The Effect of Using Beelinguapp Media Integrated with K-W-L Strategy Toward Students Reading Motivation in EFL Reading Classroom

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Abstract

Reading is one of the most important skills for students to learn, but lack of motivation often hinders their progress. Reading learning strategies such as K-W-L are needed to overcome this problem. To overcome this, technology-based learning media, especially Beelinguapp, was chosen to be integrated with the K-W-L strategy in this study to increase students' reading motivation. This study investigated the differential effect of using Beelinguapp media integrated with the K-W-L Strategy as an experimental group. This study used a quantitative approach with a quasi-experimental design. Two classes involving 35 students each for the experimental group and 35 students for the control group from a vocational high school in Indonesia were selected as samples. The instrument used was a questionnaire. An Independent Sample T-Test was used to analyze the data. The results showed a significant difference in students' reading motivation between the experimental and control classes. It is recommended that teachers use this method and media to motivate students to improve their reading ability. The limitation in this study is that it only examines students' reading motivation, it is recommended that future researchers can use Beelinguapp media to research students' speaking skills and reading comprehension.

Keywords: *Effect, Reading Motivation, Beelinguapp Media, Know-Want-Learn Strategy*.

1. INTRODUCTION

Technology is an important aspect needed in the current era. The development of technology has now thoroughly touched all aspects of life. According to Raja and Nagasubramani (2018) technology, today, plays a very important role in our life. The use of technology in learning can be interpreted as an innovation to the learning process that has occurred. . Jobirovich (2022) states that modern education sets goals for the student: to acquire knowledge freely, to know how to interact with different people in different situations, and at the same time to feel free and confident. Usmanova (2023) said that technology is already a significant part of our youth's lives outside of the classroom, so it makes sense to incorporate new technologies into their learning, and not necessarily be limited to lectures using PowerPoint presentations.

In addition to using appropriate learning media, creating effective and easy-to-understand learning can also be implemented using learning media. According to Yurko (2022) the best way to improve your English proficiency is to take a balanced learning approach, and that requires stepping away from the textbooks now and then. One of the many digital ebooks that can be accessed easily via smartphone is Beelinguapp. Fajriyani et al., (2022) states that Beelinguapp works by showing texts to users in two languages simultaneously, allowing users to use the original language as a reference.

Not only using media in learning, qualified strategies are needed to increase student motivation. Diniya and Puspitasari (2020) said that the use of strategies will help students not only to comprehend general at high speed but also to remember new lexical items from the text. This solution seems to fit the KWL strategy that give students solutions to reading skills problems. Tawali (2020) stated that K-W-L for the three basic cognitive steps required: accessing what I Know, determining what I Want to learn, and recalling what I did Learn as a result of reading descriptive text, recount text, news, fabel and writing it on the charts. KWL is one of the strategies developed for a long time.

The following learning certainly cannot be separated from motivation. Rustamovna & Obloberdiyevna (2023) states that motivation is a determining factor in encouraging independent learners, so before offering many activities to encourage independent language learning, teachers should make sure that their students have enough motivation to encourage them to participate in all planned activities. According to Dr. M Senthil Kumar (2018) motivation is an important factor that encourages people to give their best performance and help in reaching goals. Motivation can help improve one's performance both in education and work.

The gap between this research and previous research is the use of technology-based learning media. The previous research only used the K-W-L strategy without using technology-based media. Studies on teaching reading using the K-W-L strategy have been conducted by several scholars (Tawali, 2020, Widyari et al, 2022, Suciani et al, 2022). However, there are only a few studies on reading instruction using the K-W-L strategy integrated with technology-based learning media. Some researchers usually focus on the effect of teaching reading using the K-W-L strategy only and do not integrate using technology-based learning media. Thus, this study aims to fill the gap in previous studies by combining reading instruction using the K-W-L strategy with a technology-based learning media called Beelinguapp. It also shows that technology-based learning media bring different qualities depending on students' motivation, which should be considered for the use of technology.

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2. LITERATURE REVIEW

This chapter contains some of the relevant theories underlying this research. The purpose of this chapter is to support the opinion of researchers as a basis for analysis to answer the problems in the first chapter. She wants to discuss of definition of reading, motivation, and KWL strategies.

