

**EXPLORING THE MOBILE APPS USE FOR LEARNING ENGLISH READING AT  
SENIOR HIGH SCHOOL 7 MATARAM**



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FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF MATARAM  
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**EXPLORING THE MOBILE APPS USE FOR LEARNING ENGLISH READING AT  
SENIOR HIGH SCHOOL 7 MATARAM**

Thesis

Presented to State Islamic University of Mataram

To fulfill of the requirement for the attainment the degree of Sarjana in English

Language Education



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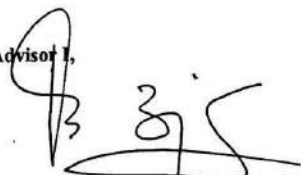
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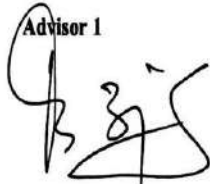
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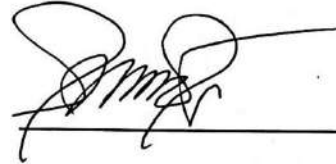
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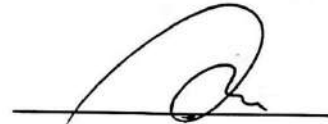
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## **MOTTO**

*“Life isn’t about finding yourself. Life is about creating yourself”*

*(Hidup bukan tentang menemukan dirimu sendiri. Hidup adalah tentang menciptakan dirimu sendiri)*

### **“George Bernard Shaw”**

*“Lintaskan Tuhan atas dirimu tidak akan pernah keliru, jalani apa yang telah digariskan untukmu dengan sebaik baiknya”*

### **“Nasehat Mamak”**

*“Memeluk rasa sakit dan memberi maaf atas yang telah terjadi adalah pembebasan untuk diri sendiri, bukan untuk orang lain”*

### **“Nasehat Bapak”**

## DEDICATION

*This thesis is dedicated to myself who has been working all this time (Nurhidayati). To the three greatest people in my life, my father (Martawan, Spd), my mother (Marianah) and my step mother (Ratna Dewi) and my 4 older siblings (Lia, tari, juni, messya), (Anggun & Thania) my bestfriend, They are my encouragement, my motivation, my advisor and unceasing prayer. And also to all my friends who have given encouragement to finish this thesis”.*



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The researcher realizes that this thesis will not be successful without the help and involvement of various parties. Therefore, the researcher would like to give a high dedication, the greatest thanks and appreciation for those people, especially to:

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3. The dean of Educational and Teacher Training Faculty, Mr. Jumarim. M. HI
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7. English Teacher at MTs Yusuf Abdussatar, Bunyamin, S.Pd
8. My entire friends in English Department (TBI B 2019). And all people that I can not mention one by one.

Hopefully those sides will get better reward from Allah SWT from what they have done and hopefully this scientific work will be useful.

Mataram, 15 April 2023

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## **ABSTRACT**

This research aims to analyze students' perceptions of the use of mobile applications in learning to read English. This study involved a group of students who used a special mobile application for learning to read in the English context at SMAN 7 Mataram. The research methods used were observation, interviews and documentation. The results of the research showed that the majority of students reacted positively to the use of mobile applications in learning to read. They consider this application to help improve their reading skills and provide an interactive learning experience as an assessment instrument. The results of this research show that students in the student reading skills improvement program at SMAN 7 Mataram have various kinds of activities to improve their reading skills in the learning process such as Awabe reading, duo lingu, vocabulary development applications, news applications, reading comprehension.

*Keywords: student perceptions of application use and perceived impact.*

## CHAPTER I INTRODUCTION

### A. Background

In the modern era, society has been polluted by technological viruses. Advances in technology today can not be separated from people's lives. Various information that occurs in various parts of the world now we can immediately know thanks to advances in technology. Of course this technological progress has caused such a big change in human life with all its civilization and culture. This change also has such a big impact on the transformation of values that exist in society.<sup>1</sup>

Technology is the result of the development of science, which occurs in the world of education. Therefore, it is appropriate that education itself also utilizes technology to assist the implementation of learning. Digital technology has now begun to be used in educational institutions as a means to support learning, either as an information tool or as a learning tool. Educational technology is a systemic method for planning, using, and evaluating all teaching and learning activities by taking into account both technical and human resources and the interactions between the two, so as to obtain a more effective form of education.<sup>2</sup>

English Language Teaching (ELT) in senior high schools typically varies by region, country, and even specific schools. However, in general, ELT in senior high schools focuses on teaching students English language skills, including listening, speaking, reading, and writing. Here are some common elements of ELT in senior high school: Curriculum: ELT curriculum in senior high schools usually covers a range of topics and skills, such as grammar, vocabulary, literature, and communication skills. The curriculum may be designed to align with national or state standards. Teachers: Qualified English teachers are responsible for delivering ELT instruction. Their effectiveness can vary, so the quality of ELT often depends on the expertise and dedication of the educators. Assessments: Students may be assessed through exams, assignments, and projects to measure their language proficiency and progress. Language Labs: Some schools have language labs equipped with technology to aid in language learning, particularly in listening and speaking skills. Extracurricular Activities: Schools may offer clubs, language competitions, and opportunities for students to practice and enhance their English skills outside of the classroom. Resources: ELT programs often provide textbooks, multimedia materials, and online resources to support learning. It's important to check with a specific senior high school or educational institution to get detailed information about their ELT program, as each school may have its own unique approach and offerings.<sup>3</sup>

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<sup>1</sup> Lestari, S. The role of technology in education in the era of globalization. *Edureligia: Journal of Islamic Religious Education*, 2(2), (2018). 94-100.

<sup>2</sup> Lestari, S. The role..., Pg. 101

<sup>3</sup> Dianti, Rahma, and Yunani Atmanegara. "The implementation of ICT-integrated ELT across curriculum 2013 in senior high schools in Palembang." *English community journal* 2.2 (2019): 217-226.

The curriculum in Indonesia requires every school to make English a subject starting from grade 4 elementary school. English is a very vital language to learn. In the Indonesian school curriculum, a student's ability to communicate in English is one of the skills that must be developed. This is because later students can find learning that uses that language plus it becomes an additional value for the abilities students have. There are already many institutions or universities that use English as the language of instruction for classes and subject matter books.

Teaching and learning is an activity that has educational value, educational value colors the interactions that occur between educators and students so that good social interaction is established.<sup>4</sup>In teaching English there are quite a lot of problems faced by students which become a barrier to the development of their English language skills. One problem that is often faced is reading (Reading).

SMAN 7 Mataram, located in the city of Mataram, is a standout educational institution due to its distinctive features. What sets it apart is its foundation in religious education and its commitment to teaching multiple foreign languages. This unique combination has catapulted SMAN 7 Mataram into the category of the most favorite schools in Mataram City. One of the key characteristics that make SMAN 7 Mataram exceptional is its religious school basis. While many schools focus solely on traditional academic subjects, SMAN 7 Mataram integrates religious education into its curriculum. This provides students with a well-rounded education that not only emphasizes secular knowledge but also values spiritual and moral development.

Another remarkable aspect of SMAN 7 Mataram is its dedication to teaching several foreign languages. In addition to the widely taught English language, students at SMAN 7 Mataram have the opportunity to study Japanese, German, Korean, and Arabic. This diverse language program reflects the school's commitment to preparing students for a globalized world. Learning multiple foreign languages not only enhances linguistic skills but also promotes cross-cultural understanding and opens doors to various career opportunities. The combination of religious education and a comprehensive language program has made SMAN 7 Mataram a preferred choice among students and parents in Mataram City. The school's reputation for academic excellence, character development, and language proficiency has contributed to its status as one of the most favorite schools in the city.

In summary, SMAN 7 Mataram's unique approach to education, blending religious studies with a multilingual curriculum, has earned it a well-deserved place among the most favorite schools in Mataram City. This institution stands as a shining example of how a school can offer a holistic education that equips students with not only academic knowledge but also essential life skills and global perspectives.<sup>5</sup>

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<sup>4</sup> Susanthi, I. G. A. A. D., & Dian, G. A. A. Obstacles in Learning English and How to Overcome Them. *Linguistic Community Service Journal*, 1(2), (2021). 64-70.

<sup>5</sup> SMAN 7, *Observation*, January 09<sup>th</sup> 2023.

## **B. Formulation of the problem**

1. What are the mobile applications student used in learning to read English at SMAN 7 Mataram?
2. What are the students' barriers to the use of mobile applications in learning to read English at SMAN 7 Mataram?

## **C. Research Objectives and Benefits**

1. Research purposes
  - a. To find out the mobile applications student used in learning to read English at SMAN 7 Mataram
  - b. To find out students' obstacles and difficulties in using mobile applications in learning to read English
2. Benefits of research

The benefits of this research can be broadly classified into two, namely:

- a. Theoretical benefits

This research is expected to become information in order to add to the body of knowledge in the realm of student perceptions in using mobile applications.

- b. Practical benefits

The results of this study are expected to be input in an effort to increase the use of mobile applications for students. And for researchers in this study it is expected to be able to add insight and knowledge about student barriers in using mobile applications.

## **D. Research scope and setting**

1. The scope of research

In conducting a study of the focus of this research, the scope of this research is regarding the analysis of students' perceptions of the use of mobile applications in learning to read English.

2. Research settings

The location of this research is right at the location, namely SMAN 7 MATRAM, Jl. AdiSucipto, North Ampenan, Kec. Ampenan, Mataram City, West Nusa Tenggara.

