STUDENTS' PERCEPTIONS ON THE USE OF *LESSON FOR LIFE* SOFTWARE AS A MEDIUM FOR LEARNING ENGLISH
(A Study at SMPN Unggul Ali Hasjmy)

THESIS

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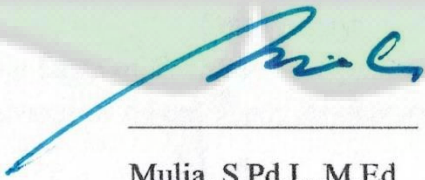The Bachelor Degree of Education in English Language Teaching

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It has been defended in *Sidang Munaqasyah*
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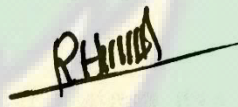Board of Examiners,

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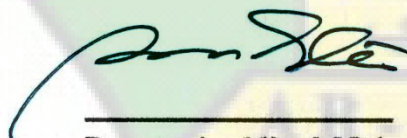
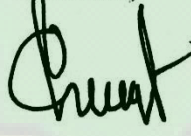Mulia, S.Pd.I., M.Ed.   Rita Hermida, S.Pd.I., M.Pd.
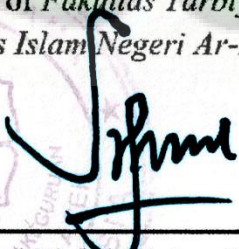
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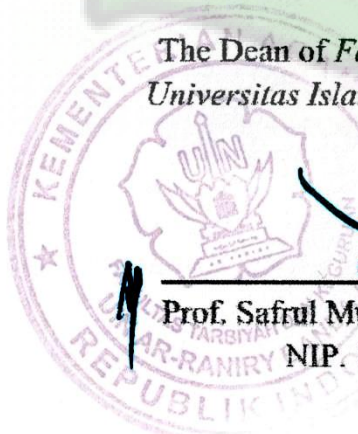
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SURAT PERNYATAAN KEASLIAN

(Declaration of Originality)

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

Students' Perceptions on The Use of Lesson for Life Software as A Medium for Learning English (A Study at SMPN Unggul Ali Hasjmy)

Adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya.** Apabila terdapat kesalahan dan kekeliruan didalamnya maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 6 Juni 2024

ng membuat pernyataan,

arif Hidayatullah

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

First of all, I would like to express my deepest praise and gratitude to Allah Azza Wa Jalla, the Lord of the worlds who has bestowed His mercy and blessings on this world. Sholawat and greetings may be poured out to the Prophet Muhammad SAW and his family and friends who have brought enlightenment in human life.

First of all, I would like to express my gratitude to Prof. Safrul Muluk, S.Ag., M.Ed., M.A., Ph.D at the Faculty of Tarbiyah and Keguruan, Ar-Raniry State Islamic University, Banda Aceh, who has helped researchers in the administrative affairs of the campuses.

I would like to express my sincerest gratitude to my supervisors, Mulia, M.Ed. for their invaluable assistance, guidance, encouragement, motivation, and advice. I would also like to thank all the lecturers and staff of the English Language Education Department who have inspired, lectured, and assisted me during my studies in this department. May Allah grant them paradise and ease their path.

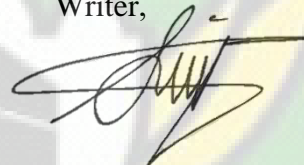I would like to extend my most heartfelt gratitude and love to my family: Ayah Sabri and Mama Ratna Juita. They have provided me with invaluable support and guidance throughout my life. My sister and brother, thank you for your unwavering encouragement and for being a constant source of inspiration and motivation in my life, and for your unconditional love that has given me strength to persevere through life's challenges.

Furthermore, I would like to express my gratitude to my esteemed colleagues Agus, Fajri, Amsal, Rifka, Yoga, and Rijal, who have consistently offered their support and listened to my concerns. I will continue to express my gratitude to all my friends who consistently offer support to one another, and I hope that this will continue until the end of my life.

I would like to express my gratitude to all of my friends, too numerous to mention individually, who have contributed to the colour of my life, provided me with support, and inspired me. You are of great value to me. May Allah bestow upon you the blessings of paradise. Ameen.

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Writer,

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ABSTRACT

Name	: Syarif Hidayatullah
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Faculty	: Fakultas Tarbiyah dan Keguruan
Major	: Department of English Language Education
Thesis working title	: Students' Perceptions on The Use of Lesson For Life Software as A Medium for Learning English (A Study at SMPN Unggul Ali Hasjmy)
Supervisor	: Mulia, M.Ed

This study focused on identifying the challenges and advantages associated with utilizing Lesson for Life software as a platform for English language acquisition among SMPN Unggul Ali Hasjmy students. The methodology used in this research is descriptive qualitative. The results obtained from the perspectives of 15 students at SMPN Unggul Ali Hasjmy show that Lesson for Life software presents advantages in terms of accessibility, flexibility, diverse learning resources, and interactive engagement between educators and learners. The instructional design of this educational software is designed to accommodate different modes of interactive learning. While the majority of students did not elaborate on the specific challenges of the software, the researcher highlighted the software's shortcomings such as the absence of an update feature in the application interface and the software's lack of connectivity to the Internet. Additionally, the fast speed of speech in visual presentations posed comprehension difficulties for students, as there was no option to adjust the speed of audio playback according to individual preferences, as noted by the researchers.

Keywords: Software Lesson for Life, Challenges, Advantages

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CHAPTER 1

INTRODUCTION

This chapter focuses on the introduction, which consists of five parts. It includes a background of the study, research questions, the research aims, the significance of the study, and terminologies.

A. Background of the Study

The continuous development of technology in education requires teachers to have the ability to manage and utilise existing technological developments. The utilisation of this technology is expected to provide better alternatives for teachers when choosing learning media. The presence of learning media as one of the components in the learning process is very necessary, considering that the position of the media is not just a teaching aid but rather an integrated process in learning. In addition to being able to replace some of the duties of educators as presenters of material, the media also have unique potential that can help students learning (Arsyad, 2002).

One of the effective media that can be used in learning is audio-visual media. Audio-visual media is media that has elements of sound and images that can be seen (Kurniawan, 2018). Thanks to the advancement of science and the rapid development of telecommunications technology, currently audio-visual media has come with a wide selection of both hardware media such as Television (TV), Personal Computer (PC), Laptop, Tablet, Smart Phone, coupled with software-based learning media such as English learning software and others.

Currently, software-based learning media has been widely used by teachers. Software-based learning media have several advantages over other media, which is why they are increasingly being used by teachers. According to experts, software is a device that acts as a regulator of computer work activities and all instructions that lead to computer systems (Daulay, 2007). Meanwhile, learning media is everything that is used to channel messages and can stimulate the thoughts, feelings, attention, and willingness of the learner so that it can promote a conscious, purposeful, and controlled learning process (Miarso, 2009).

From the above two opinions, software-based learning media can be interpreted as media that use computers that contain programs/commands that were packaged to perform certain tasks and functions that are used to channel messages and stimulate the thoughts, feelings, and attention of the learner. Software-based learning media refers to digital tools or platforms used to deliver, track, and manage education. These can include a wide range of applications such as online learning platforms, digital multimedia presentations, educational games, and even virtual reality environments. This type of learning media can be used in various forms, such as computer-based learning media, multimedia learning environments, and hypermedia environments.

Several previous studies working on utilising software-based learning media in teaching have been conducted by several researchers. One of the research projects was conducted by Solihin et al. (2022), showing that the learning process through the Duolingo application can be used as an alternative for teachers to increase students' learning independence while increasing vocabulary and training

students' listening skills in English. This shows that the use of Duolingo can be an alternative medium for learning English. Furthermore, Purwaning (2022), in a class action research on the use of the Padlet application as a learning media during the pandemic, found that this Padlet application media can improve student learning outcomes, which can be seen in a significant increase from 32 students who scored above the minimum passing criteria initially only 12 (37.5%) students increased to 27 (84.38%) students as well as the class average score from 62 to 87. Further research conducted by Liana (2018) reveals that utilising the Hello English mobile application can enhance the academic performance of junior high school English learners, especially in listening comprehension. The study demonstrates the effectiveness of English language learning applications in improving educational outcomes.

From the three studies mentioned above, there is a common thread that suggests that the use of software-based learning media has positive outcomes and impacts by increasing student motivation and learning outcomes. This could be considered one reason why further research concerned with software-based media is necessary to enhance students' English language skills. Accordingly, this research also attempts to dig more insight into the use of software-based learning media in English classroom environments. Specifically, it explores students' perceptions of the advantages and challenges they experience after they learn using this software-based learning media. The difference here is that this study used Lesson for Life as a software-based learning media.

