THE USE OF JAMBOARD IN TEACHING ENGLISH TO INCREASE JUNIOR HIGH SCHOOL STUDENTS' MOTIVATION

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Abstrak
Pendidikan adalah salah satu tonggak kemajuan suatu bangsa. Pendidikan masih menjadi atensi serius di tiap daerah agar mengalami peningkatan. Mutu pendidikan di SMP PGRI 6 di Surabaya sudah baik namun masih perlu terus ditingkatkan terutama dalam hal pembelajaran bahasa Inggris berbasis teknologi yang masih minim. Pembelajaran bahasa Inggris akan jauh lebih menarik jika dikemas dengan perpaduan teknologi dan disajikan kepada siswanya dalam bentuk *visual learning*. Sebagai solusi, dibutuhkan adanya pendampingan dalam pembelajaran bahasa Inggris secara daring berbasis teknologi dengan menerapkan aplikasi jamboard dalam pembelajaran bahasa Inggris. Jamboard adalah aplikasi berperangkat lunak yang handal yang dirancang sebagai papan tulis digital yang memudahkan perubahan secara *real-time*. Kegiatan Pengabdian Kepada Masyarakat (PKM) ini difokuskan pada penerapan aplikasi jamboard dalam pembelajaran bahasa Inggris pada siswa SMP PGRI 6 Surabaya. Target sasaran kegiatan PKM ini yaitu pada siswa di sekolah tersebut kelas 7, 8 dan 9 sebanyak 30 orang. Metode pengumpulan data dilakukan dengan cara observasi dan interview. Analisis data dilakukan melalui mendeskripsikan data hasil observasi dan interview. Hasil dari kegiatan pengabdian kepada masyarakat ini menunjukkan bahwa penggunaan aplikasi jamboard dapat meningkatkan motivasi dalam belajar bahasa Inggris dan penguasaan teknologi siswa SMP tersebut.
Kata kunci: Jamboard, Bahasa Inggris, Motivasi

Abstract
Education is one of the milestones of a nation's progress. Education is still a serious concern in each region so that it can improve. The quality of education at PGRI 6 Middle School in Surabaya is good but still needs to be improved, especially in terms of technology-based English language learning which is still minimal. English learning will be much more interesting if it is packaged with a combination of technology and presented to students in the form of visual learning. As a solution, assistance is needed in technology-based online English learning by implementing the Jamboard application in English language learning. Jamboard is a powerful software application designed as a digital whiteboard that makes real-time changes easy. This community service activity was focused on implementing the Jamboard application in learning English for students at SMP PGRI 6 Surabaya. The target audience for this activity is 30 students at the school in grades 7, 8 and 9. Data collection methods were carried out by means of observation and interviews. Data analysis was carried out by describing data from observations and interviews. The results indicated that using the Jamboard application can increase the junior high school students' motivation in learning English and technology mastery.
Keywords: Jamboard, English, Motivation

PENDAHULUAN
Education is one of the milestones of a nation's progress. Education is a means to lead to the growth and development of the nation. Education is also a long-term investment in human resources which has strategic value for the continuity of human civilization in the world. With this education, humans develop themselves so that they are able to face every change that occurs due to advances in science and technology (Wibowo & Pratiwi, 2018). Therefore, education is an important asset for advancing a nation because the prosperity and progress of a nation can be seen from its level of education. Education is still a serious concern in every region so that it can improve because education plays an important role in creating quality individuals. One part of education that has received attention because it can develop abilities and skills in communicating and thinking critically is English

education, which means it includes English lessons.

English is an international language used by most countries in the world as the main language. Apart from that, English is an international language that is important to master or learn. Even though English is a foreign language in Indonesia, English occupies an important position in society (Maduwu & Pd, 2016). This is clearly visible in the world of education in Indonesia. English is one of the subjects taught to students from elementary to tertiary level. The Indonesian government started introducing English as early as possible. Learning English in this digital era should also follow developments in the media used as tools that help facilitate the learning process. A variety of English learning techniques can certainly attract students' interest in learning (Maduwu & Pd, 2016). English learning will be much more interesting if it is packaged with a combination of technology and presented to junior high school students in the form of visual learning. This is a challenge for English teachers in junior high schools because there needs to be continuous innovation from teachers so that students can be actively involved in the learning process.

