

THESIS

**INTEGRATING TECHNOLOGY IN ENGLISH CLASSROOM AND ITS
EFFECT ON STUDENTS' MOTIVATION
(A CASE STUDY AT SMPN 1 SUNGGUMINASA)**

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**POST GRADUATE PROGRAM OF ENGLISH LANGUAGE STUDIES
FACULTY OF CULTURAL SCIENCES
HASANUDDIN UNIVERSITY**

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Thesis

As one of the requirements for achieving Master's degree

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Written and submitted by

Andi Nurul Annisa Budiman

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To

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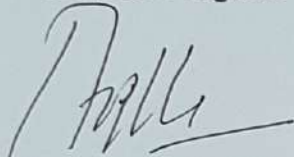
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Makassar, October 1st 2023



ANDI NURUL ANNISA BUDIMAN

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Andi Nurul Annisa Budiman

ABSTRACT

ANDI NURUL ANNISA BUDIMAN. *Integrating Technology in English Classroom and Its Effect on Students' Motivation (A Case Study at SMPN 1 Sungguminasa)* (Supervised by Nasmilah and Abidin Pammu).

This study aims to investigate the ways students perceive about technology integration in relation to their motivation in learning English and to find out if technology integration affects students' motivation in learning English. This study used a mixed method design with the quantitative and qualitative analyses. The participants in this study involved 120 students from ninth-grade (IX) students of SMPN 1 Sungguminasa. In this study, the researcher adapted a self-developed questionnaire from Hashmi et al. (2018), and interview as the instruments for data collection. The data were analyzed using Likert scale data analysis for the questionnaire and qualitative data analysis for the interview. The result of this study indicated that technology integration does affect students' motivation in positive ways. The ways students perceive about technology integration in relation to their motivation varied. The findings confirm that technology integration in the English classroom affected students' motivation by making learning more enjoyable through presentation of various materials, making study time management more efficient, and providing easy access to unlimited learning resources. In addition, the students gave a positive opinion regarding technology integration in class, which show a mean value of 57.16. Most students, with a percentage of up to 85%, agree that the application of technology positively impacts their English learning motivation.

Keywords: Integration of Technology, Students' Learning Motivation, English Classroom



ABSTRAK

ANDI NURUL ANNISA BUDIMAN. *Pengintegrasian Teknologi dalam Kelas Bahasa dan Pengaruhnya terhadap Motivasi Siswa: Studi Kasus di SMPN 1 Sungguminasa* (dbimbing oleh Nasmilah dan Abidin Pammu).

Penelitian ini bertujuan menyelidiki cara pandang siswa tentang integrasi teknologi dalam kaitannya dengan motivasi mereka dalam belajar bahasa Inggris dan mengetahui integrasi teknologi memengaruhi motivasi siswa dalam belajar bahasa Inggris. Penelitian ini menggunakan desain metode campuran (kualitatif dan kuantitatif). Peserta yang dilibatkan dalam penelitian ini 120 siswa kelas sembilan SMPN 1 Sungguminasa. Dalam penelitian ini peneliti mengadaptasi kuesioner yang dikembangkan sendiri oleh Hashmi et. al. (2018) dan wawancara sebagai instrumen untuk pengumpulan data. Data dianalisis menggunakan analisis data skala Likert untuk kuesioner dan analisis data kualitatif untuk wawancara. Hasil penelitian ini menunjukkan bahwa integrasi teknologi terbukti memengaruhi motivasi siswa secara positif. Cara siswa memandang integrasi teknologi ke dalam kaitannya dengan motivasi mereka bervariasi. Hasil temuan mengonfirmasi bahwa integrasi teknologi di kelas bahasa Inggris memengaruhi motivasi siswa dengan membuat pembelajaran lebih menyenangkan melalui penyajian berbagai materi, membuat manajemen waktu belajar lebih efisien, dan menyediakan akses mudah ke sumber belajar tanpa batas. Selain itu, para siswa memberikan pendapat positif mengenai integrasi teknologi di kelas yang menunjukkan nilai rata-rata 57,16. Sebagian besar siswa dengan persentase hingga 85%, setuju bahwa penerapan teknologi berdampak positif terhadap motivasi belajar bahasa Inggris mereka.

Kata kunci: integrasi teknologi, motivasi belajar siswa kelas bahasa Inggris



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CHAPTER I

INTRODUCTION

1.1 Background of Study

Motivation is the mechanism that starts, directs, and sustains goal-oriented behaviors. Our desire for greatness and achievement serves as our motivation to take action. It is a strong force and a crucial element in our life path that comes from the natural desire of every human being to advance and improve. According to Dörnyei & Ushioda (2013), motivation to do something usually evolves gradually through a complex mental process that involves initial planning and goal setting, intention formation, task generation, action implementation, action control, and outcome evaluation. Motivation is a crucial predictor of learning and success. Students more driven to study persevere longer, put in a better effort, and learn more thoroughly. Sternberg (2000) asserts that a strong sense of motivation is essential for a student to be successful in school, as without it, they are unlikely to put in the effort required to learn. As for teachers, the classroom and teaching-learning process is more effective when teachers are motivated. Richardson & Watt (2006) stated the influential role of motivation in teacher health and well-being and the complex ways affects student perceptions and behaviors. A successful classroom and superior learning outcomes depend on an engaged teacher.

