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ANALYZING THE STUDENTS' MOTIVATION TOWARDS THE USE OF ICT IN LEARNING ENGLISH

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Abstract
The present study aims to analyze the students' motivation towards the use of ICT in learning English. There are two types of motivation tested in this study: intrinsic and extrinsic. Intrinsic motivation includes self-efficacy and self-desire, while extrinsic motivation includes environmental factors and goals to be achieved. The participants in the present study are 33 eighth-semester university students from various departments in the Faculty of Teacher Training and Education, except English Education Department, from one private university in Cirebon, West Java, Indonesia, who got the English lessons as a subject taught in that university. The participants are from the Department of Economics Education, Mathematics Education, Elementary School Education, and Indonesian Language and Literature Education. The present study uses a qualitative case study method. The data is gathered from the distribution of online questionnaires and interviews. The questionnaire contains 18 questions and is divided into four parts: self-efficacy, self-desire, environmental factor, and goal to be achieved. Then, the writers conduct indirect interviews through one of the telecommunications applications, namely WhatsApp. The results indicated that intrinsic motivation was the motivation that most influenced non-English Department students' motivation to learn English using ICT. The most prominent intrinsic motivation was self-desire, where this motivation arise within oneself without being influenced by external or environmental factors.
Keywords: Students' motivation, intrinsic motivation, extrinsic motivation, ICT.

INTRODUCTION

Motivation comes from the word motive, which means a reason to do something that causes someone to do an activity. Mc Donald (1959) states that motivation transforms the inner energy characterized by feelings to achieve goals. Therefore, motivation is what makes people determine where they are going. Motivation is an internal or psychological process that occurs in oneself, strongly influenced by external and internal factors. Motivation can influence the learning process. Students who have motivation in themselves will show better achievement in learning than students who do not have motivation.

Motivation is an internal or psychological process that occurs in oneself, strongly influenced by external and internal factors. In terms of English learning, students need interconnected

extrinsic and intrinsic motivation to make them more motivated in learning English. Extrinsic motivation could come from the method used by the teacher where an appropriate strategy can improve students' motivation (Wahidah, 2014). In addition to extrinsic motivation, students also have intrinsic motivation, where this motivation has a strong influence on the students themselves. Hasmi and Sharif (2019) stated that intrinsic motivation is a factor created by oneself where this motivation is born due to strong emotions. One of the primary things in learning a foreign language is motivation. Motivation is undoubtedly the key to learning (Klimova & Poulova, 2014). One of them is in learning English. English becomes the lingua franca. Moreover, some use English as a second language and foreign-language almost in several countries. English is a foreign language in Indonesia

Nowadays, learning English as a foreign language cannot be separated from information and communication technologies (ICT). In the previous two decades, ICT has improved, and higher education has seen increased technology adaptation (Kirkwood & Price, 2013). The use of ICT should meet the students' interests, habits, and needs of the new generation (Uzun, 2016). Furthermore, teachers should be familiar with technological tools to promote technology in teaching (Avidov-Ungar & Amir, 2018). ICT is needed for improving the teaching and learning activities, and it needs teachers who can use technology and determine the students' needs, habits and interests.

There are several researches focusing ICT in the teaching and learning activities. Klimova and Poulova (2014) examined the teacher's motivation in learning English. Paliwoda-Pe̹kosz and Stal (2015) examined content and language integrated learning. Avidov-Ungar and Amir (2018) conducted research focusing on the use of ICT in teaching English writing to promote teaching writing. Hashmi and Sharif (2019) examined the students' motivation towards using ICT in undergraduate students. Still, only the students' intrinsic motivation in using ICT media and the intrinsic motivation here does not include self-efficacy. Lasut and Bawengan (2019) investigated the intrinsic motivation without researching in the extrinsic motivation. In contrast, in this study, the writers examined non-Englih students' motivation in using ICT. The previous studies focused on ICT and motivation without any intrinsic and extrinsic classification or knowing which kind of motivation has a significant impact on non-English Department students who learn English.

