

**STUDENTS' PERCEPTIONS OF USING TOEFL AIO APPS IN
VOCABULARY AND PRONUNCIATION CLASS**

THESIS

Submitted by

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Students' Perception of Using TOEFL AIO Apps In Vocabulary and Pronunciation Class

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 16 November 2022

Saya yang membuat surat pernyataan,



Arief Fahreza

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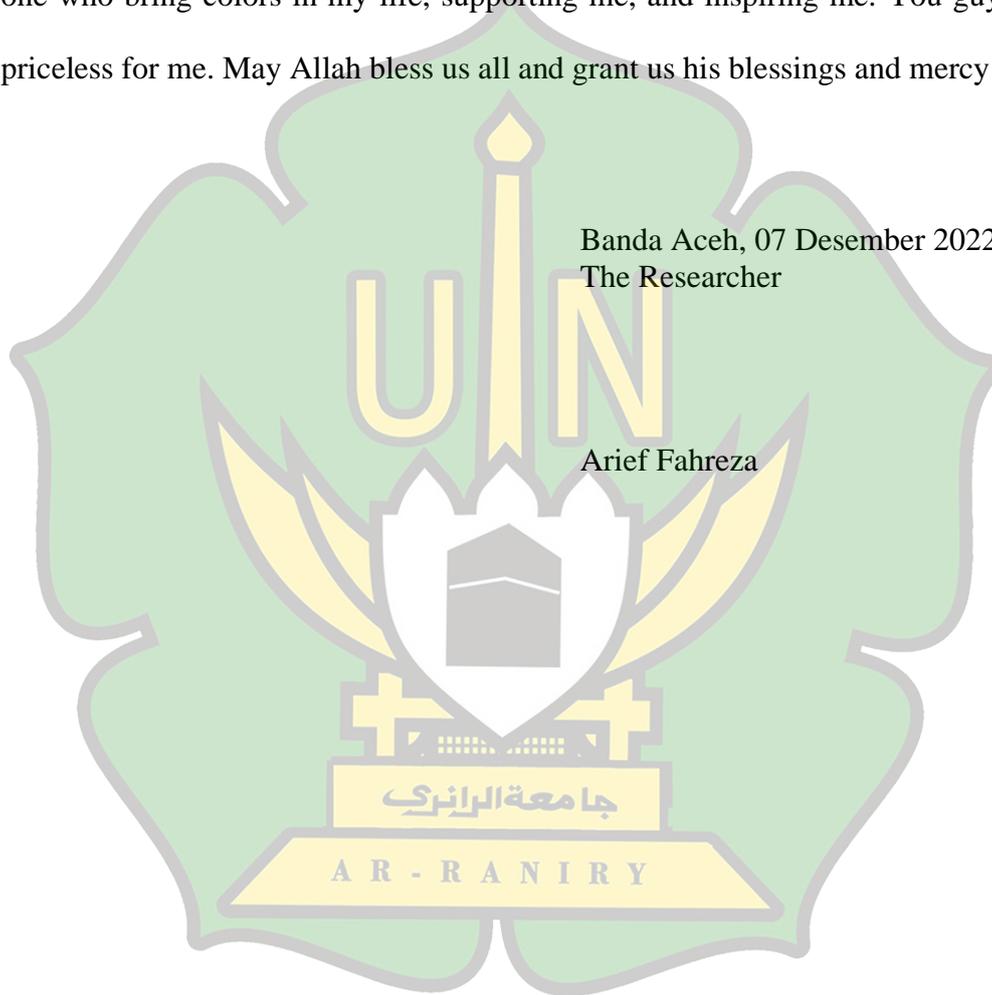
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ABSTRACT

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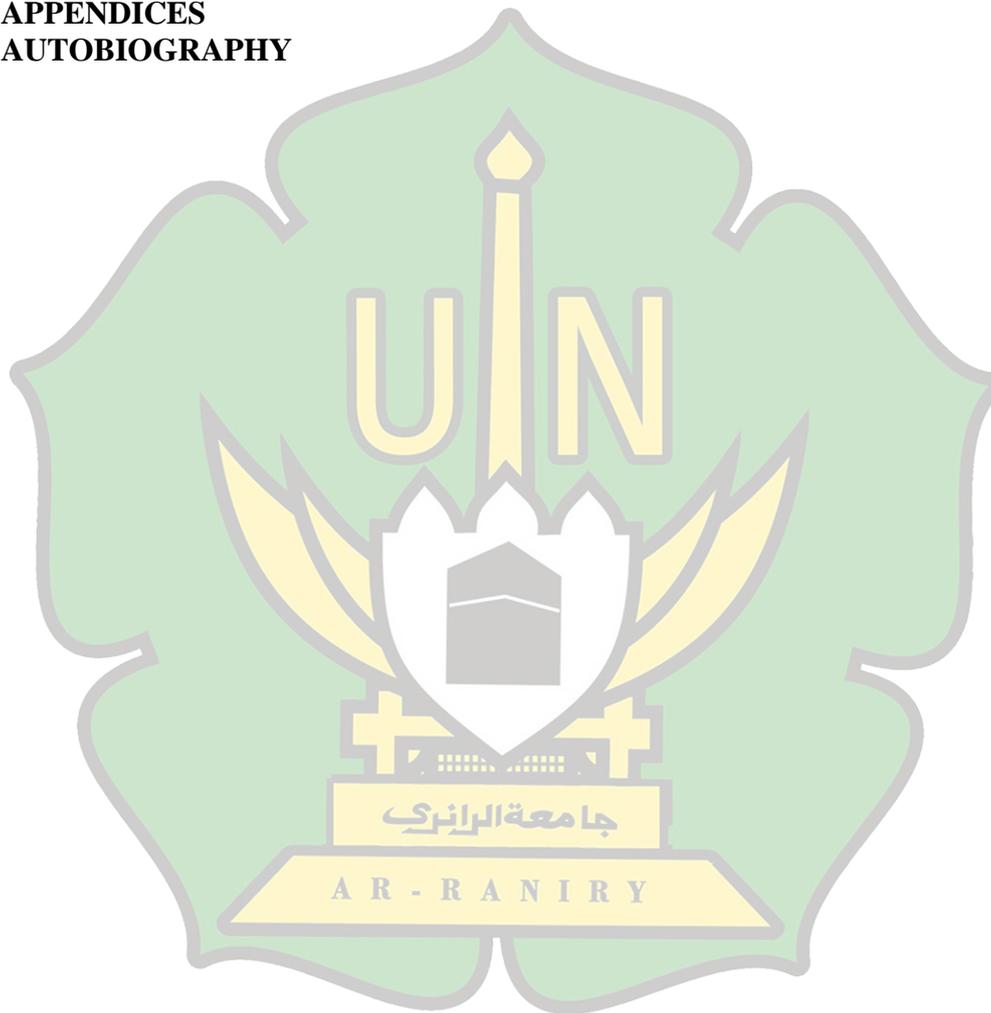
The use of applications in learning occasionally needs to be applied in modern education. Research on learning applications also needs to be conducted to ensure the achievement of learning targets by learning using an application. This study aims to explore students' perception of using TOEFL AIO apps in vocabulary and pronunciation class together with their learning strategies. This study has conducted with a qualitative approach. Ten participants randomly selected from the students who took vocabulary and pronunciation class from batch 2020 unit 2 in the English Language Department of UIN Ar-Raniry. Semi-structured interviews were used as the instrument to answer research questions. From the result of the research, it was found that there are six categories of students' perceptions and five learning strategies. All those perceptions of students, fortunately, showed positive results.

A R - R A N I R Y

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CHAPTER I

INTRODUCTION

This chapter will describe the main reasons for conducting research on this topic. The chapter provides information on the background of the study, research questions, the aim of the study, the scope of the study, the significance of the study, and research terminology.