Teachers play an important role in setting the mood in the classroom. Nasmilah (2023) stated that the process of learning English mostly exists in the classroom, and the following procedure is an action the students take to fulfill the teaching and learning objectives. The teacher's attitude and demeanor can set the tone for the entire class and can significantly impact how the students interact with one another and approach their learning. When teachers are motivated and engaged in their work, they are more likely to be enthusiastic and creative in teaching

and learning. Since the Covid-19 pandemic forced the closure of nearly all educational institutions globally in March 2020, digital technology has been used more and more in schools to assist teaching and learning (Scully et al., 2021). The unprecedented shift from face-to-face learning to home learning has had a profound impact on students and teachers across the world. They have had no choice but to adapt to technological methods over the past few years, where in its application, there are many difficulties that they have to face for adjustments. According to Rahayu et al (2022), Teachers needed clarification on explaining lessons in detail during online teaching and knowing which students understood. In addition, there are also problems faced by students in integrating technology as a learning media in class. According to Haniva & Nurizzati (2021), they have difficulties in networking or inadequate internet signals due to learning during the pandemic. A network is a must-need besides gadgets. The signal is one of the factors that influence learning during a pandemic. Some difficulties are faced by teachers and students in adapting to this dynamic system above, there is a positive impact that students and teachers feel after they get used to pandemic situation. In relation to statement above, Bhat (2021) stated that the availability of audio-visual materials and equipment, as well as electronics and telecommunication media, enables teachers to obtain essential teaching materials and procedures. They may also sigh relief if they notice their kids using ICT tools for self-learning. In addition, Faridah et al (2020) state that students tend to be more motivated in learning by applying digital learning. If students are motivated to learn, they are more likely to be involved with digital learning, so they are more likely to achieve learning goals.

The process of integrating technology tools and resources into teaching and learning activities is known as technology integration. Integrating technology is a technique for utilizing technology to produce more purposeful, interesting, and efficient learning encounters. Integrating

technology according to Puentedura (2013), is the process of developing and putting into practice a complete strategy for the creation, use, and administration of technological resources to support and improve educational activities. Utilizing computers, laptops, tablets, smart boards, digital cameras, voice recorders, and other digital media are all examples of integrating technology. Integration of technology and academic success are positively correlated. When technology is used properly and effectively, it can increase students' interest and ability to learn, help them become more involved in their studies, and improve their total scholastic achievement. Teachers' input is essential in helping learners raise their efficiency. In contrast, Nasmilah et al. (2021), individual variations and instructors' comments can occasionally have a bad impact on the performance of EFL students, having negative repercussions. When giving feedback, the instructor should make sure it is tailored to the requirements of each pupil and is given in a positive and constructive manner. This is more guarantee that students can use the feedback to enhance their performance and positively grow their abilities.

Technology integration in the classroom, according to Lei & Zhao (2007), is primarily meant to assist student learning. The use of technology can impact students' learning, but how it is applied will decide whether that impact is constructive or destructive. Additionally, technology can give students access to a broader variety of educational resources, foster collaboration and communication, and give instructors new tools for efficiently evaluating the learning progress and comprehension of their students. According to Prensky (2001), technology is being used to improve and support the educational environment, especially with regard to the transmission of teaching, the evaluation of student learning, and the growth of professional skills. Technology can also give educators and managers data-driven insights into students' learning, which can help them decide on content and teaching.

The use of technology in the classroom can be a powerful instrument

for inspiring teachers. According to Brooks-Young (2007), the incorporation of technology should enable instructors to assess students' learning in a variety of methods. By creating pertinent learning experiences that make use of technology, teachers can enhance education and give students a deeper, fuller understanding of the topics they are teaching. It can give instructors more chances for student participation and collaboration, enabling them to shift their attention away from lecturing and toward creating individualized learning experiences for each student. According to Ritonga et al. (2020), teaching English using the concepts of simple, useful, and comprehensible is most likely successful in gaining students' engagement. Teachers and lecturers were able to design classes that advanced the effective and efficient learning process by being aware of the requirements of their students. Additionally, technology can give teachers access to a range of resources, including web resources, lesson plans, and data gathering tools, which can help teachers monitor students' progress more efficiently and deliver personalized instruction. According to Culatta (2012), technology can be a potent instrument for motivating instructors and energizing them in the classroom. Teachers are able to involve their pupils more deeply when given access to technology and the tools to design interactive classes. Utilizing technology, educators can personalize and enhance learning for their pupils, improving learning results. According to Pammu et al. (2022), it is crucial that modern language education incorporate technology by using the internet as a supplementary procedure for producing language learning. As a result, technology can also provide instructors with real-time feedback on students' performance, enabling them to more easily spot areas for development and modify their teaching strategies as necessary. As for supporting the learning process, supporting facilities and infrastructure are needed to improve student learning results.

Since 2016, referring to the Decree of the Director of Junior High

School Development of the Directorate General of Primary and Secondary Education, Ministry of Education and Culture regarding the determination of the first intermediate school level reference school, SMP 1 Sungguminasa has been appointed as a reference school. The appointment of this school as a reference school is not without reason. Reference schools are under the auspices of the Directorate General of Primary and Secondary Education, Ministry of Education and Culture of Local Government. The existence of reference schools is expected to be a role model school for other schools in implementing an education quality assurance system that is implemented independently to meet or exceed national education standards (SNP) and have superior achievements in academic and non-academic fields.

