AN ANALYSIS OF STUDENTS' MOTIVATION ON USING ONLINE PLATFORM IN ENGLISH LEARNING

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ABSTRACT

This research focuses on finding out students' motivation in learning English using online platforms, what type of motivation they have, intrinsic or extrinsic motivation, and what kind of learning motivation they experience. There are 3 online platforms used in the English learning process, namely Kahoot, Quizizz, and Google Form in class VIII SMPIT Al-Fityah Pekanbaru. In this study, researchers used descriptive qualitative to investigate students' motivation in learning English using online platforms. The instruments used were observation and interviews. Observation data was collected from 2 classes with 25 people each. Observation results show that students have higher intrinsic motivation than extrinsic motivation. In other words, learning motivation that comes from within the student is higher than motivation that comes from outside the student. Besides that, the interview results show students' motivation in learning English using online platforms in every aspect of ARCS (Attention, Relevance, Confidence, and Satisfaction).

Keywords:
EFL, Students' Motivation, English Learning, Online Platform

INTRODUCTION

An online learning platform is a digital environment that provides access to educational content and tools for learners to engage with educational materials, instructors, and peers remotely. Online platform generally refers to a web-based service or application that facilitates interactions, transactions, or information exchange. Examples include social media platforms, e-commerce websites, and collaboration tools. It is a tool that bridges the gap between live teachings and the course or course material content. Online learning platforms offer many benefits, including self-paced learning, improved technical, communication, and critical thinking skills, lower cost, and better time management skills.

According to Basori's (in Daheri, 2020), many media used for online platform in learning. Various platforms have long provided this service, such as Google Classroom, learning House, edmodo, Teacher Room, Zenius, Google Suite for education, Microsoft Office, and many more. Some online learning platforms provide grading, chat rooms, discussion

boards, time logs, and more. Online learning platforms are the future of education, and they offer unparalleled convenience, flexibility, and affordability in a world that's becoming increasingly expensive and busy.

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 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, "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. 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.

According to Brown (2001), learning a second or foreign language is a long and complex process because learners must cover all the aspects of a new language, such as the structure and culture of the target language. The students should master speaking, listening, writing, and reading in English. The low frequency of the use of English among students is also a problem they need help with. That is caused by anxiety and little confidence in communicating using English.

The correlation between student's motivation and online platforms is significant area of study in the context of digital learning. Research has consistently shown that online platforms can have a profound impact on student's motivation, with various studies highlighting the positive effects of digital learning on student engagement and motivation.

Based on the facts above, the researcher expected to know how students are motivated to learn English using online platforms. The development of the times has given rise to various variations in Learning, including online media. Therefore, the researcher wants to know how students respond to learning English when using existing learning methods. Therefore, this research is essential to understanding students' motivation to use online platforms.

However, research has been done about using online platforms in learning engagements, especially in English. First, A. Rahmat (2023) collected "Investigating the Students' Motivation in Learning EFL through Zoom Cloud Meeting Platform". This research was adopted a descriptive qualitative research design. The result of this research indicated that students' motivation in learning EFL through zoom cloud meeting platform is the range of moderately until highly motivated. Besides, it influences their motivation with many kinds of reason also such as the materials are difficult to comprehend because the interaction is limited. Furthermore, the study "An Analysis of Students' Motivation in Studying English during Covid-19 Pandeic" was conducted by Putu Subakthiasih and I Gusti Ayu Vina Widiadnya Putri (2020). This research report project investigated students' motivation in studying English during Covid-19 Pandemic, whether they had intrinsic and extrinsic motivation. From this result, it can be said thet the students had intrinsic motivation higher than extrinsic motivation in learning English. In order words, the motivation inside of students was bigger than the motivation comes outside the students. Then, Analyn Andhina Ika Sunardi, Indonesia (2021) conducted a study entitled "Students Motivation in Online English Learning". The results of this research are as follows: the learning motivation of students in Yogyakarta in the even semester is in the odd category. Thus can be seen from the moderate category, as many as 72 students out of 128 students, while from the motivational presentation score with the highest ARSC aspect, the satisfaction aspect is 28%. This research is expected to evaluate various parties involved in organizing online learning in universities so that the implementation.

