

The Effectiveness of Using English E-Module to Motivate and Improve Students' English Ability of SMAN 1 Nan Sabaris Padang Pariaman

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Abstract

English has a very important role for the progress of the nation. However, English is still considered by students as a difficult subject to learn so that students' interest and ability are still low. Wise and innovative use of technology can help increase students' interest and interest in reading and using textbooks, especially English textbooks. Therefore, this study was conducted to measure how effective the use of English e-modules is to increase student motivation and ability. This research is an experimental study with a cross-sectional study design. This research was conducted from July 2021 to March 2022. The application of the e-module was carried out for one semester. The research was conducted at SMAN 1 Nan Sabaris, Padang Pariaman Regency with the respondents being students and teachers of class XI. The results showed that there was an increase in students' interest scores before and after using the English e-module. The score before using the e-module was 40%. Meanwhile, the score after using the e-module increased to 85%. The results of the study also showed that student ability in English subjects increased by 1.9 points compared to before using the e-module. This means that the use of e-modules is effective in increasing students' motivation and students' english ability.

Keywords: E-modul, Motivation, Ability, Student, SMAN 1 Nan Sabaris

Introduction

Language plays an important role in human life. Language is a system of meaningful and articulate sound symbols that are arbitrary and conventional and used as a means of communication by a group of people to generate feelings and thoughts (Wibowo, 2001).

English has a vital role in all aspects of life. English is needed so that this nation can compete in the global world. English is an international language that is very widely used. As a student, it is important to learn English. With the sophistication of technology at this time, gadgets can be used to interact and communicate with others from other countries, especially to establish business or meetings. Not only orally, but also in writing English must be learned. By mastering English in written form, it will be easier for students to communicate on social media. English, both spoken and written, should be actively mastered by students because English has become a means of communication globally (Handayani, 2006).

At the high school level, English is one of the subjects in the curriculum. As a foreign language, English lessons are given approximately two times ninety minutes each week. If the number of hours of study is compared with the objectives of learning English, i.e. students can use English to

communicate, and can read reference books written in English, then this situation becomes inadequate. Therefore, many students are looking for additional learning outside of school hours, such as private lessons or English courses (Sudirman & Huzairin, 2017).

In Indonesia, English has even been taught since children were in elementary education. Text books are also provided to support learning English in schools. But unfortunately, the literacy level, especially the motivation of students in reading these books, such as English, Indonesian, natural science books and others is still very low. This is supported by UNESCO data in 2019 which states that the reading level of the Indonesian people is only 0.001%. That is, there is only 1 person who diligently reads out of 1,000 Indonesians.

The reading ability of students in Indonesia is still very low. This reading ability ranks 72 out of 77 countries in the world surveyed by the Program for International Student Assessment (PISA) in 2018, far behind Vietnam which occupies the 12th position out of the total countries surveyed.

However, until now, English is still considered by students as a difficult subject to learn. English is still a frightening specter for most students in Indonesia. The problems that arise are caused by several things, including the lack of student interest in learning English caused by the lack of vocabulary from these students. In addition, the time spent in learning English is not enough, because to learn English there are four main materials that must be taught, namely listening, reading, writing and speaking. So it takes extra time to be able to produce students who are able to communicate using English. Furthermore, the role of the teacher in teaching. In teaching English, teachers are required to be more active and use creative techniques in teaching.

Meanwhile, students receive the same number and content of English lessons each year. They are also taught by teachers who have the same qualifications and curriculum structure. In the era of globalization, technology is developing rapidly, competition between countries is getting tougher, so it is important to establish communication in social life. Each country has its own language, so to establish communication an international language is needed. International language is a language that can be used to interact among individuals throughout the country (Depdikbud, 1983).

Today, the influence of technology is growing rapidly and has an impact on every aspect of life. The use of technology is very influential and useful in the teaching and learning process in the classroom. Educational technology used in classroom learning can help students become active and interact well, especially in the current Covid-19 pandemic situation. The effectiveness of teaching and learning activities is determined by the planning carried out by educators. Planning the implementation of learning is not only to complete the administration and curriculum, but must be designed according to the target by utilizing the development of technology and communication. However, the development and use of teaching materials so far is still limited to the procurement of printed books in the form of summaries and presentation of material in the form of power points. Printed books are less able to display material through simulations, thus making the learning process less interesting and interactive. Other teaching materials in the form of multimedia that utilize information and communication technology are still very limited. So far, module development has been limited to gathering material without conducting a needs analysis. The learning process resulted in students not understanding the material as a whole and unable to interact well, especially in online lectures (Wengrum & Nurhartanto, 2021).

