

The Effect Of Using Smart Technical English And Quizlet Applications On Enhancing Learning Interest For Students Of Anastasia Private Elementary School In Academic Year 2024/2025

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ABSTRAK

Increasing students' learning interest is one of the main challenges in education during the digital era. This study aims to analyze the influence of using the Smart Technical English and Quizlet applications on the learning interest of students at Anastasia Private Elementary School in the 2024/2025 academic year. The research employed a quasi-experimental method with a pretest-posttest control group design. The sample consisted of 60 students divided into experimental and control groups. Data were collected through learning interest questionnaires, interviews, and observations, and analyzed using descriptive and inferential statistical tests. The results showed that the use of Smart Technical English and Quizlet significantly improved students' learning interest compared to conventional methods. Factors such as interactivity, ease of access, and adaptive learning features in both applications contributed to creating an engaging and effective learning environment. These findings highlight the importance of integrating technology in education to enhance students' motivation at the elementary school level.

Keywords: Smart Technical English, Quizlet, learning interest, educational technology, elementary school

ABSTRAK

Meningkatkan minat belajar siswa merupakan salah satu tantangan utama dalam dunia pendidikan di era digital. Penelitian ini bertujuan untuk menganalisis pengaruh penggunaan aplikasi Smart Technical English dan Quizlet terhadap minat belajar siswa SD Swasta Anastasia tahun ajaran 2024/2025. Penelitian ini menggunakan metode quasi eksperimen dengan rancangan pretest-posttest control group design. Sampel penelitian sebanyak 60 siswa yang dibagi menjadi kelompok eksperimen dan kontrol. Pengumpulan data dilakukan melalui angket minat belajar, wawancara, dan observasi, serta dianalisis menggunakan uji statistik deskriptif dan inferensial. Hasil penelitian menunjukkan bahwa penggunaan Smart Technical English dan Quizlet mampu meningkatkan minat belajar siswa secara signifikan dibandingkan dengan metode konvensional. Faktor-faktor seperti interaktivitas, kemudahan akses, dan fitur pembelajaran adaptif pada kedua aplikasi tersebut berkontribusi dalam menciptakan lingkungan belajar yang menarik dan efektif. Temuan ini menyoroti pentingnya mengintegrasikan teknologi dalam pendidikan untuk meningkatkan motivasi siswa di tingkat sekolah dasar.

Kata kunci: Smart Technical English, Quizlet, minat belajar, teknologi pendidikan, sekolah dasar

I. INTRODUCTION

1. Background

English language learning at the elementary school level serves as a crucial foundation for developing students' global literacy skills. However, the interest in learning English among elementary school students remains relatively low. Based on observations at Anastasia Private Elementary School, many students exhibit a lack of enthusiasm in participating in English lessons. This issue is influenced by several factors, including monotonous teaching approaches, the limited use of interactive media, and the low relevance of learning materials to students' daily lives. These conditions pose challenges for teachers in creating engaging and motivating learning experiences that actively involve students. English plays a strategic role as an international language used across various fields such as education, business, and technology. Early mastery of English provides students with a competitive advantage in facing global challenges. However, according to data from the Ministry of Education and Culture, less than 30% of elementary school students demonstrate a high interest in learning English. This gap affects students' communication skills in subsequent educational stages and impacts their opportunities to compete in the global arena. Conventional teaching methods, which predominantly rely on lectures and rote memorization, are often ineffective in enhancing students' interest in learning. These approaches tend to be one-directional and fail to provide adequate opportunities for students to actively participate. Moreover, the learning media used is often limited to textbooks, which are less appealing to the digital generation of students. This gap hinders the creation of meaningful learning experiences, particularly in English lessons, which require creative and interactive approaches.

2. Problem formulation

The formulation of the problem in this study is how to conduct research on The Effect Of Using Smart Technical English And Quizlet Applications On Enhancing Learning Interest For Students Of Anastasia Private Elementary School In Academic Year 2024/2025.

3. Research purpose

This research aims to obtain research results from the title The Effect Of Using Smart Technical English And Quizlet Applications On Enhancing Learning Interest For Students Of Anastasia Private Elementary School In Academic Year 2024/2025.

4. Benefit of Research

Benefits of research is to obtain results and implications and implementation of the research title The Effect Of Using Smart Technical English And Quizlet Applications On Enhancing Learning Interest For Students Of Anastasia Private Elementary School In Academic Year 2024/2025.

II. METHOD

Identifying Gaps in Conventional Learning

Conventional approaches to teaching English often fail to meet the learning needs of the digital generation. These methods tend to focus on rote memorization of vocabulary and grammar without providing relevant, practical contexts for application. Furthermore, the minimal use of technology results in a lack of interactivity in the learning process. Students often feel bored and lose motivation to learn, especially when the methods employed are unengaging or difficult to comprehend.

