EXPLORING STUDENTS' LEARNING EXPERIENCE IN USING QUICK RESPONSE CODE MEDIA IN EFL SPEAKING CLASS

A THESIS

Submitted to fulfill one of the Requirements for the Sarjana Pendidikan Degree in English Education Department

By:

Mita Midayanti

2520005

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
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2025**

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Pekalongan, 27 Oktober 2025

Yang Membuat Pernyataan,

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Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian Bapak/Ibu, Saya sampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

Pekalongan, 27 Oktober 2025
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Student ID   : 2520005

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Has been examined and approved by the panel of examiners on Wednesday, 5th November 2025 as a partial fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd) in English Education.

The Examiners,

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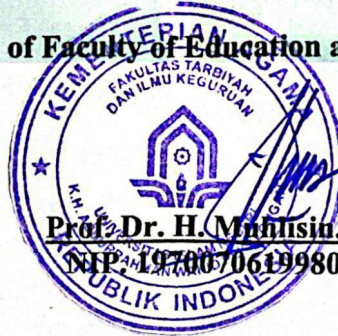**Fachri Ali, M.Pd.**
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MOTTO

"No matter how tough life gets, never regret anything that makes you smile"

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ABSTRAK

Penelitian ini mengeksplorasi pengalaman belajar siswa dalam menggunakan media kode respon cepat pada pembelajaran berbicara Bahasa Inggris sebagai bahasa asing (EFL). Penelitian ini dilatarbelakangi oleh kebutuhan untuk mengintegrasikan teknologi dalam pembelajaran dan mengatasi rendahnya kepercayaan diri siswa dalam berbicara Bahasa Inggris. Berbeda dengan penelitian sebelumnya yang berfokus pada persepsi dan pengembangan media, penelitian ini menelaah pengalaman belajar siswa secara autentik melalui dimensi afektif dan reflektif. Penelitian ini menggunakan pendekatan kualitatif dengan desain naratif inkuiri untuk memperoleh pemahaman mendalam tentang pengalaman belajar siswa. Partisipan penelitian terdiri dari empat siswa kelas sepuluh di salah satu SMA di Pekalongan yang dipilih secara purposive. Data dikumpulkan melalui wawancara semi-terstruktur dan dianalisis menggunakan model Miles dan Huberman yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan, dengan uji keabsahan melalui aspek kredibilitas, transferabilitas, dan konfirmabilitas. Hasil penelitian menunjukkan bahwa siswa melalui keempat tahapan siklus pembelajaran pengalaman Kolb (1984): pengalaman konkret, refleksi, konseptualisasi abstrak, dan eksperimen aktif. Penggunaan kode respon cepat membantu siswa mengakses video, melatih pelafalan, serta berpartisipasi aktif dalam diskusi dan proyek, yang meningkatkan motivasi, kepuasan, dan kepercayaan diri mereka. Pembelajaran berbasis kode respon cepat tidak hanya meningkatkan kemampuan berbicara, tetapi juga mendorong kemandirian dan keterlibatan siswa. Penelitian ini menyimpulkan bahwa integrasi kode respon cepat dapat menciptakan pembelajaran berbicara yang lebih interaktif, bermakna, dan berbasis pengalaman.

Kata kunci: *Kode Respons Cepat, Keterampilan Berbicara, Pengalaman Belajar.*

ABSTRACT

This study explored students' learning experiences in using quick response code media in EFL speaking classes. The research was conducted to integrate technology into learning and to overcome students' low confidence in speaking English. While previous studies mainly focused on perceptions and media development, this research examined students' authentic experiences through affective and reflective dimensions. A qualitative approach with a narrative inquiry design was employed to gain a deep understanding of students' learning experiences. The participants were four tenth-grade students at a senior high school in Pekalongan, selected purposively. Data were collected through semi-structured interviews and analyzed using Miles and Huberman's model, including data reduction, data display, and conclusion drawing, with trustworthiness ensured through credibility, transferability, and confirmability. The findings revealed that students experienced all four stages of Kolb's Experiential Learning Cycle (1984) concrete experience, reflective observation, abstract conceptualization, and active experimentation. The use of quick response code enabled students to access videos, practice pronunciation, and participate actively in discussions and projects, fostering motivation, satisfaction, and self-confidence. Moreover, learning with quick response code not only improved speaking performance in terms of pronunciation, vocabulary, and fluency but also enhanced students' independence and engagement. The study implies that integrating quick response code media into EFL speaking lessons can promote experiential and technology-based learning that supports active participation and creates more interactive and meaningful language learning experiences.