Based on the results of observations and interviews, the researcher conducted while conducted this study, according to the principals, teachers, and students. It was found out that SMP 1 Sungguminasa: (1) A-level accredited schools, (2) located in a very strategic location in the middle of the city of Gowa and close to the Gowa Resort Police Office so that it is easily accessible and safe. (3) It has complete facilities for a public school, which is classrooms that can accommodate more than 800 students, principal's room, teacher's room, a counseling room, staff room, library, mosque, science lab, computer lab, language lab, skills room, ceremony court, basketball court, art studio, teacher and student toilets, and canteens on every floor and corner of the building. (4) has many extracurricular activities including youth red cross, scouts, paskibraka, student council, English club, basketball club and others. (5) has 87 education personnel who can support improving services and quality of education in schools. (6) implementing curriculum 13. From the characteristic above, SMP 1 Sungguminasa meets the National Education Standards and can refer to a reference school. In the journey of SMP 1 Sungguminasa as a reference school. The school implemented a new program called Multimedia Class in 2019. This program requires students

in the learning process to use laptops and the internet as learning media. Students in this class have the best grades when selecting to become students at SMP 1 Sungguminasa.

In 2020, the COVID pandemic causes students and teachers experience difficulties in learning. At first, the school was closed, waiting for instructions from the regional ministry. At that time, there was no learning process. The situation lasted for more than a month. Initially, the school made a solution by ordering each subject teacher to create a WhatsApp group with students so that the learning process continues with the teacher giving assignment instructions and students can upload them.

Furthermore, schools received instructions to use Zoom Meetings as an application to conduct school learning from home in an effort by the government to carry out social distancing. Teachers and students had a difficult time using it. The schools received assistance from government in the form of PCs, tablets and laptops to support learning during the pandemic. Therefore, the school assigns students and teachers in multimedia classes to teach students and teachers in other classes how to use Zoom and Google Classroom. According to the teacher, this situation lasted until May 2022. The school can't conduct face-to-face learning for two years. During this times only teachers come to school on a rotating schedule that the school adjusted to reduce the spread of Covid-19.

In June 2022, schools began implementing blended learning. Due to the improving situation of the Covid pandemic, the Ministry of Education began to carry out a learning process that could make students and teachers adapt to the new normal. Both teachers and students are getting used to these learning situations and are getting more proficient in using the internet and the apps that support learning. Students and teachers also feel happy that they can go to school and interact even though it is still limited in duration. Every year new students are entering and graduating. Students and teachers of multimedia classes are still tasked

with teaching how to use the internet and learning applications. Students and teachers do this every time a new semester begins until now.

In January 2023, for the first time since the COVID pandemic began, schools are rolling back face-to-face learning across all grade levels. Schools no longer dispute after-school hours as they have done in the past three years. Schools no longer conduct learning processes using Zoom. There are habits that students and teachers still practice until now, entering the endemic. Because of this transmission process, the school provides facilities to support the learning process that has been carried over until now, which was previously applied while still doing blended learning. One is that the school provides a place to print students' assignments. Some subject teachers also still use Google Classroom to submit assignments. Schools are also increasing the number of projectors as a learning media to support the learning process. Because the school has returned to normal and the situation has changed covid pandemic to endemic, the free quota for students to support the learning process from home has also been stopped.

Based on the phenomena that researchers found and supported by the preliminary study that the researcher did on several students before at SMPN 1 Sungguminasa on Tuesday, November 23, 2022, they said that during the process of changing phases from elementary school to junior high school in 2020 during the pandemic, they had difficulty learning using a learning application and zoom. Moreover, their parents also need to understand how to use it. As for finances, parents have to spend more to buy supporting electronic devices and internet quota. As a result, the majority of them felt school was not fun. They couldn't see each other face to face. Now they are in 8th and 9th grade. The integration of technology feels easy and makes him feel comfortable because they are used to it. Now, the school has implemented a blended learning system. Blended learning is a teaching strategy that combines digital media and technology with traditional instructor-led classroom activities to provide students

greater freedom to tailor their educational experiences.

In relation to the statement above, this research investigate the technology integrated into students' motivation to learn English. In this research, the researcher was interested in the process of how the integration of technology as a learning media that was "forced" at first during the pandemic received negative responses at the education level from both students and teachers in its application now received a positive response because they are used to it based on the preliminary study above. Finally, to follow up on this problem, the researcher is interested in conducting a research entitled

“Integrating Technology in English Classroom and Its Effect on Students’ Motivation (A Case Study at SMPN 1 Sungguminasa)”

1.2 Research Questions

The research questions for this research are set up as follows:

1. How does technology integration affect the students' motivation in learning English?
2. How do the students' perceive about the integration of technology towards their motivation in learning English?