Lesson for Life English software is a sophisticated and comprehensive software program aimed at facilitating the development of English language fluency among learners. Lesson for Life English software uses real-life situations, interactive activities, audio from native speakers, and game-like features to teach reading, writing, listening, speaking, and pronunciation skills. The software is intuitive and easy to use and offers students exciting learning opportunities with a wide variety of audio, exercises, and tests covering a wide range of topics and grammar points. The shift from conventional teaching methods to software-based learning media, such as the Lessons for Life software, represents a significant change in educational practice. It demonstrates how technology can improve learning outcomes and provide a more flexible and personalised learning experience.

Considering the many educational features of the 'Lesson for Life' software, this study explores the benefits and challenges of the use of this software perceived by the students by using action research. Therefore, the respondents of this study were first treated by learning how to use this software. Afterwards, students shared their perceptions of the advantages and challenges of learning with this software. This study was essential for the English education department, as it aligns with one of this department's missions to produce professional and Islamic future English educators who can adapt to technological changes. The findings of this research will serve as a useful reference for creating future educators who can keep up with technological advancements and global competitiveness. The research was conducted at SMPN Unggul Ali Hasjmy, a school chosen specifically because it is

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one of the few in Aceh Besar that has access to the 'Lesson for Life' software. This software is a paid resource provided by the government to select schools.

B. Research Questions

1. What are the advantages on the use of Lesson for Life software as a medium for learning English?

2. What challenges have the students encountered while using Lesson for Life software as a medium for learning English?

C. Research Aims

1. To find out the advantages on the use of Lesson for Life software as a medium for learning English.

2. To identify the challenges that students have encountered while using the Lesson for Life software as a medium for learning English.

D. Significance of the Study

This study was expected to be beneficial for teachers and researchers. For teachers, this can be used to empower teachers to improve their English teaching practices, inform their professional development, and guide the effective integration of technology, particularly by using the "Lesson for Life" software.

For educational institutions, this study can be used as a reference in informing teaching practices, enhancing learning outcomes, guiding technology integration, supporting professional development, and inspiring future research and innovation in the field of language education and educational technology.

For future researchers, this study can be used as a starting point to investigate the use of technology in language learning further. It is also interesting to explore the long-term effects of the "Lesson for Life" software on students' English proficiency and overall language learning experience.

E. Terminology

To clarify the key terms used in the research, it is necessary to outline some definitions of related terminology for this research.

1. *Students'Perception.*

Perception is the experience of objects, events, or relationships obtained by inferring information and interpreting messages (Rakhmat, 2007). Students' perception refers to the way students interpret or understand a particular situation or experience. It can be influenced by various internal factors such as experience, feeling, thought, attention, and motivation (Oktarini, 2022).

2. *Software Based Learning Media*

Software-based learning media refers to educational resources that utilise computer technology to enhance the learning process. These can include a wide range of applications such as online learning platforms, digital multimedia presentations, educational games, and even virtual reality environments (Figna et al., 2020).

3. *Lesson for Life Software*

Lesson for Life is an innovative and interactive software to help students learn English skills. It includes features such as real-life conversations, dynamic activities, and test-taking practice (Lesson for Life, 2020). It is packaged on DVD-ROM and can be installed on computers with Windows operating system.
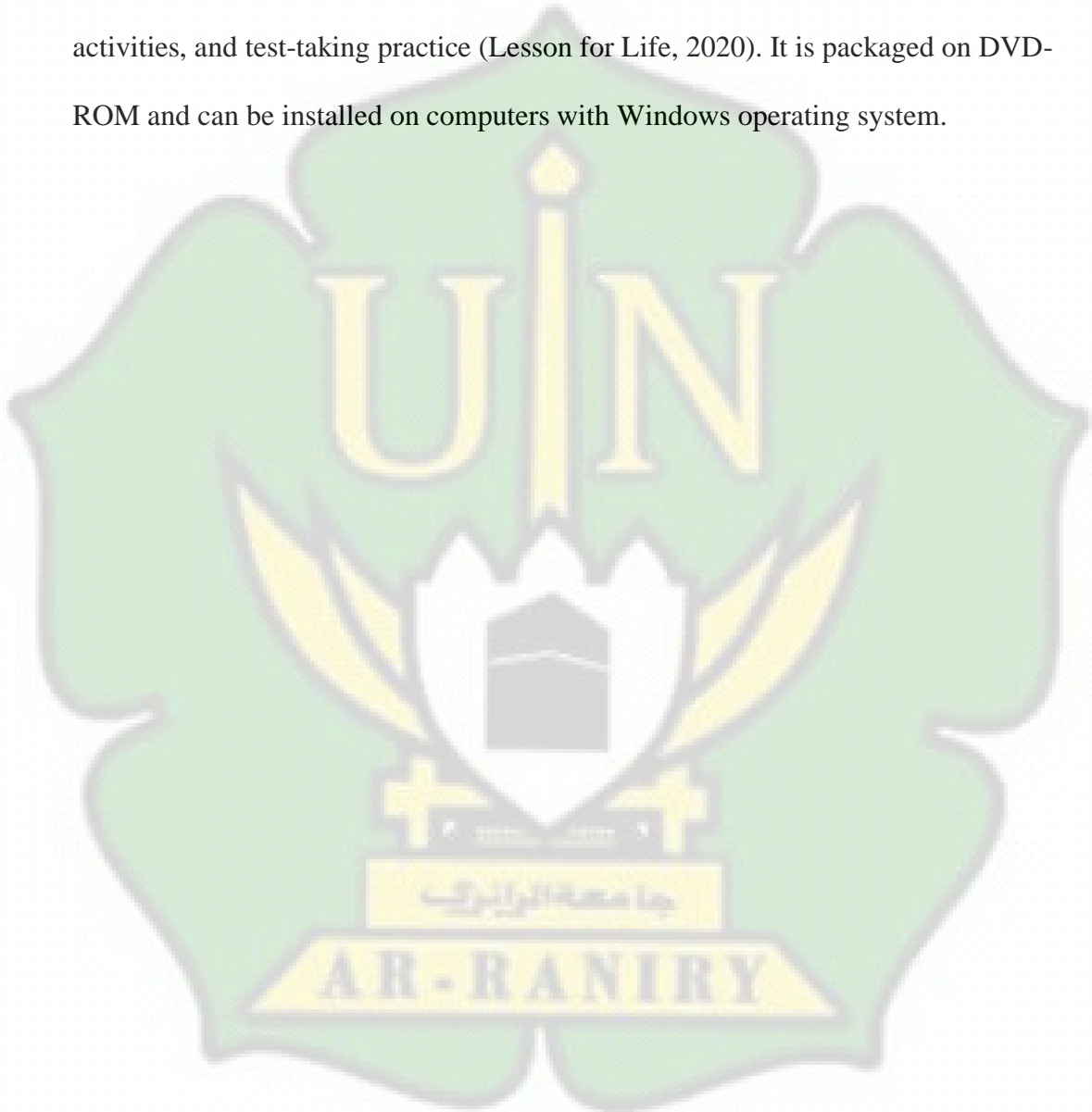
CHAPTER 2

LITERATURE REVIEW

This chapter reviews the literature related to student perceptions in relation to learning media. This chapter aims to deepen knowledge about the field to be researched.

A. Student Perception

1. *Definition of Perception*

Humans capture various symptoms outside themselves through the five senses they have. Perception is the process of giving meaning to a stimulus in the form of information about the environment received by the five senses, which is also determined by personal and situational factors. Personal factors can be seen from the functioning factor of the five senses, while situational can be seen from the situation when the individual receives stimuli.

According to Irwanto (2002), the process of receiving stimuli (objects, qualities, relationships between phenomena, and events) until the stimulus is realised and understood is called perception. Because perception is not just sensing, there are authors who state perception as the interpretation of experience. Because perception occurs after sensing. The definition of perception illustrates that a person's perception occurs after the stimulus is received by the sensory organs and then realised and understood. After the perception is realised and understood, the interpretation of experience occurs. The interpretation of this experience is also commonly referred to by some experts as perception.

Meanwhile, according to Rakhmat (2007), perception is an experience of objects, events, or relationships obtained by inferring information and interpreting messages. Perception is giving meaning to sensory stimuli. Another definition of perception is a mental activity that allows humans to recognise stimuli that reach them through their sensory organs; with this ability, humans recognise their living environment (Sabri, 1993).

