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## FACTORS AFFECTING EFL STUDENTS' MOTIVATION IN USING GOOGLE CLASSROOM AS AN ONLINE LEARNING PLATFORM

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### Abstract

This research investigated factors affecting EFL students' motivation when using Google Classroom as an online learning platform. It was argued that motivation is recognised as a vital component in successful second language learning (Lamb, 2017). This research employed survey method and data were obtained through the use of questionnaire with twenty questions for data collection. It involved fourteen students. The researcher was adapted to Rosnija, Chairunnisa and Apriliaswati (2017), to analyze the data from questionnaire. The finding revealed internal and external factors that affect students' motivation in using Google Classroom as online learning platform. This paper concludes with internal factors such as easy to operate and help students for accessing new or old material. In the other hand, they lack communication and difficulty understanding the material so students feel that the learning is monotonous. Then, external factors such as bad networks, no phones or computer, limited quotas and no Wi-Fi so that students often miss material. Furthermore, no feedback from teachers, lack of disciplines among teachers in sharing materials and assignments, and no class discussion have affected students' motivation in using Google Classroom. However, they still work on assignments because they have the purpose to get good grades, to be the champions of the class, and to avoid punishment at the end of the semester. Based on findings, it is recommended that teachers should pay attention to these factors so that students' motivation in learning using Google Classroom increases better.

**Keywords:** EFL students' motivation; Google Classroom; internal factors; external factors.

## INTRODUCTION

The impact the pandemics on education in Indonesia causes the Emergency Remote Teaching and Learning (hence, ERTL) occurred. According to Megawati, Mukminatien, Permana, Dewi, & Fitriati (2021), ERTL context as the emerging issue for technology integration, these integrated lesson plans give alternative solutions for teachers to apply Information and Communications Technology (ICT) in EFL guidance.

Therefore, teachers can choose the plan, design, and implement an online learning. Online learning is one of the solutions needed by educators and students in the situation (Fajri et al., 2020). In online learning, there are two ways to communicate. Then, the decisions include the

support of synchronous and asynchronous. According to Simonson, Smaldino, Albert & Zvacek (2012), synchronous e-learning makes use of digital tools and content extending from telephone calls and video-conferencing to voice over internet protocol. *Zoom, Webex* and *Google Meet* are some of the synchronous technologies tools that can be used. On the other hand, Asynchronous e-learning is a type of e-learning that makes learning as soon as or whenever it is needed, giving learners a lot of control over learning time, procedure, and material. It uses media such as e-mail, discussion boards, and blogs (Martinez-Caro, 2011). For example, the tools such as *Google Form, Google Classroom & Google Drive*.

In addition, this research phenomenon occurs in one of vocational high schools in Tasikmalaya. The preliminary research conducted by researcher, one of platforms that many teachers use to do asynchronous teaching is *Google Classroom*. Thus, EFL students use *Google Classroom* as online learning platform. Then, students get their own influence in using *Google Classroom*. The existence of factors that influence students' motivation becomes an interest and an important point for researcher to be used as a research.

According to Brown (2007), motivation is an affective factor that plays a central role in learning a second language. Indeed, students' motivation is the biggest driven factor for participating in provided online learning (Gustiani, 2020). Then, Mese and Sevilen (2021) believe that students referred to the external factors and internal factors as they elaborated on their motivation in an online learning L2 learning classroom. Table 1 show internal and external factors that affect EFL students' motivation in online EFL classroom.

Table 1. Internal and external factors that affect EFL students' motivation in online EFL classroom

| Aspect   | Indicator   |
|----------|---|
| Internal | Satisfaction of course content (Mese and Sevilen, 2021)   |
|          | Need for communication and self-regulation (Mese and Sevilen, 2021)   |
|          | Ambition to learn and gain new knowledge (Gustiani, 2020).  |
|          | Belief education is important and enjoyment in experiencing new learning method using some digital platforms (Gustiani, 2020) |

|          |  |
|----------|--|
| External | Teachers, classmates, organizational problems and situational problems (Mese and Sevilen, 2021)  |
|          | External regulation, avoiding compensation of being absent and enviromental condition and proper supporting facilities (Gustiani, 2020). |