1.3 Research Objectives

Based on research questions, the objectives of this research are:

1. To find out if technology integration affect students' motivation in learning English
2. To investigate the ways students' perceive technology integration towards their motivation in learning English

1.4 Significance of Study

The result of this study is expected to be beneficial theoretically as follows:

1. The findings of this research become the initial data for the research design to understand the factors that encourage student learning motivation
2. The result of this research added to the readers' knowledge about emotional technologi integration in English Classroom
3. This research provided new facts on the finding of similar researches, especially about integrating technology in English classroom and its effect on students' motivation

1.5 Scope of the Research

By discipline, the study is under Information Technology (IT) and Psychology: Motivation and Foreign Language Learning. To avoid the vagueness of the analysis, the writer makes a limitation in the analysis to a narrow scope so that the analysis can be interpreted and understood. This research limited the content of the research on the discussion about integrating technology in English classroom and its effect on motivation.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Previous Related Studies

There are some related studies about integrating technology and its effect on students' motivation that has been conducted by many researchers. The following studies below are previous studies that are closely related to this research.

Hashmi et al (2018) did a research about Role of Information and Communication Technology in Motivating University Undergraduate Students towards a Learning Task in Public Sector Universities of Rawalpindi City. This study explored the role of information and communication technology (ICT) in motivating university students. Through the use of a survey questionnaire, the study collected data from 340 undergraduate students and used descriptive and inferential statistics to analyze the data. The findings showed that ICT had a positive effect on student motivation and improved their learning, knowledge retention and understanding.

The next investigation about The Relationship of Technology as a Learning Tool to Student Motivation in Education was by Serado et al, (2020). The research conducted at Davao Del Norte State College, The Philippines. The point of this research is to determine the level of student motivation in education towards the use of technology as a learning tool and find out if there will be significant relationship between technology as learning tool and its impact to the students' motivation in education. The respondents of this research are the college student who enroll specific program. The findings of this study show that technology is proven to have an influence on students' motivation in learning. the application of technology makes it easier for teachers to instruct and motivate students in class. students easier to understand complex concepts.

In a study conducted by Francis (2017) about the relationship between technology integration towards student motivation. He conducted a research in a title The Effects Of Technology On Student Motivation And Engagement In Classroom-Based Learning Engagement. A modern teacher must consider a student's desire to learn as well as how technology affects inclusive education in order to design an effective 21st-century classroom that fulfills the needs of the pupils. The findings of this study demonstrated that using technology in the classroom for pedagogical goals or to provide accommodations as dictated by an Individual Education Plan (IEP) or 504 plan motivates pupils.

Scully et al, (2021) wrote an article about 'It is no longer scary': digital learning before and during the Covid-19 pandemic in Irish secondary schools. This research was from the school leader's perspective when the Covid-19 pandemic forced the closure of most educational institutions in March 2020, making digital technology the sole option for teaching and learning. A survey of 72 Irish secondary school leaders found that leaders were positively disposed towards technology and aligned with best practices. However, challenges arose, especially in rural and disadvantaged schools, and leaders perceived teachers' digital competence as a need for development.

Furthermore, Pratiwi et al (2022) did a research about Integration of Technology in Education in the 3T Region during the Covid-19 Pandemic. This research seeks to explore the utilization of technology in education in the 3T region during the Covid-19 pandemic. The findings indicate that the general public believes online learning has not been executed successfully. Parents of students from the 3T region argued that online learning should not be implemented since their region is not an affected area.

This study aims to describe the students' perception motivation in learning English in relation to technology integration, such as the use of google classroom, zoom, and other ICT as a learning media in the teaching and learning process. It is different from the previous research that researches learning engagement in language learning and focuses on remote places (3T), which are objects and places where the researcher conducts the research. Furthermore, this research use quantitative and qualitative methods with a questionnaire and interviewing to collect the data. Finally, this study is expected to describe how students perceive technology integration as their motivation and how the integration of technology has a role in students' motivation to learn English. Hopefully, it will become one of the references for the technology integration study for the learning and teaching process in the future.

2.2 Theoretical Discussions

2.2.1 Integrating technology

Integrating technology refers to the application of technology to enhance and support the learning setting. Technology integration in the classroom can enhance instruction by providing students the option to finish assignments on computers rather than with conventional pencil and paper. In a broader sense, technology integration can also refer to the use of an integration in the management of a school to connect different SaaS (Software As A Service) programs, databases, and applications used by an educational institution so that their data can be shared in real-time across all systems on campus, supporting students' education by improving data quality and access for faculty and staff. The process of integrating technology resources and tools into educational activities in order to assist and improve student learning is known as technology integration into education (Warschauer, 2003).

2.2.2 Types of technology integration as learning media in classroom

The term "technology integration" covers a wide range of tools and instructional strategies, and there are numerous ways that technology can

be used to enhance learning. The example of ICT as a learning media such as; Electronic textbooks, Instructional software, email, chat, distance learning programs. New technology tools and concepts are developed every day. These are the several approaches of technology integration:

- Blended learning

While K–12 online learning is becoming more popular all around the world, many teachers are also looking into blended learning, which combines online and face to face education. Blended learning is an education program or learning system that combines traditional classroom instruction with technology- based learning. It combines the best of both worlds - the flexibility and interactivity of online learning with the face-to-face interaction of traditional classroom instruction. Ramkumar & Vani (2019) stated that blended learning tools and techniques attract the students and also make the learning process an interesting one. Blended learning can involve a variety of learning methods, including online lessons, in-class activities, flipped classrooms, and interactive multimedia. The first distant course was developed by Sir Isaac Pitman in 1840s. Pitman would send postcards with shorthand written on them and students would be required to respond using the same shorthand.

