EFL LEARNERS’ MOTIVATION
IN ONLINE DISCUSSION IN ELE FLA UKSW

THESIS
Submitted in Partial Fulfillment
Of the Requirements for the Degree of
Sarjana Pendidikan

Mirawati Dewi Cahyaningtyas
112014029

ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS KRISTEN SATYA WACANA
SALATIGA
2018
Saya yang bertanda tangan di bawah ini:

Nama : Mirawati Dewi Cahyaningtyas
NIM : 112014029
Fakultas : Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris
Judul tugas akhir : EFL Learners’ Motivation in Online Discussion in ELE FLA UKSW
Pembimbing : Dian Toar Y.G Sumakul, M.A.

Dengan ini menyatakan bahwa:

1. Hasil karya yang saya serahkan ini adalah asli dan belum pernah diajukan untuk mendapatkan gelar kesarjanaan baik di Universitas Kristen Satya Wacana maupun di institusi pendidikan lainnya;

2. Hasil karya saya ini bukan saduran/terpermainan melainkan merupakan gagasan, rumusan, dan hasil pelaksanaan penelitian/implementasi saya sendiri, tanpa bantuan pihak lain, kecuali arahan pembimbing akademik dan narasumber penelitian;

3. Hasil karya saya ini merupakan hasil revisi terakhir setelah dimujakan yang telah diketahui dan disetujui oleh pembimbing;

4. Dalam karya saya ini tidak terdapat karya atau pendapat yang telah ditulis atau dipublikasikan orang lain, kecuali yang digunakan sebagai acuan dalam narasi dengan menyerahkan nama pengarang dan disetujui di dalam daftar pustaka.

Pernyataan ini saya buat dengan sesungguhnya. Apabila di kemudian hari terbukti ada penyimpangan dan ketidaksetaraan dalam penyataan ini maka saya bersedia menerima sanksi akademik berupa penaltian gelar yang telah diperoleh karena karya saya ini, serta sanksi lain yang sesuai dengan ketentuan yang berlaku di Universitas Kristen Satya Wacana.

Salatiga, 22 Mei 2018

F-LIB-080
PERNYATAAN PERSETUJUAN AKSES

Saya yang bertanda tangan di bawah ini:

Nama : Mirmawati Dewi Cahyomingtyas
NIM : 112014029
Fakultas : Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggeris

Judul tugas akhir : EFL Learners’ Motivation in Online Discussion in ELE FLA UKSW

Dengan ini saya menyerahkan hak non-eksklusif* kepada Perpustakaan Universitas – Universitas Kristen Satya Wacana untuk menyimpan, mengatur akses serta melakukan pengelolaan terhadap karya saya ini dengan mengacu pada ketentuan akses tugak akhir elektronik sebagai berikut (beri tanda pada kotak yang sesuai):

☐ a. Saya mengijinkan karya tersebut diunggah ke dalam aplikasi Repositori Perpustakaan Universitas, dan atau portal GARUDA

☐ b. Saya tidak mengijinkan karya tersebut diunggah ke dalam aplikasi Repositori Perpustakaan Universitas, dan atau portal GARUDA**

* Hak yang tidak terbatas karya bagi untuk pihak selanjutnya. Penyimpanan, penulisan, dan pemanfaatan yang mengandung hak non-eksklusif kepada repositori Perpustakaan Universitas sati mengandungkan hasil karya mereka masih memiliki hak copy right atas karya tersebut.
** Harus ada wujud keterima balasan dan adanya hak orang lain karya dianggap dengan persetujuan tertulis atau dengan perjanjian tertulis dan pengendalian TH dan dokumen selalu pemimpin karya tidak akan diunggah.

Demikian pernyataan ini saya buat dengan sebenarnya.

Salatiga, 22 Mei 2018

Mirmawati Dewi C.

Menerima,

[Signature]

[Signature]

F-LIB-081
EFL LEARNERS’ MOTIVATION
IN ONLINE DISCUSSION IN ELE FLA UKSW

THESIS
Submitted in Partial Fulfillment
Of the Requirements for the Degree of
Sarjana Pendidikan

Mirawati Dewi Cahyaningtyas
112014029

Dian Toar Y.G Sumakul, M.A.
Supervisor

Yustina Priska Kimanto, M.Hum.
Examiner

ii
COPYRIGHT STATEMENT

This thesis contains no such material as has been submitted for examination in any course or accepted for the fulfillment of any degree or diploma in any university. To the best of my knowledge and my belief, this contains no material previously published or written by any other person except where due reference is made in the text.

