

SKRIPSI



**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY**

2020



**THE STUDENTS' BELIEFS IN AUTO-MOBILE LEARNING
TO ENHANCE THEIR LANGUAGE SKILLS
IN ENGLISH EDUCATION DEPARTMENT
OF UNIVERSITAS MURIA KUDUS**



**Presented to the Universitas Muria Kudus
In Partial Fulfillment of the Requirements for Completing
The Sarjana Program in English Education**

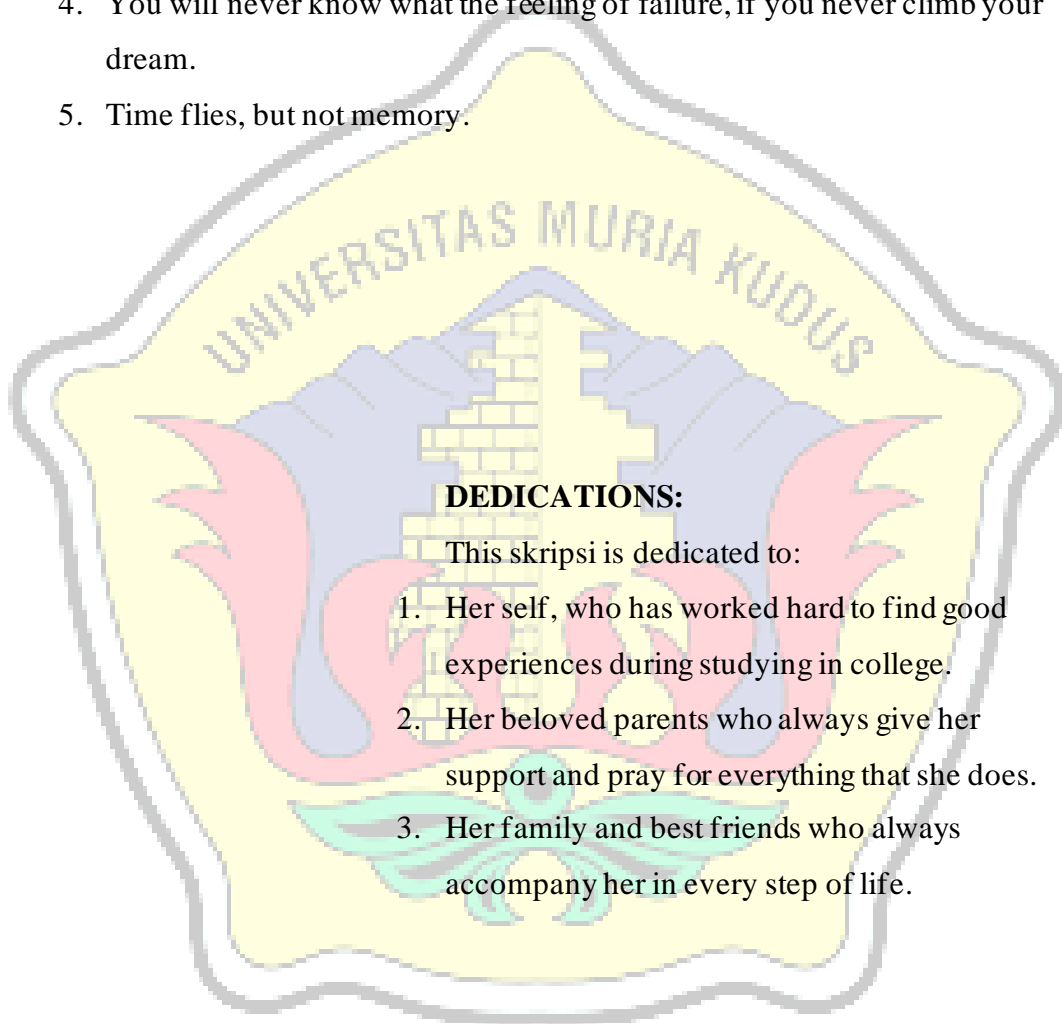
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UNIVERSITAS MURIA KUDUS
2020**

MOTTO AND DEDICATION

MOTTO:

1. Everything happens for a reason.
2. You dream, you do!
3. The biggest motivation comes from yourself; it is not from others.
4. You will never know what the feeling of failure, if you never climb your dream.
5. Time flies, but not memory.



DEDICATIONS:

This skripsi is dedicated to:

1. Her self, who has worked hard to find good experiences during studying in college.
2. Her beloved parents who always give her support and pray for everything that she does.
3. Her family and best friends who always accompany her in every step of life.