## **E. Literature Review**

There are some previous research related to this research such as those conducted: First, the research conducted by Wibowo et al, An Analysis of English Teachers' Strategies In Teaching Reading Comprehension. The objective of this research is to find out the teachers' strategies in teaching reading comprehension at one of Senior High School in Bengkulu, Indonesia. This research is a mixed method research design. The subjects in this research are two English teachers who teach English at class X, XI, and XII. The data were collected using an observation checklist. The result of the research showed that the teachers used some strategies in teaching reading with the highest percentage were

Question Generating (27%), Encouraging the Use of Dictionaries (25%) and Question Answering (23%). This indicated that the teachers only used a few strategies in teaching reading comprehension. For the next researchers, they could conduct research about the teachers' strategies used by English teachers in a wider area. So, the result will be more advantageous and be applied in a larger area.<sup>6</sup>

This journal resercher research was related to teaching strategy and the students' perception towards the method in teaching English. Thus, the researcher needed to do descriptive research namely, the research created the descriptive data such written words or oral from people and the behavior that observed. So that, the research design in this research was descriptive qualitative strategy.

Second reserch conduct by Jeani Shinta Rahayu The study investigated the students' reading engagement in literature circles. It was aimed to explore the way students engage with the text using literature circles, and to find out the obstacles in reading using literature. Twelve eighth-graders served as the focus group participants in this case study, which was carried out in a junior high school in Bandung. Eleven meetings were used to conduct classroom observations. The data was gathered via a questionnaire, student interviews, and document analysis. After the teaching program, a questionnaire and an interview were completed. The findings indicated that the students were involved in reading in five different ways, including (1) their active engagement in literature circles, (2) their use of reading-related cognitive strategies,<sup>7</sup>

The results of this study also revealed that there were barriers, both those that students felt and those that teachers saw. The kids were conscious of the problems that language, reading habits, school infrastructure, their own efforts, positions in literature circles, vocabulary, and teamwork issues. The non-participant researcher, on the other hand, discovered that students had difficulties with the language, their efforts, the time allocation, roles in literature circles, the terminology, the classroom management, and group work. In terms of language, vocabulary, attempts, and literary roles, there were overlaps between the barriers as seen by the students and those as noticed by the non-participant observer.

The third conduct by Deviyanti, the research focused on applying visualization strategies to teach and develop reading comprehension in the eighth grade at MTs Assalam Tanjung Sari, South Lampung during the academic year 2020–2021. The goal of the study was to understand the steps involved in teaching and learning reading comprehension by using a visualization strategy, as well as the difficulties that teachers encounter when attempting to teach reading comprehension to their students. There were some results once

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<sup>6</sup> Wibowo, Yulia Enggar Wigati, Syafrizal Syafrizal, and Syafryadin Syafryadin. "An analysis of English teachers' strategies in teaching reading comprehension." *Journal of Applied Linguistics and Literacy* 4.1 (2020): 20-27.

<sup>7</sup> Rahayu, Jeani Shinta. "Students' reading engagement in literature circles a study of literature circles in teaching reading at a junior high school in Bandung. *Thesis*. Universitas Pendidikan Indonesia." (2015).

the data was analyzed. First, the teacher skipped a few stages when teaching reading comprehension utilizing the visualization technique. In the subsequent seconds, the teacher's issues included difficulty selecting the teaching materials, adapting the activity for the students, motivating the students, providing feedback, and managing the time. Thirdly, the students' issues included a poor command of vocabulary, an inability to comprehend words, a propensity for reading slowly, difficulties drawing inferences, difficulties with working memory, and an inability to adhere to teachers' instructions.<sup>8</sup>

This journal use approach was qualitative Those or individuals who were familiar with the problem's phenomena were chosen. The participants in this study were a student in the eighth grade and their English instructor. There were 40 pupils in each of the two classes. The sample was chosen using the purposive sampling method. Due to the class's poor score, class VIII B was selected as the sample. By conducting an observation, interviewing the instructor, and distributing questionnaires to the pupils, the data were collected. The data analysis process consisted of three main stages: data reduction, data visualization, and conclusion drawing validation.

## **F. Theoretical framework**

### **1. The Importance of English**

English is a universal language because most countries in the world use it as the main language. In addition, English is one of the most important international languages to master or learn.

In Indonesia, English is a foreign language. However, it occupies an important position in the daily life of the community. This is clearly seen in the world of education in Indonesia. English is one of the subjects taught to students from elementary to tertiary level. The Indonesian government began to introduce English as early as possible to elementary school (SD) students through the 1994 Basic Education Curriculum.

English is a big business, the ability to speak English is important for one's competitiveness. With good English skills, good competitiveness, which is useful for our country too. But that doesn't mean you have to forget Indonesian, which has become the national language.

### **2. Learn to Read English**

#### **a. Study**

Learning is acquiring or gaining knowledge of a subject or skill through study, experience, or teaching. This is a relatively permanent change in behavioral tendencies and results from reinforced training. This means that learning is an activity of gaining knowledge in teaching, experiencing, and finding out about

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<sup>8</sup> Resia, Y. D. Teaching and Learning Reading Comprehension by Using Visualization Strategy of Mts Assalam Tanjung Sari South Lampung (*Doctoral Dissertation*, UIN Raden Intan Lampung). (2021).



English language skills as objects in the learning process to improve quality aspects in English.<sup>9</sup>

In addition, learning is an active construction process that learning is a social phenomenon as well as individual experience, and learning differences are resources not obstacles.<sup>10</sup> Learning is similar to mind mapping in that it requires students to take a variety of knowledge and explore how they relate to one another. This means that learning is the process of gaining new knowledge from others.

Based on the theory above, it can be concluded that learning is a process of gaining new understanding, knowledge, behavior, skills, values, attitudes and preferences. Learning will have an effect on students who make them change more mindsets and attitudes in their lives.

b. Read

Reading is the process of transferring information from reading material to knowledge. Reading is often also interpreted as a window to the world, by reading someone will be able to find many things that are not yet known, for example when we want to go somewhere but we have never visited that place at all. Reading a map or maps we will know the direction of the road so as not to get lost. This means that by reading someone becomes easy in doing something. Reading can also add broad insight and make a person more active and confident and avoid stupidity. Once the importance of reading for someone. As Jim Rohn said, "Reading is essential for those trying to overcome mediocrity."<sup>11</sup> Reading can also increase imagination such as reading novels, short stories, fairy tales, and comics. Reading material is the right medium for someone to learn many things, especially for children. Reading is a daily activity that is carried out consciously or unconsciously through social media platforms such as reading chats, stories or viral news.<sup>12</sup>

In addition, reading also makes people successful with the knowledge they get. As the hadith says "Whoever wants to achieve success in the world then achieve it with knowledge, and whoever wants to achieve success in the hereafter, then achieve it with knowledge, and whoever achieves success in both then achieve it with knowledge." (HR. Muslim).<sup>13</sup> Furthermore, according to Tarigan, reading is a

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<sup>9</sup> 신성철. "H. Douglas Brown, Principles of Language Learning and Teaching." *영어영문학* 41.1 (1995): 257-260.

<sup>10</sup> Resia, Y. D. (2021). Teaching..., Pg.11

<sup>11</sup> Dupree, John David. "International communication: View from a window on the world." *Gazette (Leiden, Netherlands)* 17.4 (1971): 224-235.

<sup>12</sup> Khusniyah, N. L. Implementation online reading strategy on English reading comprehension skills. *Elite Journal*, 1(1), (2019). 87-94.

<sup>13</sup> Jiménez, R. T., García, G. E., & Pearson, P. D. The reading strategies of bilingual Latina/o students who are successful English readers: Opportunities and obstacles. *Reading Research Quarterly*, 31(1), (1996). 90-112.

process that is carried out and used by readers to obtain a message that the author wants to convey through writing and understand the meaning contained. When we read, we get many benefits, such as improving self-quality, reducing stress, analyzing various problems, finding solutions, discovering new things, and making the mind more relaxed and relaxed. Even in Islam, the first verse that came down was about reading, namely Surah Al-Alaq. As Allah says in the Qur'an:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ { ١ } خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ { ٢ } اقْرَأْ وَرَبُّكَ الْأَكْرَمُ { ٣ }  
الَّذِي عَلَّمَ بِالْقَلَمِ { ٤ } عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ { ٥ }

*Read with the name of your Lord who created (every thing), He created man from a clot of blood. Read, and your Lord is the most gracious, who imparted knowledge by means of the pen. He taught man what he did not know.*

Reading is a process carried out and used by the reader to get the message conveyed by the author through words or writing. From this understanding it can be concluded that reading is an activity that requires certain skills so that the information conveyed can be achieved properly so that it can be right with the author's goals.

Reading is a very important skill for students to improve their knowledge, especially in English. The author believes that one way to improve students' reading skills is to know the purpose of reading. Rivers and Temperley list seven top destinations for reading:<sup>14</sup>

1. Libraries offer a quiet and peaceful environment for reading, with access to a vast collection of books and resources.
2. Many people enjoy reading in a cozy café, sipping on their favorite beverage while getting lost in a book.
3. Reading outdoors in a park or garden can be a refreshing and tranquil experience, especially on a sunny day.
4. Relaxing on the beach with a good book is a classic way to enjoy literature while listening to the sound of the waves.
5. Bookstores provide a unique ambiance for browsing and reading, with the opportunity to discover new books.
6. Your own comfortable space at home, whether it's a cozy reading nook or your favorite armchair, is an excellent place for reading.
7. Commuting by bus or train offers a great opportunity to read during your daily travels, making productive use of your time.

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<sup>14</sup> Ismail, H., Syahrurah, J. K., & Basuki, B. Improving the Students' Reading Skill Through Translation Method. *Journal of English Education*, 2(2), (2017). 124-131.