Copyright© 2018, Mirawati Dewi Cahyaningtyas and Dian Toar Y.G.Sumakul, M.A

All rights reserved. No part of this thesis may be reproduced by any means without the permission of at least one of the copyright owners or the English Language Education Program, Faculty of Language and Arts, Universitas Kristen Satya Wacana, Salatiga.

Mirawati Dewi Cahyaningtyas
PUBLICATION AGREEMENT DECLARATION

As a member of the (UKSW) Universitas Kristen Satya Wacana academic community, I verify that:

Name : Mirawati Dewi Cahyaningtyas
Student ID Number : 112014029
Study Program : English Language Education Program
Faculty : Faculty of Language and Arts
Kind of Work : Undergraduate Thesis

In developing my knowledge, I agree to provide UKSW with a non-exclusive royalty free right for my intellectual property and the contents therein entitled:

EFL Learners’ Motivation in Online Discussion in ELE FLA UKSW

With this non-exclusive royalty free right, UKSW maintains the right to copy, reproduce, print, publish, post, display, incorporate, store in or scan into a retrieval system or database, transmit, broadcast, barter or sell my intellectual property, in whole or in part without my express written permission, as long as my name is still included as the writer.

This declaration is made according to the best of my knowledge.

Made in : Salatiga
Date : May 16th, 2018

Verified by signee

Mirawati Dewi C.

Approved by

Thesis Supervisor

Thesis Examiner

Dian Toar Y.G Sumakul, M.A.

Yustina Priska Kisnanto, M.Hum.
# Table of Contents

Title ............................................................................................................................................. i
Approval Page................................................................................................................................ ii
Pernyataan Tidak Plagiat ........................................................................................................... iii
Copyright Statement ................................................................................................................ iv
Pernyataan Persetujuan Akses ................................................................................................ v
Publication Agreement Declaration ......................................................................................... vi
Table of Contents .................................................................................................................... vii
List of Table ............................................................................................................................... viii
Abstract ...................................................................................................................................... 1
Introduction ................................................................................................................................ 2
Literature Review ....................................................................................................................... 3
  Instruments of data collection ................................................................................................. 8
  Data collection procedure ...................................................................................................... 8
  Data analysis procedure ........................................................................................................ 8
Findings and Discussion ............................................................................................................ 9
  Intrinsic Motivation .............................................................................................................. 11
  External Regulation .............................................................................................................. 13
  Amotivation .......................................................................................................................... 15
Conclusion ............................................................................................................................... 16
Acknowledgement ................................................................................................................... 18
References ................................................................................................................................ 19
## List of Table

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 1</td>
<td>Interpretation of mean score of motivational levels</td>
<td>9</td>
</tr>
<tr>
<td>Table 2</td>
<td>Overall Findings</td>
<td>10</td>
</tr>
<tr>
<td>Table 3</td>
<td>Intrinsic Motivation</td>
<td>11</td>
</tr>
<tr>
<td>Table 4</td>
<td>Identified Regulation</td>
<td>12</td>
</tr>
<tr>
<td>Table 5</td>
<td>External Regulation</td>
<td>14</td>
</tr>
<tr>
<td>Table 6</td>
<td>Amotivation</td>
<td>15</td>
</tr>
</tbody>
</table>
EFL Learners’ Motivation

in Online Discussion in ELE FLA UKSW

Mirawati Dewi Cahyaningtyas

Abstract

The use of online discussion in the learning process is proven to be more efficient to gain students’ motivation. This study attempted to find the students’ motivational level in using online discussion in the learning process. The study took place in English Language Education Program at Universitas Kristen Satya Wacana. There were fifty participants participated in this study. The data were collected by using motivational questionnaire measuring four major types of human motivation (intrinsic motivation, identified regulation, external regulation, and amotivation) which were adapted from “The Situational Motivation Scale (SIMS)” by Guay et al. (2000). The data collected from the questionnaire was computed and analyzed in terms of means and standard deviation. The results were grouped and categorized according to the 4 categories of Deci and Ryan’s (1985) self-determination theory. The data analysis found that the students’ motivation on the use of online discussion shows moderately high degree of motivational level in intrinsic motivation, identified regulation, and external regulation, while moderately low degree of amotivation. The result indicates that most students were motivated in using online discussion in their learning process. Thus online discussion can be really motivating in learning process, yet there still some consideration, such as technical problem.

