STUDENTS' AWARENESS ON USING MOBILE APPS FOR ENGLISH LANGUAGE LEARNING

THESIS

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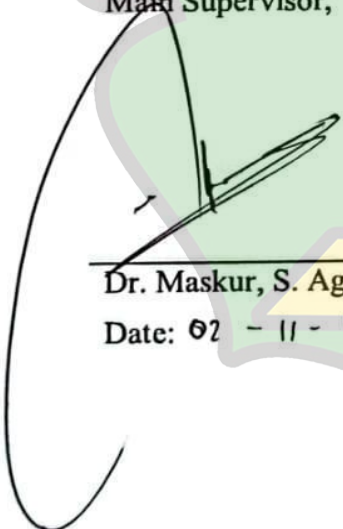
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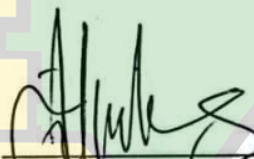
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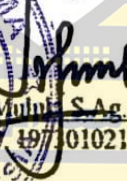Nidawati, S.Ag, M.Ag   Dr.Muhammad Nasir, M.Hum

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STUDENTS' AWARNESS ON USING MOBILE APPS FOR ENGLISH LANGUAGE LEARNING

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

Banda Aceh, 24 Juli 2023,

Saya yang membuat pernyataan,

Ayu Novita Sari

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

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ABSTRACT

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The working title : Students' Awareness on Using Mobile Apps for English Language Learning

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The development of technology is one of the factors that support students in the education process. Mobile apps are considered one of the solutions and tools to help students in the technological era. In this study, researchers conducted an in-depth investigation of students' awareness of using mobile apps to enhance students' student skills. This research used qualitative methods and the data was collected through semi-structured interviews, giving eight questions to 6 participants. The population of this study was students of the Department of English Language Education at Ar-Raniry Islamic University, which totaled about 132 of the 2019 batch. The results showed that the findings showed that the use of mobile apps is essential and effective for students in practicing and improving their skills. Mobile apps are one of the learning alternatives for students because they can be accessed anywhere and for free. Mobile apps can also be a suitable tool for improving their English skills because most mobile apps provide exciting and useful features for students.

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CHAPTER I

INTRODUCTION

A. Background of Study

Globalization is a world order of society and knows no boundaries. Globalization is also often associated with limitless advances in technology and information. Advances in technology are able to influence various aspects of life, especially in the field of education. According to Wuryandani, W. (2021) the development of the world of education in Indonesia cannot be separated from the influence of rapidly developing technology. The progress of science and technology accompanied by the swift pace of development of globalization is capable of having its own effect on the world of education. The presence of technology is also able to make it easier for users to support adequate education and be able to increase effectiveness in the learning process. The increasingly rapid development of technology, especially in the field of education, would be very helpful, especially for students to get information about learning and also other knowledge easily and practically.

The use of online learning at this time is very helpful for various groups, especially for students who want to learn English, the availability of online learning can help them find mobile apps, online courses and also some other training online and can be obtained easily and for free. The availability of mobile apps in particular can help students learn various knowledge about the English language because it is equipped with various interesting features and is easy to use. This can make it easier for students to improve some of the main

skills that must be mastered in learning English including reading, listening, writing, and speaking skills.

Currently, mobile technology and mobile apps (apps) are an integral part of learning, including foreign language learning. In fact, mobile learning research shows that the use of mobile phones and their apps is still useful for learning foreign languages, thanks in large part to their specific features (such as interactivity, Ubiquity, or portability) and encouragement and feedback from teachers. Klimova (2018) in her book Evaluation of the Effectiveness of Using Cellular Mobile Apps on Student Learning Achievement states, the current trend of using cellphones in language learning is mainly used as a language acquisition service.

Several researchers have previously conducted specific research on several mobile apps that are considered effective in helping students to improve their main skills in learning English. A recent study by Liang (2018) reported that most users (about 83%) consider Duolingo to be an effective language learning mobile app because they could learn through playing different games and activities, which they commented were fun and easy to use. One of them is the research conducted by Suryani (2021) entitled the implementation of cake mobile apps for speaking English in online learning. And in the results of this study the researcher found that students were interested in using the mobile apps because it was easy to implement and had many features that helped them to improve their speaking skills. This is in line with research conducted by Samad, I. S., & Ismail, I. (2020) in his research entitled ELSA speak Mobile app as Medical support in Enhancing students' pronunciation skills. In this study,

statistical results were obtained which showed that the pre-test means the score was 1.96 while the post-test mean score was 5.79 by applying 0.05 level of significance with 29 degrees of freedom (29), the t-test of 6.28 was higher than the t-table 1,699. It is indicated that the use of the ELSA Speak mobile apps is effective in enhancing pronunciation skills.

Setiadi, M. A. (2021) in his research aims to find out whether the Effect of Utilizing English Language Learning by the British Broadcasting Corporation (BBC) can improve students' speaking skills in learning English. t test result = 15.013. So, which is greater than t-table (2.160) and means that there is a significant increase after using the British Broadcasting Corporation (BBC) for Learning English as the medium. Abbas, M. F. F. (2022) in his study using hello talk to improve students' speaking skills. The design of this research is classroom action research. The results showed that the average score of students' speaking performance increased from 61.25 in the preliminary test to 75.00 in the cycle test. The score for improving students' speaking skills was 13.75. Based on these scores, the factors that influence student improvement are self-confidence, fun, and highly motivated. Students become more enthusiastic in learning to speak. Simamora, D. F. (2020) This research was conducted to improve students' understanding of English by using the Android Smartphone-Based Hello English Mobile apps which is available both online and offline, students can use it anywhere. The results showed that there was an increase in students' understanding of English at each meeting. This shows that the use of the Hello English Mobile apps has an influence on increasing students' competence in learning English.

Referring to this phenomenon, where the several previous researchers focused on the results obtained from the use of some of these mobile apps, while in this study, the researcher is interested in in-depth investigations that focus on mobile apps that are generally frequently used by students in the Department of English Language Education and want to know which mobile apps do they use more often and is more effective for improving skills especially in learning English. Therefore, the researcher was interested in conducting research on students in English in the Department of English Language Education at the Islamic University of Ar-Raniry Banda Aceh to know about the students' awareness of English online learning mobile apps that they commonly used to help them in learning English language.

B. Research Question

Researcher formulate the research problems in this study as follow:

How do mobile apps enhance students' skills in English Language Learning?

C. The Aim of Study

The purpose of this research is:

To find out how mobile apps can enhance students' skill in English Language Learning

D. Significant of Study

This study provides the information about the students' awareness on Mobile apps currently used to help them in learning English language. In addition, this research can be a reference to other researchers who want

to investigate and know about kind of Mobile apps that are effective and used by students to help them in learning the English language. In particular, the benefit of this study that need to be explained are as follow:

1. For Author

   This research activity is a valuable experience for researchers who want to do the research about the kind of mobile apps that are commonly used by students to help them learn the English language.

