

The Use of Zoom Application to Increase Students' Motivation in Learning English

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Abstract

The purpose of this study was to determine the level of students' motivation for the use of Zoom application in learning English. A mixed-method design was adapted in this study. The population of this research was the students of SMP Islam Wasuponda in the academic year 2022/2023. Through the total sampling technique, there were 32 students in eighth grade were chosen to be the sample of this research. The instruments of this research were a questionnaire and an interview. The research findings showed that the use of the Zoom application was effective to increase students' motivation in learning English. It was proved by the level of students' motivation where there were 53% of 32 students got high level of motivation, 28% of 32 students got moderate level of motivation, and 19% of 32 students got low level of motivation. There were three causes of increased students' motivation as follows: Zoom has some features, Zoom is easy to access, and Zoom makes the students more confident.

Keywords: *Students' Motivation, Online Class, Learning Media, Zoom Application.*

1. Introduction

Nowadays English becomes an international language in modern and global communication. In this competitive world where English is used in many fields such as science, technology, business, and education, the ability to speak this language to survive in a global society is needed. Many jobs and professions look for qualified job applicants who are capable of English, both in written and spoken form. Therefore, it is no wonder that English is taught to more and more people all over the world at an early age especially in non-speaking English countries to prepare qualified human resources for the future.

Stimulating students' motivation is one of the most crucial tasks in the teaching and learning process. Student interest and learning motivation also become important factors to develop. Motivation is one of the most critical

elements determining students' English learning success, and it has long been a source of worry for foreign language teachers and scholars (Lei, 2012: 100). Being motivated, according to Ryan and Deci, is making progress or moving toward a goal (Sepora, 2013: 230).

Motivation is often defined as an inner urge, emotion, or desire that propels one to take on a specific activity. A person not only learns via association but also by what he or she gains from the circumstance. According to McClelland in Ilham (2006), many people are motivated by a desire to succeed, be acknowledged, or be successful. Learning motivation once formed, the student will use an active learning attitude to learn, express a keen interest in learning, and can focus attention in class to master knowledge. As a result of motivation, kids will be motivated to participate in events as well as study English.

The importance of motivation in the learning process cannot be overstated. The students will attain the highest results in the learning process if they are motivated to learn. Motivation is the desire to accomplish things to reach a goal that comes from within our self and social lives. Extrinsic motivation and intrinsic motivation are the two types of motivation. Extrinsic motivation is derived from outside influences. Internal elements drive intrinsic motivation. As a result, a child may be motivated by a desire to improve their extrinsic motivation or by the enjoyment of the learning process itself. The importance of intrinsic motivation in the learning process cannot be overstated. As a result, it is critical for a teacher to be truly effective to motivate students to learn and achieve.

Before this pandemic, English was taught in class through face-to-face learning. But, since Covid-19 comes face-to-face learning already changes. This pandemic causes people to keep their distance moreover students are not permitted to enter face to face class for avoiding the spreading of Covid-19. In this urgent situation, the learning and teaching process is carried out online. All teachers must adjust and master online learning in a short time to be able to draw up the materials by using technology in the learning and teaching process.

Before the pandemic, the students learned by using all facilities at that school but after the pandemic, they have to move to online classes where the facilities are limited. Therefore, it is likely reason that the Zoom application can be utilized as one of the learning media to motivate students in learning English because they are some features in this application that can be used by the teacher in the teaching and learning process.

Based on the background above, the researchers wanted to know and conducted the research, under the title "The Use of Zoom Application to Increase Students' Motivation in Learning English".

2. Literature Review

2. 1. Students' Motivation

2. 1. 1. Definition of Motivation

Motivation is part of essential matter in getting to know the coaching process. The period motivation is derived from the Latin verb "movere" (to move). Its manner that motivation is something that receives a person transferring and maintains a person working.

According to Darmon in Gaffari et al (2017: 93) stated that motivation is a process that begins with the psychological requirement that promotes a specific behavior. When we motivate ourselves or someone else, we develop incentives that start or stop the behavior.

Based on the motivation that has been explained by the experts, the writer concludes that motivation is an action that is carried out by the individual to be able to achieve his goals. So, the writer can conclude that motivation is a form of encouragement and a strong basis for referring to the actions of a student/teacher to carry out activities that are considered useful as goals rather than learning.

