

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

In this chapter, the researcher trying to analyze the teacher attempt towards mobile assisted language in vocational high school based on the researcher's opinion. The result of this research and the discussion are the data analysis result gathered during the research process. It is collected based on the result of documentation, observation, and interview which has done in the classroom and teachers room.

#### **A. Findings**

This chapter will discuss the findings of the research about the teacher's effort and purpose in implementing the MALL. The data obtained from observation and interview.

##### **1. How The Teacher Implementing MALL**

The researcher got the data by observing the class. The findings showed that teachers implement MALL using Kahoot. Three observations conducted by the researcher and based on the teacher's lesson plan found that the teacher only uses Kahoot for attempting MALL in pre-activity to evaluate their knowledge of the previous material in the previous semester.



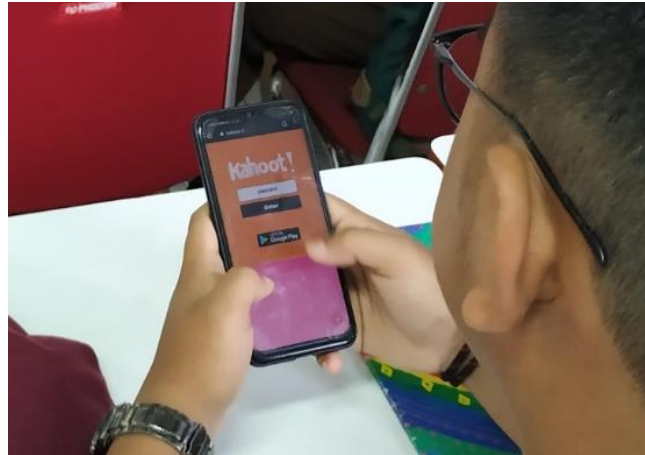
***Picture 4.1 The teacher open Kahoot***

On the image above, the teacher already opens the Kahoot website and she asks the student to use their phone or laptop to go to Kahoot's official website, but the researcher notices that several students using the Kahoot app instead. Because the teacher wants to evaluate the student individually, she preparing the questions by choosing the classical mode quiz.



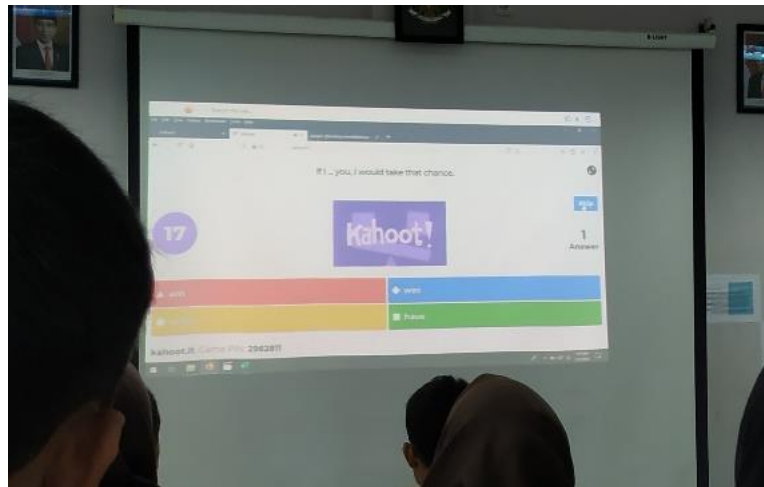
***Picture 4.2 Code invitation***

Before the student joins the session, they need to go to the Kahoot website or using the app and then insert the code or PIN that shown on the projector to join the room to participate.



***Picture 4.3 The student inserting the Code***

After the student inserts the code, they need to fill in their name and the researcher noticed that almost all of the students use made-up names or aliases, the teacher uses the situation to find out which absent students.



