THE USE OF QUICK RESPONSE CODES FOR LISTENING COMPREHENSION IN JUNIOR HIGH SCHOOL

Nurul Hidayati
Universitas Negeri Surabaya
nurulhidayati098@gmail.com

Abstrak

Tujuan penelitian ini adalah untuk mendeskripsikan penggunan *QR codes* dalam pemahaman mendengarkan untuk Sekolah Menengah Pertama dan respon siswa terhadap pemahaman mendengarkan untuk Sekolah Menengah Pertama. Penelitian ini menggunakan metode kualitatif yang diterapkan di kelas VIII SMP dengan melakukan pengamatan, wawancara, dan kuisioner. Intrumen yang digunakan dalam mengumpulkan data yaitu catatan lapangan observasi, jawaban dari hasil wawancara siswa serta hasil kuisioner yang diperoleh melalui *google form*. Hasil dari data yang diperoleh menunjukkan bahwa pembelajaran mendengarkan dengan menggunakan *QR Codes* sesuai dengan minat siswa dalam proses belajar mendengarkan. Disamping itu, penggunaan *QR Codes* dalam pembelajaran mendengarkan di kelas mendapat respon yang positif oleh siswa.
Kata Kunci: Mendengarkan, media pembelajaran, *Quick Response Codes*

Abstract

The study aims is to describe the use of QR Codes in listening comprehension for Junior High School and students' responses toward the use of QR Codes in listening comprehension for Junior High School. This study used a descriptive qualitative method applied to eight grades of Junior High School through observation, interview, and questionnaire. The instruments used to collect the data among them are field notes, interviews sheet, and questionnaire in Google form. The results of the data showed that QR Codes are an appropriate medium to promote students' listening skills because the use of QR Codes are simple and effective. Besides that, the use of QR Codes in learning listening in the class also got a positive response from students.
Keywords: Listening, learning media, Quick Response Codes

INTRODUCTION

English language learning has four skills. These are listening, speaking, reading, and writing (Siregar & Manurung, 2020). Among the four skills, listening has an important function for good communication since communication will not go well without listening. Thus, having the ability in listening is important for the learners.

According to Wildan & Futuhi (2020), listening skill is the first skill to acquire a new language. However, listening skill is more difficult than other skills in English. According to Rahmawati (2016) listening as one of some important aspects in communication has been ignored by some schools to learn. As supported by Woottipong (2014) that listening skill is rarely taught in the school, hence, many students less mastered in the listening learning. As a result, it will make the students not interested in mastering listening comprehension. It is supported by Siregar & Manurung (2020) they explained that the problem of the students is gaining the results of learning by senses of

visualization greater than gaining the results of learning by senses of hearing.

Moreover, some teachers supposed listening skills must be trained rather than to be taught. However, the students rarely practice since people around them never speak English. Therefore, listening learning in the classroom or the laboratory is very important for students (Wildan & Futuhi, 2020). The teacher should make the listening became interesting activities for students to make students more active and easy to understand listening material. One of the ways is using media. Media as a learning tool that makes it easier for teachers during the teaching-learning process in listening class. It is supported by Hadibin, Purnama, & Kristianto (2012) that media is a device to support teaching-learning which is difficult to explain verbally. He also explains that by using media, it will be easy to understand the material. In this case, learning media is one of the important things to facilitate the students in the learning process. In addition, using media during the learning process can attract the students more interest. Rahmawati (2016) revealed that media is a