2. 1. 2. Types of Motivation

There are two kinds of motivation; intrinsic motivation (the urge to engage in the learning activity for its own sake) and extrinsic motivation (motivation that is derived from external intensives).

a. Intrinsic Motivation

Intrinsic motivation includes the inner motivation to do something for its sake. Intrinsic motivation refers primarily to affective revel in amusement of the tactics worried in accomplishing a hobby whether or now no longer they discover its content material exciting or its tactics enjoyable" (Brophy, 2010: 12).

b. Extrinsic Motivation

Extrinsic motivation, according to Harmer, stems from a variety of external causes, such as the necessity to pass a test, the prospect of financial reward, or the prospect of future travel. Furthermore, this form of motivation comes from the outside and has some effects on a person, such as providing rewards, putting societal pressure on them, and punishing them (Harmer, 2007: 98).

2. 2. Learning Media

2. 2. 1. Definition of Learning Media

In detail, learning media can be interpreted as a tool in the form of physical and non-physical which becomes an intermediary between teachers and students in understanding learning effectively and efficiently. Based on its efficiency, it is hoped that the learning materials will be easier to understand, faster, and more interesting for students to learn more extra. In short, media are tools used by teachers that are designed as attractively as possible to improve quality and increase knowledge.

2. 2. 2. Types of Learning Media

a. Audio Media

Audio media are all forms of media related to the sense of hearing that are useful for conveying a message from the sender to the recipient using the sense of hearing. To make it easier for listeners to receive messages, the media used must be sure to carry the message well, therefore audio language must be used.

b. Media Visual

Visual media are often referred to as viewing media, where this media can be seen from the sense of sight so all media that can be seen are called visual media. By appreciating the media through sight, including sketches, pictures, photos, and so on, you can use this media.

c. Audiovisual Media

Audio-visual media is a combination of moving and voicing images. Where the combination of these two aspects can increase interest in the media used. Sounds, slides, movies, and videos are included in this category of media.

d. The Zoom Application as Media for Learning English

Zoom application is an application that is part of video conferencing. Video conference itself is included in synchronous learning which is a method that is carried out simultaneously between students and teachers. Synchronous learning has a real-time nature. Synchronous learning that uses video conferencing and other multimedia techniques greatly facilitates students and teachers to interact with each other even though they are in different locations (Chen et al., 2005).

Zoom is a media face-to-face or two ways broadcasting platform that can be used to interact directly like in a real meeting face-to-face setting. It provides everyone with a special facility to participate in the meetings by clicking a link or room number. This platform has a myriad of advantages such as saving time, low cost, and a positive impact environment. Students and lecturers will easily write and discuss during the class as they feel in a traditional classroom setting (2021: 24).

Keegan in Ismawati (2020: 2) suggested that there are six characteristics of distance learning. They are: (1) there is a separation between educators and learners; (2) the influence of educational institutions or organizations; (3) the use of linking media between educators and learners; (4) takes place with two-way communication; (5) pay attention to learners as individuals in education, especially in teaching and learning process, Zoom Cloud who are learning; (6) educators as an industry.

3. Research Methodology

3. 1. Research Design

The method used in this research was explanatory sequential mixed-method. Sugiyono (2013: 5) states that with this mixed-method research method, there is a combination of quantitative and qualitative methods which include a philosophical foundation, use of approaches, and combining both approaches in one study.

Based on the explanation above, this mixed method was a combination of one method with another method. The order of the methods was also different, and in this method, the researchers used an explanatory sequential mixed method. Which used a questionnaire compiled quantitatively and interviews/ interviews strengthen the results of the questionnaire compiled with qualitative methods.

3. 2. Research Variables

This study used two variables: independent and dependent variables. The dependent variable in this study was the use of the Zoom application and the independent variable in this study was students' motivation in learning English.

3. 3. Time and Location of Research

This research took place in the first semester of the school year 2022/2023 on the 11th – 22nd of July 2022. The research location was at SMP Islam Wasuponda which is located at. Jl. Tekukur No.02 Wasuponda, South Sulawesi.

3. 4. Population and Sample

When researchers were doing research, the population was the object that the researchers desired to observe the results. According to the description, the population of this research was all the students at SMP Islam Wasuponda.

Sugiono (2013) stated that the sample is part that represents the population. This research

used a total sampling technique. So, the sample of the research was all students of VIII at SMP Wasuponda with a total of 32 students.

