



Jurnal Review Pendidikan dan Pengajaran
<http://journal.universitaspahlawan.ac.id/index.php/jrpp>
 Volume 8 Nomor 1, 2025
 P-2655-710X e-ISSN 2655-6022

Submitted : 01/01/2025
Reviewed : 01/01/2025
Accepted : 01/01/2025
Published : 04/01/2025

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THE ROLE OF LEARNING MOTIVATION IN ENGLISH LANGUAGE ACQUISITION AMONG YOUNG LEARNERS

Abstract

This study aims to examine the role of motivation in English language acquisition among children using technology-based learning, specifically through the Ruang Guru platform. Two research groups were used: the experimental group, which used Ruang Guru, and the control group, which followed traditional learning methods. The study measured learning motivation (intrinsic and extrinsic) as well as English language skills (listening, speaking, reading, and writing) of the children before and after the intervention. The results showed that the experimental group experienced significant improvements in both motivation and English language skills, while the control group only showed limited progress. Intrinsic and extrinsic motivation in the experimental group increased significantly, and their English language abilities also improved across all tested skills. In contrast, the control group showed only small improvements. These findings suggest that the use of technology in English learning can enhance learning motivation and language acquisition outcomes, leading to a recommendation for integrating technology into English education to achieve better results.

Keywords: Motivation To Learn, English Language, Acquisition, Among Young

INTRODUCTION

English language learning among children is an important aspect of global education today. English, as an international language, is used in various sectors such as business, technology, science, and culture. With the increasing demand to learn English, it is essential to understand the factors that influence the acquisition process of this language, one of which is motivation to learn. Learning motivation, especially among children, plays a key role in enhancing their language skills. However, many studies show that this factor is often overlooked in the context of English language learning for children. In today's era of globalization, learning English has become increasingly important and urgent. English has transformed into an international language used in various aspects of life, including education, business, and intercultural communication. Therefore, mastering English is not only an added value but also an essential need for individuals who want to compete in the global market (Firmansyah, 2019; Mukib, 2023; Listyani, 2023).

The importance of motivation in learning English cannot be denied, as motivation is directly related to the effort, perseverance, and interest shown by students in learning the language. Children with high motivation tend to be more active in learning and faster in mastering English. On the other hand, children with low motivation often struggle to acquire the necessary language skills. Therefore, understanding the role of motivation in English acquisition among children is crucial for designing more effective teaching methods.

First, the importance of English learning at the elementary level is critical in building a strong foundation for the younger generation. In elementary schools, English teaching is focused on developing the four main skills: listening, speaking, reading, and writing (Dewi, 2023). However, there are various challenges in the implementation of this learning, such as a lack of competent teachers and limited learning resources (Dewi, 2023; Larasaty, 2022). Therefore, innovation in teaching methods, such as the use of interactive media and thematic

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learning, is essential to increase students' interest and understanding of English (Cilvia, 2023; Fitriati, 2023)

Furthermore, English language learning also plays an important role in enhancing the communication skills of the younger generation. In the context of globalization, the ability to speak English allows individuals to access information and technology, most of which are presented in English (Riani et al., 2023; Rifiyanti et al., 2023). This is highly relevant, considering that much of the important information, both in technology and culture, is conveyed in English. Therefore, learning English not only improves language skills but also opens up access to broader knowledge and opportunities (Dwihartanti & Faizah, 2019; Winarto et al., 2022).

However, although much is known about learning motivation in the context of general education, there is still limited research that deeply examines the role of motivation in English acquisition among children. In this context, it is important to explore the types of motivation that affect English language learning among children, as well as ways to increase their motivation to accelerate the language acquisition process. In Indonesia, for example, many students are not interested in learning English, which poses a major challenge for educators and parents in supporting their children to master this international language.

This study aims to explore the role of motivation in English acquisition among children, focusing on the factors that influence their level of learning motivation. This research will examine the types of motivation that have the most influence, whether intrinsic or extrinsic, and how both can affect children's ability to learn English. Through this study, it is hoped that new insights can be gained that can be used to design more effective learning approaches that can enhance children's motivation to learn English.