Keywords: *Quick Response Code, Speaking Skills, Learning Experience.*

PREFACE

Praise be to Allah SWT, who has bestowed His mercy and grace, so that the author can complete the thesis entitled " Exploring Students' Learning Experience in Using Quick Response Code Media in EFL Speaking Class ". This thesis was compiled as one of the requirements to obtain a Bachelor of Education degree in the English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, UIN K.H. Abdurrahman Wahid Pekalongan. Blessings and peace always be upon the Prophet Muhammad SAW. May we all receive his intercession on the Day of Judgment. Amen. This research was completed thanks to the help of various parties. Therefore, the author expresses his deepest gratitude and appreciation to:

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6. All parties, not mentioned individually, who have contributed to the smooth completion of this thesis.

With my prayers and hope, may your good deeds be rewarded abundantly by Allah SWT. I hope this thesis will be meaningful and beneficial to readers.
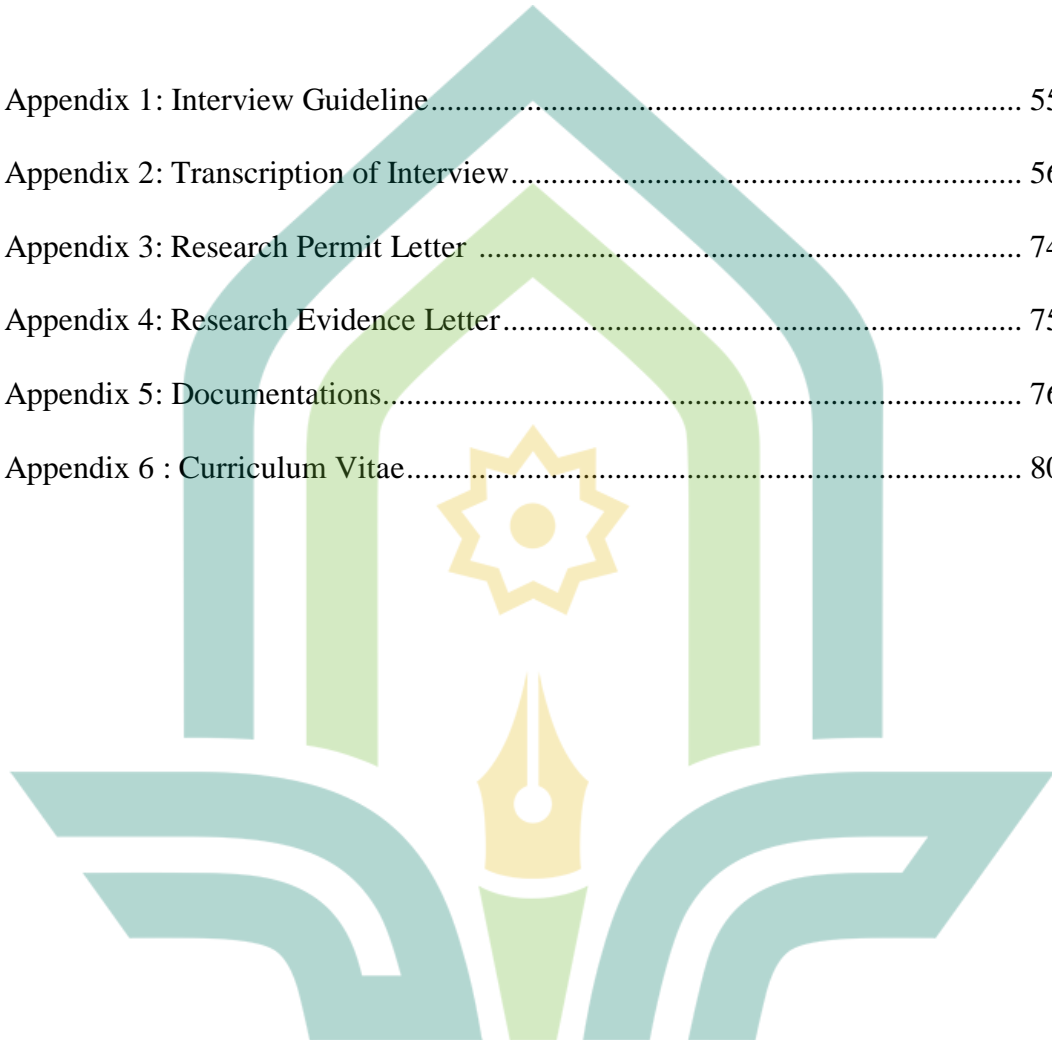
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CHAPTER I