3. 5. Research Instruments

Questionnaire and Interview were used to collect data in this research.

a. Questionnaire

In collecting data, the researchers used a questionnaire. The questionnaire was one of the research instruments which was a collection of self-questions that must be carried out by a selected group of research participants. The questionnaire was distributed in the form of a questionnaire paper and answered by participants total of 32 students. The questionnaire contained statements about the use of the Zoom application to increase students' motivation in learning English.

b. Interview

To get more specific data from the research done by the researchers, the researchers used the interview as an additional instrument to complete data that cannot be obtained from the questionnaire and wanted to achieve by the researchers.

3. 6. Procedure of Collecting Data

In collecting the data, the researchers followed the steps below:

- a. The researchers joined the class to see how Zoom improves students' motivation.
- b. Preparing the questionnaire.
- c. Informing the teacher that the researchers would distribute the questionnaire.
- d. Collecting students who would fill out the questionnaire.
- e. Gave directions about the questionnaire and asked students to fill it out.
- f. Processing data from the results of questionnaires that have been distributed.
- g. Selecting several students who achieve the criteria to join the interview.
- h. Preparing an interview guide.
- i. The researchers interviewed the students.

- j. The researchers wrote and recorded the answer.

3. 7. Technique of Data Analysis

- a. Classifying All of the Collected Data based on the Statement of the Problems

Table 1. Classifications of the Statements

Statement	Score	
	Positive	Negative
Strongly Positive	5	1
Positive	4	2
Moderate	3	3
Negative	2	4
Strongly Negative	1	5

- b. Analyzing the Percentage by Using the Formula

$$P = \frac{f}{N} \times 100\%$$

(Gay, 2012)

Where:

P: Percentage

F: Frequency

N: Amount of sample

- c. Find the Equation in the Score of Students' Motivation by Using the Mean Score Formula Below:

$$\bar{X} = \frac{\sum x}{N}$$

(Gay, 2012)

\bar{X} : Mean score

$\sum X$: Total row score

N : The total number of participants

- d. Making the Categories of Students' Motivation based on the Range of Scale Criteria

Table 2. Categories Students' Motivation

Mean Range	Interpretation
3.68 – 5.00	High Level of Motivation
2.34 – 3.67	Moderate Level of Motivation
1.00 – 2.33	Low Level of Motivation

- e. Making categories by classifying the frequency of the students who have the high score.

4. Findings

4. 1. Quantitative Result

- f. Describing the students' motivation improvement toward the use of Zoom application by interpreting the data and making conclusions.

In finding the level of students' motivation by using the Zoom application, a descriptive analysis was used based on the students' responses to the questionnaire.

Table 3. Students' Motivation

No	Level of Students' Motivation	Mean Range	Frequency	Percentage
1	High	3.68 – 5.00	17	53
2	Moderate	2.34 – 3.67	9	28
3	Low	1.00 – 2.33	6	19
Total			32	100

Based on table 3, the level of students' motivation, there are 17 students (53%) have higher level of motivation, there are 9 students (28%) have moderate level of motivation, and there are 6 students (19%) have lower level of motivation. Based on that data, it can be

concluded that the use of the Zoom application can increase students' motivation in learning English.

4. 2. Qualitative Result

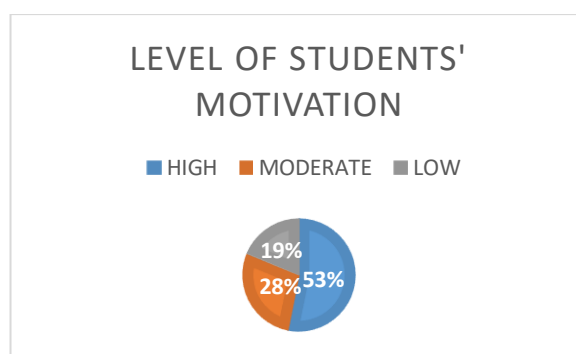


Chart 1. Level of Students' Motivation

Based on the result *Chart 1 Level of Students' Motivation* that was gained from the students' questionnaire. that there are 53% of the students are motivated by the Zoom application in learning English. The researchers interviewed 10 students to get additional information about the causes of increased students' motivation in learning English by using the Zoom Application. The results of the interview are as follows:

a. Zoom Has Some Features

Student 1

"Yes, I become more motivated to learn English with the share screen feature because I can share my presentation file using that feature."

Student 5

"I am motivated because in Zoom we can discuss with our group by using the breakout room feature."

Student 7

"More motivated because if I don't understand the lesson that is explained by the teacher, I can use the raise hand feature and my teacher directly gives me time to ask."

