# EFL Students' Motivation toward E-learning

**Muhammad Wahyudi[1]**
wahyudimuhammad100691@gmail.com

**Abstract:** Learning English as a Foreign Language has faced a different phase in the on-going 21st century since it presents some challenges to be mastered by society to succeed. Mastering information, communication, and technology (ICT) has been one of the issues to equip due to its rapid growth. Consequently, integrating ICT in all aspects of human life cannot be circumvented without exception in the education sector especially in EFL learning. Electronic learning, commonly abbreviated as e-learning assisted by technology to facilitate learning, has altered the traditional method to enable EFL teaching and learning. Due to its development, a variety of e-learning platforms have been created and utilized to support the education goal and try to attract students' motivation toward its implementation. This paper outlines how EFL students' motivation toward E-learning.

**Keywords:** *English as a Foreign Language (EFL), students' motivation, E-learning.*

**Abstrak:** Belajar Bahasa Inggris sebagai Bahasa Asing menghadapi fase yang berbeda di abad ke-21 yang sedang berlangsung karena menghadirkan beberapa tantangan yang harus dikuasai oleh masyarakat untuk berhasil. Penguasaan informasi, komunikasi, dan teknologi (TIK) menjadi salah satu hal yang harus dibekali karena perkembangannya yang pesat. Akibatnya, pengintegrasian TIK dalam semua aspek kehidupan manusia tidak dapat dielakkan tanpa terkecuali di bidang pendidikan khususnya dalam pembelajaran Bahasa Inggris. Pembelajaran elektronik, biasa disingkat e-learning dibantu oleh teknologi untuk memfasilitasi pembelajaran, telah mengubah metode tradisional untuk memungkinkan pengajaran dan pembelajaran EFL. Karena perkembangannya, berbagai platform e-learning telah diciptakan dan dimanfaatkan untuk mendukung tujuan pendidikan dan berusaha menarik motivasi siswa dalam penerapannya. Makalah ini menguraikan bagaimana motivasi siswa EFL terhadap E-learning.

**Kata-kata kunci:** *Bahasa Inggris sebagai Bahasa Asing (EFL), motivasi siswa, E-learning.*

[1] *Graduate Student of Language Education, Sriwijaya University*

To achieve success in life and career in this current era, today's generation is demanded to equip themselves with some abilities called 21st-century skills which represent some expertise to answer the challenges existed in that age. Those skills are known as 4C that is asking today's society to think critically and be competent to solve problems, communicate, collaborate, and create something in its ultimate purpose. The skills do not only concern on the expertise of life-career or learning-innovation but also information, media, and technology expertise which are comprised of information, media, and ICT literacy (the Partnership's framework for 21st Century Learning P21). In brief, all of those compulsory competencies have been crucial to fulfil, especially in mastering Information, Communication, and Technology (ICT) due to its rapid development.

The growth of Information and Communication Technologies has strong potential to advance all aspects of human life with no exception in the education sector. Its rapid development has altered the traditionally conducted teaching-learning process. Instructors used to have a role as the only knowledge-supplier and the single source to gain knowledge for students, yet ICT is currently having an important role to tackle such a phenomenon. Hence, the integration of technology in the field of education cannot be avoided to have a pivotal part. One of integrating technology used as a medium to support the process of teaching and learning is electronic learning or e-learning. This alternative choice, generated by the technology integration in education influenced by the existence of the internet and other information technologies, has grown rapidly (Qureshi et al., 2012). Almarabeh (2014) additionally affirmed that e-learning is becoming a top priority in academic institutes and universities to support remote learning.

E-learning, according to Aldowah et al. (2015), is the utilization of information and communication technology to enable the teaching-learning process through strategies such as the internet, mobile phones, computers, and other tools in technology to both enhance the activity of teaching and training and develop the process of learning. Besides, Wentling et al. (2000) defined electronic learning as the attainment and use of knowledge primarily facilitated by and transmitted through electronic tools. Moreover, Aparicio et al. (2016) explained that e-learning integrates the areas of learning (a cognitive method for acquiring knowledge) and technology (a facilitator of a process for learning in which the technology is employed as other instruments in educational practice). In brief, this is a type of learning that can be applied through the help of technology to reach the educational aims and can be run due to its e-learning systems. According to Aparicio et al. (2016), three main components of information systems in e-learning consist of users, technologies, and services. Practically, synchronous and asynchronous are the most routinely used sorts of e-learning when implemented.