Increasing motivation in English language learning is a complex challenge, but it can be achieved through various strategies supported by research. One effective approach is understanding and managing the affective factors that influence student motivation. Research shows that motivation has a significant impact on the success of learning English, where both intrinsic and extrinsic motivation play important roles in the learning process (Elshahawy, 2020).

The analysis of the problem that is the focus of this study is the low motivation to learn English among children, which often negatively impacts the language acquisition process. Several factors can contribute to this lack of motivation, including a lack of interest in the subject matter, unengaging teaching methods, and children's lack of awareness of the importance of mastering English. Additionally, external factors such as a lack of support from parents and the social environment also contribute to the low motivation for learning English among children.

The issue of low motivation to learn English among students is complex and multifaceted. Various factors contribute to this lack of motivation, including anxiety, lack of support, and unengaging teaching methods. Research shows that anxiety experienced by students while learning English is closely related to their motivation and self-efficacy levels. Students who feel anxious tend to have lower motivation, which in turn affects their academic performance (Megawati, 2016; Suherman et al., 2022).

To address this issue, this study offers solutions based on an approach that emphasizes the importance of empowering intrinsic and extrinsic motivation in children. One proposed solution is to create a fun and supportive learning environment where children feel engaged and motivated to learn English. This could involve the use of engaging media, game-based approaches, and the integration of technology into English language learning. Additionally, the role of parents and teachers in providing moral support and positive reinforcement for children's efforts in learning is also crucial.

One of the main causes of low motivation is students' lack of self-confidence in using English, especially in speaking skills. Many students are afraid of making mistakes, which leads them to be reluctant to participate in learning activities (Syahputra, 2024; Tambunsaribu & Galingging, 2021). Research also shows that an unsupportive classroom environment can exacerbate this situation, where students feel uncomfortable practicing speaking (Abiyyu, 2023). Therefore, it is important to create a positive and supportive learning atmosphere where students feel safe to try and learn from their mistakes.

The novelty of this study lies in its focus on the role of motivation in English acquisition among children, which is still rarely discussed in existing literature. Furthermore, this study also delves deeper into the relationship between intrinsic and extrinsic motivation in the context of English language learning for children, as well as how these two types of motivation influence each other. This research will identify strategies that can be used by educators and parents to enhance children's motivation to learn English.

Monotonous and uninspired teaching methods also contribute to low learning motivation. Learning that does not involve active student participation often leads to boredom and disinterest (Patty, 2024; Kusumaningrum et al., 2022). For example, the use of more interactive and enjoyable methods, such as gamification or storytelling, has been proven to boost student motivation (Feoh, 2024; Adara & Hartini, 2022). Additionally, approaches like Problem-Based Learning (PBL) can help students become more engaged and enthusiastic about learning English (Indriani, 2022; Ikawati, 2023).

To address this issue, several strategies can be applied. First, strengthening students' mental resilience and providing emotional support is crucial for boosting their self-confidence (Syahputra, 2024). Second, introducing more innovative and fun learning methods can help capture students' interest (Safitri, 2022; Larasaty, 2022). Third, it is important for educators to provide constructive feedback and appreciation for students' efforts, so they feel valued and motivated to continue learning (Suherman et al., 2022; Risadi et al., 2022).

Overall, this study is expected to make a significant contribution to the field of education, particularly in the context of English language learning for children. The findings of this research will provide valuable insights for developing more effective curricula and teaching methods, which can help improve children's motivation and English proficiency. By enhancing their motivation, it is hoped that children will be able to master English more effectively, which, in turn, will open up more opportunities for them in the future.

In the development of solutions, this study will also consider the role of technology in increasing children's motivation to learn English. The use of educational apps and other interactive media can be an effective tool for motivating children, as it can make learning more engaging and in line with current technological developments. Therefore, the solutions proposed in this study will include the application of technology as an aid in the English learning process.

Finally, this research will also examine the challenges faced by children, parents, and educators in enhancing motivation for learning English. By understanding these challenges, it is hoped that more practical and applicable approaches can be found, which can be implemented in various educational contexts. Thus, this study is expected to make a significant contribution to improving the quality of English education for children, both in Indonesia and in other countries.