- Project-Based Activities Incorporating Technology

Project-Based Activities Incorporating Technology is a term used to describe activities that encourage students to use technology to explore and create projects. These activities involve the use of computers, software, and other digital tools to create a product or solution. The goal is to use technology to develop skills in critical thinking, problem-solving, collaboration, and communication. Examples of project-based activities incorporating technology include coding, creating digital stories, developing video games, creating 3D models, and using robotics. Project-Based Activities Incorporating Technology (PBAT) is used to describe learning activities that involve technology, student- driven inquiry, and the use of multiple sources of information. PBATs are designed to engage students in meaningful learning experiences, while also helping them develop the

skills needed to use technology effectively (Swan et al, 2019)

- Game-Based Learning and Assessment

Game-Based Learning and Assessment is an educational approach that uses games as a tool for teaching and assessing knowledge, attitudes, and skills. This approach was first introduced by Gee (2005). Game-Based Learning and Assessment is a type of teaching and assessment strategy that utilizes interactive game-based activities and simulations to engage learners and assess their skills, knowledge, and understanding. It is an effective way to motivate learners, improve memory recall, and assess knowledge and skills in a fun and engaging way. It can be used to assess a variety of skills such as problem-solving, critical thinking, and communication. It can be used in a variety of contexts, from primary schools to higher education, and is becoming increasingly popular as a teaching and assessment strategy.

- Learning with Mobile and Handheld Devices

Learning with mobile and handheld devices is an educational approach that uses mobile and handheld devices such as smartphones and tablets to facilitate learning. These devices provide learners with access to digital content, educational apps, multimedia resources, and collaboration tools to help them learn in a more interactive and engaging way. Learning with mobile and handheld devices also allows for anytime, anywhere learning and can be used in both formal and informal settings. Mobile learning (m-learning) is an educational approach that utilizes mobile and handheld devices to deliver educational content (Sharma et al, 2013).

- Instructional Tools: Interactive Whiteboards and Student Response Systems

Interactive whiteboards are hardware devices that allow users to interact with digital content displayed on a large screen, usually a projector-connected whiteboard. The user can annotate and manipulate the digital content using a stylus or finger, and can make use of features

such as screen capture and recording to capture the session for future reference. The term —Interactive Whiteboardll was first coined by Dr. Stephen Heppell in 1998. Burden (2002) stated that interactive whiteboards are enormously motivating for pupils and for teachers alike. Student response systems are interactive technologies that allow students to respond to questions posed by a lecturer or teacher in real-time. These systems typically involve handheld devices, such as clickers, that students can use to submit their responses, which are then recorded and displayed on a screen or whiteboard.

- Web-Based Projects, Explorations, and Research

Web-Based Projects, Explorations, and Research (WEBPER) is a type of learning activity which requires students to use digital tools to find, analyze, and present information. This type of activity may entail researching a topic on the internet, creating a multimedia presentation, or exploring a digital platform. WEBPER projects are designed to help students develop critical thinking, problem-solving, research, and communication skills while also allowing them to explore and learn about topics in depth. Lee (2013) stated that the use of Web- based learning has revolutionized the way students look at the potential of Internet technology for learning. It has made learning more interactive, accessible, and personalized, allowing students to take an active role in their own education.

- Student-Created Media like Podcasts, Videos, or Slideshows

Student-created media like podcasts, videos, or slideshows is a type of media created by students for educational purposes. Podcasts are audio recordings that can be shared on the internet, and can cover any topics from history to current events. Videos are often used to demonstrate complex concepts, and slideshows can be used to present information in an organized and visually appealing way. These types of media can be used to supplement traditional lectures, or as a way to deepen student understanding of a particular subject. Additionally,

student-created media can be used to promote student engagement and collaboration in the classroom. . Graul et al (2022) stated that this innovative teaching and assessment model is both effective and timely as more college courses are being taught digitally and/or asynchronously.

- Collaborative Online Tools like Wikis or Google Docs

Collaborative Online Tools like Wikis or Google Docs are web-based tools that allow multiple users to work on the same document or project simultaneously. Wikis are great for sharing information and working on collaborative projects. They allow users to create and edit pages, add comments, and even link to other wikis. Google Docs allows users to create, share, and collaborate on documents, spreadsheets, and presentations. Both Wikis and Google Docs enable users to collaborate and work together on projects, share ideas, and provide feedback.

- Using Social Media to Engage Students

Using social media to engage students is a way for teachers and educators to use platforms such as Facebook, Twitter, Instagram and other social media sites to facilitate learning and interaction in the classroom. Teachers can use social media to post assignments, share resources, and provide real-time feedback to students. It can also be used to keep parents and other stakeholders informed about school activities and news. According to Bender & Dickenson (2016) the achievement and contentment of students in the online learning setting could depend on the level of communication between the student, teacher, and other students in the class.

