

The Implementation of Using Quick Response Codes in Listening Comprehension for Senior High School

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Abstrak

Medengarkan adalah sebuah aktivitas aktif karena otak mereka akan bekerja untuk menangkap informasi yang mereka dengarkan dan memahami apa yang pembicara katakan. Akan tetapi, mengajar mendengarkan itu tidak mudah. Untuk mengatasi masalah ini, pembelajaran seluler (*m-learning*) sebagai alat teknologi seluler bisa digunakan untuk media belajar mendengarkan. QR Codes adalah salah satu media pembelajaran seluler yang bisa digunakan untuk belajar mendengarkan. Sementara itu, tujuan dari penelitian ini adalah untuk mendeskripsikan penerapan penggunaan QR Codes dalam pemahaman mendengarkan dan respon siswa selama penerapan penggunaan QR Codes sebagai media untuk mendengarkan. Penelitian ini diterapkan di kelas X SMA dengan desain penelitian kualitatif. Peneliti melakukan pengamatan dan memberikan kuisioner kepada siswa. Instrumen yang digunakan untuk mengumpulkan data adalah catatan observasi dan jawaban kuisioner yang diberikan kepada siswa. Berdasarkan data yang diperoleh, hasil dari penelitian ini menunjukkan penerapan penggunaan QR Codes dalam pembelajaran mendengarkan sesuai untuk meningkatkan minat belajar mendengarkan siswa.

Kata Kunci: mendengarkan, media belajar, pembelajaran seluler (*m-learning*), *Quick Response Codes*

Abstract

Listening is an active activity because their brain is working to catch the information and understand what the speaker is saying. However, teaching listening is not easy. To overcome this problem, mobile learning (*m-learning*) as a tool of mobile technology can be used for media of learning listening. QR Codes is one of the *m-learning* media that can be used for it. Meanwhile, the objective of this study are to describe the implementation of using QR Codes in listening comprehension and the student's response during the implementation of using QR Codes as a media in listening. This study was applied to the tenth grades of Senior High School and conducted in qualitative research design. The instruments used to collect the data are observation field note and the answer to the questionnaire given to them. Based on the data, the result of this study shows the implementation of using QR Codes in learning is appropriate to increase the students' willingness to learn listening.

Keywords: listening, learning media, mobile learning (*m-learning*), Quick Response Codes (QR codes)

INTRODUCTION

Nowadays, the world of education enters the era of the media world, where learning activities requires that the conventional method must be reduced and replaced with the use of a lot of media. Especially in the current learning activities emphasis on skills and active in teaching learning process, so the role of learning media is become important (Nurseto, 2011: 20). This opinion is reinforced by Hadibin, et al., (2013: 1) which stated that the purpose of learning media is a tool to help teaching learning process that is difficult to explain verbally from the whole learning program. Learning material will be easier and clearer using learning media in teaching learning process.

According to Othman and Vanathas (2004) quoted in (Khaled 2010) for too long listening has been less attention in English language classroom. Among speaking, reading and writing, listening is the smallest research which is talk about it. Meanwhile, the research of speaking and writing skill are the most widely done. Therefore, there are very a

few methods and techniques used in teaching listening. In addition, when it compared with the other language skills, listening is the most dominating skill in daily communication than speaking, reading and writing. Therefore, Burely-Allen (1995) in Eken and Dilidüzgün (2004) also stated that listening is more important than the other skills in language improvement.

Furthermore, Hwang et al. explained that cultural factors are also important. In Asia, students must be able to perform well in public, but in reality they get stressful situations that cause anxiety and silence, which is lack of voluntary participation in class discussions. Therefore, students are more willing to carry out reading and writing activities, and avoiding interactions with other people while learning English. This makes learning English less attractive and reduces students' motivation in learning.