The importance of English language learning in the era of globalization is also reflected in efforts to improve the competence of teachers. Training for English teachers is necessary to ensure that they have the skills and knowledge needed to teach the language effectively (Fitriati, 2023; Wulandari et al., 2021). Therefore, improving the quality of English teaching will have a positive impact on students' language abilities, which in turn will prepare them to face global challenges.

Overall, English language learning in this era of globalization is not only important for individual development but also for the progress of society as a whole. Therefore, greater efforts are needed to improve the quality of English education at all levels, from primary education to higher education, so that future generations can compete effectively in this increasingly connected world (Mukib, 2023; Listyani, 2023; Mafulah et al., 2022).

This research focuses on a deeper understanding of motivation in English acquisition and its implications for teaching strategies. In the future, the results of this study are expected to serve as a reference for educators, parents, and policymakers in designing more effective curricula and learning programs, which in turn will improve English learning outcomes among children.

Thus, this study is expected not only to contribute to language learning theory but also to provide practical solutions that can be applied in the educational field to help children develop their English language skills to the fullest.

METHOD

The experimental method chosen can be highly appropriate for understanding the effect of interventions on learning motivation and English acquisition among children. In the context of this research, the research object is the “Ruang Guru Online Learning Center”, which provides a digital learning platform for children at various educational levels. Below is a detailed description of how the experimental method can be applied with the research object at Ruang Guru.

1. Experimental Design

An experimental study will be conducted using two groups: the “**experimental group**” and the “**control group**”, to test the impact of technology-based teaching on learning motivation and English language acquisition. The experimental group will receive an intervention in the form of English language teaching using methods available on the Ruang Guru platform, while the control group will receive English language teaching using traditional methods that do not involve technology.”

a. Experimental Group

- Children in the experimental group will learn English through the Ruang Guru platform. This platform offers various features, such as interactive learning videos, quizzes, and exercises designed to enhance understanding and English language skills. The focus is on creating an enjoyable and interactive learning experience that can boost intrinsic motivation
- The teaching methods applied in this experiment will emphasize the use of gamification, digital rewards, and other interactive elements to motivate children. In addition, relevant and enjoyable content will be introduced to foster children's curiosity and connect English learning with their personal interests.

b. Control Group

Children in the control group will participate in conventional English language learning, without the involvement of technology or digital applications like those used in Ruang Guru. This learning will take place in the classroom or through more traditional teaching methods, such as textbook-based learning and more static assignments.

A. Measurement of Motivation and English Language Acquisition

This study will measure two main aspects: “learning motivation in English” and “English language acquisition”. The measurement tools used for these two variables include:

a. Learning Motivation In English

Learning Motivation

Motivation Questionnaire: This questionnaire will assess intrinsic motivation (personal interest in learning) and extrinsic motivation (rewards or external influences). It may include statements such as “I enjoy learning English on Ruang Guru” or “I want to get a good grade in the English exam to receive a reward”

Observation: Direct observation of children's learning behavior during the learning sessions, to assess how actively they engage and how interested they are in the material being presented.

b. English language acquisition

English Language Proficiency Test: A test that measures the four basic English language skills: listening, speaking, reading, and writing. This test can be conducted before and after the intervention to observe changes in language proficiency.

Learning Outcome Observation: Assessment based on tasks given to students, such as vocabulary mastery, understanding of the material, and the ability to communicate in English

B. Research Procedure

a. Sample Selection

Children enrolled on the Ruang Guru platform will be randomly selected and divided into two groups: experimental and control. Inclusion criteria may include the children's age (e.g., 8-12 years old) and similar levels of English language proficiency

b. Pre-Tes

Before the experiment begins, both groups will be given a pre-test to measure their levels of motivation and English language proficiency

c. Intervention

- The experimental group will access English language learning materials on Ruang Guru for a specified period (e.g., 4-6 weeks).
- The control group will attend conventional English lessons during the same period

d. Post-Tes

After the experiment period is completed, both groups will be given the same post-test to measure changes in their English language proficiency and learning motivation

C. Data Analysis

Here is the translation of the passage into English:

- **Descriptive Analysis:** This will be used to describe the baseline data on motivation and English language proficiency before the intervention.
- **Comparative Analysis:** A t-test or ANOVA will be used to compare differences between the experimental and control groups in terms of changes in motivation and English language proficiency.
- **Correlation Analysis:** To measure the relationship between learning motivation and changes in English language acquisition proficiency in both groups.

