



# Investigating Motivational Factors on The Use of Technology in EFL Classroom

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## ABSTRACT

In recent years, many studies indicate that the use of technology plays an important role in the process of EFL (English as Foreign Language) learning. It is also proven that the motivation factor influences learners' learning processes. The aim of this study is to investigate the relationship between the usage of technology in Indonesian EFL university classes and the students' motivation in learning English. In order to test this hypothesis, a questionnaire and students' interview developed by Binnur (2011) were distributed among a group of 30 Indonesian EFL university students who were in EFL classes learning by internet, mobile phone and power point to be used in their English classes. Data gathered were analyzed both quantitatively and qualitatively. The result shows that Indonesian EFL university students have a positive attitude towards the use of technology in their English classes.

## 1. INTRODUCTION

Today, technology is widely integrated into classrooms such as mobile devices, computers, media and software. As a result, it also somehow changes the learning strategies and methodologies (Hollands and Escueta, 2019). Therefore, in this case teachers are able to integrate various resources through online applications and platforms which increases the efficiency of the pedagogical process (Yenkimaleki and van Heuven, 2019).

According to (Li, 2015), there are several benefits in integrating technologies into language teaching and learning. In Computer-assisted Language Learning (CALL) literature states that there are six advantages on the use of technology in language teaching and learning. Firstly, technology for instance such as internet and other multimedia resources accommodates students with not only high-quality and authentic linguistic but also cultural materials. Secondly, technology could play role as a cognitive tool in facilitating the acquisition of linguistic knowledge and the language skills development; for example, by increasing recognition and awareness of linguistic forms. Thirdly, technology mediates learning process and through which learners' appropriate new understandings.

Moreover, technology also gives students opportunity to have more spaces to interact. The next advantage is computers could also be used as a 'guide' to provide students with immediate and personalized feedback. The last advantage that are also proven by several studies is that technology increases student motivation significantly and enhances the engagement in learning processes.

As (Stockwell, 2013) points out in a comprehensive discussion on motivation and technology, there are two ways in which technology motivates and engages learners. First, there are motivated learners because they have a genuine interest in technologies that use computers and other electronic devices to facilitate language learning. Second, learners interested in language learning utilize technology to enhance the learning process. Technology activates student motivation and makes them more involved in the language learning process.

Concerning those phenomena, this study was intended to investigate the motivational factor of EFL university students on the use of technology in depth and contextual. Therefore, the aim of this study was to see if there is relationship between the usage of technology in Indonesian EFL university classes and the students' motivation in learning English and how it can influence EFL students' motivation.

## 2. METHODS

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This study employed mix method in gaining and analyzing the data. This research focused on investigating the motivational factor of EFL university students toward the use of technology. (Creswell, 2012) defines the mix method as the combination between quantitative and qualitative methods in order to gain a better understanding.

This method integrates those two approaches in order to provide a much more detailed and in-depth context of that which is being investigated. Since this study used both quantitative and qualitative methods through the use of questionnaires and interviews, the analysis of data was not only combining the data from both methods but also used merging, integrating, linking, or embedding the two methods (Creswell, 2007).

Moreover, the data from questionnaire were analyzed quantitatively in the form of percentage. The initial data from questionnaire then became the base for implementing the qualitative method using interview as the instrument to gain a more in-depth understanding towards the previous questions given in the questionnaire. Therefore, the mix method design was used since it involved two kinds of methods in gaining and analyzing the data.

### 3. RESULT AND DISCUSSION

The data from the questionnaire and interview showed that most of the students believe that they felt motivated to work more in the class when technology is being used. Approximately 60% of the participants agree that the use of technology in their language classrooms increases their motivation. PT1 and PT2 felt that they were very motivated on the use of technology in the classroom since they think that the traditional ways of teaching in the class was not as enjoyable as the class where technology is used. 60% participants also agree that computer-based lessons are way more enjoyable as well as effective comparing to the traditional lessons.

This is in line with the study from (Zengin, 2007) that stated technology as a good motivator for EFL students because students tended to be more motivated and interested in multimedia and technological lessons bases. Moreover, it increases autonomous learning potential, and even brings enthusiasm and joyfulness into the classroom. According to PT2 and PT3 in outside the classroom, they are motivated to learn English even when the teacher didn't ask for it. The participants were interested because that could get the material that they needed to be learnt easily especially when the topic was interesting.

It means that multi-media and technological lesson such smartphones, power point and internet make students enjoy and comfortable in EFL classes so that they are able to learn the material autonomously.

The results reflect the use of technology especially smartphones and internet are interesting for them since it allows them to find the materials that will be used easily. Moreover, 63% of the participants think that authentic materials obtained from the internet make them more active in the learning process. PT3 feels that somehow it motivates her to find the correct pronunciation of certain words directly through her smartphone either from online dictionary or from video itself. This is related with the study from (Anderson and Speck, 2001) who mention that utilizing technology in the classroom activity is not only motivates the students but also engages them in four skills of English such as speaking, reading, listening, and writing.

According to the statistic, 56,6% agree and 40% strongly agree that technology media such as movies, videos, CDs and e-learning can be positive in terms of developing their language skills. It supported the research that was conducted by (Stockwell, 2013) that stated students who are interested in language learning would take advantage of technology to make the learning process improved. In other words, technology activates students' motivation and make them more involved in the language learning process.

### 4. CONCLUSION

The results gathered from the study show that Indonesian EFL university students have positive attitudes on the use of technology in their English classes. Therefore, the analysis of the data gathered has supported the positive influence of technology on Indonesian EFL university students. The results of this study also show that foreign language learning process seems to be influenced by several technological tools such as computers, projectors, videos, films, smartphones, e-learning and internet.

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