

## AN ANALYSIS OF STUDENTS' MOTIVATION FOR USING ONLINE PLATFORMS IN ENGLISH LEARNING

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### ABSTRACT

*This research investigated students' motivation to learn English by a media of online platforms. The purpose is to find out the type of motivation they have, and the kinds of motivation in learning that they experienced. In the class of grade 7<sup>th</sup> at Islamic Junior High School Al-Fityah, Pekanbaru, Indonesia, the teaching and learning process used 3 online platforms. They are Kahoot, Quizizz, and Google Form. The method of the research was a descriptive qualitative method. The researchers used observation and interview as the instruments. The observation data was got from the samples of 2 classes (@25 people). The result of the observation showed that the samples had intrinsic motivation higher than extrinsic motivation. Meanwhile, From the interview, it showed that students' motivation to use online platforms to learn English promoted every part of ARCS that are Attention, Relevance, Confidence, and Satisfaction.*

**KEYWORDS:** EFL, students' motivation, English learning, online platform

### 1 INTRODUCTION

An online learning platform is a virtual setting that gives users access to educational resources and the means to interact with peers, teachers, and other learners at a distance. In general, a web-based service or application that makes interactions, transactions, or information exchange easier is referred to as an online platform. Social media sites, e-commerce websites, and teamwork tools are a few examples. It is a tool that fills in the knowledge gap between in-person instruction and course materials. Online learning environments provide a host of advantages, such as the ability to learn at your speed, enhanced technical, communication, and critical thinking abilities, reduced expenses, and superior time management capabilities.

Basori asserted (in Daher, 2020) that a variety of media are utilized as online learning platforms. This function has long been offered by several systems, including Microsoft Office, Google Classroom, Learning House, Edmodo, Teacher Room, Zenius, and Google Suite for Education. There are online learning platforms that offer time records, discussion boards, chat rooms, and grading, among other features. The future of education is in online learning platforms, which provide unmatched affordability, convenience, and flexibility in an increasingly busy and expensive world.

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Motivation is needed in learning because people who are not motivated cannot carry out learning activities. According to Wright & Brehm (2015), learning Motivation is a driving force or encouragement humans possess to do a job, namely learning. Based on some of the above definitions, motivation is a suggestion or encouragement that arises because it is given by someone to another person or from oneself. The urge intends to influence someone with actions that refer to achieving goals and rewards to get or achieve what he wants. From the explanation above, it can be concluded that online platforms in learning are all media-based virtual devices or social media tools used by teachers in the teaching and learning process in delivering learning materials to students and creating good interactions and interactions. On the other hand, Collins, M. A., & Amabile (2014) stated that "In learning activities, motivation can be said to be a driving force in students that causes learning activities to occur so that they can achieve the goals set in the lesson". Motivation is needed in Learning because people who are not motivated cannot carry out learning activities. In addition, Wright & Brehm (2015) proposed that learning Motivation is a driving force or encouragement humans possess to do a job, namely learning. Based on some of the above definitions, Motivation is a suggestion or encouragement that arises because it is given by someone to another person or from oneself. The urge intends to influence someone with actions that refer to achieving goals and rewards to get or achieve what he wants.

Learning a second language, or a foreign language, is a time-consuming and intricate process that requires students to study every facet of the new language, including its structure and culture (Brown, 2001). English speaking, listening, writing, and reading should all be mastered by the pupils. Students also require assistance because of how infrequently they utilize English. That is brought on by nervousness and a lack of confidence when speaking in English. In the context of digital learning, the relationship between online platforms and students' motivation is an important field of research. Numerous studies have demonstrated the beneficial effects of digital learning on student engagement and motivation, and research has repeatedly demonstrated that online platforms can have a tremendous impact on students' motivation.

The researcher anticipated learning more about how students are inspired to learn English using online platforms based on the aforementioned facts. Online media is one of the many learning variations that have emerged as a result of the times. Thus, the researcher is interested in finding out how students react to learning English through the use of current teaching strategies. As a result, this study is crucial to comprehending why kids use internet platforms.