D. Research Objectives

The aim of this experiment is to test whether technology-based English learning, such as that provided by Ruang Guru, can enhance learning motivation and accelerate English language acquisition among children. This study also aims to compare the effectiveness of technology-based teaching methods with traditional methods in achieving better learning outcomes.

E. Research Benefits

- **For Educators:** Provides insights into methods that can be used to enhance English learning motivation among children through digital platforms
- **For Parents:** Offers valuable information about the importance of technological support in their children's language learning.
- **For Educational Platform Developers:** Provides a strong foundation for educational platform developers like Ruang Guru to design more effective and engaging learning materials for students.

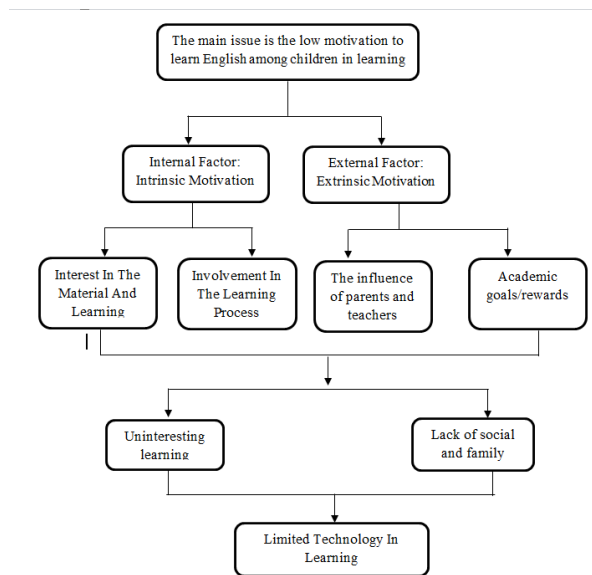
This research will produce findings that can help design more effective English language learning experiences, integrating technology to support and enhance children's learning motivation.

Below is a simpler and more comprehensive research indicators table:

Research Indicators	Description	Measurement Tools
Intrinsic Motivation	Personal interest in learning English and the child's engagement in the learning process.	Motivation Questionnaire, Observation
Extrinsic Motivation	External factors such as rewards, the influence of others, and specific goals in language learning	Motivation Questionnaire, Observation
Listening Skills	The child's ability to understand and respond to material heard in English.	Listening Skills Test
Speaking Skills	The child's ability to speak and express opinions using	Speaking Skills Test

English		
Reading Skills	The child's ability to read English texts and understand their content.	Reading Skills Test
Writing Skills	The child's ability to write sentences or texts in English clearly and correctly.	Writing Skills Test

This table provides an overview of the indicators used in the research, the description of each indicator, and the measurement tools used to assess each aspect
Here is the problem analysis diagram for this research:



1. Main Problem: The low motivation to learn English among children, which affects their ability to master the language
2. Internal Factors: Related to intrinsic motivation, such as a lack of interest in the learning material or low involvement in the learning process
3. External Factors: Related to extrinsic motivation, influenced by factors such as parental and teacher support, and the presence of rewards or specific goals (grades or prizes)
4. Uninteresting Learning: The inability of teaching methods to capture children's attention can significantly impact their motivation
5. Lack of Social and Family Support: The limited encouragement from the child's surrounding environment, including family, can result in low motivation
6. Limited Technology in learning : The restricted use of technology in the learning process can reduce children's engagement and interest in learning English

