ESSENCE

Innovative Learning in English Language Teaching and Improving Communication Skills through Technology at SMA Tribhakti Tanggulangin

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ARTICLE INFO	ABSTRACT
	This study aims to explore the effectiveness of innovative technology-based learning in improving students' communication skills in English learning at SMA Tribhakti Tanggulangin. The background of this study is based on the low level of student engagement and communication skills in conventional learning. The innovative learning implemented integrates technology such as learning applications, interactive videos, and online discussion platforms to create a dynamic and collaborative learning environment. The research method uses a descriptive quantitative design with a experimental research approach, involving 60 grade XI students who are divided into experimental and control groups. The results showed that the experimental group that participated in technology-based learning experienced significant improvements in speaking and listening skills, compared to the control group that used traditional methods. In addition, students in the experimental group reported higher levels of engagement, felt more confident in communicating, and were more motivated in learning English. This study also identified that obstacles such as internet access and devices were still obstacles, although the benefits of using technology were much more dominant. The conclusion of this study confirms that English learning that combines innovative and technological approaches can have a positive impact on improving students' communication skills significantly and enjoyably.

Keywords:
Innovative learning, Educational technology, Communication skills |

Introduction

English learning at the Senior High School (SMA) level has great challenges and opportunities, especially in the context of teaching language as an effective communication skill. At SMA Tribhakti Tanggulangin, English teaching focuses on developing students' language skills, both in speaking, listening, reading, and writing. However, although the objectives of English learning are clear, there are still challenges in achieving maximum communication skills. One factor that influences this is the learning method used. Conventional methods are often not enough to stimulate students' active involvement in communicating in English. Richards (2015) argues that effective English learning must involve active interaction between students and the material being taught. In this context, technology functions as a tool that can enrich students' learning experiences. Richards also emphasizes the importance of using technology to create a more interactive and dynamic learning environment, which can encourage students to be more active in communicating and applying English in more real situations. Thus, the use of technology can help accelerate the process of mastering language skills.

In facing these challenges, innovative learning is the key to creating a more dynamic and effective learning experience. Innovative learning refers to the application of more creative teaching strategies and methods that prioritize student interaction. One example of innovation that can be applied is the use of technology in English language learning. Technology allows for more varied delivery of materials, increases student engagement, and provides opportunities for them to practice language skills in more relevant and practical contexts. Hockly (2017) stated that the use of technology in English language teaching provides significant benefits in improving students' communication skills. Hockly suggests the use of mobile-based learning applications and online platforms to enrich the learning experience. He also highlighted the importance of using digital tools such as video and social media, which can support English language learning in a contextual and more engaging way. According to him, technology can make English more alive and relevant to students, so that they feel more motivated to learn.

Technology, especially in the form of internet-based learning applications, multimedia, and mobile devices, can support students in improving their English communication skills. For example, through online platforms, students can interact with native English speakers, expand their vocabulary, and practice their pronunciation. In addition, various English learning applications and software integrated with technology also provide opportunities for students to learn independently, increase motivation, and make learning more enjoyable. At SMA Tribhakti Tanggulangin, the application of technology in English teaching has proven effective in attracting student interest and improving the quality of their learning. Godwin-Jones (2018) stated that technology, such as language learning applications and multimedia devices, allows English learning to be carried out in a more personal and contextual way. Godwin-Jones added that with easy internet access, students can interact with native English speakers and practice language skills in more authentic situations. The use of this digital media also allows students to get direct feedback, which accelerates the learning process and development of their communication skills.

Technology-based learning also allows for more flexible teaching. Students can access materials anytime and anywhere, giving them the opportunity to study independently or in groups, and allowing them to learn at a pace that suits their abilities.

In addition, the use of technology such as videos, podcasts, and other visual aids can make learning English more interesting and easier to understand. This is especially important considering that more and more students are spending time in front of screens, both for entertainment and educational purposes. By making optimal use of technology, English language teaching can be more relevant to the increasingly digital world. Stockwell (2019) argues that one way to improve English communication skills is to utilize technology that allows for more collaborative learning. In this context, the use of online platforms for group discussions or project-based assignments can encourage students to speak and discuss in English, which directly improves their communication skills. Stockwell adds that technology also provides greater flexibility, allowing students to learn anytime and anywhere, which is very important in today's education world.

