
Technological Monopoly of English for Informatics (Technopoly Etics) to Improve Student Motivation in Learning English

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Abstract: Student motivation comes out as a pivotal element in learning English. The presence of an interesting and joyful class environment is indispensably necessary to keep the student motivation up in following the whole learning activities. One out of the ways to increase student motivation in learning English is by employing supportive instructional media. Here, the researchers applied Technopoly Etics, an accustomed board combined from monopoly and technology (QR code). The data were gathered through observation (teaching activities) and interview. The findings show that student motivation and participation in following the class gradually rose once being taught with the aforementioned media.

Keywords: *Student Motivation, Technopoly Etics, English Learning*

INTRODUCTION

Having good motivation during learning activity is a pivotal aspect (Kirikkanat, 2014; Redondo & Martin, 2015; Vero & Puka, 2017) as it is the main factor determines the achievement in learning a foreign language (Thohir, 2017). Students who have motivation lean towards to actively involved in any activity that they consider it will benefit their learning achievement (Ciampa, 2014; Bakar, 2014). Regarding English language learning activity, the teacher should ensure their students have high motivation in order to get them excited in learning a language. According to Takashi (2018), three main factors explain the speed of students in learning a language: age, personality, and motivation. He also stated that motivation is the most important of these three elements. Also, Ullah, et al. (2013) stated that motivation is the concept that explains the direction, persistence and goal-directed behaviour of a person.

Highly achievement will only be acquired if the students have motivation. It is also the essential element for quality teaching and learning process (Kaylene & Caroline C. Williams, 2011). There are various crucial points affecting students' motivation such as student as a subject and object of learning, teacher as a subject of teaching, content as a material to deliver, a method as a proves to deliver the materials, and environment as a supporting unit. For example, the student should have any willingness to learn; the teacher must be competent in term of pedagogical, academic, social and personality. The material must be correct and appropriate to students and curriculum need. The method must be interesting and able to encourage learners to

think and act creatively. The environment should support teaching and learning activities (Kaylene & Caroline C. Williams, 2011). Regarding this present research, According to initial observation and interview with the teacher, the student motivation of Muhammadiyah Vocational High School 9 of Wagir Malang majoring in technology and informatics department was still considered low especially in learning English. As it has been stated by some experts that the most important factor in learning a new language is motivation itself, therefore, the researchers came out with an enjoyable instructional media combined with some technological touch called *Technopoly Etics*.

Technopoly Etics (Technological Monopoly of English for Informatics) constitutes the instructional media adapted from monopoly games. It is designed by using QR code as one of the elements of technology. This media is used in the process of teaching and learning English for students of Vocational High School majoring in technology and informatics department.

The components of the media are monopoly panel, monopoly boards, instructional cards, golden cards, penalty cards, and dice. In details, the specification of the mentioned components is as follows: Monopoly panel which has 16 boards divided into four types of boards including one starting boards, 12 cardboards, two prison boards, and one award boards. Every board contains two cards (barcode and visual or written clues cards). There are 48 pieces of cards in a total discussing English learning material. This media also has two additional components golden card and penalty card. Besides, a dice is prepared to play this media.

RESEARCH METHOD

This present research constituted a qualitative study concerning observing the role of *Technopoly Etics* on students' motivation in learning English. The reason why the researchers employed qualitative study because this type of research framework is able to explore the opinions, belief, behaviour, and values according to its social context in the targeted participant (Mack, et al., 2005:1). The participants of this current research were recruited from the tenth and eleventh grade of Informatics Engineering students from Muhammadiyah Vocational High School 9 of Wagir Malang. Each class consisted of 15 students. The initial act carried out by the researchers was having a discussion with their English teacher to obtain data about their motivation in learning English. The researchers, then, designed a relevant teaching plan adjusted to the students' achievement in class. Afterwards, the researchers conducted an investigation four times by using *Technopoly Etics* in their teaching activity. Finally, the obtained data were analysed qualitatively to arrive at the result and conclusion.

The techniques employed by researchers to obtain the data were observation and interview. The researchers conducted a four-time observation in which each class was being observed twice. Beforehand, the researchers had already conducted an initial interview with the teacher to attain student's performance and motivation in learning English. In addition, the researchers also conducted post-interview with the teacher to see his perspective of the students' motivation after being taught with *Technopoly Etics*.

To arrive at the result, the researchers applied two different instruments; interview guide and *Technopoly Etics* itself. The interview guide was used in a discussion session with the teacher. Meanwhile, the aforementioned instructional media were applied during teaching activities.