A. Background of The Study

Vocabulary is the backbone of all languages. The lack of extent and amount of vocabulary that a person has will make him difficult to communicate (Tosun, 2015). In direct communications, the use of vocabulary will define the quality of a person's communication behavior through how he selects the appropriate vocabulary to use so that the message will be dispatched properly. In written communication, selecting a good vocabulary will also help the writer to convey the message clearly and appropriately both in academics and non-academics terms. In another paper, McCarthy (1990) stated that vocabulary seems to be the least systematized and the least provisioned for of all the aspects of learning a foreign language. No matter how well the student learns grammar or how successfully they mastered the sounds of their new language, without words to express meanings in a wide range, communication in a new language just cannot happen in any meaningful way, he continued. The amount of vocabulary mastery strongly predicts language learning ability. For example, in reading comprehension as one of the

basic skill learning subject, vocabulary mastery strongly affects the process of understanding the material, especially in understanding the context of the article.

Celik & Yavuz (2018) explained that the presence of smartphones influenced educational changes in terms of techniques, principles, nature, and education policies. Smartphones are an example of good achievement in the development of the history of education. Smartphone applications are the main tool in the relationship between education and smartphones. Of the many applications it offers, several applications are presented to assist and modernize learning as what used and will be discuss in this research. Learning using applications according to Rezaei, Mai, & Pesaranghader (2013), is a learning by new methods using smartphone platforms. All things that played a role in it were modern education, mobile communications technology, computer networks, and multimedia technology, they continued.

The use of applications in learning, especially vocabulary is a very common thing nowadays. Klimova (2021) stated that we should be grateful for current technological developments, especially for learning English, with various unique features such as portability, interactivity, multimodality, and ubility offered. She continued that compared to traditional learning, learning using applications is very helpful in focusing to achieve learning objectives, although it requires great responsibility and initiative here for students who want to increase their academic achievements.

Previous researches provided several data about students' responses to learning English using applications on smartphones. Mospan (2018), for example, observed whether it was possible to use smartphone applications in the learning process and increase student interest in learning, especially English, and presented positive feedback. Celik & Yavuz (2018) conducted research of teaching vocabulary through mobile applications with the main objective of the study is to offer a methodological classification for the vocabulary applications in Google Play also presented a positive feedback as the result.

Other previous studies about students' responses to learning English using applications are as Deris & Shukor (2019) conducted research on student acceptance and desired of apps features which explored students perception including challenges in learning vocabulary through mobile apps. Jati (2018) conducted research on the use of smartphone application in English language teaching and learning which aimed to discuss some useful apps for self-study and how mobile apps transform language teaching and learning. Rao (2019) also conducted research about the importance of mobile apps in the English language learning environment to analyse the impact of the modern learning system to the teaching learning environment. Yet, five studies conducted above focused on using or presenting applications in learning English, this research will focus on finding students' perceptions on an application and their learning strategy in their vocabulary and pronunciation class.

TOEFL AIO, in this study, is an application that is used in the vocabulary and pronunciation class. Vocabulary and pronunciation class discuss some

important aspects of vocabulary and how to pronounce things correctly such as punctuation marks, vowels, stresses, and so forth. Therefore, the teacher decides to use the application in the teaching and learning process and select the TOEFL AIO as an application that is expected can assist students to learn vocabulary and pronunciation in class. The use of this application in this research area is not familiar enough, therefore, the researcher decided to conduct research on student perception on using TOEFL AIO apps and their learning strategy in vocabulary and pronunciation class using TOEFL AIO apps by involving only students who have taken vocabulary and pronunciation class using this application at UIN Ar-Raniry.

B. Research Question

1. How is students' perception on using TOEFL AIO apps in vocabulary and pronunciation class?
2. What are students' learning strategy on using TOEFL AIO apps in learning vocabulary and pronunciation in the class?

C. The Aim of Study

1. To investigate students' perception on using TOEFL AIO apps in vocabulary and pronunciation class.
2. To find out students' learning strategy on using TOEFL AIO apps in vocabulary and pronunciation class.

D. Scope of the Study

This study focuses on finding students' perception of using the TOEFL AIO application in their vocabulary and pronunciation class together with their learning strategies. The participant of this study will involve English department's students from batch 2020 in the second unit-study of vocabulary and pronunciation class who experienced learning using the TOEFL AIO application.

E. Significance of the Study

The result of the study is expected to contribute several parties,

1. **For University**, This research can be used as a reference to see students' opinions on the use of smartphone applications in learning English, especially the TOEFL AIO application. Furthermore, it can also be a consideration for its use in the classroom in general. Then this is also a promotion of a new method of learning English more easily and practically.
2. **For Lecturer**, the result of this study hopefully may assist the teacher in finding new teaching materials and methods in teaching English. This study may also help teachers develop an easier and more exciting method of learning English with technology together with building an early TOEFL experience for students.
3. **For Researcher**, the finding of this study could improve our understanding of students' perception on using applications such as TOEFL AIO in vocabulary and pronunciation class together with the

learning strategy applied for themselves and may help other researchers who are interested in handling research with a related topic.

F. Research Terminologies

Some necessary terminologies are defined in this section in order to help the readers comprehend some terms of this writing.

1. E - Learning

In some definitions, e-learning includes more than just offering fully online classes. Oblinger & Hawkins (2005, as cited in Arkorful & Abaidoo, 2014), for example, noted that e-learning has developed from only offering an online class to using internet technology to deliver courses that are independent of a place and time. Furthermore, European Commission (2001) described e-learning as the use of new multimedia technologies and the internet to increase the quality of learning by facilitating easier access to learning services and not being affected by long distances. As a simple definition, Shetu, et al. (2021) stated that e-learning is a structured process of moving from traditional learning systems into electronic learning systems using various kinds of electronics. They continued that the learning system that is running in schools was getting old every day because of the increasing of gadgets and internet users every day, so it was required to develop a learning system that should use electronics such as gadgets in our learning system.

2. Vocabulary and Pronunciation

The role of vocabulary has always been in front in the context of learning a foreign language (Nicolaidis & Mattheoudakis, 2012). They continued that a very significant influence that can be seen is the very close relationship between teaching vocabulary and the process of vocabulary learning which is categorized as very systematic, regarding the choice of vocabulary to be studied and the teaching method to be used. Furthermore, English pronunciation is also one of the most difficult skills for students to learn which needs a lot of time to develop their pronunciation (Gilakjani, 2012). Furthermore, the purpose of learning pronunciation is not to ask students to pronounce like native speakers, but how students can pronounce words with the correct pronunciation so that they can explain something as well. The importance of mastering several vocabularies and being able to pronounce vocabulary correctly are closely related so that these two materials are inseparable.

Vocabulary and pronunciation is a course pointed to early grade students. This course facilitates students with practical skills and theories on pronouncing English words, phrases, and sentences in dialogue and essays. The learning components to be focused on here are how students can improve the number of vocabulary they mastered and will be able to pronounce it correctly. As feedback from learning, the teacher will pay attention and correct students' pronunciation for potential errors related to pronouncing words, stress patterns when pronouncing phrases, and

intonations when pronouncing sentences. As exercises, students will be asked to read words, phrases, and sentences in dialogues and passages.



CHAPTER II

LITERATURE REVIEW

This chapter includes a literature review related to the research topic. This review consists of several main concepts that include the explanation of perception, electronic learning, and vocabulary and pronunciation. Required information will be described in the following section.

A. Perception

1. Definition of Perception

Nurohman (2018) defined perception as a word related to human psychology. Perception is described as the way a person acts towards his environment based on the sensations he receives, which leads a person to understand something in his way. Perception starts from the human senses organ. All aspects will process in the human brain to allow humans to receive information and messages. The process allowed humans to interact with the environment by using their five senses such as hearing, vision, taste, touch, and smell. The process will continue to create interaction between people and their environment. The brain will take control of the process and end the process by sending it to the nervous system. This final stage is called sensations as the part of perception.

By the definition above, we conclude that perception is an individual view of something that lead humans to understand their environment. Humans

sense organ will receive all information and the brain will process to those informations which then allow humans to receive the sensation as the result. In this study, students' perceptions will be taken to analyze the needs of the research questions above. The first question will find students' perceptions of the use of TOEFL AIO apps in their vocabulary and pronunciation class that related to their agreement with the use of one of the learning applications as an example of the involvement of technology in learning. The next question will figure out their learning strategy on using the application in learning vocabulary and pronunciation in the class to assist them to master all required materials from the course.