tool that makes students acquire skills and knowledge. It is supported by Aruan, Sari, & Bengar Harahap (2020) that learning media is a tool that serves to partially explain the whole learning program difficult to explain verbally. By using media, it makes it easier for students to understand the material clearly. The teacher should choose appropriate media to teach the students, especially in teaching listening. Many kinds of media can be used as a tool for teaching-learning process. That statement is supported by Aruan, Sari, & Bengar Harahap (2020). In the modern era, advance technology has an impact on teaching-learning in the use of media especially in the school (Wahid et al., 2020). They also said that technology as media can make the students more attractive since the technology can show the picture, video, text, etc. One of the examples of mobile learning context that can be used as a media to facilitate the students in the learning process is Quick Response Codes. It is supported by Rikala & Kankaanranta (2012) that the Quick Response code in education can be engaged in the context of mobile learning. There were several researchers who investigated QR code as a tool for mobile learning in teaching-learning process. For example, in Japan, QR code is everywhere as supported by Law & So, (2010), QR codes are first developed by a Japan company (Denso Wave Incorporated, 2013) in 1994 to permit tracking of automotive parts. It means that QR codes are one of the simple applications to use every time including in education. In the teaching-learning process especially for listening skills, QR codes make the students more interested because they can access and learn the material about listening comprehension everywhere not only in the school. Law & So (2010) stated that QR codes are efficient and flexible for the learner to get the authentic material. The effectiveness of QR codes for listening activities in class inspires this study to is employed in Listening Comprehension and how students responses toward the use of QR Codes in their Listening activities. Therefore, the researcher formulates research questions are as follows;

1. How is Quick Response Code used for Listening Comprehension in Junior High School?
2. How are the Students' responses toward the use of Quick Response Code for Listening Comprehension in Junior High School?

QR codes

QR codes deliver privacy information that is embedded in the code. In this case, QR codes are the mobile application which makes it easy for users to apply them. It is supported by (Vitaliia, 2018) revealed that QR codes as one of the kinds of mobile technologies that be used by foreign language teachers in practical training. According to

(Demir, Kaynak, & Demir, 2015), he explained that QR codes not only to access the information, but QR codes can be used for different aim like make a purchase, give a discount, and QR codes can interrelate with social media. Many people use QR codes through their mobile phones. They install a software program that can read and interprets QR codes. The software will interpret the information in the code. According to Vitaliia (2018), QR codes is one of the kinds of mobile technologies that can be used by the teacher to implement in their classroom. If related to the educational context, Ozkeskin (2016) stated that QR codes in education can be done in the field of mobile learning. In this case, using QR codes as media to facilitate the students during the learning process, it can make the students interested in the teaching and learning process. In addition, learning will be more effective if the QR codes are implemented in the classroom. QR codes are generally used to convey web addresses, emails, or links to websites (Zurmehly & Adams, 2017)). Indirectly, QR codes work effectively and make the students not spend a lot of time to obtain the information. The students will feel interested and motivated in using QR codes. It is supported by (Ozkeskin, 2016), who also stated that QR codes can make the students more excited and motivated to follow the learning process. The reason is QR codes can help the students in the learning process both individually and cooperatively learning.

In this research, QR codes will be implemented in the listening exercises. Law & So (2010) stated that the best solution to solve the problem of listening activities is using QR codes linked to the website for audio playback. It becomes a flexible solution in language teaching. The teacher regularly carries out activities in the classroom. By providing additional training in the form of CDs, Audio speakers from publishers are a common thing to do even not effective enough and flexible. In this case, the teacher should create innovations in providing listening exercises to students by choosing the right media in the process of listening activities. By using QR codes, it makes listening learning simpler, more flexible, and effective. The teacher does not bother to bring audio speakers or CDs / DVDs. The resources contained in the QR codes are not only audio but can also be videos, click on news, and any others.

QR codes system has several advantages in using it. Among its advantages is that the QR code has a fast capacity that can access all types of information from any location using an activated wireless cellular device (Nagla, Ieda, & Shaljan, 2017). In this case, QR codes are easy to access quickly. In addition, the users have to install the QR code reader application via a mobile device to read data in the code that provide information in any form such as video, links, text, or others. That statement is also supported by Al-Khalifa (2011), explained that the data

can be coded into the QR codes. to get data from it, it uses the QR code reader application that is installed on the phone. Mobile phones equipped with cameras are used to scan tags and show web pages accordingly. Besides that, QR Codes also have benefits for teaching listening. Law & So (2010) mentioned that by connecting QR codes on the paper-based task, it is make very effective and flexible for students to get the resources like a video clip, web page, and any other resources that related to the material. Thus, applying QR codes in education especially in teaching listening give positive impact on teachers and students.