Some of the definitions above have in common that perception is one of the very important human cognitive aspects that is influenced by stimuli that make it possible to know and understand the world around them. Without correct perception, it is impossible for humans to capture and interpret various phenomena, information or data that always surrounds them.

2. *Conditions for Perception*

According to Rakhmat (2007), there are two factors that determine perception, namely:

a. Functional Factors

Functional factors arise from necessities, previous encounters, and additional elements encompassing what is commonly referred to as personal factors.

B. Structural Factors

Structural factors arise exclusively from the tangible stimulus and its impact on the nervous system of the individual.

3. Characteristics of Perception

According to Rakhmat (2007), the attributes that define perception include:

a. The process of organising various experiences.

b. The process of making connections between past experiences and new ones.

c. Information selection process.

d. The process of theorisation and rationalisation.

e. The process of interpreting or making meaning of verbal and nonverbal messages.

f. The process of interaction and communication of various internal and external experiences.

g. Making inferences or decisions, understandings, and which form the form of individual perceptions.

4. Factors that Influence Perception

There are several factors that can affect perception, according to the opinion of Robbins (2003) These factors are:

a. Stimulus

The physical stimulus or information received by one's senses plays a key role in shaping perception. Factors such as the intensity, shape, colour, and size of the stimulus can influence how a person perceives an object.

b. Previous Experience

One's past experiences have a huge impact on the way one perceives new things. Past experiences form the mental framework used to compare and interpret new information.

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c. Context

The situational context in which information is received also affects perception. The way a person perceives something can be different depending on the environment around them.

d. Motivation and Goals

A person's motivation to achieve a particular goal can affect how they perceive their environment. High motivation can affect the perception of opportunities and threats.

e. Personality

A person's personality, including preferences, values, and attitudes, can influence how a person perceives their environment. Individuals with different personalities tend to perceive the same things in different ways.

5. ***The Process of Perception***

The process of perception is based on two stages; namely, the object causes a stimulus, and the stimulus hits the sensory organs and receptors. The object causing the stimulus is different, but there are times when the stimulus object becomes one, for example, in terms of pressure. Objects as objects directly hit the skin so that the pressure will be felt. The process of stimulus hitting the sensory organs is a natural process or physical process. The stimulus received by the sensory organs is forwarded by the sensory nerves to the brain; this process is referred to as the physical and physiological processes. At the same time, the processes that occur in the brain or in the centre of consciousness are called psychological processes (Walgito, 2010).

In the process of perception, attention is needed as a preparatory step in perception. This is in a situation where it shows that individuals are not only recognized by one stimulus, but various kinds of stimuli generated by the surrounding circumstances. Which stimulus will be perceived or get a response from the individual depends on the attention of the individual concerned (Walgito, 2010).

6. *Definition of Student Perception*

Law No. 20 of 2003 concerning the National Education System has explained that learners (students) are members of society who seek to develop their potential through the learning process available at certain paths, levels, and types of education. Learners have sensing organs that are used to capture stimuli, such as the brain, which is used to transform the results of sensing into complex memory, nerves, and muscles that are used to display performance that shows what has been learned. From the definition and understanding of perception and understanding students, it can be concluded that the definition of student perception is the process in which students organise and interpret the impressions received by the five senses (seeing, hearing, shouldering, feeling, and touching) to give meaning to the environment at school including during the learning process.

The role of students as subjects and objects in learning is very central in the world of education because if there are no students, it can be said that there is no learning process. The process of student perception is obtained when students are in the school environment both during the learning process and not. Student perception itself is the process of students' treatment of information about an object,

in this case, both activities inside and outside the activities at school, through observation with their senses so that students can give meaning to and interpret the objects observed.

7. *Student Perception of Learning*

Perception is an experience of objects, events, or relationships obtained by inferring information and interpreting messages (Rakhmat, 2007). Meanwhile, learning, according to Sardiman (2012), is a change in behavior or appearance, with a series of activities, for example by, reading, observing, listening, imitating, and so on.

Meanwhile, Slameto (2010) suggests that there are several basic principles about perception that a teacher needs to know in order to know his students better and thus become an effective communicator. Here are some basic principles that a teacher needs to know, namely:

a. Perception is relative, not absolute.

b. Selective perception.

c. Perception has order.

d. Perception is influenced by expectations and readiness (receiver of stimuli).

e. The perception of a person or group can be much different from the perception of another group of people, even though the situation is the same.

In giving lessons, a teacher must choose the parts of the lesson that need to be emphasised in order to get the attention of students and meanwhile must be able to determine the parts of the lesson that are not important so that they can be eliminated so that students' attention is not attracted to the unimportant parts. A

teacher must be able to condition the environment in which he is teaching so that messages coming from the environment, such as the sound of traffic outside the classroom or the sound of people talking, do not overpower the message, namely the lesson he is delivering. Furthermore, a teacher must be able to keep in one presentation or lesson, not to convey too many new things so that it exceeds the limits of students' perceptual abilities (Slameto, 2010).

Students' perceptions of learning activities: Students assess the results and can respond to the learning provided by the teacher so that a sense of pleasure will arise within the students themselves. This can also cause new perceptions to arise for students. Perception is very important in order to increase active communication between students and teachers, which can improve learning activities in class. With perception, a student can give an assessment of certain objects directly, and the teacher's perception can correct deficiencies in teaching (Slameto, 2010).

B. Software Based Learning Media

1. Learning Media
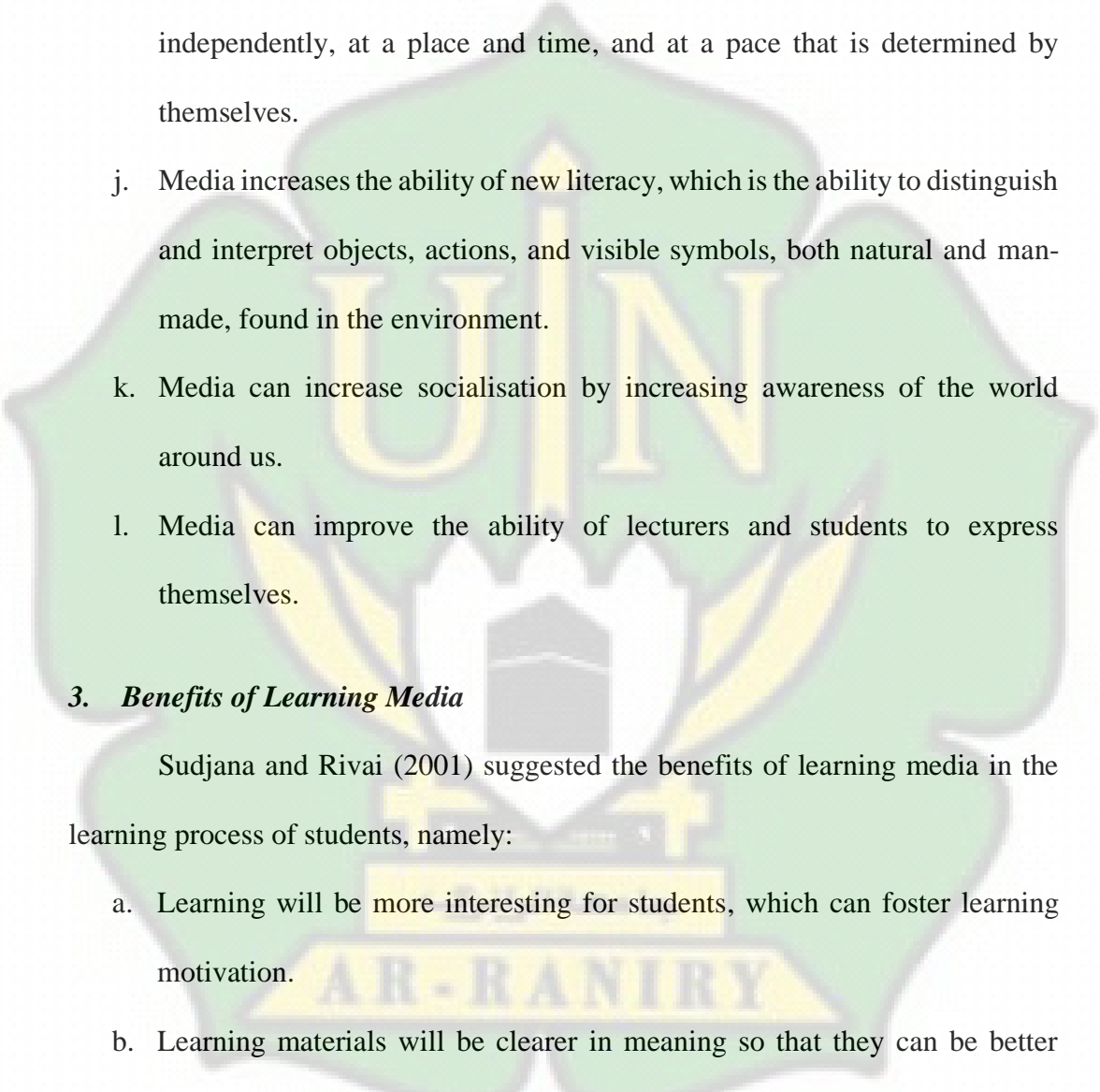
According to Miarso (2009), the term media, which is the plural form of medium, literally means intermediary or introducer. Meanwhile, Heinich (2002) Defines media as all forms and channels for the transmission of information. Media is an intermediary or messenger from the sender to the recipient of the message. More specifically, the notion of media in the learning process tends to be interpreted as graphic, photographic, or electronic tools to capture, process, and reconstruct visual or verbal information (Kosasih, 2007).