Actually, motivation has long been a research topic as for those who already active in EFL field, and students' motivation during online learning is also interesting to study. There has been a great deal of research into the scope of students' motivation towards *Google Classroom* as an online learning platform. Batubara, Hamdani, Paderan (2021), their research focus to know the effect *Google Classroom* as an online learning platform in increasing students' learning motivation. The result showed that there is an increase in the students' learning motivation in experimental group using *Google Classroom*. Another research was done by Guswara and Purwanto (2020) investigated how much the contribution of the *Google Classroom* application and learning motivation. The research result showed that there is a positive and significant contribution of *Google Classroom* to learning motivation and learning outcomes. Mandasari and Ambarwati (2021), their research only focus on students' motivation toward the use of Google Classroom. The result showed that the use of *Google Classroom* helped the students in learning English. Then, studets' showing a high motivation when learning English through *Google Classroom*.

Those previous research focus on effect *Google Classroom* on students' motivation. They are used experimental, descriptive correlational and descriptive qualitative. On the other hand, in this research the researcher will use survey. The aim of this research is focus to identify the factors affecting students motivation when using *Google Classroom* as an online learning platform. The research focuses on *Google Classroom* because the subject uses it as an online learning platform for online EFL classrooms. Moreover, it is not only for free but also it can be used on any device.

## **METHOD**

This research will employ survey method in aiming to identify the factors affecting EFL students' motivation when using *Google Classroom* as an online learning platform. The population of this research is EFL students in one of the vocational schools in Tasikmalaya that using *Google*

*Classroom* as an online learning platform. Then, it will uses purposive random sampling. To identify the factors affecting EFL students' motivation when using *Google Classroom*, this research is using closed questionnaire as data collection. The questionnaire consists of twenty statements which has four options (strongly agree, agree, disagree, strongly disagree). The scores of the questionnaire were computed by using Likert Scale. Adapted to Chairunnisa, Apriliawati & Rosnija (2017), the researcher will do several step to analyze the data gathered. The first, the researcher collect the data, review the data, and classify the data into several group to simplify the procesing data. Next, analyzing the factors affecting EFL students' motivation in using *Google Classroom*. Then, giving the conclusion after the data has been analyzed.

## FINDINGS AND DISCUSSION

The researcher analyzed fourteen students' answer from the questionnaire for answer the research question, ***“What factors affecting EFL students' motivation in using Google Classroom as an online learning platform ?”***.

The findings from questionnaire is shown in Table 4.1 and 4.2

**Table 4.1 Result of questionnaire: Internal factors in using Google Classroom**

| No | Questions   | Strongly disagree | Disagree | Agree | Strongly agree |
|----|---|-------------------|----------|-------|----------------|
| 1  | The new material that teacher shares in <i>Google Classroom</i> make me curious and engage my motivation                                      | 7,1%              | 50%      | 28,6% | 14,3%          |
| 2  | The assignments that the teacher gives through <i>Google Classroom</i> can be easily done. So, I am always motivated to finished soon         | 7,1%              | 50%      | 28,6% | 14,3%          |
| 3  | Improving communication between me and my teaher can engage my motivation to learn the material that teacher share in <i>Google Classroom</i> | -                 | 21,4%    | 64,3% | 14,3%          |

|   |  |   |       |       |       |
|---|--|---|-------|-------|-------|
| 4 | Teacher's way of delivering material in <i>Google Classroom</i> is monotonous. So, I feel bored                                  | - | 7,1%  | 28,6% | 64,3% |
| 5 | The motivation to follow EFL classroom in <i>Google Classroom</i> is always stable because of the ambition to gain new knowledge | - | 28,6% | 57,1% | 14,3% |
| 6 | Using <i>Google Classroom</i> is very flexible. So, I can learning everywhere as long as I have that willingness to learn        | - | -     | 71,4% | 28,6% |
| 7 | Using <i>Google Classroom</i> as online learning platform is new experience and it gives impact on my motivation to learn        | - | 7,1%  | 78,6% | 14,3% |
| 8 | <i>Google Classroom</i> is easy to operate. So, I am happy in using the platform   | - | 14,3% | 71,4% | 14,3% |

Table 4.1 shows the results of questionnaire about internal factors in using Google Classroom. In first and second questions, half of respondents disagree that the material is curious, easy to finish, and engage motivation. Then, most of respondents voted agree that they need active communication and interaction during learning using *Google Classroom*. Next, majority of respondents voted strongly agree that they feel bored because teachers' way of delivering material is monotonous. In the next question, most of respondents agree that they follow *Google Classroom* to get new knowledge. Following the result of questionnaire, majority of respondents voted agree that *Google Classroom* is flexible. As for number seven, most of respondents agree that using *Google Classroom* has impact on students' motivation because it is new experience for them. The last question showed that most respondents agree that using *Google Classroom* is easy to operate. In conclusion, the highest percentage is taken. Thus, the internal factors that affect EFL students' motivation are satisfaction of course content, need for communication and self-regulation, ambition to learn and gain new knowledge, and belief education is important and enjoyment in experiencing new learning method using some digital platforms.