2.1. Beelinguapp Application

One of the technology-based language learning applications is Beelinguapp. Asyhar (2011) said that learning is anything that can bring information and knowledge in interactions that occur between educators and students. In this era learning media has an important role to convey learning messages that help students in developing teaching and learning processes. According to Miarso (2011) said that learning technology is theory and practice in the design, development, utilization, management, and assessment of processes and resources for learning. So, using technology, researcher hope students will more easily understand what they are reading.

This application is a language learning application that can be accessed for free on the playstore. Beelinguapp can be used in learning including reading, speaking, and improving pronounciation. According to Fajriyani et al. (2022) Beelinguapp has some features that can be used, they are: Stories, Flashcard, Songs, Library, Quiz, News, Pronunciation Audio. This feature can be used by users to be able to hone their language skills.

The use of Beelinguapp as a learning media is certainly the latest innovation in the world of Education. This can increase student learning motivation, especially in the field of reading. In addition to reading skills, Beelinguapp can also be used to improve other skills such as speaking and learning. Yurko (2022) states that this app is best for learners who would like to focus on reading and listening skills rather than English speaking.

In this research, Beelinguapp media is integrated with K-W-L strategy. The combination of strategy and technology-based media aims to increase students' reading motivation and create interesting learning in accordance with the times.

2.2. KWL Strategy

There are many kinds of reading strategy that may be applied in reading text to help students purpose and interest. One of the strategy is Know, Want, and have Learned (K-W-L) strategy. According to Ogle (1986), KWL strategy is one of teaching and learning strategy used mainly for information text. KWL is strategy that helps students to collect everything they know about the topic to be read before they come into the reading assignment.

According Shelly (1997), asserts that the KWL strategy, designed in a three-column format requires students. First, to list what they already know about a topic (calling attention to prior knowledge) second, to write what they would like to know about a topic (tapping student interest and providing purpose for reading) and 73 third, after reading and discussion, to list what they learned and would still like to learn.

According by Ros and Vaughn (2002), KWL Strategy consists of three basic

stages. They are K stage, W stage, and L stage. In the K stage: What I know, students access their background knowledge to the text by listing what they already know about a specific topic. Then in the W stage: What I want to know, students determine what they want to know by making questions related to the topic, and finally assess what they learn in the L stage:What I learn.

According to Rusmiati (2017) KWL can be activated prior knowledge of students, in the K column the students and teacher together brainstorm and write down all they know about the topic. According to Tawali (2020) K-W-L for the three basic cognitive steps required: accessing what I Know, determining what I Want to learn, and recalling what I did Learn as a result of reading descriptive text and write it on the charts. Widyari et al. (2022) states that KWL strategy assists the students to be easier in comprehending what is being read, stimulate the prior knowledge of the readers, determine the purpose of the reading, monitor and asses the readers' comprehension, and also expand the readers' idea beyond the text.

KWL strategy is one active reading, it is prepares students to make predictions about what they will be reading, as well as engaging them with students, each students and teacher of the content of the topic (Rusmiati, 2017). Meanwhile Maulida, Intan and Gani, Sofyan (2016) explained that KWL strategy helps the students become good readers by getting them to do many things that good readers do.

2.3. Motivation

Motivation is an internal process that drives individuals to act or behave with the aim of achieving certain goals. It involves a combination of drives, needs, interests and expectations that move individuals to perform certain actions or take steps towards achieving their goals. In other words, motivation is the force that drives individuals to act, achieve and persist in an effort to achieve what is desired or deemed important. According to Anita and Kardena (2021) motivation is the belief, drive, need, passion, or psychological mechanism that propels an individual or a group of people to accomplish certain achievements in accordance with their desires. Motivation is closely linked to an individual's behavior aimed at enhancing self-improvement and attaining specific values set as targets for achievement.

Etymologically, the term "motivation" originates from the Latin verb "movere," which means "to move." Therefore, motivation can be understood as something that induces people to act or behave in a particular manner. For example, a motivated individual is driven to take action. This forms the basis for the classic conception of motivation as an internal process that stimulates, guides, and sustains human conduct (Reeve, 2016).

