



QUICK RESPONSE (QR) CODE'S USE AND STUDENTS' MOTIVATION IN ENGLISH ONLINE LEARNING: A CORRELATIONAL STUDY

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Abstract: The application of Quick Response (QR) code as teaching media has become growing favored. Previous studies demonstrated that it can improve the student's motivation in learning. Hence, this research aims to find and demonstrate the correlation between using Quick Response (QR) Code as assisted language media and student's motivation in English online learning. The type of this research is quantitative research with a descriptive correlational design. The research population is the 5th semester students of English Language Education Department UIN Sunan Ampel Surabaya. The sample used is 30 students with techniques Random Sampling. The data have been collected by using questionnaire consisting of 12 questions on using Quick Response (QR) Code as assisted language learning and 12 questions on students' motivation in English online learning. After gaining the data, the data were analyzed by using Pearson Product Moment on SPSS software version 25. Correlation coefficient obtained in this study was 0.807 with a significance level of 0.00 ($p < 0.05$). It can be concluded that there is a positive and significant correlation between using Quick Response (QR) Code as assisted language media and students' motivation in English online learning.

Keywords: *Students' Motivation, Quick Response (QR) Code*

1. INTRODUCTION

Due to the COVID-19 pandemic, all sectors of life have absolutely had an impact, including the educational field. The learning process which was originally conducted using conventional system (face to face at class) must be transformed into online learning. Online learning is carried out by utilizing technology, including the internet. Online learning is conducted using a distance learning system. In short, Online learning has become the best choice for the learning process in today's situation, including English learning process.

Although online learning provides some advantages, some English teachers and students admit that online learning is not as effective as conventional learning system (face to face), because some materials must be explained directly and more completely. In addition, the material presented online may not be understood by all students. In learning

English which contains concepts, principles, and implementation, online learning is not really sufficient and effective in transferring knowledge to students given by the teacher. Therefore, students tend to be unmotivated in English online learning. Most students have moderate learning motivation in the medium category and a small number are in the low learning motivation classification with very few categories by following the online learning process (Yani, 2021).

With numerous challenges and problems in the COVID-19 pandemic situation, English teachers should be able to show a fun and innovative learning to face learning problems by integrating interactive learning media with technology, so that learning is not monotonous and boring. Thus, English teacher can still present a great learning environment to students.

The application of Quick Response (QR) Code has played an enormous role in all fields today including in the context teaching and learning. The use of Quick Response (QR) Code media in education is still very limited because in general this system is widely used in the marketing world. Quick Response (QR) Code is a media that is quite simple to be accessed for students today. Hence, now is the right opportunity for educators to implement Quick Response (QR) Code media in classroom learning. Students can easily access the Quick Response (QR) Code scan application and will be directly connected to the information display of a website page based on URL data that is paired with the Quick Response (QR) Code. Then, the teacher no longer needs to check each student, whether they have entered the address of a site correctly (Manu & Enstein, 2019).

With Quick Response (QR) code on printed notes, educators can allow students to obtain more materials related to the subject. These can increase efficiency in the learning environment as they intercept students from wasting time on search engines and being revealed to unrelated knowledge. Quick Response (QR) code is convenient and more mobility for language learning. For instance, when an English instructor sends a Quick Response (QR) code for a reading material to the server, students can easily do the task even if they were outside classrooms (Mousa & El-Salam, 2016). Moreover, students and teachers are very enthusiastic and interested in using it. Students are interested in using the Quick Response (QR) Code and accept if it can be included in the learning. It can be concluded that the Quick Response (QR) Code has the impact of increasing student learning motivation (Zuhudy Bahtiar & Surjono, 2020).

There have been a number of previous study in the area of Quick Response (QR) Code as teaching media. Finding by Mousa & El-Salam (2016) show that the application of Quick Response (QR) Code can be used as an alternative media for scanning learning resources at the kindergarten level. It is also in line with Saleh (2018) who states that Quick Response (QR) Code media provides helpful advantages in its application in second language teaching in the context of universities in Indonesia. The application of Quick Response (QR) code in learning can also increase students' learning motivation, such as by Firmansyah & Hariyanto (2019). This study shows that the application of Quick Response (QR) Code-based teaching

materials has a real impact on learning motivation and basic skills to play table tennis for student of Physical Education, Health and Recreation, IKIP Budi Utomo Malang.