Meanwhile, according to Miangah and Nezarat (2012), the development of mobile technology has increased and penetrated all aspects of life so this technology plays an important role in studying including learning media. Learn

through computer or e-learning allows students to learn in non-class environment when they are at home in front of a personal computer whether they are online or offline. However, learning through mobile or m-learning provide opportunities for students to learn when they are on the bus, outside or at work doing their part-time work. Even, they can learn every time and everywhere they are.

From these opinions, it can be concluded that learning by mobile learning (m-learning) provides a variety of new learning for students. Students can utilize the gadget to access study material at any time and wherever they want. There were many researcher had been conducted about mobile learning, but not all the studies have addressed the use of Quick Response codes (QR codes) in education (Law & So, 2010). QR Codes can expand the learning experience and provide the authentic materials. There are so many learning materials in QR Codes so that the material serves different types of learners (Chen et al., 2010).

Mobile learning happens when the students use portable devices for instance smart phones, notebooks or tablets to access and search some learning materials and systems, create content and interact teacher and interact with other students and around them. The activities implemented in outside of the classroom can make mobile learning is more useful because the students can connected the materials related to real life experience directly. The students can learn in their free time by using mobile phones with them and also it can develop their learning skills (Kukulka-Hulme, 2009). The other advantages of mobile learning is it can increase the students' motivation in learning. Using mobile devices, it can easy to access the material that the students need in internet. In this era, smartphones have become part of the students. Teachers and students can access the authentic listening materials from radio or TV programs for listening teaching and practice (Kukulka-Hulme, 2009).

There are so many English learning apps that available in the apps store and choosing the right one is definitely a tiring job. The learner can have difficulty to choose the right app. Thus, applications for learner can be classified to know which app is the best and suited to particular level of learner. There are three classification of mobile apps for learner. They are primary learner, secondary learner and tertiary learner. The utilization of QR Codes in education can be a tool to give information in limited place. It is same with the research that is conducted by Lee *et al.* (2011).

The QR Code is 2-dimensional barcodes introduced in 1994 that represents a data, especially data in the form of text. QR Cods is the result of the development of barcode where QR Code can holds more information and data than barcode. The QR Code contains information both vertically

and horizontally, while the bar code contains data in one direction only (Narayanan, 2012).

QR Codes have advantages and is used by leaners in many ways. First, according to Chen et al., 2010 QR Codes can display materials in different types for learners. Law and So in 2010 stated that with QR Codes in learners' book is an efficient and flexible way for learners to get the material in anywhere so the learners can also learning in everywhere. Second, Law and So, 2010 stated that QR Codes can be used by learners to conduct a self-assessment process. Learners do the individual exercises and then correcting the right answers by QR Codes, the link of the right answers can be access by scanning the codes that contain in worksheet. Rikala and Kankaanranta was also observed about self-assessment process in 2012. Teachers can guide students the way to complete their assignment. Third, QR codes can help learners to share materials easily and flexible. Chen et al., 2010 stated that the learners search photos or pictures of famous figure with the link which is provided in QR Codes. QR Codes can be used for learners to share the materials by online.

Therefore, according to the research problem stated in the background study, the researcher formulated several research questions to be used into consideration:

1. How is the implementation of using Quick Response Codesfor Listening Comprehension in Senior High School?
2. How are students' responsetoward using Quick Response Codesfor Listening Comprehension in Senior High School?

The purpose of this study is to describe how is the implementation of using QR Codes in listening comprehension for senior high school and to know the students' response toward the implementation of using QR Codes in listening comprehension for senior high school. The result of this study are hoped can increase students' willingness of learning listening.

RESEARCH METHODOLOGY

Qualitative approach and descriptive were the research design that used by the researcher to conduct this research. The purpose of this research were to describe and analyze the implementation of using Quick Response Codes for students' listening competence during teaching-learning process. This research design is to describe and explain the process in implementing the use of QR Codes for listening comprehension in Senior High School 11 Surabaya. This research was conducted in the class when the teacher implementing the use of QR Codes to the students. The researcher was sitting on the back of the class and let the situation as natural as possible. Meanwhile, the researcher was being non-participatory observer. The researcher

would take students' perspective and she collect the data in form of words.