**Table 4.2 Result of questionnaire: External factors in using Google Classroom**

| No | Questions  | Strongly disagree | Disagree | Agree | Strongly agree |
|----|--|-------------------|----------|-------|----------------|
| 1  | Bad internet network is the big problem that affect my motivation in using <i>Google Classroom</i> .   | -                 | 21,4%    | 21,4% | 57,1%          |
| 2  | No phone or computer is one of the problems affecting my motivation to do the assignment and submit to <i>Google Classroom</i> .                 | 14,3%             | 14,3%    | 50%   | 21,4%          |
| 3  | I often miss material in <i>Google Classroom</i> because limited internet quota. It makes me less motivated to study.                            | -                 | 14,3%    | 50%   | 35,7%          |
| 4  | Teacher gives many assignment in <i>Google Classroom</i> . So, I am lazy to do.  | -                 | -        | 64,3% | 35,7%          |
| 5  | There is no feedback from teacher on my assignment. So, it makes me lazy to do the next assignment in <i>Google Classroom</i> .                  | -                 | 21,4%    | 50%   | 28,6%          |
| 6  | In <i>Google Classroom</i> , no place for class discussion with my classmates. It makes me less of motivation in using <i>Google Classroom</i> . | -                 | -        | 92,9% | 7,1%           |
| 7  | Teacher gives material or assignment in <i>Google Classroom</i> on time. So, I am also disciplined to do it.                                     | -                 | 35,7%    | 42,9% | 21,4%          |
| 8  | Teacher gives material or assignment in <i>Google Classroom</i> not on time. So, I am also not disciplined to do it.                             | -                 | 50%      | 21,4% | 28,6%          |
| 9  | Always submitting assignments in <i>Google Classroom</i> is a goal to get good grades.   | -                 | 21,4%    | 50%   | 28,6%          |

|    |   |      |       |       |       |
|----|---|------|-------|-------|-------|
| 10 | The facilities for learning are supportive. So, it improves my motivation in using <i>Google Classroom</i> .                      | 7,1% | 28,6% | 35,7% | 28,6% |
| 11 | Motivation to do assignments in <i>Google Classroom</i> because fear of getting compensation at the end of semester.              | -    | -     | 71,4% | 28,6% |
| 12 | The existence of competition to get the class champion makes me always excited to submit assignments in <i>Google Classroom</i> . | -    | 14,3% | 64,3% | 21,4% |

Table 4.2 shows the results about external factors in using Google Classroom. In question one, most of respondents strongly agree that one of big problem that affect their motivation in using *Google Classroom* is bad networks. Then question two and three, majority of students in the research agree that no phones or computer and limited quotas have affected their motivation. Next, most of respondents agree that students lazy to do the assignment because teacher gives many assignment. Half of respondents also agree that no feedback from teacher make students less of motivation. In question six indicated that many respondents thought that they less of motivation in using *Google Classroom* because no place for discussion. Then question seven, many students agree that teachers' discipline has affected their motivation in using *Google Classroom*. However, half of the respondents disagreed that teachers' discipline has not affected their motivation in using *Google Classroom*. In question nine, half of respondents voted agree that their goal only to get good grades. Furthermore, majority of respondents agree that they need supportive learning. As for question eleven and twelve, most of students agree that they do assignment because fear of getting compensation, and to get class champion. In conclusion, the highest percentage is taken. Thus, the external factors that affect EFL students' motivation are teachers, classmates, organizational problems, and situational problems. External regulation, avoiding compensation of being absent and enviromental condition and proper supporting facilities.

Internal factors that affect EFL students' motivation in using *Google Classroom* as online learning platform

**a. Satisfaction of course content**

Based on the findings of the research, seven students voted disagree that the material is curious and easy to finished. They have difficulty understanding the material. Thus, it impacts on students' motivation. As Mese and Sevilen (2021) said that course content and material impact on the participants' motivational levels.