2. Process of Perception

Perception goes through several processes. It begins with receiving information through the senses organ which is categorized as the input. The information received will be processed by the human brain in an organized manner by involving the selection and interpretation process. In the final stage, the brain will respond to the information received as behavior which is categorized as the output. Unumeri (2009) determined the perceptual process as the variables, they are:

- Inputs : Percieved the objects, people, events, etc. that are recieved by the perciever.
- Process : The recieved inputs are processed through selection, organisation, and interpretation.

Outputs : Through the processing mechanism, the output (feelings, attitudes, actions, etc.) is derived.

Behaviour : It is depend on these percieved outputs. The perceiver's behaviour, in turn, generate responses from the perceived and these responses give rise to a new set of inputs.

3. Factors of Perception

There are two factors that can affect someone's perception, they are:

a. Internal Factors

Internal factors came from inside of an individual. Every human being has a different environment that will affect their characteristics. The first environment that a person has is a family, which will lead them to understand various things which then lead his psychology in a certain direction. Unumeri (2009) describes several parts of the internal factors, they are:

Needs and desires : Basically, the perception of someone satisfied is different from that of someone frustrated.

People with different needs and desires will perceive the same thing differently.

Personality : Characteristic behavior is also a strong point in the way a person perceives other people. In between an optimist and a pessimist, there is a difference in perceiving people "accurately and objectively".

Experience : Experience has a more lasting impact on someone's perception than knowledge. A good experience will increase the accuracy of someone's perception of something.

b. External Factors

External factors come from outside of an individual which also affects someone's perception. External factors are received by a person through receptor organs such as signs, sounds, and sights. It is such a connection between a person and objects in the world outside. Unumeri (2009) describes several parts of external factors, they are:

Size : Perception lead as the bigger thing will have a higher chance of being selected. It is because the size is more prominent so it is easier to notice and will be recommended.

Intensity : This factor explains that something that is distinguished by bolding or underlining will increase the chances of being selected. Making a difference in something will make it easier to be noticed.

Frequency : The attention that gets to something that occurs more often will be relatively higher. This draws our attention to increasing focus on the message obtained

Status : A person's status in an organization or the status of a limited edition item will provide more stimulation and attract attention.

Contrast : Common things in the environment will get less attention than something with sharper contrast. It is like giving more light or giving a brighter color.

4. Principles of Perception

There are several basic principles of perception described by Slamento (2010) that need to be understood especially by a teacher in order to understand students better.

a. Perception is relative and not absolute

Someone will not be able to receive information exactly as it actually is. By simply perceiving something, the results that come out will not be exact but only approximate..

b. Perception is selective

A person pays attention to only a few stimuli out of everything around him at any specific moment. The stimulus that he tends to pay attention to is what he has found before and will attract more his attention.

c. Perception has the order

A person does not receive stimuli randomly, he will receive them in some connections and groups. If the group of information is not complete, he will complete it himself to make it clear.

d. Perception is influenced by the condition of the recipient.

This explains that the recipient of the message will choose the message based on the condition and position of the recipient. This affects the actions taken by the recipient..

5. Negative and Positive Perceptions

This point shortly describes a response between agreeing and disagreeing. Positive perception explains information positively. This perception interprets the results of human evaluation of something around them by accepting and supporting the object. The negative perception is the opposite of positive which describes information negatively. This perception interprets the results of human evaluation of something around them by not accepting or rejecting the object.

6. Students' Perceptions

In this study, students' perceptions will be taken to analyze the needs of the research questions above. The first question will find students' perceptions of the use of TOEFL AIO apps in their vocabulary and pronunciation class that related to their agreement with the use of one of the learning applications as an example of the involvement of technology in learning. The next question will figure out their learning strategy on using the application in learning vocabulary and pronunciation in the class to assist them to master all required materials from the course.

B. Electronic Learning

1. Definition of Electronic Learning

As the definition of Electronic Learning, Duderstadt, et al. 2002, (as cited in Basak, Wotto, & Belanger, 2018) explained that E-Learning is one of the learning scopes with special needs for the web to cover the wide range of electronic application technologies such as TV, radio, CD-ROM, DVD, cell phone, Internet, etc. He continued that E-Learning is a learning system assisted by web-based training facilities to run online courses separately of distance as an example of the development of technology in the education system (Sharma & Kitchens, 2004; Fischer, 2013).

Organisation for Economic Co-operation and Development (2005, as cited in Arkorful & Abaidoo, 2014) defined e-learning as the use of information and communication technologies in the different learning processes to support and develop the quality of learning in an institution of higher education. They continued that the use of technology in education is aimed at defining and developing traditional classrooms that combine the two concepts above, which are online learning and online classrooms. Furthermore, the term e-learning refers to the achievement and development of knowledge which is mostly carried out through electronic media. For them, e-learning depends on computers and networks as well as other electronic devices such as cell phones, wireless, satellite, and various channels (Wentling et al., 2000).

Sangrà, Vlachopoulos, & Cabrera (2012) explained e-learning as a natural evolution of distance learning, which provides benefits as a new tool that involve

technology in the learning process. He continued that in fact, several authors said that e-learning is the latest generation of distance learning. Even there is a still different perception of the previous definition given by several authors, it does not provide significant differences instead all of them complete each others' opinion. The differences only exist in how they highlight the definition of the context.

2. History of Electronic Learning

The development of E-Learning is related to the development of technology, especially in information and electronic technology such as the internet and computers. An electronic Computer-Based Training is estimated to be around the second half of the eighties and the first half of nineties of the last century (Eger, 2005, as cited in Hubackova, 2015). He continued that at that time the CBT system still requires a PC connection to multimedia such as CD-ROM. Along with the development of technology and the presence of a web system, now this method can be accessed using an internet browser with varieties electronic devices without specific needs and linkages electronic devices.

Furthermore, in another article, Dasic, Dasic, & Serifi (2012) stated that e-learning began to be used about ten years ago or around the twenties. During this period, E-Learning went through the first stages of development from idea selection to application creation for higher education, primary schools, secondary schools, and daily learning needs. He continued that the traditional approach to e-learning includes a virtual environment or VLE (Virtual Learning Environment). This approach initially prioritized the needs of the institution rather than the students.

This development includes the presence of new services such as blogs, wikis, podcasts, and other social tools.

3. TOEFL AIO Application

TOEFL AIO Practice & Listening Test is a learning application developed by an English Education publisher that can be downloaded for free on Google Play. This application is intended for anyone who wants to learn English. This application is designed with a very simple menu so that anyone can easily use it. The features provided is TOEFL All In One Learning which includes vocabulary, grammar, listening, essays, and mix learning. This application also allows users to take tests related to their preference of the English language that they want to test. This application has been downloaded more than 100,000 and has a good rating of 4.5/5 on Google Play with a number of reviews of 6000.

C. Vocabulary and Pronunciation

1. Definition of Vocabulary

Alizadeh (2016) stated that the definition of vocabulary may conduct different definitions for the term of vocabulary concerning different viewpoints, however, in general we can define vocabulary as a list of words arranged in alphabetical order with specific definitions. Most linguistics analyses describe vocabulary as a set of properties, each word combining its meaning, register, collocation, association, grammar, written form, spoken, and frequency he continued.

In the other study, Susanto (2017) explained vocabulary such as a head of the language. He continued to explain the description of vocabulary that is widely divided into two types. First is receptive vocabulary that described as words that learners easily understand about the context of listening and reading but difficult in the context of speaking and writing, while productive vocabulary is described as words that learners easily understand about the context of speaking and writing but difficult in the context of listening and reading.

2. Definition of Pronunciation

Cook (1996, as cited in Gilakjani, 2012) defined pronunciation as the production of sound especially English. Pronunciation is learned by repeating sounds and making corrections when the teacher hears mistakes or does not comply with the pronunciation requirements. He continued that the obstacle that is very often faced is the influence of someone's mother tongue. Furthermore, pronunciation as sound production with a certain method to pronounce words with a specific meaningful sounds.

