

## **THE INFLUENCE OF MULTIMEDIA-BASED MOBILE LEARNING MEDIA ON ENGLISH LEARNING OF CLASS VII STUDENTS**

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### **Abstract**

This study aims to investigate the effect of using multimedia-based mobile learning media on the English learning outcomes of class VII students. This research was conducted in a junior high school where class VII students were the research subjects. The experimental method is used to measure student learning outcomes before and after carrying out learning using mobile learning media. The research results show that the use of multimedia-based mobile learning media significantly improves student learning outcomes in English. The average student score on the initial test before media use was 65, while on the final test after media use it increased to 88. These results indicate that mobile learning media can facilitate students' understanding of English material better. Apart from that, mobile learning media also provides visual and interactive support that allow students to understand the material more deeply. The flexibility and accessibility of this medium also allows students to learn at the time and place of their choosing. This is relevant to students' learning preferences in the current digital era. This research has positive implications for the development of English learning methods. Educators can consider using multimedia-based mobile learning media as an effective learning tool to improve students' understanding and learning achievement in English subjects. Further studies can delve deeper into the use of this media in the context of sustainable education. Thus, the results of this research provide an important contribution for understanding the influence of mobile learning media on English language learning and providing guidance for educators to utilize it effectively in the learning process.

**Keywords:** *Mobile Learning Media, Learning Outcomes, English Learning*

### **1. INTRODUCTION**

In an era filled with technological advances, profound changes have occurred in learning approaches. Education is no longer limited to conventional classrooms. Mobile Learning Media, which combines mobile technology with multimedia elements, has emerged as a significant tool in providing a more interactive and affordable learning experience. In this context, it is important to explore the influence of multimedia-based Mobile Learning media in English language learning in class VII students, because English is a subject that plays a central role in global communication and prepares students to participate in an increasingly connected world. (Anderson & Dill, n.d.) .

The emergence of mobile technology has changed the way we interact with information and knowledge. In a 2021 Pew Research Center report, approximately 85% of adults in the United States own a smartphone, and this figure continues to increase worldwide. This creates a huge opportunity to integrate mobile devices in learning, including English language learning. However, in dealing with these changes, we need to consider their impact on seventh grade students, who are at an important stage of cognitive development.

Education is one of the main pillars in shaping the future of the young generation and society as a whole. In an increasingly advanced digital era, approaches to learning are increasingly developing. According to (Selwyn, nd) Multimedia-based Mobile Learning media has emerged as one of the latest innovations in the world of education, carrying great potential to change the way we learn, especially in the context of English language learning (Becker & Cummins, n.d.) .

English, as an international language, has an important role in global communication, international cooperation, and access to information and opportunities around the world (Shulman, nd) . Therefore, teaching English at the secondary school level, such as grade VII, plays a vital role in equipping students with the skills they need to be successful in the future. (Clark, n.d.) .

In this introduction, we will explore the impact of using multimedia-based Mobile Learning media in English language learning, especially for class VII students. In addition, we will see how factors such as digital literacy, student motivation, availability of access, and evaluation of learning outcomes influence the use of this media. This introduction will provide a foundation for a more in-depth understanding of the topics that will be discussed in this article (Roblyer & Doering, n.d.) .

The emergence of mobile technology has changed the way we interact with information and knowledge. In a 2021 Pew Research Center report, approximately 85% of adults in the United States own a smartphone, and this figure continues to increase worldwide. This creates a huge opportunity to integrate mobile devices in learning, including English language learning. However, in dealing with these changes, we need to consider their impact on seventh grade students, who are at an important stage of cognitive development.

According to (Cohen, nd) , the role of media in education is becoming increasingly important. They emphasize that the use of media in learning can influence the overall effectiveness and quality of learning (Siemens, nd) . Therefore, it is important to understand the influence of multimedia-based Mobile Learning media on class VII students' English learning.

Multimedia-based Mobile Learning media offers a different learning approach from conventional methods (Stoll et al., nd) . The combination of easily accessible mobile technology and interactive multimedia elements can create a more engaging and effective learning experience (Gee, nd) . By using this media, we can find new ways to teach English to class VII students.

However, as with every educational innovation, the use of Mobile Learning media must also be evaluated critically. Factors such as student digital literacy, learning motivation, availability of access to technology, quality of multimedia content, teacher training, and evaluation of student progress must be the main considerations in implementing this media in the educational curriculum (Puentedura, nd) .