However, the use of ICT can also give negative results, and the previous study also finds that ICT is also ineffective. The use of ICT makes students lose focus during learning. The freedom provided by lecturers to access material sources tends to make students access other than the learning site, and lack of vocabulary from students head off understanding the meaning. Lasut also supports it and Bawengan (2019) stated that it does misuse by its users, makes students not focus on learning, and decreases in understanding because of the tendency of students to open social networks to reduce student motivation. This study attempted to analyze students' motivation on ICT use in English Learning. This paper aims to explore the non-English Department students' motivation to use ICT in English learning.

ICT and the Students' Motivation to learn

Chrisstenson (2010) defines ICT as something similar to information technology, including the internet, wireless networks, mobile phones, and other means of communication. ICT use in learning English has a positive impact (Altun, 2015). The use of ICT in the classroom facilitates any learning resource. In line with this, ICT can be used in teaching and learning activities and impacts teaching and learning activities. Teachers can maximize ICT use to improve their teaching (Guillén-Gámez, Lugones and Mayorga-Fernández, 2019) and

improve students' learning (Koh, Chai, Benjamin, & Hong, 2015). Furthermore, Yoloye (2015) stated that the use of ICT in higher education changes passive students to become active because students easily acquire knowledge through several learning sites at any time.

Teachers often use ICT in teaching language. Røkenes and Krumsvik (2016) examined the post-graduate pre-service teachers in teaching English as a foreign language by using ICT in Norway, and the result showed the differences in mastering ICT. Pinto-Llorente et al. (2017) found out the pre-service teachers' perception of teaching English grammar using ICT. The result indicated that their perception was positive and could improve English grammar teaching. Furthermore, ICT can indirectly affect students' learning performance (Chiu & Churcill, 2016). It can be concluded that ICT can affect the students' motivation.

Motivation is a process of encouraging individuals to perform and support needs. Referring to the expected value model of Baş (2012), motivation in this study includes job value, success expectation, and self-efficacy. In addition, Porter et al. (2012) stated that learning motivation could guide personal learning goals, induce sustainable cognitive processes, and improve learning outcomes. Motivation has a direct effect on the teaching and learning process. Furthermore, Sahbaz (2012) stated that learning motivation is the student's intention or desire to participate and devote himself to learning. It is the choice for students to perform specific learning activities and the strength to continue to commit to such activities.

METHOD

The present study was a qualitative case study. The data were gathered from questionnaires and interviews. The questionnaires and interviews analyzed the student's motivation towards using ICT in learning English. According to Creswell (1998), qualitative is a method for understanding by repressing a complex encompassing all, meticulously analyzing words, and interviewing informants. The participants in the present study were eighth-semester university students from various departments in the Faculty of Teacher Training and Education, except English Education Department, from one private university in Cirebon, West Java, Indonesia. Bogdan and Biklen (1982) stated that qualitative data analysis is done by processing the data, organizing the data, categorizing it into manageable units, synthesizing, searching and discovering patterns, discovering important and learned content, and deciding what to say to others.

The number of participants was 33 students—it consisted of 28 (84.8%) female participants and 5 (15.2%) male participants. The participants in this study were 17 Indonesian Language and Literature Education students, 7 Mathematics Education students, 4 Economics education students, and 7 PGSD students. The writer chooses participants from those departments rather than English education because finding out students' motivation from various departments, except English Education Department in learning English is something new when their lecturers use ICT in their teaching. The writers chose the participants whose lecturers used interactive digital media to teach English. It contains a visual image, audio, and video.