Student 9

"Yes, when I use the Zoom application, I become more motivated because on one screen I can see some of my friends and our teachers."

Based on the students' descriptions in the interview, the respondents' statements about the features of the Zoom application are very useful to improve students' motivation. There are some reasons mentioned by the respondents like the share screen feature makes the students easily present their project and the breakout room feature makes the students easily discuss with their group. So, the researchers can conclude that one of the causes of increased students' motivation is the feature of the Zoom application.

b. Zoom is Easy to Access

Student 2

"I am motivated because the learning process is getting easier and can be accessed from anywhere."

Student 3

"Yes, because the use of the Zoom application in learning English is easier to access than other applications."

Student 4

"More motivated than learning English directly because this application is also very easy to access, which is only downloaded via play store if using a hand phone and downloaded on Google Chrome if using a laptop."

Based on students' descriptions in interviews, respondents' statements about accessing the Zoom application are very useful for increasing student motivation. There are several reasons stated by respondents such as the Zoom application which is easily accessible compared to other applications and can be easily downloaded on mobile phones and laptops.

So, the researchers can conclude that one of the causes of increased students' motivation is Zoom is easy to access.

c. Zoom Makes the Students More Confidence

Student 6

"Yes, because I feel more confident to express my opinion and I feel more comfortable to speak in English, it is different in offline class because I feel shy to show off in front of many people."

Student 8

"Yes, I am more motivated because I can confidently express my ideas through the Zoom application without being seen by other people face to face."

Student 10

"I am motivated because an introvert person like me can prepare themselves to be confident without feeling stressed by the stares of the audience."

Based on student descriptions in interviews, respondents' statements about using the Zoom application are very useful for increasing student motivation in increasing self-confidence. There are several reasons stated by respondents such as students being more confident when speaking English without dealing directly with other participants and introverted students being more confident because they can prepare what they want to say.

So, the researchers can conclude that one of the causes of increased students' motivation is Zoom makes the students more confident.

5. Discussions

In this part, the discussion contains the interpretation of findings related to the students' motivation towards the use of the Zoom application in learning English. It is related to the results of quantitative data taken from questionnaires and supported by qualitative data from interviews, in this research the researchers found the level of students' motivation in learning English by using the Zoom application.

This result is supported by the findings of a study conducted by Smart and Cappel (2006) who found the benefit of online learning such as flexibility, convenience, system easy to use, and immediate feedback. It has relation to the finding of this research which shows the high level of students' motivation during learning English by Zoom application because it is easy to use, it is proven by the data obtained in the interview below.

Student 4

"More motivated than learning English directly because this application is also very easy to access, which is only downloaded via

play store if using a hand phone and downloaded on Google Chrome if using a laptop."

Other results of this study, the students are motivated because they got the improvement of their confidence. This is also in line with Isaksen and Ramberg (2005) that received feedback on face-to-face learning. Although in this research is online learning, the result is the same because the students felt more confident during learning which could motivate them in learning English, it is proven by the data obtained in the interview below.

Student 10

"I am motivated because an introvert person like me can prepare themselves to be confident without feeling stressed by the stares of the audience."

In the relation between the use of technology for learning should be helpful to encourage the students' learning process. Abramenska (2015) stated that educational technologies are used not just to control learning but the main purpose is to make learning easier and create an effective learning environment. That theory is in line with the result of this research which shows that the features of Zoom application in learning English have an impact on the students' motivation, it is proven by the data obtained in the interview below.

Student 1

"Yes, I become more motivated to learn English with the share screen feature because I can share my presentation file using that feature."

Based on the explanation of the discussion, the researchers conclude that three points impact the level of students' motivation in learning English by using the Zoom application. First, Zoom has some features. By using the Zoom application, the students are motivated because they can use some features to support the learning process and make the class more interesting. Second, the Zoom application is easy to access. This application is easy to access because the students can use it by phone

or laptop. Third, Zoom makes the students more confident. By using the Zoom application, the students feel more confident because they don't need to stand up in front of many people but they just stay in front of their devices during the learning process.

6. Conclusion

The results of the questionnaire show that there are 17 respondents (53%) have high level of motivation, 9 respondents (28%) have medium level of motivation, and 6 respondents (19%) have lower level of motivation. Based on these data, it can be concluded that the use of the Zoom application can increase students' motivation to learn English. And the data obtained from interviews show that there are three causes of increased students' motivation, namely: Zoom has some features, Zoom is easy to access, and Zoom makes the students more confident.

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