Learning pronunciation, which is one of the subjects that is difficult for students to master in learning a foreign language, has its uniqueness, such as it takes a long time to master the pronunciation as well. The student must repeat each sound he says and pay close attention to each word and how it is pronounced. Learning pronunciation must also be done with a teacher who will correct any errors that may occur and at the same time minimize the same errors.

3. Vocabulary and Pronunciation Class

Vocabulary class is a basic class provided for early-grade students. The purpose of this class is to introduce the basic knowledge of the English language which call vocabulary introduction before they study their subjects further. In this class, students learn in detail about word classes, word usage, synonyms, antonyms, etc. Furthermore, students also be taught the forms of punctuation and the difference between the words used for academic purposes and conversation purposes. As a task, students are asked to find new words together with their punctuation and explain the context where the words possibly use.

In the pronunciation class, students will taught how to pronounce vocabulary and sentences from reading or audio. Just like the vocabulary class, the pronunciation class is also a class designed for early-grade students as an initial introduction before studying the field of study further. This class then discusses material such as how to read punctuation, vowels, stress, etc., in a word or sentence in reading or audio. As assignments, students are asked to often listen to audio and read, and then observe how to read the words or sentences.

Vocabulary and pronunciation class is a combination of two interrelated subjects. The policy for combining these two subjects is to make it easier for students to learn these very related basic subjects and reduce the time that students need to spend on learning basic subjects. By combining these two, it is expected that it will make it easier for students to learn and pursue the student learning process. This class objective combines the objectives of the vocabulary and pronunciation class with some required developments.

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains research methodology which consists of research design, research sites and participants, methods of data collection, research procedure, and methods of data analysis. Each of them needs to be explained clearly because it represents the process of how the researcher conducts this research.

A. Research Design

Palmer & Bolderston (2006) stated that qualitative research is an interpretative approach, which tries to get information about specific meanings in a particular phenomenon through participant experiences. Qualitative methods use descriptions and word categories to analyze reality and a person's experience and from a perspective. This research was designed flexibly and responsively to conditioning the study process. The aim is to understand the phenomenon described by the participant's point of view.

Myers (1997, as cited in Palmer & Bolderston, 2006) stated that the motive for qualitative research comes from the observation if there is a human problem with the natural world that gives people the opportunity to speak or give opinions. Qualitative methods are designed to help researchers understand people about the social and cultural context of their life. Jackson, Drummond, & Camara (2007) continued that qualitative research is a study that learns about understanding social things through experience in a humanistic.

In order to identify how students' perception of using the TOEFL AIO apps in vocabulary and pronunciation class for early-grade college student, the study will use the qualitative approach as the methodology in this research to answer the research questions above.

B. Research Sites and Participants

Bhakar & Sikarwar (2014) stated that the population can be defined as the largest thing involved in sampling. The population component is the set of units in where estimates and perceptions are taken. In this study, the population is the students from batch 2020 in second unit-study of the English Education Department of UIN Ar-Raniry who experienced learning using TOEFL AIO application in their vocabulary and pronunciation classes.

Participants in a study are necessary to get the needed information. Ten participants of this study will randomly be selected from students who took vocabulary and pronunciation class from batch 2020 unit 2 in English Language Department of UIN Ar-Raniry.

C. Method of Data Collection

Annan (2019) explained that all plans, designs, and research literature reviews are involved in the data collection stage. He continued that critical thinking is a preparation that must be prepared when collecting data on the actual process of the research topic. Palmer & Bolderston (2006) stated that data collections that are commonly used in qualitative research are interviews, focus groups, observation, or chart reviews.

In this research, the researcher conducts an interview to get students' perceptions of using the TOEFL AIO apps and their learning strategy in vocabulary and pronunciation class. For this purpose, a suitable instrument that will be used is a semi-structured interview. This interview will be conducted through mobile voice call with the whole conversation will be recorded and will be done with a minimum of 15 minutes to 30 minutes. The interview will be semi-structured with a more conversational style.

To collect the data, 10 (ten) participants selected by using random sampling technique by implementing snowball sampling. According to Naderifar, Goli, & Ghaljaei, (2017), snowball sampling is a method of collecting information or data in a specific group. They continued that this technique also requires the researcher to keep the private information of the participants. The purpose of using this technique is to determine a good random sample, as Annan (2019) explained that simple random sampling is where the sample is randomly selected by giving all the population the same chance of being selected. Beforehand, the researcher must guarantee that all samples must have the same criteria and meet the required criteria. The students randomly selected from batch 2020 in the second-unit of vocabulary and pronunciation class who finished vocabulary and pronunciation class using TOEFL AIO application.

D. Research Procedure

For the procedure of the research, the researcher will conduct interviews using voice calls via cellphone to the selected participants regarding the method

above. Before questioning the main question, the researcher ask the willingness of all participants to be involved in this study. During the interview, participants will be asking 10 questions regarding the needs of the researcher. All questions related to the research questions above.

E. Method Data Analysis

Annan (2019) explained that at this stage, the research combines formal and casual procedures to obtain appropriate information. The goal is to link what is known from the topic to what is found from research by gathering important information. The process of gathering information and data analysis is done hand-to-hand. Furthermore, Hancock, Ockleford, & Windridge (2007) explained that at this stage, the raw data collected will be summarized to indicate the essential parts which lead the researcher to the result. Hence, the recorded conversation will have a scripting process in order to find the necessary sentences to guide the researcher to the finding of this research..

Data analysis that used is the thematic content analysis. The data of this study will analyze by identifying the patterns or themes. The interview data will firstly be transcribed to ease the process of identifying the data patterns. Furthermore, the interview transcript will analyze by the researcher with different labels and codes, those labels and codes will guide this interview result in the themes and patterns that will be named and grouped. In the end, creating a coherent narrative include quotes from interviewees will be the outcome and result of this study.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter aims to discuss and present the results of data analysis to answer two research questions in chapter I. The data which were collected from the interview of students' perception and learning strategies will be presented descriptively.

A. Research Findings

In this section, the researcher aims to investigate the students' experiences in using TOEFL AIO apps to answer the research question. Ten participants were selected to participate in the research with their initials are CL, FK, HR, MT, NL, NH, NM, RZ, VA, and Z. All participants are students of the English Education Department of Ar-Raniry State Islamic University Banda Aceh, who passed their Vocabulary and Pronunciation subject in the second unit study from batch 2020 that had been learning using TOEFL AIO apps. Each participant received the same questions to be answered. There are no additional questions to keep the origin of the asker from participants.

The data collection technique was semi-structured interviews with phone calls due to unstable conditions during the final period of the global pandemic. Ten questions, including several supporting questions will be used to obtain the required information from the participants. The raw data collected was then transcribed to make it easier to find the preferred answer. Furthermore, the researcher will

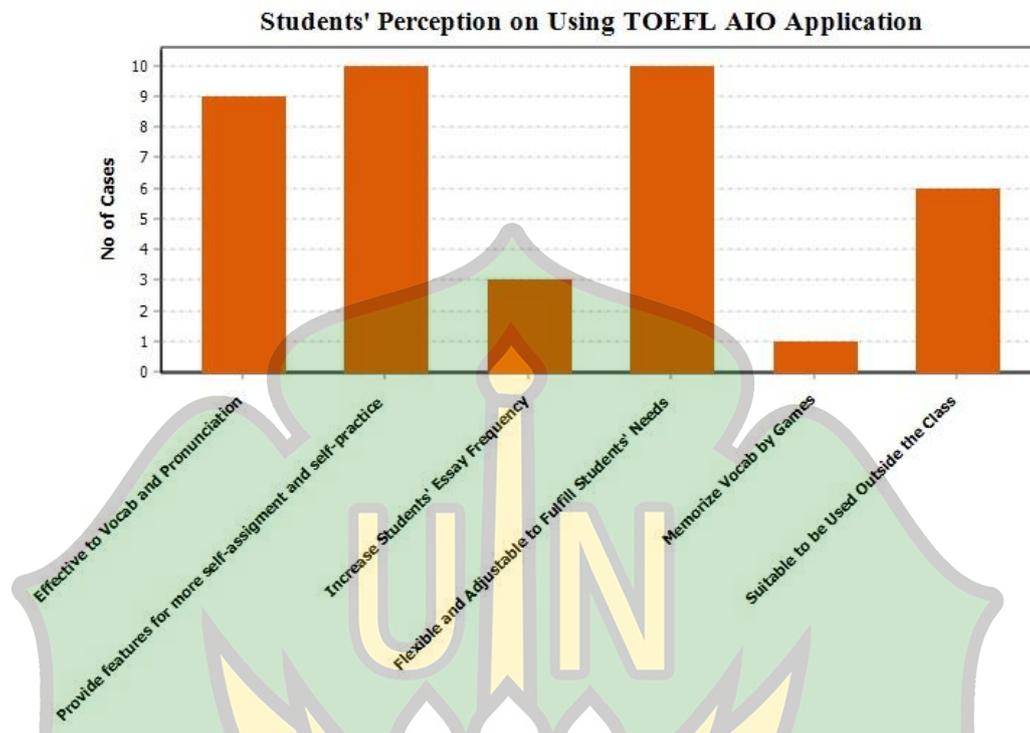
highlight important points of the conversation transcripts based on the respondents' answers. After analyzing the data, the researcher found the following results:

