

## **THE EFFECT OF EDAPP AS LMS ON STUDENTS' ENGLISH PROFICIENCY ON JUNIOR HIGH SCHOOL STUDENT**

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### **Abstrak**

Tujuan dari penelitian ini adalah untuk menguji pengaruh EDAPP, sebuah aplikasi seluler pendidikan, terhadap kecakapan bahasa Inggris siswa. Sampel 26 siswa dari sekolah menengah pertama berpartisipasi dalam penelitian ini. Pengukuran pra dan pasca tes diberikan untuk menilai kemampuan bahasa Inggris mereka dalam empat keterampilan bahasa: membaca, menulis, mendengar, dan berbicara Menggunakan skor bahasa Inggris. Temuan dari studi mengungkapkan peningkatan yang signifikan dalam kemampuan bahasa Inggris siswa. Siswa menunjukkan skor yang lebih tinggi di keempat keterampilan bahasa, menunjukkan dampak positif EDAPP pada hasil pembelajaran bahasa mereka. Selain itu, survei kepuasan siswa menunjukkan tingkat keterlibatan dan motivasi yang tinggi di antara kelompok eksperimen. Fitur interaktif, elemen gamifikasi, dan antarmuka EDAPP yang mudah digunakan dilaporkan meningkatkan pengalaman belajar mereka dan menumbuhkan sikap positif terhadap pembelajaran bahasa. Temuan ini menunjukkan bahwa integrasi EDAPP dalam pengajaran bahasa Inggris dapat menjadi pendekatan yang efektif untuk meningkatkan kecakapan bahasa Inggris siswa. Sifat aplikasi seluler yang interaktif dan menarik memberi siswa kesempatan untuk belajar mandiri, umpan balik langsung, dan praktik yang dipersonalisasi, sehingga meningkatkan pengembangan keterampilan bahasa mereka. Penelitian lebih lanjut direkomendasikan untuk mengeksplorasi efek jangka panjang EDAPP pada kecakapan bahasa Inggris siswa, serta serta untuk menyelidiki keefektifannya dalam pengaturan pendidikan yang berbeda dan dengan populasi pelajar yang beragam

**Kata kunci** :EDAPP,LMS, Kemahiran Bahasa inggris

### **Abstract**

The purpose of this study was to examine the effect of EDAPP, an educational mobile application, on student English proficiency. A sample of 26 students from a Junior High school participated in the study .Pre- and post-test measures were administered to assess their English proficiency in four language skills: reading, writing, listening, and speaking Using english Score .The findings of the study revealed a significant improvement in the English proficiency of the students. The student show higher scores in all four language skills, indicating the positive impact of EDAPP on their language learning outcomes. Moreover, the student satisfaction surveys indicated a high level of engagement and motivation among the experimental group. The interactive features, gamification elements, and user-friendly interface of EDAPP were reported to enhance their learning experience and foster a positive attitude towards language learning. These findings suggest that the integration of EDAPP in English language instruction can be an effective approach to enhance student English proficiency. The mobile application's interactive and engaging nature provides students with opportunities for self-paced learning, immediate feedback, and personalized practice, thereby promoting their language skills development .Further research is recommended to explore the long-term effects of EDAPP on student English proficiency, as well as to investigate its effectiveness in different educational settings and with diverse learner populations.

**Keywords:** EDAPP, LMS, English proficiency

## **INTRODUCTION**

In recent years technology has developed rapidly, and because of this many sectors have begun to take advantage of this technological progress. Education is starting to utilize technology in teaching and learning activities, teachers are beginning to use tools and applications that

can assist in learning, several devices such as Mobile devices, tablets, laptops, or PCs are used to assist learning. Using mobile learning, technology has changed students' learning patterns and teaching approaches. In mobile learning, mobile devices have also been demonstrated to

promote techniques or learning styles. Blended learning is one of them. Blended learning is also not a new concept in Indonesia. It has proven to be popular in education across the world and has been utilized for decades. Blended learning, as witnessed in the past, evolves through time. One of the most popular in blended learning is the usage of social media. Social media provides a learning process anywhere and anytime in the world of education (Maulina et al. 2019; Maulina et al. 2020; Maulina et al. 2021; Saputra et al., 2021; Rasyiid et al., 2021), which takes precedence over the technical definition in blended learning, namely assumptions.