Key Words: Motivation, Self-determination theory, Online discussion
Introduction

Internet is common for people nowadays and has big impact for them, especially for the students. It is a new medium for communication, and also used in the students’ learning process. It makes everything easier. Students even use online discussion to share something or discuss the assignments with others. Chigona et al. (2010) explained that internet could increase the learners’ performance. It is because if most students use internet almost every time, it means that they enjoy using it. Therefore, if we use internet in learning process, it will gain the students’ learning interest and will motivate them to learn. The more students are motivated to learn; the more successful the learning will be. It was supported by a statement from Lee et al. (2015) about motivation is the crucial factor in successful learning. This is in line with Sanacore (2008) who pointed out that motivation was the key to academic success as well as promoting lifelong learning. Therefore, internet could motivate students in their learning process because it is helpful for them.

Internet has become one of the factors that influence the motivation. For example, Brophy (2010) investigated the factor of successful learning. He found that motivation is a major factor in the success of learning, not only in the context of face to face but also in online learning. Learners' motivations could be improved in a learning environment using technology (Scardamalia & Bereiter, 1991). It was supported by Thomas’ (2002) statement about online discussion that gives more opportunities for the students to actively engage in their learning process through active participation and provides flexibility of time and place to do it. McIsaac and Gunawardena (1996) also stated that one of the factors in successful online courses is motivation. Therefore, motivation and online discussion have important role in successful learning process. However, studies also have shown that it was not easy to motivate students to actively participate and contribute in online discussions because there are also some problems. Beaudoin (2002) stated that study confusion, fear, anxiety of bad
writing, and limitation of time are other reasons on why some students are passive or do not participate in online discussion. Actually, the lack of the student motivation is a major factor that causes high rates of drop out from online courses (Muilenburg& Berge, 2005).

The aim of this study is to identify the motivational levels of students in online discussion. All of previous studies and statements bring up the question of what the motivational factors of online discussion in EFL learners’ learning are. At the end, a conclusion will be provided. It is expected that this study will give more understanding about the students’ motivation toward the use of online discussion. It would be useful for both students and teachers in higher educational level to choose whether the online discussion is beneficial or not.

**Literature Review**

*Motivation*

Successful learning process is supported by motivation. According to Schunk (1995), as cited by Maggie Hartnett et al. (2011), motivation can influence what we learn, how we learn, and when we choose to learn. It is because motivation comes from people’s mind and heart, and the people itself can impact the motivational process but they cannot control it (Denhardt et al., 2008, p. 147). Therefore, it would be difficult for the students to learn if they do not have self-motivation in their learning process.

There are several definitions about motivation according to some experts. The first definition is offered by Chang (2005, p.2) who argues that motivation can be seen as a force that makes a person do an action and keep on doing it until the goals are achieved. It means that motivation plays an important role in the students’ successful learning process. This is in line with Pintrich and Schunk (2002) that explained a general definition that motivation is a process whereby activities directed at a goal are started and continued.
In terms of learning, it is important to understand that people have their own characteristic in terms of motivation. According to Deci and Ryan (1985), there are three types of motivation; they are intrinsic motivation, extrinsic motivation, and amotivation. Intrinsic motivation is the individual motivation that comes from inside because of willingness and purpose to learn something. According to Csikszentmihalyi et al. (2014), intrinsic motivation is natural learning toward assimilation, mastery, spontaneous interest, and exploration that is very essential towards cognitive and social development. It means that students’ willingness, purpose to learn, or their attitude toward learning process motivated them to learn. It is supported by Deci (1971), Lepper et al. (1973), Gagné & Deci (2005) (as cited in Reinholdt, 2006, p. 2) who state that intrinsically motivated behavior is where the individual finds interesting and derives spontaneous satisfaction and enjoyment from.

The second type is extrinsic motivation. Extrinsic motivation is where the individual’s motivation come from outside because of the need or necessity to learn something. It could be from family, friends, or even the society. According to Harmer (2007), extrinsic motivation is caused by any number of outside factors, for example, the need to pass an exam, the hope for reward, or the possibility of future. It means the students have motivation to learn because the necessity or demand. Yue Yu (2012) noted that people are extrinsically motivated because of reward or positive feedback from others. Then, in Self-determination theory, amotivation refers to individual unwillingness to participate in particular activity or situation. Deci et al. (1985) explained that amotivated behaviors are relatively to the least self-determined because there is no sense of purpose and no expectation of reward or possibility of changing the course of events. All types of motivation have relationship with one of the new strategies of successful learning process which is online discussion.
Online Discussion

Online discussion has been claimed to have many benefits, such as bringing an asynchronous discussion, promoting effective information access, and eliminating the social distance (Mason & Kaye, 1990; McComb, 1993; McDonald, 2002). A number of previous studies (An, Shin, & Lim, 2009; Andresen, 2009; Kehrwald, 2008; Hew & Cheung, 2013; Hrastinski, 2008; Swan & Shih, 2005) cited by Tobias (2016), found that beside enhancing learning process, online discussion can also promote social interaction between the students. Students are connected to each other without the feeling of intimidation that might appear during the face-to-face interaction (So & Brush, 2008; Swan & Shih, 2005; Warschauer, 1997, as cited by Tobias 2016). As the result, less active students can take part in the online dialogue (Citera, 1988, as cited by Davies & Graff, 2005).