Problems are deviations between what should be and what happens, between theory and practice, between rules and implementation, plans and implementation. The result of the problem in teaching reading is to correctly distinguish between real or abstract facts, to achieve maximum goals. There are two facts that become a problem in teaching reading as follows.<sup>15</sup>

1) Text selection

In selecting text, the teacher is not confident in choosing reading material. Most teachers actually use the available English textbooks where modification is not required. To use the textbook the teacher follows the content and exercises in the book.

2) Exercise

The exercises following the readings have been questioned because they forced the teacher to carry out the teaching.

Besides that. The teacher's problems in teaching reading comprehension according to Linane are:

- 1) The teacher found it difficult to make sure the students read the text or not. The teacher thinks students are only pretending that they have read the text or assignment. However, in reality, only a few students read or understood the text. Teachers feel overwhelmed to cope and control situations when students do not have the will to read and continue to ignore what they should be doing.<sup>16</sup>
- 2) Teachers do not provide meaningful feedback to students. It is even more difficult to give quick feedback on students' understanding. The alternative is to provide low-tech and highly efficient verbal feedback during class discussions
- 3) The teacher does not provide an assessment with the proper standards. When the teacher has to validate that the assignment is aligned with the right standards.

In reading skills there are several problems contained in it such as vocabulary, structure, and semantics.

1) Vocabulary Problem

When someone reads a book or reads a text, the problem they usually face is vocabulary. If your vocabulary is lacking, you will definitely have difficulty reading and understanding.

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<sup>15</sup> Ismail, H., Syahrurah, J. K., & Basuki, B. (2017). Improving..., Pg.10

<sup>16</sup> Sardi, A., JN, M. F., Walid, A., & Ahmad, A. K. An Analysis of Difficulties in Online English Learning Experienced By the EFL Teacher. *Inspiring: English Education Journal*, 5(2), (2022). 144-154.

There the teacher's role is very important to help the problems they face and provide exercises or activities that help overcome the weaknesses they face.<sup>17</sup>

2) Structure problem

Sentence structure is part of the problem of reading comprehension of sentences, as is grammar represented by new elements

3) Semantic Problems

In learning to read, there are students who quickly understand and there are also those who have difficulty, especially with a word. In terms of semantics, students find it difficult to understand words because sometimes there are words that are difficult to understand, and the language used by writers is different from the language used by readers.

8. Mobile Application

Reading is the important skill in English. The example of Mobile Application is Awabe Reading. This software will help you to practice English reading easier. The voice from conversations is quite slow. Therefore, you can listen almost words in the conversations. Then the features of this applications are: English conversation with slow voice, commonly-used English phrases & vocabularies, easy to store and manage your favorite items, pretty UI, simple and user-friendly, support multi language, huge amount of audio content, remind learn English.

Meanwhile Mobile applications its self are applications created and developed with various programs which are then adapted to mobile devices. Mobile applications or often also abbreviated as mobile apps are applications from a mobile device (Semartphone, Tablet, iPod, etc.). And has an operating system that supports standalone software.

a. Mobile Application Benefits

Mobile apps were originally created as a means of conveying everyday information. However, because many sectors use mobile apps. So the functions and benefits that can be enjoyed also vary. Some of the benefits of using mobile applications in general are as follows.<sup>18</sup>

1) As a Means of Information Dissemination

The most important mobile application is developed as a medium of information, both information around and around the world. Dissemination of this information can be done easily with a mobile application that is designed based on a website. Examples of applications developed are news portals, electronic magazines, and so on

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<sup>17</sup> Brownell, M. T., Adams, A., Sindelar, P., Waldron, N., & Vanhover, S. Learning from collaboration: The role of teacher qualities. *Exceptional children*, 72(2), (2006). 169-185.

<sup>18</sup> Larson, B. Z., Vroman, S. R., & Makarius, E. E. A guide to managing your (newly) remote workers. *Harvard Business Review*, 18(2), (2020). 27-35.

## 2) Building a Company Brand Through a Mobile Application

For those who are just starting a company, they can start developing the brand they founded with a mobile application. There are already many companies that besides serving customers directly and also through mobile apps. For example banking applications, supermarket applications and many more.

## 3) Facilitate Human Work

Mobile apps have more benefits to help human work become easier. Many applications have been developed by developers, with different goals. Some are used to collect recipes, record finances, distribute hobbies, and even sell merchandise.

## 4) Establish Remote Communication

The benefits that we can find in mobile application development are being able to establish communication between people, both at close range and with a wide range. This can be seen with social network applications such as Facebook, Twitter, Instagram, Whatsapp and others that can connect one person to another who interacts with each other.<sup>19</sup>

## 5) Improving Business Processes

When you work, mobile applications can be useful to be able to improve the business processes that you are running. For example, such as WhatsApp, Telegram and so on

## **G. Research Methodology**

For the sake of writing a good and correct and smooth proposal, a research method is needed that is good and in accordance with what is expected and in accordance with the title to be carried out. The research method is a scientific method in order to obtain data and with a specific purpose.<sup>20</sup>

### 1. Types and Research Approaches

Research carried out by researchers uses a qualitative approach. The qualitative approach is likened by Bogdan in Sugiyono's book on quantitative, qualitative and R&D research methods, which is likened to someone having a picnic, so that everything in that place will be known when it enters the object, namely by reading information, looking at pictures, think and see the objects around them

As for the several stages in qualitative research, the first is the orientation/description stage, namely the orientation stage contains descriptions related to what has been heard, seen, felt and asked. And is cursory all kinds of information that has been obtained. Then the second is the reduction stage or also called focus,

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<sup>19</sup> Ibid 5

<sup>20</sup> Dr, P. "Sugiyono, *Quantitative Qualitative Research Methods, and R&D.*" CV. Alfabeta, Bandung 25 (2008).

namely sorting out the results rather than gathering information to focus on a particular problem, and the third stage is the selection stage, which is the stage where the focus of the research problem is specified.<sup>21</sup>

## 2. Research sites

The location of this research is right at the location, namely SMAN 7 MATRAM, Jl. AdiSucipto, North Ampenan, Kec. Ampenan, Mataram City, West Nusa Tenggara. This place is located on the side of a major road that is easily accessible by many people.

## 3. Presence of Researchers

The presence of researchers at this location is a key instrument in collecting data needed by researchers related to data problems obtained from interviews and using the documentation method.

## 4. Data source

According to Lexy J. Moleong, noted by SuharsimiArikunto entitled *Research Procedures*, a practical approach, that qualitative data sources are displays in the form of spoken or written words that are examined by researchers, and objects that are observed in detail so that the meaning can be captured. Implied in the document or object.<sup>22</sup>

## 5. Data Collection Techniques

The data collection technique that will be used is triangulation. This means that the data collection stage is carried out by combining various data collection techniques and from the data that is already available. Triangulation means data collection techniques in different ways and from the same data source. The techniques that will be used in this study are interview techniques or in-depth interviews, participatory observation, and documentation.

### a. Interview

Interviews are one method of collecting data in research, especially qualitative research.<sup>23</sup> The interview used in this research is in-depth interview. According to Taylor and Bodgan, in-depth interviews are repeated face-to-face meetings between researchers and research subjects in order to understand the views of research subjects, regarding their lives, experiences, or social situations as expressed in their own language.<sup>24</sup>

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<sup>21</sup> Dr, P. "Sugiyono, *Quantitative...* Pg. 19-20

<sup>22</sup> Arikunto, Suharsimi. "*Research procedure a practical approach.*" Jakarta: Rineka Cipta 152 (2010).

<sup>23</sup> Rachmawati, Imami Nur. "Pengumpulan data dalam penelitian kualitatif: wawancara." *Jurnal Keperawatan Indonesia* 11.1 (2007): 35-40.

<sup>24</sup> Kuncoro, Agus, et al. "Development Communication for The Empowerment of People's Weaving Business in Timor Tengah Selatan Regency." *Jurnal Indonesia Sosial Sains* 4.04 (2023): 316-327.

In this study, researchers used interview techniques to obtain information and data from several people for target information for English teachers regarding students' perceptions of using mobile applications in learning to read English at SMAN 7 MATARAM, interviews with students related to perceptions of using mobile applications.

b. Observation

According to SutrisnoHadi in Sugiyono explained that observation is a complex process, and is composed of various biological and psychological processes. And more important is the process of observation and memory. This research technique to find information data about students' perceptions of the use of mobile applications in learning English at SMAN 7 MATARAM is usually used in research related to human behavior, natural phenomena and work activities. And researchers in this case use participatory observation, according to Brewer, "a method in which observers participate in the daily life of the people under study' Qualitative researchers, whether they employ interviews, ethnography, participant observation, or the same combination thereof, are interested in asking "How questions. In participatory observation, the researcher is involved with the daily activities of the person being observed or used as a source of research data. While making observations, the researcher participates in what the data source is doing, and feels the ups and downs

c. Documentation

Documentation is a record of events that are currently in progress. Documents can be in the form of writing, pictures or monumental works of a person. This documentation technique aims to store data related to the research that the researcher will conduct related to students' perceptions of the use of mobile applications in learning to read English at SMAN 7 MATARAM in the form of data, audio, or visuals. This documentation technique is done by taking pictures to make it easier to tell the results of interviews that have been conducted by researchers and to make it easier to access data.

6. Data Analysis Techniques

According to Bogdan in ZuratulAulia, data analysis is the process of searching and systematically compiling data obtained from interviews, field notes and other materials so that they are easy to understand and the findings can be informed to others. Data analysis is carried out by collecting data and then making several units to synthesize, form patterns and sort out what is important to study and make conclusions.<sup>25</sup>

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<sup>25</sup> Andriyani, Andriyani, et al. "Parents in Improving the Mental Health of Children and Adolescents Through Islamic Worship." *Indonesian Journal of Islam and Public Health* 2.2 (2022): 80-93.