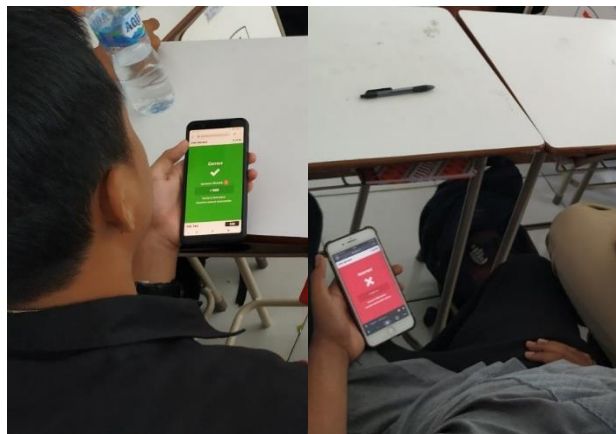
***Picture 4.4 One of the question in Kahoot***

In the image above, the teacher starts the evaluation after all student login using code to join the test. The question will be shown in front of the student with multiple choice answers.



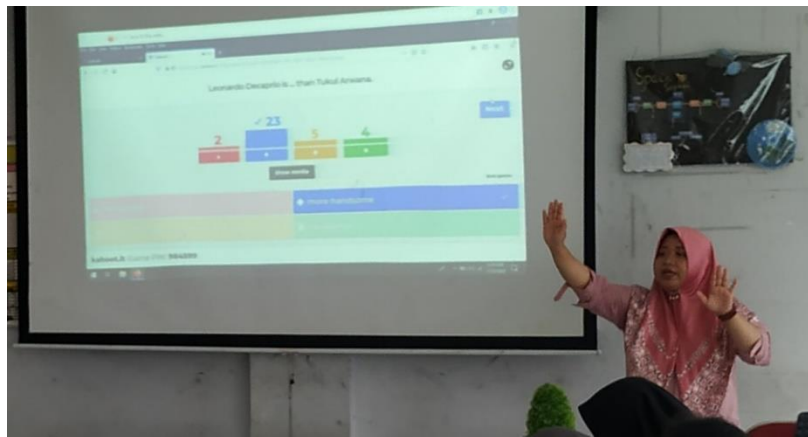
***Picture 4.5 The student answer it using their phone***

Instead of using the letter “A, B, C, D” Kahoot uses the shape as a symbol to indicate the answer and the student will answer by tapping or clicking on from their phone or laptop. Each question has a time limit of 20 seconds, the students must answer before the time is up.



***Picture 4.6 The student with the correct and incorrect answer***

After the student chooses the answer, the result of their answer will be shown on their phone or laptop. The student that answers the questions correctly will earn points.



**Picture 4.7** *The result of the correct answer*

The result of the question that the students answer also will be shown on the projector in front of them and also shows how many students answered different answers.



**Picture 4.8** *Final results*

At the end of the evaluation, after the student answer all 10 questions, the result of which of the students earn more points and shows their places from 3<sup>rd</sup> place to 1<sup>st</sup> place. After that, the teacher will ask the students the difficulty they find in answering the questions.

## **2. The Purposes of The Teacher in Attempting MALL**

In collecting data in this section the writer used observation and interview. The writer conducted three observations in this study. The observations begin when the teacher use MALL applications in the class. The writer also conducted interviews with teachers who attempt MALL. The writer also took several pictures when the attempt of MALL occurred. The details of the observation and interview process conducted by the writer from the teaching and learning process of B, C, and G class students in SMK Telkom can be seen in the appendix.

To get data and to answer this research question. The researcher observes and interviews the teacher who attempts MALL in the class. The researcher conducted three observations in the teacher's class and interviewed her directly. The writer only conducts three observations because the results of the data obtained from three observations were considered adequate by the researcher. By doing three observations the researcher is able to conclude the answer to this research question. The writer also interviewed teachers to strengthen the data obtained from observation.

