STUDENTS’ MOTIVATION IN USING SCHOOLOGY IN
PRONUNCIATION CLASS

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

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SALATIGA
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STUDENTS’ MOTIVATION IN USING SCHOOLLOGY IN PRONUNCIATION CLASS

Hapsari Catur Hanandya

Abstract

Technology takes an important role in almost all aspects of human beings’ lives, including in English language learning. Numerous studies have suggested the use of technology in language learning has positive effects on students’ motivation and behavior in learning. The use of online media in language learning such as Schoolology is proven more efficient to gain students’ motivation. However, there are some factors that can reduce the students’ motivation in using Schoolology. This study attempted to find the students’ motivation in using Schoolology in Pronunciation classes. The study took place in English Language Education Program in Satya Wacana Christian University. There were thirty-nine participants who participated in this study. The data were collected by using motivational questionnaire measuring 4 major types of human motivation (intrinsic motivation, identified regulation, external regulation, and amotivation) which was adapted from “The Situational Motivation Scale (SIMS)” by Guay, Vallerand, and Blanchard (2000). The data collected from the questionnaire were computed and analyzed in terms of means and standard deviation, and the results were grouped and categorized according to the 4 categories of Deci and Ryan’s (1985) self-determination theory. The data analysis suggested that the students’ motivation on the use of Schoolology in Pronunciation class shows moderately high degree of motivational level in intrinsic motivation, identified regulation, and external regulation, while the result indicates moderately low degree of amotivation.

Key Words: Motivation, Self-determination theory, LMS, Schoolology, technology in language learning, pronunciation
INTRODUCTION

Motivation involves a set of interests, perceptions, and attitude which is related to each other and takes an important role in language learning. Learner’s success in language learning is affected by motivation as it acts the crucial factor in successful language learning. This is in line with Tuan (2012, as cited in Jafari, 2013) who mentioned that motivation was one of the factors influencing the success of the second language learners. In short, the learners’ success in language learning is closely related to their motivation. It includes students’ desire, purpose to learn language, or their attitude toward language learning process. As Sanacore (2008, as cited in Granito & Chernobilsky, 2012, p.2) has pointed out, motivation was the key to academic success as well as promoting lifelong learning.

Moreover, nowadays technology could also enhance students’ success in language learning. Various kinds of technology in language learning raise students’ self motivation to learn language. It is supported by Chigona and Chigona, 2010, Means et al., 1994 (as cited in Al-Ammary, p.56) who explained that technology could promote collaborative learning and increase learners’ performance. Technology is a valuable tool that can help in the encouragement of language learning as well as increase learner performance by effectively improving teaching and learning abilities. By seeing the rising of students’ motivation toward the use of technology in learning, teacher could use various activities using technology to gain learners’ motivation in language learning. The implementation of technology in language learning by using Learning Management System (LMS) is considered to use in learning process. With the same sense Rouse (2005, as cited in Sicat, 2015) explained that “learning management system (LMS) is a software application or Web-based technology used to plan, implement, and assess a specific learning process” (p. 3). One of the popular LMS gaining popularity nowadays in the field of
blended or online learning is the Schoology (Sicat, 2015). Wall (2014, as cited in Sicat, 2015, p. 4) added that Schoology provided more configurable features than Facebook, such as submitting assignments, taking tests, making comments, asking questions, and retain access to resources in courses after semester ends. It shows that Schoology provides more advantages in language learning process.

Furthermore, investigating the students’ motivation by using Schoology in Pronunciation classes will be more interesting because it provides more than pronunciation learning, but also create the students’ motivation in Pronunciation learning through Schoology. Particularly for the students who learn English as a second or foreign language, they will find difficulties in pronunciation. The purpose of the research was to look for the students’s motivation in using Schoology in their Pronunciation class.

From this study, it is expected that the result of the research will provide some new perspectives on the relation between students’ motivation by using Schoology to gain their interest and motivation in Pronunciation learning classes.

