

An analysis of students' experience in using english learning application "myON" in helping students' english learning process

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Abstract: Generally, teaching and learning activities mostly rely on books, instructional materials provided by teachers, and written or verbal exercises. These learning approaches are monotonous. Given the progress of technology and the internet, it is necessary for educators to utilize technology-driven online learning platforms, such as myON applications. This will be achieved by employing qualitative research methodologies to investigate the students' experiences and perspectives on the utilization of the "myON" application for English learning. A Google Form questionnaire is utilized and distributed using the messaging platform Whatsapp. Data analysis include the utilization of narrative methodologies to effectively and accurately summarize and depict the outcomes of questionnaires, which are derived from the experiences of students. The study centered on students in the IX-B Grade of Al-Fityan High School in Medan Selayang, Sumatera Utara. Its objective was to examine the level of student engagement and enthusiasm in utilizing online learning tools, while also seeking to enhance accuracy through feedback obtained from questionnaires. The app received positive feedback from students in class IX B, who expressed satisfaction with its simple design and its positive influence on their English proficiency. While the majority experienced significant improvements in their writing, reading, listening, and grammatical skills, a few individuals indicated dissatisfaction, citing intricate explanations, high costs, and a perception of monotonous. Hence, it is imperative for the "myON" application to underscore the significance of this tool in the process of English language acquisition by showcasing improved functionalities and enhanced communication capabilities that correspond with user preferences

Keywords: English learning, myON application, students' experience

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INTRODUCTION

Based on the curriculum implemented in 2013, it can be observed that junior high school serves as the initial phase when pupils are introduced to formal English education inside the classroom setting (Mubarak, 2016; Panjaitan, 2013). The absence of English courses in elementary schools is due to their exclusion from the required curriculum. The decision to provide English education to pupils is contingent upon the individual policies

of each elementary school (Maili & Hestningsih, 2017). Junior high school students may experience confusion and see English as a challenging subject due to their perceived low proficiency in the language, Therefore, technology is needed in the form of applications that help students improve their abilities in learning English (Romadhon & Sungkar, 2020).

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The utilization of interactive learning as a means of bolstering students' vocabulary and fostering their motivation for enjoyable learning has the potential to engender enthusiasm in language acquisition. This can be achieved through the utilization of mobile applications, which facilitate a deeper comprehension of vocabulary meanings, enable accurate pronunciation akin to that of native speakers, and provide assistance in rectifying incomplete words or comprehending sentence structures through the application's advanced user-level upgrades.

The field of technology has made significant advancements in the creation and production of various devices that serve as valuable tools in facilitating the learning process for individuals studying the English language. Today's students are the generation that uses digital technology, so they are more interested in something appropriate to their era (Indrayani et al., 2021). Adoption of new acronym proposed , SPALL, to refer to Smartphone Assisted Language Learning. This suggestion is made in recognition of the advanced capabilities that smartphones possess, surpassing those of regular mobile phones (Leis et al, 2015). The smart phone is a technological device that has been built to incorporate innovative features, including educational applications. Numerous applications have been built and developed for the purpose of language acquisition, as evidenced by the works of (Godwin-Jones, 2011), (Chang and Hsu, 2011), (Chen and Chung, 2008), (Fallahkhair, Pemberton, and Griffiths, 2007), and (Huang, Huang, Huang, and Lin, 2012). Due to a sense of ennui and a lack of novelty in the instructional approach, coupled with the recognition of the potential benefits of incorporating educational technology tools, the educational institution made the decision to implement a learning application. This application offers a multitude of useful tools that can serve as substitutes for the intricate explanations provided by teachers.

Analysis is the decomposition of a subject into its various parts and the study of the parts themselves, as well as the relationships between the parts to obtain a precise understanding of the overall meaning (Darminto & Julianti, 2002). Analysis is a research method in which one seeks to evaluate complex systems of thought by "decomposing" them into simpler elements whose relationships are highlighted. (Baldwin, 1998). Hence, it can surmise that analysis embodies the captivating pursuit of scrutinizing the deeds of an entity, while artfully elaborating upon its intricate makeup and skillfully reorganizing its constituent parts for thorough examination.

