

## RESEARCH ARTICLE

## The Influence of Technology in English Learning at SMA Muhammadiyah 2 Sidoarjo: Students' Voices

Yuli Astutik<sup>1\*</sup>, Nisrina Mutia Oktavira<sup>1</sup>, Britania Agnelisa Dennysa Putri<sup>1</sup>, Nilam Lailiyatul Qomariyah<sup>1</sup>, Florentine Ananda RatnaNegara<sup>1</sup>, Hilwa Firza Bahri<sup>1</sup>, Khoirul Umam<sup>2</sup>, Retno Nurlilawati<sup>2</sup>, Nisrin Adelyna Darayani<sup>2</sup>  
\*[yuliasutik@umsida.ac.id](mailto:yuliasutik@umsida.ac.id)

<sup>[1]</sup> English Education, Universitas Muhammadiyah Sidoarjo, Sidoarjo, Indonesia

<sup>[2]</sup> SMA Muhammadiyah 2 Sidoarjo, Sidoarjo, Indonesia

### ABSTRACT

This study aims to assess the influence of digital tools, specifically Zoom and Quizizz, on students' engagement, motivation, and interaction within English language learning at SMA Muhammadiyah 2 Sidoarjo. Using a quantitative descriptive survey method, data were collected from 66 students in grades XI-9 and XI-11 through a Likert-scale questionnaire. Findings reveal that students generally view these tools positively, as they facilitate interactive and flexible learning. Zoom is valued for real-time discussions, supporting language practice, while Quizizz enhances assessment processes by making quizzes interactive and providing instant feedback, which improves information retention and motivation. The study underscores the dual role of technology as both a facilitator and a barrier, depending on resource availability. Implications highlight the need for strategic investments in educational technology infrastructure and digital literacy training to maximize the potential of digital tools in English learning.

**Keywords:** *Technology in Education, English Language Learning, Student Motivation, Digital Tools, Survey Analysis.*

### INTRODUCTION

In this digital age, technology has become an integral part of education, allowing for more interactive and flexible learning methods, especially in English language learning. The development of technology itself at this time has greatly changed the way we learn, including learning English, has been greatly changed by technological advances (Pratama, M,R; Rahman, 2023). The emergence of various online learning platforms offering unlimited access to English educational materials, such as articles, videos, and interactive lessons, has transformed language learning. Platforms like Duolingo, Babbel, and Memrise enable students to learn independently in

a more enjoyable and structured way (Wulandari, 2023). In addition, phone apps like HelloTalk and Busuu help students practice speaking in English with native people through chat or voice calls.

In the context of this research, students' perspectives are essential, as they are directly engaged in the technology-driven learning process (Putra et al., 2022). Understanding students' views on technology in English learning allows us to assess how it influences their motivation, engagement, and learning outcomes. When students have a voice in the learning process, they are more likely to feel empowered, which can lead to a stronger sense of responsibility and active participation (Muhamad et al., 2019). Student

insights on whether technology supports or hinders their learning can also help teachers and researchers refine teaching methods to better meet individual needs. Although technology can make learning more interactive and engaging, it is crucial to determine whether it facilitates or obstructs students' comprehension of English materials (Latifah & Supena, 2021). This study draws on the voices of students at one of SMA Muhammadiyah schools in Sidoarjo to evaluate the effectiveness of digital technology in enhancing English learning within the school.

As one of the world's most widely spoken languages, English has become a unifying medium, connecting nations, cultures, education, and various activities. In the context of globalization and technological advancements, learning English is increasingly essential (Anam et al., 2021). It serves not only as a tool for international communication but as a critical skill in many life domains, including the workplace. In the learning process, the media acts as a bridge between learning resources and students. Mustariani, (2023) explains that learning media can include graphic, photographic, or electronic forms to visually or verbally convey, process, and organize information. To support a more interactive, student-centered, networked, and multimedia-based learning environment, learning media is essential not just as an instructional tool but as a supplementary resource, ensuring that learning is not solely teacher-centered (Yuliana et al., 2022).