To conduct the research, the researcher chosen one class by using Quick Response Codes on listening lesson. There were thirty students of tenth grade from Senior High School 11 Surabaya involved in this research.

The data to answer the first research question which asks about how the implementation of using QR Codes for listening comprehension in Senior High School 11 Surabaya was gotten from the teaching learning process in implementing QR Codes. The data will be in form of word description. Therefore, the researcher took notes in every activity that the teacher and the students did during teaching learning process. Furthermore, the data of the second research question which asked about students' responses were gotten from the questionnaire that the researcher gave to them. The data would be in form of word description. Besides, the researcher also interviewed and recorded the teacher's interview to get more understanding about the implementation of using QR Codes in teaching learning process.

The researcher used the most appropriate research instruments to collect the data, namely: fieldnotes and questionnaire. The researcher wrote the notes during the implementation of QR Codes using field notes. The researcher wrote anything happened in the class during the implementation of QR Codes started from the beginning until the end of the lesson. This field notes was used to get the answer of the first research question. Meanwhile, the purpose of questionnaire are to know the student's response and to make sure that the model which use by the teacher to teach listening lesson is appropriated to used or not. Therefore, the researcher will provide several questions to ask the students related with the implementation of using QR Codes in teaching listening. The type of this questionnaire is open ended question, which is the students should explain or tells their feeling, so the researcher can get more information about the research. In addition, the researcher uses qualitative research design in this study which is the data basically about sentences. Therefore, the researcher chooses the open-ended question as one of the instrument in this research.

There are two kinds of data collection technique. They are observation and questionnaire. An observation was being done by the researcher to collect the data. In this occasion, the researcher started observing the steps in implementing QR Codes in listening class to the tenth graders of SMA Negeri 11 Surabaya. The researcher did the observation in two meetings. The first observation held on 8th of March 2019. The second observation held on 15th of March 2019. The next technique the researcher used was questionnaire. The researcher gave the questionnaire to ten students randomly. This technique

was used to answer the second research question which asked about the students' responses toward using QR Codes in listening lesson.

In this study, the researcher analyzes all of the data using the theory of Ary et al (2010). The theory consists of familiarizing-organizing, coding-reducing, and interpreting-representing. Firstly, the researcher would be familiar with the data that had been collected through reading and re-reading the field notes. By reading the field notes made the researcher more familiar into the data and easier to get the valid data. The next step that the researcher would do was coding and reducing. the researcher gave some codes for the main points. These initial codes were likely to be modified later while, reducing was the process of decreasing any unnecessarily data so that the data could be organized and easier to be analyzed. Explaining in detail and bringing out the meaning of the result was the next step that the researcher would do. Then, the researcher would deliver the result. In this study, the researcher would interpret the data in details and represented the reasons through descriptive approach.

RESULT

The Implementation of Using QR Codes for Listening Comprehension in Senior High School

Researcher described the whole teaching process in the form of teaching stages and procedure of QR Codes according to Sitti Saenab, Syamsiah and Andi Rahmat Saleh (2017). The teaching stages are; pre-activity, whilst-activity and post-activity.

The observations was conducted in two weeks, started from March, 8th 2019 until March, 15th 2019. The research was conducted in X IPA 3 classroom which consist of one male teacher who already implement QR Code and thirty five students by using observation field note to observe teaching and learning process. During the observation the researcher only sat and wrote note from the backside of the class. In this research, the teacher was applied QR Codes in teaching recount text.

In pre-activity, the teacher always asked, reviewed the previous lesson, and explained the activity they were going to do. The teacher greeted the student and waited some students to enter the class because the previous subject was sport and break section, so the teacher need to wait the student changed their uniform from sport uniform to scout uniform. After the 35 students were complete inside the class, the teacher checked the student attendance, asked about the previous subject learned, and gave a short advice for the student.