English teachers and students must master technology so that learning can be more varied, sometimes online or offline. Online learning or e-learning is defined as learning that involves the use of the internet with accessibility, connectivity, flexibility, and the ability to generate various types of interactions in the process of implementing the learning (Wuladari et al., 2020). At the junior high school level, learning is carried out online with the help of parents as guides in the learning process at home. The implementation of online learning is supported by online learning devices such as smartphones, computers/laptops with adequate network connections and supported by several applications, such as Google Classroom, video conference, telephone or live chat, Zoom, Whatsapp Group and Jamboard. The implementation of this online learning system requires the competence of teachers who are technologically literate, as well as the readiness of students' parents to facilitate facilities and infrastructure to support the learning process. Apart from that, it is also necessary to choose the right application for learning.

Based on pre-observations at SMP PGRI 6 Surabaya, it appears that at this school, mastery of technology-based English language learning is still minimal. The quality of education at SMP PGRI 6 Surabaya is quite good but still needs to continue to be improved. It certainly has an impact on the learning motivation of junior high school students at these schools because teacher teaching tends to be monotonous and still conventional. Therefore, English teachers in junior high schools need assistance in teaching English using a variety of technology-based media and carried out on an ongoing basis. The following is a picture of the situation at the school:
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Figure 1. Front view of SMP PGRI 6 Surabaya

Figure 1 indicates the front view of SMP PGRI 6 Surabaya. The building still looks quite good but the land is limited. Inside there is a field and several rooms for classrooms, teachers' rooms, laboratories and clinics. Based on the picture above, it can be seen that SMP PGRI 6 Surabaya is a junior high school that was founded in 2008 and is located on limited land and shares it with SD Al-Ikhlas Surabaya.

Figure 2. Workshop of Using the Jamboard Application

Figure 2 indicates the delivery of material during Jamboard workshop in a class at SMP PGRI 6 Surabaya, where space was quite limited, but the participants looked enthusiastic and eager to take part in the workshop.

Figure 3. Delivery of assessment via Quizziz about the Jamboard application

Figure 3 indicates the classroom atmosphere when delivering assessments via Quizziz regarding the Jamboard application. The assessment is carried out using the Quizizz application which consists of several questions about the Jamboard application.

Figure 4. Assistance in Using Jamboard

Figure 4 indicates the assistance on using the Jamboard carried out by the presenters and also the community service team. Participants asked questions about the technicalities of using the application.

METODE

The method used in this community service activity was workshop on the use of technology-based English learning application media, namely Jamboard application.
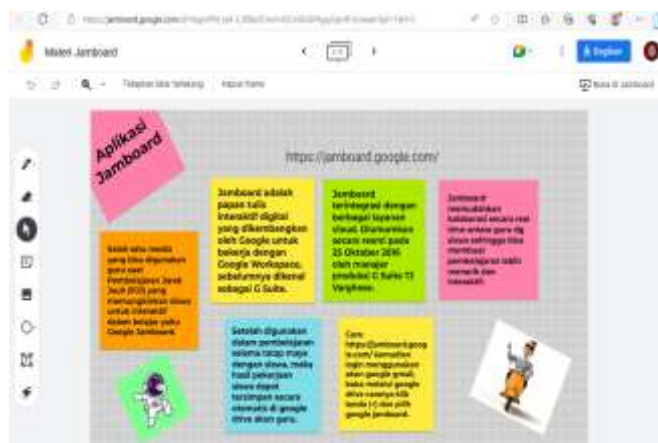
Figure 5. Jamboard Application

Figure 5 indicated the jamboard application which contained the material about the description of it. Besides, it also described the way to implement it.

