Researcher : Apakah telepon genggam bermanfaat dalam proses belajar mengajar bahasa inggris?
- RN : Sangat bermanfaat karena kalau misalnya siswa tidak tahu arti dari kata bahasa inggris tersebut mereka bisa mencarinya langsung menggunakan google translate ataupun aplikasi terjemahan lainnya, jadi mereka tidak susah payah harus menggunakan kamus dan harus mencarinya dengan teliti.
- The Researcher :Apakah adek sering menggunakan aplikasi untuk kegiatan belajar bahasa inggris?
- RN : Sering karena itu sangat membantu
- The Researcher : Aplikasi apa saja yang adek gunakan untuk mendukung kegiatan belajar bahasa Inggris?
- RN : Google classroom, translate dan U-Dictionary
- The Researcher : Apa kegunaan aplikasi tersebut dalam kegiatan belajar bahasa Inggris?
- RN : Menterjemahkan kata atau kalimat inggris ke bahasa indonesia atau sebaliknya
- The Researcher : Ok dek terimakasih atas waktu dan ketersediaannya
- RN : Iya kak sama-sama

18. Student 18

- The Researcher : Kalau boleh tau nama lengkapnya siapa ya dek?
- DNH : DNH kak
- The Researcher : Nah gini dek, dizaman sekarang ini penggunaan telepon genggam sudah tidak bisa dihindari lagi dalam kehidupan sehari-hari, khususnya dalam dunia pendidikan. Apalagi semenjak terjadinya pandemi Covid 19, kita dituntut untuk melakukan segala aktivitas dirumah bahkan belajar pun

dirumah, sehingga kita memanfaatkan telepon genggam sebagai media belajar kita kan dek.

Bagaimana pendapat adek tentang penggunaan telepon genggam di dalam proses belajar mengajar bahasa Inggris?

DNH : Menurut saya belajar bahasa inggris melalui media telepon genggam sangatlah berguna, karena di era sekarang ini media sudah banyak membuat aplikasi tentang bahasa inggris

The Researcher : Apakah telepon genggam bermanfaat dalam proses belajar mengajar bahasa inggris?

DNH : Sangat bermanfaat, apalagi jika ada siswa yang kesusahan dalam mengikuti pelajaran bahasa inggris. Mereka jadi sangat mudah untuk memahami pelajaran karena sudah ada google translate dan aplikasi yang lainnya

The Researcher : Apakah adek sering menggunakan aplikasi untuk kegiatan belajar bahasa inggris?

DNH : Iya, sampai saat ini saya juga masih sering menggunakan aplikasi yang mendukung untuk mengerti pelajaran bahasa inggris

The Researcher : Kalau boleh tau aplikasi apa saja yang adek gunakan untuk mendukung kegiatan belajar bahasa Inggris?

DNH : Google translate, kamus

The Researcher : Apa kegunaan aplikasi tersebut dalam kegiatan belajar bahasa Inggris?

The Researcher : Kegunaan aplikasi tersebut adalah untuk mempermudah dalam mengerti arti bahasa inggris, dari yang tidak kita ketahui menjadi tahu

19. Student 19

The Researcher : Kalau boleh tau nama lengkapnya siapa ya dek?

DP : DP kak

The Researcher : Nah gini dek, dizaman sekarang ini penggunaan telepon genggam sudah tidak bisa dihindari lagi dalam kehidupan sehari-hari, khususnya dalam dunia pendidikan. Apalagi semenjak terjadinya

pandemi Covid 19, kita dituntut untuk melakukan segala aktivitas dirumah bahkan belajar pun dirumah, sehingga kita memanfaatkan telepon genggam sebagai media belajar kita kan dek.

Bagaimana pendapat adek tentang penggunaan telepon genggam di dalam proses belajar mengajar bahasa Inggris?

DP : Menurut saya, penggunaan telepon genggam dalam proses belajar mengajar bahasa Inggris memiliki pengaruh yang positif dan pengaruh negatif. Namun pada era 40 saat ini penggunaan telepon genggam dalam proses belajar mengajar bahasa Inggris sangat penting mengingat negara kita saat ini sedang mencoba melawan Covid 19 dan proses belajar mengajar dialihkan menjadi belajar secara daring maka peran telepon genggam saat ini sangat diperlukan

The Researcher : Apakah telepon genggam bermanfaat dalam proses belajar mengajar bahasa Inggris?

