

# Investigating Students' Motivation toward the Use of Zoom Meeting Application as English Learning Media During Covid-19 Pandemic

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## Investigating Students' Motivation toward the Use of Zoom Meeting Application as English Learning Media During Covid-19 Pandemic

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### Abstract

This research was about the students' motivation in learning English by using zoom platform during covid-19 pandemic. During covid-19, all teaching and learning process have been conducted from offline to online methods. The increasing of using the media in learning process such as android become a new phenomena, but the motivation of students in learning become less since the teachers did not meet and face-to-face with the students in the learning process. Because this study investigates students' motivation in English online learning via the Zoom app based on their experiences, a qualitative technique was chosen as an appropriate approach and descriptive research was conducted. In this research, the source of data was taken from primary source data. The primary source data was the data which the researchers took data of this research directly in the field of the problem's concern, namely in grade X MIA 2 of SMA Negeri 5 Pematangsiantar. The findings of this study are provided descriptively in order to provide a thorough picture of students' motivation. According to the data analysis offered, kids had two motivations: extrinsic motivation, which consists of a person's point of view and attitude, and extrinsic motivation, which consists of parents, school facilities, and teachers.

**Keywords:** blended learning, motivation, zoom meeting, covid-19 pandemic

### 1. Introduction

English is a crucial language in a globalizing society, and it has declared its status as an international language utilized by the majority of the world's communities. The world is rapidly expanding in every aspect, and cross-national interaction is conducted in English; no country can reject English as an international communication instrument. English widely uses as lingua franca that uses in United Nation (UN) among five other languages (Arabic, Chinese, France, Russian, and Spanish) it shows the existence of English in global, and being used by a lot of people to communicate in the world. The teaching of English is centered on students' capacity to master four language skills: listening, speaking, reading, and writing. (Silalahi, Silalahi and Herman, 2021).

Many countries utilize English as a second language. It is crucial in practically every aspect of life, including communication, commerce, economics, politics, education, science, and technology. According to Juniar (2016: 65), teaching English in Indonesia has become very large a challenge for English teachers because English considered a foreign language rather than the second language. Moreover, English has an important role in many aspects. So, learning English is very important. English is a foreign language at the school in Indonesia.

Learning English does not separate from motivation because it has relevant and crucial value in learning a foreign language that influence the success of language learning. Learning is a change in behavior permanently and potential occurs as a result of practice or reinforced practice based on a particular purpose. Herman et. al. (2022) states that the purpose of education is not only to educate people with good information, but also to master culture as well as science.

Learning is a human process to achieve a wide range of competencies, skill and attitudes. In the context of the acquisition and learning of a foreign language, one of the factors believed to build that motivation is the attitude towards the language and culture of the people who use the language. Togatorop, Sihombing and Herman (2019) argue that the speaking skill is measured in terms of the ability to carry out a conversation in the language. According

to Herman and Hasibuan (2020), movie is included in audio-visual media. English movie is also media which showing the audio and video.

Motivation is the most important factor in learning because it engages active processes such as conscious and purposeful activities. It also influences students' goals if they do not pay attention or exert some effort. Students must force and drive both processes if they want to be good and efficient learners, because motivation is one component that also plays a significant role in English study. As a result, pupils must have a high expectation that they will attain the target objective or succeed in a learning activity. They will be demoralized and consequently less driven if they believe success is beyond their abilities. However, even if pupils have a high expectation of success, if they do not value an activity or consequence, they will not be motivated.

In Indonesia, English is also a compulsory subject to learn. There are several reasons why it is necessary to learn to master English. English needs to be taught to students because, 1) English is an international language, 2) Able and able to work in big companies, 3) Greater job opportunities, etc. Hence, the existence of the term target language which is the language that is being studied and wants to be mastered. English is the first foreign language used in developing Indonesia. It is the first foreign language taught in schools. Learning English in Indonesia is carried out with the consideration that English clearly plays an important role in maintaining better relations with other nations from now on.