In the context of English language learning, the integration of technology opens up great opportunities to improve the effectiveness and accessibility of the learning process (Jamun, 2018). *First*, technology provides easier access to various online learning resources, such as online courses, websites, apps, and learning videos. According to Farida, (2019) it helps students improve their understanding of English with a variety of learning materials. *Second*, technology allows for more interactive lessons through advanced educational apps and software. Students can practice speaking, listening, reading, and writing in English in a more engaging and effective way. In addition, remote classes have become easier with the help of technology, allowing students to learn English without having to be at the place of learning

(Paramita, 2023). The utilization of technology in English language learning has shown a significant positive impact in improving the effectiveness and efficiency of the teaching and learning process (Citra & Rosy, 2020). With a variety of online learning platforms, students can access learning materials, exercises, and language resources more flexibly. In addition, interactive features and educational games in learning technology create a more engaging and interactive learning experience, thereby increasing student motivation and engagement. According to Widianita (2023), interactive learning software, internet-based applications, and video conferencing platforms have made English learning more flexible and dynamic. However, challenges remain, including infrastructure limitations, the digital divide, and potential disruptions to face-to-face interaction, an essential element of language learning. Strategies to address these issues include applying communicative approaches, providing constructive feedback, and fostering a supportive learning environment. Techniques like role-playing, group discussions, and real-life simulations can enhance speaking skills, while structured exercises and concrete examples aid grammar comprehension. This article explores both the opportunities and challenges of integrating technology into English learning, focusing on its impact on student motivation and engagement. Therefore, this study addresses the research question "How do students feel digital tools affect their motivation and engagement in English learning?"

## METHOD

This study utilized a quantitative descriptive survey approach to examine the impact of technology on English learning from students' perspectives at SMA Muhammadiyah 2 Sidoarjo. This approach enabled the collection of numerical data to identify patterns and relationships in students' experiences with digital tools. The survey aimed to capture student engagement and motivation influenced by the use of Zoom and Quizizz in English learning. The findings were used to assess the extent of technology's support for English learning in this high school context, focusing on students' motivational and engagement responses.

The respondents in this study were 66 students from grades XI-9 and XI-11 at SMA Muhammadiyah 2 Sidoarjo, who have been exposed to technology in their English classes for at least one semester. These respondents were selected because they had sufficient experience with the use of digital tools in learning, making them ideal to provide insights into the effects of technology on language learning. The selection of these grades also ensured a sample of students with similar levels of maturity and exposure to technology, which is academically relevant for obtaining reliable data on students' engagement and motivation.

Data were collected using a closed-ended questionnaire with a Likert scale ranging from 1 to 4, where participants rated their experience with technology use in English classes. The questionnaire was distributed online via Google Forms to maximize efficiency and accessibility. The dimensions covered in the questionnaire included the effectiveness of technology, ease of access, and the impact of technology on student motivation and engagement. Additional questions were included to identify obstacles students might face, such as limited resources or technical difficulties, to capture a comprehensive understanding of students' experiences.

The collected data were analyzed descriptively by calculating percentages for each statement in the questionnaire. The analysis process involved exporting data from Google Forms to Microsoft Excel, where percentages were calculated to determine the proportion of respondents selecting each category on the Likert scale. These percentages were then interpreted to identify general trends in students' perceptions of the effectiveness of technology in enhancing their motivation, engagement, and learning outcomes in English classes.

## RESULTS

This section presents the results of the survey that has been conducted on respondents. The respondents response to each question asked by the researchers are presented as follows:

### 1. TEACHER-STUDENT INTERACTION THROUGH ZOOM

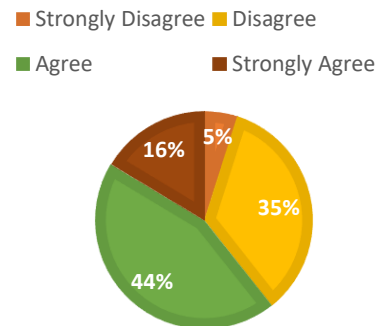


Figure 1. Teacher-Student Interaction through Zoom

Figure 1 shows the students' views that the use of Zoom is perceived to improve the interaction between teachers and students in English language learning. 44% of students agreed on the effectiveness of teacher interaction with Zoom, in addition 35% of students strongly agreed, 16% disagreed and 5% strongly disagreed. which means that the majority of students have a positive perception of teacher-student interaction through Zoom.

