

Implementing the Computer-Based Technology Media to Improve Students' Motivation in Learning Process

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ABSTRACT

Learning media is a tool that is used by someone to facilitate the delivery of material when teaching. Things like that help teachers and are a solution to make students happy when learning and not feel bored. Learning using computer technology learning media is more widely used now. Some of them were successful but some also failed. The media is expected to be able to provide concrete experiences, motivation to learn, enhance absorption and retention of student learning. As for that, we have conducted practice and interviews related to this 'Implementing The Computer-Based Technology Media to Improve Students' Motivation in Learning Process' research in three primary schools, they are (1.) SDS Sentosa 10220797, (2.) SDN 065008, and (3.) SDS Jabal Nur 69992640, each student has a different opinion about the application of technology that can be used as a reference and introspection to improve the use of learning through computer technology/presentation media.

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I. INTRODUCTION

The development of science and technology has brought changes to all aspects of human life, including informal education. Education plays an important role in building human resources in Indonesia. According to the Law of the Republic of Indonesia No. 20 of 2003 on the National Education System, education is a business sense, a planned realization of a learning atmosphere and a learning process that enables students to actively develop their potential with spiritual, religious, self, control, personality, wisdom, a noble character, and the skills he needs for society, country, and nation. The use of information and communication technology (ICT) media in a learning process, whether it is the Internet, system software education management, or laptops and LCD projectors in the education world, is, for now, a reliable and globally competitive necessity for the printing generation (Amalia, 2017).

Learning media is a tool that is used by someone to facilitate the delivery of material when teaching. Things like that help teachers and are a solution to make students happy when learning and not feel bored. Learning using computer technology learning media must align the teacher with the suitable learning methods for students. Media is an intermediary or the sender of the message to the recipient of the message (Arif 2012:26).

As an aid for teachers in the teaching process, presentation slides, photos, graphics, films, and learning using computers are useful for capturing, processing, and rearranging visual and verbal information. The media is also expected to be able to provide concrete experiences, motivation to learn, enhance absorption and retention of student learning. According to

Kustandi, the development of learning media requires teachers who can use tools provided by the school that follow the developments and demands of the times (Kustandi 2016:6).

The teaching and learning process of learning media can also generate high enthusiasm for learning and interest from students. Furthermore, it can also generate student learning motivation, and even have a psychological effect on it. And all of that will lead to the improvement of students' comprehensive ability of lessons when learning.

Computer-based technology media requires the use of specific hardware, software, and microprocessor functions available on a computer or mobile device. And this article aims to provide a literature review of how computer-based technologies affect student motivation in the learning process through presentation slides for the learning material. Student motivation acted as a dependent variable of interest of this article as it relates to many different aspects of the teaching and learning process.

II. METHODS

The research method used is observation and interview. Observation by Satori and Komariah (2011) is a data method used to collect research data through observation and sensing. Observations were made in three different elementary schools, namely (1) SDS Sentosa 10220797, (2) SDN 065008, and (3) SDS Jabal Nur 69992640. This observation includes the process of learning in the classroom, the completeness of facilities and infrastructure in schools. in the initial step, in the learning process students are taught using a full book or without the help of any technology. This is to see the interest, enthusiasm, and comprehension of students.

Furthermore, the researchers conducted learning by applying presentation-based technology media. This also did not escape the observations of researchers. Seen the difference in interest and enthusiasm of the students during the learning process using presentation-based technology media and not using it at all. Finally, the interview was used to find out what students felt regarding the activity, what they liked and didn't like, and the reason. Only five students were interviewed as samples from each school. The interviewed students also came from different classes.