Despite being one of the most extensively studied topics in psychology and education, the concept of motivation lacks a universally accepted understanding and definition due to its intricacy. Motivation encompasses a complex interplay of internal and external factors and incorporates crucial elements such as self, task, goals, and costs and benefits (Hattie, Hodis, and Kang 2020). In light of this complexity, researchers offer various definitions of motivation based on their areas of study. According to Schunk and DiBenedetto (2020), motivation involves processes that initiate and sustain goal-directed activities. It encompasses personal internal influences leading to choice, effort, persistence, and environmental regulation. Motivation comprises both internal and external, psychological and contextual forces that drive intricate processes of goal-directed thoughts and behaviors, shaping the direction, intensity, and perseverance of personal actions

aimed at specific goals (Kanfer, Frese & Johnson, 2017).

Eccles and Wigfield (2020) suggest that motivations arise from temporarily heightened self-concepts and various personal tasks, values, goals, and identity fragments, influenced by the specific current situation in which conscious and non-conscious choices are made. Baumeister (2016) advocates for a comprehensive theory of motivation and provides the simplest definition as wanting change, which encapsulates the human inclination towards self-transcendence and the inevitability of change. While Reeve (2016) critiques this definition as inference-based and limited, he acknowledges its merit.

Considering motivation within the context of second language learning, Dörnyei and Ottó (1998) define motivation as "the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized and (successfully or unsuccessfully) acted out". The definition reflects the nature and function of motivation, its reason, and its processes. It captures the why, how, how long, how hard, how well, how proactively, and in what way learners engage in the learning process (Dörnyei and Ryan, 2015).

Within the scope of this study, motivation denotes the dynamically changing cumulative stimulation that drives, directs, reinforces, sustains, and assesses human behavior and goal-directed activities. The ability to use smartphones to generate this dynamically changing motivation in relation to English language learning at different stages of the learning process is considered an impact. This research covers how technology-based media influence learners' personal choices regarding English language learning, effort, perseverance, rules, and calls for change and self-improvement anywhere and anytime.

2.4. Reading Motivation

Reading motivation plays a crucial role in determining the extent to which individuals engage with reading materials. According to Barber and Klauda (2020), reading motivation is the cause of someone's desire to read, which is derived from their motivation. This motivation can stem from various sources, including personal interests, goals, and experiences. Individuals who are highly motivated to read are more likely to dedicate time and effort to reading, seek out diverse reading materials, and persist in challenging reading tasks. In contrast, individuals with low reading motivation may avoid reading activities, struggle to comprehend texts, and exhibit limited reading skills.

According to Mihandoost (2011) Motivation for reading is a crucial entity for successfully engaging in the reading process because it is the element that what activates and maintains students' engagement throughout the entire reading process. According to Hairul, Ahmadi, and Pourhosein (2012), reading motivation is the large amount of motivation that students have to concentrate their positive or negative opinions about reading. For instance, learners who read for pleasure and employing approaches to help their comprehension are extremely motivated readers. Learners of this kind typically consider reading to be an important factor in their daily activities, accept challenges in the reading process and are likely to be successful readers. Hairul, Ahmadi, and Pourhosein (2012) said that reading motivation has a great impact on reading comprehension. The researchers continued that reading motivation impacts all aspects of motivation and reading comprehension strategies in different conditions. They also emphasized that students' motivation absolutely affects their reading; it means that students with stronger reading motivation can be expected to

read more in wider range.

3.   METHODS

This research is a quasi-experimental research, which uses quantitative data analysis. Experimental research is to investigate the possibility of cause and effect. The research used in this study was a pretest-posttest control group with one treatment with one type of treatment. Each group will be given pretest to determine the initial condition of both groups. The treatment will be given to the experimental group within a certain period of time, while the control group is not given the pretest. Both groups will be given a post-test to compare the results. The population of this study is all students of class XI at SMK NU 01 Jogoroto which is located in Jogoroto District. The population consists of 70 students. The sample of this research is the second grade students of class XI of SMK NU 01 Jogoroto in the academic year 2023/2024. The sample of this study used cluster sampling technique. Cluster sampling technique is a technique of sampling population groups as samples, not individuals. All members of the selected group have the same characteristics as a cluster. The data for this study were obtained from the results of a student reading motivation questionnaire. The researcher will use the questionnaire as a pretest to determine the initial level of students' reading motivation before receiving treatment and post-test to determine the extent of the increase in students' reading motivation after receiving treatment. After both groups received the pretest, the experimental group was given the treatment to find out the increase in students' reading motivation. The experimental group in learning activities used Beelinguapp media integrated with KWL strategy, and the control group used Conventional Learning strategy. Furthermore, both groups were given a post-test, to determine the significant effect between the experimental class and the control class in learning English reading.