2.2.3 Technology Integration in Education

Simply put, integrating technology into education involves using a variety of instruments to enhance students' learning experiences. Different forms of technology, such as a virtual classroom, are introduced in the classroom to encourage students to become more engaged with the lessons being taught. The use of technology also opens up possibilities for individualized teaching, which can be tailored to the individual needs of

every student in the classroom.

Many people knowingly think that integrating technology into the classroom will cost school too much money, but students can profit from it without having their own tablets or computers. Technology can be used to involve both auditory and visual learners during group teaching. Students' learning can be significantly enhanced by using simple technology like PowerPoint presentations, educational activities, internet-based tasks, and online grading tools. The increased ability to acquire and exchange information is the most notable benefit of using contemporary technology in education, claim Davies & West (2013). While students mainly use technology for data collection, storage, processing, and presentation.

The use of Information and Communication Technology (ICT) in education can have both positive and negative impacts on students' learning engagement. While ICT can enhance learning experiences and provide access to a wealth of information, there are potential drawbacks that can hinder student engagement. Here are some negative impacts of ICT on students' learning engagement:

- **Online learning:** It can have negative impacts on student engagement, which can affect their learning experience and success. According to Hollister et al, (2022) Students reported decreases in live lecture engagement and attendance during online learning, with 72 percent reporting that low engagement during lectures hurt their online learning experience.
- **Health Issues:** Prolonged use of ICT devices, such as computers and smartphones, can lead to health problems like eye strain, stress, and sedentary behavior (Keerthika, 2017). Sitting in front of a screen for extended periods can negatively impact students' physical and mental well-being, which can ultimately affect their engagement in learning activities.
- **Illegal Activities and Content:** The use of ICT can also lead to the exposure of students to inappropriate or illegal content, such as pornography. Students who are affected by such content may

experience negative consequences in their studies and overall well-being. (Hossain et al, 2022).

- **Dependence on Web Information:** Students may become overly reliant on information obtained from the web, which can be inaccurate or biased. Relying solely on web sources can limit critical thinking skills and hinder the development of research and analytical abilities (Amponsah et al, 2022).

2.2.4 Motivation

Motivation is an internal process that causes a person to behave in a certain way based on their personal goals, desires, and needs. It is the driving force that encourages an individual to take action, persist in the face of difficulties, and overcome obstacles in order to achieve a desired outcome. Motivation can be intrinsic or extrinsic in nature, and can come from both positive and negative sources. According to Graham & Weiner (2012) Motivation is the study of why individuals or organisms behave as they do: What gets their behavior started, and what directs, energizes, sustains, and eventually terminates action. To understand how humans are driven to succeed in an area, it can be helpful to envision a typical action associated with success, such as studying for a test. This behavior can then be seen as a timeline, starting with the beginning, continuing the effort, guiding it in the right direction, and eventually ending.

Motivation is a factor to indicate success or failure of any action. There has been a lot of researches that show the learners, teachers, material developers, as well as researchers agreeing to the significance of motivation as a part of mastering either second or foreign language. Moreover, the success of someone is sometimes depends on whether or not they are motivated. Motivation then becomes a key factor for indicating any success or failure of a certain activity.

Motivation provides someone an objective to achieve as well as direction to follow. The objective of a certain activity has to be achieved

simultaneously with the desire in doing so. Without any desire, or lack of motivation, some difficulties may appear (Alizadeh, 2016). Otherwise, effort does not indicate motivation. As Gardner et al, (1985) said that motivated person put the effort in the objectives, but the one expending effort is not absolutely motivated.

Someone feels motivated based on the conditions they may be in. To begin with, someone are mostly motivated when they think that they are an eligible person for a certain field. It will indirectly increase someone confidence in doing something because they know their ability and have no doubt. Otherwise, motivation is also built when a certain person has to deal with a certain material arranged to their level. This situation seems possible because a person feels that the level suits them, and which will enable them doing certain activity.

Besides, focusing on the objective will be achieved is also seemed to be significance. It is due to person or people's feeling of being pushed in reaching the goal they have set. In addition, people will also be motivated since they emphasize the significance of the recent studies they undergo. Further, facing a difficult work or task is likely to be able to motivate people because they will be encouraged and challenged to engage themselves in finishing the work or task previously mentioned.

It then becomes necessary to underline that living in a safe and secure circumstances is a condition where people can feel motivated. It is a common knowledge that environment is significance in building characters. People can also be motivated to do activities as they live in a suitable circumstance. Moreover, people like to work with interesting topics or materials. That is one of the reasons that interesting activity enables people to finish such things the face. Meanwhile, having a chance to make a decision, taking a responsibility of participating, and experiencing more success than failure are also another kind of situations which people can be motivated.

2.2.5 Types of Motivation

According to Winkel (1989), there are two types of motivation as follows:

- Intrinsic Motivation

Intrinsic motivation is the motivation of someone that emerge from his/herself without any influence from another side. This motivation appears as important because it is related to desire of someone in doing such activity where no one is able to affect them in deciding any success or failure of anything they endeavor for. In doing a certain activity, intrinsic motivation takes important role because it refers to the attempt of engaging someone to do the activity because the mentioned activity is enjoyable and worthy (Dornyei, 1998).

- Extrinsic Motivation

Extrinsic motivation is emerged from the outer side of someone. This motivation needs an influence from another side which can make someone able to do such things.