Students certainly have their own opinions and experiences of English online learning. The results of analyzing students' experiences in online learning is known to be

suggestions for lecturers and institutions in conducting this online learning activity to keep it running well and optimally.

Hence, in order to obtain further and comprehensive information, the researcher plans to conduct a study on 25 of the third-grade pupils at Junior High School. This application demonstrates utility in its potential application as a tool for measuring and improving learners' vocabulary. It accomplishes this by evaluating the learners' responses to genuine vocabulary, grammar, and listening tests. The researcher made the decision to determine its function by evaluating the learners' performance on vocabulary activities and another English component on the website myON.

MyON is a personalized digital library and literacy platform designed to promote interest-driven, authentic reading experiences for students. It offers access to a vast collection of enhanced digital books, with titles dynamically matched to each student's interests, grade, and reading level. The platform also includes myON News, which delivers age-appropriate digital news articles for students, covering a wide range of topics and current events. Additionally, myON enables anytime, anywhere access to digital books that students can read, rate, review, and share with classmates through safe social networking. It also provides embedded assessments to monitor, track, and measure student reading growth. The platform is best used with attentive guidance, frequent interaction, and plenty of context from teachers and parents. It is available for students from PreK to high school, with books added to the collection regularly.

This image shows the process of logging into a student's myON account.

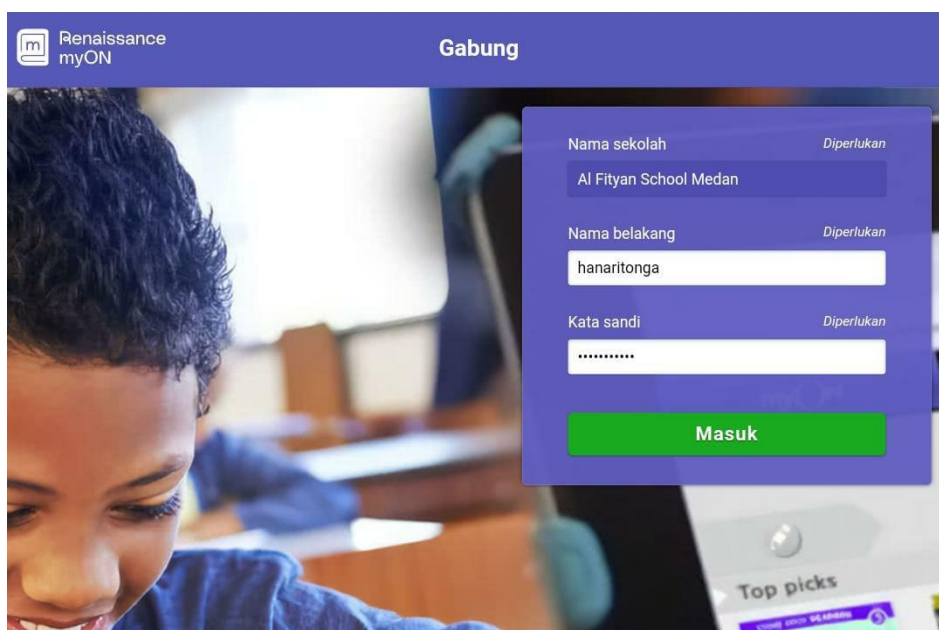


Figure 1. Log in to myON application display.

After logging into the myON account, on the dashboard screen there is a project in which several tasks are presented. And as an example, the student is working on a reading assignment.

