



Developing English Learning through Android-Based Mobile Learning Method in Increasing Student Achievement In SMA 2 Subang

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ABSTRACT

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The development of information technology has brought a lot of changes in various sectors of human life, this is also followed by the development of mobile phones, which are increasingly different because they are driven by several important features in it, one of the operating systems that are often used on cellphones or smartphones in this era. now is android operating system. The operating system is the most important type of software, that's because on its part there are several important elements, especially in running programs and applications, besides that the operating system is also a part of the national education program curriculum with the hope of improving learning achievement in students. all student. Mobile learning is a new method that emerged thanks to the help of android systems, laptops, computers, to make it easier for students to access various learning materials, besides that mobile learning can also be accessed easily and practically and is not hampered by space and time. This study uses a descriptive method, with a quantitative approach, while the results of this study explain that in fact, teaching using technology and information media teaching materials as a new alternative in delivering various materials to students is indeed very appropriate, especially on subjects that are often complained of by students so that it gives results that are not optimal. The mobile learning method seems to be widely applied to English subjects, as is what happened in the SMA 2 Subang school environment, in order to keep up with the developments in the world of education which continues to experience changes in various things, the SMA 2 Subang school chooses the mobile learning method to be placed as one of the one of the driving factors in understanding various English language education materials, this is very reasonable considering the learning process that has been applied so far has not been able to be digested properly by all students, even it seems very boring.

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1. Introduction

In this century the use of information and communication technology has indeed experienced a very sharp increase, besides that the process has also begun to penetrate various fields of human life, including education. In the world of education, the use of technology and information basically plays an important role, besides that technology is also needed to make the teaching and learning process between teachers and students more informative, creative and innovative, because the teaching and learning process in the classroom must take place in a fun and enjoyable way. supported by various appropriate delivery methods, the statement is in line with the educational objectives according to Law no. 20 of 2003 that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop the potential that exists in themselves to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves. society, nation and state. To realize the



goals of national education, important components are needed that compose it, one of which is in the form of effective learning (Sari et al., 2019; Syam & Achmad, 2022).

The educational process is also often interpreted as an evaluation system for each individual to achieve higher knowledge and understanding, so that they become better individuals in accordance with the education they receive. Various developments in the world of education have indeed brought a myriad of changes and new cycles, especially for students and teachers when the learning process is being carried out, besides the teaching method by placing the teacher as the only active communicator in the teaching and learning process, has now undergone major changes, now teachers and students have been placed in an equally active position using various technologies and some of their supporting devices, but behind all these advances and improvements they must at least keep pace with the various demands and challenges of the times they are facing.

The use of technology in education is a new breakthrough, especially in the management, evaluation, process and source of its development to be applied directly to daily learning activities. Indirectly, technology is present and grows from various audio-visual communication practices and movements related to the use of equipment, media and means to achieve educational goals. So we can conclude that educational technology is a combination of three interrelated factors, namely media in education, learning psychology and systems approach in learning (Novantara, 2017; Maulida, 2020).

It cannot be denied that progress in education in this century, one of which is caused by the presence of technology and some of its devices, for example, such as computers and mobile phones, besides that technology also has enormous potential as a means or tool to develop skills. in the learning process. Therefore, in modern education, teachers are required to be able to integrate all these components into a new method in order to produce high quality and insightful students. With the development of information and communication technology, many technological applications have been developed in the world of education, one of which is the use of Android-based mobile learning in various subjects at school.

Android as an operating system used by most smartphones today, does have many advantages in supporting various human activities, the application of the Android operating system in mobile devices brings us to the fact that this operating system can be properly implemented, no exception in the world. In national education, Android is also supported by an information system that is practical, concise, interactive and easily accessible by everyone on a mobile device.

The use of mobile has long been planned to be felt in the learning process, through information technology as the main element, it is hoped that all levels of education in Indonesia can experience it to the fullest, mobile technology can be used as a teaching medium and tutorial media, so it will be very helpful for students. in absorbing the various knowledge that has been conveyed. One of the subjects that must use mobile technology is English education, because as one of the most widely studied international languages and used by humans in various communications, English subjects are also included in the school curriculum, which means that students in demand to be able to master it properly in order to face the challenges of a global world that is growing every day (Andika, 2019).