DP : Ya, tentu saja telepon genggam bermanfaat dalam proses belajar mengajar bahasa Inggris, karena banyak kata yang tidak kita pahami dan pengucapan suatu kata yang tidak kita pahami, kita dapat menggunakan telepon genggam untuk mengetahui arti kata dan pengucapan yang kita cari

The Researcher : Apakah adek sering menggunakan aplikasi untuk kegiatan belajar bahasa Inggris?

DP : Ya saya sering menggunakan aplikasi untuk kegiatan belajar bahasa Inggris

The Researcher : Kalau boleh tau aplikasi apa saja yang adek gunakan untuk mendukung kegiatan belajar bahasa Inggris?

DP : Aplikasi yang saya gunakan untuk mendukung kegiatan belajar bahasa Inggris seperti Google Translate, aplikasi tersebut membantu saya dalam menemukan kosakata baru dan membantu saya dalam mengucapkan (pronoun) suatu kata.

The Researcher : Ok dek terimakasih atas jawabannya

20. Student 20

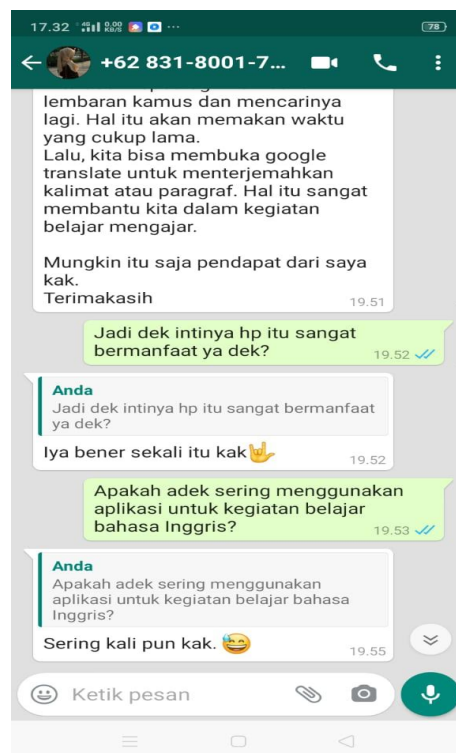
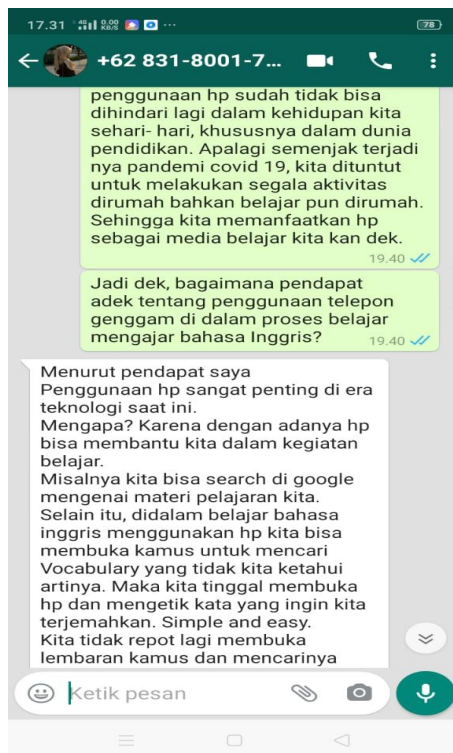
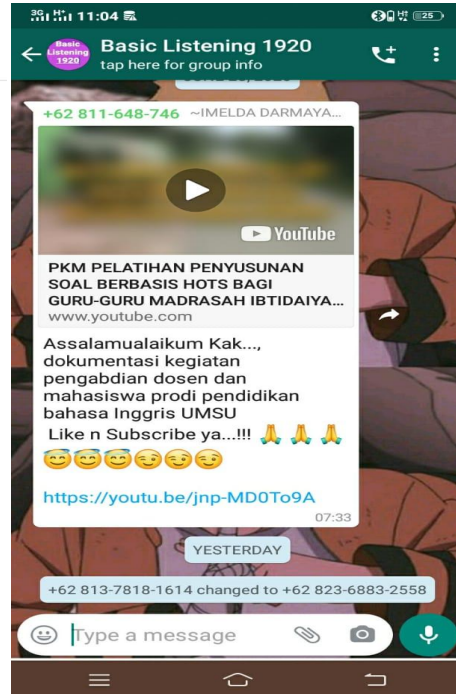
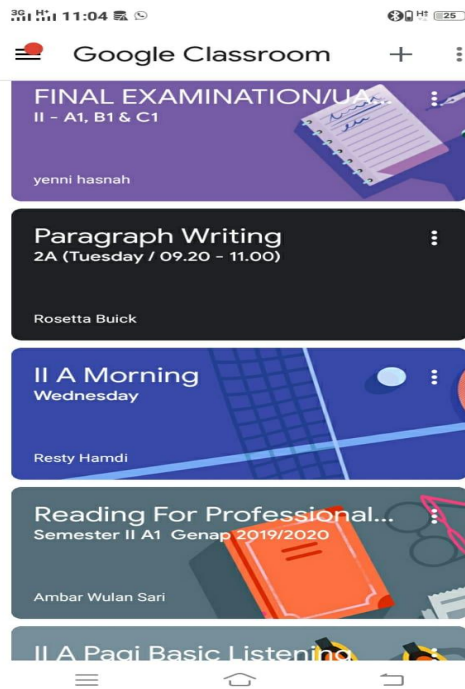
- The Researcher : Kalau boleh tau nama lengkapnya siapa ya dek?
- SP : SP kak
- The Researcher : Nah gini dek, dizaman sekarang ini penggunaan telepon genggam sudah tidak bisa dihindari lagi dalam kehidupan sehari-hari, khususnya dalam dunia pendidikan. Apalagi semenjak terjadinya pandemi Covid 19, kita dituntut untuk melakukan segala aktivitas dirumah bahkan belajar pun dirumah, sehingga kita memanfaatkan telepon genggam sebagai media belajar kita kan dek.