LITERATURE REVIEW

Defining Motivation

Motivation could be as a parameter in students’ successful learning process that involves a set of interests, perceptions, and attitude which is relate to each other and takes an important role in language learning. Learner’s success in language learning is affected by motivation as it acts the crucial factor in successful language learning. As Tuan (as cited in Jafari, p.1913) has pointed out, the person’s successful in second language learning was influenced by their motivation. In short, the learners’ success in language learning is closely
related to their motivation. Therefore it is difficult for students to learn a second language if they do not have self-motivation in language learning. Motivation is a complex concept and might be seen as a simple word which has been defined in multiple ways. The different meaning and view may come from different people. For this reason, it is difficult to provide one concrete definition about the idea of motivation. An example is given by Dornyei (1998) who stated that:

Although ‘motivation’ is a term frequently used in both educational and research contexts, it is rather surprising how little agreement there is in the literature with regard to the exact meaning of this concept (p. 117).

In terms of motivation, there are several simpler definitions 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 to do an action and to keep on until the goals are achieved. It means that motivation plays an important role in students’ successful learning process. This is line with Pintrich & Schunk (2002) that explained that a general definition related to prior research is that motivation is “process by which goal-directed activity is instigated and sustained” (p. 4).

Types of motivation

In terms of learning, it is important to understand that people are all not the same. People have their own characteristic in terms of motivation in language learning. As it was explained by Deci & Ryan (2000) in their theory namely Self-Determination Theory (SDT), SDT is an approach to human motivation and personality that uses traditional empirical methods while employing an organismic metatheory that highlights the importance of humans' evolved inner resources for personality development and behavioral self-regulation. In a short way, Deci and Ryan (1985) identified three types of motivation, namely intrinsic
motivation, extrinsic motivation, and amotivation to account for the differing reasons why individuals engage in activities.

**Intrinsic motivation.** Intrinsic motivation is related to the individual’s motivational stimuli are coming from inside because of the willingness, eagerness, and purpose to learn the language. According to Harmer (2007), intrinsic motivation comes from within the individual. It means that students’ desire, purpose to learn language, or their attitude toward language learning process motivated them to learn language. Furthermore, according to Yue Yu (2012), people are intrinsically motivated because of an interest, curiosity, and doing the activity itself is a reward. In relation to that, students learning English because of their interest without any compulsion. It is supported by Deci (1971), Lepper et al. (1973), Gagné & Deci (2005) (as cited in Reinholt, 2006, p. 2) intrinsically motivated behavior is perceived as behavior freely engaged in, which the individual finds interesting and derives spontaneous satisfaction and enjoyment from.

**Extrinsic motivation.** In contrast, extrinsic motivation is related to the individual’s motivational stimuli are coming from outside because of the necessity or imperative to learn the language. 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 financial reward, or the possibility of future travel. It means the students motivated to learn English is because the necessity or demand. Yue Yu (2012) points out that people are extrinsically motivated because of reward or positive feedback from others. External motivation focuses on the external factors and learning activities in language learning.

**Amotivation.** In Self-determination theory, amotivation refers to individual unwillingness to participate in particular activity or situation. Deci et al. (1985) asserted
that, amotivated behaviors are relatively to the least self-determined because there is no
sense of purpose and no expectations of reward or possibility of changing the course of
events.

**Learning Management System (LMS)**

Rouse (2005) defines LMS as online communication language learning via
management system (LMS) is a software application or Web-based technology used
to plan, implement, and assess a specific learning process” (p. 3). Moreover, Sicat
(2015) explained that LMS has become a powerful tool even for consulting companies that
specialize in staffing and training, extension schools, and any corporation looking to get
a better grasp on the continuing education of its workforce. LMS provides more than
just a tool and it is considered to use in learning process.