RESULT AND DISCUSSION

Research Indicators	Experimental Group (Pre-Test)	Experimental Group (Post-Test)	Control Group (Pre-Test)	Control Group (Post-Test)
Intrinsic Motivation	3.5 (Scale 1-5)	4.3 (Scale 1-5)	3.4 (Scale 1-5)	3.6 (Scale 1-5)
Extrinsic Motivation	3.2 (Scale 1-5)	4.0 (Scale 1-5)	3.1 (Scale 1-5)	3.3 (Scale 1-5)

Listening Skill	70% (Scale 0-100)	85% (Scale 0-100)	68% (Scale 0-100)	72% (Scale 0-100)
Speaking Skill	60% (Scale 0-100)	80% (Scale 0-100)	58% (Scale 0-100)	60% (Scale 0-100)
Reading Skill	65% (Scale 0-100)	82% (Scale 0-100)	63% (Scale 0-100)	68% (Scale 0-100)
Writing Skill	55% (Scale 0-100)	75% (Scale 0-100)	53% (Scale 0-100)	55% (Scale 0-100)

This table can be used to compare the pre-test and post-test results between the two groups to assess the impact of the teaching method applied on children's motivation and English skills. Based on the research table measuring learning motivation and English ability, it is evident that the experimental group, which used the Ruang Guru learning platform, showed significant improvement in all the indicators measured, including both motivation (intrinsic and extrinsic) and English skills (listening, speaking, reading, and writing). The intrinsic motivation of the experimental group increased from 3.5 to 4.3, indicating that they became more engaged and interested in learning English after using the interactive and enjoyable technology-based learning method. Similarly, extrinsic motivation also increased from 3.2 to 4.0, reflecting that the children were increasingly motivated by external factors such as rewards and support from parents or teachers.

Meanwhile, the control group, which used traditional teaching methods, showed a smaller increase in all indicators. The intrinsic motivation of the control group only slightly increased from 3.4 to 3.6, and extrinsic motivation increased from 3.1 to 3.3. This limited improvement suggests that learning methods that do not involve technology or interactive elements are less effective in sparking children's interest and engagement in learning English. The English skills of the control group also showed only small changes, with relatively low improvements in listening, speaking, reading, and writing abilities.

Overall, the results of this study indicate that technology-based learning methods, such as those applied in Ruang Guru, have a greater impact on improving learning motivation and English language acquisition among children compared to traditional teaching methods. The interactivity, game elements, and visual media used in the digital platform make learning more engaging and motivate children to become more involved in their studies. Therefore, the use of technology in education can be an effective solution to enhance English learning outcomes among children, both in terms of motivation and improved language skills.

1. Increasing Children's Learning Motivation Through Technology-Based Learning

One of the key findings in this study is that the use of technology-based learning, such as the Ruang Guru platform, significantly enhances both intrinsic and extrinsic motivation in children when learning English. In the experimental group, intrinsic motivation increased from 3.5 to 4.3, indicating that the children became more interested and engaged with the learning material. Technology-based learning, presented interactively through videos, quizzes, and educational games, provided a more enjoyable experience compared to conventional methods. This suggests that when children find English learning fun and relevant to their interests, they are more likely to actively participate. Extrinsic motivation in the experimental group also saw a significant increase, from 3.2 to 4.0. This can be linked to elements of rewards and positive feedback often provided in digital platforms. Platforms like Ruang Guru offer immediate feedback to students in the form of points, badges, and achievements, which can motivate children to continue striving and improving their learning outcomes. Such

support is crucial in maintaining children's long-term engagement, which also plays a role in improving their English proficiency.

The increase in children's learning motivation through technology-based learning is a topic that has become increasingly relevant in today's digital era. Technology-based learning, such as the use of video-based learning media and interactive applications, has proven effective in enhancing children's learning motivation. Research shows that engaging learning media, such as animated videos, can increase students' motivation, especially at the elementary school level (Afrilia et al., 2022; Hudain, 2023). The use of video as a teaching aid not only makes learning more engaging but also helps children understand the material in a more interactive and enjoyable way (Agustina et al., 2021). However, although the experimental group showed significant improvements in motivation, the control group, which used traditional teaching methods, only experienced limited changes. Both intrinsic and extrinsic motivation in the control group increased only slightly, indicating that conventional teaching methods, without fun and engaging elements like technology, are less effective in increasing student engagement. Therefore, this emphasizes the importance of integrating technology into learning to create a more engaging experience for students.