Van Thao et. al. (2021) conveyed several functions of English in Indonesia as a language that can help the development of the nation and state, build relations with other nations, and carry out foreign policy (Herman et. al., 2020). With regard to the importance of this, it is hoped that our young generation who are still educated at school can apply what they have learned in their daily lives in the communities where they are located. In 2013 Minister of Education and Culture, it is stated that the goals of learning English are to (1) improve students' intellectual abilities, particularly those of high-level students, (2) improve students' ability to solve problems systematically and relevantly, (3) achieve high learning outcomes, (4) train students in communicating ideas, particularly in writing scientific papers, and (5) develop students' character. According to Keyton (2011), communication is the act of giving or exchanging information, news, ideas, or opinions through speech or writing.

The objectives of learning English as stated by the Minister of Education and Culture above, students are expected to excel in learning, especially in learning English. Because motivation is one indicator of achieving national education goals. The learning achievement of students is influenced by various factors, including other factors from within and also from outside the students themselves. One of the main factors in increasing learning achievement is motivation. Students who have high motivation will always be serious in learning and diligently study the subject matter obtained at school so that later they will get high learning outcomes. According to Irawati and Santaria (2020), As a result, learners frequently measure their progress in language acquisition as well as the efficacy of their English course based on how much they believe they have grown in their spoken fluency.

Motivation is defined in terms of interests and preferences, as well as the development of pupils' self-confidence and self-esteem, as well as rewards and goals. It also has a significant impact on student accomplishment. It is anchored in students' subjective experiences, particularly those related to their willingness to participate in lesson and learning activities and their motivation for doing so. Knowing a student's motivation is critical since we know why they want to study or if they have a purpose for which they want to learn anything (Hidayat, 2020). Experts discovered three problems with motivation. Students' English language problem is a lack of motivation, which is caused by family background, culture, social environment, and learning technique Octania, 2017).

Students with limited ability have difficulties generating expectations and learning in such scenarios, which sometimes leads them to focus just on one performance goal but not on learning objectives, impacting low academic accomplishment owing to a motivation problem (Brophy, 2004:127). As a result, Brophy has noticed that personal motifs such as dread and anxiety may mix with learned social motifs like as a desire for group status and social approval, resulting in a succession of reactions that may occupy or work toward advancement in a foreign language. To address this issue, the research employs some hypotheses in all aspects.

Motivation can influence a student's attitude and behavior in all parts of their learning. Learners enjoy English learning when they are motivated internally, which is predicted by perceived English language skill and independence. Students that are highly motivated will enjoy their language learning experience. The important principle in foreign language acquisition that can be found in motivation (Octania, 2017).

According to other researchers in finding about motivation by Lamb (2004:3), the study, Integrative Motivation in a Globalizing World, looked at the motivation of Indonesian youngsters aged 11 to 12 as they began formal English

learning in an urban junior high school. The study employed closed and open questionnaire items, as well as class observations and interviews with a chosen group of students. His findings revealed that Integrative and Instrumental orientations were both very high levels of motivation and were indistinguishable when it came to language learning. Individual interest is focused on in order to comprehend and know an individual's motivation in learning and specific activities because it can boost knowledge, attention, and effort.

So according to researchers, knowing a student's motivation is critical since we know what motivates them to study something, particularly English, or they have a goal so they want to do something. Sometimes students learn English because they want to be a teacher, a tour guide, or anything else, and other times they learn English because they are interested in someone who speaks English. Indonesia has been included in the list of Asian economies, so the hope of the government is students or collegion must be able to learn English because English language as International Language and Economics Language. After graduating from school or university, they can become worker who can competitive with foreign workere in this modern era, and one of the standard when applying for a job is the worker must be able speak English.