RESULTS AND DISCUSSIONS

Questionnaires Result

1. Intrinsic Motivation

Intrinsic motivation is motivation based on oneself without environmental influences. There are two intrinsic motivational factors in the present study, namely self-efficacy and self-desire. The questionnaires result are described in the following table:

No	Questionnaire Statements	Yes	No
	Self-efficacy		
1.	I never doubt my ability in English.	51.5%	48.5%
2.	I believe that I understand the material taught by the lecturer.	90.9%	9.1%
3.	When others are better than me, I am very irritated.	15.2%	84,8%
4.	I am confident in speaking English when I am making a mistake, I don't think too much of it.	48.5%	51.5%
	Self-desire		
5.	I learn English because of my desire.	97%	3%
6.	I like using ICT to learn English.	90.9%	9.1%
7.	The course will be interesting to me if using ICT.	90.9%	9.1%
8.	Using ICT makes a topic visually attractive.	93.9%	6.1%
9.	I will pay more attention if learning English involves ICT.	87.9%	12.1%
10.	By using ICTs, I can study longer without losing concretion.	87.9%	12.1%
11.	The use of ICT helps me easy to access the learning material I need.	93.9%	6.1%
12.	The use of ICT helps me to explore learning resources.	93.9%	6.1%
13.	The use of ICT increases motivation in learning English.	84.8%	15.2%

Table 1. Intrinsic motivation

The questionnaires showed that 51.5% of the students never doubted their English ability. Otherwise, 48.5% of the students stated that students examine their proficiency in English. The lack of understanding of English was one of the factors. It means the majority of the students never doubted their English ability.

In the self-efficacy category, students could understand the material taught by the lecturer, which is the highest category of statements. The available data indicated that 90.9% of the

students could understand the material being taught. Students stated that they had already learned the material before coming to the English classroom. Meanwhile, 9.1% of the students indicated that they were unbelieved that they could understand what the lecturer taught. It means that most students believed that they could understand the material prepared by the lecturer.

Then, statement 3 indicated that 15.1% of the students felt irritated if other students were better than them. However, 84.2% of the students stated that they were not irritated if the other students were better than them. But there were 51.5% of the students stated that they were not confident speaking English. The students stated that they were not confident with their pronunciation and lack of vocabulary in English, and if they made a mistake, they would never forget it. However, 48.5% of the students stated they were confident speaking English when making a mistake. It means that most students said that their confidence in speaking English even when making a mistake.

In the self-desire category, the students learned English because of their desire, which was the highest category of statements. The available data indicated that 97% of the students stated that. In this case, the students stated that they were learning English because it was purely their desire and adding knowledge. However, 3% of the students disagree with that statement. It means that most students are learning English because of their desire. Then, 90.9% of the students stated that they liked learning English using ICT.

On the contrary, 9.1% of the students stated that they did not like ICT in learning English. It means the majority of the students stated they like using ICT when learning English. There are 90.9 of the students stated that learning English would be more interesting if using ICT. However, there are 9.1% of the students stated that the course was not interested although using ICT in learning. It means the course is more interesting if using ICT in learning English.

There are 93.9% of the students stated that using ICT makes a topic visually attractive. Meanwhile, 6.1% of the students did not agree that using ICT makes a topic visually attractive. Students stated because its use is not like the old days, so it is visually attractive. It means most students stated that the use of ICT makes a topic visually attractive. It was 87.9 of the students stated that they would pay more attention if learning English using ICT. Meanwhile, 12.1% of the students equally stated their disapproval of using ICT would make them would pay more attention. It showed that the majority of students would pay more attention if Learning English involves ICT. There were 87.9% of the students indicated that they could study longer without losing concentration if learning by using ICT. However, 12.1% of the students stated that they did not focus if learning by using ICT. It showed that the majority of students could   focus study longer by using ICT in learning.

Then, 93.9% of the students agreed that ICT helped them to access the learning materials they need easily. However, 6.1% of the students stated that they were disapproval of this statement. It showed that most students stated ICT helped them easily accessible online learning. There were 93,9% of the students stated that the use of ICT helped me explore learning resources. There were 84,8% of the students stated the use of ICT to increase motivation in learning is the lowest statement in the category of self-desire. ICT did make learning more interesting, it made them easily explore and access learning resources anywhere and anytime. It can be concluded that the intrinsic motivation that most influences the student is his desire. At the same time, the lowest is self-efficacy, where students need more self-confidence in ensuring the abilities possessed by themselves.

