

An Investigation of Reading Learning Process in Grade 10 SMK Negeri 3

Singaraja Assisted by Mobile Applications in EFL Context



OLEH

PUTU NATA KUSUMA

NIM 1512021003

PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

JURUSAN BAHASA ASING

FAKULTAS BAHASA DAN SENI

UNIVERSITAS PENDIDIKAN GANESHA

2019

**AN INVESTIGATION OF READING LEARNING PROCESS
IN GRADE 10 SMK NEGERI 3 SINGARAJA ASSISTED BY
THE MOBILE APPLICATIONS IN EFL CONTEXT**

SKRIPSI

**Diajukan Kepada
Universitas Pendidikan Ganesha
Untuk Memenuhi Salah Satu Persyaratan Dalam
Menyelesaikan Program Sarjana Pendidikan Bahasa Inggris**

**Oleh
Putu Nata Kusuma**

1512021003

PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

JURUSAN BAHASA ASING

FAKULTAS BAHASA DAN SENI

UNIVERSITAS PENDIDIKAN GANESHA

SINGARAJA

2019

SKRIPSI

**DIAJUKAN UNTUK MELENGKAPI TUGAS DAN
MEMENUHI SYARAT-SYARAT UNTUK
MENCAPAI GELAR SARJANA**

Menyetujui

Pembimbing I



Made Hery Santosa, S.Pd., M.Pd., Ph.D.
NIP: 19791023 200312 1 001

Pembimbing II



Kadek Sintya Dewi, S.Pd., M.Pd.
NIP: 19880323 201504 2 004

Skripsi oleh Putu Nadi Kusuma

telah dipertahankan di depan dewan penguji

pada tanggal Senin, 23 September 2019

Dewan Penguji



Prof. Dr. I Nyoman Adi Jaya Putra, M.A. (Ketua)
NIP. 19620319 198703 1 001

Penguji I



A.A. Gede Yudha Paramartha, S.Pd., M.Pd. (Anggota)
NIP. 19880622 201404 1 001

Penguji II



Made Hery Santosa, S.Pd., M.Pd., Ph.D. (Anggota)
NIP. 19791023 200312 1 001

Penguji III



Kadek Sintya Dewi, S.Pd., M.Pd. (Anggota)
NIP. 19880323 201504 2 004

Diterima oleh panitia Ujian Fakultas Bahasa dan Seni
Universitas Pendidikan Ganesha
guna memenuhi syarat-syarat untuk mencapai gelar sarjana pendidikan

Pada

Hari : Kamis

Tanggal : 26 September 2019

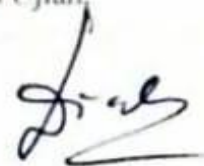
Mengetahui.

Ketua Ujian,



Prof. Dr. I Nyoman Adi Jaya Putra, M.A.
NIP: 196203191987031001

Sekretaris Ujian,



Luh Diah Surya Adnyani, S.Pd., M.Pd
NIP: 198309232008122001

Mengesahkan,
Dekan Fakultas Bahasa dan Seni



Prof. Dr. Made Sutama, M.Pd
NIP: 1960042419860310002

PERNYATAAN

Dengan ini saya menyatakan bahwa karya tulis yang berjudul "*An Investigation of Reading Learning Process in Grade 10 SMK Negeri 3 Singaraja Assisted by the Mobile Applications in EFL Context*" beserta seluruh isinya adalah benar-benar karya sendiri dan saya tidak melakukan penjiplakan dan pengutipan dengan cara-cara yang tidak sesuai dengan etika yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini, saya siap menanggung risiko/sanksi yang dijatuhkan kepada saya apabila kemudian ditemukan adanya pelanggaran atas etika keilmuan dalam karya saya ini atau ada klaim terhadap keaslian karya saya ini.