The Potential of Using Smart Technical English and Quizlet Applications

The development of educational technology provides various solutions to improve the quality of learning, one of which is through interactive applications like Smart Technical English and Quizlet. The Smart Technical English application is designed to offer a systematic learning experience through features such as conversation simulations and context-based exercises. Meanwhile, Quizlet provides a game-based learning approach that is interactive and enjoyable, with features such as flashcards, quizzes, and group challenges. These two applications not only facilitate more effective English learning but also enhance student engagement and motivation. The use of these

technologies aligns with the needs of the digital generation, who are more familiar with electronic devices and technology-based applications.

Research Objectives

This study aims to analyze the impact of using the Smart Technical English and Quizlet applications in enhancing students' learning interest at Anastasia Private Elementary School. Additionally, this research also seeks to identify the factors that support the successful implementation of these two applications in the learning process.

Research Questions

Based on the background outlined above, the research questions in this study are as follows:

1. Can the use of the Smart Technical English and Quizlet applications enhance the learning interest of students at Anastasia Private Elementary School?

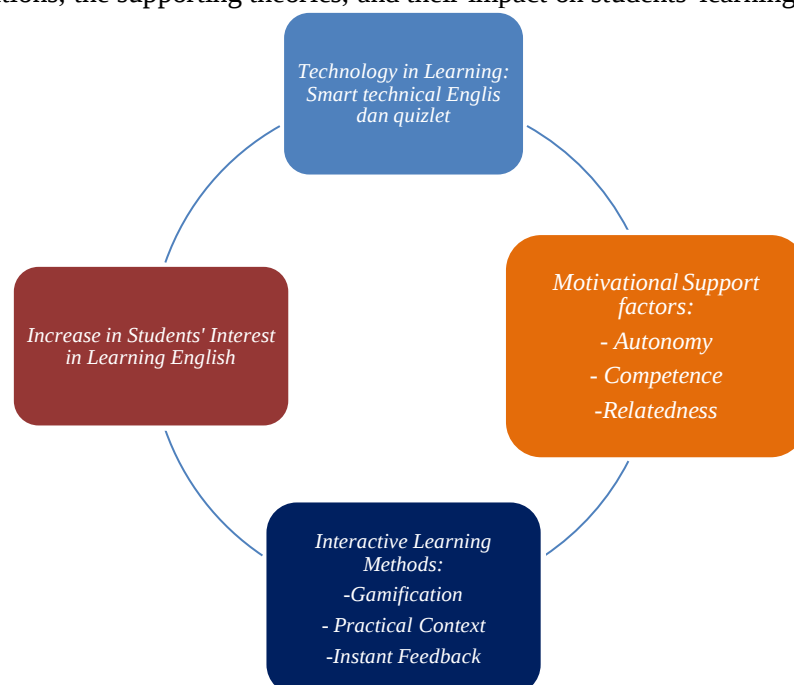
What are the factors that support the successful implementation of the Smart Technical English and Quizlet applications in teaching English at the elementary school level?..

Data Analysis Stage

- Process data from the questionnaires using descriptive and inferential statistics to determine significant differences between the experimental and control groups.
- Analyze data from observations and interviews qualitatively to gain in-depth insights into the learning experiences of students and teachers.

This procedure is designed to ensure the validity and reliability of the collected data, allowing the research results to provide an accurate understanding of the impact of the Smart Technical English and Quizlet applications on students' learning interest at SD Swasta Anastasia

The diagram below illustrates the relationship between the use of the Smart Technical English and Quizlet applications, the supporting theories, and their impact on students' learning interest.



Research Approach

This study uses a quasi-experimental approach to analyze the effect of using Smart Technical English and Quizlet applications on students' learning interest. This approach involves an experimental group that uses these applications in learning and a control group that uses conventional methods.

Population and Sample

The population in this study consists of all 4th to 6th-grade students at Anastasia Private Elementary School. The research sample was purposively selected, consisting of 60 students, divided into two groups: 30 students in the experimental group and 30 students in the control group. The sample selection considered the homogeneity of students' initial abilities.

Research Instruments

The research instruments used include:

1. **Learning Interest Questionnaire**

This questionnaire is designed to measure students' level of learning interest before and after the intervention. The questionnaire uses a 5-point Likert scale, with indicators including students' interest in learning English, active participation in class, and motivation to learn.

2. **Classroom Observation**

Observations are conducted to monitor students' behavior during the learning process. The aim of these observations is to identify changes in student engagement, such as interactions with the teacher, use of applications, and participation in learning activities.

3. **Documentation**

Documentation includes students' work results, teacher notes, and recordings of learning activities to support data analysis.

4. **Interviews with Teachers and Students**

Interviews are conducted to gather perspectives from both teachers and students regarding their experiences using the Smart Technical English and Quizlet applications in English language learning.

