

Journal of Lesson Study and Teacher Education (JLSTE)

<http://journal.pwmjateng.com/index.php/jlste/index>

IMPROVING STUDENTS' MOTIVATION IN LEARNING ENGLISH USING DIGITAL PLATFORM : A LESSON STUDY IN SMK MUHAMMADIYAH BUMIAYU

Yanri Isfahani, M.Pd

SMK Muhammadiyah Bumiayu
yanrifirmanudin@gmail.com

Abstract

The success of learning activity is influenced by students' motivation, teacher should be creative in order to enhance students' enthusiasm, this may be accomplished by using digital platform such as google classroom, padlet, mentimeter, quizizz and classtools.net. Lesson study can be used to determine whether or not the usage of the digital platform is successful, that is implemented in a collaborative and sustainable way. This lesson study is implemented using a Project-based Learning (PjBL), an inquiry approach and students worksheet. This study used a qualitative approach with the descriptive analysis method. There are three stages of lesson study activities; plan, do, and see. The subject of the study was students of XI AKL SMK Muhammadiyah Bumiayu in academic year 2021/2022. The implementation of digital platform in teaching and learning activity was thoroughly well-conducted. through digital platform the students' motivation is increasing, This can be seen from student enthusiasm, students' collaboration, student involvement, and student interest in learning new applications.

Keywords: motivation, digital platform, lesson study

1. INTRODUCTION

Students should be highly motivated to learn English as a foreign language in order to master the target language, because learning English is not the same as learning a first language (native language). Motivation in learning refers to a student's willingness, need, desire, and compulsion to participate in the learning process (Feng, Fan, & Yang, 2013). Motivation is a factor that pushes learners to learn a foreign language (Astuti, 2013). It plays a crucial role in learning achievement (Bernard, 2010; Hussain, Salam, & Farid, 2020; Lai, 2013; Mahadi & Jafari, 2012). Motivated students tend to engage in learning activities that help them to learn and achieve the learning goal because they will pay attention and use the time effectively during teaching and learning in the class (Jones, 2009).

Based on the researcher's observation in class XI AKL, many students who have low motivation in learning English. When teacher teach in traditional method they are not enthusiastic. They consider that English is difficult and they are not capable to express their idea in English. Regarding the finding, In this globalisation era the researcher should be creative and innovative in teaching English. Teaching and learning activity in pandemic era are held with blended learning. Teachers can utilise technology in order to make students having high motivation in learning.

Technology is rapidly being integrated into teaching and learning in the digital era, as global society embraces the fourth industrial revolution. Technology is increasingly used by society in education, business and general daily activities (Bell, 2011; Qurat-ul et al., 2019). Digital platform provided participants and teachers with a diverse set of technology based tools for communicating and acquiring new knowledge and skills in order to enhance the online

learning process. Nowadays, there are various digital platforms that can maintain teachers to teach creatively.

The explanation above drives the researcher to conduct lesson study by applying digital platforms to improve students' motivation so that the students can get the goal of learning English. The researcher uses some of digital platforms such as; Google Classroom, Padlet, Quizizz, Mentimeter and Classtool.net. The approach that is used is inquiry. The aim of inquiry learning is for students to develop abilities to do scientific inquiry, to gain understandings about scientific inquiry and the nature of science, and also to develop deep understandings of scientific concepts and principles through scientific inquiry (Crawford, 2007; National Research Council, 2000).

2. RESEARCH METHOD

The descriptive qualitative research method is used. According to Creswell (2009), a descriptive analysis method is one that attempts to describe and interpret objects as they are. Test questions, document analysis, videos during the learning process, a screen recorder, and student work are used to collect data. Furthermore, data were gathered from a number of observers who observed students' activities during the learning process, either in groups or individually. Subjects taken by as many as 26 students from AKL class XI Smk Muhammadiyah Bumiayu.

The expected goal is to find out students' learning motivation in material expression of asking and giving opinion, and then Lesson Study learning is carried out in three stages namely *Plan*, *Do* and *See* (Santayasa, 2009).

The first step is making preparation the teaching and learning activity (*plan*) that will be implemented in the classroom. This activity begins with an analysis of the problem; after identifying the problem, the researchers collaborate to find solutions to the problems encountered; this information is then included in the lesson plan, learning media (digital platform), and student worksheets, as well as the evaluation method to be used. (*Do*), this stage is the implementation of the learning plan that has been formulated. (*See*), it is done after teaching and learning activity, a discussion is immediately held to discuss the teaching and learning activities that have been carried out.