Singaraja, September 2019

Yang menyatakan pernyataan



Putu Nata Kusuma

DEDICATION

THIS THESIS IS PROUDLY DEDICATED TO



MY PARENTS

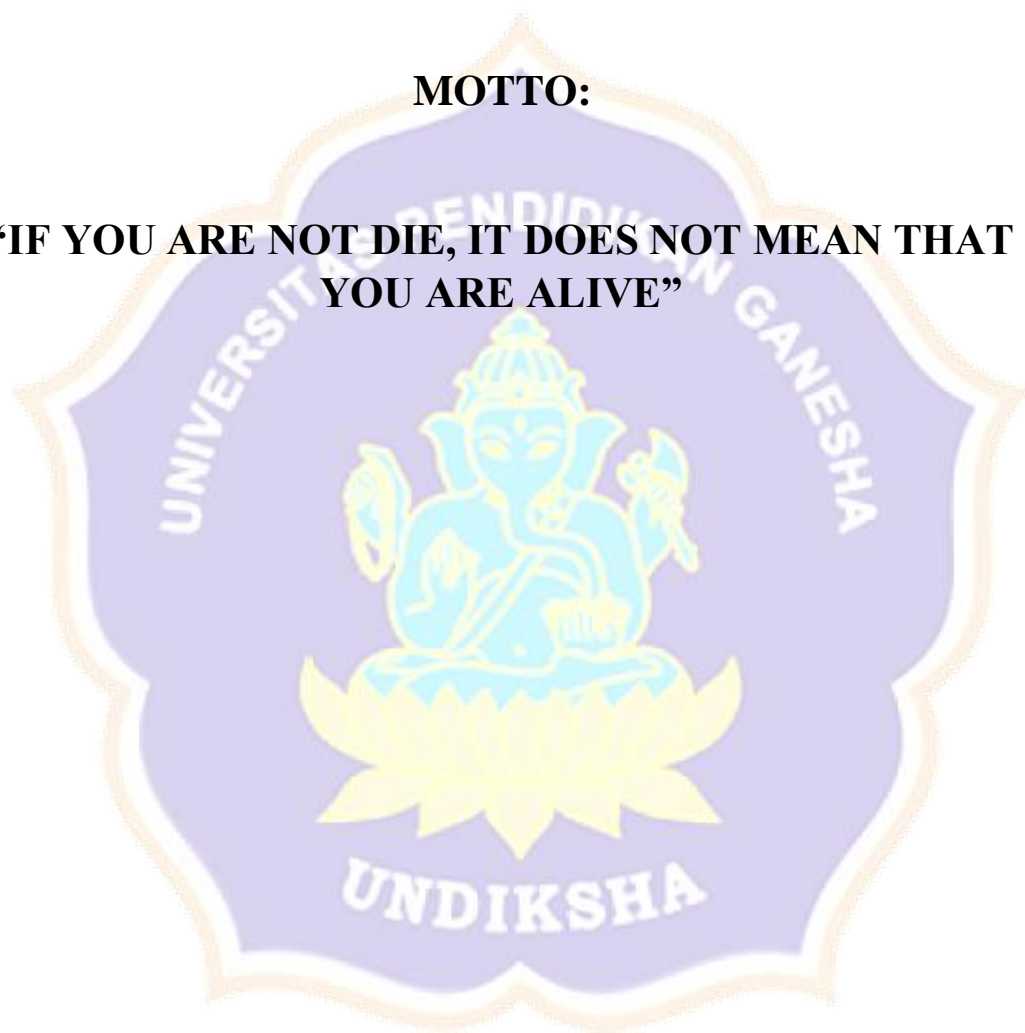
Made Sudama Diana, S.Sos., M.M.

Ni Wayan Sintawati

MY FRIENDS

MOTTO:

**“IF YOU ARE NOT DIE, IT DOES NOT MEAN THAT
YOU ARE ALIVE”**



ACKNOWLEDGEMENT

My deepest gratitude goes first to The Almighty God, Ida Sang Hyang Widi Wasa, for His immense blessing and good health that were necessary in completing the bachelor thesis. Great gratitude goes to Made Hery Santosa, S.Pd., M.Pd., Ph.D. as the first supervisor and Kadek Sintya Dewi, S.Pd., M.Pd. as the second supervisor of my thesis examination for their great guidance, ideas, suggestion, as well as corrections to the improvement of this study.