### 2. ACCESSIBILITY TO ENGLISH LEARNING MATERIALS

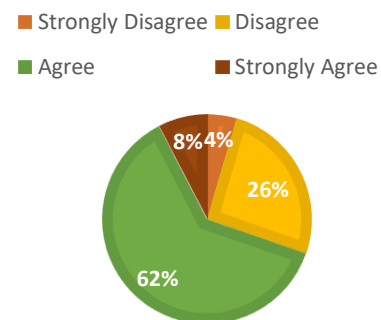


Figure 2. Accessibility to English Learning Materials

Figure 2 shows the students' view that the use of Zoom makes it easy for students to access English language material from various sources. However, most students (53%), choose a neutral answer for this statement, indicating that Zoom still needs

improvement in accessing English language materials.

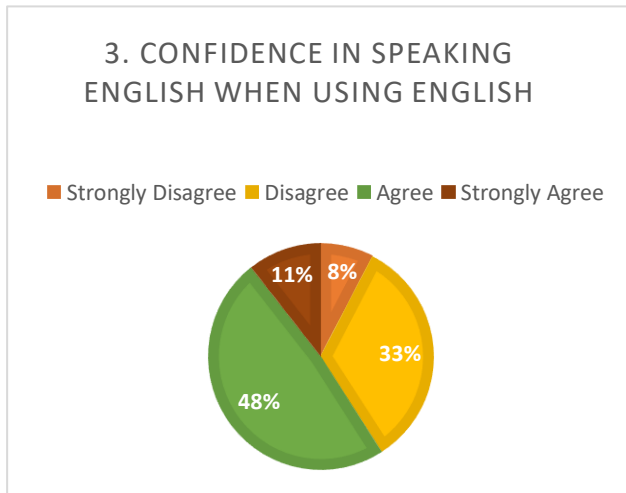


Figure 3. Confidence in Speaking English When Using English

Figure 3 shows students' views that the use of Zoom is considered to make students' confidence in speaking English increase. A total of 48% of students agree with Quizizz as a medium for evaluating English material, in addition 33% of students disagree, 11% strongly agree and 8% strongly disagree. which means the majority of students have the perception that zoom can make them more confident in speaking English than before.

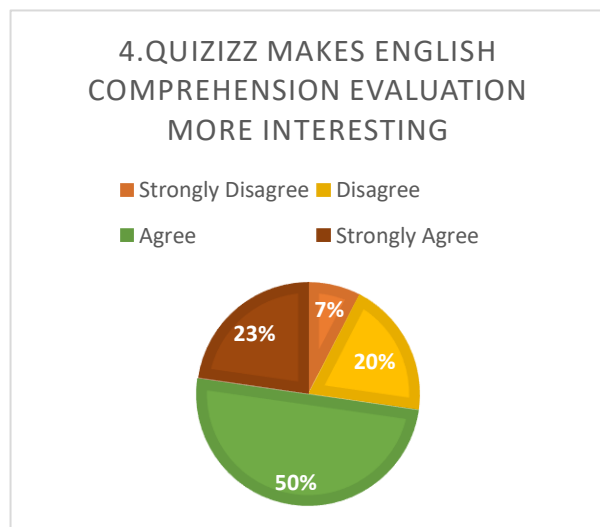


Figure 4. Quizizz Makes English Comprehension Evaluation More Interesting

Figure 4 shows students' views that the use of Quizizz makes it easier to evaluate the understanding of English material to be more interesting. As many as 50% of students agree with Quizizz as a medium for evaluating understanding of English material. Besides that 23% of students strongly agree, 20% disagree and 7% strongly disagree. which means that Quizizz can be well received by the majority of respondents in terms of increasing the attractiveness of the learning evaluation process.