According to Vygotsky’s theory of learning (1978), as cited by Chua (2015), “individuals must firstly collaborate with more capable adults or peers in a social context to promote higher mental function”. Involved in online discussion with different types of people create a big chance that students can cooperate with their more capable peers. As quoted by Tobias (2016), compared to studying alone, collaborative learning can help students to think deeper and more critical (Palmer, Holt, & Bray, 2008; Hew & Cheung, 2013). As Zhang and Gao (2007) stated what is more interesting is the fact that online discussions do not only have a place in distance education, but some classes that meet regularly in traditional classrooms are now incorporating online discussions to allow their conversations to continue beyond the classroom. In this digital era, therefore, the use of online discussion incorporated in traditional classrooms is preferred than the traditional classroom only.
Online discussion has been stated as a good way to learn nowadays. There are many benefits that found in online discussion. To support the successful online discussion, motivation has a big influence in the learning process. Motivation and online discussion would be a good combination in a successful learning process. The most influential comes from intrinsic motivation. As cited by Xie and Ke (2010), there is a study about the relationship of students’ intrinsic motivation and their participation in online discussions. They found that students’ intrinsic motivation was significantly correlated with their online discussion participation. This means students who had higher level of intrinsic motivation demonstrated higher participation rate than those with lower level of intrinsic motivation. In line with statement from Shroff, Vogel and Coombes (2009), the positive relationship between online discussions and individual perceived competence could result an increase in the individual’s intrinsic motivation. Wighting et al. (2005) also suggests that online students are more intrinsically motivated across the board than their on-campus counterparts at both undergraduate and postgraduate level.

In contrast, motivation was also revealed to be multidimensional. Within a given context, learners were shown to be motivated in many different ways as they engaged in online learning activities on an assignment. A range of extrinsic as well as intrinsic motivation occurred in varying degrees that differed depending on the online environment in which learners were engaged (Hartnett, George, & Dron, 2011). Lee et al. (2005) supports with a statement about a successful online discussion should include the components of utility and fun. Practitioners should pay special attention to extrinsic motivational factors. There must be factors to determine the motivation in online discussion (Blumenfeld et al., 2006). This is in line with Deci and Ryan (1985), that argued perceived value, competence,
relatedness, and autonomy are critical aspects that influence students’ motivation in the online discussion. The technology acceptance model, which was created to explain and predict users’ acceptance of new technology suggests that the perceived value is one of the major determinants of users’ motivation to accept and use a technology (Davis, 1989). To support the statements above, recent research by Hartnett and Dron (2011) has demonstrated that self-determination theory provides a useful analytic tool to explore the complexity of motivation in online contexts.

The Study

Research Question

What are the motivational levels of the students in online discussion in FLA UKSW?

Context

The study took place in English Language Teacher Program, Faculty of Language and Arts (FLA), Universitas Kristen Satya Wacana located in Salatiga, Central Java. The research was a descriptive statistic study on students’ motivation in online discussion. Descriptive method was chosen because it is a valid research of education method in accordance with the statement of Borg and Gall (1989). It observed the students of English education program batch 2014’s motivation in online discussion. Therefore, the research site was chosen because most lecturers were using online tools for teaching-learning activities.

Participants

The participants in this study were 50 students of English language education program batch 2014. They were students of the Faculty of Language and Arts (FLA) at Universitas Kristen Satya Wacana. All participants in this study had experienced in using online
discussion because most of FLA classes used this method. This study uses sampling technique based on the book of Kothari (2004). The technique is random sampling technique which means each member of population is equally likely to be chosen as part of the sample.

Instruments of data collection

To collect the data, this study used a questionnaire. The data were collected by using motivational questionnaire adapted from “The Situational Motivation Scale (SIMS)” by Guay, vallerand, and Blanchard (2000) (see Appendix A). There were 16 items classified into four categories in the questionnaire which were intrinsic motivation, Identified regulation, External regulation, and Amotivation. The correspondents were asked to respond the statement using Likert Scale of 7 points. The 7-point options were corresponds are not all (1); corresponds a very little (2); corresponds a little (3); corresponds moderately (4); corresponds enough (5); corresponds a lot (6); corresponds exactly (7).