METHOD

The research design used in the study is descriptive qualitative. It more focuses on a holistic picture and depth of understanding than numeric data. In this case, the qualitative method focus on the description of the word rather than using number or statistic (Ary, Jacobs, Razavieh, & Sorensen, 2009). This study was conducted in the class of eighth graders in junior high school in Sidoarjo that school has implemented QR Codes. The subject of the study are English teachers and Eight grader's students in junior high school. There were thirty one students of eight grade from Junior High School involved in this research. To collect the data use observations, interviews, and a questionnaire. The instruments that used is field notes. Using field notes is the most common method to record collected data. The researcher also used a structured interview where the participants will be asked the same question in a different sequence. The purpose of this interview was to seek for the students' response by giving opinions or comments toward the use of Quick Response Codes in listening comprehension. In this study, the researcher took 3 students from the first session class and 3 students from the second session class. To enrich data, the researcher used the questionnaire technique with multiple-choice questions. Responses to the questionnaire consist of some choices. The form of questionnaire through a google form. It was used for supported data in this research. The obtained data were analyzed by the following procedures. In this study, the researcher analyzes the data based on the theory of (Ary et al., 2009). Among them are familiarizing-organizing, coding-reducing, and interpreting-representing. The first is familiarizing-organizing. In these steps, the researcher has to read and re-reading their field notes or transcript that had been done in collect the data by listening to the audiotapes repeatedly. The second is coding-reducing. The researcher give some codes for the main points and they can modify the codes later. The last is interpreting-representing. In these steps, the researcher will interpret

the data in detail and represent the reason by using a descriptive approach to deliver the result.

RESULTS AND DISCUSSIONS

The used of quick response codes in listening comprehension for junior high school

The observation was held on 18 March 2021. The researcher took one class to the eighth-graders in one meeting. There are thirty-one students in a class. Because of the pandemic Covid-19, the students in a class were divided became two sessions in offline class. The first session started from 07.30 to 09.00 WIB and the second session started from 09.30 to 11.00 WIB. In the first session, there were fifteen students while in the next session were sixteen students. However, when the classroom observation was conducted, there were fourteen students present at the first session and eleven students at the second session. During the observation, I prepared the video recording, tape recording, and take notes. I sat behind the students because of the class in the laboratory. Because of a pandemic, the class that used only in the laboratory. The teacher used Quick Response Codes for listening exercises about recount text.

<u>Pre-activity</u> The teacher opened the class by praying together. After that, the teacher checked for the attendance list of the students. If the students present, the teacher asked them for saying "present" it means to make the students active in the class indirectly. Before the lesson is started, the teacher reviewed the previous material. The material about recount text for eighth-graders junior high school. The exercise that will be given by using Quick Response Codes for the students also about recount text. The teacher explained the material well. The students listened and answered if the teacher asked them about recount text. Some students looked active during the learning process. They were active and attractive in the class. Meanwhile, the students who sat in the second session not too active rather than the students who sat in the first session. However, the teacher encouraged the students. After the teacher explained the material about recount text, the teacher asked the students to put their cellphone on the table. Because of using Quick Response Codes in listening exercise, the teacher should ask the students to bring headsets, usually, the students used headsets during listening class using QR Codes but at the time the teacher forgot to remind the students to bring headsets from home. Then, the students prepared their cellphones for connecting to the Wi-Fi of the laboratory.

<u>While activity.</u> The teacher distributed the worksheet. Quick response codes were placed on the worksheet. The listening exercise about recount text. The teacher gave clear instructions about the listening exercise how to do

the worksheet. In the worksheet there was three-section, in each section there were QR Codes that suitable for the question. After the students understood well, the students did the exercise by scan QR Codes and then click the web. Thus, the students can listen to the audio and answered it. The teacher gave some minutes about twenty to thirty minutes for doing the exercise. The students did the exercise well. During the process of doing the exercises, the researcher went around to see if there were any difficulties during the process of doing the exercises. There were not feel difficulties in doing the exercise.