2. For Lectures
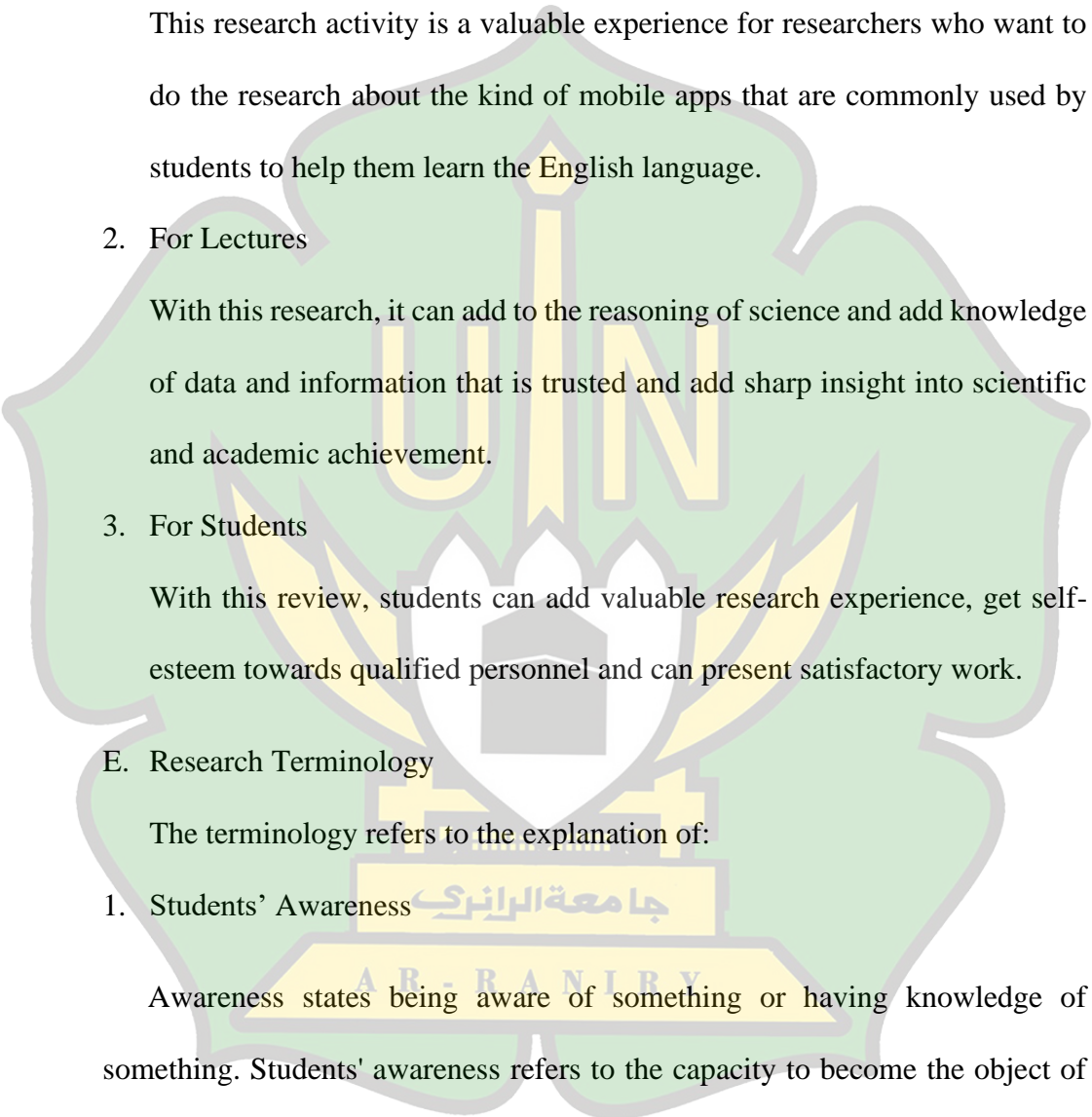
   With this research, it can add to the reasoning of science and add knowledge of data and information that is trusted and add sharp insight into scientific and academic achievement.

3. For Students

   With this review, students can add valuable research experience, get self-esteem towards qualified personnel and can present satisfactory work.

E. Research Terminology

   The terminology refers to the explanation of:

1. Students' Awareness

   Awareness states being aware of something or having knowledge of something. Students' awareness refers to the capacity to become the object of attention, especially in learning styles. Students' awareness represents a complex phenomenon that describes themselves, including attitude, responsibility, and consistency in learning. Awareness of learning styles can create a better learning environment by enabling students to use appropriate

strategies Kumar (2019). Students' awareness also needs to focus on their behavior toward their learning, strengths, and disadvantages in the learning process. They also need attention and understanding about what they have learned. In   this study, students' awareness is a term that intends to look at students' attention to how they learn and receive the information and materials. Most students must realize how to receive the information in the learning process.

2. Mobile Learning Apps

Mobile learning can be broadly defined as the exploitation of the ubiquitous handheld device technology, together with cellular and wireless telephone networks, to facilitate, support, improve and broaden the reach of teaching and learning. Cellular technology includes cellular cell phone, smart phone, mini notebook or netbook, handheld GPS or voting device, and specialist portable technology used in science labs, engineering workshops, or for environmental or agricultural studies. According to James (2016) the easy availability of apps on mobile devices means that students are increasingly turning to online resources for learning. At the same time, it's also worth considering the benefits of apps that can help students to organize and compare different sources as part of projects and revision. The Internet has its problems.

3. English Language Learning

English as an international language, teaching it also requires proper professional knowledge and skills. Success in the teaching and learning process is inseparable from how a lecturer organizes and manages the class and

overcomes the various obstacles that exist in the class. Learning English in tertiary institutions would involve several components, namely: students, lecturers, materials, learning objectives and language learning environment. Kern (2006) states that there are three roles to be played by students and lecturers. The three roles are responding, revising, and reflecting.

CHAPTER II

LITERATURE REVIEW

A. Students' Awareness

As human, we need to be aware of and comprehend what is happening around us, we must possess senses. Understanding what goes on around us is one way to define awareness. Considering the remark mentioned above, awareness may be described by several challenges that people encounter, including self-awareness, learning, and socializing. Schmidt (2002) claims that awareness is being used less and less these days and in more contradictory ways. On the other hand, awareness is defined by Gafoor (2012) as the state or ability to identify, feel, or be aware of a thing or pattern. One can utilize awareness to determine how someone perceives or comprehends their feelings.

In general, awareness may be categorized into the following cases: leadership, social, cultural, self-awareness, and health awareness. The researcher's focus in this study is on self-awareness, which can take several forms, such as learning style awareness. Rechal (2018). According to Solso (2007), being self-conscious entails being aware of one's traits, personality, feelings, and strengths and disadvantages in the classroom. Zeman (2004) classified consciousness into four groups. The first state is alertness, which is the state in which a person interacts. Experimentation falls into the second category, which refers to being ready for everything that could occur in our environment. Conviction, anticipation, and intention are included in the third category, which is mental state. Self-awareness, which encompasses self-

recognition, self-knowledge, concept ownership, and personal feeling, is the fourth category.

According to this study, students' self-awareness is related to how they utilize mobile applications to get better at English. In this study, "student awareness" refers to the knowledge of the feelings that arise when students utilize mobile applications as a tool to aid in their acquisition of the English language via a mobile device. Pupils' awareness provides them with real-world results that impact their learning process. The degree to which students understand how to use mobile applications influences their capacity to meet the objectives of the teaching and learning process. According to Clements and Sarama (2003), learners can benefit from using appropriate mobile applications. An additional outcome or impact of pupils' knowledge is a rise in the coherence of their actions and attitudes.

B. Mobile Apps

The word mobile means moving or moving, so mobile applications are a term for applications that run on mobile devices. Prakarsya, A (2019) Explains that, mobile is a term used to describe applications on small, portable, and wireless devices and supports communication. Meanwhile, an application (app) is a program created by a user that is intended to perform a task. This is in line with Kadir (2008) who explains that application programs are ready-made programs or programs designed to carry out a function for users or other applications. Application is also defined as the use or application of a concept that is the subject of discussion or as a computer program made to help humans in carrying out certain tasks.

Mobile apps are software in the form of mobile apps developed using computerized programs to be embedded in mobile devices such as cellphones, tablets and digital watches. The emergence of mobile apps began in the 2000s, around 2009 to be precise. This mobile app is a development of the mobile apps design that was previously not very sophisticated. Today's mobile apps are widely known as smartphone mobile apps whose designs are supported by elite programming. To make mobile apps requires special expertise in the process assisted by a computer program. Every year, this mobile app is always being developed or upgraded to improve its performance. A perfectly assembled mobile app would usually be uploaded on a dedicated site that contains a collection of mobile apps. For example, for Android smartphones, you can download mobile apps from the Play store which is owned by Google Corporation. As for the iPhone, you can download it from the AppStore made by Apple Inc. However, some unofficial mobile apps would be released on other websites on the internet.

Based on the development of mobile apps among students as digital natives. Based on this, the process of language recognition using mobile apps is also rife. As stated by Godwin-Jones, R. (2011) Mobile learning (often "m-learning") is not new in itself, but new devices with enhanced capabilities have dramatically increased interest levels, including among language educators. This is in line with Gangaiamaran, R (2017) who suggests that mobile learning refers to the implementation of mobile technologies such as the portability and accessibility of information playing a major role in improving the teaching and learning of English.

C. Types of Mobile Apps

There are many mobile apps that can support and assist in English language learning. Some examples of mobile apps that are often used by students in general are as follows;

1. Duo Lingo

Duolingo is a free game-like learning app for kids, created by Luis von Ahn and Severin Hacker. This app is available in a web version and also available in Android, iOS and Windows Phone versions. Duolingo aims to create a light yet powerful learning experience for its users. You can find over 100 total courses in 41 different languages, from Spanish, French, German and Japanese to Navajo and Yiddish, and many more. English courses for Indonesian users are available and used by 1.74 million users. However, the Indonesian course for English speakers is still under development. In addition to language learning as a core platform, Duolingo has also developed the Duolingo English Test (DET). The Duolingo English Test is a digital platform that provides an alternative to the English Proficiency Test that has been recognized by many institutions. Almost the same as IELTS and TOEFL, you can also use the Duolingo English Test results as a condition for applying to study abroad.