But in fact the process of learning English is still not able to achieve the results as expected by the school, this can be proven by the number of students who have not been able to communicate using English correctly, one of the contributing factors is the learning method that is still running. conventionally, where the teacher still focuses on the textbooks they have, even the teachers do not teach English subject matter in accordance with the applicable curriculum syllabus. So to complete the supporting facilities for learning English at various school levels, teachers have finally begun to take advantage of the role of technology through mobile-based computers and mobile phones, or often referred to as M-Learning.

Mobile learning is defined as a learning and teaching method that is directly connected to the Internet connection to deliver a variety of materials to all students, besides that M-learning makes it easy for users to get a lot of material from the Internet in a practical, concise, interactive and accessible way for everyone to use. in a mobile device. So we can conclude that mobile learning is a learning process that utilizes mobile devices such as e-mail, computers, tablets, smartphones and other types of mobile phones. The application of mobile learning in the learning process will increase the ability and access to learning resources and enrich interactions between parties without being limited by space and time (Nasution et al., 2021; Sidiq et al., 2021).

Learning by utilizing technology such as mobile phones is indeed dynamic, meaning that the process is not limited by place and time, besides that the mobile learning method can also be a new alternative,

especially in the delivery of English language education materials because many are supported by several modern devices such as computers and Android phones. Mobile phone technology has now entered the smartphone era with various advantages and conveniences, even though it has a relatively small size but does not reduce the various sophistications in it, ranging from displaying audio visuals, detecting the destination, as well as the ability to communicate with other devices in various ways. various ways, including using Wi-Fi or bluetooth, with the sophistication of the development of the mobile phone, the current mobile phone can also be used for learning media, or what is commonly referred to as mobile learning, as for several advantages such as making education more creative, effective, and optimal. (Listyorini, 2013).

Mobile learning is a new way of learning with a learning approach that involves mobile devices such as mobile phones, laptops and tablets, where students can access materials and directions from the teacher without being limited by space and time, besides that the learning process becomes easy to move, not limited by class, personal, and interesting. The use of this technology is in line with the strategy of national education goals contained in the Act, namely being able to improve student achievement, become an effective learning resource solution, and reach all students to have equal opportunities in achieving various achievements for the progress of the nation and state. So based on the description of the background above, the researcher can focus on a problem point, how is the influence of the Android-based mobile learning method on English subjects in order to improve student learning outcomes and is there an increase in student learning outcomes after using the Android-based mobile learning.

2. Method

The method used in this research is descriptive method, with a quantitative approach, then the data is collected, compiled, grouped and analyzed so that some clear pictures are obtained on the problems to be discussed. While data collection was done by observation, interviews, and documentation. The quantitative approach is a method based on the philosophy of positivism, used to examine certain populations or samples, sampling techniques are generally carried out randomly, data collection uses research instruments, data analysis is quantitative/statistical with the aim of testing predetermined hypotheses. . System analysis is a stage that is carried out after the data collection stage is completed. System analysis is the design stage of a software, starting from sketches, drawings, planning and scenarios needed, the analysis stage itself focuses on the target audience, because at this stage it is done defining problems that occur in the field, formulating instructional objectives, determining learning objectives, and identify the condition of knowledge possessed by students and the existing learning environment. The process of research and information collection was carried out to collect data about English subject matter using the mobile learning method (Suliyanto, 2017).

3. Results and Analysis

3.1 The concept of learning using mobile learning for English subjects

Mobile learning or what we usually call m-learning is a learning media that prioritizes the use of Android-based mobile devices as a medium for sending messages and learning materials that will be carried out between teachers and students, as for the concept of mobile learning itself, namely technology, communication and learning systems. . In short, this method can be implemented if the mobility of technology consisting of smartphones, digital cameras, laptops, GPS, and other mobile devices equipped with a wireless application protocol, or Wi-Fi can transmit content and instructions via the internet or satellite, which can be gives students the freedom to be able to study anywhere and anytime. In addition, mobile learning also focuses on learner mobility, in the sense that students can use it without being bound by space and time. There are several functions that exist in this mobile learning method, including mobile learning that functions as an additional supplement, meaning that students have the freedom to choose whether to use mobile learning materials or not.

In this case, there is no obligation or obligation for students to access mobile learning material, even though it is optional, students who use it will certainly have additional knowledge or insight. Then mobile learning can function as a complement, namely the material is programmed to complement the learning materials received by students in the classroom. Here it means that the Mobile learning material is programmed to be a reinforcement or remedial for students in participating in conventional learning activities. And lastly, mobile learning functions as an alternative in learning, the goal is that students can



flexibly manage their activities according to the time and activities they have, as for three alternative models of learning activities that students can choose, namely (1) completely independently face-to-face (conventional), (2) partly face-to-face and partly via the internet, (3) completely via the internet (Purosad et al., 2020).