Regarding to the types of motivation, Brown (2014) and Gardner & Lambert(1959) also point out that there are two types of motivation below:

- Integrative Motivation

Integrative motivation refers to the personal growth and cultural enrichment. This form of motivation integrates someone to the culture his/herself wants to learn.

- Instrumental Motivation

Instrumental motivation refers to the need of someone in to learn to functional. It comes from the external side of his/herself in order to obtain instrumental objectives.

This study is aimed to investigate the motivation students' in learning English toward technology integration. Motivation that the researcher wants to emphasize is intrinsic motivation which comes after technology integration. Somehow, there is no apparent reward for intrinsic motivation. In this case, the students' engage themselves in the learning process for their own sake in order to improve their proficiency in English. Feeling of competence and self-determination appear to be the reward that intrinsic

motivation brings (Ryan & Deci, 2000)

2.2.6 Key factor of Motivation

Students' are individuals who are enrolled in a school or other educational institution and are actively pursuing a course of studies. They are the primary focus of the educational system and are typically the recipients of instruction and learning activities. In case of motivation, here are several significant factors that affecting motivation of students' in language learning:

- **Positive Attitudes toward Community**

Gardner et al, (1978) express that in learning a target language, having an attitude toward the community of the target language is a must. The motivation depends on the desire of someone to be the member of the target language they want to learn. The students' had to engage themselves to behave positively toward the community of English language they learn.

- **The Enjoyment of Learning**

The learners have to enjoy the language learning if they want to be motivated. Learning can be a very enjoyable experience for students. When students are engaged in activities and classes that interest them and challenge them, they can experience a sense of accomplishment and satisfaction. When students are able to learn new skills, knowledge, and ideas, they often feel empowered and excited about the possibilities that learning can bring. Additionally, when students are given the opportunity to collaborate, socialize, and interact with their peers, they often find learning to be a very enjoyable experience. Further, an influential definition of learning was proposed by American educational psychologist Bloom in 1971, who defined learning as —the process of acquiring new, or modifying existing, knowledge, behaviors, skills, values, or preferences. ll

- **External Pressures**

In order to be motivated, the students' have the pressures come from either their parents, other members of family, teacher, or

environment. The social cognitive theory of motivation, proposed by Bandura (1977), suggests that external pressures can encourage students to engage in motivated behavior. This theory states that an individual's behavior is influenced by three factors: environmental, cognitive and behavioral. Environmental pressures such as rewards, punishments, and social interactions can motivate students to achieve certain goals. Cognitive factors, such as expectations, beliefs and values, can also shape an individual's motivation. Finally, behavioral factors, such as effort and persistence, can lead to successful outcomes.

2.2.7 The Importance of Integrating Technology in the students' learning

Integrating technology into the students' learning is important as it has the potential to improve learning outcomes and make the learning process more engaging, interactive and enjoyable for students. It can also help to increase student engagement by making learning more dynamic and relevant to their lives. Following is the importance of Integrating Technology in the students' learning according to Hashmi et al, (2018).

- Provide access to large quantity of learning resources

Technology integration provides access to a large quantity of learning resources by connecting students to digital libraries, online databases, and virtual classrooms. This provides students with access to a wealth of information that would otherwise be unavailable in traditional classrooms. Additionally, technology integration can facilitate collaboration with other students, allowing for project-based learning and the exchange of ideas. Finally, technology integration can provide students with access to the latest technology which can help to enhance their learning experience.

- Quick access to information

Technology integration has a quick access to information because it allows users to access information quickly and efficiently. Technology integration provides users with real-time access to data, resources, and

information. It also allows users to quickly search for and access relevant data and information as needed. Technology integration streamlines communication and collaboration, making it easier for users to share information quickly and easily.

- By the use of ICTs learning can occur anytime.

Technology integration in learning can occur anytime because it provides access to a wide range of resources that can be used in any setting, from the classroom to the home. Technology can enable students to access information in real-time, collaborate with peers, and access a variety of multimedia tools to enhance their learning experience. Technology can also enable teachers to better track student progress, create engaging learning environments, and better assess student understanding.

- By the use of ICTs learning can occur anywhere.

Technology integration for learning anywhere occurs because it provides students with the opportunity to access learning resources from any location. This can be especially helpful for students who have to temporarily relocate due to personal or family circumstances, or for those who are living in rural or remote areas. Technology integration also allows for collaboration and connection with peers, as well as access to online course materials and resources that would otherwise not be available.

- Collaborative learning takes place if ICTs is merged into the education.

It is a type of learning that enables students to learn by working together. It allows students to collaborate on projects, share ideas and resources, and work together to develop solutions to problems. Collaborative learning encourages students to think critically and to work together to solve problems. It also encourages students to develop their social skills, communication skills, and problem-solving skills.

- Gives multimedia approach to education

Technology integration in the classroom allows students to experience multimedia approaches to education. This offers a variety of different ways to learn, including visual, auditory, and kinesthetic methods. This can help

to engage students in the lesson by providing visual aids, audio clips, and activities that allow them to interact with the material. By using a variety of methods to teach, students are exposed to different ways of learning, which can help to increase understanding of the material.