Considering the findings of previous studies above, the using of Quick Response (QR) Code was found beneficial in learning. However, what have not been widely explored from previous studies is the issue of using Quick Response (QR) Code as assisted language media and student's motivation in English online learning. Therefore, the present study attempted to fill in the gap. This study is expected to find and demonstrate the correlation between using Quick Response (QR) Code as assisted language media and student's motivation in English online learning to students. The results of this study are useful for designing English online learning by using Quick Response (QR) Code as assisted language media.

2. METHOD

Quantitative research with a descriptive correlational design was employed in this research. The technique in collecting data of QR Code and student's motivation were cumulated by distributing an online questionnaire to 30 students at the fifth semester of English Language Education Department of Islamic State University of Sunan Ampel Surabaya who were chosen randomly. The questionnaire consisted of 24 questions divided into two sections which were 12 questions asking about the the use of QR Code and 12 questions asking about students motivation in English online learning. Likert scale with 4 point (4= Strongly Agree; 3=Agree; 2=Disagree; 1= Strongly Disagree) was implemented to convey the participants answer in the questionnaire.

The selection of students of fifth semester as population was since they were experienced who used QR Code as their assisted language media in English online learning. By conducting the survey through an online questionnaire, students' experience as well as their motivation when using QR Code as their assisted media in English online learning could be explored and ensured.

After the researcher distributed the online questionnaire, then achieved students' contribution in the questionnaire, the scale of each participant and each question was calculated by giving them score in Microsoft excel. Then, the data about QR Code and students' motivation were analyzed through descriptive quantitative method and statistical analysis on SPSS software version 25 including normality test, linearity test and pearson correlation coefficient test. After analyzing data, the result of data analysis was classified to know whether there is a positive correlation, a negative correlation, or no correlation between variables.

3. RESULT AND DISCUSSION

3.1. Finding

3.1.1. The Questionnaire

The questionnaire was divided into two sections in the forms of statements with multiple choices. There were four choices for each statement which ranged from (1) strongly agree; (2) agree; (3) disagree; and (4) strongly disagree.

The First Section of the Questionnaire

This section was about the students' experiences in using Quick Response (QR) Code as assisted language media. The data were obtained from the results of a questionnaire that had been distributed to 30 respondents. The results of the questionnaire data can be shown in the following table:

Table 1. The Result of Questionnaire Data (Variable X)

No.	Statement	SS	S	TS	STS
1.	I don't find it difficult to use Quick Response (QR) Code in online class	30%	60%	10%	0%
2.	I feel learning is becoming student centered using Quick Response (QR) Code	33,3%	66,7%	0%	0%
3.	Quick Response (QR) Code helps me understand lessons easily	16,7%	73,3%	10%	0%
4.	I learn new things with Quick Response (QR) Code	40%	60%	0%	0%
5.	I have better understanding what I'm learning	23,3%	70%	6,7%	0%
6.	The teacher presents the Quick Response (QR) Code media according to the learning material	13,3%	80%	6,7%	0%
7.	Learning by using Quick Response (QR) Code is more interactive	26,7%	70%	3,3%	0%
8.	I am more active in learning by using Quick Response (QR) Code	6,7%	60%	33,3%	0%
9.	I still want to use Quick Response (QR) Code media in online classes	16,7%	77,3%	10%	0%
10.	Using Quick Response (QR) Codes improves the learning environment in online classes	23,3%	66,7%	10%	0%
11.	Teachers can use Quick Response (QR) Code media well	26,7%	70%	3,3%	0%
12.	The teacher evaluates the media used	76,7%	16,7%	6,7%	0%

The Second Section of the Questionnaire

The section dealt with some statements related to students' motivation in online learning. The data were obtained from the results of a questionnaire that had been

distributed to 30 respondents. The results of the questionnaire data can be shown in the following table:

Table 2. The Result of Questionnaire Data (Variable Y)