On the other hand, studies have been conducted on the use of online learning environments, particularly for English language learning. Initially, "Investigating the Students' Motivation in Learning EFL through Zoom Cloud Meeting Platform" was gathered by A. Rahmat (2023). A descriptive qualitative research design was used for this study. The study's findings suggest that students' motivation for learning English as a foreign language using the Zoom Cloud Meeting platform ranges from moderately to extremely motivated. Additionally, it affects their motivation for a variety of reasons, such as the fact that the engagement is limited, and the materials are hard to understand. Moreover, Putu Subakthiasih and I Gusti Ayu Vina Widiadnya Putri did a study entitled "An Analysis of Students' Motivation in Studying English during Covid-19 Pandemic" (2020). This research examined the motivation of students—both intrinsic and extrinsic—to study English during the COVID-19 pandemic. This finding suggests that the students were more motivated to study English intrinsically than extrinsically. In conclusion, pupils' internal motivation was greater than their external motivation. Next, "Students

Motivation in Online English Learning" was the title of a study carried out in 2021 by Analyn Andhina Ika Sunardi in Indonesia. The research findings indicate that Yogyakarta students' learning motivation during the even semester falls into the odd category. As a result, 72 pupils out of 128 students fall into the moderate group, and the satisfaction aspect is 28% based on the motivational presentation score that has the greatest ARSC component. It is anticipated that this study will assess different stakeholders engaged in university-based online learning arrangements in order to facilitate implementation.

Students' motivation could be an intrinsic and extrinsic factor. In general, external motivation takes the form of praise and acknowledgement for well-done work. This could take the shape of continuing scholarship funding or making a positive impression at home and in the classroom while attending college. One of the main determinants of a student's extrinsic goal orientation is their grade. Intrinsic, on the other hand, usually refers to an innate curiosity about a subject. Vansteenkiste, Simons, Lens, Soenens, Matos, & Lacante (2004) found that pupils who exhibited intrinsic motivation read more thoroughly, performed better academically, and were more persistent than those who showed extrinsic motivation.

Motivation to learn or to know something is known as learning motivation. Keller J. (2016) developed the ARCS (Attention, Relevance, Confidence, and Satisfaction) theory, a paradigm that assesses motivation for learning. A student's mindset that nurtures and focuses their energy toward learning in various ways is known as learning motivation. Knowing what motivates people is a key component in determining their success. In addition, students will be more motivated if they receive positive reinforcement for their achievements in the classroom, such as varied learning activities and the use of learning media. This will help them gain a better understanding of their cognitive structures.

Further, an online learning platform is a website or portal that offers students access to a single location for instructional materials and resources. It provides resources, lectures, and chances for students to communicate with one another. These platforms can be free to use for anybody who wants to learn, or they can be restricted by subscription. Online learning environments provide a range of self-paced courses on many subjects. They may include recorded lessons that students can finish on their own or in-person classes that start at predetermined times. Online learning platforms can be used for e-learning or digital learning in businesses, among other forms of education and training.

An online platform is a digital area that offers resources and instruments to link visitors to certain content, services, or endeavours. Islamic Junior High School Al-Fityah uses a variety of online learning tools, particularly for English language instruction, material explanations, activities, and even tests. The following are a few online resources that SMPIT Al-Fityah used to learn English: Google Form, Quizizz, and Kahoot. This research is aimed at finding out the students' motivation by using online platforms in learning English.

## **2 METHODOLOGY**

This research is descriptive qualitative research. Descriptive Research is a subjective point of view to explain the who, what, and where of events or experiences. It is known as qualitative descriptive research. It is an adaptable, exploratory method of qualitative research that aims to comprehend phenomena by analyzing their traits and

attributes. Creswell (2012) stated that the researcher would use a list of pre-established questions to interview individuals and undertake direct field observations to understand the main phenomenon. Usually, communication takes the form of words or text. The results of the analysis can be presented as a description.

To determine students' motivation for using online platforms, the researcher employed qualitative descriptive research as the design of this study, as previously explained. The 8th-grade students at Islamic Junior High School Al-Fityah Pekanbaru provided data for this study on their desire to use an online platform for English language learning through field observations, in-depth interviews, and documentation. Researchers conducted interviews and served as observers in this study. After doing an analysis, the data is presented descriptively. Before interviewing people, the researcher prepared a list of questions and conducted direct field observations to gain an understanding of the main phenomenon.

