

The Students Motivation Toward the Use of Informatics Technology In Teaching English at MA Ma'arif Roudlotut Tholibin

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Abstract

This study is motivated by the continuous changes in people's lives resulting from advances in science and technology, particularly in education. The research employed a descriptive qualitative approach, with data collected through observation, interviews, and documentation. Information was obtained from the head of the madrasah, the chairman of the madrasah committee, teachers, and students. Data were analyzed using a descriptive narrative technique through the stages of data reduction, data presentation, and conclusion drawing, while data validity was ensured through triangulation of respondents, methods, and time. The findings reveal that the use of information technology, specifically the WhatsApp application, in the learning process at MA Ma'arif Roudlotut Tholibin, serves not only as a medium, source, and tool for evaluation but also as a stimulus for student engagement. Students reported feeling less bored, more motivated, and more actively involved in learning. The use of WhatsApp as a learning medium helps overcome students' limited experiences, fosters interaction with their environment, ensures uniformity of understanding, and supports the development of appropriate basic concepts. Furthermore, it enhances students' interests, regulates learning pace, and provides a comprehensive learning experience from concrete to abstract concepts. Contribution: This study contributes to the field of educational technology by demonstrating how the integration of a widely accessible communication tool—WhatsApp—can effectively enhance student motivation, engagement, and learning outcomes in a madrasah context. It highlights the potential of low-cost, familiar platforms to bridge technological gaps in education and to create more dynamic and interactive learning environments.

Keywords: Informatics Technology, Students Motivation, Teaching English

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INTRODUCTION

Technological developments in Indonesia are growing very rapidly, especially in the fields of communication and information. The development of this technology has given birth to new ideas, innovations and suggestions that aim to facilitate the delivery of information between people so that it becomes more effective (Rijali, A. 2018:17). One innovation that can simplify the communication process and convey information can be done using technology, namely cellular telephones or what are known as cell phones. Through smartphones, everyone has the opportunity to download the applications they need, one of which is learning applications. In recent years, online learning has been

popularly used in the world of education in Indonesia, so that many applications available on smartphones can be used as a medium for conveying online learning information.

Mobile-based educational devices have emerged and show great potential to help educators build various information and knowledge for learning via mobile devices. Whatsapp or what is often known as WA is one of the social media most actively used by the public (A. Wigfield, J.S 2016:16). Whatsapp is an application that functions to send instant messages (instant messenger), but if you look at its main function, WhatsApp is similar to the SMS (short message service) application that is usually used on old cellphones. However, WhatsApp does not use credit directly like using SMS, but uses internet services. As long as the cellphone is still connected to an internet service, users can send messages. Not only that, users can send soft files with PDF extensions, docs and various types of documents (Widya Genitri, 2017:55).

Whatsapp is not only used as a medium for individual information and communication, but can create groups so that they can communicate with large numbers, namely in groups (fnibar, N. D.F.2020:70-83). The group chat content is in one group consisting of several people and can accommodate a large number of people. The chat group feature in the WhatsApp group can be used by lecturers and students to communicate and discuss lessons via social media related to learning. Whatsapp can access messages offline, messages are saved automatically when the device is off or outside the coverage area and whatsapp can be used on a laptop or PC, namely with the whatsapp web feature (Kusuma 2018:74).

According to Hamalik, learning is a combination that includes human elements, materials, facilities, equipment and procedures that mutually influence the achievement of learning goals. One of the elements in learning is facilities, in this case the facilities in question are media for conveying information in learning (Daheri, M., Juliana, 2020:775). Whatsapp is to be used as a source of independent learning for English language subjects at the high school level to increase student motivation and learning outcomes (Ahmed, Sabri TS. 2019). The media was developed by utilizing one of the features available on the Whatsapp service, namely grouchat chat. This service can be used as learning advice if managed well. Teachers as group chat managers can add all their students to the chat and convey the material that has been summarized in image form using the chat attachment sending feature (Singgih Hutomo Aji, 2019 : 35).