The Duolingo English Test is designed as a test to assess English proficiency to determine your understanding of reading, writing, speaking and listening skills. Many argue that this test is the best way to test English proficiency because of its adaptive system. Each test taker's fluency would then be reported in a holistic score format ranging from 10 to 160. One of the

highlights of the Duolingo English Test system is that if you answer one question correctly, the next system adaptively becomes more difficult. Conversely, if you answer incorrectly, the automatic test system would provide easier questions. With this method, DET can accurately determine the participant's level of English.

2. Cake

Cake App - Learn English Free is a free English learning app without ads, by offering an interactive way of learning through selected videos from the English learning channel on Youtube. What's interesting about this mobile apps is its pronunciation feature, where users can record their English pronunciation, and the AI in this mobile apps would conduct an assessment based on sound to provide input regarding its strengths and disadvantages. And can improve the audibility of this feature.

In addition to listening skills, when taking quizzes, our speaking skills and memory are also challenged by following the pronunciation according to the speaker's pronunciation from the short video we have watched before. There are various categories that we can watch, such as comedy, TV programs, animation, and others, which are updated every day. You can also choose to challenge beginner, intermediate or master levels. The challenges in quizzes also vary, such as completing sentences, repeating words or sentences that have been learned, and many other challenges. You can also check whether the pronunciation is correct or not with AI Speech recognition technology, so don't be afraid to speak and try. Another interesting feature in the Cake app is the

game concept. Every time you complete a challenge you would get a star, all the stars would be accumulated and compared with other uses, of course, from various parts of the world because the Cake mobile apps are intended for universality.

3. ELSA

ELSA (English Learning Speech Assistant) Speak is a mobile app for learning English that implements artificial intelligence and speech recognition. This technology allows for a two-way learning process, for example the user can say certain words or sentences, then the system would analyze and provide input for improvement. Based in San Francisco, the ELSA Speak app was founded in 2015 by Vu Van. Currently they claim to have 6.5 million users spread across 101 countries. Then to increase business penetration, the company is currently intensifying its expansion, including to the Indian, Japanese and Indonesian markets.

ELSA's main priority is to practice accurate English pronunciation. The mobile apps is claimed to be able to detect user pronunciation errors with an accuracy rate of up to 95%. Users can also receive detailed feedback to correct their pronunciation mistakes, from reviewing every misspelled syllable to analysis of word pronunciation. ELSA has provided more than 1,200 lessons and more than 60 topics for users to practice pronunciation, from practicing pronunciation of English words, phrases and sentences. Another feature offered is an interactive dictionary, which would help users how to pronounce the word or phrase they are looking for.

4. Hello Talk

Hello Talk is a pioneer chat mobile app that focuses on people who want to experience chatting while learning directly with people who speak foreign languages. Unlike other chat mobile apps, Hello Talk comes with superior features such as changing voice to text or vice versa, and can also be directly translated into the language we want. Hello Talk would also revise grammatical errors in the sentences we type. This of course makes it easier for us to speak any language we have never learned before. Conversations can not only be carried out privately but also in groups.

5. BBC Learning English

BBC Learning English provides a full range of features to help its users better understand material in English. Through the excellent programs provided in the mobile apps and learning materials supported by interesting videos, the BBC Learning English. Mobile apps are very useful for anyone who wants to improve their English language skills (grammar, pronunciation, vocabulary and understanding of all four languages). (listening, speaking, reading, and writing). With this mobile app introduction video, it is hoped that all target audiences can understand well the benefits of the BBC mobile apps Learning English and download the mobile apps on their respective smartphones for later use as a reference source for learning English.

6. Hello English

An app called Hello English is an educational app about smartphones that helps users in understanding and learning the language English. This app is

made by CultureAlley. It has been downloaded by up to 10 million users and became the best Google app of the year 2016. The Hello English app is available in many languages to customize the language. Users include Indonesians, Malays, India, Spain and others. The Hello English mobile apps features global and local rankings Sort students by order coins they have. Coins earned every time you study. So, the more coins you have the higher the ranking. This problem can make users more enthusiastic deeper into learning English. In this helpline feature, Hello App English usually provides some vocabulary on a specific topic every day which can help users to increase vocabulary knowledge.

Based on some of the explanations above regarding several types of English mobile apps that are often used by various groups, especially students in improving their main skills in English. With the presence of English mobile apps, it would make it easier for users to access knowledge, especially in English. Therefore, the researcher is interested in conducting research on the use of English mobile apps in improving the main skills in English, namely reading, listening, writing and speaking as well as finding out which mobile apps are frequently used and effective in applying them.

D. The Advantages of Mobile Apps

Mobile learning technologies offer teachers and a more flexible student approach to learning. Like using a mobile device proliferated, as did the notion that such a device might be useful in the process of teaching and learning Khaddage (2011). The idea of using this mobile device as instructive tools pave

the way for mobile app development that can run on this mobile device. As a result, the developers created a new and ubiquitous mobile app that allows them to study and study extra to help learners improve foreign languages.

Mobile apps are getting more and more important and can be used for various purposes. Many mobile apps have been developed for education goals Demuynck (2002). However, all mobile apps developed for educational goals are not suitable to be implemented into lessons. And while mobile technology provides many advantages such as flexibility, low cost, small size and user-friendliness, researchers are exploring how to use mobile technology to support language learning Huang (2012). It can be concluded that mobile apps need to have several features to be used as teaching and learning materials. They not only need to foster collaboration and creativity, but also have mobility, easy access, and independence for their users.

Mobile technology is developing very fast providing many resources, including interactive mobile apps, suitable for independent language learning opening new contexts for learning Pachler (2010). As a result, educators are starting to take advantage of various mobile devices such as tablets, MP4 players and more. However, the most popular mobile devices used for language learning are cell phones. For 2017, the number of mobile users is predicted to reach 4.77 billion.

The explanation above states that the influence of the use of technology has an impact on the independence of its users, so that the use of English mobile apps can help both students and lecturers in improving English learning,

especially improving 4 important skills in English. The use of mobile apps also plays an important role in the development of knowledge. So it is very appropriate to be the choice of students as one of the courses to deepen learning English.

E. English Language Learning Skill

English is not only the most commonly spoken language, but also the most important language worldwide. This bold statement lies in the fact that people around the world cannot live without English. It is the principal language of science, medicine, monetary interaction, and more importantly, the language of international communication. Therefore, in education, English is just as important, if not more important. According to Hashim (2022) The importance of acquired English has made it an important language for all non-English people to learn in education and beyond. As a result, on a personal level more and more people are making sure to learn English, sometimes in addition to several other languages, to increase their chances of living a better life in today's highly competitive world. On an official level too, governments around the world have included syllabuses for English as a foreign language, sometimes as a second language, to be taught in their schools and colleges. However, mastering English requires mastering four important skills; namely reading, writing, speaking and listening. Those skills are very important and key to mastering English as a language.

According to Mokhtari (2001) reading can be defined as "a cognitive process in which readers use their prior knowledge and reading strategies to understand written texts. Keeping that in mind, to get the maximum and best

results from written texts, a learner needs to recognize the value and importance of reading and also know reading strategies. To master the act of reading and become a skilled reader, a learner must know and excel at various reading strategies and techniques.

Writing is one of the main skills of the English language. This is slightly more important and more difficult than reading and listening. Writing is called a language productive skill. It requires more attention, more attention and more linguistic finesse because it is actually a reproduction of all the language skills put together. As mentioned by Dehham (2020) mastering writing skills would make it possible to write more creatively. It is important for learners to achieve creative writing during their learning journey because this type of writing "is a very complex process in which several different knowledge and skills work together simultaneously.

Speaking is another productive skill of English. It is as important as writing skills, and perhaps more so. Just as writing as it represents the accumulation of remaining knowledge and background skills combined, speaking skills also mean the same, plus being an indispensable bridge of understanding and communication. Without effective and proficient speaking skills, communication and understanding would be lacking, and the alternative is likely and in many case misunderstanding and confusion. Therefore, English learners must make sure to master speaking in order to communicate clearly, fluently, and productively. Harmer (2007) said in his research that speaking English fluently and proficiently in class activities and in real-life situations helps learners overcome the anxiety that often accompanies speaking a foreign

language, thereby freeing them from too much pressure and burden. - awareness.

Listening is the fourth and last of the four English skills. It's still an important skill. Some may tend to downplay and underestimate the significance and influence of listening skills. Purdy (1997) says that listening skill is the most important of all language skills. The case of reborn babies has been put forward to support this assumption stating that listening is "the first skill babies develop", even at the stage of pregnancy when babies "listen to mother's voice", and "can distinguish it from other sounds". The effect of listening reflects itself mostly in speaking and other skills, with less influence. The potential for learners to speak more fluently, read more quickly and with precision, and write more creatively and more fluently is observed to be, to some extent, a consequence of listening.