ADVISORS' APPROVAL

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The researcher realizes that there are people around the writer who help, support, give the suggestion and advice in completing this research. So, in this occasion, the researcher would like to convey her special gratitude to:

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Hopefully, this research can be useful for the readers especially those who are in the field of education.

Kudus, July 27th 2020



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ABSTRACT

Murbawanti, Amalia. 2020. *The Students' Beliefs' in Auto-Mobile Learning to Enhance Their Language Skills of English Education Department*. Skripsi. English Education Department, Teacher Training and Education Faculty, Universitas Muria Kudus. Advisor: (i) Dr. Sri Endang Kusmaryati, M.Pd., (ii) Dr. Sri Surachmi W, M.Pd..

Key words: *students' beliefs; auto-mobile; language skills.*

Student-centered learning approach is used in the teaching and learning process in the higher education. This approach tends to make the students to learn independently outside of the classroom by using all the resource, especially mobile device with connecting the internet. Therefore, the students use their mobile device to set to learn something, find the material, choose when they will learn, and how the progress and the evaluation. It happens because the students understand that they need to do something to improve their skills.

Based on the explanation above, the objectives of the research are to find students' beliefs in auto-mobile learning and to find the kinds of mobile learning that students use to do autonomous learning in English Education Department, Universitas Muria Kudus in academic year 2019/2020.

The researcher used qualitative research in case study. That method is to describe the students' beliefs in auto mobile learning to enhance their language skills and also kinds of mobile learning that students use to do autonomous learning. The research collected the data through questionnaire to find the students' beliefs in auto-mobile and interview to find the kinds of mobile learning. Then the research analyzed the questionnaire by counting the percentage and the score of each item, then the researcher interpreted the result. Furthermore, the researcher analyzed the interview by making the script then categorizing and highlighting the important data. After that, the data is interpreted into the result.

The result of this research shows that students have good respond and have clear idea about auto-mobile in the learning four language skills. In the listening skills, reading skills and speaking skill, the highest score is in progress. It shows that the students realize to practice more to improve their skills. But in writing skills, the technique and the content show the highest score that indicates their understanding to try to write anything by using social media to practice more. In this case, the students are categorized as proactive learners.

At the end of this research, the researcher suggests that students should be more to learn independently to improve their skills outside of the classroom. So, they can explore more about the source and can learn the material without pressure. While the lecturer should promote auto-mobile learning in the class to motivate more. Hence, it is also expected that the lecturer can give more instruction to use mobile learning to improve the students' skills especially outside of the classroom.

ABSTRAK

Murbawanti, Amalia. 2020. *The Students' Beliefs in Auto-Mobile Learning to Enhance Their Language Skills of English Education Department*. Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus. Pembimbing (i) Dr. Sri Endang Kusmaryati, M.Pd., (ii) Dr. Sri Surachmi W, M.Pd..

Kata Kunci: keyakinan mahasiswa, *auto-mobile*; kemampuan berbahasa.

Pendekatan pembelajaran berpusat pada siswa (SCL) sangat sering digunakan dalam pembelajaran di perguruan tinggi. Pendekatan ini cenderung membuat mahasiswa belajar secara mandiri diluar kelas dengan menggunakan gawai yang terkoneksi dengan internet. Oleh karena itu, siswa menggunakan gawai mereka untuk mencari materi – materi yang diperlukan, memilih kapan mereka akan belajar dan melakukan evaluasi terhadap apa yang mereka pelajari. Hal ini dapat terjadi karena mereka memahami bahwa mereka perlu melakukan sesuatu untuk meningkatkan kemampuan mereka.

Berdasarkan penjelasan diatas, tujuan penelitian ini adalah untuk menemukan keyakinan mahasiswa terhadap pembelajaran *auto-mobile* untuk meningkatkan kemampuan berbahasa mereka dan juga untuk menemukan jenis aplikasi apa saja yang digunakan untuk melakukan pembelajaran mandiri pada mahasiswa jurusan Pendidikan Bahasa Inggris.

Peneliti menggunakan penelitian kualitatif khususnya studi kasus. Metode itu untuk mendeskripsikan keyakinan mahasiswa terhadap *auto-mobile* untuk meningkatkan kemampuan berbahasa mereka dan juga untuk menemukan jenis aplikasi apa saja yang sering digunakan. Peneliti mengumpulkan data menggunakan angket untuk menemukan keyakinan mahasiswa dan wawancara untuk menemukan jenis aplikasi yang sering digunakan.