This research is limited to the problem of using the WhatsApp instant messaging service as a source for independent learning of English language material (Agustina, S., & Nandiyanto, A. B. D. 2021:89). The media used is media in the form of images which are tested for their suitability as an independent learning resource to increase students' motivation and English learning outcomes. Motivation is measured using the ARC indicator (Attention, Relevance, Confidence, Satisfaction) (Okvireslian, S. 2021:131). The aim of this research is to be able to produce media products based on the WhatsApp instant messaging service application as a source of independent learning, to increase motivation and learning outcomes in English, and to be able to determine the magnitude of the increase in students' motivation and learning outcomes in learning English after implementing service application-based learning media (Alqahtani, M.S:2021). Whatsapp instant messaging.

METHOD

This research adopt the literature study method. Literature study is a research approach that involves the analysis and synthesis of documents, articles, books, journals, and other secondary sources relevant to the research topic. In this context, a literature study will be used to collect, evaluate, and synthesize previous research findings related to the influence of technology-based teaching methods on speaking abilities in English language learning in secondary schools (Sugiyono, 2016).

Sources of information that will be used in this research will include scientific journal articles, textbooks, theses, dissertations, research reports, as well as other related academic sources. These sources will be selected based on their relevance to the research topic.

The first step is to search for relevant literature using academic databases such as PubMed, Google Scholar, and other related sources. Keywords to use in the search will include phrases such as “technology-based teaching methods,” “speaking skills,” and “high school English learning.” After the search, literature will be selected and selected based on predetermined inclusion and exclusion criteria.

Once relevant literature has been collected, literature analysis will be carried out. This will include Identification and summary of key findings from the literature related to the influence of technology-based teaching methods on speaking ability, Evaluation of the methodological quality of existing research in the selected literature, Identification of gaps in the literature that require further research.

Once the literature analysis is complete, the findings will be synthesized to construct a comprehensive picture of the influence of technology-based teaching methods on speaking ability in English language learning in secondary schools. This will include establishing key findings, patterns, and trends in the analyzed literature.

The results of this literature study will be prepared in the form of a research report which includes introduction, background, methods, findings, analysis, conclusions and suggestions for further research. This report will make an important contribution to the understanding of the role of technology in English language learning in secondary schools and can be used as a guide for educators and educational policy makers.

RESULT AND DISCUSSION

In this section, the research will delineate various findings that have been discovered in previous studies related to the concept IT in using the WhatsApp application. This encompasses the ways in which the concept is applied within the context of learning, its impact on initial comprehension, and its correlation with learning achievements. These results will be described descriptively, providing a comprehensive overview of the contributions of previous studies to our using technological informatics.

Shodiq and Zainiyati (2020) stated that an educator must pay attention several aspects if you have decided to use a WhatsApp group as instructional Media. Things to pay attention to include:

- 1) Introduction to learning material This needs to be done to give students an initial overview of the material what they will learn so they can prepare themselves to receive material to be provided (Dewi, Septi Riana. 2019:19).
- 2) Formulate learning objectives
Learning objectives also need to be explained so that students can have clear targets about what they must master when completing learning material Provide assistance and guidance to students to learn material Even though the delivery of material is not carried out synchronously, the teacher does must remain ready to provide assistance and guidance needed by students when they study the material being given (Downes, Colm. 2020:20).
- 3) Learning materials are adjusted to generally applicable standards and adapted with the level of development of each student A teacher must be able to see the level of student ability and be able to adjust it to the level of material provided so it won't be too much burdensome on students.
- 4) Provide assistance and convenience for students to complete assignments
by giving clear orders and directions Clear orders and directions need to be given so that students can easily do it carry out the tasks assigned to them (Downes, Colm. 2020:38).