Data collection procedure

First of all, the researcher asked permission to 50 students of 2014 to fill the questionnaire about motivation in online discussion randomly. After that, the researcher came to the class or met the participants by appointment. Then the print out of questionnaires were shared to the students.

Data analysis procedure

The data collected from the questionnaire in this study were read and summed up by the researcher. Then, the researcher computed and analyzed in terms of means, and standard deviation using the Microsoft excel. The answers from the interview were grouped and categorized according to the 4 categories of the Deci and Ryan’s (1985) self-determination theory.
To interpret the mean score for students’ motivational level, the researcher adopted the interpreting procedure by Best (1981) and Degang (2010) as cited in Kitjaroonchai journal article (2013, p.26).

Table 1. Interpretation of mean score of motivational levels

The mean score for each item indicated the level of students’ motivation; a high score meant students had high motivation, while a low score meant students had low motivation.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Mean Range</th>
<th>Motivational Level</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Corresponds exactly</td>
<td>Very high</td>
<td>6.50-7.00</td>
</tr>
<tr>
<td>6</td>
<td>Corresponds a lot</td>
<td>High</td>
<td>5.50-6.49</td>
</tr>
<tr>
<td>5</td>
<td>Corresponds enough</td>
<td>Moderately high</td>
<td>4.50-5.49</td>
</tr>
<tr>
<td>4</td>
<td>Corresponds moderately</td>
<td>Medium</td>
<td>3.50-4.49</td>
</tr>
<tr>
<td>3</td>
<td>Corresponds a little</td>
<td>Moderately low</td>
<td>2.50-3.49</td>
</tr>
<tr>
<td>2</td>
<td>Corresponds a very little</td>
<td>Low</td>
<td>1.50-2.49</td>
</tr>
<tr>
<td>1</td>
<td>Corresponds not all</td>
<td>Very low</td>
<td>1.00-1.49</td>
</tr>
</tbody>
</table>

Findings and Discussion

The findings and discussions parts of the study provide the answer of the research question. The discussion indicates descriptive findings about 4 major types of human motivation affecting students’ motivation in online discussion, related to Self-Determination Theory (SDT) by Deci and Ryan (1985). The four types were Intrinsic Motivation, Identified Regulation, External Regulation, and Amotivation.

Table 2 shows 3 elements of motivation that have a moderately high value, while amotivation is moderately low value. The result identified the theory by Deci and Ryan
(1985), that most students were moderately high intrinsically motivated, identifiably motivated, and externally motivated. The table also shows the standard deviation (SD) which is the measure of the spread numbers in a set of data from its mean value. Moreover, the SD values are quite big for a scale of 7, because the St.D results were > 1. It means that the answers of the participants are quite various. Further discussion on this subject will be elaborated under each section below.

**Table 2. Overall Findings**

<table>
<thead>
<tr>
<th>No</th>
<th>Kind of Motivation</th>
<th>Mean</th>
<th>St. D</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Intrinsic Motivation</td>
<td>4.74</td>
<td>1.43</td>
<td>Moderately High</td>
</tr>
<tr>
<td>2</td>
<td>Identified Regulation</td>
<td>5.025</td>
<td>1.48</td>
<td>Moderately High</td>
</tr>
<tr>
<td>3</td>
<td>External Regulation</td>
<td>4.76</td>
<td>1.43</td>
<td>Moderately High</td>
</tr>
<tr>
<td>4</td>
<td>Amotivation</td>
<td>3.32</td>
<td>1.61</td>
<td>Moderately Low</td>
</tr>
</tbody>
</table>

From the 4 elements of motivation, it can be seen that amotivation has moderately low mean score of 3.32 for the questionnaire results. It represents that most students were not amotivated. It could be explained that most of the students did all of the activities through online discussion as personally important and take it as their own value. Other reason was student’s behavior regulated by rewards or avoiding negative consequences. It means that internal and external factors was successfully became the self-directed factor in online discussion activities for most of all students.

The following sections present the findings for each category from the SIMS, namely Intrinsic Motivation, Identified Regulation, External Regulation, and Amotivation.
**Intrinsic Motivation**

Intrinsic motivation is the individual motivation that comes from inside because of willingness and purpose to learn something. It has previously been defined by Ryan and Deci (2000, p.56) as “the doing of an activity for its inherent satisfactions rather than for some separable consequence.” In this study, it was found that the students have a quite high degree on this subject. Table 3 summarizes the findings.