1. Students' perception about using TOEFL AIO in the class

Based on the interview result, the data showed various perceptions on using TOEFL AIO in the class. All participants agreed that the TOEFL AIO application help them in learning and improve their vocabulary and pronunciation. The data from the interview result indicated that all participants mentions different impacts that they got from using TOEFL AIO, such as; an effective method to assist in learning new vocabularies and improve pronunciation, provide many features to allow students to do more self-assignments and practices, increase students' reading frequency with essays, leading student to master British accent, flexible and adjustable to fulfill students' needs, assist students in memorizing vocabulary with game features, the app is also suitable to be used outside of the class.

The table below shows a diagram illustration of coding results from all items based on the data from the interview that indicated a positive of the use of TOEFL AIO application in their learning vocabulary and pronunciation class, they are; effective to assist and improve vocabulary and pronunciation, provide features to do more self-assignments and practice, increase students' essay reading frequency, students mastering British accent, flexible and adjustable to fulfill students' needs, memorize vocabulary by games, and suitable to use outside the classroom.

Figure 4.1 Students' perceptions



a. An effective method to assist learning new vocabularies and improve pronunciation

The use of applications such as the TOEFL AIO in vocabulary and pronunciation class is considered an effective method to help students learn vocabulary and pronunciation. All participants agree that the use of this application is very helpful. Although some do not agree to learn by using applications because of different ways of learning, they still agree that this method is effective and helps them a lot while learning.

“Actually, not only is this application effective for learning, but this application is one of the most effective applications to use. and I agree if this application is used as teaching materials in English.” (FK)

“I think this application is effective for use in classroom learning... but everyone's way of learning is definitely different, but in my opinion this app is the most effective choice for all students.” (HZ)

According to students' responses to the question about the effectiveness of the app to assist their learning, students explained that this application is an effective tool to be implemented in vocabulary and pronunciation classes as this application can improve their vocabulary and pronunciation skills. The app is simple and easy to use, and it will effectively assist students in learning. Three other students also put positive responses about the effectiveness of the app to be implemented in the class.

They said

“Yes, because in that app have some explanation about how to pronounce that vocabulary.” (RZ)

“I should think so. Because the app is very useful and helpful also easy to access even thought for English beginners.” (NM)

“I think this application is an effective tool to be implemented in vocabulary and pronunciation classes, because in this application there are thousands of vocabularies, many of which I don't even know and there is also a feature on how to pronounce the vocabulary, so I think using this app can help students in learning”. (CL)

b. Provide many features to allow student to do more self-assignments and practices

This application has accomplished a lot of updates and improvements by presenting some features. All the features are considered to be able to help users master the materials much more. One of the updates is presenting a task feature to allow users to do self-learning and test their abilities outside of the class. This application can be installed on every user's smartphone, so users can continue to learn and do more exercises anywhere as long as they can use their smartphone with an internet connection.

The lecturer frequently ask the students to memorize a lot of vocabulary outside of the class, which benefits students especially in mastering vocabulary.

“In learning the lecturer asks students to memorize all the vocabulary in the application.” (CL)

“I can improve my vocabularies and pronunciation much better because our lecturer of vocabulary and pronunciation has told us to memorize so many vocabularies from this ap.” (NH)

“Maybe I'll use it ... to practice pronouncing words that are hard to pronounce.” (HR)

c. Increase students' reading frequency with essays

The developer of the app presented the essay to the user for free. It is intended for the users to directly deal with the real-essays, so users could easily find vocabulary that is still needed. By starting to read the

essays provided by the application, the user will get familiar with reading and increase their reading frequency. It will push them to find more necessary vocabulary to be mastered.

FK said that she usually visits the essay menu in her spare time to read and improve her vocabulary. HR stated similar view about reading the essays.

“In my spare time, I often try to read the reference essays available in this application and by reading it will also have an impact on increasing my vocabulary.” (FK)

“I often try to read the reference essays available... it have an impact on increasing my vocabulary.” (HR)

d. Flexible and adjustable to fulfill students’ needs

This application also allows students to customize the main menu according to their desires. Students are allowed to place several features they use more often on the main menu to get easier access and use them. Some students have different learning goals and focus topics. This application allows students to adjust the appearance and function as desired, making it easier for them to learn and master the material.

NM explained one of her reasons for strongly agreeing to use the app in the vocabulary and pronunciation class because the app is flexible and adjustable. She can adjust the app front screen based on the topic she wants to focus:

I prefer using TOEFL AIO in learning vocabulary because thi App have many fitures and make us easy especially for my self learning and memorizing the

vocabulary. We can arrange the future based on how we want. If we want to use the pronoun, just click the customized button...” (NM)

e. Assist student in memorizing vocabulary with game features

The application also presents game features to allow students to play while learning or memorizing vocabulary. The developer believes and understands that involving games in learning makes students more relaxed and leads them to better retain all materials. Memorizing as much vocabulary and pronunciation as possible in this class is one of the class goals that students must achieve.

NH stated that there is a game feature in the app that makes her enjoy learning and gives her better performance in memorizing material. NM said similarly that the game carries a positive impact, such as relaxation, and prevents her from being bored.

“I used several functions of this application... Sometimes, I played a game in this app to remember it better.” (NH)

“This app also provided... many games with different levels so it doesn't make us bored.” (NM)

f. The app is also suitable to be used outside of the class

Of all the answers from students about their perceptions of using TOEFL AIO apps in vocabulary and pronunciation classes, almost all students decide to use the apps after and outside of class. The application

seems suitable to assist them in learning English vocabulary and pronunciation.

“Maybe I'll use it outside of class, to see if there's any vocabulary around me that I don't know how to pronounce.” (CL)