Synchronous e-learning is described as simultaneous teaching and learning with the electronic medium to create interaction through voice or chat, and a video conference to make communication and interaction face to face (Perveen, 2016). Ogbonna et al., (2019) also affirmed that this type of e-learning can be operated if the ideas and information are concurrently distributed. On the other hand, asynchronous type is a learning process in which the users (teacher and students) being able to conduct the learning process via e-mail or discussion boards even though they are not able to go online at the same time (Hrastinski, 2008). Moreover, Shahabadi & Uplane (2015) added that in this learning, students become the centre of the process of learning employing the online learning resources to share information without the limitation of time and site, so anytime and anywhere study can be run by the learners. Those e-learning types have been promoted as an alternative to conduct the learning and teaching process in educational institutions even though the implementation might result in some advantages and disadvantages.

Some researchers revealed that incorporating e-learning in education sectors has generated some positive impacts, while others believed that it generates drawbacks. Mukhtar et al. (2020) mention that teaching and learning through e-learning has a source that is effective and flexible, has easy accessibility and administration, and uses less time and resources. Soliman (2014) added that the learning and instruction process via e-learning is fascinating and interactive and could attract students' varied learning styles due to its ability to select the varied resources and activities. In support of those preceding complimentary views, Arkorful and Abaidoo (2014) explain that a more focused learning system is available in e-learning to meet

what is needed by the students. Mohammadi et al. (2011), on the other hand, affirms that disadvantages of e-learning are decreasing social relations, being unable to work with e-learning properly due to possessing little knowledge about the use of computers and the internet, and having technical limitations. Another drawback of e-learning focuses on the lack of supervision of students' plagiarism or cheating committed as alternative routes (Pande et al., 2016). The different point of views also needs to be traced when e-learning is used as a medium to master a language.

Utilizing e-learning has been massively applied in mastering languages especially English as a Foreign Language because of some perceptions. Soliman (2014) views that this technology-assisted learning is an interactive tool to activate and enhance students' language competencies. Following that, Soong (2012) believes that e-learning is a way to master English effectively since students can adjust their own schedules to learn and do not possess economic constraints. Furthermore, E-learning tools could assist students to boost their performance in English and reduce their anxiety about language (Huang & Hwang, 2013). Nukapangu (2020) additionally states that students could access the online material to learn anytime and anywhere they want through e-learning. Therefore, mastering this foreign language has faced a different phase to replace the old learning method with this current technology-assisted learning. Practically, implementing e-learning to master English can be conducted through various platforms' availability from the low to high technology.

ICT and the internet's rapid development has yielded certain platforms to assist the process of teaching and learning in implementing e-learning for acquiring the English language. Those novelties have been categorized into three types and those are Massive Open Online Courses (MOOCs), Videoconference, and Social Media. Those three platforms have given particular effects on students' motivation when learning.

Motivation can be defined as a reason that someone possesses to act or behave in a certain way. It is always viewed as the basis of any intention used by an individual to partake in a particular action. Practically, while utilizing the various features of e-learning platforms in e-learning class, EFL students' motivation has been impacted in a certain way.

## EFL Students' Motivation toward E-learning

Motivation is a condition or situation in which a person possesses a strong reason to act or accomplish something. It is perceived as an essential part inasmuch as it fuels the intention of learning (Paris & Turner, 1994). Such a thought is simply supported by Tohidi and Jabbari (2011) who claim that motivation forms people's behaviour in a constrained way aiming to produce beneficial outputs. Two sources of which motivation can be examined are intrinsic and extrinsic motivation. Legault (2016) summarizes both terms by referring to the satisfying and enjoyable behaviour which comes out naturally as intrinsic motivation, while addresses the behaviour triggered by separated action, mostly created by, as extrinsic one. In fact, incorporating e-learning in EFL classrooms has given impacts on the students' motivation.

