



# The Effect of Online Learning Applications on Motivation to Learn English in High Schools

*Pengaruh Aplikasi Pembelajaran Online Terhadap Motivasi Belajar Bahasa Inggris di Sekolah Menengah Atas*

Whinda Walla\*, Nurdin Noni, Fatimah Hidayahni

English Education Department, Universitas Negeri Makassar, Makassar, Indonesia

\*Corresponding authors: [whindawallaasn@gmail.com](mailto:whindawallaasn@gmail.com)

## ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh aplikasi pembelajaran online (WhatsApp, Zoom, Google Forms) terhadap motivasi belajar bahasa Inggris siswa di SMA Negeri 4 Luwu. Peneliti menggunakan metode deskriptif. Pengumpulan data dilakukan dengan wawancara, angket dan observasi. Populasi dalam penelitian ini berjumlah 345 orang dan sampel penelitian ini adalah siswa kelas XI SMA Negeri 4 Luwu tahun pelajaran 2021/2022. Sampel penelitian ini adalah 71 siswa yang diambil dengan menggunakan purposive sampling. Hasil analisis data yang di oleh menggunakan Microsoft Spreadsheet dari WPS office dan pembahasan yang telah diuraikan menunjukkan bahwa aplikasi pembelajaran online berpengaruh positif terhadap motivasi belajar bahasa Inggris siswa kelas XI SMA Negeri 4 Luwu Tahun Pelajaran 2021 2022. Hal ini menunjukkan presentasi (78,88%) motivasi siswa yang dikategorikan Termotivasi dari 71 siswa. Motivasi siswa baik motivasi intrinsik maupun ekstrinsik dan motivasi intrinsik dan ekstrinsik terhadap aplikasi yang digunakan dalam pembelajaran online siswa, khususnya bahasa Inggris, saling mempengaruhi. Hal ini terlihat dari nilai siswa, semakin tinggi motivasi siswa maka semakin tinggi pula motivasi siswa untuk menggunakan aplikasi pembelajaran online.

**Kata Kunci:** Pembelajaran bahasa Inggris; motivasi siswa; Aplikasi; pembelajaran online

## ABSTRACT

The objective of this research was to find out the effect of online learning applications (WhatsApp, Zoom, Google forms) on student motivation in learning English at High School 4 Luwu. The researcher applied descriptive method. The data were collected by giving interview, questionnaire, and observation. The population of the research consisted of 345 and the sample of the research was the eleven grades of High School Negeri 4 Luwu, academic year 2021/2022. The sample of the research is 71 student was taken by using purposive sampling. The results of data analysis and discussion that has been described, that online learning applications have a positive effect on student motivation in learning English in class XI High School 4 Luwu Academic Year 2021/2022. It shows presentation (78,88) student motivation where categorized Motivated from 71 student. Student motivation both intrinsic and extrinsic and intrinsic and extrinsic motivation towards applications used in students' online learning, especially English, influence each other. This can be seen from the student's score, the higher the student's motivation, the higher the student's motivation to use online learning applications.

**Keywords:** English learning; student motivation; online learning; Applications

## 1. INTRODUCTION

The technology that develops in the field of information is widely used in the world of education to find online sources of learning references. Many websites offer online course material that can be read and studied. Aside from websites, advancements in the world of communication, particularly social media, have been very rapid. Teenagers frequently use social media to make new friends, chat, or form groups to discuss academic issues. The existence of social media allows people to interact with friends, relatives, and other people from a distance.

Since the World Health Organization (WHO) declared Corona Virus Diseases-19 (COVID-19) a pandemic, it has become a global problem for all countries. The COVID-19 pandemic, according to WHO (2020), has become a multi-sectoral issue, affecting the economic, social, political, educational, and psychological fields. Following that, the WHO directed all countries to collaborate with multiple partners across all sectors. One way to help reduce the spread of COVID-19 is to participate in activities outside the home. As a result, most workers, such as teachers and students, must work and learn from home or work from home (WFH).

The implementation of online learning during this pandemic is expected so that the learning process can continue to run smoothly even though it is only carried out online without direct, physical, or distance contact. However, students face several issues or challenges when implementing distance learning, including costs, learning motivation, service, feedback, a lack of experience, and habits. Distance learning is thought to be no better than in-person or face-to-face learning. Distance learning is hampered by two obstacles: a lack of effective interaction and a lack of organization. An effective distance learning program must be supported by content, Internet access, and a high level of attention and availability.