INTRODUCTION

1.1 Background

In today's digital era, education cannot be separated from the use of technology, which has become an important part of the learning process and information management. Several uses of technology that have been used in the education sector include computers, TV, printing machines, laptops, smartphones and others (Suminar, 2019). As a means of learning media, media is also a tool to motivate students to be more active in the teaching and learning process. The use of media is also intended to attract students' interest so they are more enthusiastic in learning. Currently, many students are more comfortable using gadgets or smartphones to study than reading books to study. Therefore, teachers are also required to be creative in providing fun teaching methods so that students are more enthusiastic about learning. According to Rogozin (in Maknuni, 2020), using smartphones as a learning medium can provide students with the opportunity to learn more deeply because they can develop learning through searching for information from the internet. According to Irwanto (in Musariffah, 2018), smartphones are used to support student activities both in class and outside of class, because students can access additional learning material by using applications on smartphones (such as using e-books or social media to discuss). With smartphones, students and teachers can access relevant

things quickly and efficiently (Anisa, 2022). One way is to use quick response code media in learning.

Quick response code is a type of two-dimensional matrix or bar code, where the code can store data information and is designed in such a way that it can be read via smartphone (Tiwari, 2016). QR is an abbreviation for quick response, which is in accordance with the aim of conveying information quickly and getting a quick response too. This quick response code can be used in various fields, one of which is education. This quick response code is used to make it easier for students to understand English material and can immediately practice the material they have learned. In the context of English learning, the use of quick response code allows students to access digital learning resources such as conversation videos, pronunciation exercises, or links to interactive learning platforms quickly and practically.

In learning English as a foreign language (EFL), the four main skills of listening, speaking, reading, and writing are interrelated and form the basis of complete language skills. Among these skills, speaking skills play an important role because they involve the ability to convey ideas orally and interact directly in various communication contexts. Therefore, speaking skills are not only important in the context of language learning, but also play a role in helping students obtain and convey information they encounter in everyday life. With good speaking skills, students can obtain information about what, who, where, why, when, and how about various things they encounter, both in the school environment and in society (Harianto, 2020).

Speaking skills can be developed through various relevant topics. These skills function as a means to convey ideas or information. Therefore, students with limited knowledge and experience tend to have difficulty expressing something orally. For this reason, stimulation is needed in the form of various topics of conversation that can encourage students to actively speak and develop their abilities.

High school students are generally a digital native generation who are accustomed to using technological devices such as smartphones in their daily lives, including in learning activities. In the context of learning English, especially speaking skills, students often face various challenges, such as lack of self-confidence, limited time to practice in class, and anxiety when speaking in front of friends or teachers. This condition will reduce the quality of their speech and students are less able to put together their ideas and thoughts completely, so they often forget and do not focus on what they are going to convey when they are in front of the class (Jannah Lukman, 2022). To overcome these obstacles, the use of technology-based media such as quick response code is one relevant innovative alternative. Quick response code allows students to access speaking learning materials flexibly, such as video dialogues, audio conversations, or interactive exercises, which they can open anytime via mobile phones. With this media, students have more opportunities to practice speaking skills independently and repeatedly, according to their learning style. Therefore, exploring students' learning

experiences in using quick response code media is important to understand the effectiveness of the media.

Given the importance of technology in learning, as well as the potential of quick response code as interactive media that can connect students with digital learning materials quickly, their use in the context of speaking skills is becoming increasingly relevant, especially for high school students who are familiar with technology but face challenges in confidence when speaking in English. Several previous studies, such as Teachers and Students' Perception Using Quick Response Code Program in EFL Teaching and Learning, Utilization of Quick Response Code as a Foreign Language Learning Media in Higher Education in Indonesia, Quick Response Code as an Innovative Teaching Learning Tool in SMK Patriot Peterongan Jombang, and Development of Flashcard Quick Response Code in the English Subject Material Parts of Body Class V, have indeed examined the use of quick response code in education. However, most of them still focus on general perceptions or media development, and have not explored in depth the learning experiences of high school students in speaking learning based on quick response code in English as a Foreign Language (EFL) classes. This study aims to fill this gap by examining students' learning experiences in using quick response code as a medium for speaking learning. This school was chosen because in previous observations when the researcher conducted teaching practice, the researcher observed that many students still felt less confident when speaking in English, such as being reluctant to express

opinions in front of the class, speaking softly, or often relying on friends when asked to speak, so an innovative approach is needed that can support their engagement and comfort in learning.