**Table 3. Intrinsic Motivation**

<table>
<thead>
<tr>
<th>Item</th>
<th>Statement</th>
<th>Mean</th>
<th>St. D</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Because I think that this activity is interesting</td>
<td>4.72</td>
<td>1.44</td>
<td>Moderately High</td>
</tr>
<tr>
<td>5</td>
<td>Because I think that this activity is pleasant</td>
<td>4.68</td>
<td>1.25</td>
<td>Moderately High</td>
</tr>
<tr>
<td>9</td>
<td>Because this activity is fun</td>
<td>4.84</td>
<td>1.48</td>
<td>Moderately High</td>
</tr>
<tr>
<td>13</td>
<td>Because I feel good when doing this activity</td>
<td>4.74</td>
<td>1.55</td>
<td>Moderately High</td>
</tr>
</tbody>
</table>

Table 3 shows that, in all items appear, students have a moderately high degree on intrinsic motivation. The SD values are also quite big and it means that the answers of the participants are quite diverse. Table 3 shows the four items which are questions related to students’ intrinsic motivation toward online discussion. The result shows that students were moderately high intrinsically motivated to the use of online discussion because they thought that the online discussion activity was interesting ($\bar{x}=4.72$), they thought that the activity was pleasant ($\bar{x}=4.68$), they felt good when doing the activity ($\bar{x}=4.74$), and they thought that the activity was fun ($\bar{x}=4.84$).
Comparing the result of this study to the study from Hartnett, George, and Dron (2011), they also used quantitative and found that the result of their study about intrinsic motivation towards the use of online discussion was also moderately high. There were also study about intrinsic motivation in online discussion using qualitative method from Shroff, Vogel, and Coombes. Their study found intrinsic motivation has a quite high value in students’ motivation towards online discussion. From the studies with the same results, it can be seen that most people or students are moderately high in their intrinsic motivation in online discussion. However, it was similar with this study that online discussion lead to a more positive perception of an individual’s mind. Subjects seemed to gain pleasure from the online discussions, as this provided them with a level of surprise, conflicting difference, and innovation.

Identified Regulation

Identified regulation refers to individuals who engage in an activity because the results may have personal value to them or because the activity is regarded as worthwhile. Deci et al. (2000, p.62) stated that identified regulation is where the person has been identified with personal importance of a behavior and has accepted its regulation as his or her own. In this study, it was found that in general, the students have a moderately high degree on this matter. Table 4 summarizes the findings.

Table 4. Identified Regulation

<table>
<thead>
<tr>
<th>Items</th>
<th>Statement</th>
<th>Mean</th>
<th>St. D</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Because I am doing it for my own good</td>
<td>4,94</td>
<td>1,46</td>
<td>Moderately High</td>
</tr>
<tr>
<td>6</td>
<td>Because I think that this activity is good for me</td>
<td>5,02</td>
<td>1,36</td>
<td>Moderately High</td>
</tr>
<tr>
<td>10</td>
<td>By personal decision</td>
<td>5,02</td>
<td>1,72</td>
<td>Moderately High</td>
</tr>
</tbody>
</table>
Because I believe that this activity is important for me

Table 4 shows that in all the items appear, the students have a moderately high degree on identified regulation. The answers of the participants are also quite various because the SD values are quite big which is >1. Table 4 shows the four items which are questions related to students’ identified regulation toward online discussion. The result shows that students were moderately high degree on identified regulation to the use of online discussion because they think that the online discussion activity is important for them ($\bar{x}$=5.12), they think that the activity is good for them ($\bar{x}$=5.02), they do the activity for their own good ($\bar{x}$=4.94), and by personal decision ($\bar{x}$=5.02).

There was study that also used quantitative method with the same result, which is moderately high value on identified motivation towards online discussion from Hartnett, George, and Dron (2011). There was another statistic study from Wighting, Liu, and Rovai (2008). They also found that students were quite high degree on identifying motivation in online discussion. However, it was similar to this study that most students’ personal importance, and/or relevance of the task in doing online discussion were higher than interest and enjoyment in the task itself that determines the behavior.

**External Regulation**

External regulation is the type of extrinsic motivation where the individuals are responsive to the threat of punishment or the offer of rewards and tend to be compliant as a result. External regulation is a category that represents the least autonomous forms of extrinsic motivation where behaviors are performed to satisfy an external demand or obtain an externally imposed reward contingency (Ryan & Deci, 2000). In this study, it was found
that most of the students have a moderately high degree on this matter. The table below summarizes the findings.