The term learning itself, according to Miarso (2009), is used to indicate educational efforts that are carried out deliberately, with goals set in advance before the process is carried out and its implementation is controlled. It should be emphasised that in the educational process, people often learn unintentionally, without knowing the purpose in advance, and are not always controlled either in terms of content, time, process, or results. From the definition of media and the definition of learning, it can be generalised into learning media, which, according to Miarso (2009), is everything that is used to channel messages and can stimulate the thoughts, feelings, attention, and willingness of the learner to encourage a deliberate, purposeful, and controlled learning process.

2. *Uses of Media in Learning*

Several theoretical and empirical studies show the usefulness of media in learning. The following uses of media in learning according to Miarso (2009), are:

a. Media can provide varied stimuli to our brain so that our brain can function optimally.

b. Media can overcome the limited experience of students or learners.

c. Media can transcend the boundaries of the classroom, as many things are impossible for students to experience directly in the classroom.

d. Media allows direct interaction between students or learners and their environment.

e. The medium produces uniformity of observation.

f. Media arouses new desires and interests.

g. Media arouses motivation and stimulates learning.

h. Media provides an integral/complete experience of something concrete or abstract.

i. The media provides opportunities for students or learners to learn independently, at a place and time, and at a pace that is determined by themselves.

j. Media increases the ability of new literacy, which is the ability to distinguish and interpret objects, actions, and visible symbols, both natural and man-made, found in the environment.

k. Media can increase socialisation by increasing awareness of the world around us.

l. Media can improve the ability of lecturers and students to express themselves.

3. *Benefits of Learning Media*

Sudjana and Rivai (2001) suggested the benefits of learning media in the learning process of students, namely:

a. Learning will be more interesting for students, which can foster learning motivation.

b. Learning materials will be clearer in meaning so that they can be better understood by students, allow them to master and understand by students, and enable them to master and achieve learning objectives.

c. Teaching methods will be more varied, not merely verbal communication through the verbal communication through the speaking of words by educators so that students are not bored and educators do not run out of

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energy, especially if educators not bored and educators do not run out of energy, especially if educators teaching in every class hour.

d. Learners can do more learning activities because they do not only listen to the description of the educator, but also other activities such as observing, doing, demonstrating, acting, and others.

4. *Software Based Learning Media Function*

Software-based learning media serves various functions in the educational context, contributing to interactive and engaging learning experiences.
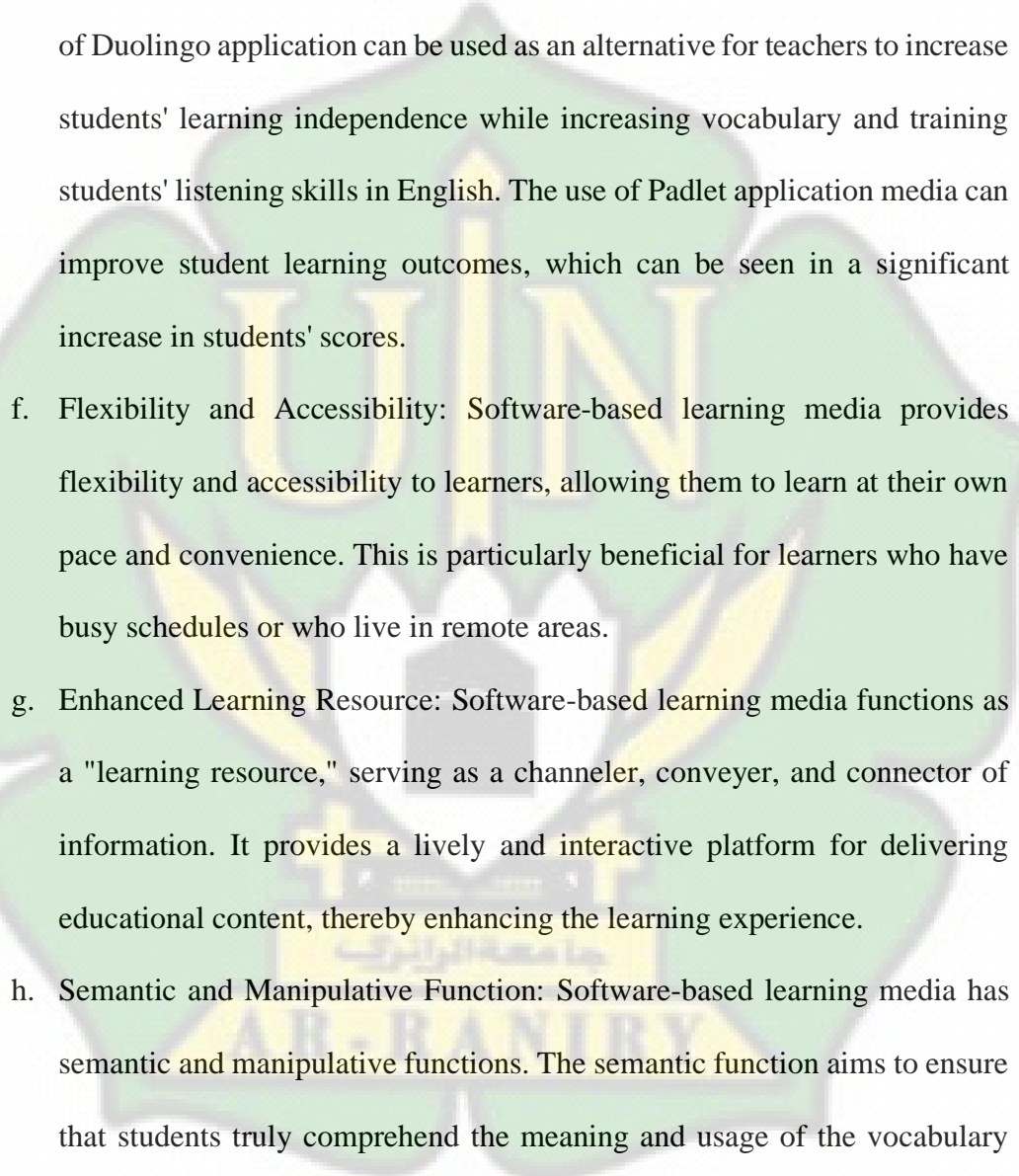
a. Learning Resource: Software-based learning media functions as a "learning resource," serving as a channeler, conveyer, and connector of information. It provides a lively and interactive platform for delivering educational content, thereby enhancing the learning experience.

b. Semantic Function: This function pertains to the ability of the media to increase vocabulary and facilitate a deeper understanding of verbal symbols. It aims to ensure that students truly comprehend the meaning and usage of the vocabulary rather than just recognising the words superficially.

c. Manipulative Function: The manipulative function of software-based learning media is based on its general characteristics, including the ability to record, store, preserve, reconstruct, and transport events or objects. This function serves two primary purposes:

  1). Overcoming the limits of space and time by presenting objects or events that are challenging to experience in their original form, compressing lengthy events, and revisiting historical occurrences.

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2). Overcoming human sensory limitations by aiding students in understanding objects that are difficult to observe due to their small size or that require clarity of sound, such as the proper recitation of the Qur'an according to the rules of tajweed.