Wise and innovative technology certainly help to increase students' motivation and ability in reading and using textbooks, especially English textbooks. Multimedia technology, for example, has the potential to turn a traditional classroom into a world of infinite imaginary environments. It grows importance of English in the last 20 years, the knowledge of this language will become even more important as the students start their high school. In addition, English is a very important and recognized skill in high demand. Therefore, the graduates of high school students and vocational high school students (SMA/SMK) need to get this in order to be able to compete in the globalization era (OECD 2015).

Students' motivation plays an important role in learning English. Indeed, the role of student motivation in learning has been widely studied by many researchers who are motivation in this field of study. Gardner (1985) seems to support this idea and points out that an motivation in language learning is very important. He shows that motivation in learning a foreign language contains four aspects: goals, business behavior, desire to achieve goals and attitudes. Students who have a strong motivation in learning take the right and positive attitude towards learning and strive to master English

with clear goals and desires and as a result get better grades. Motivation is a basic factor in language learning so that no teacher can avoid paying attention to student motivation. Therefore, teachers and students also pay more attention to motivations, which can encourage students to actively learn English (Long et al., 2013).

Actually there are many methods in teaching English. One of them is by using learning tools or media accompanied by visualization or better known as audio visuals. Learning using audio visuals will make it easier for students to digest the problems presented. Because listeners are stimulated to use imagination and optimize their brain function, both left brain and right brain. To remember the language they are learning longer. According to Djamarah and Zain (2010), audio-visual media are media that have sound elements and image elements. Arsyad (2011) argues that learning by using multiple senses (audio visual), namely the senses of hearing and sight will provide benefits for students because students will learn more than if the subject matter is presented with only sight or hearing stimuli.

Munadi (2013) states that the module is a teaching material that can be used by students to study independently so as to minimize assistance from others. Furthermore, Satriawati (2015) states that the multimedia module makes the learning process more interesting, active, able to convey messages through pictures and videos, and provides motivation for student learning through instruments so that learning materials are easily understood by students. E-Modules make the learning process more effective, interactive and accessible. In addition, the use of digital modules makes students learn independently according to their individual needs and knowledge levels.

Based on this, it is necessary to use technology-based learning media that can be used by students to increase their motivation and English language skills. One of the developments in the digital world that is currently so fast in the world, especially Indonesia, is the use of Android phones. Every Indonesian citizen, from school age to adulthood, has access to an Android phone that provides various features. For this reason, it is necessary to develop English e-module that can be freely downloaded on Android phones so that children can learn anytime and anywhere with their smart phones.

Therefore, this study aims to measure how effective the English e-module is to increase the motivation and ability of the student of SMAN 1 Nan Sabaris. This e-module is the product of research by Dewi et.al. year 2021.

Methods

The study was a descriptive method with a quantitative approach. The population in this study was the students of SMAN 1 Nan Sabaris, Padang Pariaman Regency. The purposive random sampling technique is used, they are students and teachers of X Classes.

The design of this research was a cross-sectional study, namely data collection was carried out at one time. Data collection focused on the respondent's profile, motivations, and student ability. This research was conducted from July 2021 to March 2022. The application of the e-module was carried out for one semester. Then, data collection, entry, processing, and data analysis were carried out from January to March 2022. The research was conducted at SMAN 1 Nan Sabaris, Padang Pariaman Regency.

The data consisted of primary data and secondary data. Primary data was collected through teacher interview. In addition, data was collected from the principal through in-depth interview and observation. Meanwhile, secondary data was obtained through document tracing to school management.

Data processing using Microsoft Excel version 2010. Data is inputted, cleaned, and tabulated, then categorized. Thus, the data were analyzed using quantitative analysis. Furthermore, the author combine the results of quantitative analysis and qualitative analysis into a research report. The level of categories in each variable is measured by a scoring technique. The scoring system for all variables is the higher the score, the higher the category. The score used in this study is 1 – 5, ranging from disagree to strongly agree. Meanwhile, the data categories used the class interval formula, namely: very good/very effective (score >80%), quite good/fairly effective (score 60%–80%), and not good/ineffective (score <60%).

Result and Discussion

This research is an experimental study to test the effectiveness of the application of a product. The product used in this research is an English E-module produced by Dewi et.al. 2021. The author is interested in using this product because the results of the feasibility test of this product are very valid and practical to use in increasing the interest and English skills of high school students/equivalent.

Respondents in this study consisted of two groups, namely teachers and students. Teacher respondents amounted to 10 people. 60% female respondents and 40% male respondents. Meanwhile, most of the respondents are between the ages of 30 and 50. As many as 80% of teachers are in the age range of 30-50 years. Meanwhile, the remaining 20% of teachers are in the age range of more than 50 years.