- 5) An explanation method that is effective, clear and easy for students to understand accompanied by illustrations, examples, demonstrations, videos, and so on. The explanation of the material should be equipped with several contemporary illustrations which can make it easier for students to understand the material provided (Grover, S., Garg, B., & Sood, N. 2020:19).

Several research results show that the use of WhatsApp groups as online English learning media can create a condition more relaxed and conducive learning that can encourage students to do more. Motivated in studying the material provided (Jasrial, Dedi. 2019 Vol 1). Students also tend to be braver opinion because the opinions expressed are written so they are more have plenty of opportunity to think and compose words before delivering them group chat. As one of the research results states that WhatsApp Groups as an English learning medium provide space for students to practicing language, especially in improving writing skills, is encouraged students to remain involved in the learning atmosphere even outside the classroom, and motivate them to learn each other's saris (Ahmed, 2019).

Some strategies for learning English through WhatsApp application.

Based on several research results, the features vary in WhatsApp Groups considered to be very helpful for teachers and students in the language learning process and improve learning outcomes to the maximum, especially during the pandemic (Jasrial, Dedi. 2019:99-110). Teacher can dig deeper into the use of WhatsApp Group services for provide online learning strategies or techniques in a more interesting, active, fun, and meaningful in order to master language skills, namely reading, writing, listening and speaking (Linda & Ri'aeni, Ida. 2018:156). The following are several reviews from various references, the author's experience, and also the results of research on the use of WhatsApp Groups in the learning process English (Haines, 2016; Downes, 2020; Jasrial, 2019; Nurazizah, 2019) for improve language abilities or skills and language components Learning to Read (Reading):

a. Simple Short Text

Through the WhatsApp Group, teachers can adopt simple short texts from the website to share in the form of group messages according to the topic to be discussed. For example, if the theme is about Coronavirus, the teacher can look for reading material on the World Health Organization website, or if it is a narrative story, they can open the British Council or BBC Learning English website, then students can be asked true and false questions or statements according to the text and objectives. learning.

b. Send PDF Reading Worksheets

Another strategy that can be used to learn reading skills is through WhatsApp Group is to share worksheets for reading comprehension practice in pdf form. These worksheets are usually widely available and can be downloaded for free via the internet at learning website addresses (Linda & Ri'aeni, Ida. 2018:160). Teachers can choose a topic that is available and in accordance with the syllabus you have, then later At the end of the session, an assessment can be given directly as a form of feedback from the teacher.

c. Authentic Materials

In this strategy, the teacher can provide reading materials or texts that are meaningful authentic. Text can be in the form of advertising photos, brochures, restaurant menus in English or other forms of small text that exist in the surrounding environment which can then be done designed to be a trigger for discussion activities to discuss the text Whatsapp Group as an Online English Learning Media During the Pandemic 181 authentic or it could also be in the form of a question-answer sheet so you improve students' reading skills (Mandasari, Yuyun P, & Wulandari, Eka. 2020:22).

d. Video Clips

In this case the video file can be sent in the group and students can watch the video with English subtitles at home with appropriate time allocation enough, then they can

be asked to answer related questions with the videos they watch (Moore, J. L., Dickson-Deane, C., 2020:19). In this strategy students do not just learn reading comprehension skills but they also learn skills listen and talk at the same time.

2. Learning to Write (Writing)

a. Photo Caption

Today's students are passionate about photography, whether amateur or professional.

With the sophisticated camera features of the gadgets they have, they can explore selfie and photography skills. Their interest is deep This photography can be used in learning to improve writing their abilities. Students may be asked to submit a photo later Students must include a caption in 1 or 2 sentences about the photo. This writing activity can be adjusted to the learning objectives to be achieved. At the end of the lesson, peer feedback or feedback from the teacher can be carried out then the best photo and caption in one class can be determined (Nabila, Reny & Kartika, Tina. 2020:45).