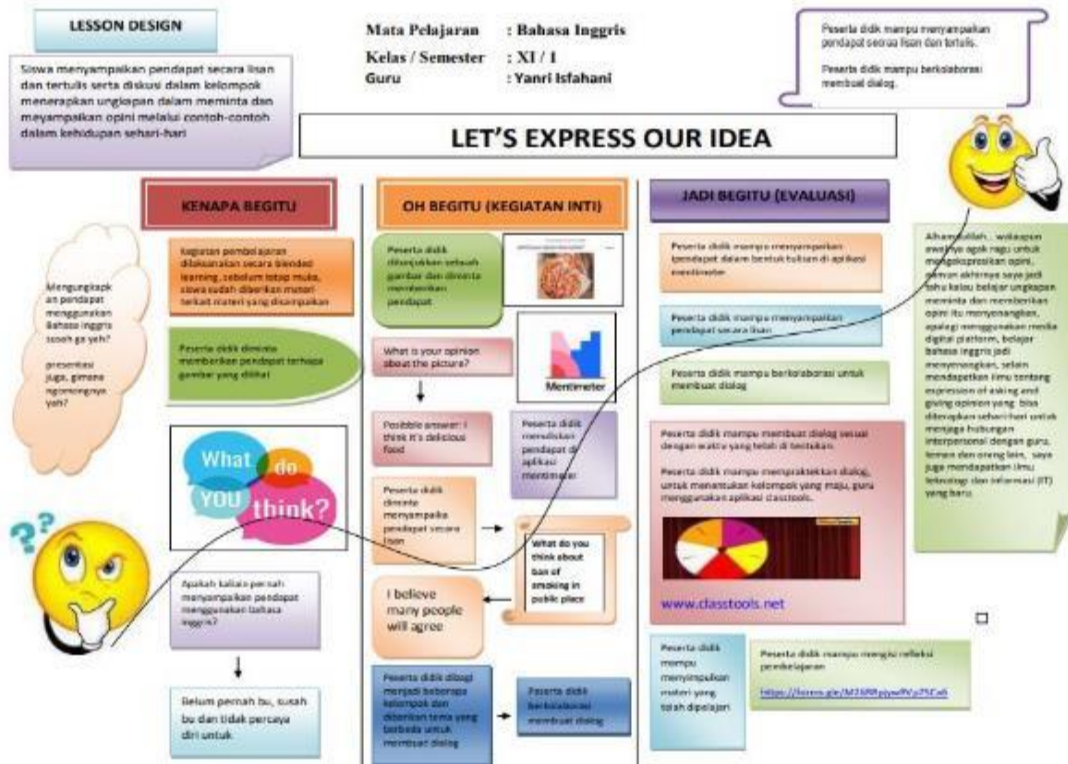
3. RESEARCH FINDING AND DISCUSSION

Three teachers supervise the lesson study, acting as model teachers and observers. The discussion examines each stage of the lesson study, which includes planning (*plan*), implementation (*do*), and reflection (*see*). The discovery discussion demonstrates the student's eagerness, need, desire, and participation in the learning process. If students are highly motivated to learn, they will achieve their language goals.

3.1 Research Finding

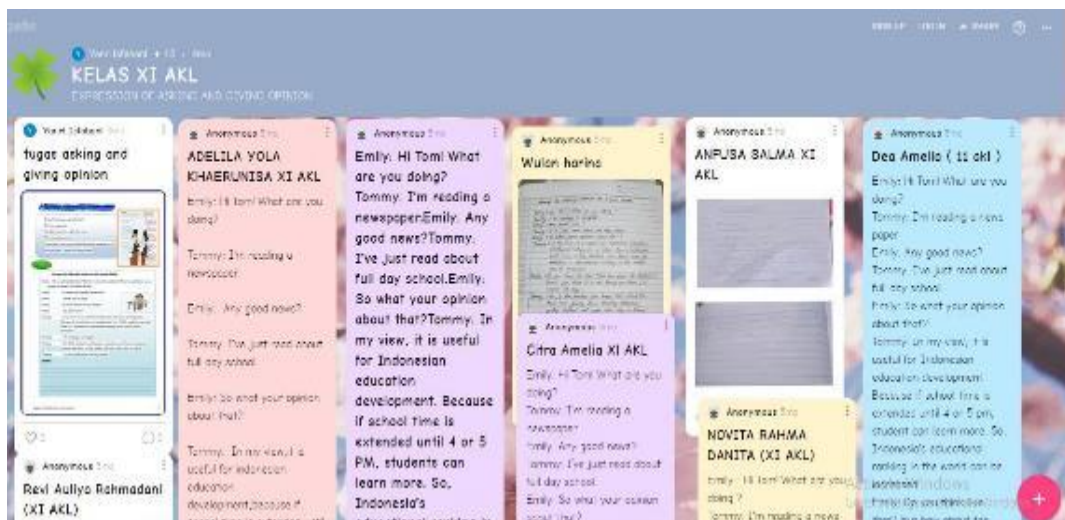
1. Plan

Through observation and experience of teacher in teaching English, This lesson study activity uses the (PjBL) learning model with an inquiry approach and assisted by digital platform. The lesson design can be seen below :