Researchers expect students to be able to speak English fluently and to be motivated because motivation can increase knowledge, attention, and effort. Motivation can be framed in terms of things like interest and preference or building students' self-confidence and self-esteem or rewards or goals, and then they get a good score in test and others. However, the researchers discovered that Indonesian students were unable to communicate in English and were therefore unable to compete with international workers or students in this modern day. It appears that many students and colleges are unemployed after graduation because they did not meet one of the required qualifications, such as being able to speak English. The researchers choose this research because one of them had done observations when they did Teaching Practise Program in SMA Negeri 5 Pematangsiantar. One of them found some case, many students learn English Language but they were not serious to learn English, and they did not give their hearts, sometimes they were not serious for the teacher.

There are hopes and impacts that researchers get about the research, namely: there are 2 expectations which are divided into general expectations and special expectations. The general expectations in educational goals is that after students learn English with the Zoom Meets application, students are expected to be able to understand English learning. Learning general expectations English students are expected to have a noble personality, applicable abilities, and knowledge relating to the subjects they study in school. To obtain this achievement, the learning process that occurs in schools should be students-centered, contextual and the books used in the classroom must contain a learning process, an assessment system that educates students and competencies as expected.

Specific expectations are being able to achieve predetermined targets, enabling students to communicate politely in English, (eg in building social relationships and developing insight through the exchange of information). The impact in the learning process is that students do not pay attention and appreciate the knowledge they have from their daily life experiences outside of school. This is what causes students in learning to be less creative and active and more involved in fellings and emotions that are full of compulsion in learning.

There are still numerous teaching and learning activities in Indonesia that emphasise face-to-face sessions in class. However, due to the massive Covid-19 outbreak in Indonesia, all activities must be carried out from home. Coronavirus Disease (COVID-19) is a new form of virus that has never been found in humans, according to the Directorate General of Disease Prevention and Control (2020: 11). Corona virus is a zoonotic disease (can be transmitted between animals or humans). The Covid-19 pandemic first arose in the Chinese city of Wuhan at the end of December 2019 and spread to Indonesia in early March 2020.

Nadiem Anwar Makarim, Minister of Education and Culture, issued Circular Number 4 of 2020 on the Implementation of Education in Emergency Coronavirus (Covid-19), one of which emphasized that online learning (distance) was used to provide meaningful learning experiences for students without being burdened by the demands of completing all curriculum achievements for class and graduation. The goal of online/distance learning is to improve students' knowledge about the corona virus and the Covid-19 outbreak. Students' learning activities and assignments may differ depending on their interests and circumstances, including gaps in access/learning facilities at home. However, because not all students in Indonesia are familiar with the E-Learning system, this has become something new that requires adaption. Students' perceptions of this learning system will also differ. As a result, this study attempts to analyze how students' perspectives on English E-Learning are used in their education. In other words, the researchers sought to discover whether or not students were still learning well using the E-Learning system in the midst of the Covid-19 outbreak.

## 2. Method

### 2.1 Research Design

This study employed qualitative methods. Because the data collected should add to understanding the phenomenon, qualitative collects descriptive, narrative, and visual nonnumerical data to obtain insight into the phenomenon of interest. Data collection is mostly dictated by the nature of the problem (Herman et. al., 2019). Descriptive research studies designed to gather information about the existing state of phenomena. Research According to Creswell (2014), qualitative research is a method of investigating and comprehending significant persons or groups associated with social or human problems (van Thao, Herman and Tho, 2020). The research process incorporates new questions and processes, with data being collected in the participant's environment. Descriptive qualitative research is research method that imagine the variable has been found in the field but it does not need hypothesis scala the nature of research still focus to imagine and explain the finding in the field.