Based on some of the explanations above, we can see that, if we want to master learning English, especially for students, then we must pay attention to the four main skills in English, namely listening, speaking, reading, and writing. Learning a language is very fun, especially learning English, very pleasant and very useful. English, which is recognized as an international language, is very important to learn, now or later, English language skills would definitely be needed. A person can be said to have mastered English properly and correctly if he has four English skills, namely listening, reading, speaking, and writing.

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains how this research was conducted to answer the preceding research question. It offers research design, research sites, and participants, data collection methods and analysis methods.

A. Research Design

According to Combes (2019) revealed that a research design or what is also called a research strategy is a plan to answer a series of research questions. In this section is a framework that includes methods and procedures that collect, analyze, and interpret data. The decision involves the researcher bringing in their strategies for conducting the research including methodological approaches, data collection strategies, participant samples, and techniques in analyzing the data.

In this study, the researcher used a qualitative approach. It is a research methodology that focuses on exploring and understanding complex phenomena through the collection and analysis of non-numerical data, such as words, images, or observations. Qualitative research seeks to uncover the depth, context, and meaning inherent in human experiences. According to Cresswell (2014) this design has a strong philosophical basis and usually involves conducting interviews. The phenomenon to be investigated in this study is how students' awareness in using mobile apps to improve their English skills.

The researcher uses this research method because the researcher wants to examine in depth the use of mobile apps by students for learning English and

examine the extent to which the use of English mobile apps influences the four main skills in English, namely listening, writing, reading and reading skills.

B. Research Participant

Based on the definition of Handayani (2020) population is the totality of each element to be studied that has the same characteristics, can be individual from a group, event, or something to be thoroughly examined. And by the definition above, the population of the study are students of Department of English Language Education Ar-Raniry Islamic University which totaled about 132 students of batch 2019.

Data is usually collected in the collection of participants (informants), then analyzed from general matters to specific themes. Then the researcher makes an interpretation of the results data that has been collected Creswell (2014). The researcher selected students of Department of English Language Education Ar-Raniry Islamic University for the sample. Additionally, Creswell (2016) states that the number of participants in research on people's reactions to a particular phenomenon is 3-10. The researcher selected 6 students of the Department of English Language Education Ar-Raniry Islamic University as participants in a semi-structured interview with 8 questions to get the information.

Sample according to Sugiyono (2017) sample is part of the population that is the source of data in a study. In this study, the researcher used purposive sampling. Purposive sampling is a data source sampling technique with certain considerations. The considerations in question include certain characteristics or

characteristics that are in accordance with the research. The researcher set some qualifications or criteria to become a participant. The criteria set in this study are first, they must be students of the English Language Education Department of UIN Ar-Raniry class of 2019. Second, the participants had used one of the mobile apps to learn English.

C. Data Collection

According to Arikunto (2000), a data collection instrument is a tool used by researchers in a study in data collection activities so that the activity becomes systematic and is compensated by the existence of the research instrument. Furthermore, interviews are data collection techniques by way of one-sided questions and answers that are done systematically and based on research objectives. In general, two or more people are physically present in the question and answer process Moleong (2002).

In this study, the researcher used semi-structured interviews to ask several questions related to research needs which would then be responded to in depth by participants which would then be used to obtain the required information. In interview sections, the questions regarding mobile apps and English skills, and the interview process are around 15-20 minutes with 8 questions. Based on the transcript's result, the researcher coded the data into certain themes. Data to ideas are guided through descriptive analysis.

D. Data Analysis

Data Analysis is an activity conducted in analyzing research and designing how to check all forms of data from research components. Sugiyono

(2019), data analysis in qualitative research is carried out during data collection, and after completion of data collection within a certain period. During the interview, the researcher has analyzed the answers, which were interviewed. If the interviewee's answer after being analyzed feels unsatisfactory, the researcher would continue the question again, until a certain stage, data that is considered credible is obtained. After all the data has been collected by the writer, the next step is analyzing the data from participants. Sugiyono (2019) Activities in data analysis, namely data collection, data reduction, data presentation, and conclusion drawing and verification, are called the Miles and Huberman Data Analysis Model.

1. Data Collection

In qualitative research, data are collected by observation, in-depth interviews, and documentation or a combination of the three (triangulation). Data collection is carried out for days, maybe months, so that the data obtained would be a lot. At the beginning, researchers conducted a general exploration of the social situation / object under study, everything seen and heard was recorded. Sugiyono (2019) Thus the researcher would obtain very large and very varied data.

2. Data Reduction

The data obtained from the field is quite a lot, for that it needs to be recorded carefully and in detail. As has been stated, the longer the researcher goes to the field, the more the amount of data would be more numerous, complex and complicated, so for this reason it is necessary to immediately analyze the data

through data reduction. Reducing data means summarizing, sorting and selecting key things, focusing on important things, looking for themes and patterns. Then thus the data that has been reduced would provide a clearer picture, and make it easier for researchers to carry out further data collection, and search for it when needed.

3. Presentation of Data

In qualitative research, data presentation can be done in the form of brief descriptions, charts, relationships between categories, flowcharts, and the like. In qualitative research, the most often used to present data is narrative text. By presenting the data, it would make it easier to understand what happened, and plan further work based on what has been understood.

4. Conclusion and Data Verification

The initial conclusions put forward are still temporary, and would change if no strong evidence is found to support the data collection stage. evidence supporting the next data collection stage. Then if the conclusions put forward at an early stage are supported by valid and consistent evidence when researchers return to the field to collect data, the conclusions put forward are credible conclusions. Thus, conclusions in qualitative research are new findings that have never existed before.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher presents the findings and discusses the research. The researcher explains the findings and discussion.

A. Finding

In the finding section, the researcher presents the findings and processes the data obtained from participants' answers based on the data from interviews to answer the researcher's question in the first chapter—the result of how mobile apps contribute to developing students' skill in English Language Learning. The researcher used semi-structured interviews to ask several questions related to research by the participants to get the information deeply related to their experiences.

In the interview process, the researcher asked 8 questions about using mobile apps in English language Learning to improve students' English skills. The interviewees were explained by initials FM, FF, UT, AF, AL, and RA. After analyzing the information from the participants, the result of the interview will be explained in detail in the section below:

a. The use mobile apps in English Language Learning

Based on the interview results, six participants explained their opinions about mobile apps and the effectiveness and importance of mobile apps for students in learning English. The results from interviews with participants give their answers that using mobile apps is essential because mobile is one part of Gen-Z where students do not only learn through books but are made easy and

become alternative learning for students with mobile apps. This statement is related to participant FM, who explained that mobile apps are essential because, with the advances of the times, mobile apps can be one of the friends of the Z-gen. So, not only learn to use books. But coupled with mobile apps, it would be better and improve our English skills. Additionally, mobile apps are very effective because they have several features that support students in learning English and help train their English skill. According to participants, the use of mobile apps in English is also very important because besides being a necessity especially in the digital age, using mobile apps can also be one of the alternatives for students to avoid boredom when learning English. It also shows that the use of mobile apps is very important to support students' interest in learning English because it is very effective. Therefore, related to FF , the use of mobile apps is very important because if you're bored learning from books, we can use the mobile app because in the app there are many features that can be used such as games or audio, think important because of one of them to avoid boredom in learning English".

With the availability of interesting features in mobile apps considered very effective for students to learn English outside of campus hours, the use of mobile apps also gives a very good impression for the students to study English individually with the help of the mobile apps. Student AL explained that mobile app have many useful features that make us as students more interested in learning and different from the usual learning in the classroom, when we use mobile apps itself". Based on the results of the interviews, the frequency of students using these mobile apps is counted very often, as they fill their free

time by surfing mobile apps. This is related to AL who said that for the level of frequency used, the application is counted at most three times a week. And for the time intensity, the count is 1 to 2 hours per day.

There are many types of mobile apps to help you learn English. From the six participants' answers, most students are very popular with the " Duo Lingo" mobile app. This is because the mobile apps provide complete and easy-to-understand features and can help them improve their essential English skills. Duo lingo has exciting features; different levels are available according to user needs. In addition, Duo Lingo is also straightforward and can be accessed for free, making it easier for students to learn English and helping them improve their English skills.

Based on some of the above explanations regarding the use of mobile apps, it can be concluded that using mobile apps in English is essential because, besides being a necessity, especially in the digital age, using mobile apps can also be one of the alternatives for students. The frequency of students using these mobile apps is counted very often, as they fill their free time by surfing mobile apps. According to students, mobile apps that are often used and are effective in helping them, especially in improving English skills, are Duo lingo.

b. The advantages of mobile apps

As we know that customization of mobile apps has many advantages based on the answers from participants, they said that one of which is practical in customization or in other words can be accessed easily and free of charge available in the App Store or Play store so students can download it easily

through their smartphones. It is related to participant UT who stated the advantage is that it is easy to access because we can download mobile apps in the play store or App store, and it can also be accessed easily. And the features are interesting to use.