Additionally, every result described in this bachelor thesis was accomplished because of some people who always gave their endless helps and support. I would like to acknowledge whole heartedly to:

- 2.1.1 My beloved parents, both of my father “Made Sudama Diana, S.Sos., M.M” and my mother “Ni Wayan Sintawati” for their endless, prayer, money and support throughout my life. Thank you very much for giving me strength and money in every step.
- 2.1.2 The headmaster of SMK N 3 Singaraja who gave a permission for me to conduct the research during a month
- 2.1.3 Mr. I Gede Sukarma, M.Pd. as the English teacher in SMK N 3 Singaraja who had given a warm welcome and much information about the class situation and others.
- 2.1.4 All students of class X TKJ 1 of SMK N 3 Singaraja for their cooperative attitude.
- 2.1.5 All of the lecturers of English Language Education who have guided and equipped me with knowledge and experiences during all these time until this point.
- 2.1.6 My beloved best friends in NYAGS, Alpha Class, TEYL Class, KKN Peken Belayu, E’Fifteen for their endless support. Thank you for debate, criticize and sharing all topic about this thesis. Thank you for accompanied me to make this thesis and got our bachelor degree together. I love them 3000
- 2.1.7 Bu Retno Squad which are “Lanang Wedana, Donat, Boy Satriawan and Bu Retno herself” who had support me. And special Thank you to Bu

Retno as a Library staff who is always accompanying us in doing our thesis in the library.

3.1.1 The Canteen Keeper who care about my mental health while I am feeling bored in campus. In add, I regard the canteen as my second “library” where I met people and I shared my problems toward this thesis.

3.1.2 All of my friend who had help me to make this thesis. Thank you so much, I cannot mention all of your kindness in here, but I do grateful to have all of you as my friend.

Finally, the writer realizes that this thesis is far for being perfect. Thus, criticisms and suggestions are welcomed in order to make this thesis better. The writer hopes this thesis can be useful and meaningful and would bring a new perspective to everyone who read this.