Judging from the results of the table above that intrinsic motivation influences students in learning English using ICT, it can be seen from students who stated that the use of ICT is more interesting when learning. Students can focus more and pay attention to learning. In addition, they learn English because of the students' desire, so that this becomes the basis for students when learning English.

2. Extrinsic Motivation

No	Questionnaire Statements	Yes	No
	Environmental Factor		
1.	I study English to please my parent.	45,5%	54,5%
2.	I study English because I saw my friend can speak English.	69,7%	30,3%
3.	I learn English because of encouragement from where I live.	36,4%	63,6%
	Goal to be achieved		
4.	I study English because it helps me to get a prestigious job.	87,9%	12,1%
5.	I learn English because I want to continue studying abroad.	63,6%	36,4%

Table 2. Extrinsic motivation

The table above showed that 45.5% of the students stated that they learned English to please their parents in the environmental factor category. In comparison, 54.5% of the students stated they disagreed that they learned English to please their parents. Otherwise, they stated that they studied English because they need to learn it. That means these students learn English not to please their parents but because English is an international language and students need it. The percentage of 69.7% of the statements "I study English because I saw my friend can speak English" is the highest. Meanwhile, 30,3% stated disapproval of the statement. It shows that seeing a friend speak English motivates them to learn English too. Then, 63,4% of the students stated that students learn English not because of encouragement from where students live. However, 36,4% of students stated approval if students learn English because of encouragement from where students live. It showed that the majority of students that approve students learn English because of encouragement from where they live.

Students' category of goals to be achieved showed that students who study English because they want a prestigious job get the highest percentage, 87.9% of the students tried to get it. Meanwhile, 12,1% of the students stated they disagree if they study English because they want to get a prestigious job.

For the lowest category, the available data indicate that 63,6% of students learned English because they wanted to continue studying abroad. However, 36,4% of the students stated equally. Some students indicated that question. First, students learn English because they want to get prestigious jobs. Second, they do not wish to continue studying abroad. Furthermore, last, students do not want to live far from their parents. It can be concluded that students' extrinsic motivation was low for all categories from the result of questionnaires. But the students' intrinsic motivation had a significant impact on their motivation in learning English.

Interview Result

The conducted online interviews via WhatsApp telecommunications media. The interview are described by the following codes:

Code	Description
INT	Interview
S1-S12	Statement 1 – statement 12
Std1-Std5	Student 1 - student 12

Table 3. Code for describing data

The interview explored the students' motivation when they were learning English by using ICT media more deeply. The result indicated that students (Std.1, Std.2, St.4) had a strong desire to learn English from themselves.

"I want to learn English because *I want to be able to speak and write in English. And it is helpful when the lecturer uses ICT in their teaching*" (INT-Std1)

"To please my parents is not my goal in learning English. It is because *mastering English is very important nowadays. When lecturer uses ICT in their teaching it make me easier to master English*" (INT-Std2)

"*I want to master all aspects in my future job*, and it needs English. *My lecture help me to master English because they use digital media that is very attractive.*" (INT-Std4)

The result of the interview indicated that the students have a motivation to learn English that came from themselves. They stated that they want to be master in English to support their job. When the lecturer used ICT to teach the English lesson, such as digital media, it made them quickly understand the lesson.

The results indicated a positive where students feel more interested, fun, and easy to access material from learning resources, and focus when learning. All the students (Std1, Std2, Std3, Std4, and Std5) stated that ICT in learning was interesting. As explained by Std2:

"…*learning becomes more interesting*. Because conventional learning is in the classroom, we only see the teacher explaining and taking ICT notes. We use technology like that. The learning resources are varied, and the techniques are also new." (INT-Std2).