- Bagaimana pendapat adek tentang penggunaan telepon genggam di dalam proses belajar mengajar bahasa Inggris?
- SP : Penggunaan telepon genggam tersebut sangat bermanfaat dan praktis dalam proses belajar mengajar bahasa inggris
- The Researcher : Apakah telepon genggam bermanfaat dalam proses belajar mengajar bahasa inggris?
- SP : Iya, telepon genggam sangat bermanfaat bagi kita yang ingin belajar bahasa Inggris karena sangat membantu kita ketika hendak mencari kosakata yang tidak kita ketahui artinya dan juga selama adanya pandemi covid 19 ini telepon genggam sangat memudahkan bagi saya untuk memperoleh materi perkuliahan
- The Researcher : Apakah adek sering menggunakan aplikasi untuk kegiatan belajar bahasa inggris?
- SP : Iya sering terutama dalam mengartikan kata dan mengumpulkan tugas
- The Researcher : Aplikasi apa saja yang adek gunakan untuk mendukung kegiatan belajar bahasa Inggris?
- SP : Aplikasi yang saya gunakan adalah kamus ku, terjemahan dan terkadang google classroom
- The Researcher : Apa kegunaan aplikasi tersebut dalam kegiatan belajar bahasa Inggris?
- SP : Kegunaannya ketika tidak mengetahui arti sebuah kosakata kita dapat melihat aplikasi langsung tanpa harus memakai kamus sehingga lebih praktis dan mudah. Dan untuk kegunaan google classroom itu