- Provide valid and up to date information

Technology integration is the process of incorporating technology into everyday life, such as in the classroom or workplace. It is important to integrate technology into everyday life as it can provide valid and up to date information and resources to help people learn, create, and collaborate. Technology integration can also help streamline processes, improve communication, and increase productivity.

- Provide access to online libraries

Technology integration is the process of incorporating technology into educational practices. This can include using technology tools such as computers, tablets, and other digital devices to enhance the teaching and learning process. Technology integration also provides access to online libraries, which can include a variety of resources such as e-books, videos, and databases. These resources can be used by teachers to supplement their lessons and provide students with access to more information. Online libraries can also provide access to educational software, which can be used to reinforce learning or help students gain new skills.

- Teaching of different subjects made interesting

Technology integration in teaching helps to make teaching of different subjects more interesting by using various forms of technology such as videos, interactive games, online quizzes, simulations, and other multimedia tools. This helps to engage students in their learning and makes it easier for them to understand the concepts being taught. Technology also provides teachers with more resources to use in the classroom, making teaching more effective and efficient.

- Gives opportunities for the instructive data storage

Technology integration gives opportunities for the instruction data

storage, which means that instructional data from various sources can be stored and collected in one place. This allows for easy access and analysis of the data, and can provide insight into how various instructional approaches are impacting student learning. Technology integration can help provide personalized learning experiences for students, as well as connect teachers and students with each other and the wider world.

- Provides the facility of distance education

Technology integration provides the facility of distance education by allowing teachers to use digital tools, such as computers, the Internet, and software applications, to deliver course content and instruction to learners who may be located in different physical locations. This type of learning has become increasingly popular in recent years as access to technology has become more widespread, and it can be beneficial to both students and instructors alike.

- Provides access to the wide source of information.

Technology integration is the incorporation of technology tools, such as computers, mobile devices, and the internet, into educational curricula. It provides access to a wide source of information, including online databases, multimedia content, and digital libraries. Technology integration can also be used to facilitate collaboration and communication between students, teachers, and parents. As technology continues to evolve and become more integrated in education, it provides students with the opportunity to access a variety of learning resources to help them engage in the learning process in a meaningful way.

2.3 Conceptual Framework

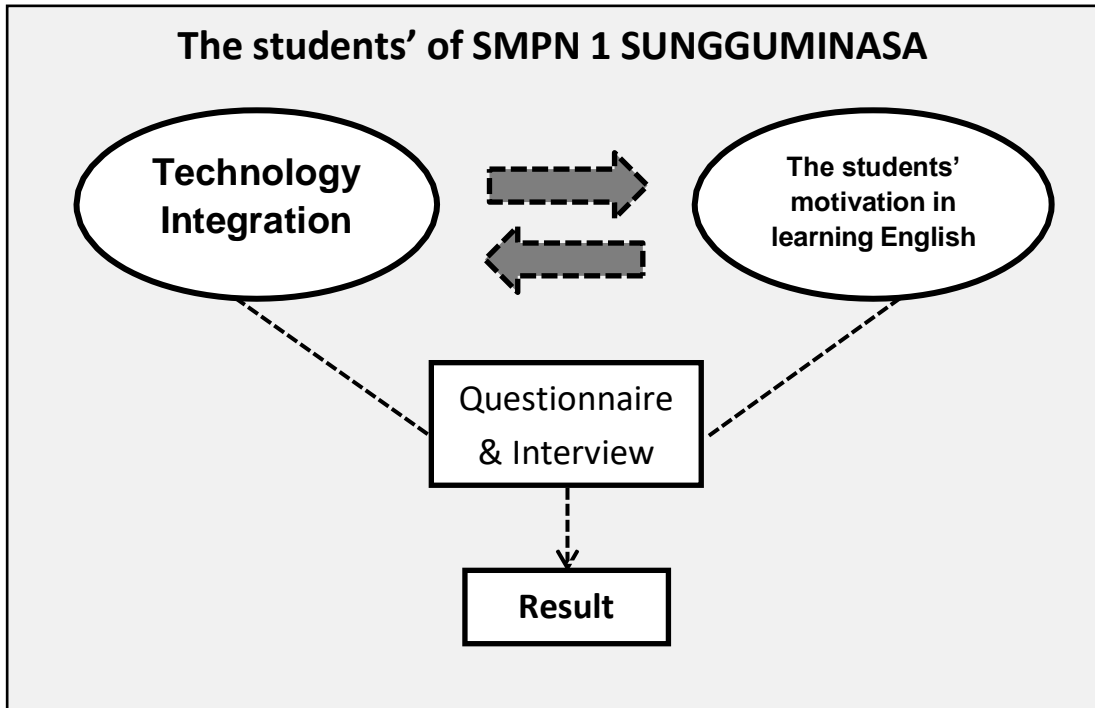


Figure 1. Conceptual Framework

Based on the conceptual framework above, the participants of this research will be the students' of SMPN 1 Sungguminasa. Researchers want to determine if technology integration affects students' motivation to learn English and how they perceive technology integration towards their motivation to learn English. This research focuses on ICT as a learning media (Internet, PowerPoint, Laptop, and etc.) in the classroom that affects students' English learning motivation. The researcher will use Questionnaire and interview to collect the data to obtain the research objective.