In the current era of the COVID-19 pandemic, technology can help and make it easier for humans to do their jobs, allowing them to complete their tasks more effectively and efficiently. During the COVID-19 Pandemic, technology has advanced to the point where anyone, at any time, and from any location can access it. Almost all communication devices, such as smart phones, now include applications that make it easier for users to connect to the Internet. Users can use the Internet to access desired social media platforms such

as Facebook, Twitter, Instagram, Gmail, WhatsApp, and so on. WhatsApp, Zoom, and Google are now widely used social media platforms.

The problems that exist in online learning activities are quite complex, with many factors influencing them. Learning motivation is one of these factors. Learning motivation is a learning component that plays a significant role in the success of the teaching and learning process. The smooth interaction of communication between teachers and students is very disrupted in the success of delivering the material. The teacher's message suffers because of the lack of communication.

Based on previous interviews with English teachers at SMA 4 Luwu, it was deduced that some students were sometimes uninterested in learning English, which affected the students' low grade. Because of a lack of motivation, these students are sluggish in their studies and fail to meet the Minimum Completeness Criteria.

Teachers use the Internet as a medium for finding and exploring more learning materials when attempting to study online during the pandemic covid-19 situation. For example, assigning students to send assignments via email or searching the Internet for information and materials about the subject lessons. They also use online learning apps to discuss learning problems that were not well understood in class. Students can ask teachers questions about assignments, and teachers can motivate students to be enthusiastic about learning by making announcements. It is intriguing how teachers can motivate students to study English using these online learning applications.

As a result, the purpose of this research is to determine the impact of online learning applications on students' motivation to learn English. The benefit of online learning applications is undeniable: interaction between teachers and students will be more practical and faster because they will not have to travel to meet. Furthermore, there is no classroom for formal learning. The teaching and learning process can take place anywhere that is conducive to concentration. Students can also use online learning applications to remind one another to complete the assignments assigned by their teachers. Teachers also use online learning application features to send useful readings or subject matter to be studied or those that have been studied in to be read and studied by students. As a result, it is assumed that

online learning applications can be an effective learning medium for motivating students to learn English.

## 2. REVIEW OF RELATED LITERATURE

### 2.1. English Learning

Learning is an essential component of the educational process. It is inextricably linked with education. Students can benefit from learning activities by gaining new ideas, information, or knowledge. This occurs in all types of learning activities, formal and informal, as well as all fields of study, including language learning (Harmer, 2007).

Learning is defined as "knowledge gained through study" by the American Oxford Dictionary. According to (Brown, 2001), language learning is not a set of simple steps that can be programmed in a do-it-yourself kit. Because there is so much at stake, foreign language courses are frequently insufficient training grounds for successful second language learning. EFL Learner Success is Influenced by Internal and External Factors Learning a second language takes time and effort because the learner is exposed to new experiences that influence his behavior. Learning a second language, according to Brown (2000), is a time-consuming and complex process. Your entire being is affected as you struggle to move beyond the confines of your first language and into a new language, culture, and way of thinking, feeling, and acting. Total commitment, total involvement, total physical, intellectual, and emotional responses are required to successfully send and receive messages in a second language.

Languages, particularly English, are studied for a variety of reasons. English is studied by many people because it is required for international communication. Some students study English because it is part of their curriculum. Furthermore, "the purposes students have for learning will have an effect on what it is they want and need to learn, and as a result will influence what they are taught,"

### 2.2. Motivation

#### a. Definition of Motivation

Many psychologists have defined motivation in various ways. We must comprehend about motivation to know and to understand what is motivation.

According to Pintrich and Schunk (2008), the term "motivation" is familiar to us because it is commonly used in our society, but what the word refers to is not as straightforward as its utterance. Because the abstract term "motivation" is difficult to define on its own, it is easier and more useful to think in terms of the "motivated" learner: one who is "willing" or even "eager" to invest effort in learning activities and to progress. Learner motivation makes teaching and learning immeasurably easier, more enjoyable, and more productive: thus, the topic's importance for teachers (Penny Ur: 1996).

