

## THE EFFECTIVENESS OF TECHNOLOGICAL MEDIA IN TEACHING ENGLISH FOR HIGHER EDUCATION STUDENTS

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### Abstract:

Generation Z, who grew up in the digital era, strongly prefers using technological media as a learning tool. This research aims to determine the effectiveness of using technological media, such as Canva Simple Booklet and Kahoot Game, in learning Translation courses. This research is quantitative research using pre-experimental research methods. In this research, researchers collected data by conducting pre-tests, treatment, and post-tests. In the first session, students take a pre-test to understand the material on translation procedures before using technological media. Then, the researcher carried out treatment using Canva media based on the Simple booklet. Then, the researcher gave a post-test after the treatment was carried out. The result is increased student grades after using technological media as treatment. The average post-test value is higher than the pre-test value, namely  $79.96\% < 56.88\%$ , and the significance is smaller than 0.05. From these values, it can be seen that the use of technological media is significantly effective for student learning.

**Keywords:** Canva, Generation Z, Kahoot, Simple Booklet, Translation Teaching

### Abtrak

*Generasi Z yang tumbuh di era digital sangat menyukai penggunaan media teknologi sebagai alat pembelajaran. Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan media teknologi seperti Canva Simple Booklet dan Kahoot Game dalam pembelajaran mata kuliah Penerjemahan. Penelitian ini merupakan penelitian kuantitatif dengan menggunakan metode penelitian pra-eksperimental. Dalam penelitian ini peneliti mengumpulkan data dengan melakukan pre-test, treatment, dan post-test. Pada sesi pertama, siswa melakukan pre-test untuk memahami materi prosedur penerjemahan sebelum menggunakan media teknologi. Kemudian peneliti melakukan treatment dengan menggunakan media Canva berdasarkan booklet Sederhana. Kemudian peneliti memberikan post-test setelah dilakukan treatment. Hasilnya adalah peningkatan nilai siswa setelah menggunakan media teknologi sebagai pengobatan. Nilai rata-rata post-test lebih tinggi dari nilai pre-test yaitu  $79,96\% < 56,88\%$ , dan signifikansinya lebih kecil dari 0,05. Dari nilai-nilai tersebut terlihat bahwa penggunaan media teknologi efektif secara signifikan terhadap pembelajaran siswa.*

**Kata Kunci:** Canva, Z Generasi, Kahoot, Pengajaran Translation, Simple Booklet

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## INTRODUCTION

In the rapidly developing digital era, the use of technology media in English language learning is becoming increasingly important, especially in facing the challenges of teaching Generation Z. Generation Z, who was born during the technology and information era, has a strong preference for interactive and visual learning media. As a generation that grew up with access to various digital applications and platforms, they tend to be more involved in learning that integrates technology (Elmore & McPeak, 2019). This requires educators to adapt traditional teaching methods into approaches that are more relevant to their needs and learning styles.

One of the technology media that can be utilized is Simplebooklet which is based on the Canva application. Simplebooklet provides an interactive platform for creating open materials in the form of digital booklets that are easily accessible anytime and anywhere. As a learning medium, Simplebooklet can combine visual, text, and multimedia elements to deliver material interestingly and effectively (Susilawati & Chairunnisa, 2019). In addition, applications such as Kahoot can also increase student participation through a game-based learning approach. With an engaging competitive quiz format, Kahoot not only increases student engagement but also facilitates real-time evaluation of material understanding (Wang & Tahir, 2020).

In the context of teaching Translation courses at the college level, the use of technological media such as Simplebooklet and Kahoot can have a significant impact on student learning outcomes. This course is often considered challenging because it requires a deep understanding of translation theory and sensitivity to cultural differences. Without the use of innovative learning media, the learning process can feel monotonous and less effective. Therefore, the application of technological media aims to create a more dynamic and relevant learning experience to the needs of students in the modern era.

This study aims to determine the effectiveness of Simplebooklet in improving student learning outcomes in Translation courses. Using a quantitative approach and pre-experimental design, this study focuses on analyzing the differences in students' pre-test and post-test scores after being given an intervention in the form of using Simplebooklet. The results of this study are expected to provide new insights for educators in developing more interactive and technology-based learning strategies, especially in English learning at the college level.

## LITERATURE REVIEW

In learning English as a foreign language (TEFL), the use of relevant learning methods and media is very important to achieve optimal results. (Harmer, 2015) explains that English language teaching must involve authentic communication scenarios, where students are involved in meaningful language tasks. Creative teaching methods, such as games, songs, and dramas, can also increase students' interest in learning and make the learning process more effective.