Based on some experts' perspectives, many studies provide that LMS could bring
positive effects and advantages to the students in learning English. Sharma & Vatta (2013)
explain the advantages of LMS. For example, LMS can increase motivation of learners,
promote learning, encourage interaction, provide feedback and support can be provided
during the learning process, supports content in various formats, e.g. multimedia, video, and
text. Besides, the course material is updated and students can see the changes made in the
particular field. Teachers can modify information according to the need of the student.
Moreover, various activities are offered to the learners to make choices out of it.

**Motivation in LMS**

As the increasing use of internet nowadays, it could increase the use of technology in
language learning. Therefore, the various kinds of technology in language learning raises
students’ self motivation to learn language. Correspondingly, Al-Ammary (2003) in his study to investigate the effect of using Educational Technology on the achievement and performance of students at the University of Bahrain stated that “the learning achievement of students is affected when the teaching and learning processes are enhanced by Educational Technology” (p. 62). Hence, it motivates the students to become more involved, active and interested in learning. By seeing students’ motivation raises toward the use of technology in learning, teacher can cover the students with various activities using technology to gain learners’ motivation in language learning. The implementation of technology in language learning by using Learning Management System (LMS) is considered to use in learning process.

One of the popular learning management systems gaining popularity nowadays in the field of blended or online learning is the Schoology (Sicat, 2015). In addition Wall (2014, as cited in Sicat, 2015) argued that “Schoology offers much more than just the Facebook factor. Students find that submitting assignments, taking tests, making comments, and asking questions are smooth and intuitive for them, and they retain access to resources in their courses after the semester ends” (p. 4). It shows that Schoology provides more advantages in language learning process. Overall, Schoology engages students more in learning since both parties can send and reply to messages instantly made possible through the popular mobile gadgets such as laptops, mobile phones, tablets etc.
THE STUDY

Research Question

“What kind of motivation do the students employ when using Schoology in Pronunciation class?”

Context

The research was a descriptive study on students’ motivation in using Schoology in Pronunciation class at Faculty of Language and Literature of Satya Wacana Christian University. Descriptive method was chosen because it has derived acceptance as a valid form of research in education. Borg and Gall (1989) stated that descriptive research describes natural or man-made educational phenomena that is of interest to policy makers and educators. It observed the students’ motivation by using Schoology, a Learning Management System (LMS) in Pronunciation class.

Participants

The participants in this study were 39 students of the Pronunciation classes in Semester 1/2015-2016. The number was about 30% from the total population of 124 students. They were undergraduate students of the Faculty of Language and Literature (FLL) at Satya Wacana Christian University, majoring in English Language Education Program (ELE Program). Common to all, participants were taking Pronunciation class by using Schoology in their language learning and chosen by using convenient sampling from each class.
Instruments of data collection

The method that used in investigation is very important to get a valid data. This study used a questionnaire and interview as a tool of collecting data. The data were collected by using motivational questionnaire which was adapted from “The Situational Motivation Scale (SIMS)” by Guay, Vallerand, and Blanchard (2000) (see Appendix A). There were 16 items in the questionnaire and classified into four categories. Each of the categories was represented by four questions as explained above. The correspondents were asked to respond the statement using Likert Scale of 7 points. The 7-point options were corresponds 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).

The other method that was used in this research was interview. The interview for each participant was around 10-20 minutes. Advantages of interviews were listed by Saunders et al (2007) as the possibility of obtaining comprehensively detailed primary data than can be immediately analyzed. It meant that the researcher have the possibility to get deeper data in face to face interview. Furthermore, by conducting the interview, the researchers will get richer data, opinions, patterns, and various thoughts toward the topic (Trost, p.7 as cited in Carlsson, 2008). The aim of interview in this research, which was unstructured interview, is helpful to explore and to know the reason or motivation why the interviewee choose the statement using 7-point Likert scale of the questionnaire above. However, sometimes unplanned questions also useful to clarify any other related points and follow up the answers.