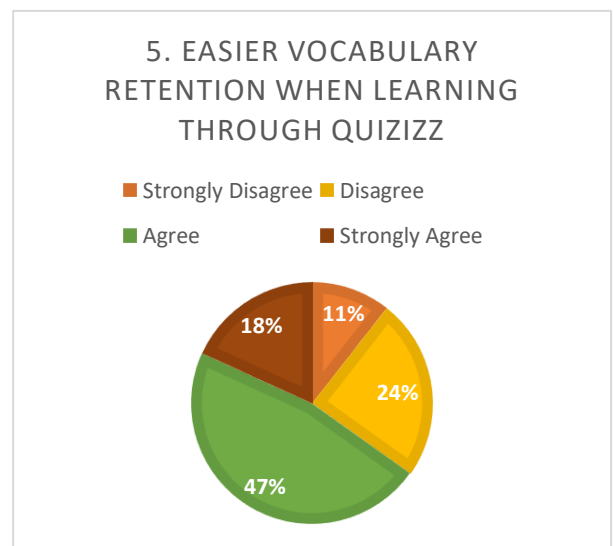


Figure 5. Easier vocabulary retention when learning through quizizz

Figure 5 shows students' views on the use of Quizizz which can make it easier to remember new vocabulary when learning English. A total of 47% of students agree with Quizizz as a tool to accelerate the addition of new vocabulary in English lessons, besides that 24% of students disagree, 18% strongly agree and 11% strongly disagree. That means the majority of students have the perception that indeed Zoom can make confidence in speaking English become more improved than before.

### 6. ZOOM PROVIDES A CONDUCTIVE ATMOSPHERE FOR DISCUSSING ENGLISH MATERIALS

Strongly Disagree Disagree Agree Strongly Agree

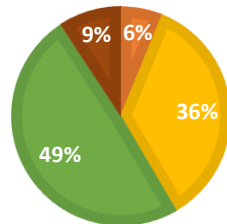


Figure 6. Zoom provides a conducive atmosphere for discussing English materials

Figure 6 shows students' views on the use of Zoom which can create a conducive atmosphere for discussing material when learning English. A total of 49% of students agree with Zoom being an English learning media that can be conducive, in addition 36% of students disagree, 9% strongly agree and 6% strongly disagree. That means the majority of students have the perception that indeed Zoom supports the discussion of English material to be conducive so as to make the lesson effective.

### 7. QUIZZZ SUPPORT INDEPENDENT AND FLEXIBLE LEARNING

Strongly Disagree Disagree Agree Strongly Agree

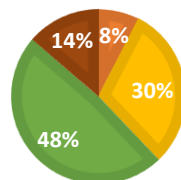


Figure 7. Quizizz supports independent and flexible learning.

Figure 7 shows students' views on the use of Quizizz as a learning media that can make students learn independently and flexibly accessed

anywhere. As many as 45% of respondents agreed and 14% strongly agreed that Quizizz supported their learning., besides that 30% of students disagreed, 14% strongly agreed and 8% strongly disagreed. which means that the majority of students have the perception that indeed Quizizz supports independent and flexible English learning because it can be accessed anywhere.

### 8. ZOOM HELPS TO CONNECT WITH STUDY BUDDIES FROM DIFFERENT LOCATIONS.

Strongly Disagree Disagree Agree Strongly Agree

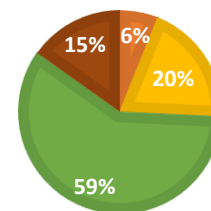


Figure 8. Zoom helps to connect with study buddies from different locations

Figure 8 shows students' views regarding the use of Zoom can help Connect with Learning Partners from Different Locations when learning English. A total of 59% of students agree with Zoom as an English learning media that can connect communication between colleagues from different locations. In addition 20% of students disagree, 15% strongly agree and 6% strongly disagree. That means the majority of students have the perception that Zoom does support the connection of communication between friends who are in different locations from each other when learning English.



### 9. USING QUIZIZZ IN ENGLISH LEARNING INCREASES MY MOTIVATION TO LEARN

Strongly Disagree Disagree  
Agree Strongly Agree

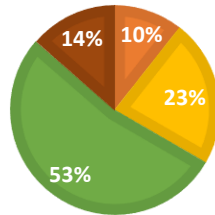


Figure 9. Using Quizizz in English learning increases my motivation to learn

Figure 9 shows student's views on the use of Quizizz can increase students' motivation in learning English. A total of 53% of students agreed with Quizizz as an English learning media that can increase their learning motivation. In addition, 23% of students disagree, 14% strongly agree and 10% strongly disagree. That means the majority of students have a perception of the benefits of Quizizz in increasing their learning motivation to learn English.

