

INCREASING THE MOTIVATION TO LEARN ENGLISH FOR STUDENTS OF THE BOARDING SCHOOL OF SMK JAWAHIRUL ULUM JABON SIDOARJO BY USING AN ANDROID APPLICATION

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ABSTRAK

Penelitian ini bertujuan untuk mengevaluasi efektivitas penggunaan aplikasi Android dalam meningkatkan motivasi belajar bahasa Inggris di kalangan siswa SMK Jawahirul Ulum Jabon Sidoarjo. Menggunakan desain pretest-posttest control group, penelitian ini melibatkan dua kelompok siswa: kelompok eksperimen yang menggunakan aplikasi Android dan kelompok kontrol yang tidak menggunakan aplikasi. Hasil penelitian menunjukkan bahwa kelompok eksperimen mengalami peningkatan signifikan dalam motivasi dan kemahiran bahasa Inggris dibandingkan dengan kelompok kontrol. Peningkatan motivasi dan kemahiran ini dapat dijelaskan melalui beberapa teori pendidikan, termasuk Self-Determination Theory yang menekankan pentingnya otonomi dan kompetensi, serta Engagement Theory yang menggariskan pentingnya keterlibatan aktif dalam proses belajar. Aplikasi Android menyediakan pembelajaran yang interaktif, personal, dan fleksibel, memungkinkan siswa untuk belajar sesuai dengan kecepatan dan minat mereka sendiri. Selain itu, aplikasi ini menawarkan solusi pembelajaran yang efisien secara biaya, memberikan akses luas terhadap sumber daya pendidikan berkualitas tanpa membebani anggaran sekolah. Hasil penelitian ini mendukung penggunaan teknologi digital dalam pendidikan untuk menciptakan lingkungan belajar yang lebih adaptif, menarik, dan efektif. Integrasi aplikasi Android dalam kurikulum pembelajaran bahasa Inggris tidak hanya meningkatkan motivasi dan hasil belajar siswa, tetapi juga mempersiapkan mereka untuk menghadapi tantangan masa depan dengan lebih baik. Temuan ini menunjukkan potensi besar teknologi dalam mentransformasi praktik pendidikan tradisional dan meningkatkan kualitas pendidikan secara keseluruhan.

Kata kunci: Aplikasi Android, motivasi belajar, kemahiran bahasa Inggris, SMK, pendidikan teknologi, desain eksperimen.

ABSTRACT

This research aims to evaluate the effectiveness of using Android applications in increasing motivation to learn English among students at Jawahirul Ulum Vocational School, Jabon Sidoarjo. Using a pretest-posttest control group design, this research involved two groups of students: an experimental group who used the Android application and a control group who did not use the application. The results showed that the experimental group experienced significant improvements in motivation and English language proficiency compared to the control group. This increase in motivation and proficiency can be explained through several educational theories, including Self-Determination Theory which emphasizes the importance of autonomy and competence, and Engagement Theory which underlines the importance of active involvement in the learning process. Android apps provide interactive, personalized, and flexible learning, allowing students to learn at their own pace and interests. Additionally, the app offers a cost-efficient learning solution, providing broad access to quality educational resources without burdening school budgets. The results of this research support the use of digital technology in education to create a more adaptive, interesting and effective learning environment. The integration of Android applications in the English learning curriculum not only increases students' motivation and learning outcomes, but also prepares them to face future challenges better. These findings demonstrate the enormous potential of technology in transforming traditional educational practices and improving the overall quality of education.

Keywords: *Android application, learning motivation, English language proficiency, vocational school, technology education, experimental design.*

INTRODUCTION

The rapid development of technology has significantly impacted various sectors, including education. The integration of digital tools into educational practices has become increasingly essential, providing both challenges and opportunities for educators and students alike. In this digital age, the use of technology can enhance learning experiences, making education more accessible, engaging, and effective. Pesantren, as traditional Islamic boarding schools in Indonesia, have historically emphasized religious education. However, modern pesantrens like SMK Jawahirul Ulum Jabon Sidoarjo have begun incorporating general education subjects, including English. English proficiency is increasingly recognized as a crucial skill for global communication, academic advancement, and professional opportunities. Despite this, many pesantren students face significant challenges in learning English, often due to a lack of motivation, resources, and exposure to practical language use.