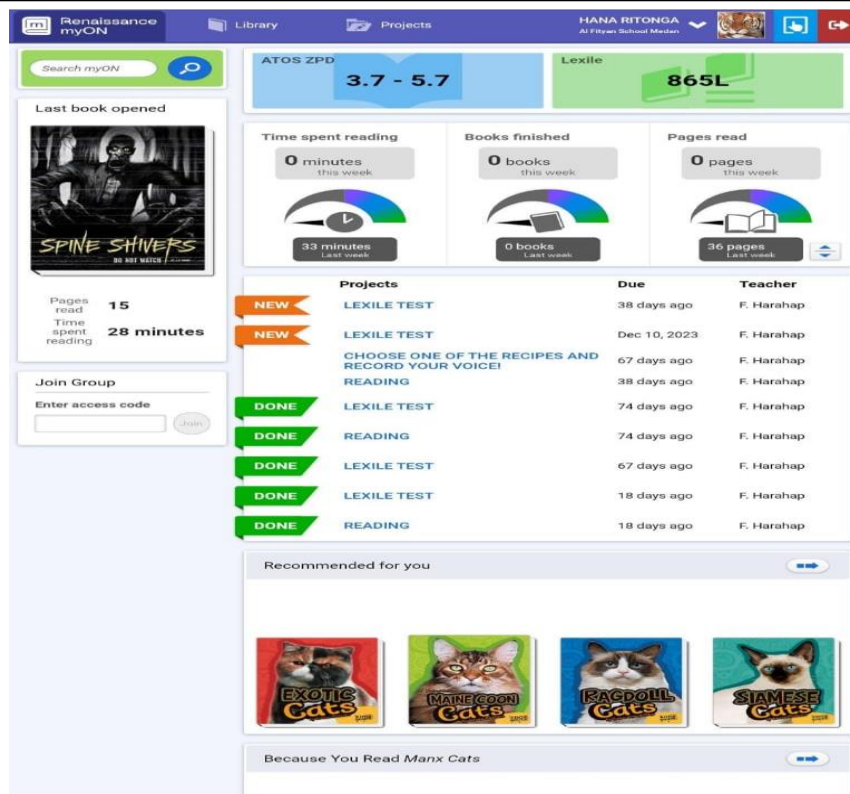


Figure 2. myON application project list view.

After the student clicks on the reading task, the book to be read is automatically displayed on the screen. After that, the book that must be read by the student will appear. Then click on the book and select the read option.

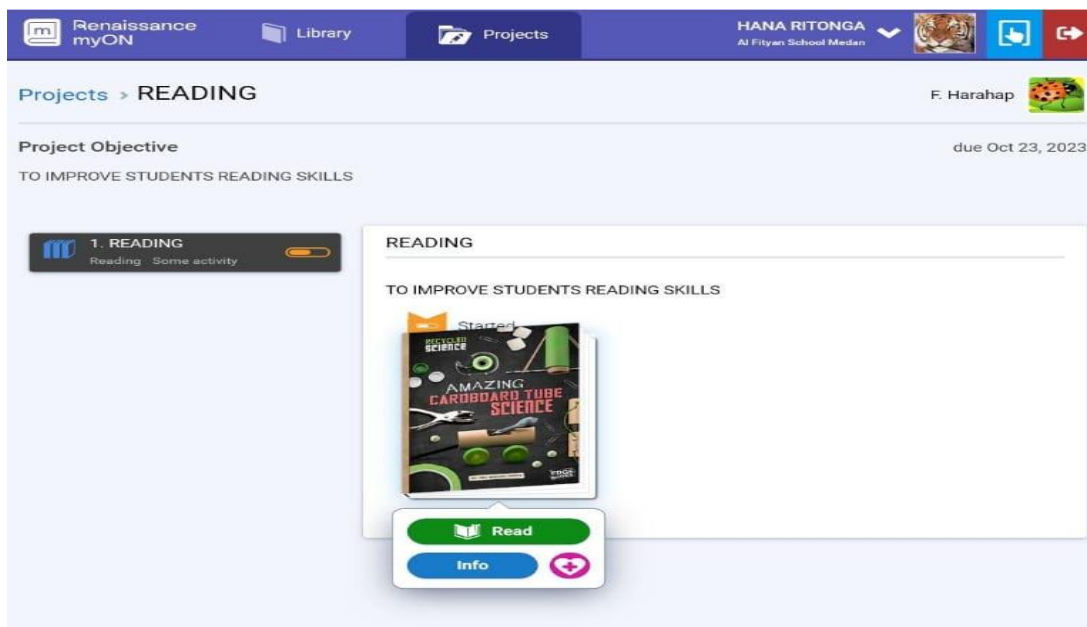


Figure 3. Display when just entering the "Reading" project in myON application.

The student's screen is inside the book to be read. To read the book, students can press the start button.