In this study, the researcher used Motivation Reading Questionnaire as the research instrument. The questionnaire was used to measure students' reading motivation levels to classify students into high and low levels of reading motivation. The questionnaire with Likert scale in which the questionnaire was designed with related indicators of students' reading motivation. A reading comprehension test was used to assess students' achievement in EFL reading comprehension. The questionnaire, which was constructed with A lot like me (4), A little like me (3), A little different from me (2), and Very different from me (1) adapted from Wigfield and Guthrie (1997) and Komiyama (2013). The dimension involves both intrinsic and extrinsic motivation.

4.   RESULTS

The data analysis used in this study was Independent Sample T-Test at a significance level of $\alpha = 0.05$. There are two requirements before applying the Independent Sample T-Test, namely normality and homogeneity. The normality test uses the Lilliefors test which can be seen in Table 1. Homogeneity of variance is measured by Levene's test which can be seen in Table 2.

Table 1. Normality Test

Class		Shapiro-Wilk		
		Statistic	Df	Sig.
Reading Motivation	Experimental Class	.980	35	.338
	Control Class	.943	35	.168
Intrinsic Motivation	Experimental Class	.980	35	.329
	Control Class	.956	35	.175
Extrinsic Motivation	Experimental Class	.975	35	.182
	Control Class	.956	35	.360
*. This is a lower bound of the true significance.				
a. Lilliefors Significance Correction				

Based on table 1 above in the Shapio-Wilk table, the Sig. value in reading motivation experimental class is 0.338 and control class is 0.168, intrinsic motivation in experimental class is 0.329 and control class is 0.175, and extrinsic motivation in experimental class is 0.182 and control class is 0.360, which are all >0.05. This means that all data is normally distributed.

Table 2. Homogeneity Test

	Levene Statistic	df1	df2	Sig.
Reading_Motivation	2.176	1	68	.424
Intrinsic Motivation	1.268	1	68	.432
Extrinsic Motivation	1.805	1	68	.343

Based on the table above, it is known that the significant value of the experimental class and control class in reading motivation = 0.424> 0.05, intrinsic motivation = 0.419> 0.05, and extrinsic motivation = 0.343> 0.05, which means that the two classes have the same variance.

Independent Sample T-test was conducted to compare the means and Levene's Test for Equality of Variances of the experimental and control groups. Researchers conducted an Independent Sample T-test to test the null hypothesis (Ho) whether it was rejected or could not be rejected. The mean student questionnaire scores can be seen in Table 3. The hypothesis is measured by the Independent Sample T-Test test which can be seen in Table 4.

Table 3. Group Statistic

	Class	N	Mean	Std. Deviation	Std. Error Mean
Reading Motivation	Experimental	35	188.46	14.009	2.368
	Control	35	155.46	6.980	1.180
Intrinsic Motivation	Experimental Class	35	48.86	3.743	.633
	Control Class	35	42.97	1.014	.171
Extrinsic Motivation	Experimental Class	35	90.74	7.358	1.244
	Control Class	35	69.46	7.018	1.186

Based on table 3, the mean of the experimental group is 188.4 (N = 35) with a standard deviation of 14.009 while the mean of the control group is 155.4 (N = 35) with a standard deviation of 6.980. This shows that the average score of the experimental group taught to read using Beelinguapp media integrated with K-W-L strategy is higher than the control group taught to read without using Beelinguapp media integrated with K-W-L strategy. The average difference between the two groups is 7.029.

Table 4. Independent Sample T-Test

		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Reading Motivation	Equal variances assumed	-12,495	68	.000	-33.057	2.646	-38.336	-27.778
	Equal variances not assumed	-12,495	49.900	.000	-33.057	2.646	-38.336	-27.778
Post Intrinsic	Equal variances assumed	-8.980	68	.000	-5.886	.655	-7.194	-4.578
	Equal variances not assumed	-8.980	38.966	.000	-5.886	.655	-7.194	-4.578
Post Extrinsic	Equal variances assumed	-12.384	68	.000	-21.286	1.719	-24.715	-17.856
	Equal variances not assumed	-12.384	67.849	.000	-21.286	1.719	-24.715	-17.856