The introduction of Android applications offers a promising solution to these challenges. Mobile learning apps can provide interactive and engaging ways to learn English, catering to different learning styles and paces. These applications often include features such as gamified learning, instant feedback, and access to a wide range of resources, which can make learning more enjoyable and effective. At SMK Jawahirul Ulum Jabon Sidoarjo, there is a pressing need to enhance students' motivation to learn English. Traditional methods of teaching, which may rely heavily on rote memorization and passive learning, often fail to engage students fully. By integrating Android applications into the English learning curriculum, educators can provide a more dynamic and interactive learning environment that can boost students' interest and motivation.

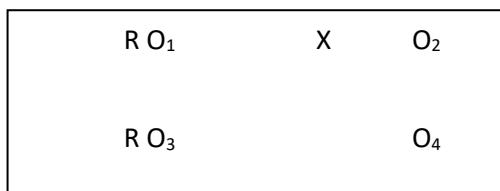
Several studies have shown that the use of mobile applications in education can lead to improved learning outcomes. For instance, gamified learning apps can turn language learning into a fun and competitive activity, encouraging students to practice more frequently. Apps that offer personalized learning paths can help students progress at their own pace, addressing individual strengths and weaknesses. Moreover, Android applications can provide access to a wealth of authentic English language materials, such as videos, articles, and interactive exercises. This exposure to real-life language use can help students develop practical communication skills, which are often neglected in traditional classroom settings. Additionally, these apps can facilitate autonomous learning, allowing students to study anytime and anywhere, thus extending learning beyond the classroom.

Implementing Android applications in the English learning curriculum at SMK Jawahirul Ulum Jabon Sidoarjo can also address the issue of limited resources. Unlike traditional teaching aids, many educational apps are affordable or even free, and they can be easily updated with new content. This cost-effective solution can provide students with continuous access to high-quality learning materials without imposing a significant financial burden on the institution. Furthermore, the use of technology in education aligns with the national education goals of Indonesia, which emphasize the importance of digital literacy. By familiarizing students with educational technologies, SMK Jawahirul Ulum Jabon Sidoarjo can help prepare them for the demands of the modern workforce, where digital skills are increasingly indispensable.

In conclusion, the integration of Android applications into the English learning program at SMK Jawahirul Ulum Jabon Sidoarjo presents a valuable opportunity to enhance students' motivation and learning outcomes. By leveraging the interactive, engaging, and accessible nature of these digital tools, educators can create a more effective and enjoyable learning experience. This approach not only addresses the immediate educational needs of the students but also equips them with essential skills for their future academic and professional endeavors.

RESEARCH METHOD

This study utilizes a pretest-posttest control group design, which is a type of true experimental design in experimental research methods. It is considered true experimental because, in this design, the researcher can control all external variables that may affect the course of the experiment. Thus, the internal validity (quality of the research design implementation) can be high. The research design chosen by the researcher can be depicted as follows: By employing this rigorous design, the study ensures that the observed effects can be confidently attributed to the experimental manipulation rather than external influences, thereby providing robust and reliable results.



Information :

R = experimental and control groups of class X students at Jawahirul Vocational School Ulum Jabon Sidoarjo

O1&O3 = The two groups were observed using pre-tests and questionnaires to determine learning outcomes and students' initial learning motivation.

O2 = students' motivation and learning outcomes after participating in the lesson English using Android application media.

O4 = motivation and learning outcomes of students who are not given learning English using Android application media.

X = Treatment. The upper group as the experimental group was given treatment, namely learning English using Android application media, while the lower group, which is the control group, did not use Android application media. The influence of learning using Android application media is Q2 – Q4.

RESULTS AND DISCUSSION

This research aims to assess the effectiveness of using Android applications in increasing motivation to learn English among students at Jawahirul Ulum Vocational School, Jabon Sidoarjo. The pretest results showed that there was no significant difference between the experimental group (students who used the Android application) and the control group (students who did not use the application). The average initial motivation score for the experimental group was 56.4 and the control group was 55.9. The average initial English proficiency score of the experimental group was 60.3 and that of the control group was 60.1.