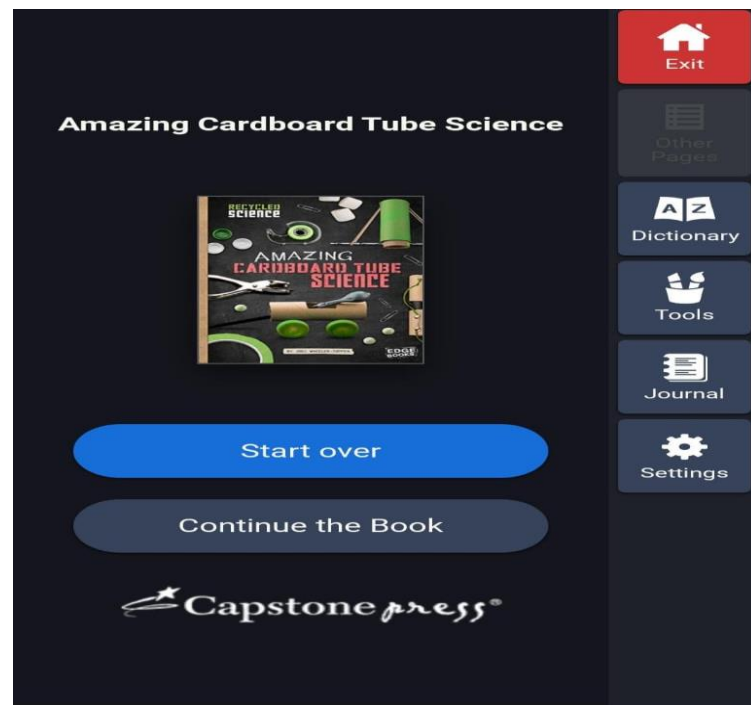


Figure 4. Display of the “Start Over” button to start the “Reading” project in myON application.

After that, the student can read the book while listening to the audio of the book to learn the correct pronunciation.

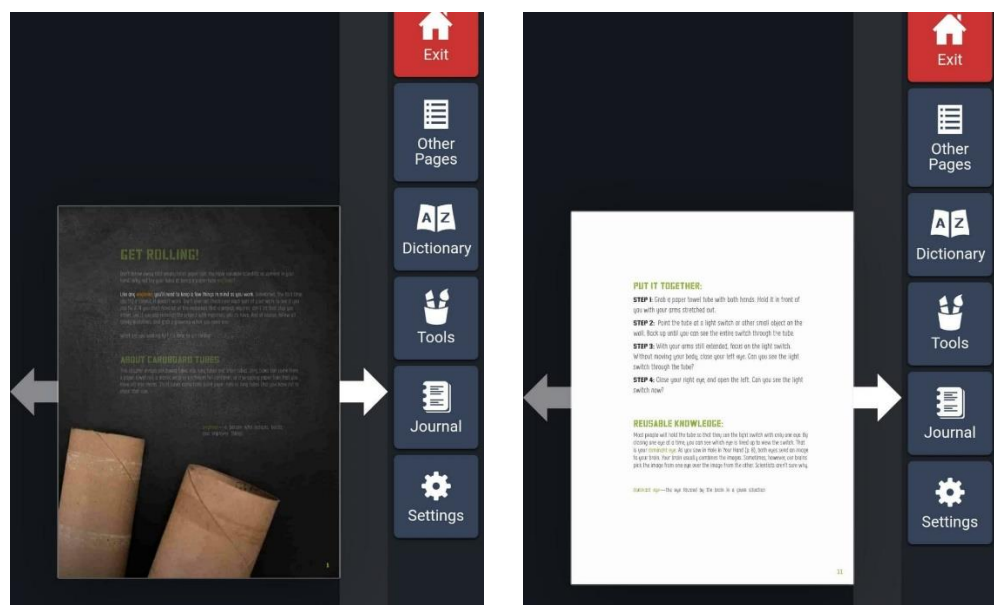


Figure 5. Display the contents of reading books to carry out “Reading” projects in myON application.

In this application, there is a library feature that contains interesting English books for students to read.