The term "motivation" is derived from the Latin verb "mover" (to move) and refers to the process by which goal-directed activity is initiated and sustained (Pintrich and Schunk: 1996). It means that the teacher should be aware that if the students are highly motivated, they will work hard to achieve success in their studies. Motivation is a type of internal and external drive that encourages someone to act. If we perceive a goal (something we want to achieve) and it is sufficiently appealing, we will be strongly motivated to do whatever it takes to achieve that goal. Language learners who are motivated see a variety of goals. We can draw a useful distinction between short-term and long-term objectives. Long-term goals may include a desire to obtain a better job in the future, or a desire to communicate with members of a target language community. Short-term goals could include things like wanting to pass an end-of-semester test or finishing a unit book (Harmer, 2001).

According to the definitions above, motivation is an internal and external drive that pushes someone to do or achieve something he desires. As a result, motivation is a necessary component of learning to achieve something.

#### b. Kinds of Motivation

There are two kinds of motivation such as Intrinsic motivation (the desire to engage in the learning activity for its own sake) and extrinsic motivation (motivation derived from external incentives) are the two types of motivation. Both play an important role in classroom motivation, and both are at least partially influenced by teachers (Penny Ur: 1996).

##### 1) Intrinsic motivation

Intrinsic motivation originates within the individual. It means that motivation is a desire to do something that comes from within. The internal

motivation to do something for the sake of doing it is referred to as intrinsic motivation (an end in itself). Another student, for example, may study hard for a test because he or she enjoys the course content. So, intrinsic motivation is the natural tendency to seek out challenges as we pursue personal interests and exercise capabilities. The statement above shows that motivation will be active or has function that does not require external stimulation, because everyone has a desire to do something

## 2) Extrinsic motivation

Extrinsic motivation, as opposed to intrinsic motivation, stems from the influence of an external incentive, as opposed to a desire to learn for the sake of learning or an interest in tasks. Extrinsic motivations are active motivations that operate when there is external stimulation. An example is someone studying because he or she knows there will be a test tomorrow morning and wants to get a good grade. Many sources of motivation can be found, but there are only two major sources of motivation.

## C. Online Learning Application

Applications used in online learning must be selected that meet the following criteria the principle of online learning, meaning that the media used can be easily accessible to teachers and students so that good communication is established and the set goals can be achieved well even in a state of distance far. Online learning can use digital technologies such as google classroom, study house, zoom, videoconference, phone or live chat and others.

According to Basori's (in Daheri, 2020), many media used for online learning. Various platforms have long provided this service, such as Google Classroom, Learning House, Edmodo, Teacher Room, Zenius, Google Suite for Education, Microsoft Office 365 for Education, Your School, Smart Class. other than that, the use of WhatsApp is also an Instant messaging application technology Messaging is like using SMS

From the explanation above, it can be concluded that online learning applications 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. Communication in accordance with

the goals that have been set is planned. There are 3 applications that are often used as online learning applications namely WA (WhatsApp), zoom and Google

## 3. RESEARCH METHOD

### 3.1. Research Design

The method of research used in this study is descriptive qualitative. This technique used because the purpose of this research is to determine whether there is the influence of online learning applications on motivation to learn English. The researcher chose descriptive qualitative as the research design. The purpose of this research design is to determine students' perceptions of the use of online learning applications in learning English on students' motivation at XI grade at SMA 4 LUWU in learning. Therefore, qualitative descriptive research design was chosen to achieve this goal.

### 3.2. Time and Location

The research was conducted on January 7<sup>th</sup> 2022 in SMA Negeri 4 Luwu. It is in district of Bua Ponrang, Luwu, South Sulawesi. This school is one of the best and the most favorite schools in Luwu.

### 3.4. Population and Sample

The populations of this research are all of students at SMA Negeri 4 Luwu class XI in the academic year 2021/2022. The population consists of ten classes. The total of the populations this research are 345 students. This study's participants were 71 students in the XI grade at SMAN 4 Luwu.

According to Arikunto (2010), purposive sampling is the process of selecting sample by taking subject that is not based on the level or area, but it is taken based on the specific purpose. Purposive sampling is where a researcher selects a sample based on the needs about the study

### 3.5. Instrument of the Research

In this research the data was collected by three types of research, namely interview, questionnaire, and observation. Through interviews with English language teachers, an interview is a conversation with a specific purpose. The conversation was carried out by two parties, namely the interviewer who asks questions and is interviewed that provides the answer to that question.