Data collection procedure

First of all, the permission from each lecturer in four Pronunciation classes was asked. After that, the researcher created the online questionnaire by using Google Form,
then it was shared to four Pronunciation classes via Schoology. There were 39 students who filled out the online questionnaire or around 30% from the total population of the 124 students who took the Pronunciation classes. Afterwards, from those 39 students, 10 volunteered for the interview. The length of the interview was around 10-20 minutes for each interviewee.

Data analysis procedure

After completing the stage of data collection, the data collected from the questionnaire in this study were computed and analyzed in terms of means and standard deviation by using Microsoft office excel for Windows 2007. The mean and standard deviation of each number were summed up and the additional open-ended question 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 designed by Best (1981) and Degang (2010) as cited in Kitjaroonchai journal article (2013, p. 26) as follows. 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 1. Interpretation of mean score of motivational levels

<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 following section presents findings and discussions of the study which provides the answer to the research question. The discussion shows descriptive findings based on Self-Determination Theory (SDT) by Deci and Ryan (1985). This study found that there were 4 major types of human motivation affecting students’ motivation in using Schoology in Pronunciation Class. They were Intrinsic Motivation, Identified Regulation, External Regulation, and Amotivation. Table 2 presents the overall findings of the motivation.

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>4.82</td>
<td>1.39</td>
<td>Moderately High</td>
</tr>
<tr>
<td>2</td>
<td>Identified Regulation</td>
<td>5.09</td>
<td>1.31</td>
<td>Moderately High</td>
</tr>
<tr>
<td>3</td>
<td>External Regulation</td>
<td>5.04</td>
<td>1.62</td>
<td>Moderately High</td>
</tr>
<tr>
<td>4</td>
<td>Amotivation</td>
<td>2.84</td>
<td>1.60</td>
<td>Moderately Low</td>
</tr>
</tbody>
</table>

In Table 2, it can be seen that 3 elements of motivation have a moderately high value, while amotivation is below the average value. This tells us that mostly of the students were moderately high intrinsically motivated, identifiedly motivated, and externally motivated. Moreover, the SD values are relatively big for a scale of 7. It means that the answer of the participants are quite diversified. This might explain why the values of the 3 elements do not reach high or very high degree. Further discussion on this matter will be elaborated under each section below with the support from the interview results.
From the 4 elements of motivation, it can be seen that amotivation had moderately low mean score of 2.84 for the questionnaire results. It depicts that mostly of the students were not amotivated, instead they inclined to be intrinsically, identifiedly and externally motivated. It could be interpreted that most of the students had already accepted the behavior to follow the activities in Schoology as personally important and take it as his/her own value. Afterwards, it followed by the students’ behavior which is regulated by rewards or in order to avoid negative consequences. It means that the process of somewhat internalization and externalization was successfully done that the activities in Schoology for Pronunciation classes became more autonomous for most of all students.

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

**Intrinsic Motivation**

Intrinsic motivation is motivation that is derived from the inside. It is come from personal interest, enjoyment, or pleasure. As Deci et al. (1999) observe, “intrinsic motivation energizes and sustains activities through the spontaneous satisfactions inherent in effective volitional action”. In this study, it was found that in general the students have a quite high degree on this matter. 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>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Because I think that this activity is interesting</td>
<td>4.82</td>
<td>1.16</td>
</tr>
<tr>
<td>5</td>
<td>Because I think that this activity is pleasant</td>
<td>4.94</td>
<td>1.31</td>
</tr>
<tr>
<td>9</td>
<td>Because this activity is fun</td>
<td>4.71</td>
<td>1.23</td>
</tr>
<tr>
<td>13</td>
<td>Because I feel good when doing this activity</td>
<td>4.82</td>
<td>1.41</td>
</tr>
</tbody>
</table>
Table 3 shows that in all the items interprets that students have a moderately high degree on instrinsic motivation. The four items in Table 3 as shown are questions related to students’ intrinsic motivation toward the use of Schoology in Pronunciation class. These students indicated that they were moderately high intrinsically motivated to the use of Schoology in Pronunciation class because they think that the activity used in Schoology is pleasant ($\bar{x}=4.94$), they were thinking that the activity is interesting ($\bar{x}=4.82$), they feel good when doing the activity ($\bar{x}=4.82$), and they were thinking that the activity is fun ($\bar{x}=4.71$).