Students' Motivation can be external or intrinsic. External Motivation generally consists of recognition and praise for good work. In college, this might be in the form of sustainability of the scholarships or good impression in the class and at home. Students' grades are one of the most prominent factors in their extrinsic goal orientation. Meanwhile, intrinsic generally consists of an internal desire to learn about a topic. According to Vansteenkiste, Simons, Lens, Soenens, Matos, & Lacante (2004), students who demonstrated

intrinsic Motivation processed reading material more deeply, achieved higher grades, and showed more persistence than students with extrinsic Motivation.

Learning motivation is motivation to learn or like a person to know. The ARCS theory developed by Keller J (2016) is a model that measures learning motivation. ARCS are Attention, Relevance, Confidence, and Satisfaction. Learning motivation is a student's attitude that cultivates and directs their energy toward learning in different ways. Understanding motivation is a factor that significantly determines one's success. Students will also be more motivated if the study results get satisfying rewards from the teacher or the instructor as a sign of appreciation for the learning outcomes; varied learning and the use of learning media in the classroom can increase student's knowledge and understanding of their cognitive structure.

Besides that, an online learning platform is a web-based space or portal that provides educational content and resources to students in one place. It offers lectures, resources, and opportunities for students to interact with each other. These platforms can be restricted by membership or free to access for anyone wanting to learn. Online learning platforms can be self-paced and offer a variety of courses on different topics. They can include live sessions at set times or pre-recorded lessons for students to complete independently. Online learning platforms can be used for various types of education and training, including e-learning or digital learning in companies.

An online platform is a digital space that provides facilities and tools to connect users with certain information, services, or activities. SMPIT Al-Fityah uses several online platforms in learning process especially English learning, both in the process of explanation and exercises and even exams. Here are some online platforms that SMPIT Al-Fityah used in English learning, including: Kahoot, Quizizz, and Google Form.

As we know that teaching English is one of teachers' ways to make students understand about English. The result of this research show types of motivation. Intrinsic and extrinsic motivation is the two main types of motivation and represents all motivational drivers.

METHOD

This Research is a descriptive qualitative Research. Qualitative descriptive Research is a method of Research that generates data that describes who, what, and where of events or experiences from a subjective perspective. It is a flexible, exploratory approach to

qualitative Research focused on understanding a phenomenon by examining its characteristics and qualities. According to Creswell (2012), to comprehend the primary phenomenon, the researcher would conduct direct field observations and interview participants using the list of pre-established questions. Open-ended general inquiries. Following that, the participants' information was gathered. Words or text typically serve as a form of communication. The verbal or written data is subsequently subjected to analysis. The analysis's findings can take the form of a description.

Based on the explanation above, the researcher used qualitative descriptive Research as the design of this Research to see students' Motivation on using online platform. This Research collected researcher data using field observations, detailed interviews, and documentation on students' motivation on using online platform in English learning at the 8th grade of SMPIT Al-Fityah Pekanbaru. In this Research, researchers acted as interviewers and observers. The data is then analyzed and displayed in a descriptive format. To understand the core phenomenon, the researcher makes direct field observations and interviews participants by asking the list of questions before interviewing the participant's survey.

This research was conducted on the eighth-grade students of SMPIT Al-Fityah Pekanbaru. This research was planned to be carried out in December 2023 or January 2024. This location was chosen because it was easy for the researcher to conduct research. It was supported after the researcher made observations and found research problems at SMPIT Al-Fityah Pekanbaru.

In this research, two classes considered unique and used online platforms will be included in the category or criteria for high achievement. There are 25 students in each class, and the total number of students is 50, consisting of 25 males and 25 females. For data collection techniques, observations were taken in two classes totaling 50 students to describe the respondents' data in general. While interviews were used to collect in-depth information, data on respondents will be taken, totaling 10 students, with five students in each class.

The researcher collects the data by using three instruments, there are observation, questionnaire and interview. Observation is designed to give general data on activities and behavior and focuses on the setting. The word is used to find the kids of instructional online platforms the teacher uses to teach English in the classroom. In this research, the researcher observes the learning process activities in the class about using the online platform on the

learning process, especially for English courses. After that, the student's responses during the teaching and learning activities. Moreover, researcher also uses a closed questionnaire consisting of 18 statements (9 statements to gather information about intrinsic motivation and 9 statements to gather information about extrinsic motivation).

Table 1. Extrinsic Motivation Questions

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

Table 2. Intrinsic Motivation Questions

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

While the score use in questionnaire is the likert scale to find out the extent to which respondents agree or disagree with classified questions.