b. Giving Comments

For students with a higher level of education, live activities can be carried out comments. The teacher gives a statement, argument or case is becoming a hot and happening topic at the moment (Napratilora, Martina, et.al 2020:129). Then the students are divided into groups agreed and disagreed and then they were asked to provide comments according to the group division on the topics presented by the teacher. In this activity, the teacher makes observations and also becomes a facilitator discussion activities via message comments in the WhatsApp Group and at the end Activities can be given a conclusion based on the learning objectives will be achieved (Nurazizah, Hega. 2019:43).

c. Chain Stories

This learning technique will enable students to develop creativity and imagination. Through the WhatsApp Group, teachers can start by providing The first sentence must then be connected to the second sentence and so on from all the students in turn to form a story intact (Pangondian, R. A 2019:23). At the end of the learning activity, the teacher and students provide feedback and The chain story can be documented in a file so that it can be printed or published in the school wall magazine as class work.

d. Describe a Process

Other strategies that can be considered to improve writing skills via the WhatsApp application is a describing process and this activity is very suitable to learn to write procedural texts (Perdamean, AS. 2019:98). Students choose an activity process namely Eka Wulandari & Yuyun Putri Mandasari 182 learning (for example: how to make toast, how to download videos on YouTube channel, and others). Students take photos at each stage of the activity and provide information on the image in the form of steps creating an activity. Then the teacher and students provide feedback (Prajana, Andika. 2017:63).

e. Photo Story

Photo story is an activity to improve the ability to write narratives through WhatsApp Group application. Students take 5 to 6 photos and they write a narrative based on the photo series they created and then send it via WhatsApp Groups. The narrative of this story can be written as a caption and at the level of organization Language can be adjusted to suit the student's ability level (Shodiq, Imam J. 2020:28). If the class is large, students can be divided into several groups. At the end Activities include feedback and giving awards for stories best picture (Susilawati, Samsul 2020:23).

f. Photo Diary

With this technique, students can learn to write recount text. For one semester of study, students are asked to send one photo of their daily activities via WhatsApp Group, can be done as a selfie, wefie, or in the form of another photo object as a diary for that day (Susilowati, Eka. 2020:12). Then students add captions to the photos it's about what they do. Students can compare photos of each each to see who had the most fun day.

3. Listening Learning (Listening)

a. Listening via Voice Notes

The voice note feature will be very useful if it can be utilized optimally. Teacher can send learning material to whatsapp group and then provide explanations in the form of voice notes (Utomo dan Ubaidillah. 2018:16). Materials that can be provided include: others in the form of short dialogue, short monologue, or long text adapted to suit the level of students in the class or the learning objectives to be achieved (Wijaya, Armeria. 2018:48). Then the teacher gives practice questions in the form of multiple choices directly via text message in the WhatsApp Group or sending a pdf file for practice questions listening ability (Wijayanti, Anita, 2018).

b. Find the emoji

In the WhatsApp Group there are many features that can be used for learning. One of them is the emoji feature (Prihatmi, T. N. 2021:23-28). In this technique students are asked pairs, then one member of the pair sends the recording audio of some emojis according to the topic being studied to other friends, for example emoji about food and drink (Pustikayasa, I. M 2019:53-62). Then other friends will send it intended emoji images via whatsapp groups and students who can correctly guessing the emoji in question will get a reward (Ramdhani, T 2021:107-112).

c. Sentence dictation

Through this technique, students learn the ability to listen to a sentence. Wrong one student chooses a sentence in the reading book then records the sentence The student then sent the recording to the WhatsApp group and other students' WhatsApp Group as an Online English Learning Media During the Pandemic 183 write sentences on the recording via text message for later given feedback (Supriyatno, T.2019).

d. Sending Audio Files

In this strategy, teachers can send audio files in the form of podcasts or recordings others via WhatsApp Group then students do practice questions for improve listening skills (Sofiarini, A 2021:102).

Advantages and Weaknesses.