## 7. Data Validity Check

The validity or validity of the data is an attempt made by researchers in order to prove the data obtained at the location of the researcher with real awareness.<sup>26</sup> The researcher compared the interview data from the informants with the results of observations, and the results of the interviews with the relevant documents. This aims to test the validity of the data and avoid mistakes in analyzing data. The researcher conducted interviews, then at other times observed and documented.

With reference to the validation and verification of this research, it was carried out by the credibility of all interpretations by seeking the findings and interpretations carried out in accordance with the conditions and approval of the research object at SMAN 7 Mataram.

### a. Source Triangulation

A methodological concept in qualitative research that further qualitative researchers need to know is the triangulation technique. The purpose of triangulation is to increase the theoretical power of qualitative research. Triangulation is also defined as the activity of checking data through various sources, techniques, and time.<sup>27</sup>

This method compares and re-checks the degree of trust in the information obtained, by obtaining data from different sources. for example comparing the results of observations with interviews, comparing the results of interviews with existing documents.<sup>28</sup>the researcher compared the interview data from the informants with the results of observations, and the results of the interviews with the relevant documents. this aims to test the validity of the data and avoid mistakes in analyzing data. the researcher conducted interviews, then at other times observed and documented.

### b. Triangulation Method

Method triangulation is an attempt to check the validity of the data or check the validity of research findings. Method triangulation can be done by using more than one data collection technique to obtain the same data. The implementation can also be done by checking and checking.<sup>29</sup> researchers used data collection techniques by checking different data sources with the same method. information was extracted from one informant to another, to collect data and compare the data obtained. The triangulation technique used by the researcher compared the data or information

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<sup>26</sup> Sugiono. Quantitative..., Pg. 241

<sup>27</sup> Sahuddin, Muhammad, Cheng Jinkuan, and Verawati Verawati. "School Principal Leadership in Growing Entrepreneurial Value in the Southwest Aceh Public Special School." *Istifham: Journal of Islamic Studies* (2023): 92-100.

<sup>28</sup> Bachtiar S. Bachri. Convincing the Validity of Data Through Triangulation In Qualitative Research," *Journal of Educational Technology*. 10/1, 2010. Pg. 56.

<sup>29</sup> *ibid.*, p. 57



obtained from the respondents as a source of data with documents and reality at SMAN 7 Mataram.

## CHAPTER II

### DATA DISPLAY AND FINDINGS

This chapter presents the data display and research finding based on the research focus stated in the in the first chapter, those are; students perceive the use of mobile applications in learning to read English and the students' barriers to the use of mobile applications in learning to read English at SMAN 7 Mataram, where the researcher obtained the data through interview, observation and documentation. The data was obtained in the form of students record where the researcher conduct the interview directly face to face with the students, the observation result was in the form of list, while the students' data was in the form of document.

#### **A. The Students' Perceptions on the Use of Mobile Apps in Learning English reading**

The students perceived the data were obtained in the form of students record where the researcher conduct the interview directly face to face with the students, the observation result was in the form of list, while the students' data was in the form of document.

##### **1. Awabe Reading**

The researcher found that Awabe Reading was observed to provide a wide range of reading materials, including short stories, articles, and passages of varying difficulty levels. Participants appreciated the diverse content as it allowed them to explore different topics and genres while improving their English reading skills.<sup>30</sup> In addition, Awabe Reading provided vocabulary support by offering definitions, translations, and pronunciation guides for unfamiliar words. Participants found this feature helpful in expanding their vocabulary and improving their overall language comprehension. Meanwhile, based on the interview, some subjects used Awabe Reading through in learning process. It is stated in the interview result as follows;

“These apps specifically focus on teaching language skills, including reading. They may offer interactive reading exercises, vocabulary building activities, and comprehension practice.”<sup>31</sup>

##### **2. DuoLingo**

Based on the observation, the researcher found that DuoLingo. One limitation identified in the observation was the limited focus on authentic reading materials. While Duo lingo offers reading exercises, the content is often simplified and lacks

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<sup>30</sup>SMAN 7 Mataram, *Observation*, 28<sup>th</sup> July 2023

<sup>31</sup>P1, *Interview*, 28<sup>th</sup> July 2023

real-life context. Participants expressed a desire for more authentic reading materials that reflect real-world situations and diverse topics.<sup>32</sup>

Moreover, the app offers a variety of interactive exercises, including reading comprehension exercises, translation tasks, and matching exercises. Participants found these exercises helpful in improving their English reading skills by practicing vocabulary, grammar, and comprehension in context. The instant feedback provided by the app allowed users to quickly identify and correct their mistakes.<sup>33</sup> Meanwhile, based on the interview, some subjects used DuoLingo through in learning process. It is stated in the interview result as follows;

“These apps provide access to a wide range of digital books in English. Users can choose from various genres and difficulty levels, allowing them to practice reading skills at their own pace”.<sup>34</sup>

### 3. Vocabulary Building Apps

Based on the observation, the researcher found that Vocabulary Building Apps. The application provided an extensive word database, including a wide range of vocabulary words and their definitions. Participants found the variety of words helpful in expanding their vocabulary and improving their English reading comprehension.<sup>35</sup> Meanwhile, based on the interview, some subjects used Vocabulary Building Apps through in learning process. It is stated in the interview result as follows;

“These apps focus on expanding users' vocabulary through word games, flashcards, and interactive exercises. They often include reading passages to contextualize new words and reinforce comprehension”<sup>36</sup>

### 4. News Apps

In the observation, the researcher found that the news application provided access to a wide range of reputable news sources, both national and international. Participants appreciated the variety of news articles available, as it allowed them to explore different topics and perspectives while improving their English reading comprehension.<sup>37</sup> Meanwhile, based on the interview, some subjects used News App through in learning process. It is stated in the interview result as follows;

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<sup>32</sup>SMAN 7 Mataram, *Observation*, 28<sup>th</sup> July 2023

<sup>33</sup>SMAN 7 Mataram, *Observation*, 31<sup>th</sup> July 2023

<sup>34</sup>P2, *Interview*, 28<sup>th</sup> July 2023

<sup>35</sup>SMAN 7 Mataram, *Observation*, 29<sup>th</sup> July 2023

<sup>36</sup>P3, *Interview*, 28<sup>th</sup> July 2023

<sup>37</sup>SMAN 7 Mataram, *Observation*, 29<sup>th</sup> July 2023

“News apps provide real-time news articles in English, covering a wide range of topics. Users can practice reading skills while staying updated on current events.”<sup>38</sup>

## 5. Reading Comprehension

The researcher found that the Reading Comprehension application. Each reading passage was accompanied by a set of comprehension questions. Participants found these questions valuable in assessing their understanding of the text and their ability to extract key information. The application provided instant feedback on their responses, allowing them to identify areas that required further attention and improvement.<sup>39</sup> Meanwhile, based on the interview, some subjects used Reading Comprehension application through in learning process. It is stated in the interview result as follows;

“Pronunciation practice and Reading comprehension: its can improve quality of pronunciation Speaking, read aloud of given by the tutor this is done when closing the lesson, listening this is done when practice listening ang pronunciation, and writing while playing games in the practice moments, and practicing with the tourists at a beach, and yarns of waterfalls, waterfalls, and many other places and these apps offer targeted reading comprehension exercises and quizzes. They may include passages followed by questions to assess understanding and improve critical thinking skills”<sup>40</sup>

## 6. Pronunciation practice

Based on the observation result conducted by the researcher, where the researcher found that in the activity Pronunciation practice, memorizing vocabulary, the teacher writes down a list of vocabulary that will be memorized, but first, the teacher reads the correct way to read the vocabulary so that it matches the pronunciation.<sup>41</sup> Meanwhile, based on the interview result, some interviewees doing activities that pronunciation practice when learning process in the English course program where it is stated in the interview result as follows;

“Pronunciation practice and Reading comprehension: its can improve quality of pronunciation Speaking, read aloud of given by the tutor this is done when closing the lesson, listening this is done when practice listening ang pronunciation, and writing while playing games in the practice moments, and practicing with the tourists

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<sup>38</sup>P4, *Interview*, 28<sup>th</sup> July 2023

<sup>39</sup>SMAN 7 Mataram, *Observation*, 30<sup>th</sup> July 2023

<sup>40</sup>P5, *Interview*, 28<sup>th</sup> July 2023

<sup>41</sup>SMAN 7 Mataram, *Observation*, 30<sup>th</sup> July 2023

at a beach, and yarns of waterfalls, waterfalls, and many other places and these apps offer targeted reading comprehension exercises and quizzes. They may include passages followed by questions to assess understanding and improve critical thinking skills".<sup>42</sup>

## **B. The students' barriers to the use of mobile applications in learning to read English at SMAN 7 Mataram**

The data was obtained in the form of students record where the researcher conduct the interview directly face to face with the students, the observation result was in the form of list, while the students' data was in the form of document.