This is in line with the opinion of other participants who believe that using mobile apps, in addition to easy access and being free, use of these mobile apps at the rate is very efficient for students. Its use is very flexible because it can be accessed anytime and anywhere. As participant AF stated that the advantages are that it can be accessed practically anywhere and anytime for free, and we don't need to wait for the teacher.

Moreover, the use of mobile apps can be one of the alternative courses for students because mobile apps are accessible without the need for a tutor, therefore, students can learn English anywhere practically. As participant AF said in this era of technology, the need for mobile apps to help learn English is increasing. Because we can access these mobile apps anywhere and anytime.

Based on some of the explanations above regarding the advantages of mobile apps, one of which besides being easily accessible and free, its use is also practical and flexible and can be accessed anywhere. And it can also be used as an alternative course in learning English without having to wait for core learning from campus or lecturers, so that students can learn independently, especially to help them improve their skills in English.

c. The disadvantages of mobile apps

In addition, besides the many advantages of using mobile apps, some disadvantages cannot be denied and have become some of the disadvantages of mobile apps. Based on answers from six participants, they state that some of the disadvantages of mobile apps require users to pay if they want to access content at specific levels, such as advanced levels with high feature accuracy. This means users can only access features such as questions at certain levels. This statement related to participant AF stated the disadvantage of mobile apps is some apps require you to pay to access high-level features such as the advanced level.

Apart from having to pay to access features at certain levels, the drawback of mobile apps that are most often complained about by students is that when accessing these mobile apps, they must be connected to the internet because most of these mobile apps must be accessed online and cannot be accessed offline without being connected to the internet. As the participant RA said, the disadvantage of using mobile apps is that mobile apps use the internet. So when we don't have the internet, we will have difficulty using this application.

One of the other disadvantages of mobile apps is that some apps only focus on mastering a few skills and only cover some students' skills, so students have to use several mobile apps to learn or improve the ability of their primary skills in English. This statement relates to participant UT, who said that mobile apps only help with two or three skills, so we have to use other apps to improve the four skills.

From some of the answers obtained from the results of interviews with participants, using mobile apps also has several disadvantages. Besides being accessed by the internet, some features at certain levels must also be accessed by making payments first. Also, some mobile apps only focus on a few skills, so students must use several mobile apps to improve the four primary skills in English.

d. Improving English Skill through Mobile Apps

One of the objectives of using mobile apps is to improve the four primary skills that students must master in English Language Learning, namely reading, writing, listening, and speaking. Based on interviews with several participants, most said that using mobile apps really helped them practice and improve their English skills.

Some of the skills that are greatly helped by these mobile apps are reading skills because some of these apps often provide features with additional vocabulary to help students get a lot of new vocabulary. As stated by participant RA, this mobile app effectively improves English skills. The reason is that mobile apps allow us to know a lot of pockets that we know in vocabulary every day, which is usually used in general, so this is very useful to help improve skills in English. The English skill most helped with by the mobile app is reading. Because the text is provided directly there, the user can directly read the text provided in the application.

Another skill that is greatly helped by the existence of these mobile apps is speaking because students can input how to pronounce vocabulary from

features in mobile apps. This is related to participant AF, who said that using mobile apps significantly helps with speaking skills because we can learn how to pronounce in English. For example, we know how to pronounce but pronounce it ourselves.

Listening skills are also greatly helped by these mobile apps because of the video and audio features that help train students' listening skills. According to Participant UT's statement, she was helped by this application in the listening part because mobile apps provide native audio, which is often used to help improve listening skills.

The last English skill that is greatly helped by the existence of mobile apps is writing because the features in these mobile apps help users detect errors and provide word suggestions that are suitable for use. This is in line with the opinion of participant FM, who stated that with the existence of these mobile apps, writing skills are greatly helped because the features in these mobile apps help users detect errors and provide word suggestions that are suitable for use. That makes it easier for us to write it, not only in the form of one letter but also in the form of a sentence. So, we know how to write the correct grammar.

From some of the statements from the participants above, it is mentioned that using mobile apps is very effective in helping students train and improve their skills in English Language learning because of the features that support users when accessing these mobile apps so some students mention that they are greatly helped by the existence of mobile apps, significantly to improve the four primary skills in English, namely reading, speaking, writing and listening.

B. Discussion

In the discussion section, after analyzing the data and findings. There is one research question proposed in this study. And the research question has been answered by the data obtained from the questionnaire and interviews. The content of the research question is "How do mobile apps enhance students' skills in English Language Learning". From the research finding, the use of mobile apps can improve students' skills, especially the four main skills in English, such as reading, speaking, listening, and writing. supported by the use of mobile apps that are practical and can be accessed easily and can be used anywhere. and can be used anywhere and according to students, the use of mobile apps can be one of the alternative courses to help students learn English. can be an alternative course to help students in improving their English skills.

The availability of interesting features on mobile apps is very supportive and can help students to learn and improve the skills they have that can be implemented in English Language Learning. This is in line with Suryani (2021) states that students were interested in using the mobile apps because it was easy to implement and had many features that helped them to improve their English skills. The use of mobile apps is also accompanied by game features or other activities so that users or students are not easily bored when using mobile apps as mentioned by Liang. (2018) find that effective language learning mobile apps because they could learn through playing different games and activities, which they commented were fun and easy to use.

Additionally, the use of mobile apps in English Language Learning not only improves student's English skills but also students' skills become more

developed as mentioned by Simamora., D. F. (2020) states that the use of mobile apps not only can improving students' English skill but also state that there was an increase in students' understanding of English. This shows that the use of English Mobile apps has an influence on increasing students' competence in learning English. Klimova (2018) also states that the current trend of using mobile apps in language learning is mainly used as a language acquisition service. Based on the statement above it can be seen that the use of mobile apps is currently a trend that is very helpful for students in English language learning.

CHAPTER V

CONCLUSIONS AND IMPLICATIONS

This chapter consists of two sections. It begins with a conclusion and ends with recommendations from this research.

1. Conclusions

Based on the findings of this research, the researcher can conclude that the use of mobile apps is very important to help students, especially in learning languages. Students mentioned that the presence of mobile apps really helps them improve their abilities, especially the ability to improve the main skills in English, namely reading, listening, writing and speaking. This is because there are interesting and very useful features that are very suitable to be used as one of the interesting tools because some applications provide game features or other interesting activities that can be used during leisure time and to relieve boredom while studying.

Additionally, many of the students said that they were greatly helped by the existence of these mobile apps. Besides being easily accessible in a practical way, the use of mobile apps can also be an alternative course for students. Because according to them, they can learn using mobile apps anywhere and anytime easily and practically. So that the presence of mobile apps really helps them in improving their skills, especially in listening and speaking skills. And from the many types of mobile apps available, according to students, the application that is very effective and very suitable to help improve their English skills is the Duolingo application, this is because the application can be accessed easily and for free and the features in the application are very easy to use even

not only for language students but this application is also suitable for users who are beginners or want to start learning languages.

2. Recommendations

Based on the findings of this study, the researcher would provide a recommendation for students who want to use mobile apps as one of the tools to help them improve their English skills. The first recommendation is that the use of mobile apps is very effective and practical, because it is very easy to access and can be used anywhere and anytime. Mobile apps can also be an alternative course for students that can be accessed for free without spending a lot of money. Because mobile apps are equipped with features that support learning English and also develop English skills. In addition, mobile apps can also be used to fill leisure time with fun learning activities and can avoid boredom while studying.

The second recommendation is that researchers advise students to try one of the mobile apps that suit their needs. Because each mobile app has different features. Therefore, students are expected to choose carefully which application is suitable to help them improve their English skills. Some of these mobile apps can be accessed easily and practically and there are interesting features and are very useful for students to learn English both for beginners and advanced levels because we can determine the level according to the needs of the user.