5. *Advantages of Software-Based Learning Media*

According to experts, the advantages of software-based learning media include:

a. Increased Motivation and Engagement: Software-based learning media can increase student motivation and engagement, leading to better learning outcomes. This is because software-based learning media is often interactive and engaging, providing learners with a more immersive and enjoyable learning experience.

b. Personalized Learning: Software based learning media can be tailored to the individual needs and learning styles of learners, providing a more personalized learning experience. This can help learners to better understand and retain information.

c. Cost Effective: Software-based learning media can be cost-effective compared to traditional learning methods, as it eliminates the need for physical materials and reduces the need for travel

d. Real Life Situations: Software based learning media can provide learners with real life situations and scenarios, allowing them to practice and apply their knowledge in a practical context. This can help learners to better understand and retain information.

e. Improved Learning Outcomes: Several previous studies have shown that the use of software-based learning media has positive outcomes and impacts by increasing student motivation and learning outcomes. For instance, the use of Duolingo application can be used as an alternative for teachers to increase students' learning independence while increasing vocabulary and training students' listening skills in English. The use of Padlet application media can improve student learning outcomes, which can be seen in a significant increase in students' scores.

f. Flexibility and Accessibility: Software-based learning media provides flexibility and accessibility to learners, allowing them to learn at their own pace and convenience. This is particularly beneficial for learners who have busy schedules or who live in remote areas.

g. Enhanced Learning Resource: Software-based learning media functions as a "learning resource," serving as a channeler, conveyer, and connector of information. It provides a lively and interactive platform for delivering educational content, thereby enhancing the learning experience.

h. Semantic and Manipulative Function: Software-based learning media has semantic and manipulative functions. The semantic function aims to ensure that students truly comprehend the meaning and usage of the vocabulary rather than just recognising the words superficially. The manipulative function serves two primary purposes: overcoming the limits of space and time by presenting objects or events that are challenging to experience in their original form and overcoming human sensory limitations by aiding

students in understanding objects that are difficult to observe due to their small size or that require clarity of sound.

6. **Challenges of Software-Based Learning Media**

   a. Technical Issues: Technical issues are one of the main challenges of software-based learning media. These issues can include software malfunctions, slow internet connections, and hardware compatibility issues. These technical issues can disrupt the learning process and cause frustration for both students and teachers.

   b. Lack of Personal Interaction: Software-based learning media can lack the personal interaction that traditional classroom settings provide. This can lead to a lack of socialisation and communication skills development, which are important for students' overall development.

   c. Limited Feedback: Software-based learning media can provide limited feedback to students, which can hinder their progress in learning. This can be due to the lack of personal interaction with teachers or the limitations of the software itself.

   d. Overreliance on Technology: Software-based learning media can lead to an overreliance on technology, which can be detrimental to students' learning outcomes. This can lead to a lack of critical thinking skills and problem-solving abilities.

   e. Distractions: Software-based learning media can be distracting for students, especially if they are not properly supervised. This can lead to a lack of focus and reduced learning outcomes.

f. Accessibility Issues: Software-based learning media can have accessibility issues for students who do not have access to the necessary technology or internet connection. This can lead to a lack of equal opportunities for learning.

C. Lesson for Life Software

Lesson for Life is a software-based media that is a well-known English learning application from Australia that has been widely used in several countries around the world. The Lesson for Life app specialises in real-life practice and conversational English. It is an innovative and interactive software for teaching a wide range of English skills, including reading, writing, grammar, speaking, pronunciation, and listening skills, with an emphasis on speaking and listening skills. Lesson for Life is perfect for personal, educational, or business use. This product has international standardisation, such as TOEFL, TOEIC, and IELTS, and can be used for self-study, as part of the main learning material, or as additional material for learning English at all levels. This software is packaged in the form of a Compact Disc (CD) that can be installed on computers, laptops, and IFPDs that use the Windows Operating System (OS).

This software package consists of an English Course, Practical English Grammar, Practical English Conversations, Interactive English Games, and Audio Mate (MP3 format). Comes with truly comprehensive Indonesian language support. It covers all internationally recognised curriculum-based content skills. Standard American English accent. Individual learning style with simple, intuitive, and clear features. There are four language skills on offer, viz: reading, writing, speaking,

and listening. Interactive audio clip activities with written text assistance. Topic-based lessons with practical everyday conversations. Animated characters in real situations. Can watch, listen, and stop conversations and voices at any time, practising pronunciation, formation, and usage of all grammar points. Includes grammar reference help. Setup and hint pages that explain how the grammar works. Interactive games to help students improve memory, grammar, and spelling skills AudioMate with MP3 format

Although it has many advantages, there are some factors that make Lesson for Life has a disadvantage, namely the relatively expensive price, so not all schools, institutions, and individuals can afford it. Currently, the price offered by one of the Government Procurement Policy Institutions (LKPP) is Rp. 20,000,000. While the annual subscription rate online is offered at USD.149 (approximately 2.2 million Rupiah).

D. Technology Acceptance Model (TAM)

The Technology Acceptance Model (TAM) is a research approach commonly used to study the adoption of new information technology. According to Davis (1985), the use of information technology can enhance work efficiency and support work tasks. TAM assumes that two individual beliefs, namely perceived usefulness and perceived ease of use, are the main reasons for technology acceptance behaviour and, ultimately, the use of technology. In this study, the TAM is used as the basic model.

The TAM model is the most widely used approach to technology acceptance. It is a simple but valid model that focuses on the user's attitude and

behaviour toward the technology. TAM has been extensively tested in many studies, which have shown it to be a superior model compared to others.
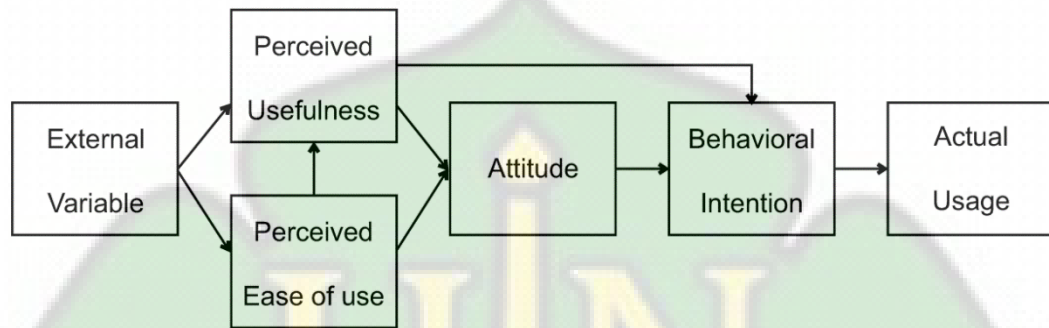
Figure **1. TAM Construct**

TAM has five main constructs, namely: (a) Perceived ease of use, (b) Perceived usefulness, (c) Attitude toward using, (d) Behavioral intention to use, and (e) Actual technology use.

a. Perceived ease of use

Perceived ease of use refers to the belief that using technology will be effortless and efficient. This belief influences a person's decision-making process, as they are more likely to use technology if they perceive it as easy to use.

The perceived ease of use of technology is a measure of the belief that computers can be used quickly and easily. This belief is based on the idea that computer technology is easy to understand and use. The ease of use of information technology includes making it easier to get information, and computers help complete a job with computer aids easily; computers

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can improve one's skills, and computers are easy to operate; they only require habits in using them.

b. Perceived usefulness

Perceived usefulness is the probability that potential users will use a particular application to facilitate their work. This facilitated performance can produce better physical and non-physical benefits. It is important to note that perceived usefulness is an objective measure of the potential benefits of a technology rather than a subjective evaluation. This can be measured through indicators such as improved performance, increased efficiency, and overall benefits.

Davis (1985) Defined perceived usefulness as the extent to which a person believes that using a certain technology will improve their performance. Perceived usefulness can be measured by indicators of increased productivity, improved work effectiveness, and faster job completion. It is a belief about the decision-making process, where someone believes that using a technology will enhance their performance. Therefore, if someone perceives IT as useful, they will use it, but if they perceive it as less useful, they will not use it.

c. Attitude towards behaviour

In the Technology Acceptance Model (TAM), attitude toward a behaviour is conceptualised as the attitude towards using a system, either accepting or rejecting it, when someone uses technology in their work. According to other researchers, the attitude factor is one of the aspects that

influences individual behaviour. A person's attitude consists of cognitive/perspective, affective, and behavior-related components.

Davis (1985) Defines attitude towards technology as a person's positive or negative feelings towards performing a specific behaviour. Therefore, attitude and behaviour are used to explain an individual's relationship with information technology, where attitude serves as a benchmark for technology acceptance after engaging in a behaviour.

d. Behavioral intention to use

Interest is defined as a person's state prior to taking action, which can serve as a basis for predicting behaviour or action. Behavioural interest or use is the degree of a person's desire or urges to perform certain behaviours (Hasanah et al., 2016). The Technology Acceptance Model (TAM) aims to explain the determination of computer acceptance in general, providing insight into the behaviour or attitude of users in a population (Davis, 1985).