### 1. Technological Media in Language Learning

Technology media has become a key element in the world of education, especially in English language learning. (Ferlazzo & Sypnieski, 2013) stated that the use of technology can help students develop language skills in real and meaningful contexts. Technology also allows for personalization of learning, so that students can learn according to their individual needs and preferences.

Canva and Simplebooklet, two technology media used in this study, provide many benefits in learning. (Susilawati & Chairunnisa, 2019) stated that Canva is an online graphic design platform that provides various templates to create attractive learning materials. With the Simplebooklet feature, Canva allows users to turn designs into interactive booklets that can

be accessed at any time. This media not only increases the appeal of visual learning materials but also provides an interactive and flexible learning experience for students.

In addition, Kahoot! as a game-based application has also been shown to increase student engagement. (Wang & Tahir, 2020) stated that Kahoot! can be used to create fun quizzes, surveys, and discussions. With a competitive quiz format, this application can motivate students to actively participate in the learning process.

## 2. Effectiveness of Technology Media in Language Learning

Several studies have shown that technology media has a positive impact on language learning. (Lestari et al., 2023) found that the use of the Kahoot! The application significantly improved students' English comprehension. In another context, (Wachyu, 2023) revealed that Canva as an interactive media is very effective in helping students learn English. This is in line with the findings of (Dalipi et al., 2017) who emphasized the importance of using mobile technology in supporting active and relevant learning for students.

In learning Translation courses, the use of technology media such as Simplebooklet and Kahoot provides solutions to learning challenges that are often considered monotonous. (Miftahul Jannah et al., 2023) showed that interactive and interesting media can increase student engagement, while (Purba & Harahap, 2022) highlighted that visualizing learning concepts through graphic media helps students understand the material better.

This study is based on several learning theories, including Cognitive Load Theory, which emphasizes that technology media can reduce students' cognitive load by presenting information interactively. In addition, Multimedia Learning Theory shows that the combination of visual and verbal elements can improve students' understanding. Constructivist Learning is also relevant because it emphasizes the importance of active experiences in learning supported by interactive tools.

This study is in line with various previous studies that discuss the effectiveness of technology media in language learning. For example, (Marsa et al., 2021) highlighted that the Kahoot! Application can increase students' motivation and engagement in reading learning. Likewise, research by (Noor & Karani, 2023) showed that Canva media can significantly improve students' writing skills. This study complements the existing literature by exploring the use of Simplebooklet in Translation courses at the college level.

By referring to the various theories and studies above, this study seeks to answer the need for innovative learning strategies that are relevant to the digital era and the needs of Generation Z. The results are expected to make a significant contribution to the development of English teaching methods at the college level.

## RESEARCH METHODOLOGY

This research uses a quantitative approach with a pre-experimental design, specifically the One Group Pre-Test and Post-Test Design. This design was chosen because the researcher wanted to convey the effectiveness of using technology media such as Canva-based Simple booklet in learning Translation courses. In this design, data is collected through measurements before (pre-test) and after (post-test) which are given treatment. The treatment is in the form of using Simple booklet in delivering learning materials.

## 1. Research Design

Research Stage	Symbol	Description
Pre-Test	O <sup>1</sup>	Measuring students' initial abilities related to translation material before treatment.
Treatment	X	Teaching using Simplebooklet based on Canva.
Post-Test	O <sup>2</sup>	Measuring students' performance after the treatment.

The study focused on two main variables: the **independent variable** (Simplebooklet as a technological medium) and the **dependent variable** (students' learning outcomes in the translation course).

The population of this research consisted of all 6th-semester students in the English Education Program at Universitas Bhinneka PGRI. Using a **total sampling technique**, the study involved 25 students enrolled in the translation course.

Data were collected in three stages. First, a **pre-test** was conducted using 35 multiple-choice questions on Google Form to assess the students' baseline knowledge. Next, the **treatment** was administered by delivering translation materials via Simplebooklet, shared through WhatsApp and explained with the help of an LCD projector. Finally, a **post-test** with the same format as the pre-test was given to measure improvements in students' learning outcomes.

Score Range	Category
91-100	Very Good
76-90	Good
61-75	Fair
50-60	Poor
<50	Very Poor

For data analysis, the study used the Shapiro-Wilk test to check the normality of the data. A paired sample t-test in SPSS 26 was conducted to compare the pre-test and post-test results. The hypotheses tested were as follows:

- Null Hypothesis (H<sub>0</sub>): There is no significant effect of using Simplebooklet on students' learning outcomes.
- Alternative Hypothesis (H<sub>a</sub>): There is a significant effect of using Simplebooklet on students' learning outcomes.