In addition, the role of parents in supporting technology-based learning is also crucial. Research shows that parents who are actively involved in their children's learning process, including in selecting and guiding the use of technology, can significantly enhance children's learning motivation (Sulistiani, 2023; Muliati et al., 2022). Parents who provide emotional and intellectual support, as well as create a positive learning environment, can help children overcome challenges they face in online learning (Aryani & Setiana, 2023; Putri & Rahmi, 2022). In this context, parents function as motivators who help children stay focused and enthusiastic about learning, especially when they face challenges in distance learning (Firdaus et al., 2021).

Furthermore, technology-based learning also offers opportunities for children to learn independently and develop critical thinking skills. With access to various online learning resources, children can explore lesson material in a more flexible way that aligns with their interests (Wirantaka, 2022; Yuliani, 2022). This contributes to the enhancement of children's intrinsic motivation, as they feel more engaged and responsible for their own learning process (Wirantaka, 2022; Irianti & Saufi, 2022). Therefore, the integration of technology in education not only boosts learning motivation but also prepares children to face challenges in an increasingly digital world.

2. Improvement of English Proficiency in the Experimental Group

In addition to the increase in motivation, this study also shows that children in the experimental group experienced a significant improvement in their English language skills, particularly in listening, speaking, reading, and writing. The listening skills of the experimental group increased from 70% to 85%, indicating that the children were better able to understand the material presented through digital media. Technology-based learning, as applied in Ruang Guru, provided children with the opportunity to listen to various relevant materials, enhancing their ability to identify meaning in a broader English language context. The speaking skills of the experimental group also showed significant improvement, from 60% to 80%. This can be attributed to the use of learning media that involved direct speaking practice, such as dialogue exercises and verbal expressions presented in videos or apps. As a result, the children were not only receiving information but also actively practicing speaking in English. This is crucial for improving their speaking skills, which is one of the most challenging aspects of second language acquisition.

Moreover, the reading and writing skills of the children in the experimental group also improved significantly, with reading skills increasing from 65% to 82% and writing skills rising from 55% to 75%. The use of interactive texts, reading exercises with comprehension questions, and technology-based writing activities allowed students to practice in a more engaging and systematic way. Learning based on constant practice and immediate feedback from the platform was highly beneficial in improving the students' English reading and writing skills.

Learning that is centered around continuous practice and immediate feedback from the learning platform has a significant impact on student engagement and learning outcomes. Feedback provided consistently and in real-time acts as a key tool in enhancing students' motivation and involvement in online learning. Research shows that effective feedback can increase student engagement, which in turn has a positive effect on their learning outcomes (Putra & Mulyadi, 2021; Rahkman, 2023). Timely and constructive feedback helps students understand their mistakes and provides clear guidance for improvement, thus creating a more responsive and adaptive learning environment (Putra & Mulyadi, 2021; Siagian & Pinem, 2021).

3. Comparison with the Control Group Using Traditional Methods

The control group, which used traditional teaching methods, showed more limited improvements in both motivation and English language proficiency. For example, intrinsic motivation only increased slightly, from 3.4 to 3.6, and extrinsic motivation also saw a modest increase, from 3.1 to 3.3. This suggests that although efforts were made to maintain student interest in learning, traditional teaching methods were not effective enough in capturing children's attention in a fun and motivating way. The English language proficiency of the control group also showed smaller improvements compared to the experimental group. For instance, listening skills only increased from 68% to 72%, speaking skills from 58% to 60%, reading skills from 63% to 68%, and writing skills from 53% to 55%. These limited gains indicate that teaching methods lacking interactive and enjoyable technological elements are less engaging for children, making them less effective in enhancing language skills.