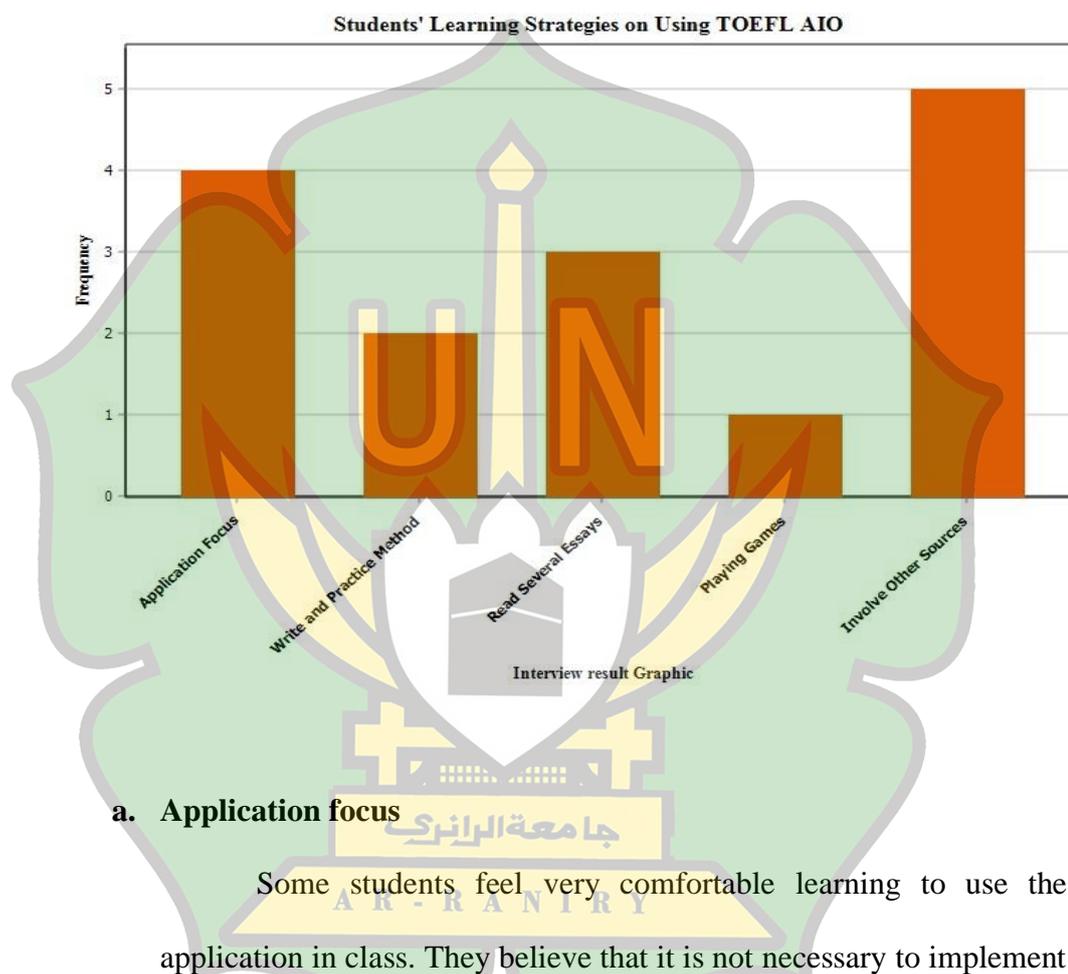
“Today I still using this App and I thnk I will continue to use it untill I really expert in the using the vocabularies and pronounce it in my daily especially when learning.” (NM)

“I will continue to use the TOEFL AIO application outside of learning, because this application helps me to maximize my English.” (VA)

2. Students' learning strategies of using TOEFL AIO in the class

All participants agreed that the use of TOEFL AIO application in learning vocabulary and pronunciation really help them in many way. Despite all that positiveness, the researcher try to find more information about the strategy they used to maximize the use of TOEFL AIO application. The result from the interview showed that they are few strategies applied to maximize the application such as; focus on application itself, write and practice method, reading several essays, playing game, and involve other sources. The table below shows the diagram illustration of coding result for all items of interview result about those strategies to maximize the use of TOEFL AIO application in learning vocab and pronunciation.

Figure 4.2 Students' strategies



a. Application focus

Some students feel very comfortable learning to use the application in class. They believe that it is not necessary to implement any particular methods of learning. It is enough for them to use the applications and listen to lecturers' instructions. This application already provides sufficient features for learning. Learning using only the features and directions provided by the application still helps students achieve the learning targets.

NH explained that her learning strategy was focused on the application with all its features. She only follows the instructions from the lecturer and opens the application to complete the tasks:

I only used this application when my lecturer gave us an assignment, and to complete this task, I used several functions of this application such as view translation, definition, and pronunciation. Sometimes, I played a game of this app to remember it better.” (NH)

RZ stated that he also used a strategy that focused on using the applications in learning. He manages to read several vocabulary in the application and listens more to the pronunciation of native speakers in the application to learn the pronunciation. Z said that he also focused on learning by maximizing the application's functions by discovering new features that could help him complete assignments and improve the quality of his vocabulary and pronunciation.

”That app have some explanation about how to read that vocab, and native speakers in that app really help us to pronounce that vocabulary.” (RZ)

“My learning strategy is to maximize the TOEFL AIO apps, the more we discover new things in the TOEFL AIO apps the more we learn more deeply.” (Z)

b. Write and Practice Method

Some students learn more comfortably if they write down the material first. Students believe that the Write and Practice method is one of the most effective methods to master new knowledge. With the

Write and Practice method, students can sort out important materials that must be mastered and help students memorize the materials.

CL explained that she often tries to pronounce new vocabulary before she learns the correct pronunciation from the application. CL first wrote new vocabulary and tried to pronounce them based on what she believed was correct pronunciation. She recorded her voice and then practiced the correct pronunciation with the app.

“I will write the vocabulary on paper and try to pronounce the vocabulary randomly and record it, then I will open the TOEFL AIO apps and check whether my pronunciation in the vocabulary is correct or not.” (CL)

NM has a goal of learning and memorizing as much pronunciation as possible. She also uses the Write and Practice method by reading and learning new vocabulary in the application and rewriting it so that it is more leisurely for her to memorize.

“I used this App to memorize and study the pronounciation, so one of my learning strategies to maxime the using off this App is by rewrite the vacabularies in the books or paper so that make me easy to memorize.” (NM)

c. Reading several essays

Of all the features in this application, the availability of essays is considered the most useful feature for students in helping them learn. Some students comfortably use the learning method by reading the essays in the application. Students then mark the vocabulary and pronunciations that have not been mastered to be studied. This method

is effective for students in increasing their vocabulary and lengthening their reading time.

FK, HR, and MT like to discover essays on the app and read a lot. They believe that reading the essay in the app will help them improve their vocabulary, find new vocabulary and learn pronunciation. It also leads them to achieve their class goals.

“In my spare time, I often try to read the reference essays available in this application. By reading it ... have an impact on increasing my vocabulary.” (FK)

“I often read the reference essays available in this application.” (HR)

d. Playing game

The primary purpose of the game features in the application is to prevent students from getting bored while learning. In addition, the game features in the application are also used by students as their learning method to be able to learn flexibly. The game feature can also be used by students to eliminate boredom in learning without reducing their learning time.

NH stated that playing the game gives an advantage in learning vocabulary and pronunciation, especially in memorizing.

“Sometimes, I played a game of this app to remember it better.” (NH)

e. Involving other sources

The use of applications in learning is not always the best method. Some students prefer to learn without applications. This app is not the best, but one of the good one for learning. Many students then decide to use other applications or web sources to support their learning. This is intended to increase the student's learning materials and make it easier for the student to master the material.

Some students decide to involve other sources to maximize their learning process. NL and VA decided to use other sources to assist them in learning if there is a material that is difficult to learn using an application and needs more explanations. They use other sources to make it easier to understand the materials with better explanations.

"I listened to english-language podcast, youtube content, and so on." (NL)

"I use is not using the TOEFL AIO application as the only source of material or learning that I use, but also using the application as a support." (VA)

B. Discussion

This discussion section will provide the necessary information on the findings of the research. A total of ten students participated in this research as at sample to respond to ten specific questions to help the researcher answer research questions. Two research questions provided in the paper are "How is students' perception of using TOEFL AIO apps in vocabulary and pronunciation class?" and "What are students' learning strategies for using TOEFL AIO apps in learning

vocabulary and pronunciation in the class?". Based on the research conducted on January 2nd-16th 2022, the finding showed that most students have the same positive perception of the use of the TOEFL AIO app in vocabulary and pronunciation class. This result is in line with the previous research with the different application of finding student perception about the use of the Duolingo application for improving English vocabulary, which showed that students have a positive perception of the use of Duolingo in learning English, especially vocabulary. It has many benefits for supporting students' learning process because it could increase vocabulary, comfort, enjoyment, and motivate students' English skills (Tiara, Rahman, & Handrianto, 2021).

The first research question was about figuring out students' perceptions of using the TOEFL AIO app in vocabulary and pronunciation class. The result showed that all students agreed to use the app in their vocabulary and pronunciation classes except NH. Nevertheless, NH still enjoys using the app during the learning process and gives a positive perception of the app as well. Another study with the same theme about finding students' perception of using an application in learning stated that, according to participants' opinion, learning with an application brings many advantages and provides excellent learning opportunities, particularly in confounding students' English problems (Soparno & Tarjana, 2021).