Based on the teacher's lesson plan, the researcher found several purposes of using MALL is mentioned in the pre-activity. The application that the teacher use for MALL is Kahoot, the teacher use it before starting the lesson to evaluate and to make the students compete with each other.

**a. Motivational Purpose**

The first purpose of attempting MALL is to make the students compete with each other, in other words, to motivate them. According to the researcher's observation result and based on the teacher's lesson, the teacher uses Kahoot for learning media to increase their motivation by making them compete with each other which makes them more active. This finding reinforced by the teacher from the interview results, the teacher said "*saat pertemuan pertama saya selalu memberikan quiz untuk menstimulasi para siswa sehingga mereka tidak merasa bosan*". Therefore, the teacher tries to stimulate the students to give them motivation.

**b. Evaluation Purpose**

The second purpose of attempting MALL is to evaluate the students. According to the researcher observation result, interview and based on the teacher's lesson plan, on the first meeting, the teacher always evaluates the students to test they knowledge of the previous materials in the previous semester. In the interview results, the teacher said "*Tentu saja saya mengulang kembali materi yang telah dipelajari, salah satunya dengan evaluasi menggunakan aplikasi Kahoot karena penggunaannya sangat menghemat waktu.*".

The teacher also said "*saya menggunakan project-based learning dengan menambahkan 10 pertanyaan yang akan di jawab*

*oleh siswa yang sudah tertera di aplikasi masing-masing untuk di jawab bersama-sama jadi saya tidak menggunakan sistem tulis/manual karena sudah di permudah dengan penggunaan aplikasi Kahoot.”. Therefore, the teacher give the students 10 questions quiz to evaluate their*

## **B. Discussion**

After the data has been obtained and in the process like the description above, the researcher has written and analyzed the data that has been obtained at the findings. The researcher also describes the teacher's purpose in attempting MALL and identify the teacher's effort in implementing MALL application. The researcher tries to analyze the following factors for discussion to reveal a significant amount of detailed information for the study.

### **2. The Teacher Purpose in Attempting MALL**

In this study, the qualitative data reveals that the teacher agreed that the already complete and appropriate with the students promoting MALL needs. The first purpose is to evaluate the students, according to one of the 10 statement from Stockwell and Hubbard (2013, p. 8), the language learning task fit the technology and environment, and let the technology and environment fit the task. If the assumption is that learners will be using a mobile phone at short intervals during the day. This statement similarities to what the writer found when making observations and findings. In observations, the researcher found this purpose of the



teacher attempted MALL for evaluation in pre-activity to given the task, to play, to given the explanation, and showed the correct answer to the students.

The second purpose is to make the students compete with each other, which means it's to motivate them, according to McQuiggan (2015, p. 10-12) Mobile learning provides a new way to motivate students by providing high levels of engagement and novelty, personalization, and autonomy. The ability to constantly use new apps and find new ways to use the device keeps it fresh and interesting for students. This statement also matches with what the researcher found when making observations and findings.

The researcher found this purpose of the teacher also in pre-activity during the evaluation session occurred. Usually, the evaluation session would have a tense atmosphere and the student felt under pressure, in this case of making them compete with each other to make a good turn. It makes the atmosphere around the students more fun.

During the attempt, the teacher encounters several problems like internet connection and blackout. Connection problems are also a concern: web-based language learners might choose to limit their online connection times, or they may not have access at all. (George M. Chinnery, 2006, p. 13). This event occurred when the researcher did an observation during the teacher attempting MALL, the researcher also found that a few students face certain difficulties. Some of them run out

of internet quota and they cannot connect to the school wifi because they need to buy a wifi voucher to get internet access.

Even though the MALL is going smoothly with just minor problems occurred, while mobile devices can be used for academic enrichment, the opportunity also exists for them to be used for distraction or unethical behavior (McQuiggann, 2015, p. 13-16). This statement resembles with what happened during the MALL activities, the teacher still felt concerned if one of the students did not follow her instruction to do not open other media from their phone or laptop other than Kahoot.