(column header: t-test for Equality of Means spans t, df, Sig. (2-tailed), Mean Difference, Std. Error Difference, and 95% Confidence Interval of the Difference)

Based on table 4 equal variances not assumed, the results show that Sig. (2-tailed) on post motivation is 0.000, on post intrinsic motivation is 0.000, and there is post extrinsic motivation of 0.000. The result of Sig. (2-tailed) results of all data show 0.000 lower than the alpha value of 0.05. It can be concluded that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted which means there is a significant difference in reading motivation between students who are taught using Beelinguapp media integrated with K-W-L strategy and without being taught using Beelinguapp media integrated with K-W-L strategy. Overall, it can be concluded that increasing reading motivation by using Beelinguapp media integrated with K-W-L strategy in the second grade of senior high school proved to be effective.

5. DISCUSSION

Based on the research conducted by the researcher, it was found that Beelinguapp media integrated with K-W-L strategy is effective in learning to increase students' reading motivation. This is indicated by the difference in student motivation scores in the experimental class and control class. The mean motivation score in the experimental class is higher than that of the control class; the mean score can be seen in Table 3. In line with several studies have revealed that student motivation in reading has declined (Barber and Klauda, 2020; Ndoa and Jumadi, 2022).

In research that has reviewed the use of Beelinguapp media as learning media, it was found that student motivation can depend on the learning media used in the classroom (Rukminingsih, 2021; Sulaiman, 2019; Toni Indrayadi, 2021). This digital technology-based learning media, Beelinguapp, has proven to increase

students' interest and motivation in learning to read (Pavlenko et al., 2019; Fajriyani et al., 2022). Using effective learning media in accordance with student interests can create a pleasant learning atmosphere. Some studies reveal that using digital media can make it easier for students to learn English with easy access to only smartphones (Usmanova, 2023). In addition to the use of media, effective learning strategies are also needed to create efficient learning and make the material easy for students to understand. Some studies reveal that the use of the K-W-L strategy in learning to read can increase student enthusiasm and motivation and can also help students understand the material more easily. (Tawali, 2020, Suhaimi, 2020, Zuriah and Mutia, 2023).

From the explanation above, the researcher then conducted a study to combine Beelinguapp media integrated with K-W-L strategy. This was done to find out if there was a difference in students' reading motivation in the class that was given media and learning strategies with the class that was not given media and learning strategies. The results showed that there was a significant difference in students' reading motivation between the experimental class and the control class. The results can be seen in Table 4.

The difference in reading motivation in the experimental and control classes indicates that students' reading motivation can increase using Beelinguapp media integrated with the K-W-L strategy. This increased reading motivation also aligns with students' willingness to learn to read better. This study's findings extend the findings of Tawali (2020), which prove that using the K-W-L strategy increases learning motivation. Therefore, this study focuses on examining whether Beelinguapp media integrated with the K-W-L strategy can increase students' reading motivation in learning.

6. CONCLUSION

Based on the analysis of this study, researcher came to the conclusion whether Beelinguapp media integrated with K-W-L strategy is effective on students' reading motivation. For the experimental class, researcher used Beelinguapp media integrated with K-W-L strategy and for the control class, researcher did not use Beelinguapp media integrated with K-W-L strategy, but researcher only explained English reading material. Based on the finding that has been processed, the researcher found that there is a significant difference from the questionnaire score of students' reading motivation between students who are taught with Beelinguapp media integrated with K-W-L strategy and students who are taught without using Beelinguapp media integrated with K-W-L strategy. This was obtained from the results of statistical calculations in the previous chapter.

The researcher obtained the results of the student reading motivation questionnaire scores between students in the experimental class and students in the control class by comparing the post test scores of the two classes. After the researcher calculated the data, the researcher analyzed the data using the Independent Sample T-test. Based on the results of data analysis, researcher get a sig-2tailed. value of 0.000 which means that the value is <0.05. Then the null hypothesis (HO) is rejected and the alternative hypothesis (Ha) is accepted. This means that the used of Beelinguapp media integrated with K-W-L strategy proved effective in increased reading motivation than without using Beelinguapp media integrated with K-W-L strategy. Finally, the used of Beelinguapp media integrated with K-W-L strategy proved to be effective in increased reading motivation to second grade students of SMK NU 01 Jogoroto in the academic year 2023/2024.

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