### **1. Technical Issues**

The researcher found that technical issues. It was observed that some mobile apps frequently crashed during usage. Users reported instances where the app abruptly closed or froze, interrupting their learning sessions. This not only disrupted their progress but also caused frustration and inconvenience.<sup>43</sup> In addition, participants faced challenges related to network connectivity, especially in areas with weak or unreliable internet connections. Limited or intermittent connectivity affected their ability to access online content, download resources, or engage in interactive features of the mobile apps. This hindered the seamless learning experience they expected.<sup>44</sup> Meanwhile, based on the interview, some subjects used Technical Issues through in learning process. It is stated in the interview result as follows;

"Technical problems such as app crashes, slow loading times, or compatibility issues with their devices. These issues can disrupt the learning process and hinder their overall experience with the mobile app"<sup>45</sup>

### **2. Limited Content Quality**

In the observation, the researcher found that some mobile apps contained English reading materials that had inaccurate translations. Participants reported instances where the translated texts did not convey the intended meaning or had grammatical errors. This undermined the participants' ability to comprehend the text accurately and hindered their language learning process.<sup>46</sup> Meanwhile, based on the interview, some subjects used Limited Content Quality through in learning process. It is stated in the interview result as follows;

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<sup>42</sup>P5, *Interview*, 28<sup>th</sup> July 2023

<sup>43</sup>SMAN 7 Mataram, *Observation*, 28<sup>th</sup> July 2023

<sup>44</sup>SMAN 7 Mataram, *Observation*, 31<sup>th</sup> July 2023

<sup>45</sup>P1, *Interview*, 28<sup>th</sup> July 2023

<sup>46</sup>SMAN 7 Mataram, *Observation*, 28<sup>th</sup> July 2023

“Some mobile apps may have limited or low-quality content, including inaccurate translations, poorly written passages, or outdated materials. This can affect the user's ability to effectively learn and comprehend English text.”<sup>47</sup>

### 3. Dependency on Technology

The researcher found dependency on technology in observation. Participants heavily relied on internet connectivity to access mobile apps and their learning resources. It was noted that participants faced difficulties in learning when internet access was unavailable or unstable. This dependency on internet access limited their ability to engage with the app and access the necessary reading materials.<sup>48</sup>

In addition, Participants relied on regular technological support and updates to ensure the optimal functioning of the mobile apps. They depended on app developers to address any technical issues, bugs, or compatibility problems that may arise. Lack of prompt support or infrequent updates could hinder the participants' learning experience and limit their access to improved features.<sup>49</sup> Meanwhile, based on the interview, some subjects used Dependency on Technology through in learning process. It is stated in the interview result as follows;

“Relying solely on mobile apps for English reading learning can create a dependency on technology. In situations where internet access is unavailable or unreliable, users may face difficulties accessing app content or continuing their learning progress.”<sup>50</sup>

### 4. Lack of Personalized Feedback

The researcher found lack of personalized feedback in observation. It was noted that some mobile apps provided generic automated responses or feedback to participants' reading activities. These responses lacked specificity and did not address the individual strengths, weaknesses, or areas for improvement of the learners. Participants expressed a desire for more personalized feedback that would address their specific learning goals and challenges.<sup>51</sup> Meanwhile, based on the interview, some subjects used Dependency on Technology through in learning process. It is stated in the interview result as follows;

While mobile apps offer automated feedback, we may not provide personalized guidance tailored to the user's specific needs and

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<sup>47</sup>P2, *Interview*, 28<sup>th</sup> July 2023

<sup>48</sup>SMAN 7 Mataram, *Observation*, 29<sup>th</sup> July 2023

<sup>49</sup>SMAN 7 Mataram, *Observation*, 31<sup>th</sup> July 2023

<sup>50</sup>P3, *Interview*, 28<sup>th</sup> July 2023

<sup>51</sup>SMAN 7 Mataram, *Observation*, 29<sup>th</sup> July 2023

learning goals. This can limit the user's ability to receive targeted support and improve their English reading skills effectively.<sup>52</sup>

#### 5. Insufficient Interaction

In the observation, the researcher found that insufficient interaction. Participants expressed a desire for more collaborative activities within the mobile apps, such as group projects, peer reviews, or shared reading experiences. These collaborative activities promote engagement, foster critical thinking, and provide opportunities for learners to learn from each other. However, the observed apps had limited provisions for such interactive and collaborative features.<sup>53</sup> Meanwhile, based on the interview, some subjects used Dependency on Technology through in learning process. It is stated in the interview result as follows;

“Some mobile apps may lack opportunities for interaction and meaningful engagement with other learners or instructors. Limited interaction can hinder collaborative learning, discussion of ideas, and the development of critical thinking skills.”<sup>54</sup>

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<sup>52</sup>P4, *Interview*, 28<sup>th</sup> July 2023

<sup>53</sup>SMAN 7 Mataram, *Observation*, 30<sup>th</sup> July 2023

<sup>54</sup>P5, *Interview*, 28<sup>th</sup> July 2023

## CHAPTER III

### DISCUSSION

This chapter presents the discussion of research findings related to the Research objectives of this research, where the data of this research are obtained through observation, interview and documentation. Furthermore, the answer of the problem statements is explained in this chapter based on the data analysis conducted by the researcher that the finding is discussed with the relevant references from the experts.

#### **A. The Students' Perceptions on the Use of Mobile Apps in Learning English reading**

This section deals with the discussion of the relation between the results of the research and the theories which were stated by some experts and also had been strengthened by researcher under the same Mobile Apps. These discussions give some ideas concerning the students' perceptions on the use of mobile apps in learning English reading. The purpose of conducting this research is to describe the students perceive the use of mobile applications Razi in learning to read English at SMAN 7 Mataram.

After collecting and analyzing the data of this research, it is necessary for the researcher to discuss the results for the first research question. According to Gangaiamaran et al, it revealed that there is a rapid increase in adoption of mobile technology for language teaching and learning. Mobile Assisted Language Learning (MALL) provides easy access for any learner without the constraints of both place and time. In Mobile Learning, devices like smartphones, iPod, tablet, laptop, iPad are implemented to scaffold language learning. For example like Duo Lingo according to the findings.<sup>55</sup>

Based on the result of the classroom observation, the researcher agrees with this opinion. The researcher found that DuoLingo. One limitation identified in the observation was the limited focus on authentic reading materials. While Duo lingo offers reading exercises, the content is often simplified and lacks real-life context. Participants expressed a desire for more authentic reading materials that reflect real-world situations and diverse topics. Moreover, the app offers a variety of interactive exercises, including reading comprehension exercises, translation tasks, and matching exercises. Participants found these exercises helpful in improving their English reading skills by practicing vocabulary, grammar, and comprehension in context. The instant feedback provided by the app allowed users to quickly identify and correct their mistakes.

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<sup>55</sup> Gangaiamaran, Ramya, and Madhumathi Pasupathi. "Review on use of mobile apps for language learning." *International Journal of Applied Engineering Research* 12.21 (2017): 11242-11251.



In addition, the mobile application is Vocabulary Building Apps. According to Gangaiamaran, et al. In Mobile Learning, devices like smartphones, iPod, tablet, laptop, iPad are implemented to scaffold language learning. For example like Memrise according to the findings.<sup>56</sup>Based on the result of the classroom observation, the researcher agrees with this opinion. The researcher found that Vocabulary Building Apps. The application provided an extensive word database, including a wide range of vocabulary words and their definitions. Participants found the variety of words helpful in expanding their vocabulary and improving their English reading comprehension.

Moreover researcher also found Reading Comprehension application. According to Klimova et al. The use of mobile applications in developing reading comprehension in second language acquisition, in two databases: Web of Science and Scopus.<sup>57</sup>Based on the result of the classroom observation, the researcher agrees with this opinion. Each reading passage was accompanied by a set of comprehension questions. Participants found these questions valuable in assessing their understanding of the text and their ability to extract key information. The application provided instant feedback on their responses, allowing them to identify areas that required further attention and improvement.

Moreover researcher also found practicing pronunciation improves students' communication abilities, listening comprehension, fluency, confidence, spelling accuracy, comprehensibility, cultural awareness, professional growth, academic achievement, and listening skills, the researcher picked this outcome. It is essential for promoting efficient communication and increasing pupils' overall language ability. Based on the observation the researcher found that activities are applicable to be used every meeting such as pronunciation, in the activity of memorizing vocabulary, the teacher writes down a list of vocabulary that will be memorized, but first, the teacher reads the correct way to read the vocabulary so that it matches the pronunciation. Its relevant with other study conduct to Fauzi further mentioned that the instructor would invite the pupils to a gathering in front of the school to begin the conversation activities. Every class is required to stand in two lines and face their classmates. Ten minutes are allotted for the pupils to speak with their friends. The exchange featured an opening, some business, some feedback, and a conclusion. Then, two students from each class will be assigned to hold a discussion utilizing a microphone in front of all of the pupils, one class at a time. Based on data from seven speaking elements, only four of them (speech and conversation) showed improvement.

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<sup>56</sup> Ibid.

<sup>57</sup> Klimova, Blanka, and Katarina Zamborova. "Use of Mobile Applications in Developing Reading Comprehension In Second Language Acquisition A Review Study." *Education Sciences* 10.12 (2020): 391.

Fluency, pronunciation, vocabulary, and interactive communication make up these skills.<sup>58</sup>

Afterward, the researcher found that a lot of application in teaching reading. The researcher's research finding was in line with the results of research findings conducted by the previous research, such as ResiaYuniDeviyanti research was about teaching and learning reading comprehension by using visualization strategy at the the first semester of the eighth grade of MTs AssalamTanjung Sari. However, there is a big differentiation between these two researches. In this research, the researcher did not find the awabe reading and news application in learning reading skills.