The eighth-grade students at Islamic Junior High School Al-Fityah Pekanbaru were the subjects of this study. It was intended to conduct this study in either January 2024 or December 2023. Because it was convenient for the researcher to conduct this research there, this location was selected. Following observations and the discovery of research issues at Islamic Junior High School Al-Fityah Pekanbaru, it was approved by the school.

Two groups that are thought to be distinct and that make use of online platforms will be added to the category or high achievement criterion in this study. Each class has twenty-five pupils, making a total of fifty students—twenty-five male and twenty-five females. To characterize the respondents' data generally, observations were made in two classrooms with a combined total of 50 students. Although in-depth information was gathered through interviews, data on respondents—a total of 10 students, five in each class was also collected.

Three instruments were used by the researchers to gather the data: interviews, questionnaires, and observations. Observation focuses on the environment and is intended to provide broad information on behaviors and activities. When a teacher uses instructional internet platforms to teach English in the classroom, the term is used to locate the students. In this study, the researcher watches while students participate in activities related to using the internet as a learning tool, particularly for English classes. Subsequently, the reactions of the students throughout the instructional and learning exercises. Additionally, the researcher employs a closed questionnaire with 18 statements, 9 of which are used to collect data regarding intrinsic motivation and 9 of which are used to collect data regarding extrinsic motivation.

**Table 1. Extrinsic Motivation Questions**

<b>Aspect</b>	<b>Indicator</b>	<b>Item</b>	<b>Total</b>
Extrinsic Motivation	The influence of assimilated values and needs	1,2,4,8	4
	The influence of other people	3,5, 6	3
	The influence of learning environment	7,9	2
<b>Total</b>			<b>9</b>

**Table 2. The Indicators of Intrinsic Motivation**

Aspect	Indicators	Item	Total
Intrinsic Motivation	Goals	1,2,8	3
	Interest	4,5,7	3
	Enthusiasm	3, 6,9	3
<b>Total</b>			9

However, the Likert scale is included in the questionnaire to determine the degree to which respondents agree or disagree with the classified items.

**Table 3. Likert Scale Rating**

Option	Score
Strongly Disagree	1
Disagree	2
Neutral	3
Agree	4
Strongly Agree	5

Furthermore, the information gathered from the surveys was examined by utilizing Microsoft Office Excel to determine the significance of every question. The five points on the Likert scale are used to gauge different student motivation levels for online English language instruction. The following parameters were taken into consideration when creating the agreement or disagreement scale for the questionnaire (Taherdoost, 2019).

**Table 4. Likert Scale Criteria**

Main Range	Criteria
3.68 – 5.00	High Degree
2.34 – 3.67	Moderate Degree
1.00 – 2.33	Low Degree

The final data-collecting technique employed in this research is an interview. It aimed at (1) it is used to elicit data that might not fully address the research questions because the questionnaire's restricted format prevented participants from going into further detail, and (2) accommodate unforeseen issues that arise from the diverse experiences of the students. This is consistent with case study research, where interviews are an effective research method (Cohen *et al.*, 2007, p. 349).

The researchers used a focus organization interview. To prevent misunderstandings about the study's purpose, the interview was conducted in both Indonesian and English, depending on the students who preferred to use that language. A list of interview questions is provided to address the research questions. According to Gay *et al.* (2014), interviews can be used to gather detailed information about participants' experiences and feelings by probing and analyzing their answers.

**Table 5. The Interview Questions list**

No	Indicators	Questions
1	Attention/Intrinsic	1. How do you motivate yourself when using online platforms in English learning?
2	Relevance	2. How was your learning achievement when using online platforms in English learning?
3	Confidence/Extrinsic	3. What is your motivation to learn while using online platforms?
4	Satisfaction	4. What is your opinion about English learning using an online platform? 5. What is your opinion about the implementation of online platforms during English learning?

