

## STUDENTS' MOTIVATION TOWARD THE USE OF *GOOGLE CLASSROOM* IN LEARNING ENGLISH DURING *COVID-19 PANDEMIC* AT SMA N 1 SUKOHARJO

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### Abstract

Motivation is one of the essential parts of the learning process. Motivation can be interpreted as the students' desire to learn something because the higher motivation, the better students will be. The purpose of this study is to explore the level of student motivation toward the use of *Google classroom* in learning English during the *Covid-19 pandemic* at SMA N 1 Sukoharjo in the academic year 2020/2021. This study also finds out the dominant type, whether intrinsic or extrinsic motivation. This study uses descriptive qualitative, and the technique uses for collecting the data are questionnaires and interviews. The data were presented by using percentage, frequency, mean score, and standard deviation (S.D). The finding of this study showed that the mean score of intrinsic motivation (3.60) was higher than extrinsic motivation (3.43). The mean score of overall motivation is 3.51 was considered a moderate level of motivation. However, the majority of students learn English best because of their intrinsic motivation. Students are interested in learning English and love to take English classes. Students can do the assignments given by the teacher and want to master the English material taught by the teacher. To master English, students have to study hard and practice it in their daily life. So, teachers must be able to provide various teaching strategies to cope with both intrinsically motivated students and extrinsically motivated ones.

**Keywords:** Extrinsic, Intrinsic, Learning Motivation.

### Introduction

In Indonesia, teaching and learning process still uses traditional way, which is face to face. Traditional way of learning enables both the teacher and students to interact in the classroom, thus, the teacher can guide students in learning activities (Pustika, 2019). However, in early March 2020 the covid-19 pandemic was widespread in Indonesia. This pandemic gives the impact on educational policy in Indonesia. To overcome this pandemic all teaching and learning activities must be change into online, especially teaching and learning process (Putri & Sari, 2021). The Minister of Education and Culture, issued Circular number 4 of 2020 concerning the implementation of education in emergency Covid-19 pandemic, a study from home or E-learning was carried out to completing all curriculum achievements (Mandasari and Aminatun, 2019; Mandasari, 2020). E-learning is the way how to get an education through electronics (Suartama, 2014). In nowadays E-learning has become a popular tool for 21<sup>st</sup> century learners (Ayu, M. 2020). E-learning environment gives opportunities for students to learn a language and acquire knowledge independently, enrich real-life learning experiences (Sari & Wahyudin, 2019).

In the digital era, the use of technology can be an essential tool in order to master language learning since most of them are digital native (Oktaviani & Desiarti, 2017).

Aminatun & Oktaviani, (2019) Millennial students are expected to be able to use technology as one of the tools for learning that will help students in their life including their study. According to Mandasari (2020), utilizing technology in language learning can help the students in the learning process to improve student academic performance. The use of technology in the teaching and learning process is precisely for developing student ability (Mandasari, 2016; Aminatun and Oktaviani, 2019; Mandasari and Aminatun, 2019; Mandasari and Aminatun, 2020; Ambarwati and Mandasari, 2020; Mandasari and Wahyudin, 2021; Rahmania, A. H., & Mandasari, B., 2021). Not only the use of technology but also the teacher is the crucial instrument in order to build student motivation and interactive interaction (Sari, 2018) in the learning process. Teachers need to encourage their students to utilize technology for their studies and also students need to maximize their ability in the use of technology that might affect their English language achievement (Mandasari & Oktaviani, 2018). The use of technology can also boost students' ability and motivation (Oktaviani et. al., 2020). Therefore, teachers are expected to be able to choose the best strategy for teaching and be creative in selecting appropriate media for teaching in order to elevate students' learning motivation (Aminatun & Oktaviani, 2019).

In order to support and help students in learning in this pandemic, internet provides students authentic materials that might help them to study online (Sari, 2016). As teachers, materials are essential to assist students in obtaining information about certain topic and accommodate students' needs (Ayu & Indrawati, 2018). Internet can help the student to meet their learning needs and learning styles (Elango et al., 2008; Wahyudin & Rido, 2020). Since the covid-19 pandemic all of students in rural and urban areas learn and get knowledge through E-learning and E-learning is the best choice to help students access full-time education, (Sari & Oktaviani, 2021). There are many platforms or learning management system (Putri & Sari, 2020) that can be used by the students in online learning, such as Google classroom, moodle (sari, 2020), whatsapp (Sari & Putri, 2019), as a supporting learning tool. Not only that, there are social network sites such as Instagram (Sari & Wahyudin, 2019a; Sari & Wahyudin, 2019b), instant messengers (Sari & Putri, 2019), or vlog (Mandasari & Aminatun, 2019). Therefore, this study is trying to explore students' motivation, whether intrinsic or extrinsic motivation in learning English during the covid-19 pandemic especially using Google Classroom platform. The researchers wanted to know whether the students are still learning well or not even though it must be done online. From knowing students' motivation, the teachers can understand students better and the teachers will know the shortcomings of students in learning because motivation is one of essential parts of the learning process. Motivation can affect students' achievement in learning English. As stated by Ayu, Diem, & Vianty (2017), when teachers can place themselves as motivator in the classroom by providing the students with interactive activities, it is really helpful to facilitate and meet students' needs. Moreover, motivation can also affect students' independent learning skill. Mulyah et al. (2020) inferred that the learners' level of motivation is seen as the effect and be affected by their level of autonomy. While Assor et al. (2005) added that the higher motivation, the better students will be. Therefore, motivation is really crucial in students' learning process. Assor et al. (2005) added that the higher motivation, the better students will be.