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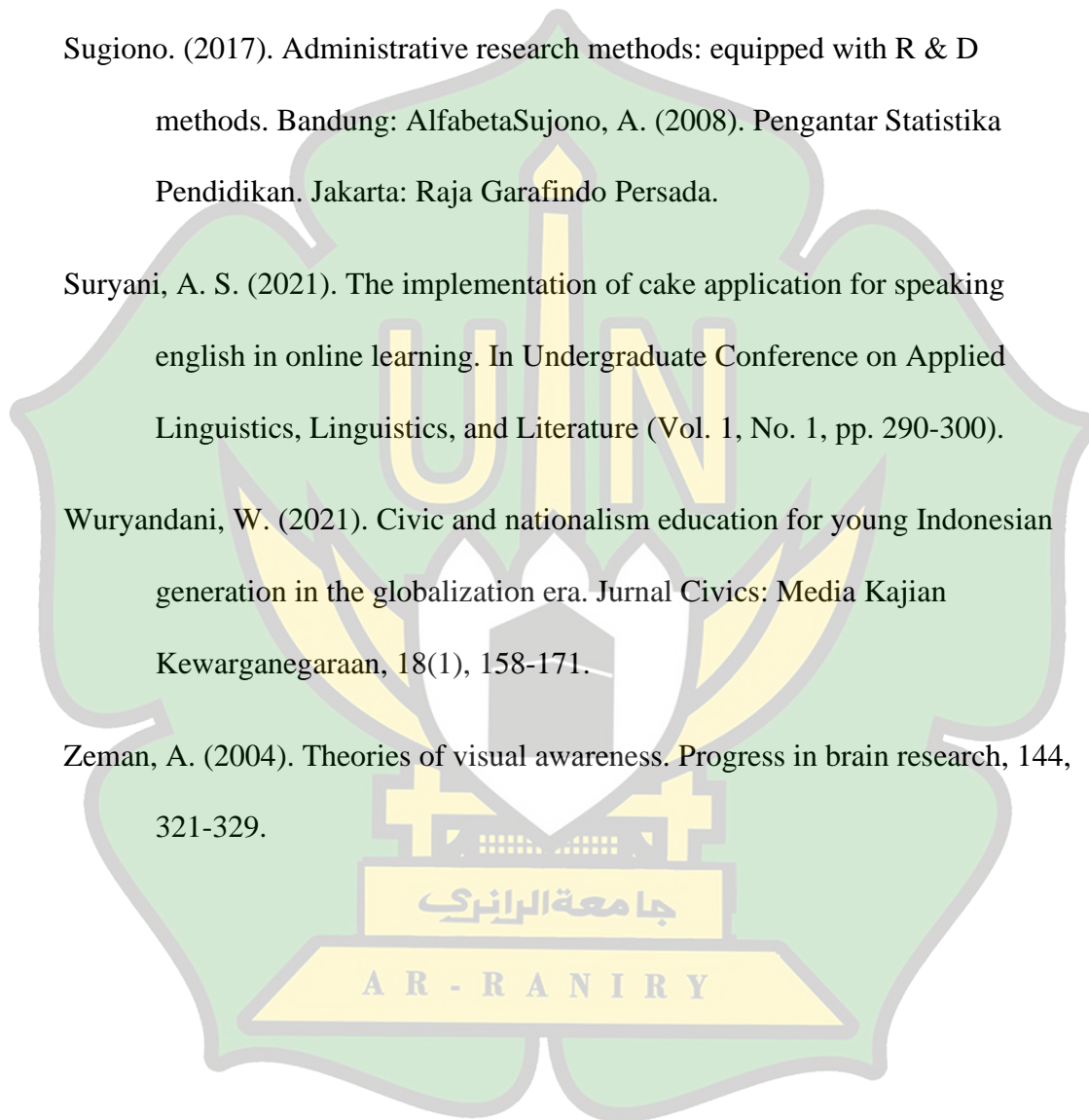
Appendix A   Appointment Letter of Supervisor

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-7641/UN.08/FTK/KP.07.6/07/2023

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 menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;

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 Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal **13 Juni 2023**

MEMUTUSKAN

Menetapkan
PERTAMA : Menunjuk Saudara:
1. Dr. Maskur, M.A   Sebagai Pembimbing Pertama
2. Fitriah, S.Ag., M.Pd.   Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama   : **Ayu Novita Sari**
NIM   : **190203008**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **Students' Awareness on Using Mobil Apps for English Language Learning**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04.2.423925/2023, tanggal 30 November 2022.

KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun 2023

KEEMPAT : 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: 21 Juli 2023
Dekan,

Sairul 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;
5. Arsip.

Appendix B   Reccomendation Letter of Conducting Reseach from Fakultas

Tarbiyah dan Keguruan

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-8990/Un.08/FTK.1/TL.00/08/2023
Lamp   : -
Hal   : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry
Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM   : **AYU NOVITA SARI / 190203008**
Semester/Jurusan : / Pendidikan Bahasa Inggris
Alamat sekarang : Gampoeng Lambiheu Kec. Darussalam 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' Awareness on Using Mobile Apps for English Language Learning*

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

Banda Aceh, 22 Agustus 2023
an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,

Berlaku sampai : 22 September 2023

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

Appendix C Confirmation Letter of Conducting Research at the English

Language Department

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jln Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
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SURAT KETERANGAN
Nomor: B-870 /Un.08/PBI/Kp.01.2/11/2023

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-8990/Un.08/FTK.I/TL.00/08/2023 tanggal 22 Agustus 2023, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama	: **Ayu Novita Sari**
NIM	: 190203008
Fak/Prodi	: Pendidikan Bahasa Inggris/Fakultas Tarbiyah Keguruan

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

"Students' Awareness on Using Mobile Apps for English Language Learning"

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 21 November 2023
Ketua Prodi Pendidikan Bahasa Inggris,

Syarifah Dahliana

Appendix D   Interview Protocol

Interview Protocol

Project   : Students' Awareness on Using mobile Apps in English

                                    Language Learning

Time of interview   :

Date   :

Place   : Uin Ar-Raniry,Banda Aceh

Interviewer   : Ayu Novita Sari

Interviewee   :

Position of interview : Student of English Language Education Department batch

                                    2019

This question aims to obtain in-depth information about using mobile apps in the

English language learning process. Researchers want to know students' awareness

of using such mobile apps. The interview would be done in 10-20 minutes with 8

questions. The researcher codded the data into specific themes based on the

transcribed results. Data to ideas are guided through descriptive analysis.

Questions:

1.   What do you think about the use of mobile apps in English

            Language Learning?

2.   How often do you use mobile apps in English Language Learning?

3.   What do you think of using mobile apps as one of the alternative courses in learning English? Why and why not?

4.   What do you think is the advantage of using mobile apps in English language learning?

5.   Besides the many advantages of using mobile apps, what are the disadvantages of mobile apps in English language learning?

6.   What do you think about using mobile apps to improve students' English language learning skills?

7.   Regarding English skills such as (reading, writing, listening, and speaking) what kind of English skill is most helpful when using mobile apps in English language learning?

8.   What kind of mobile app is the most appropriate to help you learn English and help you to improve your English skills?