### 3 RESULT AND DISCUSSION

#### A. Result

##### 1. *Types of Students' Motivation*

In this part, the researchers intend to analyze the motivation of the students in using online platforms for learning English. The data were gathered by observation, closed questionnaires, and interviews in the purpose of analyzing four key areas of student motivation: relevance, contentment, attentiveness, and confidence. In addition, there are two categories of student motivation for learning: extrinsic motivation and intrinsic motivation. This information was gathered through students' interviews that were conducted after class. Then, researchers did the observation and spread the questionnaires completed while the students were in the classroom. The online platforms that the students used for their English learning were Google Forms, Quizizz, and Kahoot. All eighth graders at Islamic Junior High School AL-Fityah Pekanbaru already have the means to use the internet platform for learning English—a tablet or a smartphone.

The researchers did four times of observations that yielded data on the different motivations that students have for using online platforms. The eighth grade at Islamic Junior High School AL-Fityah Pekanbaru consists of two classes, each of which the researcher came into twice. Based on the observation list, the researcher separated some actions into categories for intrinsic and extrinsic motivation in English language learning.

Eleven (11) activities showing students' motivation on an online platform were seen in the first observation; four (4) of these activities involved extrinsic motivation and seven (7) activities involved intrinsic motivation. Nine (9) actions involving students' motivation were identified in the second observation; four of these activities included extrinsic motivation and five involved intrinsic motivation. There are eleven activities involving student motivation on the third observation, specifically four activities showing extrinsic motivation and seven activities showing intrinsic motivation. Nine activities involving students' motivation were present in the most recent observation; four of these activities involved extrinsic motivation and five involved intrinsic motivation. The following are the findings of an analysis of eighth-grade students' motivation to learn English as a foreign language in the English classroom at Islamic Junior High School AL-Fityah Pekanbaru:

**Table 6. Types of Students' Motivation**

No	Types of Student Motivation	Total	Percentage
1	Intrinsic	12	60
2	Extrinsic	8	40
	Total	20	100

The motivational types that the students have during observation of the English learning process are categorized in the above table. With a mean score of 4.84 on the objective indicator and a mean score of 4.28 on the enthusiasm indicator, students exhibited the highest levels of intrinsic motivation. However, a moderate level of interest—a score of 4.53—is included in the overall mean score of intrinsic motivation of students learning English in the eighth grade at Islamic Junior High School Al-Fityah Pekanbaru.

With a mean score of 4.15 on the influence of the student's vision and an average score of 3.92 on the influence of the learning environment, students exhibited the highest level of extrinsic motivation. However, the eighth-grade students at Islamic Junior High School Al-Fityah Pekanbaru have a high level of motivation with a mean score of 4.09 for extrinsic motivation when learning English through an online platform.

The evidence presented above indicates that students have a high level of intrinsic and extrinsic motivation for studying English. Furthermore, based on the Mean of the statistics, the intrinsic one is more prevalent. Thus, based on the average score for both intrinsic and extrinsic motivation, it can be inferred that eighth-grade students at Islamic Junior High School Al-Fityah Pekanbaru have a high degree of motivation when learning through an online platform.

## **2. Students' Motivation in Using Online Platforms**

The data was taken from interviewing some students. Outside of the classroom, the researcher conducted the interviews with the students. The students not only cited one reason when the interview was being done but also mentioned more than one explanation. The majority of them provided similar explanations for why they were motivated to use the platform while studying English. The degree to which they take their studies seriously, their sincerity, and their capacity to overcome educational barriers are some indicators of motivation in the classroom. A student's mindset that nurtures and focuses their energy toward learning in various ways is known as learning motivation. The study observed that numerous causes could be studied based on the ARCS theory proposed by Keller J.M (2016) is a model that analyzes learning motivation. Attention, Relevance, Confidence, and Satisfaction are known as ARCS. However, the following is the student's statement from the interview:

### **a) Attention**

Attention is the first model used to examine pupils' motivation. It is focused on passion and curiosity, interest, boredom, and other related topics including perceiving sensations. It speaks to the focus and interest of the students. According to the interview results, ten (10) students gave this topic as their justification. They considered how they encourage themselves when learning English online. Most of them stated that using online resources for their English studies has greatly boosted

their motivation to study because they felt enjoy of resources like Google Forms, Kahoot, and Quizizz that are used in classrooms.