### 10. INCREASED ENGAGEMENT IN ENGLISH LEARNING WHEN USING ZOOM

Strongly Disagree Disagree  
Agree Strongly Agree

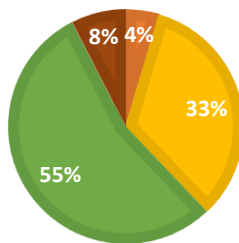


Figure 10. Increased engagement in English learning when using zoom

Figure 10 shows students' views on student engagement in learning English through zoom media. A total of 55% of students agreed that Zoom helped increase learning engagement. In addition, 33% of students disagreed, 8% strongly agreed and 4% strongly disagreed. This means that the majority support the use of Zoom as an effective platform in improving student engagement in English learning..

### 11. IMPROVING LEARNING OUTCOMES WITH QUIZIZZ FEEDBACK

Strongly Disagree Disagree  
Agree Strongly Agree

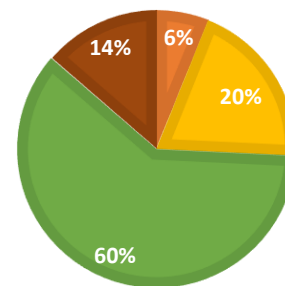


Figure 11. Improving Learning Outcomes with Quizizz feedback

Figure 11 shows students' views on the feedback from Quizizz helping students to improve English learning outcomes. A total of 60% of students agree that Quizizz can help improve English learning outcomes through the feedback that has been given. In addition, 20% of students disagreed, 14% strongly agreed and 6% strongly disagreed. This means that the majority of students support the data that feedback from quizizz significantly contributes to improving student learning outcomes.

### 12. TECHNOLOGIES AS KEY TOOLS IN MODERN ENGLISH LANGUAGE LEARNING

Strongly Disagree Disagree  
Agree Strongly Agree

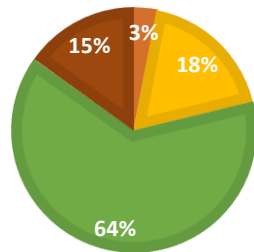


Figure 12. Technologies as key tools in modern English language learning

Figure 12 shows students' views on technology on Zoom as a key tool in modern English language learning. 64% of students agreed that technology on Zoom plays an important role in learning. In addition, 18% of students disagreed, 15% strongly agreed and 3% strongly disagreed. This means that the majority of students support the use of technology on Zoom as a key tool in English language learning.

### 13. CHOOSING QUIZZZ OVER TRADITIONAL ENGLISH QUIZ METHODS

Strongly Disagree Disagree  
Agree Strongly Agree

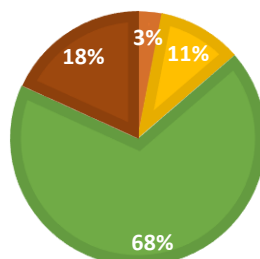


Figure 13. Choosing Quizizz over traditional English quiz methods

Figure 13 shows the students' views regarding the selection of the Quizizz platform over traditional quizzing methods in English language learning. 68% of the students agreed that Quizizz was superior to traditional methods. In addition, 18% of students strongly agreed, 11% disagreed and 3% strongly disagreed. This means that the majority of students were in favour of using Quizizz as a better alternative method in English language learning.

### 14. ZOOM: ACCESSING QUALITY ENGLISH EDUCATION WITHOUT LIMITS

Strongly Disagree Disagree  
Agree Strongly Agree

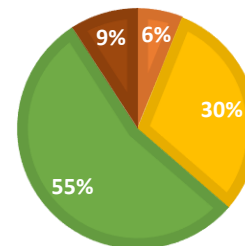


Figure 14. Zoom: accessing quality English education without limits.