Post activity. After the time is up, the teacher and students discussed the exercises together. The teacher read the questions and the students answered the questions according to their answers. If it is wrong, then the student must put a wrong mark in their practice and correct it. It is an evaluation for students so that they can correct mistakes and not repeat them in the next exercise. After discussed together, the teacher ended the class. Because of the first observation, the teacher asked the researcher for ended the class and introduced herself to the students in the first session. Meanwhile, for the second session, the teacher ended the class by praying together.

Results of the students' responses toward the use of quick response code in listening comprehension for junior high school

I used interviews and a questionnaire for the students' responses toward the use of Quick Response Codes in Listening Comprehension for Junior High School. I interviewed three students of the first session class and three students of the second session class randomly. The Interview was conducted after the class ended. there were six questions about the opinion and responses of the students toward the use of Quick Response Codes in Listening Comprehension for Junior High school. To support the data, I also used a questionnaire. The form of the questionnaire through a google form. Thus, all of the students can answer the appropriate choice in the questionnaire. I sent the link to the google form to the students after the class ended. There were ten questions in the questionnaire and the students only choose an appropriate answer or they can write their own answer if the answer not suitable for them. The Questionnaire is used to get the data more accurate.

The results between the interview and questionnaire are consistent. The first focused in number one that was about listening skill was given in the class or not. Listening skill is given in the class by using QR Codes. It can be proven from the statement of student 2 "listening is given in the class. Before using QR Codes, listening skills rarely give in the class because the limited facilities in the class and listening class were given by playing audio in the class

and the students listen together. Now QR Codes is used in the listening skill" . It was shown by the figure below:
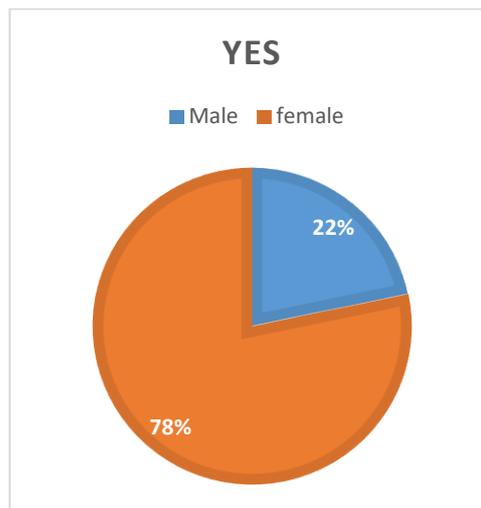
Figure 1. Listening is given in the class
Source : Data was processed by the researcher(2021)

Most of the students interviewed state the same answer. Students 3 also stated the difficulties during listening class which is question number two. She said that the audio speaker is less clear because the teacher provides a speaker for together. Some of the students could not hear clearly and the audio could not play many times. It was proven from the statement of student 3 "The Teacher only provide the facilities like the audio speaker and the audio is less clear and the teacher played the audio-only two until three times. It was shown by the figure below:


Figure 2. The difficulties of listening activities
Source : Data was processed by the researcher(2021)

The data showed 50% the students choose the reason above that most of the difficulties during listening class is audio speaker less clear.

In the question number three about Quick Response Codes can help the students in the listening skill. Quick Response Codes can help them during learning process in listening class. All of the students that be interviewed

agreed with that. As said by student 4 "Yes, the use of QR codes is very helpful during listening class because it more simple and comfortable in the class".

To support the validity of the data, it can be proven by the results of the graphs in the questionnaire
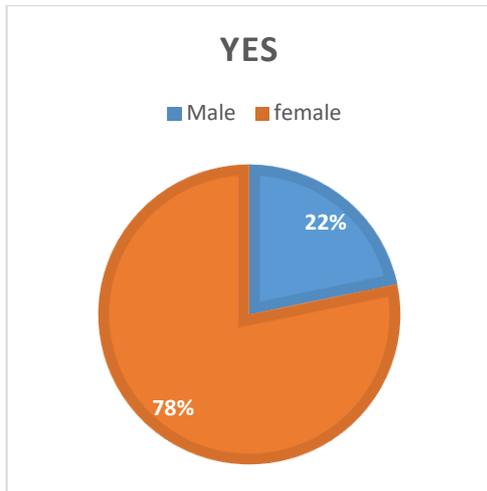
Figure 3. QR Codes is helpful in listening activities
Source : Data was processed by the
researcher(2021)

The graphs showed that 22% of students' male and 78% students' female said yes. It can be assumed that they agreed that QR Codes is helpful for them. It can be supposed that QR Codes is helpful in the listening skill.