III. RESULT AND DISCUSSION

How do students think about the implementation of the computer-based presentation technology media? We have conducted practice and interviews related to this research in three primary schools, they are (1.) SDS Sentosa 10220797, (2.) SDN 065008, and (3.) SDS Jabal Nur 69992640. The results of these interviews are as follows:

1. SDS Sentosa 10220797

Table 1.1

Question	Like	Unsure	Dislike
Do you like the explanation of the lesson using presentations/computers?	100%	0%	0%

Table 1.2

Question	On the presentation technology	Both	On the whiteboard
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Which one do you think is easier to understand the lesson?	80%	0%	20%
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Table 1.3

Students	What do you like about the presentation view?	What do you dislike about the presentation view?	What do you like about explanations during presentations?	What do you dislike about explanations during presentations?	Your criticism and suggestions.
Student-1	Colorful slideshow	None	Easy to understand	None	Use it more often
Student-2	Interesting presentation's view	None	I'm not sure	I'm not sure	Use it more often
Student-3	Show many pictures	None	I'm not sure	I'm not sure	Use it more often
Student-4	Colorful slideshow	None	I'm not sure	The explanation was too quick	No need touse it often
Student-5	Show many pictures	None	Easy to understand	None	Use it more often

2. SDN 065008

Table 2.1

Question	Like	Unsure	Dislike
Do you like the explanation of the lesson using presentations/computers?	80%	20%	0%

Table 2.2

Question	On the presentation technology	Both	On the whiteboard
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Which one do you think is easier to understand the lesson?	80%	20%	0%
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Table 2.3

Students	What do you like about the presentation view?	What do you dislike about the presentation view?	What do you like about explanations during presentations?	What do you dislike about explanations during presentations?	Your criticism and suggestions.
Student-1	Show many pictures	If it didn't show many pictures	When the explanation was done slowly	When the explanation was done slowly	Use it more often
Student-2	Show many pictures	If it didn't show many pictures	When the explanation was done slowly	When the explanation was done slowly	Show more pictures and explain it slowly
Student-3	Show many pictures	The small font size	Various sources and examples	When the explanation was too quick	Show more pictures
Student-4	I'm not sure	I'm not sure	When the explanation was done slowly	When the explanation was done slowly	Explain it longer
Student-5	Show many pictures	The small font size	When the explanation was done slowly	When the explanation was too quick	Explain it slowly

3. SDS Jabal Nur 69992640

Table 3.1

Question	Like	Unsure	Dislike
Do you like the explanation of the lesson using presentations/computers?	100%	0%	0%

Table 3.2

Question	On the presentation technology	Both	On the whiteboard
Which one do you think is easier to understand the lesson?	60%	40%	0%

Table 3.3

Students	What do you like about the presentation view?	What do you dislike about the presentation view?	What do you like about explanations during presentations?	What do you dislike about explanations during presentations?	Your criticism and suggestions.
Student-1	The moving slideshow	None	Easy to understand	The explanation was too quick	Explain it slowly
Student-2	Interesting presentation's view	The small font size	I'm not sure	I'm not sure	Make the font size bigger
Student-3	Show many pictures	The font color (red)	Explain using examples (pictures)	None	Use it more often
Student-4	Interesting presentation's view	None	Explain using examples (pictures)	I'm not sure	Use it more often

Student-5	Colorful slideshow	None	Explain using examples (pictures)	None	Use it more often
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From the data that has been collected above, it can be seen that students prefer computer-based presentation technology than the conventional way. Why do students prefer computer-based presentation technology than the conventional way? Based on the interviews we have conducted, we found several reasons from students regarding these results.

The reasons why students prefer computer-based presentation technology are:

1. Interesting slideshow/presentation view
2. Slideshow showing many pictures and colorful
3. The explanation that is easier to understand
4. Using modern technology tools
5. More fun

Some things that students don't like about computer-based presentation technology are:

1. Explanations are sometimes too quickly
2. The small font size that it's hard to see
3. Mismatched font color making it hard to see

IV. SUGGESTION AND CONCLUSION

Since computer-based technology media can motivate empower students, the student's English ability can be improved by the utilization of computer-based technology media. The finding of this research can spiritualize English teachers to reflect on their conventional teaching media and to support them in exploring a new concept of teaching method. Usually, teachers teach through a teacher-centered lecturing model. Through computer-based technology media, teachers will find a very communicative media since it not only presents texts, sounds, and pictures but also movies and videos. Teachers are now able to facilitate students' learning through a student-centered model. Theoretically, the finding of this study contributes to the theories of language teaching, especially for constructivist learning theory. On one hand, it may become one alternative language teaching media. Moreover, it facilitates students to learn and support each other. The researcher suggests that further research is needed to apply computer-based technology media. In addition, researchers in this area could conduct interviews with students to investigate students' perceptions.

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