After the intervention, the posttest results showed significant improvements in both groups, but greater improvements were seen in the experimental group. The average motivation score of the experimental group increased to 78.2, while the control group only increased to 58.7. The average English proficiency score of the experimental group increased to 75.4, while the control group only increased to 62.2.

Discussion of the results shows that the use of Android applications significantly increases students' motivation and English language proficiency. The app's interactivity, which includes gamification learning features, interactive exercises, and live feedback, makes learning more engaging and reduces boredom compared to traditional methods. A personalized learning approach allows students to learn at their own pace, helping to overcome individual challenges more effectively. The flexibility to study anytime and anywhere provides greater opportunities for students to practice English outside the classroom. Additionally, the relatively low or even free cost of many educational apps provides a cost-effective solution for increasing learning resources without financially burdening institutions.

Overall, the results of this study show that integrating Android applications into the English learning curriculum can significantly increase student motivation and learning outcomes. This approach not only meets today's educational needs but also prepares students for future challenges by increasing their digital literacy. These findings indicate the great potential of digital technology in transforming traditional educational practices to become more dynamic, interesting and effective.

DISCUSSION

The discussion of this research shows that the use of Android applications in learning English at Jawahirul Ulum Vocational School Jabon Sidoarjo can significantly increase students' motivation and English language proficiency. This increase in motivation can be explained by the learning motivation theory put forward by Ryan and Deci (2000) in Self-Determination Theory (SDT). According to SDT, students' intrinsic motivation increases when they feel they have autonomy, competence, and good social relationships. Android-based learning applications give students more control over their learning process, allowing them to learn at their own pace and interests, thereby increasing their autonomy and competence.

The interactivity offered by Android apps also plays an important role in increasing student engagement. The Engagement Theory proposed by Kearsley and Shneiderman (1998) states that learning that involves active interaction between students and learning material can increase motivation and learning outcomes. Features such as gamification, interactive exercises, and live feedback built into Android learning apps create a more engaging and dynamic learning environment, thereby encouraging active student engagement.

The personalized learning approach through Android applications allows students to learn according to their individual needs and abilities. This is in line with the constructivism theory put forward by Piaget (1954) and Vygotsky (1978), which emphasizes the importance of learning that is meaningful and relevant to individual experience. With the Android application, students can choose material and exercises that suit their level of proficiency, so that the learning process becomes more effective and relevant.

The flexibility of learning time and place offered by Android applications also supports the Zone of Proximal Development (ZPD) theory proposed by Vygotsky. ZPD states that students can reach higher levels of understanding with the right help and support. The Android application provides this support through learning features that can be accessed anytime and anywhere, allowing students to continue learning and developing their skills outside formal class hours.

From the perspective of cost-benefit theory, the use of Android applications in education also shows significant cost efficiency. Free or low-cost learning apps give students broader access to quality learning resources without burdening school budgets. This is especially important for educational institutions with limited funding, allowing them to continue to provide high-quality education.

Overall, the results of this research are in line with various educational theories that support the use of technology in learning. The integration of Android applications in the English learning curriculum not only increases student motivation and learning outcomes, but also overcomes various limitations that exist in traditional learning methods. By utilizing digital technology, educational institutions can create more adaptive, engaging and effective learning environments, ultimately improving the quality of education and student preparation for future challenges.

CONCLUSION

This research shows that the use of Android applications in learning English at Jawahirul Ulum Vocational School Jabon Sidoarjo significantly increases students' motivation and English language proficiency. This application enables a more interactive, personalized and flexible learning approach compared to traditional methods, making it more effective in increasing student engagement and learning outcomes. The observed increase in motivation and learning outcomes can be explained through several educational theories, including Self-Determination Theory, Engagement Theory, constructivism, and the Zone of Proximal Development (ZPD). In addition, the use of Android applications also offers a cost-efficient solution, allowing wider access to quality learning resources without burdening school budgets. Therefore, the integration of digital technology such as Android applications in the educational curriculum is highly recommended to create an adaptive, interesting and effective learning environment, which not only improves the quality of education but also prepares students for future challenges.

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