The utilization of various interactive features of e-learning platforms revealed such kind of positive results. Initially, using one of the social media called Facebook was claimed to improve the abilities of students and their motivation enhancement to write recount texts (Khusnita, 2017). Creating a group from this platform as a site for students to write the specified type of text and give feedback to their peers' writing was an alternative way to replace the traditional learning process. As a result, this e-learning platform could encourage students to write the texts since the students, through this e-learning platform, was more attentive, engaged, and drawn to the lesson, and in the text writing process, they were more serious and pleased. In brief, the use of this e-learning social media platform led to the students' enhancement of the skills and motivation in writing the texts in the EFL classroom.

The following social media in the platform of e-learning known as Instagram was also used as a medium to investigate its effect on the students' motivation. Applying Instagram was successful in enhancing the competence and motivation of students to learn English (Pujiati et al., 2019). Students could find broader learning sources than the one provided by the teacher, they were encouraged to independently study and complete their assignments, and they found a new environment to learn. Students were also showing a desire to be the best, an eagerness to get feedback from either friends or teacher, and an attempt to overcome faced

problems. Moreover, the helpful, clear, and fascinating learning materials made students comprehend the lesson and involve in teaching and learning process.

Taskiran et al. (2018) supported the previously mentioned results by asserting that the utilization of the other social media, Twitter as a microblogging platform, was able to motivate the EFL students. Having a new experience to practice English outside the class, especially in mastering vocabulary knowledge, made Turkish students satisfied. Furthermore, the limitation of Twitter characters to send a message to express their ideas with solely 140 characters encouraged them to establish discussions that were more interactive and fast. Besides, creating the social atmosphere in which students learned from each other and encouraged their peers' learning created by writing responses to each other's messages became the right step chosen by the students to get involved in learning.

WhatsApp, the following social media platform to send both text and video messages as well to make phone or video calls, was also employed and proved that it highly impacted students' motivation towards language use and developing skills by its own way (Ali & Bin-Hady, 2019).

Furthermore, EFL students were motivated to either speak or practice the language in the classroom through the use of Youtube as part of instructions (Alkathiri, 2019). Besides, this video-sharing website helped students to minimize the fears that they had regarding speaking the new English words in front of the class. This alternative approach also assists students to comprehend the lesson better and it is useful for mastering language. Besides, through the assistance of this platform some competencies were mastered by students such as organizing ideas while speaking, speaking English fluently, and guessing the new words' meaning.

The podcasts, a file of digital audio that can be downloaded from a smartphone and computer through internet connection, also significantly benefited to change the learners' motivation positively (Rostami et a.l, 2017).

Encouraging students' motivation to learn English was also positively depicted through the implementation of gamification platforms. According to Chiang (2020), Kahoot!, a learning platform based on a game, was able to enhance male and female students' learning motivation in a reading class of English as a Foreign Language. This platform also

encouraged them to learn broader content more simply, promote interaction, and make fascinating and enjoyable English learning. Besides, another study on the utilization of this game-based learning platform also showed a good result on EFL students' motivation via Quizizz, claiming that the implementation of Kahoot! in the teaching-learning process had positively impacted to increase the students' motivation (Lestari, 2019).

Even though motivation is commonly appeared to harness positive outcomes, the incorporation of e-learning technologies into the process of learning does not necessarily guarantee that students are motivated. There are cases where motivation just cannot work to enhance the desired changes. According to Hara & Kling, Paulus & Scherff, and Keller (as cited in Hartnett, 2016) ways causing motivation to fail its duty are the frustration faced by students who are unable to comprehend the use of technology, some students might feel isolated, and some students who are troubled with time constraints because of having multiple responsibilities.

**CONCLUSION**

To sum up, while motivation is often revealed to harness positive results, it is difficult to improve the motivations of students for online learning because of the lack of technological mastery, feeling isolated, and facing time constraints with multiple responsibilities. Therefore, instructors are suggested to use the various interactive features of e-learning platforms to support their remote learning such as Facebook, IG, Twitter, WhatsApp, Youtube, Podcasting, Gamification Tools (Kahoot!, and Quizziz) and so on to improve EFL students' motivation in the process of learning.

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