The process of making learning media by utilizing technology must first determine what media is in accordance with the existing problems, especially in overcoming students' learning difficulties while in class, then based on the results of observations in the SMA 2 Subang high school environment, the right media in dealing with some of the problems that exist there, can be solved through the Android-based mobile learning method. After mobile learning is completed, the next step is to practice it into the subjects you want to achieve, in this case the adjustments are made to English subjects.

Android-based mobile learning for English subjects with the subject of writing a simple invitation is applied to the learning process of grade 2 students of SMA 2 Subang. As for how to operate Android-based mobile learning, it is quite easy and does not require special skills, just by installing the application on an Android-based smartphone. Android-based mobile learning displays a collection of writing a simple invitation material into several menu options. Students can choose the material to be studied easily. In the initial menu display, an opening display is presented which contains the logo, material title, and material targets, namely for students of SMA 2 Subang (Malik et al., 2020).

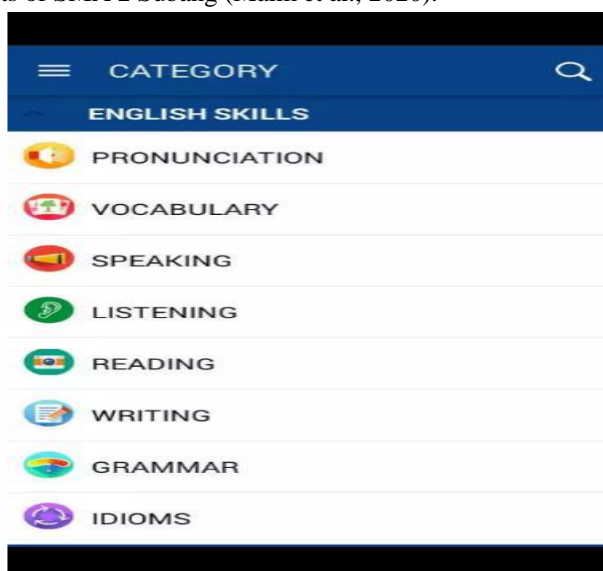


Fig 1 Main Menu Display

The picture above is an initial look at the mobile learning model where there are several materials or teaching materials for English learning consisting of vocabulary, speaking, listening and other materials. Then the system testing is carried out after the English mobile learning application at SMA 2 Subang has been practiced on the students, the test is carried out with Blackbox Testing to determine the program's ability to meet the needs of the teaching and learning process, and the following is black box testing of the language mobile learning application. English, presented in the form of a table below:

Table 1

Testing the Mobile Learning Method		
Test activity	Expected reaction	Results
Login	Display for the main page to enter the server application	Success
Theory	Display to view English material data	Success
Quiz	Display to train students in doing exercises based on the material	Success

Based on the table above, it can be explained that, testing of mobile learning that is applied to English subjects can be applied to the maximum where students can adapt to various materials and teaching materials

that have been conveyed. And the following is a mobile learning page that contains material for a short conversation between two people about writing a simple invitation, and there is a skip button that functions to go directly to the main menu page (Zahroni, 2019).



Fig 2. of Writing a Simple Invitation Conversation Material

Based on the picture above, it can be concluded that on the main menu display there are several main materials from the discussion of writing a simple invitation that will be studied by students, besides that on the page it also contains competencies, evaluations and some practice questions that must be mastered by students.

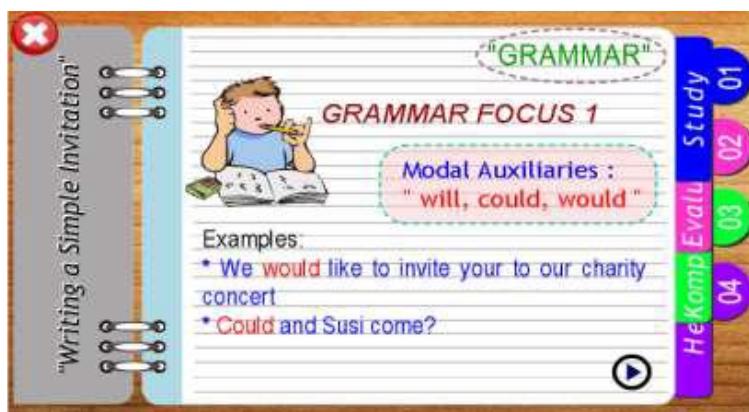


Fig. 3 Material about Grammar



Fig. 4 Learning video about Sample Invitation

The materials in mobile learning are presented in a concise and clear manner, so that does not make the students bored when taking lessons, while the sources come from books, worksheets, and some additional material from the teacher. Each material is equipped with brief explanations, pictures, animations, and

learning videos that aim to attract students' interest, and make it easier for students to understand the various materials that have been conveyed.