Distributing questionnaires to students, and observing the online learning process. The form of data in this study is in the form of interview responses, results of questionnaires, and results of observations. Observation is a research activity to collect data related to research problems through the process of direct observation in schools as a place of research to obtain valid evidence in the report that will be submitted. Observation is a data collection method in which researchers record information based on the observation check list form. (W. Gulo, 2002).

## 4. FINDING AND DISCUSSION

### 4.1. Finding

**Table 1.** Category of student motivation

Indicator	Online Application	P(%)	Category
<i>Intrinsic Motivation</i>			
	WhatsApp	77,42%	motivated
	zoom	73,45%	motivated
	G-form	72,66%	motivated
Percentage (%)		74,51%	motivated
<i>Extrinsic Motivation</i>			
	WhatsApp	83,34%	motivated
	zoom	81,09%	motivated
	G-form	85,34%	motivated
Percentage (%)		83,25%	motivated
Percentage kumulatif		157,76%	motivated
percentage (%)		78,88%	

From the table above, The frequency and rate percentage of the students' scores category student Motivation in learning English from 71 student class XII at SMA 4 Luwu. From this table, most of the students, (78,88%) percent out of them were categorized as Motivated classification, there were (74,51 %) were categorized as Motivated classification in intrinsic motivation and (83,25%.) were categorized Motivated classification on extrinsic motivation

### 4.2. Discussion

The discussion deals with arguments and further interpretations of the research findings through questionnaire, Interview, and observation

#### a. Intrinsic Motivation

Motivation to learn in a person will increase enthusiasm in learning. Learning motivation contains an effort to always be enthusiastic to continue learning without any coercion from any party and growing it is certainly not an easy matter because each student has different characters and desires.

Intrinsic motivation is desire to engage in learning activities for its own sake which is important role in classroom motivation and it can be can at least partially influenced by the teacher (Penny Ur: 1996).

In this research, the use of online learning applications on intrinsic motivation of students was 74.51% who were in the motivated category.

#### b. Extrinsic Motivation

In extrinsic motivation, there was 83,25 % student categorized Motivated. The used of WhatsApp (item 2) 98.59% on the use of WhatsApp most of the students are motivated to learn English by using the send feature to send picture messages, audio, or video. it was also conveyed by a student from an interview last time. This means that the send audio, picture, and video feature is very much needed by students in learning English with their classmates.

## 5. CONCLUSION

Based on the results of data analysis and discussion that has been described, that online learning applications have a positive effect on motivation to learn English in class XI SMA 4 Luwu. Academic Year 2021/2022. This shows the presentation (78.88%) of student motivation which is categorized as motivated from 71 students. This means (22.22%) is influenced by several factors, both intrinsic and extrinsic motivation which were not investigated in this research.

## REFERENCES

Arikunto, Suharsimi. 2016. Prosedur Penelitian Suatu Pendekatan Praktik. Jakarta: Rineke Cipta.

- Brown, H.D. (2001). *Teaching by Principle: An active approach to language pedagogy*. (2nd ed). San Fransisco: Addison Wesley Longman, Inc.
- Brown, H.D. (2000). *Principle of Language Learning Teaching*. (4th ed). San Fransisco: Addison Wesley Longman, Inc.
- Daheri, dkk. (2020). Efektifitas WhatsApp sebagai Media Belajar Daring. *Jurnal Basiced*. Vol.4(4). 775-783.
- Harmer, Jeremy. (2007). *How to Teach English*, Oxford: Pearson Education Limited
- Hornby, AS. (1995). *Oxford Advanced Learner Dictionary*, Oxford: University Press.
- Pintrich, Paul R and Date H Schunk, (2008) *Motivation in Education Theory, Research, and Applications*, New Jersey: Pearson Education
- Spence, J. T., & Helmreich, R. L. (1983). Achievement-related motives and behaviors. In J. T. Spence (Ed.), *Achievement and Achievement Motives: Psychological and Sociological Approaches* (pp. 7-74). San Francisco: W. H. Freeman & Co.
- Wulan (2013) "The Relationship of Google Site Utilization and Learning Motivation to Sociology Learning Achievement of The Xi Graders of SMAN 3 Klaten"