Blended learning is a learning technique that blends two learning modalities, namely direct or face-to-face learning and online learning, which employs any sort of social media or modern technology as a learning medium. Sakina et al. (2020) Blended learning is a novel method of teaching that employs a variety of tools as well as technical underpinnings in training. Furthermore, the implementation of such an approach in this disruptive period might make educators and language learners aware of the need to learn in both remote and face-to-face settings for a more sophisticated understanding of learning English Language. Putra et al. (2021) stated that English language learning has some essential skills, such as listening, speaking, reading, writing, grammar, vocabulary, and other language aspects and components to be more communicatively studied. There has been a lot of research on using technology in learning English. Van Lam Kieu (2021) stated that using technology greatly improves student English Proficiency, and listening abilities are the most enhanced.

Students have more flexibility in determining when, where, and how fast they may learn. Therefore, blended learning is a learning approach combining technological learning or a trend known as face-to-face and online so that the learning process becomes more effective and efficient. Azizan (2010) suggests that blended learning provides good benefits for instructors and students in teaching and learning activities, for instance, increasing social interaction, communication, and collaboration; offering flexibility and efficiency; expanding reach and mobility; and optimizing development costs and time. Face-to-face or offline instruction is combined with learning sessions via Google Classroom or Zoom meetings in blended learning. According to NoviaSagita. (2022), Google Classroom is very useful in English subjects during Online Learning. The Google Classroom

application is very helpful for students in teaching and learning activities from home. People can talk about life topics such as education, politics, family, faith, and so on using social media. etc. (Ahmad et al., 2020; Zainal et al., 2022). Google Classroom is often used in Indonesia as LMS for blended learning or online learning. Today's educational environment needs quick and accurate data access. As a consequence, the system is integrated into the central database, and the control system (automation system) can monitor lecturers' and students' actions. Therefore, using LMS can help teachers monitor students. A Learning Management System (LMS) is a system that combines hardware, internet network technologies, and virtualization. LMS is also indicative of quick technical improvements since it can readily deliver direct instruction to pupils. LMS serves as the hub for all administration systems, including student administration, lecture evaluations, attendance, e-learning, Assignments, Quizzes, and Midterm and Final Exams. To make the system interesting and easy for users, a special content management system was developed in Edapp. The complete system consists of a set of flares and applications that can be accessed using a smartphone or PC as well as a Laptop.

Izwan, Jastini, and Sarah (2016) found out that Overall, students were satisfied with Google Classroom, demonstrating its effectiveness as an active learning tool. Research efforts continually identify what leads to increased student satisfaction with learning methods through observation, research, and analysis of student demographics and course design. This approach helps train online teachers how to design educational support programs that enable students to succeed in the online environment EDAPP is an LMS that resembles a Google classroom with learning tools that are more varied and easier to use but not many people use it. EDAPP has several features such as games that can attract students' attention to make them more interested in learning, features that allow teachers to easily include video and audio in presentations, a score feature that can be used to foster students' competitive spirit and many more.

In this study, the researcher may find out the effect of EDAPP on student English proficiency in junior high schools. This research can also help us identify ways to optimize the use of EDAPP. For example, we can investigate which features and functionalities are most effective at promoting engagement and learning and make recommendations for how to improve student English

Proficiency. Azli, Shah, and Mohamad (2018) found that the integration of Mobile Assisted Language Learning in language learning allowed the creation of an interesting learning process. Nariyati, Sudirman, and Pratiwi (2020) stated that Mobile Assisted Language Learning. Help pre-service teachers in English Language Education receive so much benefit from the implementation of **MALL** (Mobile assistance language learning).

Khubyari and Haddad (2016) reveal that Key findings show that learners prefer reading over mobile phones because the portability and accessibility of mobile phones promote convenience. The results of this study demonstrate the potential application of mobile phones in reading comprehension.

Ghobani and Ebadi (2019) Found that the results indicated that using chats in Telegram led to a significant development in learners' grammatical accuracy in the experimental groups. Semi-structured interviews were conducted to explore the learners' attitudes towards their experience in the **MALL** immersion program. The thematic analysis used to analyze the qualitative data revealed several themes that addressed the learners' positive perceptions towards using **MALL** applications to develop their grammatical structures in online chats. Sorayyaei and Nasiri (2016) Found that mobile learning is an effective way of improving listening comprehension. Furthermore, the results of this research showed that cell phones are an interesting and innovative way to learn a new language. The use of smartphones can greatly increase the improvement of listening comprehension rather than using CDs.