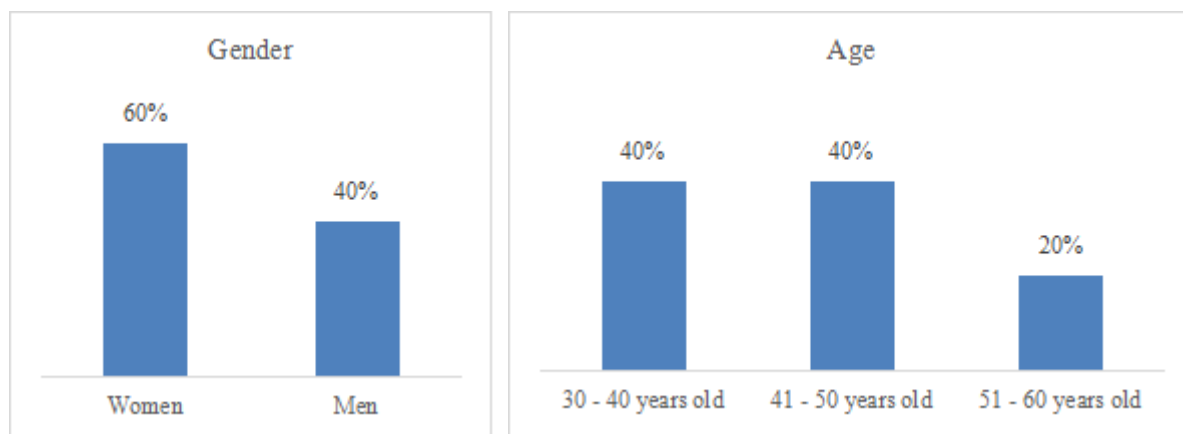


Figure 1. Distribution of Gender and Age of Teacher Respondents

Meanwhile, teacher respondents amounted to 90 students. Respondents were 66% female and 34% male. Meanwhile, most of the respondents were in the age group of 13 to 15 years. As many as 70% of students are at the age of 14 years and 20% of students are at the age of 15 years. Meanwhile, the remaining 10% of students are at the age of 13 years.

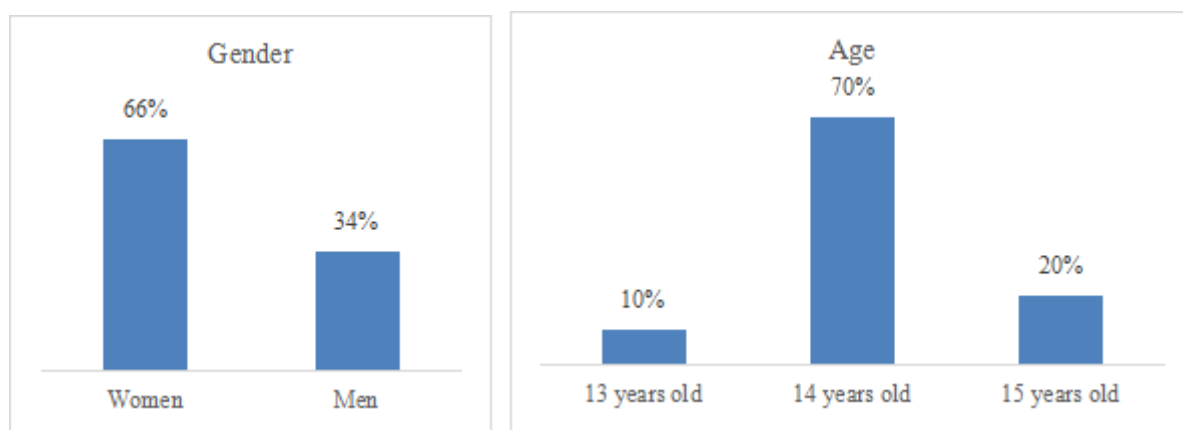


Figure 2. Distribution of Gender and Age of Student Respondents

The motivation that exists in everyone is characterized by a person's tenacity in facing difficulties (not giving up easily) so that he does not need external encouragement to perform as well as possible (Sardiman, 2012). In learning English, motivation factors cannot be separated from one another. According to Sunatiningrum (2012), every time there is motivation contained in the learning process, it makes students become enthusiastic and never give up in learning. This proves that motivation plays an important role in learning and mastering English.