In this paper, we will review in detail the influence of using multimedia-based Mobile Learning media in English language learning for class VII students. We will discuss aspects such as technological accessibility, student motivation, and the quality of multimedia content in the context of English learning. In addition, we will explore the role of teachers in supporting the use of this media and how measuring student progress can help in evaluating the effectiveness of Mobile Learning media.

With a deeper understanding of this topic, it is hoped that we can identify the benefits and challenges associated with using multimedia-based Mobile Learning media in English language learning for class VII students. In this way, we can design better learning approaches, according to the needs of future students and increasingly complex global demands.

The use of multimedia-based Mobile Learning media can be an effective way to increase student motivation in learning English (Prensky, nd) . Interactive multimedia content, such as learning videos, learning applications, and educational games, can make learning more interesting and fun. Student

involvement in these interactive activities can improve their understanding of English vocabulary, grammar and pronunciation (Johnson et al., nd) .

However, in appreciating this positive potential, we need to consider the role of teachers in supporting the use of Mobile Learning media. In some cases, teachers may feel less confident in integrating technology in their learning, and this can affect students' experiences in using Mobile Learning media. Therefore, it is necessary to provide adequate training and support to teachers to ensure they can optimize the potential of this medium in English language teaching.

While Mobile Learning media offers various advantages, we must not ignore issues of equality and accessibility. Not all students may have access to powerful mobile devices or a stable internet connection at home. This can create gaps in the accessibility of Mobile Learning media and affect students' ability to benefit from this learning approach (Kay, nd) . Therefore, it is important for schools and governments to ensure that all students have equal access to Mobile Learning technology and media.

Evaluation of student progress in using multimedia-based Mobile Learning media is also an important aspect in assessing its impact on English language learning (Koehler & Mishra, nd) . By using appropriate evaluation tools, such as online exams, media-based assignments, or interactive quizzes, we can measure whether this media has succeeded in improving the English language understanding and abilities of class VII students.

According to (Lai & Zhao, nd) Multimedia-based Mobile Learning Media is a promising tool in learning English for class VII students. However, the use of this media must pay attention to students' digital literacy, accessibility of mobile devices and the internet, student motivation, quality of multimedia content, teacher training, and evaluation of learning outcomes (Lim et al., nd) . By understanding and addressing these factors, we can optimize the use of Mobile Learning media to positively influence seventh grade students' English learning, help them prepare for global challenges, and face an increasingly connected world (Mayer, nd ) . This research aims to explore and analyze the influence of using multimedia-based Mobile Learning media in English language learning for class VII students, with a focus on the following aspects: This research aims to assess the extent to which the use of multimedia-based Mobile Learning media can improve students' language skills. English, including understanding grammar, vocabulary, and speaking skills. The aim of this research is to identify the factors that influence students' motivation in using Mobile Learning media for English language learning, as well as the impact of this motivation on their learning outcomes.

## **2. METHODS**

This research will use a quantitative research approach to gain a comprehensive understanding of the influence of multimedia-based Mobile Learning media in English language learning for class VII students. The following are details regarding the research methods that will be used: This research will use an in-depth case study design in one or several secondary schools to understand the impact of using Mobile Learning media as a whole. According to Sugiyono (2013: 107), the experimental research method can be interpreted as a research method used to find the effect of certain treatments on others under controlled conditions. So it can be concluded that experimental research contains a treatment

The research sample will consist of class VII students at the school or schools selected as case study subjects. The number of students taken will include sufficient representation to provide significant results. To measure students' understanding of English and their motivation in using Mobile Learning media, questionnaires will be distributed to students. Interviews with English teachers will be conducted to identify their role in supporting the use of Mobile Learning media and to gain deeper

insight into the learning context. Observations will be made to monitor student interactions with Mobile Learning media in actual learning situations.

Data obtained from the questionnaire will be analyzed using statistical software to identify the relationship between the use of Mobile Learning media and improving students' English language skills and their motivation.

Data from interviews and observations will be analyzed qualitatively to identify patterns, findings and important issues that arise in the context of using Mobile Learning media.

### 3. RESULTS AND DISCUSSION

#### Description of Research Results

This research aims to measure differences in students' abilities or learning outcomes before and after using mobile learning media in learning English. The material taught in this research covers relevant aspects of English language learning.

The research team consists of experts in English language learning and mobile learning-based learning media development, who have expertise in designing and developing learning materials.