Davie MSc and Hilber (2015) State that the use of mobile-assisted language learning does have potential. It is therefore very worthwhile to pursue further research in this area. The literature review and results show that there is a lot of room to expand and extend this work. Peroulas and Pram(2023) state that the EDAPP platform included features that promoted easy course navigation, in particular the module progress tracker. This feature allowed users to easily navigate through the course content at their own pace, which differed from the traditional method of timed presentation slides. With new technology, there may be barriers to implementation such as institutional adoption of an outside web-based application. A study with the title "University Students': Engagement in Mobile Learning" by Reham Salhab and Wajeeh Daher (2023) stated that m-learning has a positive impact on students' engagement. In light of these results, it is

recommended that educators provide support, assistance, and encouragement to students utilizing m-learning platforms. By doing so, students' confidence levels can be boosted, leading to sustained interest and motivation. This heightened confidence and interest will subsequently enhance their emotional engagement. Another research from Peroulas and Pram (2023) Research about using EDAPP has problems because the internet network is less stable.

## **METHOD**

This research employed a pre-experimental design with a quantitative approach. Students were taken on pre-tests and post-tests to measure their English proficiency, using standardized tests to determine the effect of EDAPP on their English proficiency.

The pre-experimental design referred to a research format that implemented some fundamental experimental elements while excluding others. It was commonly employed as a cost-effective approach to conduct exploratory research and determine if there was sufficient evidence to justify a comprehensive experimental investigation ("pre-experiment"). In this study, the researcher opted for a pre-experimental research design known as the one-group pre-test post-test design, which utilized a quantitative approach to gather data and analyze the effects of the intervention.

This study was conducted at SMPN 4 Tulungagung. This location was chosen because the class features, such as the presence of speakers and projectors, are very well supported. This location also supports learning using online media, so it is very suitable for conducting research using EDAPP as LMS to increase junior high school students' English Proficiency all students have smart phone devices that can be used properly in this study. The location where students live is also in the downtown area so that they can access EDAPP smoothly, the sample chosen was grade 8 because grade 9 and grade 7 did not match the media used in this study. The selected eighth grader has used media such as the EDAPP application so that participants can more easily adapt quickly. This research lasted for 22 days, The number of participants in this study was 26 students.

In this study, the researcher used an application called English score to retrieve data on the participants. The data taken is in the form of grammar, reading, vocabulary and listening values that are in accordance with CEFR standards. Descriptive statistics can be used to summarize

the data and provide an overview of the performance of students using EDAPP. Measures such as mean, median, and standard deviation can be calculated to describe the central tendency and variability of the data. The data was collected. The quantitative data in the research were analyzed through IBM SPSS Statistic 20.

**RESULTS AND DISCUSSION**

The study was conducted to find out the effect of using EDAPP on student English proficiency the subject of this study is one group with 26 participants. The meeting needed for this research is four-time; Pre-test, Treatment, Treatment, and Post-test. The data was obtained from the test that was given twice, Pre-test and Post-test. In meet 1 and 2 meetings students get English learning material for class 8 chapter 2, namely the use of will and can in the EDAPP application as shown in figure 3.2 to 3.18 in the appendix.

Pre-test was used to know the Participant's English Proficiency score, While the post-test was used to determine whether there was an effect after using EDAPP as their LMS. Pre-test data collection was carried out using the English Score application. The abilities measured were in 4 areas of grammar, vocabulary, reading and listening. The assessment was carried out following CEFR standards.

**Table 1**  
*Student pre-test and post-test scores*

Pre-test/Post-test				
Participant	Grammar	Reading	Vocabulary	Listening
1	84/107	80/124	84/120	110/114
2	37/99	52/84	42/52	71/86
3	90/147	107/152	82/141	98/124
4	153/164	130/140	112/153	145/170
5	122/182	138/170	112/170	131/159
6	113/169	107/120	91/103	110/158
7	113/168	113/145	93/122	122/131
8	67/148	71/159	67/184	87/168
9	152/179	146/152	111/164	140/160

10	105/168	99/134	76/122	98/145
11	221/225	169/181	160/183	169/181
12	62/125	76/131	68/169	90/188
13	105/124	125/149	96/105	127/149
14	153/120	128/140	157/163	124/141
15	90/101	81/98	73/101	82/98
16	43/150	61/124	13/98	53/130
17	74/90	82/127	107/158	110/141
18	66/141	81/107	73/83	98/118
19	76/225	96/181	85/160	90/196
20	35/81	10/67	26/37	45/71
21	193/280	188/200	219/280	160/220
22	29/141	34/110	15/89	50/90
23	67/88	64/110	53/74	85/124
24	208/246	188/191	195/263	190/221
25	62/112	46/98	76/122	56/110
26	43/117	65/127	51/111	70/131
Median	87/144	89/132,5	83/122	98/141
Mean	98,57/150	97,57/135,42	89,88/135,30	104,26/143,23

In table one, the average score obtained by participants in the grammar category was 98,57 with the smallest score being 29 and the largest score being 221.