In this research, the researchers used a descriptive qualitative method that analyzes students' motivations when they English online learning through Zoom meeting in the form of descriptions that summarize the data obtained. The reason of the researchers used descriptive qualitative because the researchers wanted to describe the research data in the field specifically, writings and documents that come from sources or informants who are researched and can be trusted. In this research, there are restrictions on primary data and secondary data. Primary data in this research are collected directly by researchers in the field, such as the results of interviews and questionnaires that researchers gave to informants. Meanwhile, secondary data is data obtained or collected by people who research existing sources. In this research, the secondary data collected by researchers were photographs of research evidence and other documents needed to support the research data.

### 2.2 Sources of the Data

Data is a raw resource that must be processed in order to generate information, both qualitative and quantitative, that demonstrates facts. Data, on the other hand, is material knowledge about the object of inquiry. Data of research is where researchers described and indicated participants who were involved in the research being conducted (Munthe et. al., 2021). Data is the main source which is very important for the continuity of the research. The data are facts or information that are utilized to discuss or decide on a research question's response. The data of this research is the students' motivation of Zoom Meeting as English learning media.

A data source is a place where researchers can get the data they need and process it for the purpose of conducting research. A data source is a collection of data such as human, event, behavior, document, files, and other items that researchers require to perform their research. Because a data source that has qualitative in research is not subjective, it must provide quality. In this research, the source of data was taken from primary source data. The primary source data was the data which the researchers took data of this research directly in the field of the problem's concern, namely in grade X MIA 2 of SMA Negeri 5 Pematangsiantar. It was as data that would be analyzed.

### 2.3 Instruments of the Research

This research is basically doing the measurement of social phenomenon, then in this research there must be right tool. The instrument used in this research is questionnaire for instrument for this research. The main instrument of this research is the researchers because it was a descriptive qualitative research. Personal documents, such as autobiographies, diaries, and letters; official documents, such as files, reports, memos, or minutes; or popular culture documents, such as books and films (Ary et al., 2010:442).

According to Sugiyono (2017), research instruments are tools used to measure observed natural or social phenomena. This study used a questionnaire as a data collection instrument (Herman, van Thao and Purba, 2021). The instrument used in this study was a questionnaire for this research instrument. The questionnaire used as an instrument to collect data about the students' motivation to learn English in class X MIA 2 SMA Negeri 5 Pematangsiantar. In this research, researchers used a media questionnaire in the form of a question table that would be sent via WhatsApp. For the type of questionnaire, the researchers chose a closed or structured questionnaire, because this type of questionnaire can make it easier for the authors and respondents to collect data. Researchers could easily analyze the results of the questionnaire and get as many respondents as possible and get the opportunity to relax in answering research questions. In survey research, questionnaires are widely used as a source of data in this study. The questionnaire contains 20 questions consisting of attitudes and motivations and has been translated into English as an instrument to determine learning outcomes. There are 20 questions and after testing the validity and reliability. There are 20 questions in four categories of attitudes and motivations, namely positive attitudes (10 items), negative attitudes (10 items), intrinsic motivation (10 items), and extrinsic motivation (10 items). For each statement,

respondents will be given five scales to choose from. The five scales are taken from the Likert scale. The Likert scale in this study consists of five scales which can later be selected according to the needs of students in answering the statements given in the questionnaire using Zoom Meeting. The five scales are "Strongly Agree (SA)", "Agree (A)", "Neutral (N)", "Disagree (D)" and "Strongly Disagree (SD)".

#### 2.4 Technique of Data Collection

The questionnaire is a data collection strategy that involves asking respondents to answer a series of questions or written comments. If the researchers know exactly what variables to assess and what the respondent is expected to do, the questionnaire is an effective data gathering tool. In this research, researchers distribute questionnaires in the form of Google Form which will be analyzed, classified, and described to find out the answers to the research problem questions.

1. Making a questionnaire in the form of a word
2. Sharing via Google form.
3. Providing explanations or instructions to students about the contents of the questionnaire and how to do it and answer the questionnaire.
4. Giving the students one day to complete the questionnaire.
5. After that, checking the data that has been completed by students.
6. The last, making an explanation of the collected data.