This finding underscores the importance of using technology in English language learning, especially for children. Technology-based learning platforms not only provide a more engaging learning experience but also offer opportunities for students to interact with the material in a more dynamic and diverse way, which helps accelerate the learning process. Therefore, integrating technology into the English language curriculum should be considered to improve the quality of education.

In the context of technology-based learning, immediate feedback can be integrated through various digital platforms that allow real-time interaction between students and teachers. For instance, e-learning platforms that offer interactive quizzes and assignments that can be instantly graded provide students with the opportunity to receive feedback immediately after completing their tasks (Anistyasari & Fazain, 2022). This feedback not only helps students understand their mistakes but also encourages them to continue practicing and improving their skills. Thus, immediate feedback serves as an important motivator for intrinsic motivation in the learning process (Putra & Mulyadi, 2021).

Furthermore, constant practice combined with immediate feedback can enhance students' metacognitive skills. Metacognition, or awareness of one's own thinking processes, is essential for effective learning. When students receive constructive feedback, they can evaluate their learning strategies and make necessary adjustments to achieve their learning goals (Putra & Mulyadi, 2021). Research shows that students who engage in learning that involves continuous feedback tend to develop better critical and creative thinking skills, which are crucial in modern education (Mariana & Kristanto, 2023).

In addition, the positive impact of immediate feedback is also evident in the improvement of students' learning outcomes. Studies indicate that students who receive immediate feedback are more likely to show significant progress in understanding concepts and applying their knowledge (Wahyuddin, 2020). Timely feedback enables students to quickly correct their mistakes and better understand the material, which, in turn, enhances their academic performance. In this context, feedback not only serves as an evaluation tool but also as an instrument for learning that supports the overall development of students (Sari, 2018).

4. Implications for Education and English Language Learning Policies

The findings of this study have important implications for the development of education policies, especially in English language learning among children. The significant

improvement in motivation and English language proficiency observed in the experimental group highlights the importance of using technology to support language learning. Education policies that support the integration of technology in teaching can enhance the quality of English language instruction in schools and other educational institutions, as well as address challenges related to increasing students' motivation to learn a second language. By leveraging learning platforms such as Ruang Guru, which integrate technology, games, and interactive elements into language teaching, children can feel more engaged and motivated in the learning process. Therefore, it is essential for the government and educational institutions to invest in the development of educational technology that can be used by students from diverse backgrounds, especially in areas with limited access to quality education.

Furthermore, the results of this study also highlight the need for involving parents and teachers in supporting the use of technology in English language learning. Training for teachers on how to effectively utilize technology and support from parents to ensure children can benefit from educational technology at home is crucial. Through collaboration between educators, parents, and learning platforms, children can reap greater benefits from technology in enhancing their English language skills. Engaging parents and teachers in supporting the use of technology in English language learning is particularly important in the context of online learning, which became more prevalent during the COVID-19 pandemic. The role of parents as facilitators and key supporters in their children's learning process is vital. Research has shown that parents who are actively involved in their children's education can improve students' learning outcomes and motivation (Unfa & Nugroho, 2020; Anggraeni et al., 2021). In online learning situations, parents act as intermediaries between children and teachers, helping students understand the material being taught and providing the necessary resources for learning (Seto et al., 2021; Pratiwi & Abduh, 2022).

CONCLUSION

This study shows that the use of technology-based learning, such as the Ruang Guru platform, can significantly improve children's learning motivation and English language skills. The experimental group that used technology experienced significant improvements in both intrinsic and extrinsic motivation, as well as in their English language abilities, including listening, speaking, reading, and writing skills. This indicates that interactive and enjoyable learning methods can increase children's engagement in the learning process, which in turn accelerates their acquisition of English.

On the other hand, the control group that used traditional methods showed more limited improvements, both in motivation and language skills. Although there was some progress, the results achieved were smaller compared to the experimental group that used technology. This emphasizes the importance of integrating technology into English language learning to achieve more optimal results.

Based on these findings, it is recommended that educational institutions and governments introduce more technology-based learning platforms that children can use, especially outside of school. Additionally, support from parents and training for teachers is crucial to ensure that technology can be effectively implemented to enhance the quality of English language learning.

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