1.2 Formulation of the Problem

The main problem formulation in this study is: How do students experience the use of quick response code media in EFL speaking classes?

1.3 Operational Definitions

To avoid misunderstanding about the terms in this study, the researcher provides some definitions related to the study as follows:

1. Quick response code are an evolution of conventional barcode, which are able to store more information in a smaller space. This code provides fast access to stored data, enabling more dynamic use in marketing, business and educational contexts (Phillips, 2017).

2. Speaking skills are the ability to speak fluently and clearly and the ability to convey meaning effectively. This includes mastering aspects of phonology (pronunciation), grammar and vocabulary in verbal communication that are appropriate to the situation and context, according to Bailey in the journal (Raba, 2017).

3. Student learning experience according to Laurillard (in the article McKenney & Visscher, 2019), is an experience that involves students' active interaction with technology, the educational environment, and instructors.

This experience allows students to learn through a variety of media and tools that support independent and collaborative learning.

1.4 Purpose of the Research

The researcher conducted this study with the following objectives:

1. To describe students' learning experiences using quick response code in speaking lessons in an EFL context to provide a clear picture of their implications in the classroom.

2. To identify the positive and negative affective aspects experienced by students after using quick response code in speaking lessons.

1.5 Significance of the Research

Researcher hopes that the research will be useful theoretically, empirically and practically:

1. Theoretical Significance

This research is expected to enrich and develop the theoretical framework of speaking proposed by Harmer, as well as strengthen the theoretical basis related to the role of student experience in the speaking learning process.

2. Empirical Significance

This study will provide empirical insights about students' experiences in learning English in a supprotive school environment.

3. Practical Significance

This study provides information for students using quick response code when learning English.

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Based on the research results, it can be concluded that the use of quick response code media in English speaking learning successfully provides meaningful learning experiences for students and answers the research question of How do the students experience using quick response code media in EFL speaking classes. Based on the interview results, all students were proven to go through the four stages in Kolb's (1984) Experiential Learning cycle. They participated directly in real experiences, reflected on those experiences, developed new understandings, and finally tried to apply them in the next learning context. This shows that the use of quick response code plays an important role in facilitating experiential learning that increases students' motivation, independence, and confidence in speaking English.

From an affective perspective, the use of quick response code has a significant positive impact. Students feel happy, motivated, curious, and more confident in speaking English. Although some students experience technical difficulties such as limited internet access, these obstacles do not reduce their engagement in the learning process. In terms of speaking skills, quick response code have been proven to help students improve their pronunciation, vocabulary mastery, and fluency, in accordance with the components of speaking skills proposed by Harmer and Brown. This medium also

strengthens students' abilities to interact and understand their interlocutors (comprehension) through collaborative activities such as video production and group debates.

This study provides a novel contribution by highlighting students' affective and reflective learning experiences in the context of speaking skills, which have not been widely discussed in previous research. Overall, it can be concluded that speaking learning using quick response code allows students to learn through reflective and applicable real-life experiences, in line with Kolb's (1984) theory. This medium not only helps master language skills but also increases students' motivation, independence, and confidence in communicating using English in the digital era.

5.2 Suggestions

Based on the conclusions above, several recommendations can be provided to relevant parties, as follows:

1. For Teachers

Teachers are advised to utilize quick response code as an innovative alternative in teaching English speaking. This media can increase student engagement, facilitate access to materials, and practice pronunciation and vocabulary. Teachers also need to ensure technical readiness and provide guidance so that students can use this media optimally.

2. For Students

It is expected that students utilize quick response codes and other digital resources to practice speaking independently outside the classroom. By practicing listening and imitating pronunciation from videos, students can improve their fluency and confidence in English.

3. For Schools

Schools are expected to provide support in the form of adequate internet network facilities and training for teachers in the use of digital media. This support is essential to ensure the sustainability of technology-based learning innovations such as quick response code.

4. For Future Researchers

Future research can expand on this study by examining the use of quick response code in other language skills, such as listening, reading, or writing, and exploring their impact on learning outcomes using a quantitative or mixed methods approach.

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