According to the Technology Acceptance Model (TAM), an individual's intention to use a system is influenced by two beliefs: perceived usefulness, which refers to the extent to which the individual believes that using the system will enhance their performance, and perceived ease of use, which refers to the extent to which the individual believes that using the system is simple. According to TAM, the impact of external variables, such as system characteristics, development process,

and training, on the intention to use is mediated by perceived usefulness and perceived ease of use (Sayekti & Putarta, 2016).

Therefore, behavioural intention to use refers to the tendency to continue using technology. A person's level of use of computer technology can be determined by their attitude towards the technology.

e. Actual system usage

Actual system usage refers to the real condition of system usage, as defined by Wibowo (2008). In the context of using information technology systems, behaviour is conceptualised as actual use, which is measured by the frequency and duration of time spent using technology. Therefore, actual use is measured by the amount of time spent interacting with technology and the frequency of its use. Users will be satisfied with the system if they perceive it as easy to use and productive, as demonstrated by the user's real conditions (Sayekti & Putarta, 2016).

E. Previous Study

This was some previous research on English language learning media software in educational settings. For example, the previous research written by Ramadania (2021). They conducted research entitled *Students' Perception of Learning Management System (LMS) Utilized in Online English Learning Situation during the Covid-19 Pandemic*. The researcher conducts a quantitative study to obtain significant insight into students' perceptions of the LMS by conducting a quantitative study within survey designs and instruments. This study surveyed 125 participants. Most of them were from the Jabodetabek area. After collecting the

data, the writer examined it using Microsoft Excel 2010. The outcome indicated that the students viewed the situation positively. They appeared to enjoy using the LMS, as it supports students in learning English by providing simple features for submitting assignments, quizzes, feedback, and a communication forum.

Another research by Taufiqurrochman, Muslimin, Rofiki, and Abah (2020). *Students' Perceptions on Learning Management Systems of Arabic Learning through Blended Learning Model*. The purpose of this study was to describe students' perceptions as users of the LMS application. The data research was carried out using interview, observation, and questionnaire techniques. The results of students' perceptions regarding these features indicated that they understand all the functions of the LMS features. They assessed that all LMS applications had the potential to be used for learning Arabic. The most significant potential was the ability of the LMS application to help learn speaking, writing, and grammar (Sharaf and Nahwu) skills. This study showed a positive impact when LMS was applied to blended learning.

Another research by Yohana (2020) entitled *Students' Learning Performance in Using Google Classroom as a Learning Management System at English Education Department UIN SUSKA RIAU*. This study was qualitative research, and questionnaires and interviews were used to find out the factors that influence students' learning performance. This research showed that Google Classroom was beneficial and valuable to students' learning performance, and they expressed satisfaction with Google Classroom. Then, the students' aspects of learning performance are as follows: communication, collaboration, coordination,

and socialisation. Based on the findings, it was possible to conclude that factors affect students' learning performance when using Google Classroom as a learning management system.

Another research by Rianafitri (2018) entitled *The Students' Perception on the Use of Learning Management System in Learning English.* This study used a descriptive qualitative design using the qualitative method to collect the data. The data was carried out with interviews and 4 participants as a sample. This research showed the students' positive perception of LMS in learning English. The students felt happy, excited, interested, and comfortable using the LMS. On the other hand, the students also talked about the negative responses. Lastly, the researcher found that the participants had a lot of positive impacts when using an LMS to learn English. The communication is good, the time is flexible and creative, and the confidence grows. The LMS is easy to use, and the writing skills are increased. Moreover, the negative impacts were the LMS wastes time, reduces teacher-student connection, causes inequality in group work, causes unseen student progress, causes the instruction to be misconstrued, the feedback is rarely given, and the opinion is difficult to combine.

Furthermore, another research study by Wulandari and Budiyanto (2017) entitled *Improving Foreign Language Learning by the Mean of Learning Management System: Review of the Literature.* The research was conducted based on the journals in distance education. This study showed that LMSs would be highly beneficial in increasing foreign language learning in distance education, both in learning management and connected to learning outcomes. Many features of LMSs

could be modified to promote more effective and efficient learning. Educators who understand the needs and characteristics of students were needed to optimise the LMS so that learning may occur comfortably and measurably, especially in distance education.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter presents the research method, including the research design, research site and participants, methods of data collection, and data analysis.

A. Research Design

This study employed a qualitative research design. According to Creswell (2017), qualitative research is an approach to exploring and understanding the meaning individuals or groups ascribe to a social or human problem. According to Sugiyono, (2018) qualitative research is used to examine the condition of natural objects to obtain in-depth and meaningful data. Qualitative research methods were used to examine questions by verbally describing how participants in a study perceive and interpret various aspects of their environment. Furthermore, qualitative research uses several techniques, including interviews, focus groups, and observation (Moser & Korstjens, 2017). In line with the previous theory, this study used the interview method.

The descriptive qualitative method was chosen because this study aims to provide an overview of students' perceptions of using Lesson for Life software as an English learning media at SMPN Unggul Ali Hasjmy.

B. Research Site and Participants

This research was conducted at SMPN Unggul Ali Hasjmy as the setting of place to do research. It is located at Jln. Banda Aceh - Medan KM. 22, Lam Ilie Ganto, Sub District Indrapuri, District Aceh Besar. The researcher chose SMPN

Unggul Ali Hasjmy for the research because the school has Lesson for Life software as a medium for learning.

In this study, the sampling approach used purposive sampling technique. According to Sugiyono (2018), sampling techniques do not give equal opportunities to each member of the population when they are selected as samples. Sampling has the desired criteria to be able to determine the number of samples to be studied. So, from this theory, the population of this study was all VIII-grade students at SMPN Unggul Ali Hasjmy, which amounted to 44. The sampling criteria determined by the researcher are as follows:

a. Students who are grade VIII at SMPN Unggul Ali Hasjmy.

b. Students who have experienced the Lesson for Life learning application.

c. Students who were allowed to be interviewed by the class teacher.

To get participants in this study, there were several ways recruitment that done by researchers, namely as follows:

a. Make a research permit letter.

b. Meet the waka of students of SMPN Unggul Ali Hasjmy.

c. Asked for directions from the teacher teaching English.

d. Then, students will be interviewed based on their experience learning using the lesson for life application, supervised by the VIII B class teacher.

C. Methods of Data Collection

In this study, the data collection technique was used to obtain the data needed in the study, namely:

a. Primary data

Primary data in this study was data obtained from the first source, namely from an individual or a person. For example, interview results from questionnaire statements. All of this data was raw data that was later processed for certain purposes according to their needs (Sugiyono, 2018).

In this method, the researcher conducted interviews with the sample to obtain primary data. Several questions were asked in this interview, using structured questions to get an overview of the sample regarding students' perceptions of the Lesson for Life software. The interviews in this study consisted of two different parts. The first part aimed to gather students' perspectives on the advantages of using Lesson for Life software for English language learning. The second part focused on the initial challenges students faced when using the Lesson for Life software.

b. Secondary Data

According to Sugiyono (2018), defining secondary data is data obtained in the form of existing data not from the results of collecting and processing themselves. Secondary data was used by researchers in this study to support information obtained from primary data sources, namely from library materials, books, previous research, and journals related to the research title.

D. Data Analysis

Data analysis is a process of finding and preparing data systematically that were obtained from interviews, field notes, and documentation by organising data into categories, verifying into units, synthesising, organising into patterns, choosing

the important one that will be studied, and making a conclusion that easily understood by ourselves and others (Sugiyono, 2018). In this study, to get the results analysed, there are several steps using the concept of Miles and Huberman (Alhojailan & Ibrahim, 2012). The steps are as follows:

a. Data reduction

The data that has been gained from the interview was shorted, separated, and organised in order to select the data that was considered important. Whereas the unimportant data was separated in order to facilitate the analysis.

b. Data display

"It aims to make sense of the data that has been collected by displaying related concepts from different statements" (Miles & Huberman, 1994). The data could be displayed in the form of a draft, description, or the correlation between each category.

c. Data drawing and conclusion

In this step, the researcher drew and concluded the data based on the data reduction and data display that had been done before. However, the researcher still needed to check the data again to avoid making mistakes in analysing it.

CHAPTER 4

FINDING AND DISCUSSION

This chapter covers the research findings and discusses them. The findings are information found in the field that leads to the conclusion of this research. The data are discussed in detail to provide a brief explanation. Thus, the research questions proposed in this research can be answered.