**Table 2**

Paired sample table

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre test	394.6538	26	182.13510	35.71963
	Post test	556.9615	26	167.56718	32.86263

The highest score was obtained by participant number 22 and the highest was obtained by participant number 11. The average score obtained by participants in the reading category was 97,57 with the smallest score being 10 and the largest score being 200. In listening the average score of participants is 89 ,88 with 13 being the lowest score and 219 as the highest score. Lastly in listening the average score of participants is 104,26 with 45 being the lowest score and 190 as the highest score. The value obtained is based on the same application used for the pretest and post-test, namely the English score.

In the students' total pre test scores, the average learning outcomes or the mean is 394.6538. In the students' total post test scores, the average learning outcomes or the mean is 556.9615. The number of respondents or students used as the research sample was 26 students. For Std. The deviation in the pretest is 182.13510 and, in the post test, is167.56718. While the value of Std. Error Mean on the pretest is 35.71963 and on the posttest is 32.86263. Because the mean value of learning outcomes in the pretest 394.6538 < 556.9615, then descriptively there is a difference in the mean pretest learning outcomes and posttest learning outcomes.

The researcher conducted a paired sample t-test to determine whether there was a significant difference in the students' pretest and posttest results after the treatment was carried out using EDAPP in their English learning effecting student English proficiency.

**Table 3**

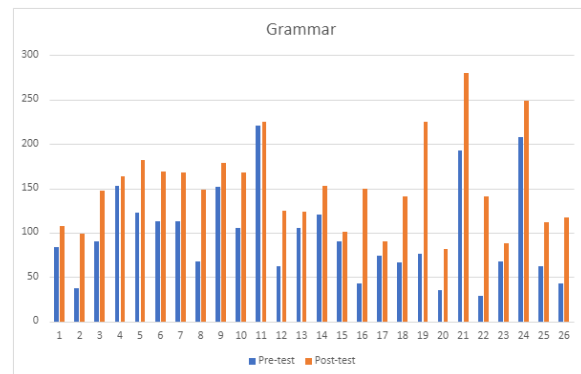
Paired sample t-test

		Paired Samples Test						
		Paired Differences						
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	t	df	Sig. (2-tailed)
Pair 1	Pre test - Post test	162.30769	110.88400	21.74614	207.09471	7.464	25	.000

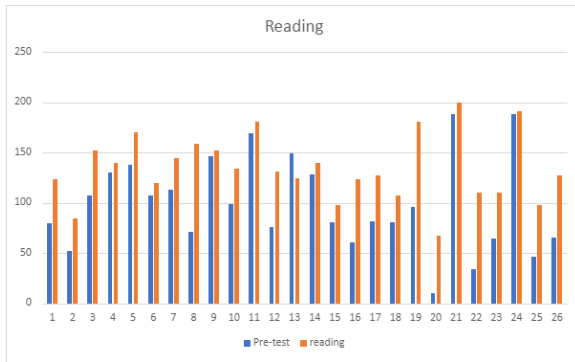
Based on the table 3, regarding the t test (paired sample t test) above, it shows that there is a significant difference between the pretest and posttest results. To see the table value, it is based on the degrees of freedom (df), whose magnitude is N-1, namely 26-1 = 25. The dk value = 25 at a significant level of 5% obtained table = 1,708. Based on the results of the t-test analysis (paired sample t-test), it can be obtained that count is greater than table, namely -7.464 > 1,708 and Sig. (2 tailed) = 0.000 < 0.05. After the paired sample t-test was carried out, the researcher concluded that the alternative hypothesis (Ha) which was stated in Chapter 1 was accepted, that there was a significant increase in students' English Proficiency after using EDAPP .