As an alternative to online learning, of course WhatsApp groups have several advantages and disadvantages which, if they can be utilized properly, will be able to provide maximum results for the continuity of the learning process, including for the English language learning process (Purwati, O 2020:139). This opinion is in line with what was stated by Jasrial (2019) that teachers and students can interact and communicate via WhatsApp Group during English learning by optimizing the features in the application (Kheryad 2017:93). From various research results, some of the advantages of WhatsApp Group in general are (1) this application feature can encourage students to be bolder in expressing their opinions because the time to think is more flexible and longer; (2) the WhatsApp Group feature is very practical and can be used on smartphones so that its contents can be accessed anytime and anywhere; (3) dissemination of information is very easy; (4) affordable internet costs (Gumelar, R 2018:103).

By paying attention to several advantages of the WhatsApp application, educational practitioners are also being creative in designing a learning process by taking advantage of the various conveniences offered by this technology, one of which is learning English via WhatsApp Group (Amna Emda 2018:181). According to Wijayanti & Gunawan

(2018) WhatsApp Group has a member capacity of up to 256 people, which means it can be used by one study group. Apart from that, teachers and students can learn to develop English vocabulary by utilizing features in the form of emojis, sending pictures/photos, voice recordings and writing (Anshor, S. 2018:88). Susilawati & Supriyanto (2020) also added that WhatsApp Group can be used as a collaborative learning medium between teachers and students online or offline, and as a technology-based learning application, it can also improve students' abilities in reading and writing English, Ahmed , 2019 (Dewi, S. Z 2018:48-53).

In every learning application that utilizes sophisticated technology, apart from having advantages, this application also has several disadvantages (Hasrah, H 2019). Some of the weaknesses that can be summarized include (1) the asynchronous nature of learning English through WhatsApp groups triggers student indiscipline because they are not very time bound; (2) in some cases, students tend to be inactive in discussions in WhatsApp groups because the teacher only provides material and asks students to discuss without any guidance; (3) from the author's experience in using this application for learning English, it is possible that plagiarism and the culture of cheating/copying and pasting answers from other friends can still occur (Tekege, M 2018 : 40).

Some of these weaknesses are also supported by insufficient signal availability and internet quota to access learning materials provided by teachers so that the process of downloading documents or images becomes slow and data storage capacity is limited (Wijaya, 2018) so that you have to download language audio/video recording files (Putry, H. M. E, 2020 :24). English in practicing listening and speaking skills. This can happen because the various backgrounds of students in several regions in Indonesia are very diverse and this must be addressed wisely by teachers and students (Az Zafi, A., Maroh, M. T. 2021: 700).

To minimize the shortcomings of using this media, teachers can modify it by using interesting learning techniques so that students can be actively involved in the teaching and learning process. Teacher creativity will really help achieve the English learning targets that you want to achieve by utilizing this media (Dahdal, S. 2020:11).

CONCLUSION

From the research results and discussions that have been presented, it can be concluded that the use of WA in learning can support the learning communication needs between lecturers and students, students and lecturers, and students and students well. This is because WA offers various features that make it easier for its users to communicate. The verbal and non-verbal communication that occurs between group members shows that social, ritual, expressive and instrumental communication functions can be achieved well through the WA application. The use of affordable data packages and the features offered by the WA application means that this application is not only used for communication by the public but is also widely used to support the implementation of education.

Considering the practicality and usefulness of WA in education, researchers invite educators, especially those who guide students spread across various regions, to maximize the use of WA as a communication channel in learning. Apart from that, this research is only limited to describing the use of WA as a communication channel in learning; Therefore, to gain further understanding regarding the use of WA in learning, researchers recommend that future researchers conduct further research regarding the use of WA in the learning process. Future researchers can conduct experimental research to determine the effectiveness of WA in supporting communication in general and learning communication in particular. This needs to be done so that we can support or modify the view which states that face-to-face communication that occurs in the same space is more effective than communication carried out through media channels such as WA. By carrying

out deeper research, thoughts about using WA and other communication channels can be further enriched.

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