No.	Statement	SS	S	TS	STS
1.	I'm interested in taking lessons in online class	20%	70%	10%	0%
2.	I participate actively in the learning process during online class	10%	60%	30%	0%
3.	I pay attention to the teacher when teaching	13,3%	83,3%	3,3%	0%
4.	I can concentrate in online class	16,7%	73,3%	10%	0%
5.	I ask if I have difficulty understanding the lesson	20%	70%	10%	0%
6.	I am interested in the material taught by the teacher	23,3%	73,3%	3,3%	0%
7.	I spend more time studying than playing	16,7%	76,7%	6,7%	0%
8.	I like the learning process using learning media	16,7%	73,3%	10%	0%
9.	I don't like it when the teacher gives assignments or exercises	16,7%	50%	33,3%	0%
10.	I tend to want the learning process to end quickly	10%	56,7%	33,3%	0%
11.	I feel lost when I miss the teacher's explanation during online class	20%	50%	30%	0%
12.	I provide free time to repeat the material that has been learned in online class	13,3%	73,3%	13,3%	0%

3.1.2. Normality Test

Normality test is utilized to determine whether the distribution of the data to be analyzed is normally distributed or not. The normality test in this research implement the Shapiro Wilk test since the number of research samples was less than 50 respondents. The normality test was carried out by using SPSS version 25 software. The results of the normality test can be known as follows:

Table 3 The Result of Normality Test

Test of Normality	Kolmogorov-Smirnov ^a			ShapiroWil k		
	Statistic	df	Sig.	Statistic	df	Sig.
Quick Response (QR) Code	.138	30	.148	.944	30	.119
Students' Motivation	.141	30	.131	.970	30	.528

a. Lilliefors Significance Correction

Based on the table of normality test results above, it can be known that the variable using the Quick Response (QR) Code as assisted language media (X) has a significant value of 0.119 and for the variable students' motivation (Y) has a significant value of 0.528. Data that is categorized as normally distributed is data that has a Sig value. (2-tailed) > 0.05. Hence, it can be assumed that the two data variables are normally distributed.

3.1.3. Linearity Test

After carrying out the normality test, we enter the next stage, namely the linearity test. The linearity test is utilized to determine the form of the correlation between the independent variable and the dependent variable. The basis for making decisions on the linearity test are: a) If the value of Sig. deviation from linearity > 0.05, then there is a linear relationship.

b) If the value of Sig. deviation from linearity < 0.05, then there is no linear relationship.

The results of the linearity test can be known as follows:

Table 4 The Result of Linearity Test

Based on the analysis result above, it can be known that the value of sig. deviation from linearity is 0.301. The value has sig. deviation from linearity > 0.05 which indicates that the two variables have a linear relationship.

3.1.4. Correlation Coefficient

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Students' Motivation * Quick Response (QR) Code	Between Groups	(Combined)	404.800	12	33.733	6.090	.000
		Linearity	325.274	1	325.274	58.722	.000
		Deviation from Linearity	79.526	11	7.230	1.305	.301
	Within Groups		94.167	17	5.539		
	Total		498.967	29			

The correlation test was carried out to measure the closeness of the relationship between the variables X and Y. The correlation test was accomplished after performing the normality test and linearity test. The results of the normality test indicated that the two variables were normally distributed and the outcome of the linearity test indicated that there was a linear relationship between the two variables. Therefore, the correlation test was carried out using Pearson Product Moment analysis. The next analysis is the result of the correlation coefficient using the Pearson Product Moment formula in SPSS version 25 software:

Table 4.4 Correlation Coefficient Test Results

Correlations			
		Quick Response (QR) Code	Students' Motivation
Quick Response (QR) Code	Pearson Correlation	1	.807**
	Sig. (2-tailed)		.000
	N	30	30
Students' Motivation	Pearson Correlation	.807**	1
	Sig. (2-tailed)	.000	
	N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

Correlation decision making refers to the following:

- If $\text{sig} > 0.05$, then H_0 is accepted and H_1 is rejected, which means there is no relationship between using Quick Response (QR) Code as assisted language media and students' motivation in English online learning.
- If $\text{sig} < 0.05$, then H_0 is rejected and H_1 is accepted, which means there is a relationship between using Quick Response (QR) Code as assisted language media and students' motivation in English online learning.

In the results of the correlation coefficient test above, it conveys that the significance value is less than 0.05, namely 0.000 which states that H_0 is rejected and H_1 is accepted. Hence, it can be assumed that there is a relationship between using Quick Response (QR) Code as assisted language media and students' motivation in English online learning.