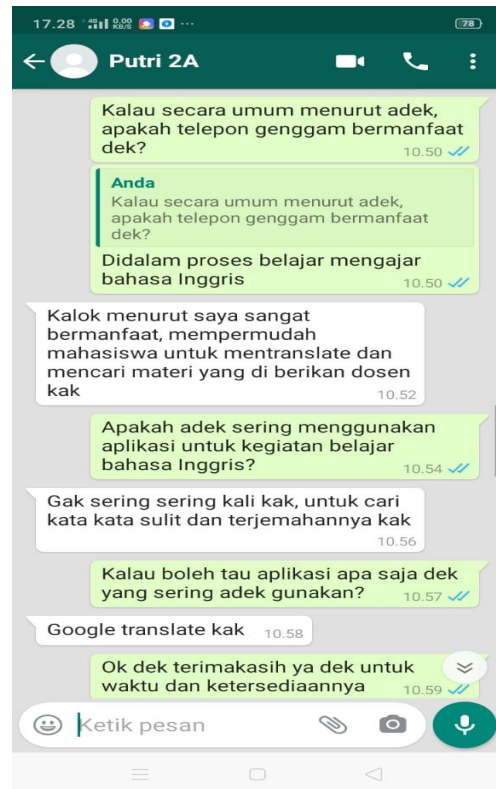
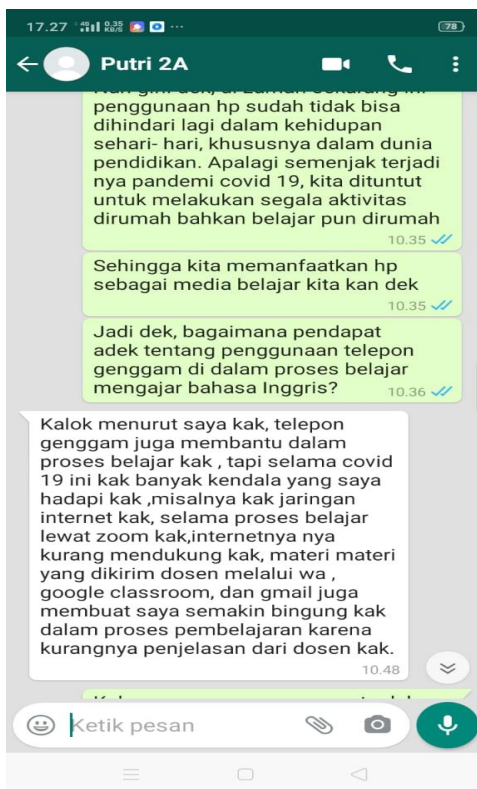
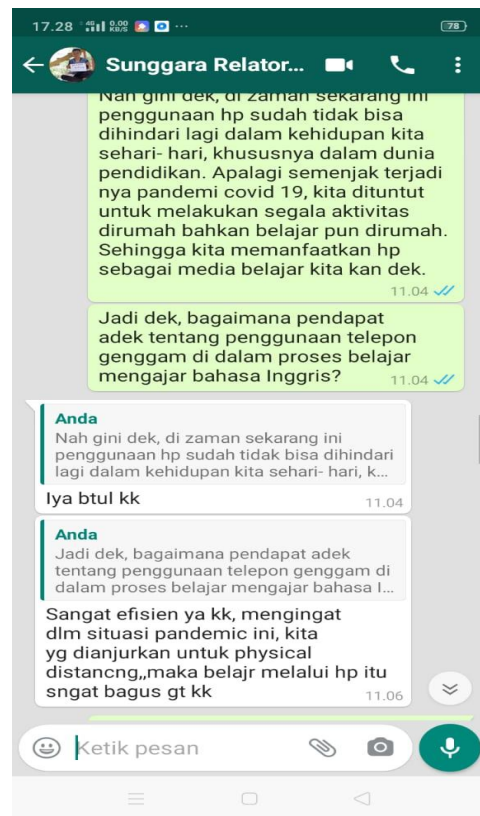
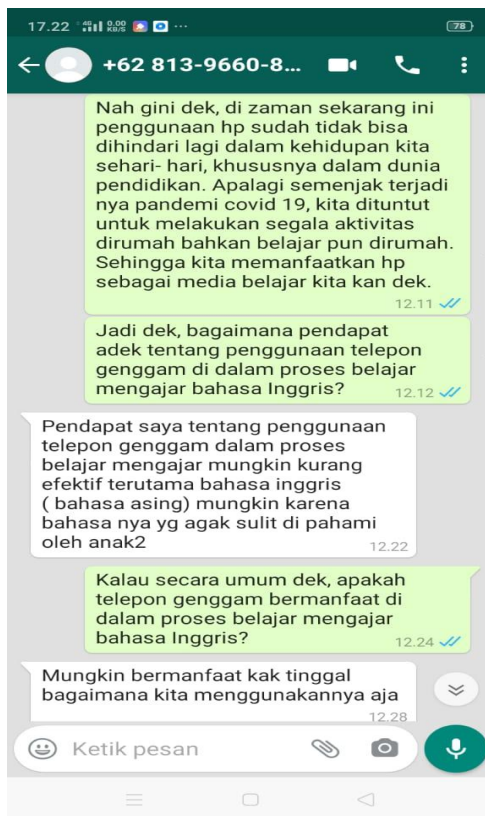
sendiri adalah untuk memperoleh materi perkuliahan