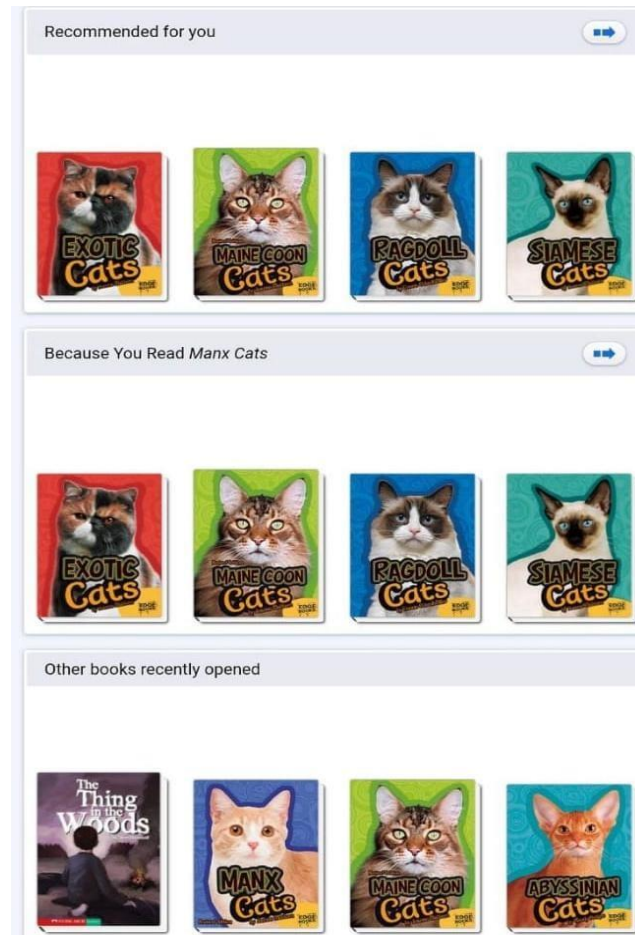


Figure 6. Display books in the "Library" section of myON application.

METHOD

The method used in this research is qualitative. Qualitative research is a research process that leads related to the phenomena that occur so that it can produce new understanding (Aspers & Corte, 2019). The approach taken by the research is to use observational research. observational research is a research approach that is suitable for qualitative research. The purpose of the research is to find out how the student's experience in using the application whether it has an impact on learning or not. The research instrument using a questionnaire and supporting instrument myON.

The researcher observed students' subjects of study and their interest in using English learning applications. In order to enhance the accuracy of the observations, the researcher utilized a questionnaire as a tool for refining the results of the observations.

The questionnaire will be distributed to students and then the results will be analyzed based on observations of the experience of the questionnaire conducted by students. This research was conducted on IX-B students of Al-Fityan Junior High School, Medan Selayang, North Sumatra. The data analysis technique used in this research is a narrative technique, namely of the results of the questionnaire conducted by students will be collected and described based on student experience.

RESULTS AND DISCUSSION

The research was carried out in Class IX B at Al-FITYAN IT Junior High School, involving a total of 25 participants. This study gathers data through the administration of a questionnaire. A questionnaire is a data collection method that involves presenting a series of questions pertaining to research inquiries. Questionnaire is a data gathering approach that involves providing respondents with a series of questions or written statements to be replied (Sugiyono, 2017). A questionnaire consisting of 15 assertions is distributed via WhatsApp using google form and given in Indonesian to facilitate students' comprehension of the statements and minimise errors in their interpretation.

Table 1. Students' Questionnaire

I use myON application.	100 %	-
I am learning more vocabulary.	96%	4%
My pronunciation is improved after using MyON application.	88%	12%
I feel myON application is costly.	36%	64%
MyON application improves my English lesson score in the classroom.	68%	32%
My writing skills are improved following the use of myON application.	76%	24%
The features of myON application are very interesting and make it easier for me to learn English.	88%	12%
MyON features are very complicated to use.	32%	68%
MyON application improve my listening skills.	80%	20%
MyON application spend a lot of quotas.	24%	76%
I feel that the features of myON application are much more complete than other English learning application.	60%	40%
MyON Application make me more consistent in learning English.	64%	36%
After using myON application, I become more fluent in doing conversations.	80%	20%
MyON application always update their features.	64%	36%
MyON application have no shortcomings.	40%	60%