#### **B. The students' barriers to the use of mobile applications in learning to read English at SMAN 7 Mataram**

After collecting and analyzing the data of this research, it is necessary for the researcher to discuss the results for the second research question about the students' barriers to the use of mobile applications in learning to read English at SMAN 7 Mataram. According to De Koning et al, difficulty in choosing the teaching materials, modifying the exercise for the students, stimulating the students, giving feedback, and managing the time.<sup>59</sup>

Based on the result of the classroom observation, the researcher agrees with this opinion. It was noted that some mobile apps provided generic automated responses or feedback to participants' reading activities. These responses lacked specificity and did not address the individual strengths, weaknesses, or areas for improvement of the learners. Participants expressed a desire for more personalized feedback that would address their specific learning goals and challenges.

Moreover, research asldo found insufficient interaction. According to Deviyanti, The problems by the students were students had lack vocabulary mastery, decode words, habit of slow reading, and problem in making inference, in working memory and to follow teacher's direction.<sup>60</sup>Based on the result of the classroom observation, the researcher agrees with this opinion. The researcher found that insufficient interaction.

Participants expressed a desire for more collaborative activities within the mobile apps, such as group projects, peer reviews, or shared reading experiences. These collaborative activities promote engagement, foster critical thinking, and

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<sup>58</sup> Dewi, Ratna Sari, Umami Kultsum, and Ari Armadi. "Using Communicative Games in Improving Students' Speaking Skills." *English language teaching* 10.1 (2017): 63-71.

<sup>59</sup> De Koning, Björn B., and Menno van der Schoot. "Becoming Part of the Story! Refueling the Interest in Visualization Strategies for Reading Comprehension." *Educational Psychology Review* 25.2 (2013): 261-287.

<sup>60</sup> Ibid.

provide opportunities for learners to learn from each other. However, the observed apps had limited provisions for such interactive and collaborative features.

Afterward, the researcher found that a lot of application in teaching reading. The researcher's research finding was in line with the results of research findings conducted by the previous research, such as JeaniShintaRahayu. The study investigated the students' reading engagement in literature circles.

The result showed that the students engaged with reading through five aspects, including (1) their active participation in reading using literature circles, (2) cognitive strategy that they used during reading, (3) conceptual knowledge that they obtained, (4) social interaction that they made in the discussion, and (5) reading outcomes that they received.

This study also found that there were obstacles as perceived by the students and the ones as observed by the teacher. The students were aware that there were having problems with the language, their reading habit, school facility, their own efforts, the roles in literature circles, vocabulary, and group working. However, there is a big differentiation between these two researches. In this research, the researcher did not find technical issues, limited content quality and dependency on technology in teaching reading skills.

## CHAPTER IV

### CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion and suggestion of the study, which the chapter two, and the suggestions are addressed to the EFL students, especially those who are going to teaching reading proficiency, to English teachers and lecturers, and also addressed to the next researcher.

#### A. Conclusions

The researcher summaries about the result of the research based on the statement of problem as follows;

1. The Students' Perceptions on the Use of Mobile Apps in Learning English reading those are Awabe Reading, Duo Lingo, Vocabulary Building Apps, News Apps and Reading Comprehension Apps.
2. Meanwhile, the students' barriers to the use of mobile applications in learning to read English at SMAN 7 Mataram those are Technical Issues, Technical Issues, Limited Content Quality, Dependency on Technology, Lack of Personalized Feedback and Insufficient Interaction.

#### B. Suggestions

Based on this study result, the researcher proposed some suggestion to the following parties;

##### 1. The English teachers

This research shows that the students applied various application in learning reading and also the students' barriers to the use of mobile applications in learning to read English. Therefore from this research, the English teacher will gain more understanding related to the application used by the students, and after having a better understanding in relation to it, then the researcher suggested that the English teacher find the teaching application method that can help learners to learn better.

##### 2. The students of SMAN 7 Mataram

After conducting this research, the researcher suggested the students to use the result of this research to evaluate the learning application used in order to get the application that fits them.

##### 3. Future researchers

This research can be used as the references for future researchers, where in the future researchers are suggested to conduct a study about learning application in a different setting, it can be in reading, writing or other skills that they are interest.

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## Appendix I

### Table of Observation (Indicate Mobile Application Used)

**Day/Date** : 28<sup>th</sup> July 2023

**Meetings** :

No	Mobile Applications	Description
1	Awabe Reading	Awabe Reading was observed to provide a wide range of reading materials, including short stories, articles, and passages of varying difficulty levels. Participants appreciated the diverse content as it allowed them to explore different topics and genres while improving their English reading skills.
2	DuoLingo	One limitation identified in the observation was the limited focus on authentic reading materials. While Duo lingo offers reading exercises, the content is often simplified and lacks real-life context. Participants expressed a desire for more authentic reading materials that reflect real-world situations and diverse topics.

**Day/Date** : 29<sup>th</sup> July 2023

**Meetings** :

No	Mobile Applications	Description
1	Vocabulary Building Apps	The application provided an extensive word database, including a wide range of

		vocabulary words and their definitions. Participants found the variety of words helpful in expanding their vocabulary and improving their English reading comprehension.
2	News Apps	The news application provided access to a wide range of reputable news sources, both national and international. Participants appreciated the variety of news articles available, as it allowed them to explore different topics and perspectives while improving their English reading comprehension.

**Day/Date** : 30<sup>th</sup> July 2023

**Meetings** :

No	Mobile Applications	Description
1	Reading Comprehension	Each reading passage was accompanied by a set of comprehension questions. Participants found these questions valuable in assessing their understanding of the text and their ability to extract key information. The application provided instant feedback on their responses, allowing them to identify areas that required further attention and improvement.
2	Pronunciation practice	In the activity Pronunciation practice, memorizing vocabulary, the teacher writes down a list of vocabulary that will be



		memorized, but first, the teacher reads the correct way to read the vocabulary so that it matches the pronunciation
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**Day/Date** : 31<sup>th</sup> July 2023

**Meetings** :

No	Mobile Applications	Description
1	Awabe Reading	Awabe Reading provided vocabulary support by offering definitions, translations, and pronunciation guides for unfamiliar words. Participants found this feature helpful in expanding their vocabulary and improving their overall language comprehension.
2	DuoLingo	The app offers a variety of interactive exercises, including reading comprehension exercises, translation tasks, and matching exercises. Participants found these exercises helpful in improving their English reading skills by practicing vocabulary, grammar, and comprehension in context. The instant feedback provided by the app allowed users to quickly identify and correct their mistakes.

**Table of Observation (Indicate the Students' Barriers to Use Mobile Applications)**

**Day/Date** : 28<sup>th</sup> July 2023

**Meetings** :

<b>No</b>	<b>Barriers to Use Mobile Applications</b>	<b>Description</b>
1	Technical Issues	It was observed that some mobile apps frequently crashed during usage. Users reported instances where the app abruptly closed or froze, interrupting their learning sessions. This not only disrupted their progress but also caused frustration and inconvenience.
2	Limited Content Quality	Some mobile apps contained English reading materials that had inaccurate translations. Participants reported instances where the translated texts did not convey the intended meaning or had grammatical errors. This undermined the participants' ability to comprehend the text accurately and hindered their language learning process

**Day/Date** : 29<sup>th</sup> July 2023

**Meetings** :

<b>No</b>	<b>Barriers to Use Mobile Applications</b>	<b>Description</b>
1	Dependency on Technology	Participants heavily relied on internet connectivity to access mobile apps and their learning resources. It was noted that participants faced difficulties in

		learning when internet access was unavailable or unstable. This dependency on internet access limited their ability to engage with the app and access the necessary reading materials.
<b>2</b>	Lack of Personalized Feedback	It was noted that some mobile apps provided generic automated responses or feedback to participants' reading activities. These responses lacked specificity and did not address the individual strengths, weaknesses, or areas for improvement of the learners. Participants expressed a desire for more personalized feedback that would address their specific learning goals and challenges

**Day/Date** : 30<sup>th</sup> July 2023

**Meetings** :

<b>No</b>	<b>Barriers to Use Mobile Applications</b>	<b>Description</b>
<b>1</b>	Insufficient Interaction	Participants expressed a desire for more collaborative activities within the mobile apps, such as group projects, peer reviews, or shared reading experiences. These collaborative activities promote engagement, foster critical thinking, and provide opportunities for learners to learn from each other. However, the observed apps had limited provisions for such interactive and collaborative features.

**Day/Date** : 31<sup>th</sup> July 2023

**Meetings** :

<b>No</b>	<b>Barriers to Use Mobile Applications</b>	<b>Description</b>
<b>1</b>	Technical Issues	Participants faced challenges related to network connectivity, especially in areas with weak or unreliable internet connections. Limited or intermittent connectivity affected their ability to access online content, download resources, or engage in interactive features of the mobile apps. This hindered the seamless learning experience they expected.
<b>2</b>	Dependency on Technology	Participants relied on regular technological support and updates to ensure the optimal functioning of the mobile apps. They depended on app developers to address any technical issues, bugs, or compatibility problems that may arise. Lack of prompt support or infrequent updates could hinder the participants' learning experience and limit their access to improved features.

## Appendix II

### INTERVIEW QUESTIONS

1. How often do you use mobile apps to help learn to read English?
2. What types of mobile apps do you usually use for learning to read English?
3. What is your main reason for using a mobile application in learning to English Reading?
4. In your opinion, how is your perceive the use of mobile application to learn English reading?
5. Do you face any particular obstacles or obstacles in using the mobile application to learn English Reading?