Based on the findings, it was concluded that the application gives many advantages to students' learning experiences in vocabulary and pronunciation class. All students agree that it is an effective method to assist learning in the class using the application. It is such a main signal to indicate that learning by using the

application gets positive feedback from the students. The other perception is that the app provides many features to allow students to do more self-assignments and practice. It will lead students to spend more time doing assignments and practicing to gain their knowledge and understanding.

The other perception of students' in using the TOEFL AIO app in vocabulary and pronunciation class is that it may increase students' reading frequency with essays and assist the student in memorizing vocabulary with game features. These two features seem to be the most useful, as students highlighted them more than other features. Another perception is that the application is easy to operate. It is flexible and, adjustable, and it effectively leads students to master an accent, especially British. The student will have better English by mastering one accent for formal purposes. Based on data, it is also found that students also perceive that they are likely to use it outside the class for all the advantages that the application has.

The second research question was about finding students' learning strategies by using the TOEFL AIO app in vocabulary and pronunciation class. All ten respondents have their specific strategies to be implemented in learning, with some of them having the same strategy. Based on the data collected from students, there are five strategies conducted by them application focus, write and practice, reading several essays, playing a game, and involving other sources.

Of all the learning strategies implemented by the students in the class, the researcher put the application focus as the first learning strategy to be discussed. Based on the data collected, students are comfortable learning using the application

only and decide not to use any other sources in the learning process. They believed that by focusing on the application and following the lecturer's instructions, they could master the material and learn better. This strategy is a student's favorite as many students used this strategy in their learning process.

The “write and practice” strategy also seems to be a common strategy in learning. This is one of the classic strategies in learning which has been used for years in many educational institutions. Previous research conducted by two researchers at North Carolina State University about writing to learn vs learning to write indicated that there is a robust causal relationship between writing and learning (Carter, Ferzli, & Wiebe, 2007). By implementing this strategy, students will learn all-new vocabulary and its pronunciation so they can practice more and help them in memorize.

The application provided essays features to allow students to read a lot. Some students use it as a strategy to discover new vocabulary and learn pronunciation by reading those essays. Learning by reading has a significant impact in assisting the student to master the material, and it is in line with the statement from the previous study, which conducted a conceptual analysis of what reading to learn means in terms of conceptual and strategic knowledge and explores what intervention could usefully help students to learn more effectively from the text in a higher education stated that this method is doubtless important (MacLellan, 1997). To conduct this strategy in learning, the students will first read the essay, take note of the unfamiliar vocabulary, and memorize it to improve their vocabulary.

The next strategy is to play the game. Learning by playing a game is only done by students when they feel bored but they are still in learning hours. Students believe by involving game in their learning will lead them to learn better. It is in line with the previous research, which analyzes the role of the game in learning in a University level course and stated that in some cases there are specific educational domains where game-based learning concepts have a high learning value and provide the motivation to learn (Pivec & Kearney, 2007). The student will play a game of vocabulary, and indirectly, they are also still learning while playing games. Students use games to find new vocabulary or just help memorize new vocabulary.

The last learning strategy based on data collected involves other sources outside the application. The reason students choose to use other sources is because they have difficulty in understanding some of the material and need more explanation. The other reason to use other sources is that the TOEFL AIO application sometimes has bugs and cannot be used. The use of other sources seems to be the last option to help student to understand the material. Other sources that are often used by students are YouTube, podcasts, web sources, and so on.

CHAPTER V

CONCLUSION AND SUGGESTION

This final chapter is divided into two sections: conclusion and suggestion. The first part, as a conclusion, will explain the summary of the research findings. The second part will present some suggestions related to the involvement of an application in the class and learning process that is expected to benefit the future researcher.

A. Conclusion

This study was separated into two research questions to find out students' perceptions of using the TOEFL AIO application in vocabulary and pronunciation class. The study involved ten students from the English department of UIN Ar-Raniry batch 2020 in the second unit study who experienced learning using the application. Based on the analysis and discussion above, it can be concluded that the students have positive feedback/perception on the use of TOEFL AIO application in vocabulary and pronunciation class. The researcher figured out six perceptions of students about the use of the TOEFL AIO application in vocabulary and pronunciation class. They are: (1) an effective method to assist in learning new vocabulary and improve pronunciation; (2) provides many features to allow students to do more self-assignments and practice; (3) increases students' reading frequency with essays; (4) flexible and adjustable to fulfill students' needs, (5) assists the student in memorizing vocabulary with the game feature, (6) the app is also suitable to use outside of the class.

Moreover, the researcher also conducted additional questions to answer the second research question about students' learning strategies by using the TOEFL AIO application in vocabulary and pronunciation class. The result indicated that five learning strategies, in general, are used by students, they are; (1) application focus; (2) write and practice; (3) reading several essays; (4) playing games; (5) involving other sources. Although each student has a different learning strategy, the students also manage to follow instructions from their lecturers in the class while studying. The selection of this learning strategy is only to support the quality of learning of each student by using the application.

B. Suggestions

Based on the results obtained by the researcher, the use of applications in learning is an excellent way to improve the quality of learning and achieve class objectives. Many applications can be used to learn English in general or with a specific skill-focus, such as vocabulary, speaking, listening, and writing. In this case, the researcher strongly recommends that there will be more research on the involvement of technology in learning in the future. To be more specific, the researcher would like to give some suggestions as follows:

1. For University

The current learning process is very well organized as many students enjoy learning and are very effective in the learning process. It is expected that by incorporating technology into learning, the learning process will

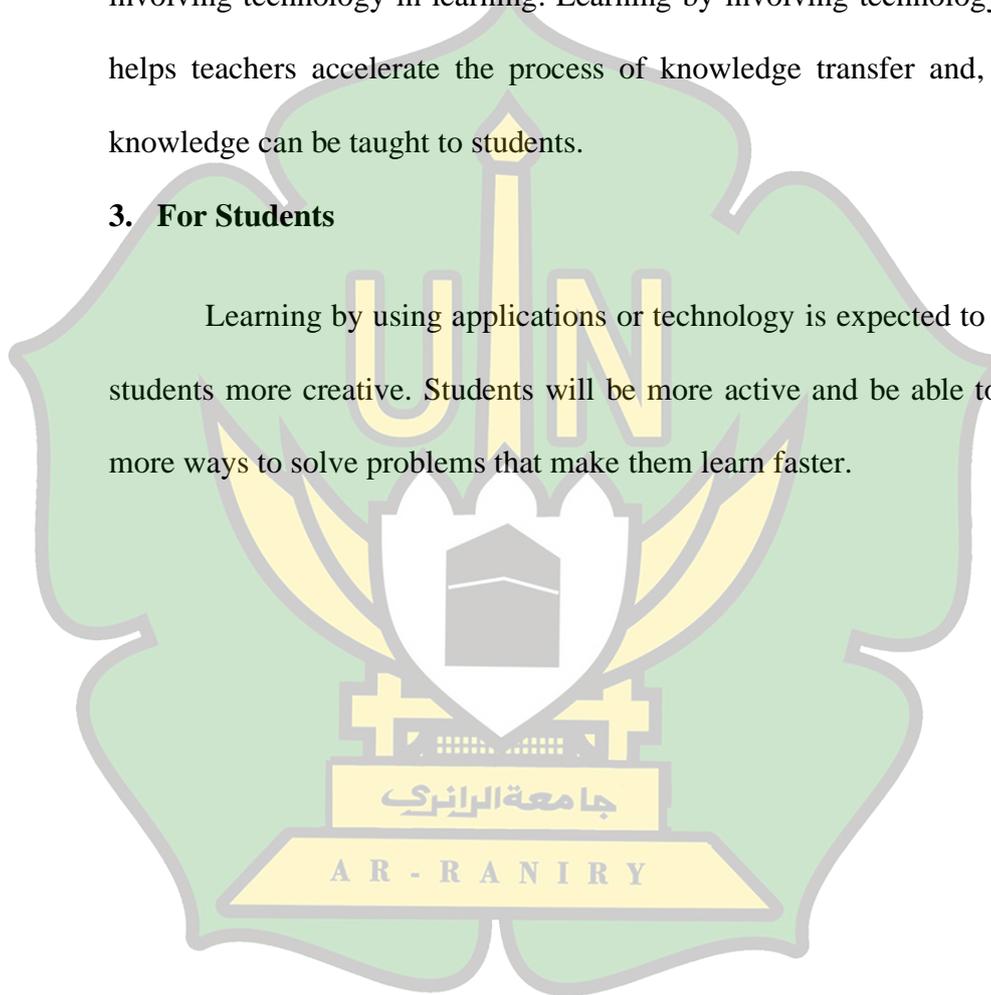
become more effective and modern in the future. The learning process is more flexible with place and time.