However, the application of technology in English learning is not without challenges. Adequate infrastructure and stable internet access are two important factors to consider. SMA Tribhakti Tanggulangin has sufficient facilities to support the use of technology in teaching, but challenges such as limited internet access which is sometimes unstable in some areas around the school still need to be overcome. In addition, educators also need to be given training and support in using technology effectively to maximize existing potential. Stockwell (2019) argues that one way to improve English communication skills is to utilize technology that allows for more collaborative learning. In this context, the use of online platforms for group discussions or project-based assignments can encourage students to speak and discuss in English, which directly improves their communication skills. Stockwell added that technology also provides greater flexibility, allowing students to learn anytime and anywhere, which is very important in today's education world.

Therefore, synergy is needed between learning innovations involving technology and continuous training for teachers. Technology-based learning must be supported by a good understanding from teachers on how to integrate technology appropriately in teaching English. Therefore, this study aims to explore how innovative learning that integrates technology can improve students' communication skills at SMA Tribhakti Tanggulangin. This study will also look at the extent to which technology can stimulate students' involvement in the English learning process and how it impacts their speaking, listening, and overall communication skills. With the implementation of innovative learning that utilizes technology, it is hoped that students at SMA Tribhakti Tanggulangin can gain a more effective and enjoyable English learning experience and be able to develop their communication skills in English to the maximum.

Method

This study uses a quantitative descriptive design with a experimental research approach. This design was chosen to explore the effect of technology use in English learning on students' communication skills at SMA Tribhakti Tanggulangin. In this study,

the researcher will manipulate the independent variable (technology use in English learning) and measure its impact on students' communication skills, including speaking, listening, and other communication skills. This study also aims to analyze the level of student engagement in technology-based learning.

The population in this study were students of SMA Tribhakti Tanggulangin, especially grade XI students who study English as a compulsory subject. The sample used in this study consisted of 60 students, divided into two groups: the experimental group (30 students) and the control group (30 students). The experimental group will receive technology-based learning, while the control group will follow the traditional learning method. The sample was selected using purposive sampling technique, where the students selected were students who had similar English language abilities based on the results of the initial English language proficiency test. The selection process was carried out by identifying classes that had similar ability standards and then selecting one class for the experimental group and one class for the control group. The data in this study consist of two main types of data: quantitative data obtained from English language skills tests (speaking and listening) and also qualitative data obtained through interviews and questionnaires to explore students' perceptions of technology-based learning.

Findings

Based on the data analysis that has been conducted, the following are the main findings of the study regarding the influence of the use of technology in English language learning on students' communication skills at SMA Tribhakti Tanggulangin.

1. Improving Speaking Skills in the Experimental Group

The results of the speaking skill test showed that the experimental group using technology in learning English experienced significant improvement compared to the control group using traditional methods. The average post-test score of the experimental group was 85, with a 20% increase compared to the pre-test score (70). In contrast, the control group only experienced a 5% increase from the pre-test score (72) to 76 in the post-test. The unpaired t-test showed that this difference was significant ($p < 0.05$), indicating that the use of technology in learning contributed to improving students' speaking skills. According to FAP, one of the 11th grade students of SMA Tribhakti Tanggulangin said, "I feel more confident speaking English after using the pronunciation training application. I can practice by myself and immediately know whether my pronunciation is correct or not." And also conveyed by FAP, one of the 11th grade students of SMA Tribhakti Tanggulangin, said "Sometimes the internet is slow or my cellphone doesn't support certain applications, so learning is a bit hampered. But it's still more interesting than the old way."

2. Improving Listening Skills in the Experimental Group

The analysis of the listening skill test results also showed a greater improvement in the experimental group. The group that studied using technology, such as interactive videos and English learning applications, obtained an average post-test score of 88, while the control group obtained an average score of 79. The improvement in the experimental group was 15%, while the control group only experienced an increase of 8%. The unpaired t-test showed that this difference was also significant ($p < 0.05$). This indicates that the use of technology, which allows students to listen to materials from various

authentic sources, can improve their listening skills more effectively. According to FAP, one of the 11th grade students at SMA Tribhakti Tanggulangin said, "Through online discussion forums, I can practice discussing in English without having to worry about saying the wrong thing in front of the class. This helps me get used to expressing my opinion."