The relationship between the results of the Pearson Product Moment correlation test is 0.807, which means that the relationship between using Quick Response (QR) Code as assisted language media and students' motivation in English online learning is at a very strong level, according to the following level table (Subandi, 2005):

Table 5 Interpretation of Correlation

Coefficient Interval	Correlation Level
0,00 – 0,199	Very weak
0,20 – 0,399	Weak
0,40 – 0,599	Neutral
0,60 – 0,799	Strong
0,80 – 1,000	Very strong

The correlation coefficient in the results above is also positive, namely 0.807 so that the relationship between the two variables is unidirectional. Thus, the higher the value of using Quick Response (QR) Code as assisted language media, the higher the level of students' motivation in English online learning.

3.2. Discussion

The present study has explored the correlation between using Quick Response (QR) Code as assisted language media and students' motivation in English online learning. The result confirms that there is a positive and significant relationship between using Quick Response (QR) Code as assisted language media and students' motivation in English online learning.

This research finding is not in line with other studies which have been conducted by researchers. As the writer has mentioned in the introduction, the study of the relationship between using Quick Response (QR) Code as assisted language media and student's motivation was still limited which means there is no studies discussed in line with this present studies. This study provides a new horizon where people can know the correlation between using Quick Response (QR) Code as assisted language media and students' motivation in English online learning. If previous studies mostly discussed about the effect of implementation Quick Response (QR) Code and the survey of teacher and student perspective of using Quick

Response (QR) Code in the class, current research discusses the relationship between Quick Response (QR) Code and students ' motivation. In addition, the current research focuses on the use of the Quick Response (QR) Code in online classes and the objective of the current study is to identify the use of the Quick Response (QR) Code in the English class. This point has not been addressed by previous studies.

However, Quick Response (QR) Code is one of example teaching media that teacher can use in English class as we have known. Thus, this research finding is in line with the previous study about correlation between teaching media and student's motivation which has conducted by Mutmainnah and Ismaniar (2018). It is stated that there is a significant correlation between learning media and students' motivation in participating in the learning process. Moreover, if the learning media is well designed as a learning medium, students are motivated in learning (Sartika et al., 2016). According to the results of the previous studies, it can be concluded that the use of learning media including Quick Response (QR) Code has a significant relationship with student motivation in learning.

Hajrah (2018) states that in the educational process, student learning motivation can be grown by the presence of: subject teachers, guidance and counseling teachers/counselors, school leaders, and all accommodative school components, parents and family members who support student learning activities, appropriate learning methods, the subject matter provided is in accordance with what students should learn and master, and the use of learning media.

According to the result of research, it can be assumed that using Quick Response (QR) Code as assisted language learning allows to motivate students in participating in learning. It also claimed by most of the previous studies. Quick Response (QR) codes can motivate students to study as it fulfils their learning needs. This media encourage the students' interest in study, provides social learning and promotes positive benefits, such as ease of use (Tan &

Chee, 2021). Another finding shows that the use of Quick Response (QR) Code-based teaching materials with discovery learning models can increase students' learning motivation (Yusuf, 2019). As a result, using Quick Response (QR) Code can be a plausible alternative to improve motivation of student in learning.

From some of explanations above and also the results in this research, it shows that the use of Quick Response (QR) Code as assisted language media in the learning process affects the motivation of students in participating in the learning process in English online learning. The use of Quick Response (QR) Code can make the learning process meaningful, direct student behavior in the classroom, and motivate students to take part in classroom learning. If students have high motivation in participating in the learning process, it will make it easier for students to achieve learning objectives. Therefore, the use of Quick Response (QR) Code as assisted language media in the online English learning process is one of the factors in determining how motivated students are. The higher the intensity of using Quick Response (QR) Code as assisted language media, the higher the level of students' motivation in English online learning, and vice versa.

4. DISCUSSION

According to the result of research finding and discussion, it can be concluded that there is a significant relationship between using Quick Response (QR) Code as assisted language media and students' motivation in English online learning. This is according to the results of the Pearson product moment correlation coefficient showing the results of 0.807 with a significance level of 0.00 ($p < 0.05$). The value of 0.417 on the correlation coefficient indicates that the relationship between using Quick Response (QR) Code as assisted language media and students' motivation in English online learning is at a very strong level and has a positive significance value so that the relationship between the two variables is unidirectional. If the variable using Quick Response (QR) Code as assisted language media increases, the students' motivation variable also increases, and vice versa. If the variable using Quick Response (QR) Code as assisted language media decreases, the students' motivation variable also decreases. This study needs to be perfected by further researchers as due to the pandemic situation, the research could not be conducted in a wider scope by using many variables and participants.

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