Additionally, the result of S1 also showed that traditional learning was less attractive, with the lecturer explaining the material. Students who were asked to rewrite the lecturer's explanation in the notebook make it boring, so that applying ICT in learning makes learning more enjoyable. In this case, the lecturers use power point to teach English. The use of new teaching techniques makes learning more enjoyable. The class will become more lively, and learning will become more exciting.

Then all students believed that ICT makes it easier for students to access it from various learning sources. As described by Std1, Std2, and Std3 in the followings:

"Utilization is *quite good* because ICT media can reach a wide range of learning resources from various aspects." (INT-Std1)
"…ICT is *good* because later, the learning resources will be more diverse, and the forms will also be different: text, video, and images…" (INT-Std2)

"ICT makes it easier for someone to learn because there are many sources we can access. In addition, the use of *ICT makes the material to be studied become more interesting* because

it is not only in the form of books, but digital forms in the form of images, etc., which have their charm." (INT-Std3).

In the interview statement of Std.2 and Std.3 believed that the use of ICT was easy to access. The learning resources were interesting for them because it served in digital forms by adding pictures, audio, and video that were attractive for them. Furthermore, the use of ICT makes the class more fun, comfortable, and not easily bored. It can be concluded from Std2 and Std4 interviews. It can be seen from the following statements:

"…because if we use ICT, it will look more attractive, *we become comfortable and enjoy learning*." (INT-Std2)

"I find *it is effective and fun*. For those who learn English using ICT, *it feels like they are not studying*, so *it is entertaining and not boring*." (INT-Std3)

The interview result showed that learning English for students from various Departments in Faculty of Teacher Training and Education, except English Department, became more comfortable, enjoyable, and attractive using ICT. And when the students felt so pleased learning, they would not think that they were studying because of ICT in teaching and learning activities. The lecturers taught English lesson by using digital media that contains image, audio, and video. Those were very interesting for students, some said that it made them did not feel that they were studying. Furthermore, it was hoped that the students would perform well in every lesson meeting.

The present study showed that intrinsic motivation most influences students' motivation to use ICT to learn English. Based on the final results of the data that has been collected through questionnaires and interviews. Students stated that ICT in learning English could make learning more enjoyable. If ICT is appropriate with the students' needs, it can improve the students' motivation to learn English.

Furthermore, ICT can make students pay more attention to learning because it is interesting. That is in line with the results of an interview with one of the students. Learning using ICT can make students more focused when the lecturer explains the material presented. In addition, the involvement of ICT in learning makes students focus. Using ICT by connecting to the internet through devices such as laptops, smartphones and gadgets can make students easily access learning resources. That is also often done by lecturers when teaching English. Yoloye (2015) stated that the use of ICT in higher education changes passive students to become active because they easily acquire knowledge through several learning sites. In line with, Hashmi and sharif (2019) stated that ICT gives unrestricted access to the world of education 24 hours by browsing all types of websites that provide learning materials. Besides easy access to learning resources, ICT in learning can also access various learning resources in all aspects. Students can use multiple media such as laptops, smartphones, or gadgets in learning by connecting to the internet so that they can explore learning resources anytime and anywhere.

CONCLUSION

Judging from the results of data, it showed that intrinsic motivation influences students in learning English using ICT, it can be seen from students who stated that the use of ICT is more enjoyable when learning. That was interesting when their lecturer used attractive pictures, audio, and video to teach English. Students can focus more and pay attention to learning. In addition, they learn English because of the students' desire, so that this becomes the basis for students when learning English.

Students' motivation towards the use of ICT in learning English is low where lecturers are less than optimal in using ICT, inadequate ICT tools, and lack of understanding of students when learning English. It can be concluded that the intrinsic motivation that most influences the student is his desire. At the same time, the lowest is self-efficacy, where students need more self-confidence in ensuring the abilities possessed by themselves.

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