Picture 1. Lesson design of material asking and giving opinion

The planning activity began with a discussion between the model teacher and the observers. Initially, the model teacher stated that the students had been given the expression of asking and giving opinions, as well as having completed the knowledge assessment but no skills assessment had been given. Model teacher upload the material and assessment in digital platform: padlet, quizzz and google classroom. The following is student's worksheet of rearrange dialog that upload in padlet and students' assessment in quizzz.



Picture 2. Students' worksheet



Picture 3. Students’ assessment in quizizz

Following a review of the material and tasks conveyed, the next step is to develop a learning syntax that aims to make students able to write or create dialogues about asking and giving opinions, as well as practicing the dialogue. The teacher is preparing the digital platform that will be used in the learning process as well as the theme of the dialogue. The teacher uses www.classtools.net as a media to draw which group will get a turn and come forward to practice reading the dialogue and uses the mentimeter as a medium to convey students' written opinions.



Picture 4. Mentimeter



picture 5. classtool

2. Do

The learning process takes place in the classroom. The model teacher has begun to prepare to teach, and the other teachers have taken on the role of observers. The observer's job is to record and document all of the activities that students engage in. Observations focused on student criticality, student enthusiasm, student courage in expressing opinions and prominent things done by students during learning. as well as other characteristics that arise in students that should be used as notes on the results of observations and at the same time as a description of the learning objectives that have been achieved

Learning activities begin with apperception which is done by asking students' opinions orally and in writing. Students are shown a picture of a pizza and asked to write down their opinion via the Mentimeter link. In the core activity students are divided into five groups and given a theme to make dialogues and practice them. to determine which student's turn will advance the model teacher uses the classtool application Several activities were created by the model teacher and students during the learning process. The following describes the type of activities carried out:

Several activities were developed during the learning process by the model teacher and students. The following activities are examples of what was done:

Teacher greets students, pray together with students and The teacher ask questions about the material that has been studied, then she ask the students to give opinion about prohibition af smoking in public place, some students give their opinion orally



Picture 5. Greeting, praying, perception

To make sure students' understanding, teacher ask students to write their opinion in *mentimeter*, then she asks students to read their answer.

Go to www.menti.com and use the code 6364 3287

what your opinion about this picture?

I think pizza is good food but expensive

I think pizza is delicious

I Think pizza is delicious, but if consumed in excess it is not good for health.

I think deliciouss

I think if you add cheese, it will taste better

In my opinion pizza is good and delicious food

It feels like eating so right

I think that this pizza looks really delicious and the combination of the tomato sauce makes me want to eat it.



Picture 6. Students' opinion that type in mentimeter

Students are divided into five group and teacher gives them's of the dialogue to each group. Students collaborate with their partner

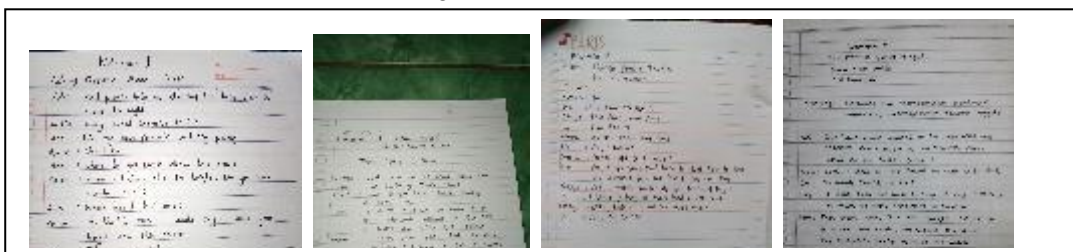


picture 7. Students collaboration in making a dialog

Classtool.net is used by the teacher to determine which students will read the dialogue. Students appear enthusiastic watching the application classtools while waiting their turn.



Picture 8. students' list name



Picture 9. Students' worksheet



Picture.10 Students practice the dialog



Picture 11. students fill the reflection

Students are asked to write their reflection of learning today

Materi apa yang kamu pelajari hari ini?
1 jawaban
ASKING AND GIVING OPINION

Manfaat apa yang kamu dapatkan dari materi tersebut?
1 jawaban
Dapat mengetahui kosakata bhs Inggris yang belum di ketahui dan jadi I LOVE INGGRIS

sikap positif apa yang kamu dapatkan selama belajar?
1 jawaban
Jadi lebih suka sama bhs Inggris

Picture 12. Students' reflection

3. See (reflection)

Reflection is carried out to discuss all activities that occur in the classroom, both the advantages and disadvantages contained in the learning process, so that it can be used as a reference in improving after learning activities and whether the results obtained are consistent with the focus of the problems raised in lesson study, that is increasing student motivation in learning English.