The results showed that there was an increase in students' motivation scores before and after using the English e-module. The score before using the e-module was 40%. Meanwhile,

the score after using the e-module increased to 85%. This means that the use of e-module is effective in increasing students' motivation in learning English.

This is in line with the research results of Mei Leong, et al (2017) regarding the factors that affect students' English skills, especially in speaking. The results of his research indicate that English language skills are influenced by several factors including students' motivation in learning English, teachers' teaching methods, learning media used by teachers, and students' practice level in speaking English. Teachers must be able to increase students' confidence in speaking English so that students feel more comfortable. In addition, interactive learning media can improve students' ability to speak English. This is because students can learn and practice English more fun.

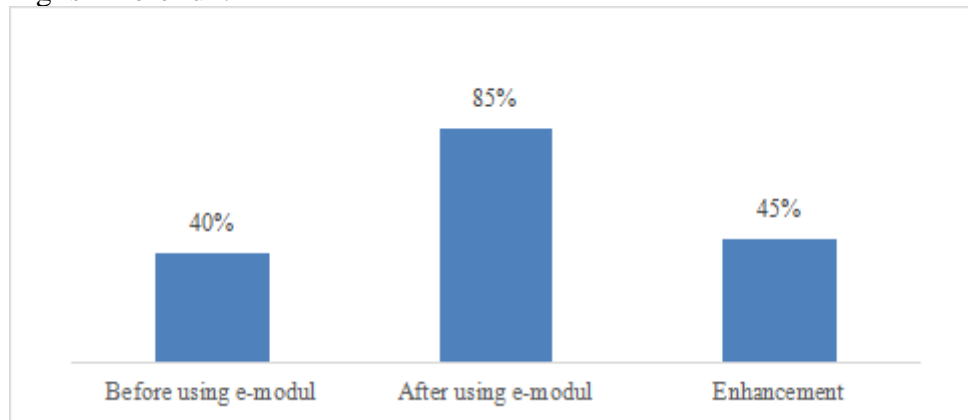
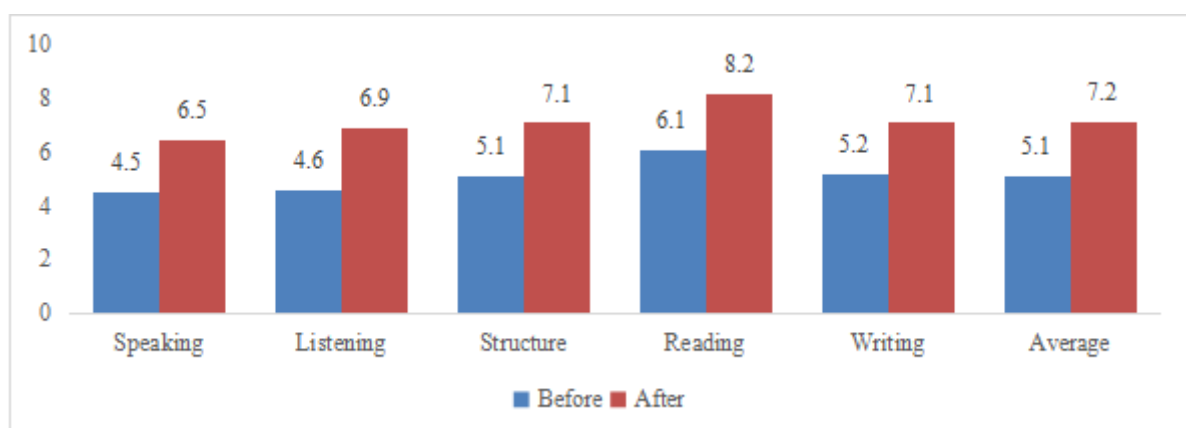


Figure 3. Student Motivation Scores Before and After Using the English E-module

Soliman (2014) defines ability as all skills and results obtained through teaching and learning activities in schools which are expressed by numbers and values sourced from ability measurement tests. Meanwhile, according to Purwanto (2000) ability are the results of measuring lesson objectives that have been taught or measuring students' abilities expected after students complete a certain teaching unit.

The results showed that student ability in English subjects increased by 1.9 points compared to before using the e-module. Student ability before using the e-module was 5.1 points. Meanwhile, student ability after using e-module were 7.2 points. This means that the application of e-module in English subjects is effective in improving the ability of the student of X Class of SMAN 1 Nan Sabaris.



Conclusion

This research is an experimental study to test the effectiveness of the application of a product. The product used in this research is an English E-module produced by Dewi et.al. 2021. The author is

interested in using this product because the results of the feasibility test of this product are very valid and practical to use in increasing the interest and English skills of high school students/equivalent.

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