Jamboard is a web-based whiteboard system that enables learning interactions (https://jamboard.google.com). In contrast to the traditional physical whiteboard or Power Point presentation, it provides students with a free and easily accessible platform that enables more fair participation. Any smartphone, tablet, or laptop can browse it. As a result, it is highly acceptable for teachers to encourage students' desire to learn by providing them with a new learning environment that switches from the traditional whiteboard to a digital one (Okmawati & Tiarina, 2022). It is a platform that features a digital whiteboard. It is a digital whiteboard from Google that is linked with a number of cloud applications. It boasts a 55-inch digital display that can be accessed by PCs or mobile applications. As a result, it has reasonably excellent editing and markup capabilities. Users can write on colorful sticky notes, draw on them in various ways and colors, and highlight certain words. The whiteboard also enables access to photos from PCs, smartphones, Google Drive, the Internet, and Google search that can all be freely resized or at your fingertips. The pen tool, highlighter, eraser, shape tool, and text box are among the tools you can use to annotate a Jamboard. A laser pointer tool is also available, which temporarily marks a spot on the Jamboard that is visible to everyone for a few seconds. Basic image modifications, including scaling, rotating, and moving, can be made to images that have been pasted in from other sources. Additional "assistive drawing tools" offered by the Android app include handwriting, form, and drawing recognition (Sweeney et al., 2021). Illustrated writing may also be converted to digital text on a mobile app. Additionally, it allows for up to 20 slides, each of which allows groups to work individually while keeping an eye on one another via previews (Kang, 2022).

This board is very interactive, it can be used for in-person instruction as well as distance and hybrid learning (Самойленко et al., 2019). It is available to let teachers and students collaborate in real-world settings, making learning more engaging and dynamic. It can be displayed by the teacher during virtual face-to-face exercises (Hidayat et al., 2022). Moreover, it can be carried out synchronously, immediately in person, virtually, or both (Buanawaty, 2021). To use it, the teacher must replicate the master copy of it before choosing the sharing option in the new copy, which gives anyone with the link access to the editor, in order to share it with a student group. It needs to be cloned such that each individual group of students has their own copy and that only one group's markup is accessible to each student. Teachers can assign students to brainstorm, solve problems, or draw synchronously and collaboratively. Musriyanti (2022) stated that it can help motivate students to learn the material. Khoiriyah (2022) stated that it makes cooperative language learning activities easier when used in language learning. Therefore, in this activity, the team of community service chose it to teach English at SMP PGRI 6 Surabaya in order to motivate the students to learn English.

The community service activity involves preparation, implementation and evaluation. It will be explained as follows:

Preparation phase

The method that was applied in this community service activity was workshop with the following description:

a. Coordinating with school principals and teachers regarding the implementation of workshop on the use of technology-based English learning application media, namely Jamboard, at SMP PGRI 6 Surabaya. In this activity the team explained the aims and objectives of the workshop so that they

agreed and provided suggestions regarding the workshop activity and supported the progress of this activity until the end.

b. Inviting all target partners (school principals, teachers (especially English teachers) and students at SMP PGRI 6 Surabaya in the workshop regarding technology-based English learning using the Jamboard application.

c. Collecting data on workshop needs in technology-based English language learning was carried out through questionnaires to analyze the needs of teachers and students regarding English language learning. The team distributed the questionnaire via Google Form to teachers and students. The results of filling out the questionnaire were analyzed and concluded so that the team was able to find out the workshop needs in learning English before carrying out webinar activities and find out the level of motivation of students in learning English.

d. Giving a pre-test before the core learning activities of the workshop was carried out with the aim of knowing the level of knowledge of teachers and students regarding English language learning before it was taught.

The time and place for this community service activity program was held at SMP PGRI 6 Surabaya and carried out for 1 year with the target participants being students in grades 7, 8 and 9 at the school who were randomly selected with a total of 30 participants.

Implementation Phase

The implementation of English language learning workshop using the Jamboard application media was carried out with a meeting duration of 100 minutes (theory, simulation and discussion) plus 20 minutes which included opening, prayer and ice breaking. This activity is explained in detail as follows:

a. Before starting workshop activities, participants filled out the attendance list. After that, the community service team opened the event and led prayers before the event started.

b. Team of community service activities led the chants at the workshop. At the first meeting, chants were taught as an icebreaker for teachers and students so they did not take themselves too seriously and relax.

c. The team provided technology-based English learning materials through the Jamboard learning application media. After the presentation of the material, it continued with simulations and discussions.

d. The team also gave teachers and students assignments to create Jamboard designs so that they could independently or in groups to produce work using Jamboards. Assignments for teachers were carried out individually, assignments for students were carried out in groups.

e. The team provided an evaluation to the participants in the form of a post-test to determine whether there was an increase in the participants' knowledge about offline English learning after presenting the material and giving assignments. The teacher also provided further information regarding learning assistance activities at the next meeting.