In whilst-activity, the teacher began with showed a short movie on the LCD about The Battle of Surabaya. The teacher asked the students to take a note while they watched

the movie. The teacher hoped at least the students could notice the characters of the story, the events, the vocabularies and the utterances in the movie. The purpose of this activity was to make the students more active and curious about the material that they will learn. After watched the movie the teacher and the students discussed the movie. After that, the teacher explain about the text that they will learn. That is Recount Text.

The teacher asked the students to open their book on page twenty one. Then, the teacher asked the students to scan the code in the book to listen the story about The Battle of Surabaya. Material that appear is the form of audio from YouTube. The teacher asked the students to listen the audio and after that, the students did several exercise in the book to answer comprehending questions about the story. Then they discussed together with the teacher.

After that, the teacher asked the students to make a group consist of five until six students in each group. Then the teacher explained the task that the each group should do that was rearranged the random paragraphs in a passage about The Battle of Surabaya and circled the verb two in the passage, the teacher gave the student ten minutes to do. Before that, the teacher asked the students to scan again code in page twenty and listened the story about Battle of Surabaya again. The teacher played a game with the students to make them more understand about simple past tense. And then, the teacher asked the students to continue the work in group and gave them three minutes to finish their work.

After about three minutes, the teacher asked the teacher asked one group to present their work in front of the class randomly and discussed together.

In post-activity, the teacher recalled their memory about Recount text. The teacher asked the students to study more about Simple Past Tense. The teacher also gave the reflection of the material and the activities and the teacher asked the students to study about the next material in the next meeting.

Result of Students' Response toward Using QR Codes for Listening Comprehension in Senior High School

The researcher distributed the questionnaire to ten students of tenth grade randomly. The students had to choose the most appropriate choice among two choices and they had to give the reason. There were six questions related to the students' opinion about the important of listening, students' perception about the implementation of using QR Codes for listening comprehension in recount text and the students' perception about the lack of using QR Codes for listening lesson.

The first focused question in number one was about the important of listening skill. The result of question number one showed that the most of them responded listening was

an important skill to practice. They stated that listening skill was important because it could help them to know the correct pronunciation of vocabulary. It is proven by the statement of Student 3;

"Listening skill is very important for us to know the correct pronunciation and vocabulary"

They also stated that it could help train the senses of hearing and concentration well. It is proven by the statement of Student 6, 7 and 8;

"Listening skill is important because it can train our sense of hearing. (Student 6)"

"Listening skill is important because it can train us the good concentration and hearing. (Student 7)"

"Listening skill can hone accuracy and guess the words spoken by audio. (Student 8)"

Meanwhile, there were some of them stated that listening skill was more interesting than reading skill. As a proven by Student 4;

"Listening skill is much better than reading"

However, there was a student assumed that listening skill is not an important. She stated that not all the students understand the content just by listening.

In the question number two talked about students' perception related to the implementation of using QR Codes in listening lesson in a classroom whether it is good or not. Some students said that the implementation of QR Codes in a classroom is good. The use of QR Codes in teaching learning process is the form of technology utilization. It is proven by the statement of Students 3;

"The implementation of QR Codes for listening in a classroom is good because this media follows the development of technology in education"

In the question number three is talked about the implementation QR Codes can help the students in learning listening or not. They agreed that using QR Codes can help them in learning listening. Using QR Codes is flexible and efficient. Most of students had a smart phone to access the material through QR Codes. As a proven by Student 3 and 9;

"QR Codes can help the student in learning listening because it is easy to use. Every students have smartphones which is can help in learning process. (Student 3)"

"Using QR Codes is faster and practical. (Student 9)"

QR Codes also provided authentic materials so it could help them be more careful in pronunciation of vocabulary in English. Therefore using QR Codes can develop their ability in English. It is proven by the statement of Student 7 and 8;

"Learning listening by using QR Codes, it can train our sense of hearing with the words in English. (Student 7)"

"Learning through QR Codes can help us pay attention to every word spoken by the audio. (Student 8)"

Therefore, in question number four, most of students agreed that using QR Codes meets their learning needs. Thus, QR Codes can increase their motivation and curiosity. It is proven by the statement of some students in their questionnaire;