#### Interview Results

No	Questions	Answer
1	How often do you use mobile apps to help learn to read English?	<p>Never: I don't use mobile apps to learn to read English. I prefer traditional methods or other resources.</p> <p>Rarely: I occasionally use mobile apps to help learn to read English, maybe once or twice a month.</p> <p>Sometimes: I use mobile apps to learn to read English on a moderate basis, around a few times a week.</p> <p>Often: I frequently use mobile apps to learn to read English, almost daily or several times a week.</p> <p>Always: I heavily rely on mobile apps to learn to read English. I use them every day as my primary learning tool.</p> <p>Please note that these answers are hypothetical and represent a range of possible responses. The actual frequency of mobile app usage may vary among individuals based on their preferences and learning styles.</p>
2	What types of mobile	P1: Awabe Reading. These apps specifically focus on

	<p>apps do you usually use for learning to English Reading?</p>	<p>teaching language skills, including reading. They may offer interactive reading exercises, vocabulary building activities, and comprehension practice.</p> <p>P2: DuoLingo. These apps provide access to a wide range of digital books in English. Users can choose from various genres and difficulty levels, allowing them to practice reading skills at their own pace.</p> <p>P3: Vocabulary Building Apps. These apps focus on expanding users' vocabulary through word games, flashcards, and interactive exercises. They often include reading passages to contextualize new words and reinforce comprehension.</p> <p>P4: News Apps. News apps provide real-time news articles in English, covering a wide range of topics. Users can practice reading skills while staying updated on current events.</p> <p>P5: Pronunciation practice and Reading comprehension: its can improve quality of pronunciation Speaking, read aloud of given by the tutor this is done when closing the lesson, listening this is done when practice listening ang pronunciation, and writing while playing games in the practice moments, and practicing with the tourists at a beach, and yarns of waterfalls, waterfalls, and many other places and these apps offer targeted reading comprehension exercises and quizzes. They may include passages followed by questions to assess understanding and improve critical thinking skills.</p>
3	<p>What is your main reason for using a mobile application in learning to English Reading?</p>	<p>P1: Mobile apps offer the flexibility to learn anytime and anywhere, allowing users to practice English reading skills at their own pace and convenience.</p> <p>P2: Mobile apps often provide interactive features such</p>

		<p>as quizzes, audio recordings, and interactive exercises, making the learning process engaging and enjoyable.</p> <p>P3: Mobile apps offer a wide range of reading materials, including articles, stories, and e-books, allowing users to explore diverse topics and genres that cater to their interests and reading levels.</p> <p>P4: Many mobile apps for English reading learning offer personalized learning experiences by adapting to the user's skill level, providing targeted exercises, and tracking progress over time.</p> <p>P5: Mobile apps can serve as a supplement to traditional learning methods, providing additional practice, vocabulary expansion, and reinforcement of reading comprehension skills.</p>
4	<p>In your opinion, how is your perceive the use of mobile application to learn English reading?</p>	<p>P1: Many individuals perceive the use of mobile applications for learning English reading positively. They appreciate the convenience, accessibility, and interactive features offered by these apps. They find them helpful in improving vocabulary, reading comprehension, and overall language skills.</p> <p>P2: Mobile applications provide learners with the flexibility to learn at their own pace and convenience. Users can access reading materials and practice exercises whenever and wherever they want, fitting learning into their busy schedules.</p> <p>P3: Mobile apps often incorporate interactive features such as quizzes, games, and multimedia elements that make the learning experience engaging and enjoyable. These interactive elements can enhance motivation and retention of learned content.</p>

		<p>P4: Mobile apps serve as a valuable supplemental learning tool, offering additional resources and practice opportunities to reinforce English reading skills. They can complement traditional learning methods and provide learners with a diverse range of reading materials.</p> <p>P5: While mobile apps offer numerous benefits, some individuals may perceive certain technological limitations. These limitations can include technical issues, compatibility problems, and occasional dependence on stable internet connections, which may affect the overall user experience.</p>
5	Do you face any particular obstacles or obstacles in using the mobile application to learn English Reading?	<p>P1: Users may encounter technical problems such as app crashes, slow loading times, or compatibility issues with their devices. These issues can disrupt the learning process and hinder their overall experience with the mobile app.</p> <p>P2: Some mobile apps may have limited or low-quality content, including inaccurate translations, poorly written passages, or outdated materials. This can affect the user's ability to effectively learn and comprehend English text.</p> <p>P3: Relying solely on mobile apps for English reading learning can create a dependency on technology. In situations where internet access is unavailable or unreliable, users may face difficulties accessing app content or continuing their learning progress.</p> <p>P4: While mobile apps offer automated feedback, they may not provide personalized guidance tailored to the user's specific needs and learning goals. This can limit the user's ability to receive targeted support and</p>



		<p>improve their English reading skills effectively.</p> <p>P5: Some mobile apps may lack opportunities for interaction and meaningful engagement with other learners or instructors. Limited interaction can hinder collaborative learning, discussion of ideas, and the development of critical thinking skills.</p>
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## Appendix III

### DOCUMENTATION PHOTOS



Picture 1. "The researcher was in the process of conducting an interview with Respondent 1, gathering valuable information and insights as part of their research study."



Picture 2. The researcher was in the process of conducting an interview with Respondent 2, gathering valuable information and insights as part of their research study.



Picture 3 and 4. "The researcher was in the process of conducting an interview with Respondent 3 and 4, gathering valuable information and insights as part of their research study."





**KEMENTERIAN AGAMA RI**  
**UNIVERSITAS ISLAM NEGERI MATARAM**  
**FAKULTAS TARBİYAH DAN KEGURUAN (FTK)**

Jln. Gajah Mada No.100, Jempong Baru, Mataram, 83116  
Website: [ftk.uinmataram.ac.id](http://ftk.uinmataram.ac.id) email: [ftk@uinmataram.ac.id](mailto:ftk@uinmataram.ac.id)

Nomor : 679/Un.12/FTK/SRIP/PP.00.9/06/2023 Mataram, 12 Juni 2023  
Lampiran : 1 (Satu) Berkas Proposal  
Perihal : **Permohonan Rekomendasi Penelitian**

Kepada:  
Yth. **Kepala Bakesbangpoldagri Provinsi NTB**  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Bersama surat ini kami mohon kesediaan Bapak/Ibu untuk memberikan rekomendasi penelitian kepada Mahasiswa di bawah ini :

Nama : Nurhidayati  
NIM : 190107054  
Fakultas : Tarbiyah dan Keguruan  
Jurusan : Tadris Bahasa Inggris  
Tujuan : Penelitian  
Lokasi Penelitian : SMA NEGERI 7 MATARAM  
Judul Skripsi : EXPLORING THE STUDENT PERCEPTIONS OF MOBILE APPS USE FOR LEARNING ENGLISH READING AT SENIOR HIGH SCHOOL 7 MATARAM

Rekomendasi tersebut akan digunakan untuk mendapatkan data yang diperlukan dalam penyusunan skripsi.

Demikian surat pengantar ini kami buat, atas kerjasama Bapak/Ibu kami sampaikan terimakasih.

*Wassalamu'alaikum Wr. Wb.*

a.n. Dekan

Wakil Dekan Bidang Akademik,



Dr. Saparudin, M.Ag

NIP. 197810152007011022



PEMERINTAH PROVINSI NUSA TENGGARA BARAT  
**BADAN KESATUAN BANGSA DAN POLITIK DALAM NEGERI**

Jalan Pendidikan Nomor 2 Tlp. (0370) 7505330 Fax. (0370) 7505330  
Email : bakesbangpoldagri@ntbprov.go.id Website : <http://bakesbangpoldagri.ntbprov.go.id>

M A T A R A M

kode pos 83125

**REKOMENDASI PENELITIAN**

NOMOR : 070 / 4133 / VI / R / BKBDN / 2023

1. **Dasar :**
  - a. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 7 Tahun 2014 tentang Perubahan Atas Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 Tentang Pedoman Penerbitan Rekomendasi Penelitian Surat Dari Dekan Wakil Dekan Bidang Akademik Fakultas Tarbiyah Dan Keguruan (FTK) Universitas Islam Negeri Mataram  
Nomor : 679/Un.12/FTK/SRIP/PP.00.9/06/2023  
Tanggal : 12 Juni 2023  
Perihal : Permohonan Rekomendasi Penelitian
2. **Menimbang :**

Setelah mempelajari Proposal Survei/Rencana Kegiatan Penelitian yang diajukan, maka dapat diberikan Rekomendasi Penelitian Kepada :

Nama : **NURHIDAYATI**  
Alamat : Jl.RA.Kartini GG Komodo 1 kamasan RT/RW 003/222 Kel/Desa. Monjok Kec. Selaparang Kota Mataram No Idenitas 5271054908000001 No. Tlpn 087757449793  
Pekerjaan : Mahasiswa Jurusan Tadris Bahasa Inggris  
Bidang/Judul : **EXPLORING THE STUDENT PERCEPTIONS OF MOBILE APPS USER FOR LEARNING ENGLISH READING AT SENIOR HIGH SCHOOL 7 MATARAM**  
Lokasi : SMAN 7 Mataram  
Jumlah Peserta : 1 ( Satu ) Orang  
Lamanya : Juni - Agustus 2023  
Status Penelitian : Baru
3. **Hal-hal yang harus ditaati oleh Peneliti :**
  - a. Sebelum melakukan Kegiatan Penelitian agar melaporkan kedatangan Kepada Bupati/Walikota atau Pejabat yang ditunjuk;
  - b. Penelitian yang dilakukan harus sesuai dengan judul beserta data dan berkas pada Surat Permohonan dan apabila melanggar ketentuan, maka Rekomendasi Penelitian akan dicabut sementara dan menghentikan segala kegiatan penelitian;
  - c. Peneliti harus mentaati ketentuan Perundang-Undangan, norma-norma dan adat istiadat yang berlaku dan penelitian yang dilakukan tidak menimbulkan keresahan di masyarakat, disintegrasi Bangsa atau keutuhan NKRI Apabila masa berlaku Rekomendasi Penelitian telah berakhir, sedangkan pelaksanaan Kegiatan Penelitian tersebut belum selesai maka Peneliti harus mengajukan perpanjangan Rekomendasi Penelitian;
  - d. Melaporkan hasil Kegiatan Penelitian kepada Gubernur Nusa Tenggara Barat melalui Kepala Bakesbangpoldagri Provinsi Nusa Tenggara Barat.