f. Once finished, the event closes.

g. Activity reports were reported to the school principal

Evaluation Phase

Monitoring and evaluation of activities was carried out by:

a. Monitoring participation, attendance and activeness of participants during workshop and mentoring activities. Attendance evaluation can be seen from the presence of students at each meeting or face-to-face meeting, while participant activity can be seen from the results of direct observation of participant interactions.

b. Increasing student learning motivation. In this case, it would be known whether the level of students' learning motivation has increased or not from the results of observations and interviews regarding English learning knowledge using the Jamboard application media.

c. Increasing teachers' mastery of English language learning technology. In this case, it would be known whether the teacher's level of mastery of English learning technology using Jamboard has increased or not from the results of observations and interviews.

The final evaluation results are expected by teachers and students who really understand the use of the Jamboard application media will teach teachers or other students so that a pattern of independence and automatic routine is formed in offline learning assistance activities with a variety of methods and other applications which are held once a month and not only in English subjects but will later expand to other subjects.

HASIL DAN PEMBAHASAN

The results that have been achieved in implementing community service included:

1. Students' motivation in learning English was increased

According to the interview data involving five questions taken from recording, it can be obtained that after asking the first question, "Do you have any passions and desires to succeed in English after using Jamboard application?", all students answered "Yes, I do". It means that they have passions and desires to succeed in English after using Jamboard application. After asking the second question, "Do you have an encouragement and a need to learn English using Jamboard application?", all students answered "Yes, I do". It means that they have an encouragement and a need to learn English using Jamboard application. After asking the third question, "Do you have any hopes and aspirations in the future to learn English using Jamboard application?", all students answered "Yes, I do". It means that they have hopes and aspirations in the future to learn English using Jamboard application. Even most of them stated that they hope they could master English well and this media could be routinely used. After asking the fourth question, "Do you think using Jamboard application to learn English vocabulary is an interesting learning activity?", all students answered "Yes, I do". It means that they think that using Jamboard application to learn English vocabulary is an interesting learning activity and they were happy to carry out this activity. After asking the fifth question, "Do you think using Jamboard application can create a conducive learning environment?", all students answered "Yes, I do". It means that they think that using Jamboard application can create a conducive learning environment. It could be made a summary that all of them were motivated to learn English vocabulary using Jamboard application.

2. Technology mastery of students and teachers at SMP PGRI 6 Surabaya was increased

After collecting the questionnaire on workshop needs in technology-based English language learning and it was obtained that the students, the teachers and the principal stated that they really needed the workshop, the team carried out the workshop about using Jamboard in teaching English on 27 July 2023 at 09.00-end. In the workshop, team observed that the technology mastery of students and teachers at SMP PGRI 6 Surabaya was increased, from low-high. At the beginning, the students and the teachers looked very confused and did not know how to implement Jamboard application, even they did not know about this application. After they were taught how to implement Jamboard, they were easy to implement it and wrote about a short message to their friend in the Jamboard. It could be seen in the figure below:

Figure 6. Students and Teachers applied Jamboard application

Figure 6 indicated the Jamboard application filled in by the students and teachers about a short message to friend. Therefore, it was obtained from the observation that the students and teachers were enthusiastic in implementing Jamboard application and it was not difficult for them to implement it. They could follow the workshop from the beginning until the end.

After the community service activity with the title "Using Jamboard in Teaching English to Increase Student Motivation at SMP PGRI 6 Surabaya" was carried out, the next step was to monitor and evaluate the progress of English learning using the Jamboard application. This monitoring and evaluation was based on observations of whether or not the 30 students and teachers of SMP PGRI 6 Surabaya have increased their mastery of technology and whether students' motivation in learning English has also increased. Until now, monitoring and evaluation is still carried out on students and teachers at SMP PGRI 6 Surabaya when learning English. If necessary, English language learning assistance using the Jamboard application will be carried out again to improve the quality of education

for students and teachers at the school.

SIMPULAN

The results of this community service activity were that using the Jamboard application can increase the junior high school students' motivation in learning English and technology mastery. The next community service activity in terms of helping improve technology-based English language learning is by providing assistance with technology-based English language workshop using other applications so that it is varied which of course can be beneficial for junior high school students and teachers so that students' motivation also continues to increase.

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