According to Marshall (2010), motivation is a complex psychological process with many aspects: emotion, behavior, cognition, biological elements, and the decision-making process. Motivation is one of the essential elements in the learning process that influences students learning achievement. In order to make the whole learning process more successful, maintaining a high level of motivation can be the best way for the

successfulness. Students' motivation can be increased by providing interactive activities during teaching and process so it will improve their willingness to participate in the class (Ayu, 2018). It can be conducted by giving the project-based assignment, so they can collaborate with other students and share their ideas each other (Yuliansyah & Ayu, 2021; Apriyanti & Ayu, 2020). As we know, each student has a different level of motivation in learning, so the teachers have to find the best way and suitable environment in the teaching and learning process. Students or people need much motivation when they want to be better students or people, with high motivation expected to boost enthusiastic students' learning process. Not only that, motivation such a key when students want to do something in order to be a better person.

### **Types of motivation**

Based on Self-determination Theory (SDT), there are two types of motivation (Prihartanta, 2015) such as:

#### **Intrinsic Motivation**

Intrinsic motivation means that the students are intrinsically motivated and engage in every activity because of their intrinsic motivation, interest, joy, and excitement. From intrinsic motivation, students do something with emotions, much desire, and sincerity with no compulsion. According to Sincero (2012), many factors that are indicating intrinsic motivation. These factors such as curiosity, challenge, control, fantasy, competition, recognition, and cooperation. Aminatun et al. (2019) also stated that intrinsic factors such as students' motivation, interest, learning style, and intelligence might influence students' language skill performance.

#### **Extrinsic motivation**

In addition, extrinsic motivation is different from intrinsic motivation. Students with extrinsic motivation usually get encouragement from outside. It can be from parents, friends, or teachers. Extrinsic motivation is caused by outside factors such as the willingness to pass an exam, get high value, or financial reward, etc. Actually, extrinsic motivation has come from external aspects. According to Ghufroon & Risnawati (2010), People will be motivated extrinsically if people do something by choosing simple, straightforward tasks, routine and predictable, depending on others help using external criteria in determining success failure.

#### **Google Classroom**

*Google Classroom* is one of an application for education provided by Google Apps for Education (GAFE). This educational application was released on 12 August 2014. *Google Classroom* is an application that contains features for teaching and learning process. From this platform, the teachers can be distributing the material and assignment or task. After that, the students can access the material to study and do the task through this application also. Through this online learning application, the students and teachers will be helpful in the teaching and learning process especially learning English. From this, an application can be obtained free of charge and can be used for any device.

## Method

The design of this research applied qualitative study in which the data were analyzed by using descriptive qualitative. The participants of this research were the students in SMA N 1 Sukoharjo namely the students of XI Science 1 class, and there are 24 females and 6 male students who were in the second semester year academic 2020-2021. Student in SMA N 1 Sukoharjo were chosen by the researcher because they learn English language through online learning by using *Google Classroom*. This research focused on the students' motivation toward the use of *Google Classroom* in learning English during Covid-19 Pandemic. To collect the data the research instruments used by the researchers were questionnaires and interview. In this part, the researchers used Likert-scale which consist of 16 closed-ended statements to collect the questionnaire data about students' motivation toward the use of *Google Classroom* in learning English. The Likert-scale's answers contains Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), Strongly Disagree (SD). For questionnaire data has several scores for each answer. Beside questionnaire, the researchers using interview. Interview data were used to strengthen the questionnaire data and findings. An open-ended interview was conducted to explore the students experience and motivation in learning English through online learning using *Google Classroom*. The interview data were transcribed into word to find out the result. This questionnaire and interview were conducted on 9-23 February 2021.

To specify the level of student motivation in the questionnaire based on the following criteria, (Wimolmas, 2013).

**Table 1. Mean Range of Level of Motivation**

Mean Range	Level of Motivation
3.68-5.00	High degree of motivation
2.34-3.67	Moderate degree of motivation
1.00-2.33	Low degree of motivation

## Findings and Discussion

In this section, the findings and discussion are presented. At the first, the data consist of questionnaire result. After implementing the research, the researchers found the questionnaire data as follows.