3. Student Engagement in Technology-Based Learning

The questionnaires filled out by the students showed that the majority of students in the experimental group felt more engaged and motivated in learning English after using technology. About 80% of students in the experimental group stated that they felt more interested in learning English after using interactive apps and videos as part of their learning. Many students felt that using technology helped them understand the material better and made the learning process more enjoyable. In contrast, students in the control group felt that traditional learning methods were often boring and did not provide enough variety to keep their interest. According to AZ, one of the 11th grade students at SMA Tribhakti Tanggulangin, "It's easier for me to understand English conversations because I often listen to videos or podcasts from native speakers. The material is also varied and interesting.". And that opinion was also conveyed by AZ, one of the 11th grade students at SMA Tribhakti Tanggulangin. He said, "I have become more independent because I can manage my own time to practice. When I'm in the mood, I can study anytime without waiting for lessons in class."

4. Students' Perceptions of the Use of Technology in English Language Learning

Interviews with several students from the experimental group revealed that they felt more confident in communicating in English after utilizing technology in learning. Several students reported that using pronunciation training applications and online discussion platforms made them more comfortable speaking English, as they could practice independently and get immediate feedback. They also revealed that their listening skills improved thanks to access to a variety of authentic audio and video sources. According to AZ, one of the 11th grade students at SMA Tribhakti Tanggulangin, "Learning with interactive videos and applications feels more fun than just reading books or listening to teachers explain continuously."

In contrast, students in the control group felt limited by conventional learning methods that focused more on reading texts and face-to-face discussions. Although they acknowledged that traditional methods helped them understand grammar rules, they felt they had less opportunity to practice speaking or listening to English in real contexts.

5. Factors Influencing Students' Acceptance of Technology

In the interview analysis, several students revealed that although they really enjoyed technology-based learning, there were some technical constraints that affected their experience. Some students complained about unstable internet access and the limitations of the devices used. However, the majority of students still stated that the benefits of using technology in learning English far outweighed the existing constraints. In addition, they felt more independent and were able to manage their learning time more flexibly with access to technology-based learning materials. According to FAP, one of the 11th grade students at SMA Tribhakti Tanggulangin said, "If we use the old method, we

do more reading and have regular discussions. But we rarely practice listening or speaking. So, it's a bit difficult to develop there."

Table 1

The Significant Difference between Control Group and Experimental Group

Tested Aspects	Experimental Group (Technology Based Learning)	Control Group (Traditional Method)	Significant Difference
Speaking Skills (Pre-test)	Average: 70	Average: 72	-
Speaking Skills (Post-test)	Average: 85	Average: 76	Significant (p < 0.05)
Listening Skills (Pre-test)	Average: 75	Average: 74	-
Listening Skills (Post-test)	Average: 88	Average: 79	Significant (p < 0.05)
Student Engagement (Questionnaire)	80% of students feel more engaged and motivated	55% of students feel engaged and motivated	-
Student Perception (Interview)	The majority feel that technology helps them understand the material and are more confident in speaking.	Feeling limited by traditional methods, lack of opportunities to practice speaking	-

Discussion

Based on the results of research on the influence of the use of technology in English language learning on students' communication skills at SMA Tribhakti Tanggulangin, it can be concluded that several important things need to be discussed further:

1. Improving Speaking Skills in the Experimental Group

The results of the speaking skills test showed a significant increase in the experimental group using technology in learning English. The post-test score of the experimental group increased by 15 points compared to the pre-test (from 70 to 85), while the control group only experienced a small increase (from 72 to 76). These results are in line with previous studies showing that technology, especially language learning applications and interactive videos, can provide opportunities for students to practice speaking more flexibly and authentically (Godwin-Jones, 2018). The use of technology such as pronunciation applications and conversation simulations allows students to practice in a more interesting way and closer to real situations, which increases their confidence in speaking.