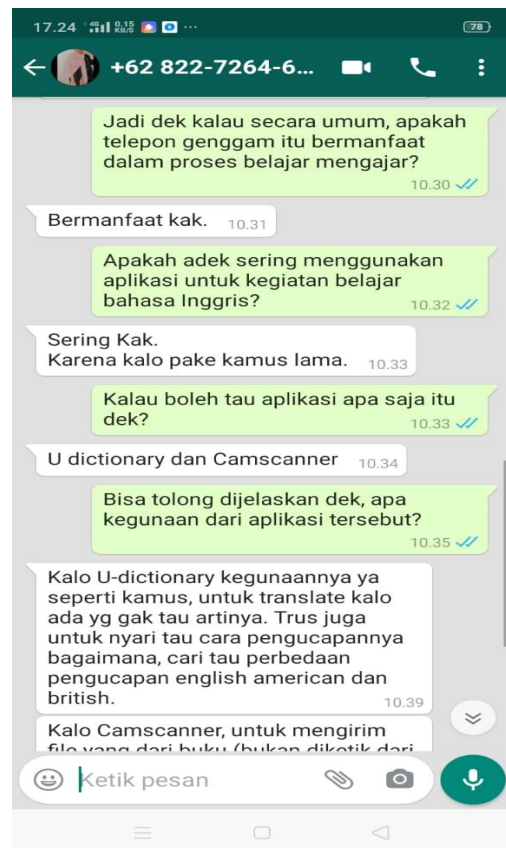
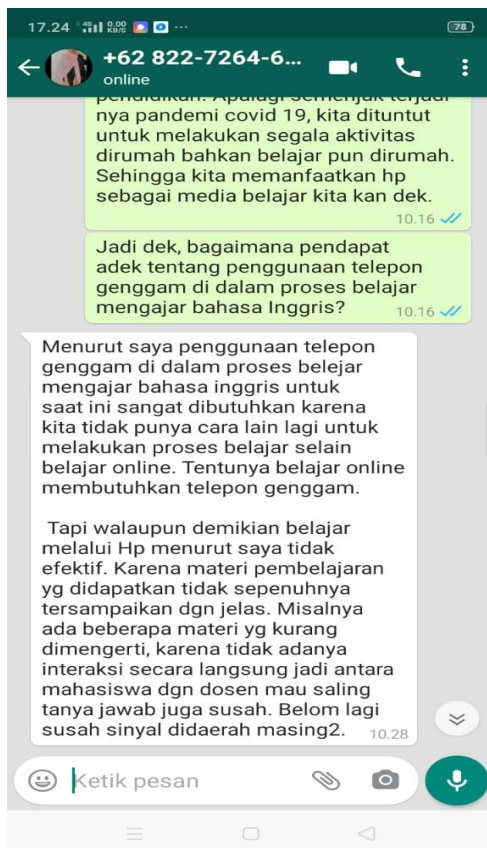
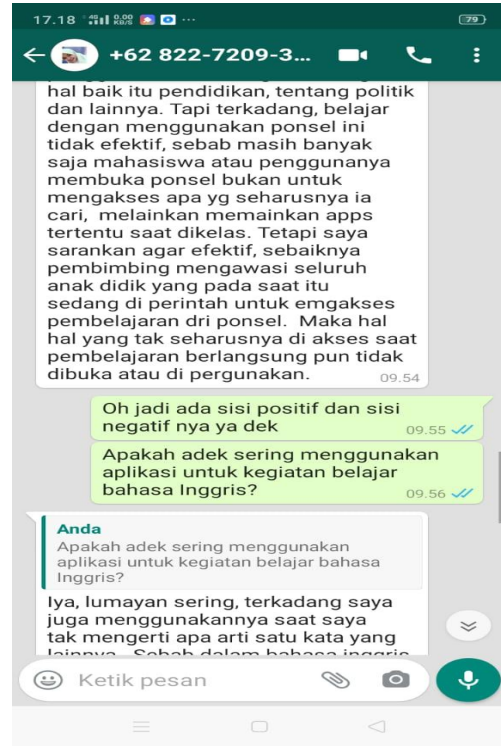
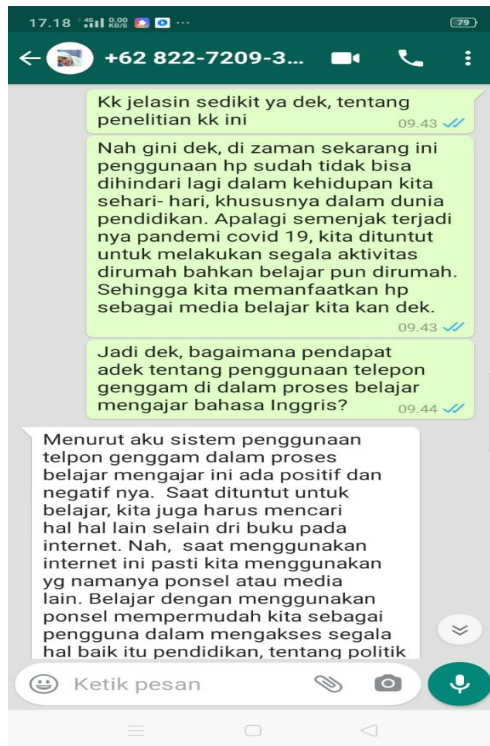
The Researcher : Ok dek terimakasih untuk jawabannya