A. Findings

The interview was conducted on 4th March 2024 with 15 students of SMPN Unggul Ali Hasjmy. During the interviews, the researcher recorded students' answers according to the provided open-ended interview questions to answer five questions related to the advantages and five questions related to challenges in learning media using Lesson for Life software and then transcribed them into English.

The collected data was analysed based on the concept of Miles and Huberman (1984). First, the researcher reduced the original data by taking important parts of the participants' answers. Next, the researcher displayed the data in the form of descriptions. In this section, the author only presents the results of interviews related to advantages and challenges that are certainly to support the findings. Student participants were marked with the initials IZI, AA, MI, NAD, CZM, AAI, ZFS, FAA, FAZ, PZ, SR, NR, AAH, IAZ, and AS. Furthermore, the researcher analysed the results of the interviews, which were presented in two parts as follows:

1. ***Students' perception of the advantages of using Lesson for Life software as English learning media***

From the results of the discussion based on the researcher's interview questions, the answers related to the advantages of using lesson for life software as learning media. The following were responses from student respondents:

As stated by participant AA, IAZ, PZ, FAA, MI, AS, IZI, and NAD:

"This app is fun because the explanations are easy to understand, and there is Indonesian language and sound."

As stated by participant AAH, FAZ, SR, and NR:

"Learning with this app is so fun because there is a game that can move the words around."

As stated by participant ZFS:

"Learn with videos and a Snakes and Ladders game."
As stated by participant AAI:

"I think this application is very sophisticated and not complicated."

As stated by participant CZM:

"Learning English sentences if there is a wrong answer can be repeated in the menu that is pressed."

From the interview results above, the students' opinions regarding the advantages of using the lesson for life application in supporting English learning media. This application was favoured because it has explanations in Indonesian and sounds that support learning. There were games that helped with word transference, the convenience of learning through games, and videos that supported learning, and students found the learning experience fun and

practical and could be repeated if needed. The presence of a memory game was also an interesting plus.

2. *Students' perceptions of the challenges in using Lesson for Life software as an English learning medium*

From the results of the discussion based on the researcher's interview questions, the answers related to the challenges in using Lesson for Life software as learning media. The following were responses from student respondents: As stated by participants IZI, AA, MI, NAD, ZFS, FAA, FAZ, SR, NR, AAH, IAZ, and AS:

"So far, there have been no challenges".

As stated by participant CZM:

"The application menu navigation buttons are text, not buttons."

As stated by participant AAI:

"If possible, the voice can be clarified again."

As stated by participant PZ:

"So far, there have been no challenges; it's just that I don't understand that sometimes the English is spoken too fast."

From the interview results above, the students' opinions regarding the challenges of using the Lesson for Life software in supporting English learning media. Most students did not have any specific challenges, but interview respondent CZM answered a little feedback that the navigation buttons on the lesson for life media are still partly in the form of text, not in the form of

buttons. Respondents AAI and PZ also responded that the voice transcription of the text was too fast, so these students could not understand what was said.

Overall, the students' responses need improvement in more intuitive navigation, clearer voice explanations, and adjustments in the speed of English transcription. By improving and adjusting these features, the app can be more effective and student-friendly.

B. Discussion

This qualitative research aims to find out the perceptions of teachers and students of SMPN Unggul Ali Hasjmy regarding using Lesson for Life software as a medium for learning English. From the results of the interview, it can be concluded that the advantages of using the lesson for life application as a medium for learning English, namely:

a. Application advantages: The application offers advantages in terms of flexibility of access, variety of learning materials, and interactivity between teachers and students. The focus on learning was complemented by content and steps that cater to diverse learning styles.

b. Fun learning experience: Students find the learning experience fun, practical, and repeatable if needed. The presence of a memory game adds value to learning.

c. Increased student engagement: The use of interactive games, practice questions, and audiovisual content in the software helps to increase student engagement in the learning process. This can motivate them to learn actively and participate more in class.

d. Measurement of learning progress: Features such as memory games and the ability to repeat learning material allow students and teachers to track and evaluate their learning progress.

From the students' opinions on the challenges of using Lesson for Life software in supporting English learning media, it can be concluded:

a. Technical challenges relate to the deficiencies observed in the app. According to the researcher, the deficiency, in technical terms, was the lack of an updated menu within the app's interface. As a result of this missing feature, the app was considered static in its functionality, exhibiting a fixed and unchanging nature that could potentially limit how the app works. The Lesson for Life software was not connected to the internet.

b. Application design: Students mentioned that some of the application's navigation buttons were still text without clear button shapes, making them confusing to use. In addition, the voice pronunciation in the video visuals was too fast, making it difficult for students to properly understand what was being said, and the researcher also did not find the narrator's speed menu settings.

CHAPTER 5
CONCLUSION AND RECOMMENDATIONS

This chapter provides significant information on the research conclusions and suggestions. Based on the results of the data analysis and its discussion, both conclusions and suggestions are drawn. In addition, some suggestions have been made for future research in this field.

A. Conclusion

Based on the research and explanations in the previous chapters, the author concludes that, according to the opinions of 15 students of SMPN Unggul Ali Hasjmy, this Lesson for Life software offers advantages in flexibility of access, variety of learning materials, and interactivity between teachers and students. The software's focus on learning was complemented by content and steps that suit a variety of interactive learning styles.

From the respondents' statements from 15 students of SMPN Unggul Ali Hasjmy, the advantages of this software were explanations in Bahasa Indonesia and sounds that support learning. There were games that helped with vocabulary, ease of learning through games, and videos that supported learning, and students found the learning experience fun, practical, and repeatable if needed.

The results of this study are in line with the findings of Ramadania (2021), which showed that students became more active, excited, and interested in learning activities. Another study by Yohana (2020) also showed that the use of digital games in vocabulary teaching was effective in improving students' vocabulary

knowledge. Teachers can present more ways to teach vocabulary, and students can find new ways to absorb vocabulary in a more fun and active way.

Based on students' statements about the challenges of using this software, most students did not have any particular challenges, but the researcher highlighted the shortcomings of this software from a technical point of view, namely the absence of an updated menu in the application interface and this software is not connected to the internet. In addition, the voice pronunciation on the visual video was too fast, making it difficult for students to understand what was being said; in this case, the researcher also did not find the voice speed menu setting.

The results of this study were in line with the findings of Rianafitri (2018) relating to challenges. The negative impacts are that the LMS wastes time reduces the relationship between teachers and students, causes inequality in group work, students' progress is not visible, causes instructions to be misinterpreted, feedback is rarely given, and opinions are difficult to combine

B. Recommendations

Based on the above conclusions, the researcher suggests that the developer of this software pay attention to the needs of internet access so that this application can be updated, especially in terms of the old-fashioned appearance and a special menu in terms of the speed setting menu so that adjusting the speed of English pronunciation can help meet the needs of diverse students with different learning styles.

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APPENDIX A

Recommendation letter from Fakultas Tarbiyah

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor   : B-2210/un.10/FTK.1/TL.00/2/2024
Lamp   : -
Hal   : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Kepala SMP Negeri Ali Hasjmy
Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM   : **SYARIF HIDAYATULLAH / 180203059**
Semester/Jurusan   : XII / Pendidikan Bahasa Inggris
Alamat sekarang   : Reukih Dayah Kec. Indrapuri Kab. Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *Students' Perceptions on The Use of Lesson for Life Software As a Medium for Learning English (A Study at SMPN Ali Hasjmy Aceh Besar)*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 26 Februari 2024
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 05 April 2024   Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