“Using QR Codes, we can listening and learning. (Student 4)”

“The implementation of using QR Codes has fulfilled the learning needs because this media is fun and enjoyable. (Student 6)”

“Using QR Codes, we can listening and then we can speak English correctly. (Student 8)”

Meanwhile, related to questionnaire in the question number five showed that most of them agreed that using QR Codes in a class was very needed. QR Codes is flexible and easy to find. As a proven by some students;

“QR Codes is very needed because it is easy to find and when we access quickly. (Student 3 and 10)”

“The media is easy to find (Student 5)”

“Using QR codes, we just scan the code. We don’t need to find the audio. (Student 8)”

Related to students’ opinion about the problem that could happen while using QR Codes in class was delivered in the last question. Most of students gave opinion that there was some materials in QR Codes that cannot be accessed so students must search it manually. One of them said that sometimes the material in QR Codes was complicated to understand because the material was not clear enough. It is proven by some students in the questionnaire;

“Sometimes we can’t access the link. (Student 2)”

“There are some problems. There are some codes that cannot be read or access. (Student 3 and 5)”

“Sometimes I cannot listen the audio clearly. (Student 8)”

Therefore, some students choose alternate with others to be able to access the material in QR Codes. There was some materials in QR Codes that cannot be accessed so students must search it manually or they join to the others that can access the code.

DISCUSSION

Discussion of the Implementation of Using QR Codes in Listening Comprehension in Senior High School

According to Flowerdew and Miller (2005) in each meeting there were pre-activity, whilst-activity and post-activity. In the pre-activity, the teacher always asked, reviewed the previous lesson, and explained the activity they were going to do.

In the whilst-activity, the teacher used the scientific approach as suggested in the curriculum. While in the beginning of teaching learning process, the teacher

showed a short movie about the Battle of Surabaya to stimulate the students as a brainstorming section, also the teacher asked to the student to observe and take a note then write a simple summary about the story in those short movie while they watched those short movie. This stage is like with the first procedure of QR Codes according to Sitti Saenab, Syamsiah and Andi Rahmat Saleh (2017) that the teacher needs to give an appropriate topic to the students. The teacher started the lesson with showed a short movie for the student to recharge the student spirit and make them enthusiast and curious about the material to be taught rather than explained the concept of recount text at the first. This activity is belong to **Observing**.

The next step was the teacher asked to the students about the movie and simulate the students about the topic to be studied. The teacher asked about the plot of the movie, the characters, the events in the movie and when the story in those movie happen. This activity is belong to **Questioning**. After that, the teacher explained to the student about the Recount Text while the students pay attention to the explanation of the teacher. To make sure that the student understand about the Recount Text, the teacher asked the students into five group which is every group consists of 5-6 students and the teacher asked to work in group. The teacher already implemented the third procedure According to Sitti Saenab, Syamsiah and Andi Rahmat Saleh (2017).

Then for the fourth procedure, the teacher asked the students to open their book and asked the student to scan the QR (Quick Response) code in the book to listen a audio about The Battle of Surabaya. The students did not need to train first to use QR Codes because they already know the way how to operate QR Codes. Because of that, the teacher did not do the second procedure. According to Sitti Saenab, Syamsiah and Andi Rahmat Saleh (2017), the students must trained first to make and use the QR Codes. After they listened the story, the student did the several exercise in the book and discussed together with the teacher. The teacher also gave a game to make the students more understand about the simple past tense. This activity is belong to **Exploring**. After the students scanned the QR Codes, the teacher asked them to rearrange the story and answer the comprehending questions. This activity is belong to **Association**. After the students did their exercise, the teacher asked one group to present their work. Then the teacher discussed about the exercise together. This activity is belong to **Communicating**. At the end of the lesson, the teacher did a reflection about the Recount Text topic those day.

In post-activity, the teaching and learning process ended with the reflection from the teacher, they evaluated the materials today by recalled their memory about Recount text.

