

## CHAPTER I INTRODUCTION

In this chapter, the research explains the background of the research, statement of the problem, objective of the research, significance of the research, scope of the research and operational definition.

### **1.1 Background of the Research.**

Modern information and communication technologies, such as smartphones have great potential to improve teaching and learning because smartphones enable learning across multiple contexts, through social and content interactions (Crompton, 2013). Moreover (Traxler, 2009) states that learners can learn anytime and anywhere, and learning can be personalized, situated and authentic. Smartphone has changed societies in many respects. Mobile devices, systems and technologies are now universally owned, accepted and used. Smartphone can be utilized by an educator in teaching practice since smartphone is equipped with an application that can be used by teacher as tool to create media in teaching practice such as WhatsApp, QR Codes reader, and other. Afterward, using an application that has been provided by smartphone unlimited places and times because smartphone use internet connection to run an application. (O'Malley, et al., 2015) stated, mobile technologies facilitate learning outside of the classroom, and learning materials are no longer limited to textbooks.

As explanation above the researcher conduct the research about the students' perspectives on learning media. The teacher said that the students of tenth grade TKJ 2 SMK Muhammadiyah Kudus has difficulties in learning process in the classroom, because the teacher still using textbook and power point to do in learning process and it effected the students score achievement. So, the teacher uses technology as media to make students score achievement better and increase their motivation in learning process. The technology helps the teacher to prepare the material fast and efficient which means can be accessed from any location using enabled-wireless mobile device. As stated by the teacher before using technology as media the students easily to get sleepy, bored and careless. And

after using technology as learning media the students feel engage, their motivation is growing up and up during and after the learning process.

The technology used was QR Code. According (Shin et al., 2012) that QR Code is a form of machine-readable matrix barcode that has been used around for almost two decades. It is an application that allows scan patterned 2D squares to obtain fast access to the information. (Jupiter, 2011) stated that QR Codes can potentially add value to learning activities by encouraging students to create and share learning content, and motivate students with different learning needs, facilitate learning inside and outside the classroom. The used of QR Code in the classroom is quite new in SMK Muhammadiyah because as the understanding of the researcher. Only the teacher of TKJ 2 has used the media in learning activity. Especially in teaching asking and giving direction. The activity is quite simple because QR Code is one of the important parts to connect to the material. It needs only simple scan and then will be generated to the material inside the code.

The implementation for teaching the material, the teacher needs (2 x 45 minutes). The activity began by asking the student to download the application, after that scanning and continued to learn asking and giving direction. The material was provided by the teacher in website. The website name is Microsoft Sway.

Based on the explanation above, the researcher wants to conduct a research entitled "Students' perspectives on quick Response (QR) code as a media for teaching asking and giving direction of the tenth grade TKJ 2 students of SMK Muhammadiyah Kudus in the academic year 2019/2020".

## **1.2 Statement of the Problem.**

Based on the background above, the researcher formulates the problem as follow:

1. What are students' perspectives on QR Code as a media for teaching asking and giving direction in terms of ease of use, usefulness and attitude?

### 1.3 Objective of the Research.

Based on the statement of the problem mention above, the objective of the study is:

1. To find out what the students' perspectives on quick Response code as a media for teaching asking and giving direction are in terms of ease of use, usefulness and attitude.

### 1.4 Significance of the Research.

The researcher expects that this research has some significance they are limited bellow:

1. For the researcher

The result of the investigation will be useful to improve knowledge about teaching asking and giving direction. This research could be used as process to improve the teaching performance both teacher and researcher.

2. For the teachers

The result of this study can be used to help teaching students' understanding in mastering asking and giving direction. The teacher can use the technology as an alternative way in teaching English. This study can give motivation to the English teacher to create new ways or media in teaching learning English.

3. For the students.

It can be used to improve and develop students' skills. The students could learn English in an interesting way and develop their achievements of asking and giving direction through QR-codes.

### 1.5 Scope of the Research

In this research, the researcher intends to limit the scope of this research. Specifically, the researcher only focuses on the students' perspective on QR Code as a media for teaching asking and giving direction

The Subject of this research is tenth grade of TKJ 2 in SMK Muhammadiyah Kudus.

## 1.6 Operational Definition

Based on the title of the research, there are some terms need to be defined, they are:

### 1. QR Code

QR Code is a form of machine-readable matrix barcode that has been around for almost two decades. It is an application that allows scan patterned 2D squares to obtain fast access to the information.

### 2. Students' Perspective

To know the students' perspective toward QR Code as a media the researcher uses Davis classification, they are ease of use, usefulness and attitude.

### 3. SMK Muhammadiyah Kudus

The research is conducted in tenth grade of TKJ 2 of SMK Muhammadiyah Kudus, in the academic year 2019/2020.