**b. Need for communication and self-regulation**

Based on the findings of the research, nine students voted agree that they feel that the learning atmosphere feel monotonous when using *Google Classroom*. Then, nine students voted strongly agree that they need their teachers improve communication and the way delivering material for engage motivation to learn the material. As Mese and Sevilen (2021) said that students are less motivated in online courses due to a lack of engagement and communication with teachers in order to increase motivation in understanding the material.

**c. Ambition to learn and gain new knowledge**

Based on the finding of the research, eight respondents voted agree that they have motivation to learn because want to have new knowledge, and ten respondents voted agree that they have enthusiasm in using *Google Classroom* because it is flexible and helpful for accessing new or old material. According to Syakur, Sugirin, and Widiarni (2020), *Google Classroom* is an online learning platform that can be accessed to get materials and assignment everytime.

**d. Belief education is important and enjoyment in experiencing new learning method using some digital platforms**

Based on the finding of the research, eleven students voted agree that learning using *Google Classroom* give impact on motivation because it is new experience for them, and ten students voted agree that they are happy in using *Google Classroom* because easy to operate. In line with Iftakhar (2016) stated that the advantages of *Google Classroom* are easy to use, free and centralized data storage.

External factors that affect EFL students' motivation in using *Google Classroom* as an online learning platform

**a. Teachers, classmates, organizational problem and situational problems**

Based on the finding of the research, eight respondents voted agree that bad internet network is one of big problem. Then, seven students voted agree that they often miss material in *Google Classroom* because limited internet quota and no phone or computer. These big problem make students less of motivation to do the assignment and submit to *Google Classroom*. According to Murugesan & Santhirasekaran (2021), they lack of motivation because they do not have supportive facilities, can not access internet networks and need quotas or Wi-Fi. Next, nine students voted agree that they lazy to do the assignment because teacher gives many assignment in *Google Classroom*. Furthermore, seven students voted agree that they are lazy to do assignment because they do not get feedback or reward from teacher. As Dörnyei (1994) stated that due to a variety of factors, including feedback, teacher-specific characteristics have a significant impact on students' motivation.

**b. External regulation, avoiding compensation of being absent and enviromenal condition and proper supporting facilities**

Based on the finding of the research, thirteen respondents voted agree that they are less of motivation in using *Google Classroom* because no place for class discussion. Then, six students voted agree that they always discipline to do the assignment if teacher also on time to gives material or assignment in *Google Classroom*. As Ushida (2005) said that teacher plays an important role in creating a class atmosphere that ultimately affects students motivation. Next, seven students voted agree that their motivation submitting assignments to get good grades. Five students voted agree that they need supportive facilities to improves motivation in using *Google Classroom*. According to Gustiani (2020), students need suportive facilities and discussions with classmates because supporting learning facilities can arouse students' motivation. Furthermore, ten students voted agree that they do the assignments in *Google Classroom* because fear of getting compensation at the end of semester. As for the last, nine respondents voted agree that they excited to submit assignments in *Google Classroom* to get the class champion. Ryan and Deci (2000) believe that the goal of students in participating online learning is avoid punishment and get the class champion.

## **CONCLUSION**

As the results of finding and discussion, the researcher can draw a conclusion for “*Factors Affecting EFL students' motivation in using Google Classroom as an online learning platform*”

The results of this research shows factors that affect EFL students' motivation in using *Google Classroom* as an online learning platform. There are internal and external factors. Internal factors such as easy to operate and help students for accessing new or old material. In the other hand, they lack communication and difficulty understanding the material so students feel that the learning is monotonous. Then, external factors such as bad networks, no phones or computer, limited quotas and no Wi-Fi so that students often miss material. Furthermore, there is no feedback from teachers, lacks of disciplines among teachers in sharing materials and assignments, and no class discussion. However, they still work on assignments because they have the purpose to get good grades, to be the champions of the class, and to avoid punishment at the end of the semester. In conclusion, external factors more influence students' motivation. Based on findings, it is recommended that teachers should pay attention to these factors so that students' motivation in learning using *Google Classroom* increases better. As for the other researchers can explore factors affecting EFL students' motivation with a wider scope of research and more varied respondents.

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