Discussion of Students' Responses toward Using QR Codes in Listening Comprehension in Senior High School

Related to the students' opinion about the important of listening skill. Almost all of the students agreed that listening is an important skill to practice in the class. So, they needed more listening practice. There was a student said that listening is not important because she said that not all students can understand English only by listening.

Related to students' perception toward the implementation of using QR Codes in listening comprehension. Seven students from ten students responded well with using QR Codes for listening lesson in recount text. Most of students said that using QR Codes was efficient because QR Codes provides the authentic materials. It can help to know the correct pronunciation and vocabulary. They also said that QR Codes was flexible because it easy to use and faster. The students also can learn by using QR Codes in everywhere not only in the classroom. Law and So (2010) stated that QR Code is an efficient and flexible way to get the authentic material in anywhere for learners.

Moreover, they said that QR Codes provided authentic tasks that take place in the real world settings and provided a flexible way to share the materials. It was related to Kukulska-Hulme, 2009 said that Teachers and students can access online authentic listening material from radio or TV programs for listening teaching and practice. They said that QR Codes provided authentic materials so it could help them be more careful in pronunciation of vocabulary in English. Besides, most of the students said that using QR Codes could increase their motivation and curiosity. It was in line with the study conducted by Rikala and Kankaanranta (2012), they reported that using QR Code is a way for guide the students' self-assessment process. Learning with QR Code can also increases students' motivation and excitement. It supports learning process to be more focused on learners. Therefore using QR Codes can support their ability in English. All of the students agreed that using QR Codes in a class was very needed. QR Codes was a media that easy to get, efficient and flexible. Most of students had a smart phone to access the material through QR Codes.

Related to students' opinion about the problem that could happen while using QR Codes in class, almost all of them said that there was some materials in QR Codes that cannot be accessed. However, there are some alternatives to solve the problem, those are: (1) Using another student's smart phone that can be accessed or join with other students that can accessed the code, (2) The teacher read the script of the video or audio, (3) The teacher scanned the QR Codes then he played it on LCD and the students watched and listen the video together.

CONCLUSION AND SUGGESTIONS

To sum up the elaboration of Chapter 4, it can be concluded that the teacher has used QR Codes in listening activity with an appropriate scientific approach stages according to curriculum 2013 for Senior High School. The teacher also implemented three stages of teaching; pre-activity, whilst-activity and post-activity. The teacher almost used all of the procedures of QR codes. Although not all of the procedures because the students already know the way how to operate QR Code so they did not need to train first. During the students' discussions with their group, the teacher observed them. The teacher also monitored them by walking around the group and came to the group one by one. After they had done discussing with their group, the teacher asked them to present the result. The teacher was responsible to the discussion sessions, therefore he act as a moderator. When the students had done the presentations, they were given some feedback.

Related to the students' responses, they give positive responses toward the implementation of using QR Codes in teaching listening in a recount text. It means that they were very interested in listening lesson by using QR Codes. The students agreed that QR Codes efficient and flexible. They also agreed that QR Codes can increase their motivation and curiosity. QR Codes also provided the authentic materials so it could help them to know the correct pronunciation of vocabulary then it can support students in listening comprehension.

Moreover, relating to the result, the researcher tries to give some suggestions for the teacher and the future researcher in order to make the implementation of using QR Codes in listening comprehension in senior high school more successful. For the English teachers, it is needed for them to pay more attention on the code. Sometimes, there are some materials in QR Codes cannot be accessed. However, there are some alternatives to solve the problem, those are: Using another student's smart phone that can be accessed or the students can join to the other that can accesses the code. The teacher read the script of the video or audio or the teacher scanned the QR Codes then he played it on LCD and the students watched and listen the video together. Besides, the teacher also must know the background knowledge before implementing the QR Codes in the class.

For the further researcher, they can conduct the same research with different research area, different grades, different material, or even different skill. Furthermore, the next researcher can also find the other solution if the code cannot be accessed to help the teacher facing the problem of the code.

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