#### 2.5 Technique of Data Analysis

According to Purba et. al. (2022), data analysis is a step which details the efforts which formal to find some them esand formulate the hypotheses (ideas) as recommend and as the effort for providing assistance and somethemes to the hyporesearch (Ngongo et. al., 2022). If examined, basically the first definition focuses more on organizing data while the second emphasizes the purpose and objectives of data analysis. In all of qualitativ eresearch type, data analysis and also interpretation are continuously along the study, so that insights that gained in an initial data analysis may guide the future data collection. (Flick, 2013). Ary et. al. (2010:32) said that qualitative research must be regulating and categorizing or code the huge mass of the data so that they may be described and interpreted. Van Thao et. al. (2020) also explain that in a data analysis of a qualitative research type is a time-consuming and also be a difficult process. It is because there searcher is typically deal with a huge amounts of some field notes, transcripts of interview, video data, some audio recordings, reflections, or some information of documents, that all of which are must be examined and interpreted. In this research, the data will be analyzed through the following steps:

1. Collecting data that has been checked.
2. Identifying types of motivation (intrinsic and extrinsic) from student responses or presenting data and making presentations
3. Presenting or presenting based on student responses through the Likert scale that has been selected, namely "Strongly Agree (SA)", "Agree (A)", "Neutral (N)", "Disagree (D)" and "Strongly Disagree (SD)".
4. Finding the data needed, namely: student motivation using zoom meetings.
5. Then, checking the results of the data that have been completed by students.
6. The last step is drawing conclusion.

### 3. Results

Intrinsic and extrinsic motivation are two types of motivation that students experience when learning English. Based on the problem, the researchers discovered that there are two types of motivation: intrinsic and extrinsic motivation after administering questionnaires to 36 students. Intrinsic motivation consists of 1, 3, 4, 5, 6, 7, 8, 14, 15, 18 and extrinsic Motivation consists 2, 9, 10, 11, 12, 13, 16, 17, 19, 20. Students have a high level of intrinsic motivation as well as extrinsic drive. Referred that, students have 80.5% intrinsic motivation against 73.3% extrinsic motivation.

The results of the questionnaires are shown in the data. The researchers picked a statement from the sample that had a high percentage of correct answers. Eighty percent of students stated that they are learning English to improve their communication skills:

1. They like and interest to learn English. 28 students are agree with this statement (84%).

2. They love to listen to the English conversation who teacher gave them. About 30 students are agree with this statement (83%).
3. They also expect an award value or praise when the teacher asks them to practice what the teacher teaches. This statement was in line with students (agree with 83%).
4. They always attend Zoom Meetings if the teacher teaches using Zoom Meeting. About 29 students are agree with this statement (81%).
5. They study English so that they can read english text easily. There are 32 students agree with this statement (85%).
6. They will require it in order to advance in their careers. This statement is supported by 35 students (88 %). It will assist you in obtaining a good job. This statement is supported by 26 students (86 %).

It can be concluded that the findings show that the majority of X PMIA 2 students at SMA Negeri 5 Pematangsiantar gave a positive response to each statement of intrinsic and extrinsic motivation through the questionnaire they had filled out and sent. They mostly chose 'Agree' in each statement of intrinsic and extrinsic motivation in the questionnaire given. This is clearly proven through the data that has been processed and concluded in the research findings. In other words, Google Classroom is an online learning media that is good for learning English and students are also motivated to learn English using Google Classroom, because this application can be accessed as a medium in the learning process.

#### 4. Discussion

The researchers described why they discovered the research challenge during this session. Researchers carried out the study in SMA Negeri 5 Pematangsiantar. There are two forms of motivation: intrinsic and extrinsic motivation, and two types of motivation elements that influence students' motivation: internal and external factors. Students are usually organically driven to study English, according to the findings and debate. Both are useful and complementary. Intrigrative motivation, according to Krashen (1998), is based on a person's desire to learn a language because of a need to learn, socialize, or socialize with people who use it, or because of the intention or intention to participate or be integrated in a language that uses the same language in that community. Then there's instrumental incentive to help pupils advance in their careers or businesses, giving them more accomplishment and strength. Both of these reasons are intended to help them achieve their goal of learning English as a foreign language.