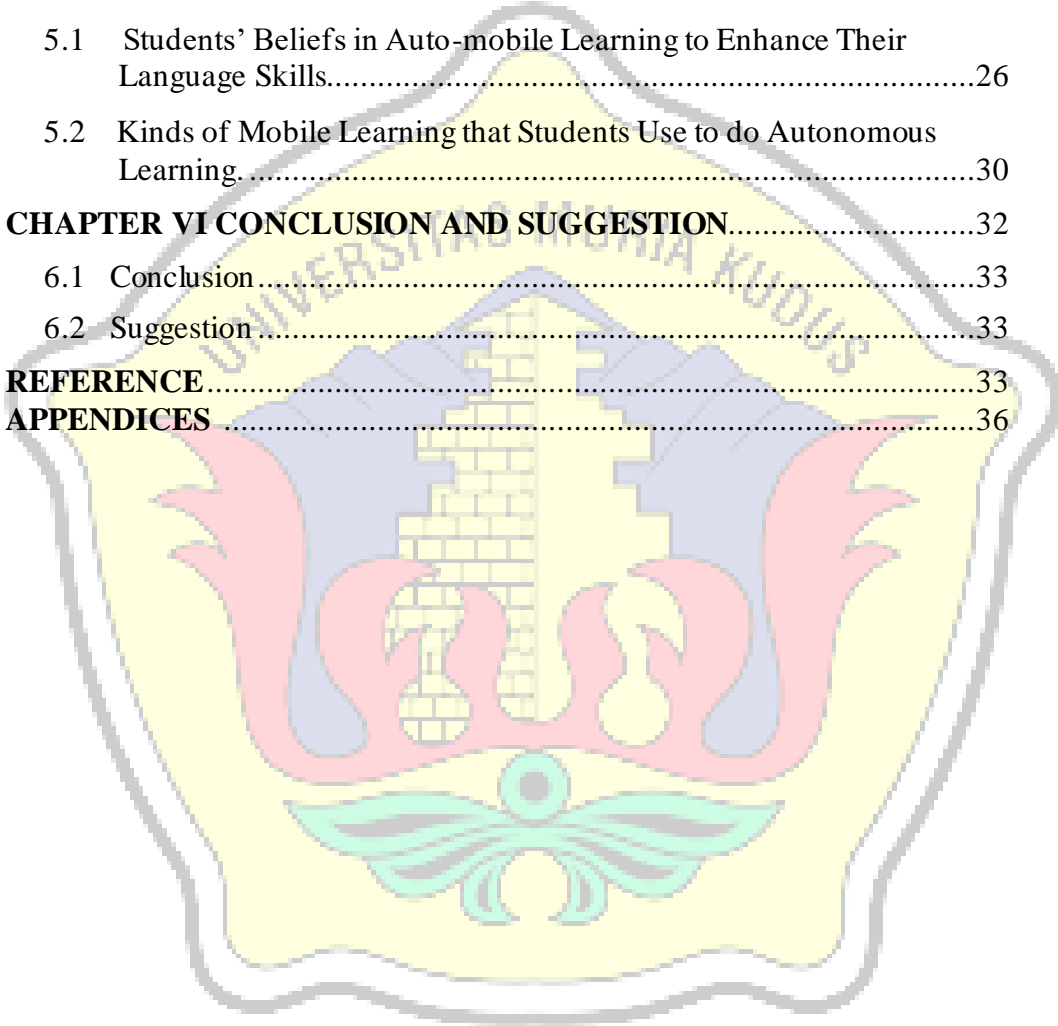
Hasil dari penelitian ini menunjukkan bahwa siswa menunjukkan respons yang positif dan juga memiliki pemahaman tentang *auto-mobile* dalam mempelajari empat kemampuan berbahasa. Dalam kemampuan untuk mendengarkan, membaca, dan berbicara mendapatkan skore tertinggi pada progres. Hal ini menunjukkan bahwa mahasiswa memahami untuk lebih banyak berlatih untuk meningkatkan kemampuan mereka. Tetapi pada kemampuan menulis, skor tertinggi terdapat pada Teknik dan konten. Dengan demikian dapat disimpulkan bahwa mahasiswa ini termasuk dalam pembelajar *proactive*.

Diakhir dari penelitian ini, peneliti menyarankan agar mahasiswa menjadi lebih mandiri lagi dalam proses pembelajaran untuk meningkatkan kemampuan berbahasa dan juga untuk para dosen untuk mendorong siswa dalam pembelajaran mandiri dengan melibatkan penggunaan teknologi yang maksimal dalam pembelajaran.

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