2. Improving Listening Skills in the Experimental Group

Significant improvements were also found in the experimental group's listening skills. The experimental group's post-test score increased by 13 points (from 75 to 88),

while the control group only increased by 5 points (from 74 to 79). This suggests that technology-based learning, which allows students to listen to a variety of authentic materials such as podcasts, videos, or native English conversations, can improve their listening skills. Previously, Hockly (2017) also noted that technology-based learning materials provide more contextual and relevant content, which helps students develop their listening skills more effectively.

3. Student Engagement in Technology-Based Learning

The questionnaire given to students showed that most students in the experimental group felt more involved in the learning process. As many as 80% of students in the experimental group felt more interested and motivated in learning English after using technology, such as interactive applications and videos. This shows that technology can increase students' learning motivation, which is in line with previous findings by Stockwell (2019), which revealed that technology-based learning provides more opportunities for interaction, allowing students to be more active in their learning. In contrast, 55% of students in the control group felt involved in learning English, which was lower than the experimental group. This may be due to the lack of variation in traditional learning methods which tend to be more passive and do not provide many opportunities for speaking or listening practice.

4. Student Perceptions of Technology-Based Learning

From the results of interviews with students, it was found that the majority of students in the experimental group felt that the use of technology helped them to better understand the material and improve their communication skills. Students felt more comfortable speaking English because they could practice independently using pronunciation applications and online discussion platforms. In contrast, students in the control group felt that they had less opportunity to practice speaking and listening to English in a more real context. Traditional learning methods, which emphasize theory and reading, do not provide many opportunities for students to apply English directly in communication.

5. Barriers to Using Technology

Despite the positive results, some students also expressed obstacles related to the use of technology. Some students complained about technical issues, such as unstable internet connections and limitations of the devices used. However, most students felt that the benefits of using technology in learning English far outweighed the existing obstacles. This shows that although limited infrastructure can be a barrier, the use of technology still has a significant positive impact on English learning.

6. Implications for English Language Learning at SMA Tribhakti Tanggulangin

Based on these findings, it can be concluded that the use of technology in English learning at SMA Tribhakti Tanggulangin has a positive impact on students' communication skills, especially in speaking and listening. Technology-based learning can make the learning process more interesting, interactive, and relevant to students' needs. Therefore, schools are expected to consider integrating technology into English teaching

to improve the quality of education, while providing opportunities for students to learn more independently.

However, there is a need to pay attention to existing technical constraints, such as internet access and device issues. Therefore, schools need to work together with the government and other relevant parties to provide more adequate infrastructure so that technology can be utilized optimally in learning.

Conclusion

Based on the results of the research conducted, it can be concluded that technology-based English learning has a significant impact on improving students' communication skills at SMA Tribhakti Tanggulangin, especially in the aspects of speaking and listening skills. Here are some of the main conclusions of this study:

1. The use of technology in English learning, such as pronunciation apps, interactive videos, and online discussion platforms, has been shown to improve students' speaking and listening skills. The experimental group using technology showed significant improvements in both skills, with higher score increases compared to the control group using traditional learning methods.

2. Technology-based learning provides an opportunity for students to be more involved in the learning process and feel more motivated. Most students in the experimental group felt more interested in English lessons because technology provided variety, interaction, and immediate feedback that made learning more interesting and relevant. This contrasted with the control group, who felt that traditional methods were more monotonous and provided less opportunity to practice communication skills directly.

3. Most students in the experimental group have a positive perception of the use of technology in learning English. They feel that technology helps them understand the material better and gives them the opportunity to practice independently. Students also feel more confident in speaking and listening to English after using technology in learning.

4. Although the results were positive, some students expressed technical constraints, such as unstable internet connection problems and limited devices. However, students generally felt that the benefits gained from technology-based learning far outweighed the constraints.

Based on these findings, it is recommended that schools continue to integrate technology into English language learning to improve students' communication skills. However, more attention is needed to strengthen the technology infrastructure in schools so that technology can be used optimally without obstacles. Further research is also needed to explore the impact of technology on writing and reading skills and to identify solutions to existing technological access problems.

Overall, this study shows that technology-based learning has great potential to improve the quality of English language teaching and help students develop communication skills more effectively and engagingly.

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