The results of the second research question's questionnaire also reveal that student motivation variables have an impact on learning English via Whatsapp. Female pupils are more motivated than male students to learn English. Male students, on the other hand, are more likely to take extra English courses with extrinsic motivation in order to fulfill their parents' demands, even though some of them learn English on their own. However, they prefer to interact in English with foreigners and people all over the world. Another reason is because male students do not believe that learning English will improve their English skills; instead, they believe that there are alternative ways to improve their English skills. Female students' drive to learn English as a foreign language comes from their own initiative or innate motivation to succeed in school. The fact that learning English will make it easier for them to communicate with foreigners motivates them as well. Furthermore, how to offer learning and tutors in the course providing them with a clearer explanation than in school were factors. As a result, the goal of this study has been met. The implications of this research are that it can be useful for teachers to understand students' motivation in learning so that they can provide understanding based on the students' circumstances and needs, and so that the role of the teacher is not solely focused on teaching but also on learning what motivates them to learn English. This research can be carried out utilizing many instruments such as interviews and observation; however, this is a research that must be carried out in the future.

There are similarities and differences found with the relevance of previous research conducted Zoom Meeting: A Learning Media in Increasing Students' motivation. The first equation is the same, namely to find out what are students' Motivation in learning media by using Zoom Meeting, then the similarity between the two studies is the methodology used by descriptive qualitative research and using a questionnaire as a research instrument and the difference in this study is that in previous studies using interview questions as research instruments, the researchers here did not use interview questions as research instruments.

## 5. Conclusion

Based on the descriptions in the previous points, this last section is the following conclusion.

### 1) Intrinsic Motivation

Based on research conducted by researchers, students in class X PMIA 2 have motivation in learning English by using zoom meetings as learning media. This may be seen in the percentage of data collected by researchers, which shows that 3 percent of pupils have extremely low intrinsic motivation, while 11 percent have very high intrinsic motivation. Low intrinsic motivation affects 28% of students. There are 44% of students that have moderate intrinsic motivation. 14 percent of students show a high level of intrinsic motivation. Intrinsically motivated students are those that have a strong desire to learn. So it can be concluded that students in class X PMIA 2 in the 2020/2021 school year who have high intrinsic motivation are around 44% of students or 16 of 30 students.

### 2) Extrinsic Motivation

Based on research conducted by researchers, students in class X PMIA 2 have motivation in learning English by using zoom meetings as learning media. This is evidenced by the percentage of data collected by researchers, which shows that 8% of students have extremely low extrinsic motivation, whereas 28% have very high extrinsic motivation. Extrinsic motivation is found in 44 percent of students. Extrinsic motivation is found in 14 percent of students. Extrinsically motivated students account for 6% of the total. Extrinsically motivated students. So it can be concluded that students in class X PMIA 2 in the 2020/2021 school year who have moderate extrinsic motivation are around 44% of students or 16 of 30 students.

### 3) Overall Motivation

Based on research conducted by researchers, students in class X PMIA 2 have motivation in learning English by using zoom meetings as learning media. This is demonstrated by the percentage of data collected by researchers, which shows that 3% of pupils have an extremely low learning desire of 17%. Only 36% of students are motivated to learn. 36 percent of students exhibit a moderate desire to learn. 8 percent of students are highly motivated to learn. Students are extremely enthusiastic in learning. As a result, students in class X PMIA 2 in the 2020/2021 academic year have medium and high learning motivation, with both 36 percent of students having medium and high motivation, or 13 percent of students having moderate motivation and 13 students having high motivation.

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