The questionnaire has been given to 25 respondents, and the results of the questionnaires in the table 1 show :

Statement number 1, indicates that the results include data from all 100% (25) respondents who used myON application. Due to the obligatory nature of the school's myON application, all 9th grade pupils are obliged to utilise it, facilitating their English language acquisition. The myON app boasts an aesthetically pleasing interface, ensuring that students remain engaged and avoid monotony throughout their study sessions. The myON application offers a variety of projects encompassing listening, reading, writing, and speaking activities to facilitate English language acquisition for students. The myON programme has a lexile feature that assesses students' interim skills upon completion of the project reading.

Statement number 2, reveals that 96% (24) of respondents express agreement. Students acquire and comprehend new vocabularies based on the project they are studying and the resources provided in the myON program. While 4% (1) express disagreement on their familiarity with the vocabulary of myON application. The students found that the vocabulary taught and accessible in the myON application was a familiar vocabulary that they already knew and used in their everyday English language. They comprehended the significance of the phrasing based on the existing context within the myON applications.

Statement number 3, indicates that 88% (22) of the respondents expressed agreement. This is as a result of the project speaking feature that the myON app provides, which facilitates and improves students' ability to articulate their pronunciations during speech. Thus, the students can effectively communicate in English with both friends and acquaintances. While 12% (3) expressed disagreement, regarding the enhanced pronunciation achieved through the use of myON application. Consequently, they lack confidence when communicating with friends or individuals using the English language. Mastering pronunciation through applications can be challenging, as it requires a thorough understanding of how to accurately articulate and enunciate words.

Statement number 4, indicates that 36% (9) of respondents are in agreement. This is due to the fact that the majority of apps and features require payment, hence hindering users from utilising the app and its accompanying features to their full potential. Whereas 64% (16) of individuals express disagreement over the cost associated with utilizing myON application. The students believe that the premium applications and features align with the project and other comprehensive elements offered in the myON application. Investing in the acquisition of information is a suitable and purposeful endeavour to gain proficiency in using an application.

Statement number 5, indicates that 68% (17) of respondents agree. The reason is that they are consistently examining forthcoming materials that are already accessible in this application. Students can accurately respond to the teacher's queries as they have previously acquired knowledge of the subject prior to commencing their English language studies in the classroom. While 32% (8) disagree with the efficacy of myON application in enhancing their English courses in the classroom. They believed that the value they obtained was not enhanced through online learning utilising the myON program. While engaging with the application's tasks, the students encountered difficulty comprehending the educational content due to insufficient explanations. Consequently, they struggled to identify and rectify their errors.

Statement number 6, the data reveals that 76% (19) of respondents expressed agreement with the notion that their writing abilities were enhanced by utilizing the myON application,. Respondents who expressed agreement with the statement said that the myON application enhanced their writing skills on a daily basis. This application also provides a comprehensive digital collection of books, individualized suggestions for reading, and features to monitor and enhance reading abilities. Students can enhance their writing skills by utilizing the diverse range of options that are offered. Whereas the other 24% (6) held a contrary perspective because the writing feature in the myON application is not described in detail about the discussion.

Statement number 7, the data reveals that 88% (22) of respondents are in agreement that the features of the myON application facilitate English learning activities. The assertion is grounded in the fact that the "myON" program offers a diverse array of assignments that facilitate the enhancement of students' writing, listening, and reading proficiencies. Respondents found that the "MyON" app facilitated their English language acquisition among the several tasks and functions it offers. Whereas the other 12% (3) expressed disagreement with this assertion. This due to their confusion and lack of understanding regarding the utilization of the diverse features offered. They believed that other English learning applications had more user-friendly features, making the learning process easier for them.

Statement number 8, an additional 32% (8) of respondents are in agreement with this remark. They perceive it as having an excessive number of functions and daily tasks, which occasionally renders them unfamiliar with the application. While the other 68% (17) reveals that of respondents express disagreement with the assertion that the myON application is highly intricate to operate. Respondents perceive the myON program as having visually appealing features and providing regular assessments to gauge students' knowledge, facilitating the evaluation of their learning progress.