2. For Teachers

Teachers will more easily lead learning and update knowledge by involving technology in learning. Learning by involving technology also helps teachers accelerate the process of knowledge transfer and, more knowledge can be taught to students.

3. For Students

Learning by using applications or technology is expected to make students more creative. Students will be more active and be able to find more ways to solve problems that make them learn faster.



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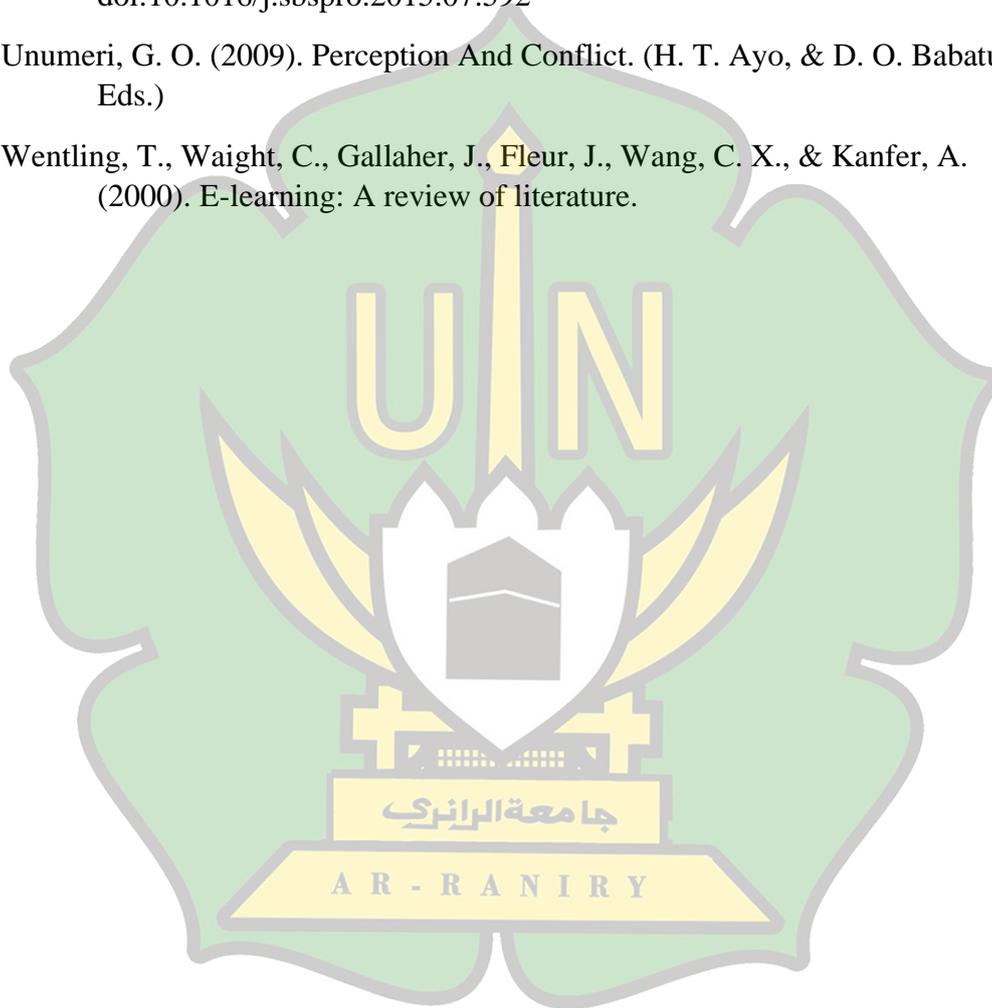
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Appendix A

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 12820/Un.08/FTK/KP.07.6/09/2022

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-
RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang :
- a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-11086/Un.08/FTK/KP.07.6/7/2021** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
 - b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

- Mengingat :
1. Undang Undang Nomor 20 tahun 2003, Tentang Sistem Pendidikan Nasional;
 2. Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
 3. Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
 4. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
 5. Peraturan Menteri Keuangan RI, Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
 6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
 7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
 8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
 9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
 10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
 11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.

- Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 28 Juni 2021

MEMUTUSKAN

- Menetapkan
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: Nomor: **B-11086/Un.08/FTK/KP.07.6/7/2021** tanggal 29 Juli 2021

- KEDUA : Menunjuk Saudara:
1. Drs. Mustafa AR, M.A., Ph.D Sebagai Pembimbing Pertama
2. Rahmi Fhonna, MA Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama : Arief Fahreza
NIM : 160203071
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Student's Perceptions of Using TOEFL AIO Apps In Vocabulary And Pronunciation Class

- KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2021 dengan Nomor: 025.04.2.423925/2022 tanggal 17 November 2021;
- KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2022/2023
- KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 06 September 2022
Dekan,


Saiful Muluk

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;

Appendix B

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Document



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBİYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh

Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-13/Un.08/FTK.1/TL.00/01/2022
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh

Assalami'alaikum Wr. Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **ARIEF FAHREZA / 160203071**
Semester/Jurusan : XI / Pendidikan Bahasa Inggris
Alamat sekarang : Gampong Ateuk Pahlawan Dusun Simpang Surabaya, Kec. Baiturrahman Banda Aceh

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 of using TOEFL AIO Apps in Vocabulary and Pronunciation Class***

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

Banda Aceh, 03 Januari 2022
an. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan,

A R - R Y



Berlaku sampai : 15 Januari
2022

Dr. M. Chalis, M.Ag.

Appendix C



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBİYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jln. Syaikh Abdur Rauf Kopelma Darussalam Banda Aceh
Email: pbi.fk@ar-raniry.ac.id Website: http://ar-raniry.ac.id

SURAT KETERANGAN

Nomor: B-782/Un.08/PBI/TL.00/12/2022

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-13/Un.08/FTK.I/TL.00/01/2022 tanggal 03 Januari 2022, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Arief Fahreza
NIM : 160203071
Fak/Prodi : Pendidikan Bahasa Inggris/Fakultas Tarbiyah Keguruan

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Thesis yang berjudul:

Students' Perceptions of using TOEFL AIO Apps in Vocabulary and Pronunciation Class

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 06 Desember 2022
Ketua Prodi Pendidikan Bahasa Inggris,

Svarifah Dahliana

A R - R A N I R Y

Appendix D

Interview Instrument

Interviewer: Arief Fahreza

Interviewee:

1. How long did you use TOEFL AIO app in the learning process?
2. How many classes have you been taken at PBI that use TOEFL AIO app in the learning process?
3. Do you prefer using the TOEFL AIO app or not using it in teaching-learning process, especially in Vocabulary and Pronunciation class?
4. Do you think the TOEFL AIO app is an effective tool to be implemented in the Vocabulary and Pronunciation class?
5. What are the positive impacts of using the TOEFL AIO apps in Vocabulary and Pronunciation class?
6. What are the negative impacts of using the TOEFL AIO apps in Vocabulary and Pronunciation class?
7. Did you find any deficiencies while using the TOEFL AIO app?
8. How are you dealing with the deficiencies that may occur in the TOEFL AIO app?
9. What are learning strategies did you use to maximize the TOEFL AIO app's functionality?
10. Will you continue using the TOEFL AIO app outside or after the class to improve your Vocabulary and Pronunciation?