*Table 5. External Regulation*

<table>
<thead>
<tr>
<th>Items</th>
<th>Statement</th>
<th>Mean</th>
<th>St. D</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Because I am supposed to do it</td>
<td>5,24</td>
<td>1,22</td>
<td>Moderately High</td>
</tr>
<tr>
<td>7</td>
<td>Because it is something that I have to do</td>
<td>5,32</td>
<td>1,39</td>
<td>Moderately High</td>
</tr>
<tr>
<td>11</td>
<td>Because I don’t have any choice</td>
<td>3,44</td>
<td>1,76</td>
<td>Moderately High</td>
</tr>
<tr>
<td>15</td>
<td>Because I feel that I have to do it</td>
<td>5,06</td>
<td>1,35</td>
<td>Moderately High</td>
</tr>
</tbody>
</table>

The table above shows that in all the items appear, students have a moderately high degree on external regulation. The SD values are also quite big which means the answers of the participants are quite various. Table 5 shows the four items which are questions related to students’ external regulation toward online discussion. These students showed that they were moderately high on external regulation in using online discussion because they feel that they have to do it ($\bar{x}=5.32$), because they are supposed to do it ($\bar{x}=5.24$), because it is something that they have to do ($\bar{x}=5.06$), and because they do not have any choice ($\bar{x}=3.44$).

The study from Hartnett, George, and Dron (2011) also used quantitative method in measuring student motivation in online discussion. Then, the result shows that students’ external regulation is also moderately high. Statistic study with the same result, which is quite high degree in external regulation in online learning, was also found by Lee et al. (2005). It was similar to this study that the high result of external regulation indicates the external demands or the desire to obtain an externally imposed reward contingency have a big role in the students’ motivation in online discussion. Subject seemed to do online discussion because
they think they have to do it to gain the reward such as good grades, praise, etc., and to avoid the punishment.

Amotivation

Amotivation represents a lack of motivation. As Deci and Ryan (2000) explained that, “amotivation is the least autonomous regulation embraced by self-determination theory”.

This study was found that most of the students have moderately low degrees on this matter. The table below explains the findings.

*Table 6. Amotivation*

<table>
<thead>
<tr>
<th>Items</th>
<th>Statement</th>
<th>Mean</th>
<th>St. D</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>There may be good reasons to do this activity, but personally I don’t see any</td>
<td>3.30</td>
<td>1.71</td>
<td>Moderately Low</td>
</tr>
<tr>
<td>8</td>
<td>I do this activity but I am not sure if it is worth it</td>
<td>3.46</td>
<td>1.49</td>
<td>Moderately Low</td>
</tr>
<tr>
<td>12</td>
<td>I don’t know; I don’t see what this activity brings me</td>
<td>3.02</td>
<td>1.58</td>
<td>Moderately Low</td>
</tr>
<tr>
<td>16</td>
<td>I do this activity, but I am not sure if it is a good thing to pursue it</td>
<td>3.50</td>
<td>1.66</td>
<td>Moderately Low</td>
</tr>
</tbody>
</table>

Table 6 shows that students have a moderately low degree on amotivation. The four items in Table 6 shows the questions related to students’ amotivation toward the use of online discussion. These students indicated that they were moderately low amotivated in the use of online discussion because there may be good reasons to do this activity but personally they do not see any ($\bar{x}=3.30$), they do the activity but they are not sure if it is worth it ($\bar{x}=3.46$), t
hey do not know, they do not see what this activity bring them ($\bar{x}=3.02$), and they do this activity but they are not sure it is a good thing to pursue it ($\bar{x}=3.50$).

Moderately low degree on students’ amotivation in online discussion also found in two statistic studies from Hartnett, George, and Dron, (2011), and from Wighting, et al. (2008). However, it was similar to this study that there were only a small number of students who are amotivated in doing online discussion. Just a few students do online discussion activity but they are not sure if it is a good thing to pursue rather than students who intrinsically and extrinsically motivated in doing it.

**Conclusion**

The purpose of this study is to analyze the students’ motivation in using online discussion at Universitas Kristen Satya Wacana, English Language Education Program. The study was conducted by distributing the motivational questionnaire adapted from “The Situational Motivation Scale (SIMS)” by Guay, vallerand, and Blanchard (2000) for 50 students. At the end, this study concludes that the students’ motivation in online discussion shows moderately high degree of motivational level in intrinsic motivation, identified regulation, and external regulation. Meanwhile, while result shows moderately low degree of motivational level in amotivation.