Singaraja, September 10th,2019

Putu Nata Kusuma

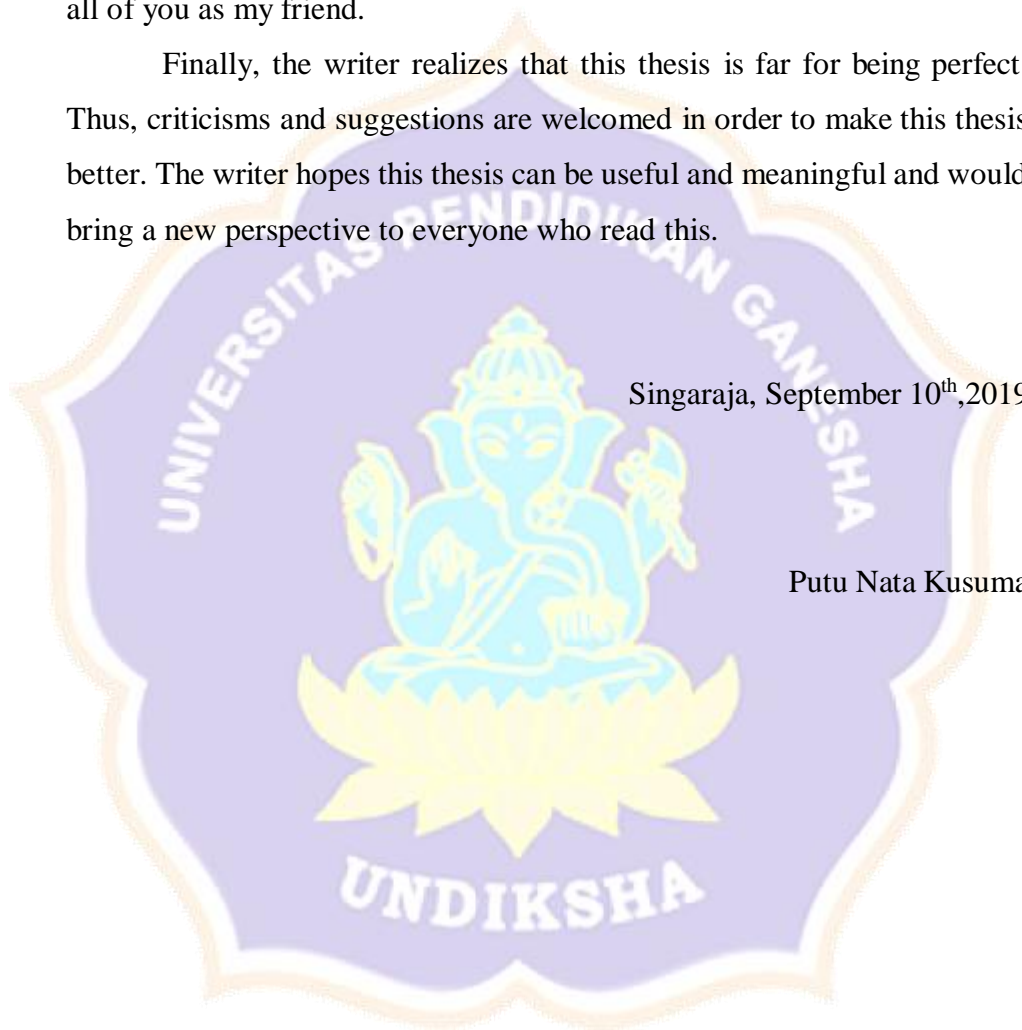


TABLE OF CONTENT

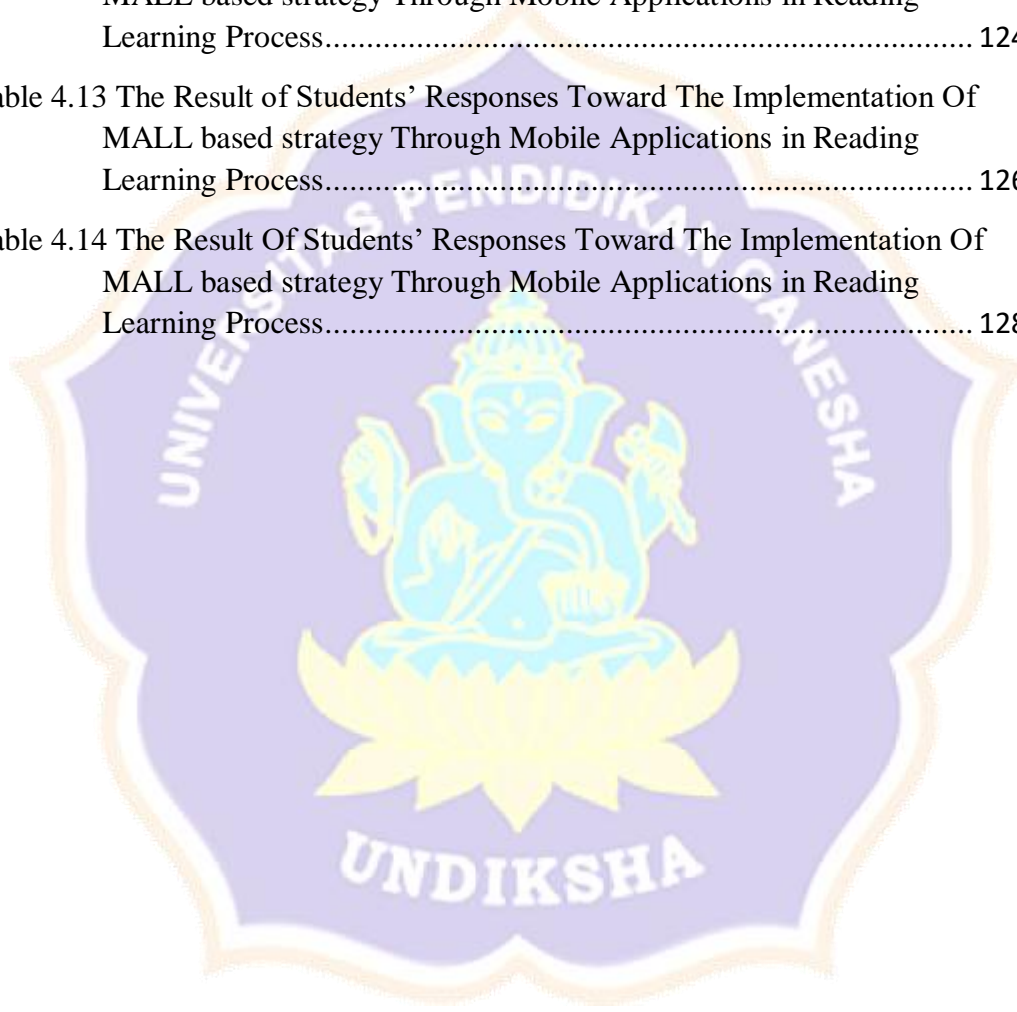
ACKNOWLEDGEMENT	i
ABSTRACT	iii
TABLE OF CONTENT	v
LIST OF TABLE	vii
LIST OF FIGURE	ix
LIST OF CHART	xi
LIST OF APPENDICES	xii
CHAPTER I INTRODUCTION	1
1.1 Background of the Study	1
1.2 Problem Identification of the Study	7
1.3 Problem Limitation of the Study	8
1.4 Problem of the Study	8
1.5 Purposes of the Study	8
1.6 Significance of the Study	9
1.6.1 Theoretical Significance	9
1.6.2 Practical Significance	9
CHAPTER II REVIEW OF RELATED LITERATURE	11
2.2 Empirical Review	11
2.3 Theoretical Review	13
2.3.1 Notion of Reading	13
2.3.2 Notion of Reading Comprehension	15
2.3.3 Reflective Journal	18
2.3.4 Mobile Assisted Language Learning (MALL)	19
2.3.5 The Procedure Of Implementing MALL based strategy Toward Mobile Applications In EFL Context	21
CHAPTER III RESEARCH METHODOLOGY	24
3.2 Research Design	24