Statement number 9, reveals that 80% (20) of respondents are in agreement that pupils' listening abilities enhance when utilizing the myON application. Respondents reported a rapid improvement in their listening abilities when using the myON application. This was attributed to the consistent provision of a diverse range of easily comprehensible listening materials. However the remaining 20% (5) of participants hold a contrary viewpoint. Respondents felt the "MyON" app gave them a difficult listening project for them to understand, especially for students who were less interested in English.

Statement number 10, the data indicates that 24% (6) of the remaining respondents agree with this assertion acknowledge that they exhaust their data limit rapidly when using the application. They assume that when using such an app they expire quotas quickly because they access the app using their own personal quotas. While 76% (19) of the respondents disagree with the claim that the myON application consumes a significant amount of data. Respondents feel that myON app does not spend their quota, but many respondents also mention the reason why they do not exhaust their quotas when using the app because of the use of WIFI.

Statement number 11, the data reveals that 60% (15) of respondents agree with the statement that the features of the myON learning application surpass those of other English learning applications in terms of completeness. Due to the students' satisfaction with the accessible functions in the myON application. Some individuals presume that the educational component offered by the MyON application has adequately addressed the English language acquisition requirements of the students. They concede that there are indeed other English learning programs with more comprehensive capabilities. However, the presentation of these elements in other applications is not as straightforward as in myON products, making them less easily comprehensible. It is substantiated by the majority of adolescents who have a dislike for intricate matters. Hence, a portion of the students consented to the extension of the myON application. Conversely, 40% (10) of

respondents express disagreement with the notion that the features of the myON application are significantly more comprehensive compared to other English learning applications. Some students argue that the myON application lacks a function that provides explanations for the formulae that make up the structure of an English sentence. Students consider the presentation of the structural formulas for English sentences to be crucial aspects in myON apps. Furthermore, myON lacks a dedicated platform or mechanism for inquiring about the content available on the myON app. According to them, tutor is crucial for the acquisition of English skills as it serves as a platform for inquiries. Hence, certain students perceive that the functionalities offered by the myON program are not more comprehensive compared to other English learning applications.

Statement number 12, the data indicates that 64% (16) of the respondents are in agreement with the notion that utilizing the English learning application myON enhances their consistency in learning English. Several students perceived the myON application as significantly enhancing the uniformity of English language acquisition among pupils. The straightforward characteristics, together with the distinctive and vibrant aesthetics, consistently evoke enthusiasm among students while using myON programs for learning. Upon completing the project reading, the students are able to instantly view the lexile on the main website. Additionally, it fosters student consistency and enthusiasm in attaining a higher lexile level, while simultaneously working to prevent any decrease in their progress. While the remaining 36% (9) express disagreement. Certain students perceive the process of acquiring knowledge with the myON app as occasionally monotonous. They perceive that there are no sufficiently captivating elements to maintain their commitment to learning English. Several kids utilize myON apps only due of a teacher's mandate.

Statement number 13, 80% (20) of respondents agree that users of the myON learning application can enhance pupils' conversational fluency. The majority of students agree that the myON app facilitates daily student engagement. The myON app has enabled them to gain a significant amount of new vocabulary and get familiar with new English sentence structures. It enhances their ability to engage in English discussions with more fluency and proficiency. At first, the students lacked confidence in conversing with their classmates. However, after obtaining a substantial amount of English language resources from myON's application, the students made significant progress in their conversational skills. While the remaining 20% (5) disagree with this assertion. Some students believe that the myON application has little impact on the enhancement of students' proficiency in English discussions. They experience enhanced fluency in English discussions following the consumption of content on platforms such as YouTube or other social media. They presume that the myON application exclusively offers standard English materials and employs somewhat rudimentary word concepts. It hinders pupils from acquiring the necessary skills to engage in English discussions in a more relaxed manner. Hence, the students dissent from this assertion.

Statement number 14, indicate that 64% (16) of respondents are in agreement that the myON application consistently updates its features. The consensus among students is that the myON app consistently upgrades its functionality. New features are consistently introduced at unpredictable intervals. A new experiment seems to enhance the enthusiasm of the majority of pupils towards learning English. While the remaining 36% (9) of respondents express disagree towards the notion that the myON program regularly

updates its features. Several pupils perceive that the myON app occasionally fails to promptly update its functionality. Every day, they consistently utilize identical characteristics, which causes the students to feel exceedingly monotonous.