Fig. 5 Evaluation Questions

The picture above is an evaluation page, used to measure students' understanding of the material that has been studied previously. The evaluation on Android-based mobile learning products is in the form of multiple choice questions which amount to several questions, and if students answer the questions correctly or incorrectly, a response will appear for the answers selected on the mobile learning product.

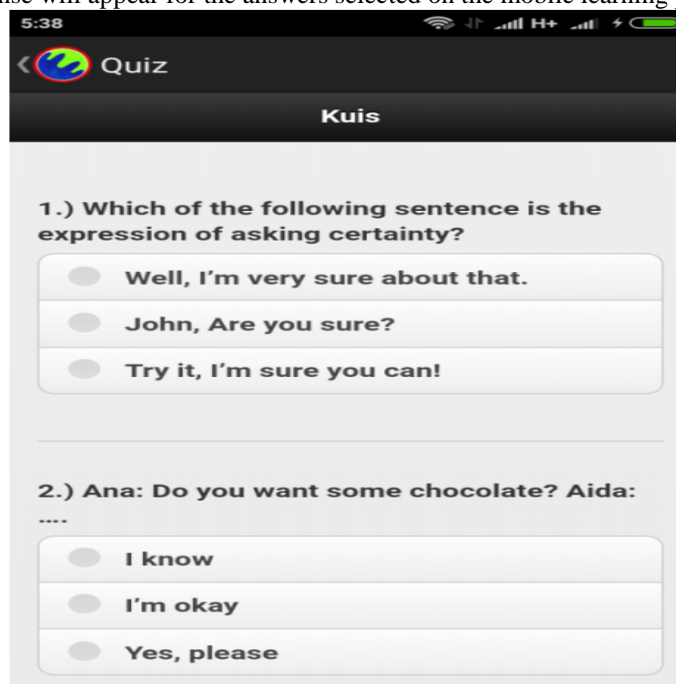


Fig. 6 Menu Quiz Mobile Learning

After going through observations and several tests regarding product feasibility tests carried out in English learning, in general this mobile learning method does have many advantages and is supported by several media devices that attract a lot of students' attention, this can be proven through the result data. assessment, especially on writing a simple invitation material, it is known that android-based mobile learning products can be tested in the English learning process with an average value of 92%, this aspect places the mobile learning method in the very good category and can improve student learning achievement at school. However, every application that is built or developed has its own advantages and disadvantages. As for the drawback for the mobile learning application itself is the problem of the internet connection which is not always stable, while for the mobile learning application it requires a stable internet connection, this is

because in the process of making quizzes, as well as downloading material requires an adequate internet connection, for this reason it is necessary to evaluate gradually from the school so that the mobile learning method can be run optimally without being hampered by any obstacles.

4. Conclusions

Based on the results of the observations that have been carried out on the development of the Mobile Learning method in supporting learning English subjects in the SMA 2 Subang School environment, researchers can draw conclusions that the use of Android-based mobile phones through the Mobile Learning method at least brings many changes to the learning patterns of students, besides It is supported by several supporting devices such as computers, and handpones, which facilitates the learning process, the method is also at the value of not making students bored, because students are demanded to always be active especially when practical activities are carried out. With this mobile learning method, students can learn English anytime and anywhere, because it is not limited by space and time, and can be accessed easily, effectively and efficiently. Overall, the effectiveness of mobile learning applied to English subjects has a greater influence, especially in attracting students to be more active in learning English. This can be understood, because the mobile learning developed during the learning process provides important points to students including (1) Providing additional knowledge (2) to motivate students to be active again in learning (3) presents information (4) stimulating Students to discuss the materials that aired through images, videos and audio visuals (5) students' activities are more directed, and provide opportunities for students to conduct exercises discussing the questions in Mobile Learning.

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