Demikian Surat Rekomendasi Penelitian ini di buat untuk dapat dipergunakan sebagaimana mestinya.

Mataram, 23 Juni 2023  
an.KEPALA BADAN KESATUAN BANGSA DAN  
POLITIK DALAM NEGERI PROVINSI NTB



**Tembusan disampaikan Kepada Yth:**

1. Kepala Badan Riset dan Inovasi Daerah Provinsi NTB di Tempat;
2. Wali Kota Mataram Cq. Ka. Kesbangpol Kota Mataram di Tempat;
3. Kepala UPT. Dikmen Kota Mataram dan Kab. Lombok Barat di Tempat;
4. Kepala SMAN 7 Mataram di Tempat;
5. Yang bersangkutan;
6. Arsip;



**PEMERINTAH PROVINSI NUSA TENGGARA BARAT**  
**BADAN RISET DAN INOVASI DAERAH**

Jalan Bypass ZAMIA 2 - Desa Lelede - Kecamatan Kediri - kode pos 83362  
Kabupaten Lombok Barat - Provinsi NTB, E-mail: [brida@ntbprov.go.id](mailto:brida@ntbprov.go.id) Website : [brida.ntbprov.go.id](http://brida.ntbprov.go.id)

**SURAT IZIN**

Nomor : 070 / 3652 / II – BRIDA / VI / 1899  
TENTANG  
**PENELITIAN**

- Dasar :
- Peraturan Daerah Provinsi Nusa Tenggara Barat Nomor 14 Tahun 2021 Tentang Perubahan kedua atas perda No 11 Tahun 2016 Tentang Pembentukan Dan Susunan Perangkat Daerah Provinsi NTB.
  - Peraturan Gubernur NTB Nomor 49 Tahun 2021 Tentang Perubahan Ke Empat Atas Peraturan Gubernur Nomor 51 Tahun 2016 tentang Kedudukan, Susunan Organisasi, Tugas dan Fungsi serta Tata Kerja Badan-Badan Daerah Provinsi Nusa Tenggara Barat.
  - Surat Dari Dekan Fakultas Dakwah dan Ilmu Komunikasi UIN Mataram Nomor : 679/Un. 12 / FTK / SRIP / PP. 00.9/06/ 2003 Perihal : Permohonan Izin Penelitian .
  - Surat dari BAKESBANGPOLDAGRI Provinsi Nusa Tenggara Barat Nomor : 070 / 1493 / VI / R / BKBDN / 2023 . Perihal : Rekomendasi Izin Penelitian.

**MEMBERI IZIN**

Kepada ;

Nama : Nurhdiyati  
NIK / NIM : '52710549080000001/190107054  
Instansi : UIN MATARAM  
Alamat/HP : Desa Monjok Kota Mataram. / '087757449793  
Untuk : Melakukan Penelitian dengan Judul: " Exploring The Student Perceptions Of Mobile Apps Use For Learning English Reading At Senior High School 7 Mataram"

Lokasi : SMA. Negeri 7 Mataram  
Waktu : Juni - Agustus 2023

Dengan ketentuan agar yang bersangkutan menyerahkan hasil penelitian selambat lambatnya 1 (satu) bulan setelah selesai melakukan penelitian kepada Badan Riset Dan Inovasi Daerah Provinsi NTB via email: [litbang.bridaprovntb@gmail.com](mailto:litbang.bridaprovntb@gmail.com)

Demikian surat Izin Penelitian ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Dikeluarkan di Lombok Barat  
Pada tanggal, 21/6/2023  
an. Kepala Brida Provinsi NTB  
Kepala Bidang Litbang Inovasi Dan Teknologi



**LALU SURYADI, SP. MM**  
NIP. 19691231 199803 1 055

Tembusan: disampaikan kepada Yth:

- Gubernur NTB ( Sebagai Laporan );
- Walikota Mataram ;
- Kepala Dinas Pendidikan dan Kebudayaan Prov.NTB ;
- Kepala KCD Dikbud Kota Mataram dan Kab. Lombok Barat ;
- Dekan Fakultas Tarbiyah dan Keguruan UIN Mataram ;
- Kepala SMAN 7 Mataram ;
- Yang Bersangkutan ;
- Arsip ;



Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BSrE.

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PEMERINTAH PROVINSI NUSA TENGGARA BARAT  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
**SMA NEGERI 7 MATARAM**

Alamat : Jl. Adi Sucipto No. 69 Mataram Tlpn/Fax (0370) 6162545 Mataram  
Email : sman7mataram@yahoo.co.id Website : www.smanju-mataram.com

**SURAT KETERANGAN PENELITIAN**

Nomor : 070/062/SMAN.7Mtr/IX/2023

Yang bertanda tangan di bawah ini Kepala SMA Negeri 7 Mataram, Provinsi Nusa Tenggara Barat dengan ini menerangkan :

Nama : **NURHIDAYATI**  
No. Induk Mahasiswa : 190107054  
Jurusan/Prodi : Tarbiyah dan Keguruan  
Fakultas : Tadris Bahasa Inggris  
Lembaga : Universitas Islam Negeri Mataram

Bahwa yang bersangkutan di atas memang benar telah melaksanakan penelitian dengan judul : **"Exploring The Student Perception of Mobile Apps Use For Learning English Reading At Senior High School 7 Mataram"**

Kegiatan tersebut dilaksanakan selama 3 bulan dari tanggal 2 Juni s.d 14 Agustus 2023

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.



Mataram, 12 September 2023  
Kepala Sekolah,  
**Ridha Rosalina, S.E**  
Permohonan, IV/a  
NTPN 0680823 200012 2 002



KEMENTERIAN AGAMA RI  
UNIVERSITAS ISLAM NEGERI (UIN) MATARAM  
FAKULTAS TARBIYAH DAN KEGURUAN

Jln. Pendidikan No. 35 Telp. (0370) 621298-625337 (Fax 625337) Mataram  
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**KARTU KONSULTASI**

Nama Mahasiswa : Nurhidayati  
NIM : 190107054  
Pembimbing I : Prof. Dr. Hj. Nurul Lailatul Khusniyah, M.Pd.  
Pembimbing II : Husnawadi, M.A., TESOL.

Judul Skripsi : EXPLORING THE STUDENT'S PERCEPTIONS OF MOBILE APPS USE FOR  
LEARNING ENGLISH READING AT SENIOR HIGH SCHOOL 7 MATARAM

No.	Tanggal	Materi Konsultasi	Paraf
1	28/06 <sup>23</sup>	fundings	[Signature]
2	31/07 <sup>23</sup>	Fundings	[Signature]
3	7/08 <sup>23</sup>	describer	[Signature]
4	14/08 <sup>23</sup>	describer	[Signature]
5	24/08 <sup>23</sup>	suggesthi	[Signature]
6	4/Sept <sup>23</sup>	ACC	[Signature]

Mataram,  
Dosen Pembimbing II

[Signature]  
Husnawadi, M.A., TESOL.  
NIP.



KEMENTERIAN AGAMA RI  
UNIVERSITAS ISLAM NEGERI (UIN) MATARAM  
FAKULTAS TARBIYAH DAN KEGURUAN

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Jln. Gajah Mada No. Telp (0370) 620783-620784 (Fax 62784) Jempong- Mataram

**KARTU KONSULTASI**

Nama Mahasiswa : Nurhidayati  
NIM : 190107054  
Pembimbing I : Prof. Dr. Hj. Nurul Lailatul Khusniyah, M.Pd.  
Pembimbing II : Husnawadi, M.A., TESOL.

Judul Skripsi : EXPLORING THE STUDENT'S PERCEPTIONS OF MOBILE APPS USE FOR  
LEARNING ENGLISH READING AT SENIOR HIGH SCHOOL 7 MATARAM

No.	Tanggal	Materi Konsultasi	Paraf
1	28/06 <sup>23</sup>	Introduction	[Signature]
2	31/07 <sup>23</sup>	Findings	[Signature]
3	7/08 <sup>23</sup>	Discussion	[Signature]
4	14/08 <sup>23</sup>	Discussion	[Signature]
5	24/08 <sup>23</sup>	Suggestion	[Signature]
6	4/Sept <sup>23</sup>	ACC	[Signature]

Mataram,  
Dosen Pembimbing II

[Signature]  
Husnawadi, M.A., TESOL.  
NIP.



## UPT PERPUSTAKAAN UIN MATARAM Sertifikat Bebas Pinjam

No:1983/Un.12/Perpus/sertifikat/BP/08/2023

Sertifikat Ini Diberikan Kepada :

**NURHIDAYATI**  
190107054

FTK/TBI

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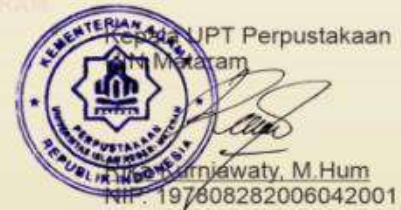
Dengan Judul SKRIPSI

EXPLORING THE STUDENT PERCEPTIONS OF MOBILE APPS USE FOR LEARNING  
ENGLISH READING AT SENIOR HIGH SCHOOL 7 MATARAM

SKRIPSI Tersebut telah Dinyatakan Lulus Uji cek Plagiasi Menggunakan Aplikasi Turnitin

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