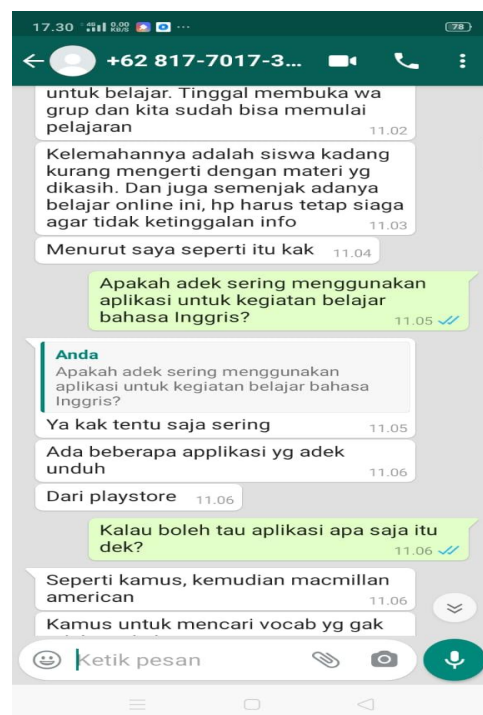
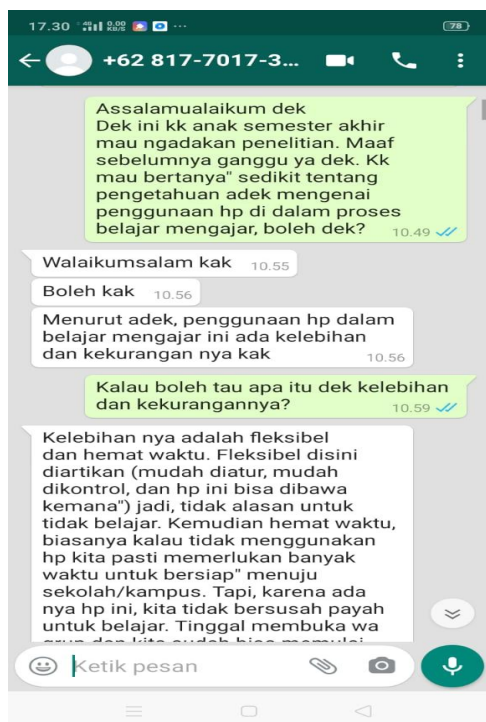
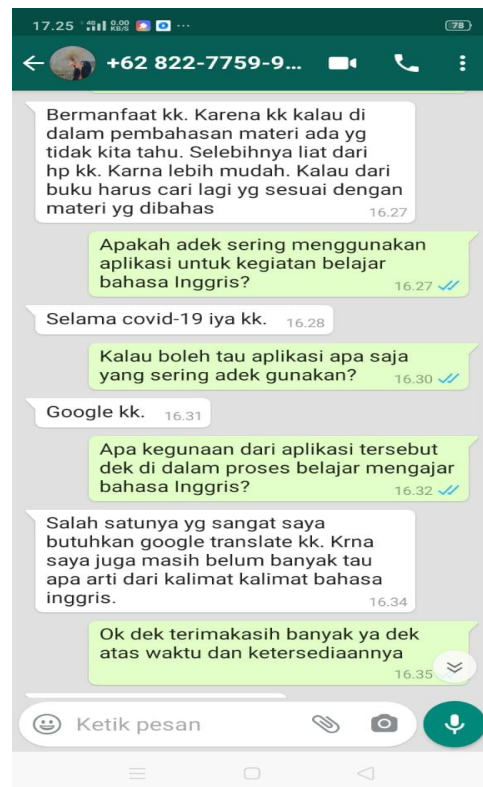
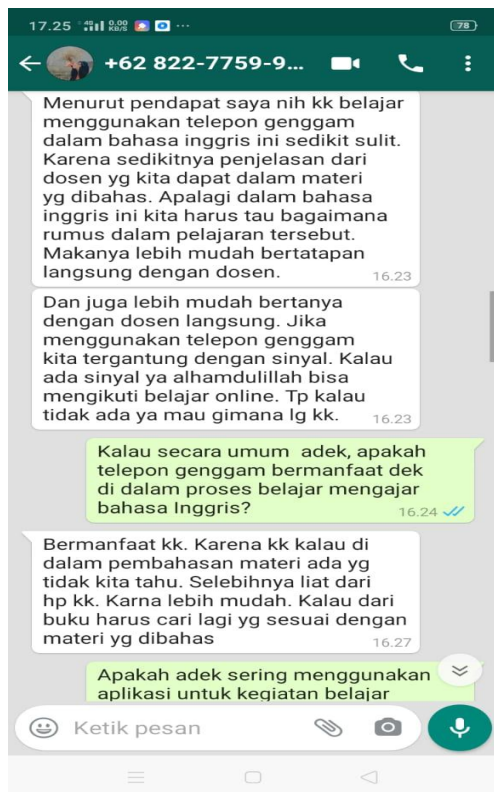
SP : Iya kak sama-sama