Interview Transcript

Pewawancara	:	Di sini kan ada 3 bagian nih pertanyaannya yang pertama tentang kegunaan yang Anda rasakan ketika menggunakan aplikasi ini kedua, tantangan atau kesulitan yang Anda hadapi yang ketiga, sikap Anda terhadap aplikasi ini jadi, untuk pertanyaan pertama, bagian kegunaan yaitu, bagaimana sih pengalaman Anda selama belajar bahasa Inggris menggunakan aplikasi ini yang Anda rasakan gimana?
Narasumber	:	Pengalaman yang Saya rasakan selama belajar bahasa Inggris ini adalah memudahkan Saya untuk berbicara dan aplikasi ini menurut saya sangat worth it sih untuk yang malas mengerjain latihan karena bisa belajar sambil bermain
Pewawancara	:	Kemudian, bisa nggak Anda jelasin contoh spesifik dimana aplikasi Lesson for Life ini ngebantu Anda dalam meningkatkan terampilan bahasa Inggris Anda?
Narasumber	:	Menurut Saya, suka aplikasi ini dimana salah satu contohnya latihan aplikasi ini sangat interaktif sebagai contoh latihan yang menggunakan drag and drop dimana saya hanya memilih kata yang tepat dan menaruhnya ke kolom box latihan yang tepat
Pewawancara	:	Kemudian, mengenai apa sih yang ngebedain aplikasi Lesson for Life ini dari metode pembajaran tradisional itu kayak dalam kelas biasa pakai papan tulis dalam meningkatkan terampilan bahasa Inggris Anda
Narasumber	:	Menurut Saya, aplikasi ini lebih menyenangkan untuk digunakan sebagai media pembelajaran karena aplikasi ini sangat interaktif dibandingkan dengan belajar menggunakan papan tulis Saya hanya mendengarkan tetapi jika menggunakan aplikasi ini, Saya lebih aktif di kelas
Pewawancara	:	Oh, maksudnya secara kesuluhan, Anda lebih suka belajar pakai aplikasi karena sudah tersedia di layar
Pewawancara	:	Jadi sekarang kita masuk ke tantangan yang Anda hadapi selama gunakan aplikasi ini jadi yang pertama, apa sih kesulitan yang Anda rasakan selama pakai aplikasi ini untuk belajar bahasa Inggris?
Narasumber	:	Selama ini sih tidak ada kesulitan yang Saya alami karena memang sesimpel dan seseru itu
Pewawancara	:	Tapi bisa nggak? Mungkin ada itu contoh kesulitan yang anda temuin selama belajar dari aplikasi ini

Narasumber	:	Aplikasi ini tidak bisa mengatur kecepatan pengucapan kalimat atau kata sehingga Saya sedikit kesulitan dalam mendengarnya berarti di sini Saya yang sulitnya pas mendengarkan kalimat yang diulang pas ditampilin di layar ya
Pewawancara	:	Berarti pengennya Anda di sini suaranya bisa diatur berarti menurut Anda bagaimana kesulitan yang itu dapat diatasin yang tadi di nomor 2 itu di dalam gunakan aplikasi ini untuk belajar bahasa Inggris?
Narasumber	:	Menurut Saya perlu ditambahin fitur untuk mengatur kecepatan pengucapan kata atau kalimatnya biar nggak pusing aja
Pewawancara	:	Berarti menurut Anda di sini perlu ditambahin fitur untuk mengatur kecepatan pelafalan pronunciasi dari kalimat di layar tadi ya? Kemudian kita masuk ke bagian terakhir di sikap Anda terhadap aplikasi ini ya jadi gimana sih pendapat Anda secara keseluruhan terhadap aplikasi ini dalam kelas sebagai media belajar bahasa Inggris?
Pewawancara	:	Berarti menurut Anda di sini perlu ditambahin fitur untuk mengatur kecepatan pelafalan pronunciasi dari kalimat di layar tadi ya? Kemudian kita masuk ke bagian terakhir di sikap Anda terhadap aplikasi ini ya jadi gimana sih pendapat Anda secara keseluruhan terhadap aplikasi ini dalam kelas sebagai media belajar bahasa Inggris?
Narasumber	:	Saya sangat senang menggunakan aplikasi ini dibandingkan belajar menggunakan Papan karena saya malas menulis sih makanya lebih suka menggunakan aplikasi ini
Pewawancara	:	Berarti Anda lebih suka konten yang disajikan di layar daripada yang sudah dipulis-pulis di Papan? Iya kemudian gimana sih pendapat Anda terhadap aplikasi Lesson4Life ini dalam mempengaruhi motivasi Anda untuk lebih berpartisipasi dalam belajar bahasa Inggris?
Narasumber	:	Aplikasi ini membuat Saya dapat lebih berpartisipasi bukan siapi ya aplikasi ini membuat Saya dapat lebih berpartisipasi karena konten yang disajikan di aplikasi ini sangat interaktif

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Pewawancara	:	Berarti Anda suka konten itu tidak statis, misalkan papan tulis kan cuma tulis
Pewawancara	:	Jadi Anda suka materi yang ditampilkan bisa dimainin?
Narasumber	:	Iya karena kalau misalnya Papan bosan, ketiduran
Pewawancara	:	Jadi untuk yang terakhir, Anda merekomendasikan tidak penggunaan aplikasi ini sebagai media pembelajaran bahasa Inggris kepada teman Anda?
Narasumber	:	Iya, Saya merekomendasikan aplikasi ini untuk digunakan dalam kelas kepada teman saya apalagi untuk para Gen Z yang malas menulis
Pewawancara	:	Berarti Gen Z sekarang itu lebih suka yang instan ya?
Narasumber	:	Iya
Pewawancara	:	Terima kasih atas wawancara sama-sama

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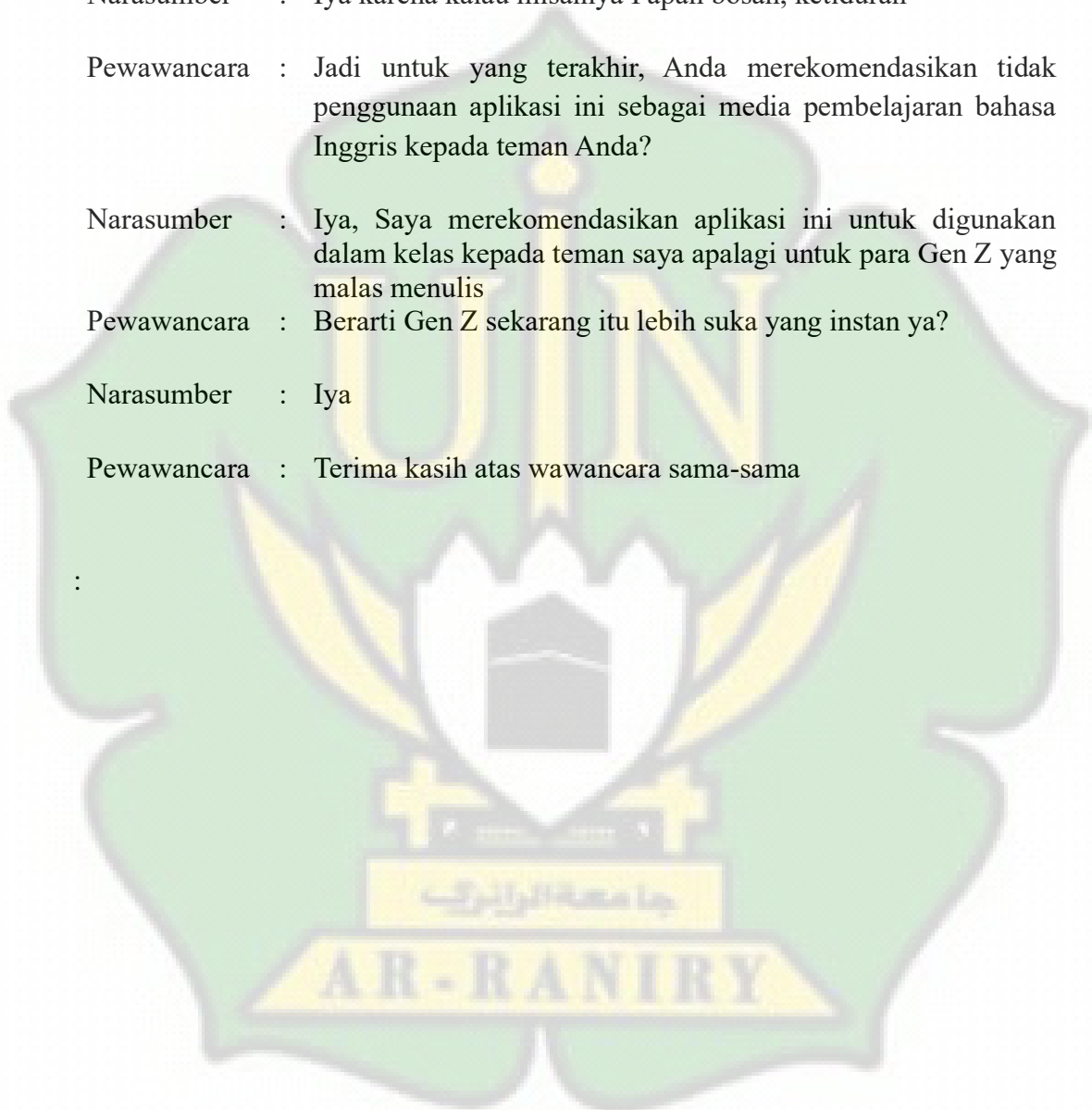
APPENDIX C

Documentation Photo