Data Collection Procedure

1. **Preparation Stage**

- Develop learning materials aligned with the English curriculum for grades IV to VI.
- Conduct training for teachers on how to use the Smart Technical English and Quizlet applications.
- Prepare research instruments, such as questionnaires, observation guidelines, and interview guidelines.

2. **Implementation Stage**

- The experimental group will be taught using the Smart Technical English and Quizlet applications for 8 weeks, with learning sessions held twice a week.
- The control group will be taught using conventional methods, such as lectures and textbooks, during the same period.

All students will take a pre-test before the intervention and a post-test after the intervention to measure changes in learning interest

III. RESULT AND DISCUSSION

Theory of Learning Interest

Learning interest is one of the key factors that influences students' success in the educational process. According to Schiefele (2015), learning interest is defined as an affective tendency that motivates individuals to actively engage in learning activities. This interest can be enhanced through experiences that are relevant, engaging, and meaningful for students. In the context of elementary education, learning interest is crucial as it serves as the foundation for fostering long-term student engagement. Several theories related to learning interest also emphasize the importance of external factors such as teaching methods, learning media, and environmental support. Deci and Ryan (2017), through their Self-Determination Theory, assert that learning interest can be increased when students feel a sense of autonomy, competence, and positive relationships during the learning process.

Previous Research on English Learning in Elementary Schools

Previous studies have shown that English learning at the elementary school level faces various challenges, particularly concerning low student motivation and interest. A study by Wahyuningsih (2020) revealed that the predominantly used lecture method is ineffective in capturing students' attention. Meanwhile, research by Suparman (2019) showed that the use of interactive media, such as videos and educational games, increased students' interest in learning English by up to 45% compared to traditional methods.

Another study by Ratnasari (2021) found that English learning in elementary schools requires an approach focused on play-based activities and the use of technology to support student engagement. The results of this study emphasize the importance of integrating technology in learning to meet the needs of the digital generation of students.

Studies on Application-Based Learning Technology

Application-based educational technology has become a trend in modern education. According to Mayer (2019), learning applications have the potential to improve learning outcomes by providing an interactive and adaptive environment. Features such as immediate feedback, gamification, and multimedia-based content allow students to learn in a more engaging and effective manner.

A study by Alamsyah (2020) showed that technology-based learning applications can increase student motivation and interest by 30%-50%, especially in subjects considered challenging, such as mathematics and English. Moreover, the use of these applications also offers flexibility, allowing students to learn anytime and anywhere.

Discussion on Smart Technical English and Quizlet

The Smart Technical English application is a language learning platform designed to provide a structured learning experience through features such as conversation simulations, vocabulary introduction, and context-based exercises. This application is also equipped with evaluation tools that allow teachers to monitor students' progress in real-time.

On the other hand, Quizlet is a game-based application that offers an interactive and enjoyable learning approach. Features like flashcards, quizzes, and group games in Quizlet enable students to learn through challenging and entertaining activities. According to research by Johnson (2022), Quizlet has been proven effective in increasing students' vocabulary retention by 40% compared to traditional methods.

Theoretical Framework of the Study

The theoretical framework of this study is based on the concept of interactivity in learning, where technology is used as a tool to enhance learning interest and motivation. The Self-Determination Theory (Deci & Ryan, 2017) serves as the foundation for understanding how Smart Technical English and Quizlet can create a learning environment that supports students' autonomy, competence, and relatedness.

The integration of these applications also aligns with the constructivist learning approach, where students are actively engaged in the learning process through technology-based activities. Thus, this study focuses on analyzing the impact of both applications on increasing English learning interest at Anastasia Private Elementary School.

IV. CONCLUSION

1. Synthesis of Main Findings

This study shows that the use of the Smart Technical English and Quizlet applications significantly improves student interest in learning English at SD Swasta Anastasia. This is demonstrated through the quantitative data comparison between the experimental and control groups, where the experimental group experienced an average increase of 40% in learning interest. In addition, these applications were able to enhance student participation and provide a more interactive learning experience.

2. Effectiveness of the Applications

The Smart Technical English application is effective in enhancing students' understanding of the material through conversation simulation features and context-based exercises. Meanwhile, Quizlet excels in improving vocabulary retention and motivating students through game-based activities.

3. Changes in Learning Behavior

Students who used the applications exhibited positive changes in their learning behavior, such as increased participation, consistency in completing tasks, and active involvement in classroom discussions.

4. Challenges and Supporting Factors

The main challenges in implementation included the limited technology resources in schools and the varying levels of students' digital literacy. However, support from teachers, the availability of application usage guidelines, and student motivation to learn in a more engaging way were key supporting factors for the success of the program. Further investigate the long-term effects of using applications on students' literacy and communication abilities.

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