Related to the previous question, the next question is about listening class by using Quick Response Codes more simple and effective. Student 5 said that through the QR Codes, learning listening becomes effective, simple and easy to understand. It is supported by the results of the graphs in the questionnaire.
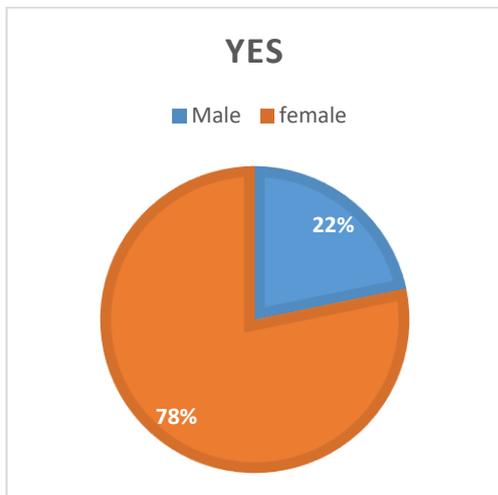

Figure 4. QR Codes are simple and effective
Source : Data was processed by the
researcher(2021)

The data showed that that 22% of students' male and 78% students' female said yes. Thus, almost of them choosen that QR Codes is more simple and effective. Thus, using QR Codes, it makes the students enjoy and interesting during learning listening in the class.

In the question number 5, I asked to the interviewer about QR Codes needed in the class or not. They said that QR Codes is needed in learning listening. As said by students 5, 6 that "Yes, I agree if QR Codes is used in the listening skill during learning process".

"Yes, I agree because QR Codes makes me enjoy during learning process"

It was shown by the figure below:
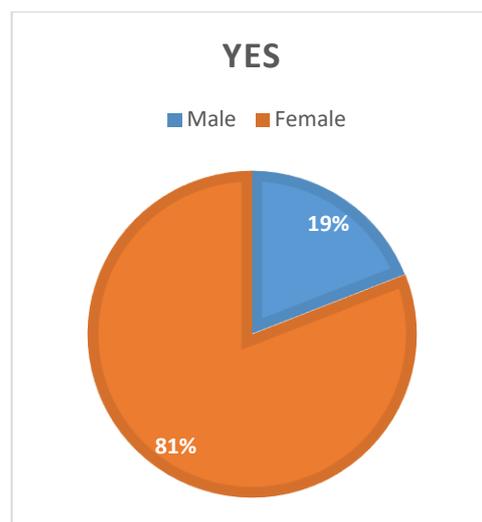
Figure 5. The students agreed QR Codes used in litening activities
Source : Data was processed by the
researcher(2021)

It showed that most of the students agreed that the use of QR codes is implemented in the learning listening. Therefore, the students can maximize the use of QR codes in the class. Thus, they are able to improve their skill in learning listening process becomes interesting and comfortable.

The last question is about the teacher's obstacle in using QR Codes. Some of the students said that during learning listening use QR Codes, the teacher never get any problems in using QR Codes in the listening skill. As said by student 1 "During listening learning by using QR Codes, the teacher has never had any difficulties". It also supported in the graphs of the questionnaire.
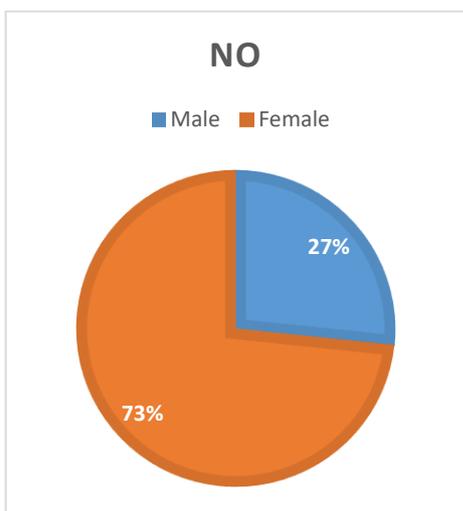
Figure 6. The teacher never get any difficulties when implementing QR Codes in istening activities
Source : Data was processed by the researcher(2021)

The data showed that almost of the students stated that the teacher never get any difficulties when learning listening by using QR Codes. It can be assumed that the teacher has mastered the use of QR codes in the listening skill. Thus, the learning listening process in the class runs smoothly and effectively.