This methodology aimed to determine the extent to which Simplebooklet could enhance students' understanding and performance in translation courses.

## RESULT AND DISCUSSION

The results of this study highlight the significant improvement in students' learning outcomes after the intervention using Simplebooklet based on Canva. The findings are supported by the comparison of pre-test and post-test scores, as analyzed through SPSS 26.

### 1. Pre-Test Results

The pre-test was conducted to assess students' initial understanding of the translation course before the intervention. The descriptive statistics for the pre-test scores are shown in Table 1:

Statistic	Pre-Test
N (Participants)	25
Mean	56.88
Std. Deviation	18.709

From the pre-test results, the mean score was 56.88, with a standard deviation of 18.709, indicating that the students' initial abilities were moderate to low.

### 2. Post-Test Results

After the intervention, a post-test was conducted to evaluate the effectiveness of Simplebooklet in improving learning outcomes. The results are summarized in Table 2:

Statistic	Post-Test
N (Participants)	25
Mean	76.96
Std. Deviation	7.591

The post-test mean score was 79.96, with a smaller standard deviation of 7.591, showing significant improvement and reduced score variability compared to the pre-test.

### 3. Paired Sample T-Test

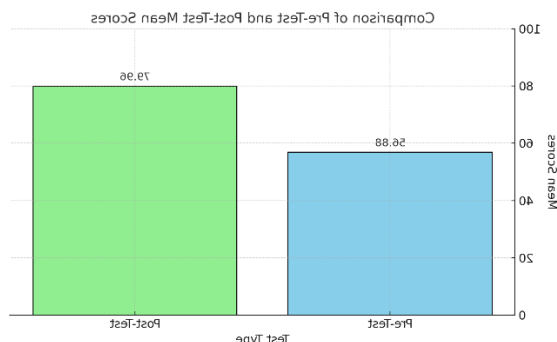
To determine whether the improvement in scores was statistically significant, a paired sample t-test was conducted. The results are displayed in Table 3:

Statistic	Value
Mean Difference	-23.08
Std. Deviation	14.824
t-Value	-7.785
df (Degree of Freedom)	24
Sig. (2-tailed)	0.000

The t-test results indicate a mean difference of -23.08, with a t-value of -7.785 and a significance value (p-value) of 0.000, which is less than 0.05. This confirms that the difference between the pre-test and post-test scores is statistically significant.

The significant improvement in students' scores demonstrates that the use of Simplebooklet as a learning medium was effective in enhancing students' understanding of translation materials. The interactive and visually engaging nature of Simplebooklet allowed students to absorb the content more effectively, aligning with Mayer's (2001) Multimedia Learning Theory, which emphasizes the importance of combining visual and verbal elements in improving learning outcomes.

Furthermore, the findings are consistent with previous studies, such as (Lestari et al., 2023), who found that technological media like Kahoot and Canva significantly improve student engagement and performance. The lower standard deviation in the post-test results also indicates that the intervention helped minimize disparities in students' understanding.



The bar chart above illustrates the comparison of the mean scores obtained in the pre-test and post-test.

**Explanation:**

- The pre-test mean score was 56.88, which indicates a moderate level of understanding of the translation material before the intervention.
- After the treatment using Simplebooklet as a learning medium, the post-test mean score increased significantly to 79.96, showing a substantial improvement in students' learning outcomes.

This result reflects a 23.08-point increase in the mean score, highlighting the effectiveness of Simplebooklet in improving students' understanding. The visual and interactive nature of Simplebooklet likely helped students grasp the material better, aligning with theories such as Mayer's Multimedia Learning Theory.

## CONCLUSION

This study investigated the effectiveness of Simplebooklet, based on Canva, in improving the learning outcomes of 6th-semester students in a translation course. The findings indicate a significant improvement in students' understanding of translation material, as evidenced by the increase in mean scores from the pre-test (56.88) to the post-test (79.96).

The statistical analysis using a paired sample t-test confirmed that the improvement was significant, with a p-value of 0.000 ( $p < 0.05$ ). This demonstrates that integrating Simplebooklet into the teaching process can effectively enhance students' learning outcomes. The interactive and visual nature of Simplebooklet provides an engaging and innovative way of learning, making it a suitable tool for teaching translation and potentially other language-related subjects. Based on these findings, it is recommended that educators incorporate technological media like Simplebooklet into their teaching strategies to create a more interactive and engaging learning environment. Future studies could explore the use of such tools in other subjects or with larger and more diverse populations to further validate their effectiveness.

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