This study shows that most of the participants who have moderately low degree of amotivation are intrinsically or extrinsically motivated toward the use of online discussion. The moderately high results in this study were found because the answer of the participants are various which means that not all students are literally have high degree in intrinsic or extrinsic motivation, and the amotivation result shows moderately low degree. The use of online discussion has potential to gain the students’ motivation in learning process. The result also indicates that the students are quite autonomous. The finding of this study may bring out
the new perspective for the scholars, instructors and other related parties to improve the learning strategy in the future by using online discussion. For further implication, it can be seen from the students’ interest in doing online discussion based on this study. There are some considerations for the instructor, such as, considering the learning platform for technical issues, provide a tutorial for the students before using the platform, and make rules for students who are in discussion. In addition, there are some considerations for the scholars in using online discussion, such as, they should be more open-minded on the use of technology in the learning process nowadays, and they also must feel comfortable in using online discussion in order to help them get the benefit from the activity used in online discussion.

This study only relied one instrument which is questionnaire. The questionnaire used contains close-ended and consist of 16 items. This study is focused on college students. Therefore, the result might be different if the study is applied for students in other level. For further study it is suggested to use more than one instrument such as questionnaire and interview and involve more participants to analyze the motivation research and to conduct a wider research on the use of online discussion and its relationship with the students’ motivation.
Acknowledgement

Completing my thesis was really needs a hard work and persistence. First of all, I would like to express my greatest gratitude to Allah SWT for all his guidance and blessings in every step of my journey. It is only by His blessing that I could finish my study and also the helps and supports from many people that have an important roles in my life, particularly during the process of thesis making to fulfill the requirement of my first degree. Without the encouragement of these people, I would not have been able to finish my thesis. A very special thanks goes to my family, especially for my beloved mother for the endless supports and prayers during my study. I would like to express my sincere gratitude to my thesis supervisor, Dian Toar Y.G Sumakul, M.A. Thank you for the knowledge and guidance you shared during my thesis writing. I would also like to thank my examiner, Yustina Priska Kismanto, M.Hum. for the comments and constructive criticism for my thesis. Last but not least, I would like to say thanks to all my friends, especially Ryan Endar, Chessya Maria, Lidya Sartika, and Handa Febrian who never give up on giving support and motivation in completing this research, and my participants for the willingness to help finish this study.
References:


Xie, K., & Ke, F. (2010). The role of students’ motivation in peer-moderated asynchronous online discussions. *British Journal of Educational Technology, 42*(6), 916-930. doi:10.1111/j.1467-8535.2010.01140.x


Appendix A
The Situational Motivation Scale (SIMS)

**Directions:** Read each item carefully. Using the scale below, please circle the number that best describes the reason why you are currently engaged in online discussion activity (online discussion here is when you discuss everything such as group work discussion via line, whatsapp, bbm, facebook, schoology, and etc.). Answer each item according to the following scale: 1: corresponds not all (strongly disagree); 2: corresponds a very little (disagree); 3: corresponds a little (somewhat disagree); 4: corresponds moderately (neither agree nor disagree); 5: corresponds enough (somewhat agree); 6: corresponds a lot (agree); 7: corresponds exactly (strongly agree).

### Why are you currently engaged in this online discussion activity?

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Because I think that this activity is interesting</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>2.</td>
<td>Because I am doing it for my own good</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>3.</td>
<td>Because I am supposed to do it</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>4.</td>
<td>There may be good reasons to do this activity, but personally I don’t see any</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>5.</td>
<td>Because I think that this activity is pleasant</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>6.</td>
<td>Because I think that this activity is good for me</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>7.</td>
<td>Because it is something that I have to do</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8.</td>
<td>I do this activity but I am not sure if it is worth it</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>9.</td>
<td>Because this activity is fun</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>10.</td>
<td>By personal decision</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>11.</td>
<td>Because I don’t have any choice</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>12.</td>
<td>I don’t know; I don’t see what this activity brings me</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>13.</td>
<td>Because I feel good when doing this activity</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>14.</td>
<td>Because I believe that this activity is important for me</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>15.</td>
<td>Because I feel that I have to do it</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>16.</td>
<td>I do this activity, but I am not sure it is a good thing to pursue</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

**Codification key:** Intrinsic motivation: Items 1, 5, 9, 13; Identified regulation: Items 2, 6, 10, 14; External regulation: Items 3, 7, 11, 15; Amotivation: Items 4, 8, 12, and 16.