Discussion

Related to the students' answer about listening activities that be given in the class, almost them said that listening activities rarely to give in the class. In this case, the teacher should be an innovative teacher by facilitating the students by using appropriate media that make the students more easy to understand the material, make it the students more interest during learning process. It is supported by Hadibin, Purnama, & Kristianto (2012) that media is a device to support teaching-learning which is difficult to explain verbally. He also explains that by using media, it will be easy to understand the material. Thus, learning media is one of the important things to facilitate the students in the learning process. Furthermore, using media during the learning process can attract the students more interest. Based on the student' answer, one of the media used is Quick Response Codes. They said that QR Codes is very helpful for them during listening activities.

Related to the students' answer about QR Codes can help the students in listening activities. Almost of them agreed with that statement. According to Law & So (2010) stated that the best solution to solve the problem of listening activities is using QR codes linked to the website for audio playback. It becomes a flexible solution in language teaching. Besides that, QR Codes also more simple and effective. The students agreed with that statement. They

feel more enjoy during learning process in listening activities by using QR Codes. QR Codes is one of media that can access the link every time and everywhere not only in the class. It is supported by (Zurmehly & Adams, 2017) QR codes are generally used to convey web addresses, emails, or links to websites. Indirectly, QR codes work effectively and make the students not spend a lot of time to obtain the information.

Related to the students' answer about QR Codes is needed to be given. The students agreed that QR codes is implemented in the learning listening because QR codes give the positive impact to them. The students will feel interested and motivated in using QR codes. It is supported by (Ozkeskin, 2016), who also stated that QR codes can make the students more excited and motivated to follow the learning process. Therefore, the students can maximize the use of QR codes in the class and they ccan increase their skill in listening. With the QR Codes, the teacher success to make the students more interest and enjoy during learning process in listening activities. The teacher almost never get difficulties to convey the material or exercise using QR codes. It means that, the teacher has choosen the appropriate media for the students.

The results of the study showed that QR Codes have a positive effect in listening activities and also can be said to be effective. This study was supported by the theory of Law & So (2010) that QR Codes provide good potential in education, especially in listening activities.

However, for the results of this research, the researcher gives suggestions for the teacher and future researcher for using QR Codes in listening comprehension. For the teacher, they should make the access of QR codes is unlimited to access so that the students can learn more every time. Sometimes, the teacher limited the access to QR Codes so the students just do and play the listening exercise in the class. For the future researcher, they can conduct the same research with different grades, material, or leaning model of using Quick Response Codes.

CONCLUSION

Based on the results and discussion above, it can be concluded that the use of Quick Response Codes in listening comprehension for Junior High School can be said to be effective. The teacher used the Quick Response Codes well and appropriate to the eighth graders. When implementing Quick Response Codes, the teacher applied three stages, among them are pre-activity, while activity, and post-activity. In pre-activity, the teacher stimulates the students by reviewing the previous material that is recount text. Recount text is the material that will be an exercise for students. Meanwhile, in the while activity, the teacher distributes the worksheet where Quick responses codes

were placed on the worksheet. Then, the students can scan the barcode and answer the question well. During the students did the worksheet, the teacher monitored the students by walking around and checking the students' answers. in post activity, the teacher and students discuss together and the students evaluate their exercise so that they can correct their mistakes and not repeat them in the next exercise. During using Quick Response Codes in the class, the teacher did not have any problems, they prepared the material and listening exercise by using QR Codes well.

For the students' responses, they give a positive response toward the use of Quick Response Codes in listening comprehension for Junior High School. The students agreed if the Quick Response Codes in listening comprehension for junior high school applied in the class because it makes the learning became effective, simple, and easy to understand. They feel enjoy and comfortable during the learning process. Thus, Quick Response Codes have a good impact on the learning process.