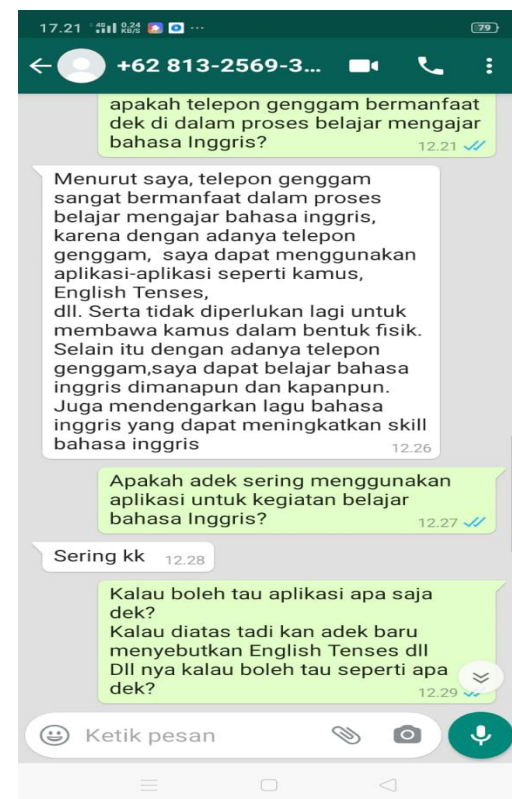
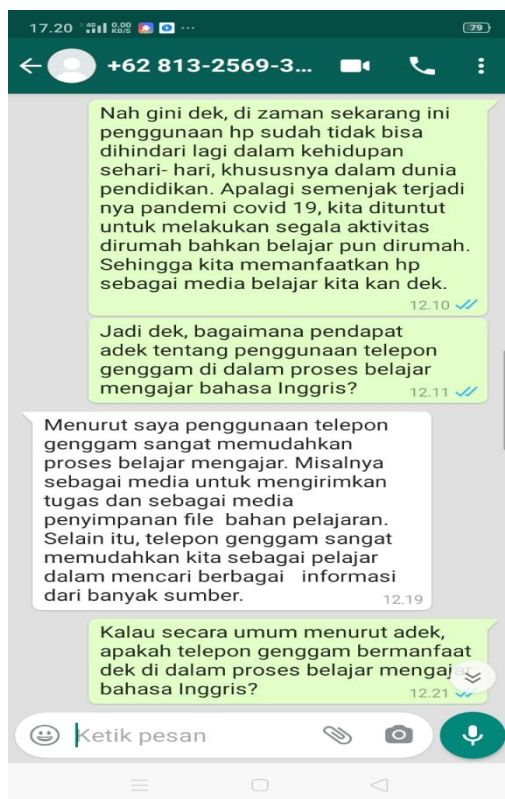
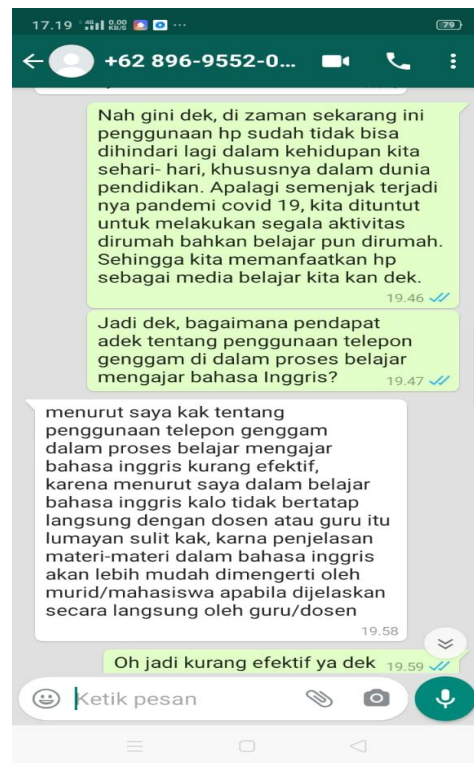
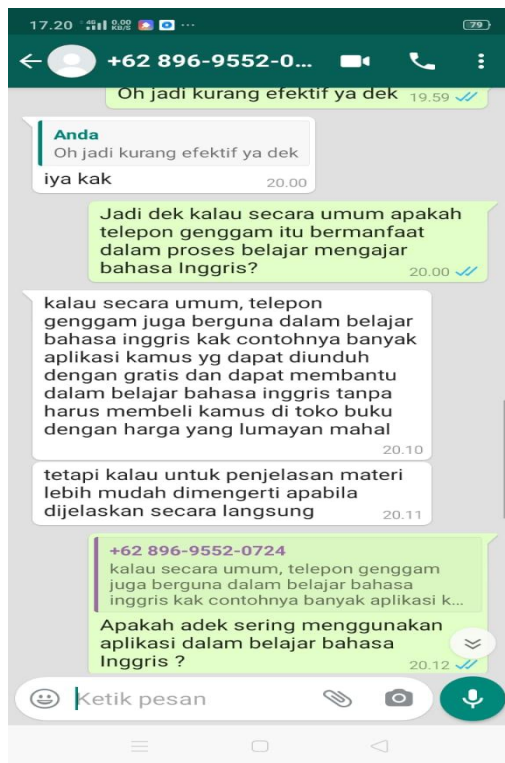
Appendix III: Documentation











CURRICULUM VITAE

Name : Melinda Putri

NPM : 1602050042

Status : Single

Sex : Female

Religion : Moslem

Place/Date of Birth : Medan, 27th May 1998

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