Figure 14. shows students' views on students' use of Zoom to access unlimited quality English education. A total of 55% of students agreed that Zoom helps students access unlimited English language learning. In addition, 30% of students disagreed, 9% strongly agreed and 6% strongly disagreed. This means that the majority of students support Zoom as an effective platform to increase access to unlimited English education.



Figure 15. Enhancing English learning effectiveness with Zoom and Quizizz.

Figure 15. shows students' views on the use of Zoom and Quizizz as learning media having a positive impact on the effectiveness of English learning. A total of 71% of students agreed that the use of Zoom and Quizizz increased the effectiveness of English learning. In addition, 14% of students disagreed, 12% strongly agreed and 3% strongly disagreed. This means that the majority of students support the use of Zoom and Quizizz as effective learning tools in improving English learning outcomes.

## DISCUSSION

From the results of the data above in SMA Muhammadiyah 2 Sidoarjo that we already know, it turns out that the influence of the use of technology in learning turns out to have a fairly important role. This research aims to identify the extent to which digital media can improve English language competence students, as well as factors that affect the success of the implementation of digital media in learning context (Melati, 2024). It can also be seen that the use of technology media such as Zoom and Quizizz greatly affects the level of learning quality of students. And on the other hand, the use of technology like this can also make it easier for teachers when delivering learning and in taking grades.

In utilization of technology It can be seen from several types of technology that have been applied in English teaching, with the existence of this technology is very beneficial for teachers and students (Parlindungan, 2020). Likewise, the technology used is quite easy to apply because of the ease of use such as the Zoom and Quizizz applications as a learning medium.

As we know in this era, the role of technology itself in learning has not escaped and is also growing (Lam Kieu et al., 2021). For example, zoom was created to make it easier for someone to do activities such as face-to-face, and this in education is very helpful also to do online learning for some moments because it can replace learning in the classroom by doing learning remotely and can be accessed easily by only through their respective devices and only with the internet.

It is also mentioned above that the role of technology is very helpful in terms of learning. Likewise, the role of technology also greatly affects the assessment of students by teachers when students already understand the material conveyed during learning. The technology that plays an important role in the assessment is Quizizz. This application plays a very important role in the assessment of students because not only can the questions be easily accessed, but also teachers can create questions in this application according to their individual needs and can be designed as creatively as they are (Shyamlee & Phil, 2012).

Technology also has several obstacles, technology exists and continues to evolve to help humans overcome the complexities and dynamics of global life. Technology should be able to solve various educational problems in Indonesia, including education (Pratama, M,R; Rahman, 2023). In fact, educational technology should be able to help people reach even greater potential. The main focus is on how technology can help children or learners. A good learning experience will make students understand the lessons that will become a provision for their future. Consequently, Educational technology is increasingly important.



The limitations of technological infrastructure are also sometimes one of the main obstacles to implementing educational technology in Indonesia. Many schools, especially in remote and rural areas, do not have computers, tablets, or other multimedia devices (Jamun, 2018). In addition, there are limitations to a fast and stable internet network.

## CONCLUSION

This study highlights the significant role of technology in enhancing English language learning, particularly through the use of Zoom and Quizizz as digital tools. Findings demonstrate that these platforms foster interactive and flexible learning environments, increasing students' motivation and engagement. Zoom facilitates real-time discussions and language practice, while Quizizz enriches the learning experience through interactive assessments and instant feedback. Despite the clear advantages, challenges such as limited digital infrastructure and internet connectivity remain barriers to seamless integration. To maximize the benefits of technology in education, strategic investments in infrastructure and comprehensive digital literacy training for both students and teachers are essential. Furthermore, tailored guidance on using these tools can enhance their effectiveness in the classroom. By addressing these challenges, educators can unlock the full potential of digital tools to transform English language learning into an engaging and impactful experience.

## ACKNOWLEDGEMENT

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## DECLARATION OF POTENTIAL CONFLICT OF INTEREST

The authors declare that no potential conflicts of interest exist in the preparation of this manuscript. The authors acknowledge the use of an AI-based language editing tool such as ChatGPT by OpenAI and Grammarly to assist in the refinement of grammar and language in this article. The final responsibility for the content remains solely with the authors.

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