Table 3. Likert Scale Rating

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

Moreover, the data obtained from the questionnaires were analyzed by calculating the mean in each question by using Microsoft Office Excel. Likert scale's five points used to measure types of students' motivation in learning English on using online platform. The scale used in the questionnaire to specify agreement or disagreement level based on the following criteria (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

Last, the interview is the last technique that is used in this Research. It has two aims. First, it is used to elicit data that might not completely address the research questions and accommodate unexpected issues that arise from the diverse experiences of the students through a questionnaire since it did not provide the participants opportunities to elaborate further because of the restricted form of a questionnaire. This aligns with the nature of case study research; the interview is a potent tool for researchers (Cohen et al., 2007, p. 349).

RESULTS

Types of Students' Motivation

In this case, the researcher provides an analysis to see students' motivation on using online platform in English learning. The research data obtained came from the results of observation, closed questionnaire, and interview analysis aspect of students' motivation which were attention, relevance, confidence, and satisfaction. Besides that, the types of students' motivation in learning are divided into intrinsic motivation and extrinsic motivation. The data had been taken from the observation and questionnaire when students were learning at the class and interviewing the students after the class. In English learning process, the students were use online platform there are Kahoot, Quizizz and Google form. All students at the 8th grade of SMPIT AL-Fityah Pekanbaru already have the tools there are tablet or hand phone to access the online platform in English language learning

Types of students' motivation on using online platform got based on observation that have done by the researcher in four times. There are two classes at the 8th grade of SMPIT AL-Fityah Pekanbaru; the researcher had done two times observation of each class. The researcher divides several activities included into intrinsic and extrinsic motivation in learning English based on observation list.

On the first observation there are 11 activities that involved students' motivation on using online platform, in detail 4 activities of extrinsic motivation, and 7 activities of intrinsic motivation. On the second observation there are 9 activities that involved students' motivation, in detail 4 activities of extrinsic motivation, and 5 activities of intrinsic

motivation. On the third observation there are 11 activities that involved students' motivation, in detail 4 activities of extrinsic motivation, and 7 activities of intrinsic motivation. On the last observation there are 9 activities that involved students' motivation, in detail 4 activities of extrinsic motivation, and 5 activities of intrinsic motivation.

The results of the analysis of students' motivation in learning English as foreign language during English classroom at class 8th grade of SMPIT Al-fityah Pekanbaru are as follows:

Table 5. Types of Students' Motivation

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

The table above used to classify the types of students' motivation during observation in English learning process.

Students had the highest intrinsic motivation mean on the goals indicator with a mean score of 4.84 and the lowest mean on the enthusiasm indicator with a mean score of 4.28. However, the total mean score of intrinsic motivation of students in learning English at the 8th grade of SMPIT Al-fityah Pekanbaru includes a moderate degree of motivation with a score of 4.53.

Students had the highest extrinsic motivation mean on the influences of student's vision with a mean score of 4.15 and the lowest mean on the influence of learning environment with an everage score of 3.92. However, the total mean score of extrinsic motivation of students in learning English on using online platform at the 8th grade of SMPIT Al-fityah Pekanbaru includes a high degree of motivation with a score of 4.09.

Based on the presentation of the data above, students' motivation in learning English is high degree for extrinsic and intrinsic. Moreover, the intrinsic one is more dominant according to the mean in data above. Therefore, from the mean score of extrinsic and intrinsic motivation it can be concluded that the motivation of students in learning on using online platform at the eighth grade students of SMPIT Al-fityah Pekanbaru is high degree motivation level.

Students' Motivation on using Online Platform

The information has taken from interview several students. The researcher interviews the students outside learning process. The students not only stated one reason when doing interview, but also stated more than one reason. Most of them gave same reasons how their motivation on using platform during English learning process. Some aspects of motivation in learning are how seriously they use the effort to learn, their sincerity in learning, and their ability to overcome the obstacles in education. Learning motivation is a students' attitude that cultivates and directs their energy toward learning in different ways. The researcher found that several reasons which ca be analyzed based on the ARCS theory developed by Keller J (2016) is a model that measures learning motivation. ARCS are Attention, Relevance, Confidence, and Satisfaction. While, student's statement based on interview, as following:

a) Attention

The first model to analyzed students' motivation is attention. Attention focuses on curiosity and passion, interest, boredom, and other related areas such as finding sensations. It refers to the learners' interest and attention. Based on interview result there are 10 students that stated about this topic as their reason. They thought about how they motivate their self when using online platform during English learning process. Most of them said when they used online platform in English learning, it's really helpful to their spirit for studying as they know that online platform that they use at school there are Kahoot, Quizizz and Google form.