3.1 Research Setting and Subject.....	25
3.2 Research Object.....	25
3.2.1 Reading Comprehension	26
3.2.2 MALL based strategy.....	26
3.3 Research Instruments.....	27
3.3.1 The researcher.....	27
3.3.2 Observation sheet.....	27
3.3.3 Teacher and Students Reflective Journal.....	28
3.4 Blueprint of Instrument's Validity	30
3.7 Procedure of Data Analysis.....	33
3.7.1 Data collection.....	34
3.7.2 Data reduction.....	34
3.7.3 Data display.....	34
3.7.4 Conclusion (Drawing/verifying).....	35
CHAPTER IV FINDINGS AND DISCUSSIONS	38
4.1 Findings and Discussions.....	38
41 1 The Implementation of Mobile Assisted Language Learning in SMK N 3 Singaraja.....	39
42 The Students' Responses toward Mobile Assisted Language Learning Implementation in Reading Class	115
4.2 Implication	131
CHAPTER V CONCLUSION.....	133
5.1 Summary.....	133
5.2 Conclusion	135
5.3 Suggestions	136
REFERENCES	138

LIST OF TABLE

Table 3.1 MALL based strategy Observation Sheet.....	28
Table 3.2 Blueprint of Reflective Journal by Artini and Padmadewi (2018,p. 178); Gibbs (1988).....	29
Table 3.3 Cross Tabulation	30
Table 3.4 Gregory’s Formula for Testing Validity.....	30
Table 3.5 Cross Tabulation Result.....	31
Table 3.6 Level of Content Validity	31
Table 3.7 Research Design Matrix	36
Table 4.1 The Description of The Learning Syntax That Have Been Conducted by The Teacher in Implementing Mobile Assisted Language Learning (First Meeting).....	41
Table 4.2 The Description of The Learning Syntax That Have Been Conducted by The Teacher in Implementing Mobile Assisted Language Learning (Second Meeting).....	53
Table 4.3 The Description of The Learning Syntax That Have Been Conducted by The Teacher in Implementing Mobile Assisted Language Learning (Third Meeting).....	65
Table 4.4 The Description of The Learning Syntax That Have Been Conducted by The Teacher in Implementing Mobile Assisted Language Learning (Fourth Meeting)	76
Table 4.5 The Description of The Learning Syntax That Have Been Conducted by The Teacher in Implementing Mobile Assisted Language Learning (Fifth Meeting).....	86
Table 4.6 The Description of The Learning Syntax That Have Been Conducted by The Teacher in Implementing Mobile Assisted Language Learning (Sixth Meeting)	98
Table 4.7 The Result Of Teacher’s Responses Toward The Implementation Of MALL based strategy Through Mobile Applications in Reading Learning Process	113
Table 4.8 The Result Of Students’ Responses Toward The Implementation Of MALL based strategy Through Mobile Applications in Reading Learning Process	115

Table 4.9 The Result Of Students' Responses Toward The Implementation Of MALL based strategy Through Mobile Applications in Reading Learning Process (Second Question)	117
Table 4.10 The Result Of Students' Responses Toward The Implementation Of MALL based strategy Through Mobile Applications in Reading Learning Process (Third Question).....	119
Table 4.11 The Result Of Students' Responses Toward The Implementation Of MALL based strategy Through Mobile Applications in Reading Learning Process.....	120
Table 4.12 The Result Of Students' Responses Toward The Implementation Of MALL based strategy Through Mobile Applications in Reading Learning Process.....	124
Table 4.13 The Result of Students' Responses Toward The Implementation Of MALL based strategy Through Mobile Applications in Reading Learning Process.....	126
Table 4.14 The Result Of Students' Responses Toward The Implementation Of MALL based strategy Through Mobile Applications in Reading Learning Process.....	128