In short, the systemic steps carried out by the researchers were as follows;

1. Conducting a discussion and interview with the English teacher
2. Designing a relevant teaching plan adjusted to the students' achievement
3. Implementing *Technopoly Etics* in the teaching activities
4. Analyzing the obtained data using a qualitative framework

FINDINGS AND DISCUSSION

There Based on the interview result with the teacher, it could be said that the students' motivation in learning English was considered low. It was proven by several pieces of evidence. Firstly, the percentage of students' attendance in the class was only 60 to 65%. It means from the total amount of 15 students, there were only eight to nine students regularly coming to the class. This problem occurred in both tenth and eleventh grades. Secondly, the students' participation and activeness in following the class was also considered unsatisfactory. They were less motivated to join the English class because of several issues, such as the availability of the joyful and interesting instructional media, personal factor, and unsupportive environment.

The researchers, therefore, designed an interesting teaching plan with *Technopoly Etics* as its ultimate component. During this process, the researchers clustered their ideas into three main focuses; teaching activities, teaching materials, and the instructional media itself. Firstly, the teaching acts were split into three stages; pre-teaching, whilst-teaching, and post-teaching. Those steps were packaged in an enjoyable nuance by encouraging students to present more acts, such as guessing, playing *number game*, allowing them to use their mobile phone for QR scan code, and having a discussion in the group. Additionally, the researchers chose the teaching materials that were relevant with their skill competence; informatics engineering area.

Some technical registers in informatics areas are applied such as *projector*, *computer*, *printer*, and etc. This aimed at familiarising students to their surrounding objects. So, it could help them to learn English faster. Most importantly, the researcher prepared the *Technopoly Etics* with its accustomed specifications as mentioned in chapter one to fit the needs of the students.

As a result, the researchers noticed that the student motivation in learning English rose gradually from the initial observation, first meeting and second meeting. It was proven by the number of attending students to the class significantly increased from 60-65% to 80-90% in the final meeting. It occurred in both classes (tenth and eleventh grades). Besides, the researchers also noticed that student participation in the classroom also increased. It could be observed from their enthusiasm in using *Technopoly Etics* in a group. They were truly paying attention to the researchers' explanation, following the lesson comprehensively, and doing the given assignment successfully. This finding goes along with the theory proposed by (Chun et al., 2016; Syamsurrijal et al, 2020) stating that technology helps learners to enhance their intellectual capacity. Implementing technology in English learning classes also help teacher arouses the student's attention at SMK Muhammadiyah 9 Wagir. This notion is in line with the finding from Ghavifekr & Rosdy (2015) stated that the integration of three aspects such as information, communication, and technology (ICT) could easily help teacher to do more modern teaching and learning activities.

In addition, Total Physical Response (TPR) effectively stimulated them to more engagement with the whole class activities. This finding is in line with the notion proposed by Climova (2013) stating that TPR is one of the most effective methods to teach English for students because he claimed that students would easily understand the materials of what they have acted. This method is also closely related to students whose learning style is kinaesthetic. They need to be actively engaged in their learning by moving their part of the body. As most of the learners are male students, it is crucial to apply kinaesthetic in teaching and learning for male learners tend to have a kinaesthetic learning style (Tyas & Safitri, 2017). Besides, in line with the finding of research conducted by Diane (2006) that business students who are categorised in vocational schools prefer to have kinaesthetic and interpersonal modes of learning. It could be concluded that the student centre activity was there. This finding goes along with Ullah et al. (2013) study claiming class environment influences the student motivation in learning a language. Here, the researchers set up a new joyful environment by presenting *Technopoly Etics*.

In addition, the researchers also conducted a post-interview with the teacher about his student performance after being taught with *Technopoly Etics*. From this session, it could be

drawn a summary that the students were more active and enthusiastic in learning English with supporting media. They were more encouraged to speak up in English in class. Nowadays' students are highly affected by modern play which is internet or computer or digital-based. Therefore, psychological children's development is distracted by digital toys as they avoid students to think and act creatively (Jhonson & Christie, 2009). Marsh et al. (2018) emphasised that play with apps or digital toys can only stimulate children of five years old or under. In fact, technology and its innovative media have been ingrained in children's daily play (Rogulj, 2014).

CONCLUSION

The role of *Technopoly Etics* successfully came out as supportive instructional media for learning English. According to observation, it could be drawn a general conclusion that the student motivation in learning English was increased. Interestingly, this finding goes along with the information taken from the interview with the teacher claiming that the student activeness and participation in using English rose gradually after being taught with this technological media.

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