**Figure 1**

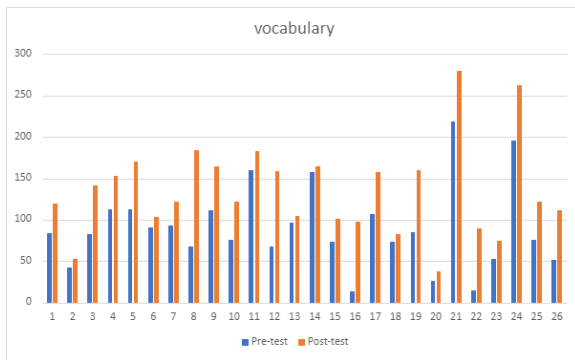
Grammar result graph



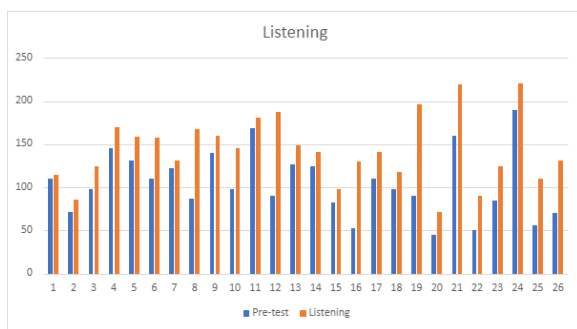
**Figure 2**  
*Reading result graph*



**Figure 3**  
*Vocabulary result graph*



**Figure 4**  
*Listening result graph*



Based on the graphic shown above we can see that student English Proficiency increased in each category. The average score of students in the grammar section in the English score application, which was initially 90, increased by 66% to 144 after receiving treatment. the other categories also experienced almost the same increase

as the grammar category, the reading category increased by 49% which initially had an average score of 89 to 129, the vocabulary category experienced an increase of 47% with an average pretest score of 83 to 122, and finally, the listening category in the pretest has an average of 98 to 141 (44% increase)

The research conducted on the effect of EDAPP on student English proficiency provides valuable insights into the impact of educational mobile applications on language learning. The discussion of the research findings sheds light on the effectiveness of EDAPP and its implications for enhancing students' English language skills.

One of the key findings of the research was that the utilization of EDAPP significantly improved students' vocabulary acquisition. The interactive modules, gamification elements, and engaging content offered by the app created an immersive learning environment that facilitated effective vocabulary learning. Fitria (2022) states that the benefits of gamification start from increasing motivation and engagement, increasing student outcomes, making the learning process more interesting and interactive.

By providing students with various opportunities to practice and reinforce their vocabulary knowledge, EDAPP played a vital role in expanding their word recognition and retention abilities. This finding suggests that incorporating technology-based platforms like EDAPP can be an effective strategy to enhance vocabulary development in language learners. Yunus and Zubeyde (2016) found that there is significant impact on vocabulary using digital game-based language learning.

Another noteworthy finding of the research was the positive impact of EDAPP on students' grammar and sentence structure. Through interactive exercises, grammar quizzes, and real-time feedback, the app helped students identify and correct grammatical errors. By providing immediate feedback and explanations, EDAPP allowed students to actively engage with grammar rules and practice them in context. This finding indicates that EDAPP can serve as a valuable tool for improving grammatical accuracy and proficiency in language learners.

The research also highlighted the role of EDAPP in developing students' listening and speaking skills. The inclusion of audio and video materials, interactive dialogues, and pronunciation exercises provided students with opportunities to engage with authentic language input and practice their listening and speaking abilities. The



findings indicated that students who used EDAPP experienced noticeable improvements in their comprehension and pronunciation skills. The interactive nature of the app and its focus on real-life communication scenarios contributed to a more engaging and effective language learning experience.

### Conclusion

In conclusion, the research conducted on the effect of EDAPP on student English proficiency reveals several key findings. The utilization of EDAPP, an educational mobile application, had a positive impact on enhancing students' English language skills. The study involved a diverse group of students across different proficiency levels and age groups, providing a comprehensive understanding of the application's effectiveness.

Firstly, the research demonstrated that EDAPP significantly improved students' vocabulary acquisition. Through interactive modules, gamification elements, and engaging content, EDAPP facilitated an immersive and enjoyable learning experience, leading to increased word recognition and retention. This finding suggests that incorporating technology-based platforms like EDAPP can effectively supplement traditional language learning methods.

Secondly, the research indicated that EDAPP positively influenced students' grammar and sentence structure. The app's interactive exercises, grammar quizzes, and real-time feedback helped students identify and rectify errors, resulting in improved grammatical accuracy. The ability to practice grammar rules and receive immediate feedback within the app contributed to a more self-paced and personalized learning approach.

Thirdly, the research highlighted the significant role of EDAPP in developing students' listening and speaking skills. The inclusion of audio and video materials, along with interactive dialogues and pronunciation exercises, enhanced students' comprehension and pronunciation abilities. By actively engaging with authentic listening materials and practicing conversational skills through EDAPP, students experienced noticeable improvements in their oral communication.

Furthermore, the research found that EDAPP fostered independent learning and self-motivation among students. The app's user-friendly interface, progress tracking features, and rewards system encouraged students to set goals, monitor their progress, and take ownership of their learning journey. This self-directed approach not only

enhanced students' English proficiency but also instilled a sense of responsibility and autonomy in their language learning process

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