Thank You
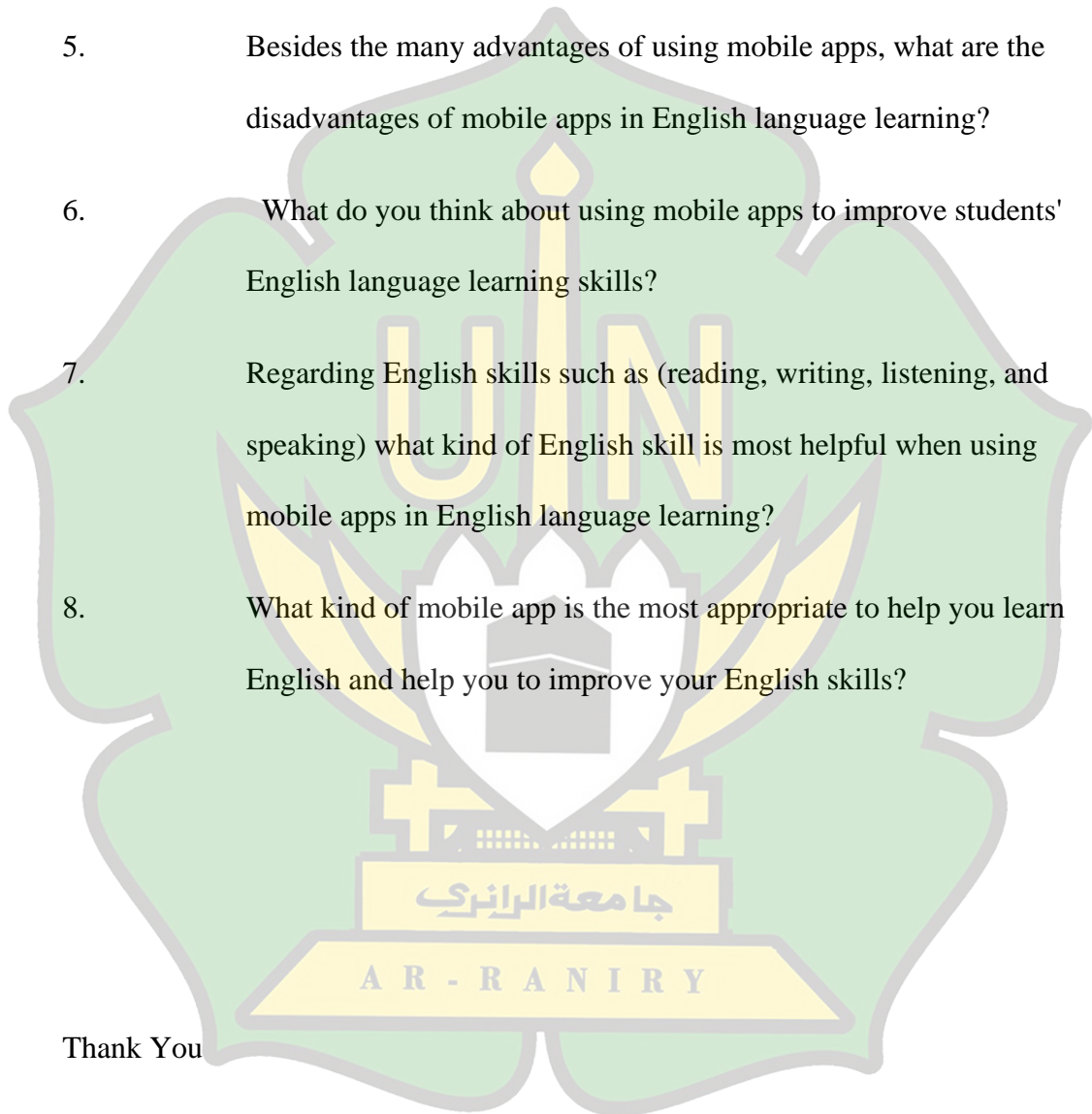
Participant 1

Interviewee: AL

Date of interview: September 22nd, 2023

Interviewer: What do you think about the use of mobile apps in English Language

Learning?

P1: In my opinion and according to my experience when using mobile apps, it is

very important, because mobile apps themselves become an

additional alternative for us to learn English. Aside from the many

advantages, it is very accessible and others. and the use of mobile

apps I think is quite effective, because I think this application has

many useful features that make us as students more interesting in

learning, and of course it is different from ordinary learning in class

when we use mobile apps.

Interviewer: How often do you use mobile apps in English Language Learning?

P1: For the level of frequency of my use of the application I try to try to study the

application every day. But for a count per week, at most 3 times a

week, for the intensity of time, maybe the count is 1 hour per day.

Interviewer: What do you think of using mobile apps as one of the alternative

courses in learning English? Why and why not?

P1: In my opinion, mobile apps can certainly be one of the alternative courses. we

as students certainly still need lecturers as tutors in learning

English. However, with mobile apps it can be one of the learning

supports outside of the material taught by lecturers and we can learn independently outside of regular class hours.

Interviewer: What do you think is the advantage of using mobile apps in English language learning?

P1: For the first advantages are very easily accessible. With the advances of the times and technology that all have gadgets, we just download them in the play store or app store. So, with this app, it's very effective for students for us to learn English because it is very accessible.

Interviewer: Besides the many advantages of using mobile apps, what are the disadvantages of mobile apps in English language learning?

P1: In my opinion, the disadvantages of the mobile apps that I am currently using is the lack of communication between teachers. So, we only learn individually so we only listen, we only read without any intense communication between fellow students. So, we don't get more experience from the application itself. And some of the applications that I have used also have advertisements so of course the concentration level of our learning if there are advertisements it must be a little disturbed.

Interviewer: What do you think about using mobile apps to improve students' English language learning skills?

P1: The use of mobile apps is very helpful for me in learning English easily through my smartphone. Besides that, I can also practice to improve my English skills.

Interviewer: Regarding English skills such as (reading, writing, listening, and speaking) what kind of English skill is most helpful when using mobile apps in English language learning?

P1: For skills that are very helpful that I feel until now is of course in reading. Because we when using the application are often faced with vocabulary that is very new, very previously unfamiliar to us So after I used this application, my vocabulary increased.

Interviewer: What kind of mobile app is the most appropriate to help you learn English and help you to improve your English skills?

P1: According to my experience, I have tried various types of mobile apps to learn English. But the most appropriate for me is Duo lingo because the features of duo lingo are very interesting and easy to learn. So, in my opinion, duo lingo is the right choice to learn English and to help improve English skills.

Participant 2

Interviewee: FM

Date of interview: September 22nd, 2023

Interviewer: What do you think about the use of mobile apps in English Language Learning?

P2 : In my own opinion, the use of mobile apps is very important because in

accordance with the advances of the times, Mobile apps can be one

of the friends of the Z-gen. So not only learn to use books. But

coupled with mobile apps it would be better and make our English

skills more improved.

Interviewer: How often do you use mobile apps in English Language Learning?

P2: I use it for 2 weeks, usually about 1-2 hours. And I use it to fill my free time,

so maybe after or before playing games or opening Instagram.

Interviewer: What do you think of using mobile apps as one of the alternative

courses in learning English? Why and why not?

P2: I think it is possible, because there are various kinds of learning English. So,

like there is reading, listening, speaking. Well so, depending on the

mobile apps themselves, if it's two weeks, it's really helpful. So, in

terms of speaking, then there is listening, because it also provides

audio for what language you want to mention. So, yes, it is very

important for alternative courses.

Interviewer: What do you think is the advantage of using mobile apps in English

language learning?

P2: for the advantages, there must be a lot of them. So, for example, maybe there

are some people who learn English who might get bored quickly

with full words or letters. So, if you use the mobile apps, like two

weeks, there are pictures, there are interactive pictures. So,

learning becomes more exciting, then the words or sentences are

not full on that one screen. So, the screen is focused on what you want to learn, not anything, like a dictionary for example, like a dictionary right. For example, if we open the letter A, other letters will appear, so it will be difficult for us to find what we want to learn. With mobile apps, it's easier.

Interviewer: Besides the many advantages of using mobile apps, what are the disadvantages of mobile apps in English language learning?

P2: As for the disadvantages, yes, it is still being developed, so of course there are shortcomings, for example, it must always be connected to, then there is sufficient memory, then the cellphone must also be qualified so that it can run the application.

Interviewer: What do you think about using mobile apps to improve students' English language learning skills?

P2: In my opinion, the use of mobile apps is very helpful for students in learning English, not only that, but also to help students improve their English skills with the features in the mobile apps.

Interviewer: Regarding English skills such as (reading, writing, listening, and speaking) what kind of English skill is most helpful when using mobile apps in English language learning?

P2: For skills that are very helpful is writing. because there is help to write the sentence. So, for example, if we want to write words, bookshelf, so later we will be told that the first letter is B, then later there will be the letter S there, there is the letter H. Well, so it is easy for us to

write it, and not only in the form of one letter, but also in, can be in the form of a sentence. So, what we write, we know, oh this grammar is right or wrong.

Interviewer: What kind of mobile app is the most appropriate to help you learn English and help you to improve your English skills?

P2: Definitely duo lingo. Duo lingo is really effective for learning English. Why? Because besides it's free to learn English only, it's free. Then the memory is not much. Then for all APIs it can be used. So, it's very effective and very efficient.

Participant 3

Interviewee: FF

Date of interview: September 22nd, 2023

Interviewer: What do you think about the use of mobile apps in English Language Learning?

P3: In my opinion, the use of mobile apps is very important because if you're bored learning from books or using Youtube sometimes we can use the app, because in the app there are many features that can be used

such as games or audio, so I think it is important because of one of

them to avoid boredom in learning English.

Interviewer: How often do you use mobile apps in English Language Learning?

P3: For the intensity of use, I often use mobile apps during my free time or during

holidays. About 1 to 2 hours a day and I usually use it 3 or 4 times

a week.

Interviewer: What do you think of using mobile apps as one of the alternative

courses in learning English? Why and why not?

P3: I think it's right because in addition to learning in the classroom, learning

using this application can be a side study for us, especially if we are

sometimes bored so we want to learn in another form. for example,

we learn in class grammar but sometimes we are bored learning

using books, so the alternative course is that we use this application

to help learning.

Interviewer: What do you think is the advantage of using mobile apps in English

language learning?

P3: I think the advantage of this application is that it helps make it easier for

English language learners, especially maybe not only for us who

are students but maybe students will also be helped by this

application. apart from the fact that it is not boring, this application

also has many interesting features so what makes it easier for us to

learn English.

Interviewer: Besides the many advantages of using mobile apps, what are the

disadvantages of mobile apps in English language learning?

P3: For the disadvantages, maybe it's because of the internet. so in my opinion,

the disadvantages is another one about the size of the application,

sometimes there are some smartphones, already full of memory,

want to install this application so it can't be constrained because of

memory, so those two in my opinion are the disadvantages, it

means that the disadvantages are besides the internet side, having

to use access using the internet means that the cellphone storage

space must also be large to support downloading the application.