b) Relevance

The second model to analyzed students' motivation is relevance. Relevance refers to learners' perceptions that instructional requirements are consistent with their goals, conform to their learning styles, and are connected to experience. In addition, Huang (2006) stated relevance is goal orientation and motive matching. The learning process should show the usefulness of the content so that learners can bridge the gap between content and the natural world. Most of students who had being interview feel the same effect to their result/value in English learning when using online platform. Based on interview result there are 10 students that stated about this point as their reason.

c) Confidence

The third model to analyzed students' motivation is confidence. This component focuses on developing success expectations among learners, and success expectation allows learners to control their learning processes. In addition, confidence refers to the effect of positive expectations for success, successful experience, and affection of sensation on one's

abilities and efforts rather than luck or challenges at too easy or difficult level. Based on interview result there are 6 students stated that make their have motivate to study on English learning using online platform is very supportive atmosphere when using online platform.

d) Satisfaction

The last model to analyzed students' motivation is satisfaction. Satisfaction includes the intrinsic and extrinsic beneficial outcomes that maintain desired learning behavior and prevent undesirable behaviors. Then, Nasirzul (2020) said happiness happens when the learned information is helpful in actual circumstances. There is a direct relation between motivation and satisfaction. Based on interview result there are several reasons of this point. The students stated that when they study in English learning on using online platform, they feel more excited to study then they said with online platform so helpful to deliver their material in the class. Usually, the students would feel more spirit to study in English learning.

DISCUSSIONS

The result of the study shows that in English learning process, the students at the 8th grade of SMPIT Al-Fityah Pekanbaru. This is the result on using online platform during learning process by students that occurs at class, where the data has taken from observing in the classroom. The students did not only use intrinsic motivation but also use extrinsic motivation on their activities in the class during English learning process.

Therefore, from the explanation above it can be concluded that the level of intrinsic motivation is higher that the level extrinsic motivation. This shows that most of the students have a high intrinsic motivation. In this type of motivation, students have a desire, feel enjoy and make a best effort in English learning on using online platform process in order to achieve their own goals. This motivation come from inside the students, such as students want to have a better skill in English, students use their break time to learn English, and also students feel enthusiast when they learn English. Based on these reason students will push themselves to make the best effort in learning English.

From the data collected through interview, researcher can conclude that when students using online platform in English learning process at the class, they feel more enthusiastic in English learning. Besides that, students have increased learning reference when using online platform and most students like the design contained in the online platform which is easy to understand. Most of students get same value when using online

platform or not. But there were some students who find it easy to learn using online platform so that their value also increases vice versa. Their motivation as an action which is done for its own sake to fulfill precious experiences. However, with the addition of using online platform when studying, students feel more interested. Based on implementation of online platform during English learning the most of students were thinking that using online platform helps students more readily understand with very attractive designs as well as learning systems using online platforms becomes more fun.

CONCLUSIONS

The students had two types of motivation, such as intrinsic and extrinsic motivation. The research finding shows that the dominant of students' motivation in English learning process on using online platform is intrinsic motivation. The reason is the result from the total score of intrinsic motivation is 60 %. It clearly shows that intrinsic/integrative motivation has highest percentage activities. Besides that, final results of the questionnaire showed that the total mean of students' intrinsic motivation was 4.15 high degrees of motivation. Intrinsic motivation was measured using a questionnaire that used indicators of goals, interest, and enthusiasm. Moreover, the extrinsic motivation was measured using a questionnaire that used indicators of the influence of students' vision, the influence of learning environment, and the influence of other people. The final results of the questionnaire showed that the total mean of students' extrinsic motivation was 4.05 high degrees of motivation. So, it can be concluded that almost all the students in eighth grade from two classrooms at SMPIT Al-fityah Pekanbaru tend to have intrinsic motivation as their types of motivation, so that means students' learning behavior that comes from the students own will and their own interest.

There are four model of student motivation that researcher use on this research to measuring motivation. Students' motivation in learning English is measured in every aspect of ARCS, at the beginning of online platform in their English learning, students had very high motivation because students and educators were ready to use technology to access online platform fort studying. Using online platform in English learning make all students feel excited to join learning process

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