Pupils did not appear at the start of the enthusiastic learning activities, but after the teacher posed questions, eager students began to appear, as though they wanted to answer the teacher's questions. Individually, students can express their opinion, and they can collaborate to construct and practice dialogues. When students were requested to write their comments on the Mentimeter platform, they were initially confused as to how to do so, but they were ecstatic while waiting for their turn to speak.

the obstacle faced in using the digital platform is that not all students have a quota to access the link. The solution is to activate the school's wifi network.



Picture 13. reflection

3.2 Discussion

Before the open class, students have been taught about asking and offering opinions, which have been posted by the teacher in Google Classroom, students learn individually, and then face-to-face meetings are held in the classroom either virtual or face-to-face learning. To find out the extent of students' understanding of the material that has been presented, students are given knowledge assignments on the quizizz and padlet platforms, questions on quizizz are in the form of multiple choices and questions on padlets in which students arrange random sentences into correct dialogues.

the use of digital media platforms such as: google classroom, padlet, quizizz, mentimeter and classtool can increase students' motivation in learning English, this can be seen from the activeness of students in responding to teacher questions, students enthusiastically responding to teacher questions, students feel happy to get new knowledge of new applications they know.

By applying inquiry approach, the students remember the material that has been previously studied. students can express their opinions and they can collaborate to create dialogues and practice it.

4. CONCLUSSION AND SUGGESTION

Based on the results of the implementation of the lesson study using digital media platforms and the inquiry based project based learning learning model on the expression of asking and giving opinion material in class XI AKL, it can be concluded that: the use of digital platforms can increase students' motivation in learning English.

Suggestions that can be conveyed based on the results of this study are in order to prepare prospective professional teachers and improve the quality of learning processes and

outcomes, teachers can apply digital media platforms so that learning activities are more varied and students feel challenged with new applications.

5. REFERENCE

- Astuti, S.P. (2013). Teachers' and Students' Perception of Motivational Teaching Strategies in an Indonesian High School Context. *TEFLIN Journal*, 24(1), 14-31.
- Bell, F. (2011). Connectivism: Its place in theory-informed research and innovation in technology-enabled learning. *The International Review of Research in Open and Distributed Learning*, 12(3), 98–118. <https://doi.org/10.19173/irrodl.v12i3.902>
- Bernard, J. (2010). *Motivation in Foreign Language Learning: The Relationship between Classroom Activities, Motivation, and Outcomes in a University Language-Learning Environment*. Carnegie Mellon University Dept. of Social and Decision Sciences.
- Crawford, B.A. (2007). Learning to teach science as inquiry in the rough and tumble of practice. *Journal of Research in Science Teaching*, 44(4), 613-642. <https://doi.org/10.1002/tea.20157>
- Creswell, J. W.(2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage Publications.
- Feng, H. Y., Fan, J., Yang, H. Z. (2013). The Relationship of Learning Motivation and Achievement in EFL: Gender as an Intermediated Variable. *Educational Research International*. 2(2), 50-58.
- Hussain, M. S., Salam, A., & Farid, A. (2020). Students' Motivation in English Language Learning (ELL): An Exploratory Study of Motivation-al Factors for EFL and ESL Adult Learners. *International Journal of Applied Linguistics & English Literature*. 9(4), 15-28.
- Jones, B.D. (2009). Motivating Students to Engage in Learning: The MUSIC Model of Academic Motivation. *International Journal of Teaching and Learning in Higher Education*.21(2), 272-285.
- Lai, H.Y.T. (2013). The Motivation of Learners of English as a Foreign Language. *International Education Studies*; 6(10), 90-101.
- Mahadi, T.S.T.& Jafari, S.M. (2012). Motivation, Its Types, and Its Impacts in Language Learning. *International Journal of Business and Social Science*, 3(24), 230-235.
- National Research Council (2000). *Inquiry and the National Science Education Standards: A guide to teaching and learning*. Washington, DC: The National Academy Press.
- Qurat-ul, A., Farah, S., Muhammad, A., Muhammad, A.I., Muhammad, A.I., & Muhammad, M.Y. (2019). A review of technological tools in teaching and learning computer science. *Eurasia Journal of Mathematics, Science and Technology Education*, 15(11), 1–17. <https://doi.org/10.29333/ejmste/109611>
- Santayasa, I.W. 2009. *Implementasi Lesson Study Dalam Pembelajaran*. Nusa Penida: Universitas Pendidikan Ganesha.