Interviewer: What do you think about using mobile apps is effective to improve

students' English language learning skills?

P3: In my opinion, mobile apps are very effective in helping students improve

their English skills because there are various features that are

interesting for students to use.

Interviewer: Regarding English skills such as (reading, writing, listening, and

speaking) what kind of English skill is most helpful when using

mobile apps in English language learning?

P3: In my opinion, the English skill that is really helped is speaking because we

focus on vocab, so it's really helped from vocab .so I think my

speaking is really helped by using the application.

Interviewer: What kind of mobile app is the most appropriate to help you learn

English and help you to improve your English skills?

P3: Some of the apps that I've tried, the most appropriate to use is Duo lingo,

because there are a lot of features that can help improve speaking

and listening and also one of them is writing.

Participant 4

Interviewee: RA

Date of interview: September 22nd, 2023

Interviewer: What do you think about the use of mobile apps in English Language

Learning?

P4: I think the use of mobile apps is important in learning English because it helps

us in learning especially in learning the four skills of listening,

speaking, reading, and writing. And this application also helps us

make sentences in English and helps to practice englihs skills.

Interviewer: How often do you use mobile apps in English Language Learning?

P4: I usually use the mobile apps when I have free time or when I have time

before entering the lecture, I usually open the application to study.

And I also use mobile apps when I have English lessons that I

might not understand.

Interviewer: What do you think of using mobile apps as one of the alternative courses in learning English? Why and why not?

P4: I think it can, because in this era full of technology, the need for mobile apps to help learn English is increasing. Because we can access these mobile apps anywhere and anytime.

Interviewer: What do you think is the advantage of using mobile apps in English language learning?

P4: The advantages of mobile apps, certainly mobile apps provide a lot of features compared to typing words for example, if it's about words that are difficult for us to get in the dictionary or difficult for us to get from teachers-lecturers, but with this mobile app we can get it directly and also in this application provides a pronunciation feature as well. So we know how to pronounce the words in the application.

Interviewer: Besides the many advantages of using mobile apps, what are the disadvantages of mobile apps in English language learning?

P4: The disadvantage of using mobile apps, in my opinion, is that mobile apps definitely use the internet. So when we don't have the internet, we will have difficulty in using this application.

Interviewer: What do you think about using mobile apps effectively to improve students' English language learning skills?

P4: I think this mobile app is very effective to improve English skills. The reason is because mobile apps allow us to know a lot of pockets that we

know in vocabulary every day, vocabulary that is usually used in general, so this is very useful to help improve skills in English.

Interviewer: Regarding English skills such as (reading, writing, listening, and speaking) what kind of English skill is most helpful when using mobile apps in English language learning?

P4: In my opinion, the skill that is helped is reading. Because the text is provided directly there. So we can directly read the text provided in the application. That way our reading skills are honed because we are accustomed to reading the available text and additional new vocab.

Interviewer: What kind of mobile app is the most appropriate to help you learn English and help you to improve your English skills?

P4: I think the most appropriate app to use is Duo lingo. Because Duelingo, as I explained my answer earlier, provides many features. It has a way of explaining it, it provides a lot of vocabulary, and also a lot of questions that might help us in learning English.

Participant 5

Interviewee: UT

Date of interview: September 23rd, 2023

Interviewer: What do you think about the use of mobile apps in English Language
Learning?

P5: I think the use of mobile apps is very important because it can help students to
learn independently by using a smartphone. And also nowadays
mobile apps provide many interesting features so that students can
learn fun and not get bored easily.

Interviewer: How often do you use mobile apps in English Language Learning?

P5: I usually use the app for about 30 minutes. For example, for listening, or for
speaking, and others. And if there is free time, it can be up to one
hour or more. And the intensity can be 3 or 4 times a week.

Interviewer: What do you think of using mobile apps as one of the alternative
courses in learning English? Why and why not?

P5: I think so, because nowadays with the help of smartphones we can access
mobile apps easily, so students can learn easily anywhere and
anytime.

Interviewer: What do you think is the advantage of using mobile apps in English
language learning?

P5: The advantage is of course that it is easy to access because we can download
mobile apps in the play store or App store, and it can also be
accessed easily. And the features are interesting to use.

Interviewer: Besides the many advantages of using mobile apps, what are the
disadvantages of mobile apps in English language learning?

P5: For the disadvantages, you always have to be connected to the internet, and in my opinion not all mobile apps provide features to help improve English skills. Maybe one app only helps with two or three skills, so we have to use other mobile apps to improve the four skills.

Interviewer: What do you think about using mobile apps to improve students' English language learning skills?

P5: Mobile apps are very effective to use especially to improve Students' English skills because the features provided are very suitable for students' needs.

Interviewer: Regarding English skills such as (reading, writing, listening, and speaking) what kind of English skill is most helpful when using mobile apps in English language learning?

P5: Of course listening is the most important to me. what is really helped by this application is the listening part, because especially mobile apps provide native audio which is often used which can help improve listening skills.

Interviewer: What kind of mobile app is the most appropriate to help you learn English and help you to improve your English skills?

P5: I think duo lingo, because the Duolingo application provides all the features for listening skills, namely audio accompanied by subtitles so that it can help me to correct mistakes.

Participant 6

Interviewee: AF

Date of interview: September 22nd, 2023

Interviewer: What do you think about the use of mobile apps in English language
learning?

P6: I think it is very important, and based on my personal experience of using
mobile apps, because mobile apps give us additional options to
learn English. In addition to its many benefits, it is also very
accessible. and I believe that using mobile apps is very effective
because they have many useful features that make learning more
interesting for us as students. Of course, using mobile apps in class
is different from regular learning.

Interviewer: How often do you use mobile apps in English learning?

P6: I often use mobile apps during vacation or in my free time, depending on how
intensely I use them. I use it for one to two hours every day, three
or four times a week on average.

Interviewer: What do you think about using mobile apps as an alternative to
learning English? Why and why not?

P6: I think it is appropriate because in addition to what we learn in class, we can use these apps to increase our knowledge. This is especially true if, sometimes, we get bored and would rather learn something different. For example, we learn grammar in class, but sometimes reading books gets boring, so we use these apps as a substitute to help with our learning.

Interviewer: What do you think are the advantages of using mobile apps in English learning?

P6: I think the advantages are that it can be accessed practically anywhere and anytime for free, we don't need to wait for the teacher and also we can feel more comfortable because in the application sometimes there are games that make us not bored.

Interviewer: Besides the many advantages of using mobile apps, what are the disadvantages of mobile apps in learning English?

P6: We must be connected to the internet at all times and some apps require you to pay to access high-level features such as the advanced level.

Interviewer: What do you think about using mobile apps to improve students' English learning skills?

P6: In my opinion, using mobile apps is a great way for students to learn English. In addition, the features in the app can help students to become better in English.

Interviewer: Regarding English skills such as (reading, writing, listening, and speaking), what kind of P6: English skills are most helpful when using mobile apps in English learning?

I think speaking skill because in there we can learn how to pronounce in English, for example in there we know how to pronounce but we just pronounce it ourselves.

And without knowing where our mistakes are, it means that the difficulty is in speaking because we can imitate but we find it difficult to determine whether our pronunciation is correct or not. So the mobile app can help us learn and correct correct English pronunciation.

Interviewer: What is the best mobile app to help you learn English and help you improve your English skills?

P6: In my opinion, Duo Lingo is the most appropriate application to use. Because Duelingo offers many features, as I have explained earlier in my answer. Duelingo offers methods to explain things, a large vocabulary list, and many questions that can help our English learning.

Appendix E   Documentation of Reaserch

AUTOBIOGRAPHY

1. Name   : Ayu Novita Sari
2. Place/Date of Birth   : Lambiheu/02 November 2001
3. Sex   : Female
4. Religion   : Islam
5. Nationality   : Indonesia
6. Adrees   : Lambiheu   Lambaro   Angan, Kec. Darussalam, Kabupaten Aceh Besar
7. Email   : 190203008@student.ar-raniry.ac.id
8. Occupation   : Student   of Department of English Language Education, UIN Ar-raniry

Parents

9. Father's Name   : Mardin
10. Mother's Name   : Zahidar
11. Father's Ocuupation : Construction workers
12. Mother's Occupation : Housewife
13. Adress   : Lambiheu   Lambaro Angan, Kec. Darussalam, Kabupaten Aceh Besar

Educational Background

14. Elementary School   : SDN Unggul Lambaro Angan
15. Junior High School   : MTsN 2 Aceh Besar
16. Senior High School   : MAN 4 Aceh Besar
17. University   : Department of English Language Education, Fakultas Tarbiyah dan Keguruan UIN Ar-raniry

Banda Aceh, 28 Oktober 2023

The Writer,

Ayu Novita Sari