REFERENCES

Al-Khalifa, H. S. (2011). An M-learning system based on mobile phones and quick response codes. *Journal of Computer Science*, *7*(3), 427–430. https://doi.org/10.3844/jcssp.2011.427.430

Aruan, L., Sari, R., & Bengar Harahap, A. (2020). Using Prezi Online Software to Improve Teaching Listening Skill. *International Journal of Education and Literacy Studies*, *8*(1), 104. https://doi.org/10.7575/aiac.ijels.v.8n.1p.104

Ary, D., Jacobs, L. C., Razavieh, A., & Sorensen, C. K. (2009). *Introducing to Research in Education* (8th Editio; C. Shortt, ed.). Belmont, CA 94002-3098 USA: Wadsworth, Cengage Learning.

Demir, S., Kaynak, R., & Demir, K. A. (2015). Usage Level and Future Intent of Use of Quick Response (QR) Codes for Mobile Marketing among College Students in Turkey. *Procedia - Social and Behavioral Sciences*, *181*(October 2014), 405–413. https://doi.org/10.1016/j.sbspro.2015.04.903

Hadibin, M. M., Purnama, B. E., & Kristianto, G. (2012). Pembangunan Media Pembelajaran Teknik Komputer Jaringan Kelas X Semster Ganjil Pada Sekolah Menengah. *Indonesian Journal on Networking and Security (IJNS)*, *9330*(1), 1–6.

Law, C., & So, S. (2010). QR Codes in Education. *Journal of Educational Technology Development and Exchange*, *3*(1). https://doi.org/10.18785/jetde.0301.07

Nagla, A., Ieda, M. S., & Shaljan, A. (2017). Pre-service Teachers' Perception of Quick Response (QR) Code integration in Classroom Activities. *Turkish Online*

Journal of Educational Technology, *16*(1), 93–100.

Ozkeskin, E. E. (2016). Uses of Smart Phones. *Turkish Online Journal of Distance Education*, *17*(April), 42–58.

Rahmawati, I. Y. (2016). *International Seminar on Education " Education Trends for Future Society " THE DEVELOPMENT OF COMIC LEARNING MEDIA AS INNOVATION IN IMPROVING LANGUAGE SKILL FOR EARLY CHILDHOOD EDUCATION International Seminar on Education " Education Trends for Future Soc*. (1971), 300–305.

Rikala, J., & Kankaanranta, M. (2012). The use of Quick Response codes in the classroom. *CEUR Workshop Proceedings*, *955*(March 2019), 148–155.

Siregar, E. Y., & Manurung, I. D. (2020). *The Effect Of Using Authentic Material As Media On The Students' Achievement In Listening*. *1*(1), 5–15.

Vitaliia, H. (2018). *METHODS OF USING QR-CODES IN THE PRACTICAL TRAINING OF FOREIGN LANGUAGES TEACHERS IN THE FORMATION OF METHODICAL AND INFORMATION COMPETENCIES OF PUPILS Formulation of the problem . Informatization of a modern society and education is characterized by the . 004*(410).

Wahid, A. H., Najiburrahman, Rahman, K., Faiz, Qodriyah, K., Hambali, … Muali, C. (2020). Effectiveness of Android-Based Mathematics Learning Media Application on Student Learning Achievement. *Journal of Physics: Conference Series*, *1594*(1). https://doi.org/10.1088/1742-6596/1594/1/012047

Wildan, M., & Futuhi, A. (2020). *The Implementation of Computer-Assisted Language Learning to Teach Listening of Report Text to the Tenth Graders*. *8*, 56–61.

Woottipong, K. (2014). Effect of Using Video Materials in the Teaching of Listening Skills for University Students. *International Journal of Linguistics*, *6*(4), 200. https://doi.org/10.5296/ijl.v6i4.5870

Zurmehly, J., & Adams, K. (2017). Using quick response codes in the classroom: Quality outcomes. *CIN - Computers Informatics Nursing*, *35*(10), 505–511. https://doi.org/10.1097/CIN.0000000000000363