### **b) Relevance**

Relevance is the second model used to examine students' motivation. Relevance is the degree to which students believe that the requirements for their courses align with their objectives, suit their preferred methods of learning, and draw from personal experience. Huang (2006) asserted that goal orientation and motive matching are relevant factors in addition. To help students close the knowledge gap between the classroom and the outside world, the learning process should demonstrate the relevance of the material. Many students who were interviewed felt that using an online platform had the same impact on their learning outcome or value in English. According to the results, ten (10) students gave this reason in their interview responses.

### **c) Confidence**

Confidence is the third model used to analyze students' motivation. The goal of this component is to help students develop success expectations, which give them the power to direct their own learning. Furthermore, confidence has to do with how one's abilities and efforts are affected by favorable expectations for success, successful experiences, and a fondness for sensations rather than luck or challenges that are too simple or too complex. According to the results of the interviews, six (6) students said that the highly encouraging environment of the online platform helps to inspire them to study English.

### **d) Satisfaction**

Satisfaction is the last model used to examine the students' motivation. This brings in intrinsic and extrinsic positive results that support desired learning characteristics and inhibit undesirable ones. Further, Nasirzul (2020) mentioned that happiness occurs when the knowledge gained is useful in real-world situations. Satisfaction and motivation are directly correlated. The interview results showed that there are some reasons for this. According to the students, studying English online makes them feel more eager to learn. They also mentioned that using an online platform to deliver their material in class makes them feel even more motivated to learn. In general, students who are learning English would be more motivated to study.

## **B. Discussion**

The study's findings indicated that eighth-grade Islamic Junior High School Al-Fityah Pekanbaru students were making progress in their English language learning. This is the outcome of students using an online learning platform in the classroom; the data was gathered through in-class observations. Throughout the English learning process, the students had both extrinsic and intrinsic motivation in their classroom activities.

Thus, it can be inferred that the level of intrinsic motivation was higher if we compared it to the level of extrinsic motivation. This indicates a high level of intrinsic motivation among most students. With this kind of motivation, students want to accomplish their own goals and put in their best effort to learn English through online



platforms. They also feel happy about it. Students' internal motivation stems from their will to improve their English language proficiency, their use of break time to study the language, and their enthusiasm for learning the language. Students will put in their best effort when learning English for these reasons.

Based on the information gathered from the interviews, the researcher has concluded that students are more enthusiastic about learning English when they use an online platform in the classroom. In addition, students find that using online platforms increases their learning resources, and the majority of them appreciate how user-friendly the platform's design is. Most pupils receive the same education whether they use an online platform or not. However, some students find it simple to learn through online platforms, which raises their value in turn. Their motivation is to have priceless experiences through an action taken for its own sake. Students feel more engaged when they can use online platforms for their studies, though. According to the results on the use of online platforms for English language instruction, the majority of students believed that the use of these platforms made learning easier for them because they had visually appealing designs and made the process of learning more enjoyable.

#### 4 CONCLUSION

There were two different motivational styles among the students: extrinsic and intrinsic. The study's conclusions demonstrate that intrinsic motivation predominates when it comes to students' motivation for learning English online. The rationale stems from the fact that the overall intrinsic motivation score is 60%. It is evident that the highest percentage of activities is driven by intrinsic/integrative motivation. In addition, the questionnaire's final results revealed that students' overall mean intrinsic motivation was 4.15 high levels of motivation. A questionnaire that included interest, enthusiasm, and goal indicators was used to gauge intrinsic motivation. Additionally, a questionnaire that included indicators of the impact of other people, the learning environment, and students' vision was used to measure extrinsic motivation. The questionnaire's final results revealed that students' overall mean extrinsic motivation was 4.05 high levels of motivation. Based on the data collected from two eighth-grade classrooms at Islamic Junior High School Al-fityah Pekanbaru, it can be concluded that nearly all of the students have intrinsic motivation, which refers to learning behaviour that stems from the students' own free will and interests.

To measure motivation, the researchers in this study used four different student motivation models. When students first started learning English on an online platform, they were highly motivated because they and their teachers were prepared to use technology to access the online platform for study. Students' motivation in learning English is measured in every aspect of ARCS. When learning English online, all students are more eager to participate in the process.

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