This display explains to students what they will learn in the learning process. By using mobile learning media, this research aims to measure whether this approach can improve students' understanding of English learning material and influence their learning outcomes. In addition, students' responses to the use of mobile learning media will also be evaluated, which can provide additional insight into the effectiveness of this media in the English language learning process. It is hoped that the results of this research can provide valuable information for the development of English learning methods.

The following is a description of learning outcome data before and after implementing learning using mobile learning media:

Table 1 Description of Learning Outcome Data Before and After Implementing Learning with Mobile Learning Media

No.	Test Type	The number of students	Average Score Before Learning	Average Score After Learning
1	Initial Test	30	65	78
2	Final Test	30	70	88

The initial test is carried out before carrying out learning using mobile learning media. The final test is carried out after carrying out learning using mobile learning media.

The results of the data above show that after implementing learning using mobile learning media, there was a significant increase in the average student score. The average student score on the initial test was 65, while after learning using mobile learning media, the average student score rose to 78 on the final test. This shows that the use of mobile learning media has contributed positively to students' understanding of English learning material.

Table 2: Data Normality Test

Criteria	Posttest	Pretest
Significance Value	0.432	0.0003
Conclusion	Normal	Abnormal

Based on the data in Table 2, it can be seen that the distribution of pretest data does not follow a normal distribution. Therefore, a non-parametric statistical test was carried out, namely the Wilcoxon test, to determine whether there was a significant difference between the pretest and posttest.

The results of data analysis show that the significance value of the Wilcoxon test is 0.000, which is smaller than the significance level of 0.05 . Thus, it can be concluded that there is a significant difference in student learning outcomes before and after implementing learning with mobile learning. This shows that the use of mobile learning has a positive influence on student learning outcomes in English subjects in accordance with the title of the research.

Based on these data, it can be concluded that students' responses to learning using multimedia-based mobile learning media are very positive. These results indicate that the media used by teachers is able to improve student learning outcomes in English subjects.

Multimedia-based mobile learning media has the advantage of visualizing material well (Tondeur et al., nd) . This medium's ability to display the detail and complexity of material, as well as allowing repetition of certain scenes or content, makes it an effective learning tool. Additionally, the ability to speed up, slow down, zoom in, and compare scenes simultaneously makes it easier for students to understand the material.

Multimedia-based mobile learning media also has high flexibility in time and place (Zhao et al., nd) ). Students can access materials anytime and anywhere according to their needs. Ease of repetition also helps students to understand the material more deeply.

### Discussion of Research Results

The discussion of the results of this research will be more in-depth to understand the impact and implications of using multimedia-based mobile learning media on English language learning for class VII students.

#### 1. Significant increase in learning outcomes:

In this research, it appears that the use of multimedia-based mobile learning media has a significant positive impact on student learning outcomes. In the initial test before implementing learning using mobile learning media, the average student score was 65. However, after learning with this media, the average student score increased significantly to 88 on the final test. This significant increase shows that mobile learning media can act as an effective tool in improving students' understanding and learning achievement.

One of the main advantages of mobile learning media is the interactivity it offers. Students can interact with learning content through various multimedia elements such as videos, images and graphics. This allows students to explore the material in more depth. Strong visual support also helps students in understanding English concepts better. Concrete examples in video form can help students understand the context of appropriate language use in certain situations.

#### 2. Flexibility and Accessibility:

Mobile learning media provides high flexibility and accessibility in learning. Students can access materials anytime and anywhere according to their needs. This helps students to learn independently and repeat material according to their respective levels of understanding. The ability to re-access content also allows students to understand the material better and overcome any difficulties they may encounter.

The use of mobile learning media is also very relevant to contemporary educational challenges in the digital era. Today's students grow up in an environment flooded with technology and digital media. Therefore, the use of mobile learning media is in accordance with students' current preferences and learning styles in obtaining information and learning. This can increase student involvement in learning.

#### **4. CONCLUSION**

Based on the results of this in-depth research, it can be concluded that multimedia-based mobile learning media has a significant positive impact on student learning outcomes in class VII English. This media not only improves student understanding but also provides visual support, interactivity, flexibility, and relevance to the digital era. The implications of this research can help improve English language learning methods at various levels of education, allowing students to learn more effectively and interestingly. Further research can provide deeper insight into the use of mobile learning media in educational contexts.

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