**Table 1. Questionnaire of Intrinsic Motivation**

No	Statements	n	Mean	SD
1	I am interested in learning English.	30	4	0,83
2	I love to take English classes.	30	3,7	0,84
3	I mastered all the material presented by the teacher.	30	3,06	0,74
4	I can use English in class.	30	2,83	0,87
5	I can do the assignments given by the teacher.	30	3,83	0,87

6	I want to master the English material taught by the teacher.	30	4,26	0,98
7	To master English, I have to study hard and practice it in my daily life.	30	4,03	0,89
8	Learning English using <i>Google Classroom</i> is very fun.	30	3,1	1,09
<b>Total</b>		<b>30</b>	<b>3,60</b>	<b>0,09</b>

From the table above, it is shown clearly in the table that the mean scores of intrinsic motivations are 3,60. Statement number 6 (I want to master the English material taught by the teacher) has the highest mean score (4,26). Statement number 7 (To master English, I have to study hard and practice it in my daily life) has an average mean score of 4,03. Statement number 1 (I am interested in learning English) has an average mean score of 4,00. While for the lowest mean score of 2,83 is statement number 4 (I can use English in class). However, overall data shows that the mean score of intrinsic motivation demonstrates a high level of motivation.

To strengthen the findings of the research, the students were interviewed for several questions related to their intrinsic motivation toward the use of Google Classroom in learning English. From the interview, it was found out that most of the students have intrinsic motivation. It can be seen toward the student responses in the interview.

Student 1 : *From myself because I want to deepen and broaden my knowledge of the English language*

Student 2 : *What motivates me is from myself sis, although it is difficult to learn online, I still try to study the material*

**Table 2. Questionnaire of Extrinsic Motivation**

No	Statements	n	Mean	SD
9	There is something that motivates me to learn English.	30	3,8	0,89
10	The way teachers teach through <i>Google Classroom</i> can affect my desire to learn English.	30	3,53	0,86
11	Using <i>Google Classroom</i> makes me more excited about the lessons the teacher will deliver.	30	2,83	0,95
12	The environment affects me in learning English using <i>Google Classroom</i> .	30	2,86	1,04
13	I did the assignment because I wanted to get the maximum score.	30	4,5	0,82
14	I want teachers to use <i>Google Classroom</i> every time they deliver the material.	30	3,16	1,12
15	<i>Google Classroom</i> can be used as an effective online learning medium.	30	3,73	1,08

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16	Taking online classes through <i>Google Classroom</i> can improve my proficiency in English.	30	3,06	0,98
<b>Total</b>		<b>30</b>	<b>3,43</b>	<b>0,10</b>

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Table 4 above shows the overall extrinsic motivation finding with a mean score of 3,43 and gets a moderate degree of motivation at the rating of the motivational level. Statement number 13 (I did the assignment because I wanted to get the maximum score) has the highest mean score of 4,5, and the statement number 9 (There is something that motivates me to learn English) has the highest mean score also of 3,8 then the statements number 15 (*Google Classroom* can be used as an effective online learning medium) also has the highest mean score of 3,73. Three of them have high mean scores and a high degree of motivational level.

While statement number 10 (The way teachers teach through *Google Classroom* can affect my desire to learn English) and statement number 14 (I want teachers to use *Google Classroom* every time they deliver material) have a moderate means score with a score of 3,53 and 3,16. Then for the statement number 16 (Taking online classes through *Google Classroom* can improve my proficiency in English), statement number 11 (Using *Google Classroom* makes me more excited about the lessons the teacher will deliver), and statement number 12 (The environment affects me in learning English using *Google Classroom*) has the lowest mean score with the score of 3,06, 2,83 and 2,86. However, it is considered as a moderate degree or motivational level.

To strengthen the findings of the research, the students were interviewed for several questions related to their extrinsic motivation toward the use of Google Classroom in learning English. From the interview, it was found out that a bit of the students have extrinsic motivation. It can be seen toward the student responses in the interview.

Student 1 : *By determining the goal of learning English and the more online learning media or applications it can make me more familiar with the learning material provided by the teacher*

Student 2 : *The way to get motivated is by setting learning goals so that it motivates myself to learn English using Google Classroom*

### Conclusion

This section presents of the conclusion of this research. In conclusion, the use of Google Classroom helped the students in learning English during Covid-19 Pandemic. Students showing a high motivation when learning English through Google Classroom. Students are interested in learning English and love to take English classes. Students can do the assignments given by the teacher and want to master the English material taught by the teacher. To master English, students have to study hard and practice it in their daily life. So, teachers must be able to provide various teaching strategies to cope with both intrinsically motivated students and extrinsically motivated ones.

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