LIST OF FIGURE

Picture 4.1 The video link that attached by the teacher in line	45
Picture 4.2 Students observed the video given by the teacher in first meeting	45
Picture 4.3 Students asked a question to the teacher	46
Picture 4.4 Students used their mobile phone to look for additional information in the first meeting	47
Picture 4.5 The material in line that can be accessed by the students through their mobile phone	49
Picture 4.6 The teacher showed the material	49
Picture 4.7 The teacher and the students were concluding the material	52
Picture 4.8 The teacher shared the assignment in line	53
Picture 4.9 The Teacher attached a text in the Line in the second meeting	57
Picture 4.10 Students read a text attached in the Line in the second meeting	57
Picture 4.11 Students used their mobile phone to look for additional information in the second meeting	59
Picture 4.12 The material in Line that can be accessed by the students through their mobile phone	61
Picture 4.13 The teacher showed the material in Line that can be accessed by the students through their mobile phone	61
Picture 4.14 The Teacher gave a Task to The Students	64
Picture 4.15 The Teacher Attached The Task in Line	64
Picture 4.16 The Teacher attached a dialogue in line in the third meeting	68
Picture 4.17 Students read the dialogue given by the teacher in third meeting	68
Picture 4.18 Students used their mobile phone to look for additional information in the third meeting	70
Picture 4.19 The material in line	72
Picture 4.20 The teacher showed the material in line that can be accessed by the students through their mobile phone	72
Picture 4.21 The teacher gave a task to the students	75
Picture 4.22 The teacher attached the task in line	75
Picture 4.23 The teacher attached the text in line in fourth meeting	79

Picture 4.24 Students read the text given by the teacher in fourth meeting	79
Picture 4.25 Students used their mobile phone to look for additional information in the fourth meeting.....	81
Picture 4.26 The material in line	82
Picture 4.27 The teacher showed the material in line that can be accessed by the students through their mobile phone.....	83
Picture 4.28 The teacher gave a task to the students	85
Picture 4.29 The teacher attached the task in line	85
Picture 4.30 The teacher attached a dialogue in line in fifth meeting.....	89
Picture 4.31 Students read the dialogue given by the teacher in fifth meeting	90
Picture 4.32 Students used their mobile phone to look for additional information in the fifth meeting.....	92
Picture 4.33 The teacher attached the material in line.....	94
Picture 4.34 The teacher showed the material in line that can be accessed by the students through their mobile phone	94
Picture 4.35 The teacher attached the discussion in line	97
Picture 4.36 The Teacher attached the video's link in line in sixth meeting.....	101
Picture 4.37 Students observed the video given by the teacher in sixth meeting.....	102
Picture 4.38 Students used their mobile phone to look for additional information in the sixth meeting	104
Picture 4.39 The teacher attached the material in line.....	106
Picture 4.40 The teacher showed the material in line that can be accessed by the students through their mobile phone	106
Picture 4.41 The teacher gave a task to the students	108
Picture 4.42 The teacher attached the task in line	109

LIST OF CHART

Diagram 4.1 Interactive Model of processes in data analysis by Miles & Huberman (1984, p. 23)	34
Diagram 4.2 The use of MALL based strategy in 6 meetings.....	110



LIST OF APPENDICES

- Appendix 1. Research Observation Permission Letter
- Appendix 2. Research Permission Letter
- Appendix 3. Research Statement Letter
- Appendix 4. Lesson Plans of First and Second Meeting
- Appendix 5. Lesson Plans of Third and Fourth Meeting
- Appendix 6. Lesson Plans of Fifth and Sixth Meeting
- Appendix 7. Instrument Validity Result
- Appendix 8. Experts' Judgment Statement Letter
- Appendix 9. MALL Based Strategy Observation Sheet (First Meeting)
- Appendix 10. MALL Based Strategy Observation Sheet (Second Meeting)
- Appendix 11. MALL Based Strategy Observation Sheet (Third Meeting)
- Appendix 12. MALL Based Strategy Observation Sheet (Fourth Meeting)
- Appendix 13. MALL Based Strategy Observation Sheet (Fifth Meeting)
- Appendix 14. MALL Based Strategy Observation Sheet (Sixth Meeting)
- Appendix 15. Teacher's Response
- Appendix 16. Students' Responses
- Appendix 17. Research Documentations