Statement number 15, indicates that 40% (10) of respondents are in agreement that the myON application does indeed possess drawbacks. Several pupils concurred that the myON application had no deficiencies as the English learning component offered by the myON app was adequate. Neither less nor more. While 60% (15) of the respondents express disagreement with the notion that the myON application is without flaws, however the remaining. Several pupils recognize that myON applications possess significant limitations. The myON application is perceived as inadequate by pupils because it lacks features that demonstrate the formula for constructing an English phrase.

The study produced an explanation of the student's perspective on the "myON" application. Therefore, the researchers used the theory of positive and negative perception. (Wuryanto, 2002). Positive perception refers to an individual's positive judgment or perception of an object. This positive perception arises from the personal fulfillment derived from analyzing and utilizing a person's knowledge and experience to comprehend and support the things considered. A negative perception refers to an individual's negative judgment or perception of an object. The establishment of this negative perspective originates from individual dissatisfaction with comprehending and perceiving circumstances. In this case, when an individual is confronted with an object, they will reject or deny what they perceive.

Based on the provided table showing the students' positive and negative perceptions of the "myON" application. The statement above encompasses the informant's complete comprehension and response to the perceived object, in addition to their ongoing dedication to using the application in question. The purpose of perceptions is to enhance the understanding and application of key indicators in evaluating society's capabilities (Sinelnikov et al, 2015). Hence, due to variability in cognitive processes, individuals possess distinct perceptions, resulting in different capacities to see objects. There is a strong correlation between experience and perceived advantages, indicating that greater experience can amplify the perceived benefits (Iyamuremye et al, 2022). It implies that a positive perception will develop when an event brings about improvement, advantages, and motivation towards an object. From the results of the questionnaires that have been collected, the application "myON" has a huge influence on student English learning. In addition, in this class, students learn not only specific skills but also four English skills: listening, speaking, reading, and writing.

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CONCLUSIONS

The aim of this study is to ascertain the students' perception on the utilisation of the "myON" application. The study results indicate that students in the IX B grade at AL-FITYAN IT Junior High School have positive reviews of using mobile applications, such as "MyON," for learning English. Respondents expressed the belief that utilising the "myON" application might facilitate their development and comprehension of English language learning resources, encompassing reading, writing, listening, and structure. The respondents exhibited no signs of stress or hesitation when acquiring fundamental English language materials via the "MyON" program.

Hence, there are certain inferences that may be made. Specifically, regarding the initial indicator, respondents have a favourable view of the user-friendliness of the "myON" application. The utilisation of the educational application "MyON" for English learning in class IX B AL-FITYAN IT demonstrates that the majority of respondents concur and express high levels of satisfaction with all the features and projects offered by the application. The majority of participants perceive that the "myON" program has significantly benefited them, leading to enhancements in their writing, reading, listening, and grammar.

However, there are many respondents who perceive a negative perception. Despite this, they still express disagreement and dissatisfaction with the application "myON". Respondents find the explanation of the features and projects provided by the application to be overly complex and difficult to comprehend. Additionally, respondents believe that the app is quite expensive as none of the features or projects are available for free. Respondents also feel that the application does not adequately explain sentence structure formulas and that the description of the learning material is uninteresting and lacking in detail. As a result, respondents find the "myON" application to be very boring and are not inclined to use it regularly.

The conclusion suggests that the "myON" application has emerged as a significant component in education, presenting a valuable opportunity and a notable advancement. It should be primarily endorsed due to the advantageous impact it has on learning the English language. In general, the study offers a relatively thorough summary of students' perspectives on the "myON" application. While most participants provided favorable feedback regarding the application's user-friendliness and its beneficial effect on English language proficiency, all respondents voiced dissatisfaction with the application's intricate explanations, cost, and the feeling of monotony it induced. Hence, it is imperative to carefully evaluate and enhance functionality while providing information that aligns with user preferences and requirements.

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