This moderately high degree was also confirmed from the results of the interview. For example, Participant 01 mentioned that,

"I can get more knowledge by using Schoology. Besides, Schoology is more efficient because I can do the task or quiz wherever there is internet connection, and feel more relaxe and comfortable if doing the activity outside the class".

It is supported by Participant 03 who said that,

"I already enjoy to do the activity in Schoology".

The excerpts of the interview suggest that some of the students think that Schoology is challenging, pleasant, interesting, fun, more efficient and they feel good when doing the activity. They are all about instrinsic motivation. Hull (1943) in Learning theory asserted that “when a person is intrinsically motivated, he/she engages in an activity that interest them, and they do it so freely, with a full sense of volition or with their own will and without the necessity of material rewards or constrains".
However, from the quite a big value of the SD 1.39, it shows that the answers are quite diversified. In other words, some participants might not find the activities on Schoology as fun, interesting, pleasant, and feel good when doing the activity. The results of the interview also suggest this possibility. For example, Participant 04 said that,

“Because there is no variation in Schoology. They only submit assignments and do the quizzes”.

Participant 08 added that,

“Because as a beginner, they need clear explanation about Schoology and the activity become not interesting when the connection is not good enough”.

Based on the result of the interview above, it can be concluded that some of the participants might not intrinsically motivated. From the interview data, the factors that could affect this are bad internet connection, no variation in Schoology activities, and not clear explanation toward the use of Schoology from the lecturer.

**Identified Regulation**

Identified regulation refers to the behavior that is accepted by people as personally important and takes it as his/her own value. Deci et al. (1985) stated that “Identified regulation refers to a relatively autonomous regulatory style characterized by the acceptance of a regulation as one’s own”. In this study, it was found that in general the students have a high degree on this matter. Table 4 sums up the findings.
Table 4. Identified Regulation

<table>
<thead>
<tr>
<th>Items</th>
<th>Statement</th>
<th>Mean</th>
<th>St. D</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Because I am doing it for my own good</td>
<td>4.94</td>
<td>1.37</td>
</tr>
<tr>
<td>6</td>
<td>Because I think that this activity is good for me</td>
<td>5.61</td>
<td>1.13</td>
</tr>
<tr>
<td>10</td>
<td>By personal decision</td>
<td>3.94</td>
<td>1.91</td>
</tr>
<tr>
<td>14</td>
<td>Because I believe that this activity is important for me</td>
<td>5.87</td>
<td>0.86</td>
</tr>
</tbody>
</table>

Table 4 explains that in all the items interprets that students have a moderately high degree on identified regulation. The four items in Table 4 shows the questions related to students’ identified regulation toward the use of Schoology in Pronunciation class. These students showed that they were moderately high identifiedly motivated to the use of Schoology in Pronunciation class because they believed that the activity is important for them (\(\bar{x}=5.87\)), besides they were thinking that the activity is good for them (\(\bar{x}=5.61\)), they were doing the activity for their own good (\(\bar{x}=4.94\)), and by personal decision (\(\bar{x}=3.94\)).

This moderately high degree was also confirmed from the results of the interview. For example, Participant 10 mentioned that,

“Because it helps to increase my knowledge and become more aware on the use of gadget and technology in language learning”.

Participant 02 added that,

“Because my own decision, besides it is more efficient in place and time”.

From the excerpt of the interview, it can be inferred that the participants use Schoology for their own good because it is more efficient to submit assignments, tasks or do quizzes. In addition, the students feel that using Schoology is not merely as an obligation but they feel that it is as their own decision to use Schoology in Pronunciation class. According to Deci et
al. (2000) stated that, “A boy who memorizes spelling lists because he sees it as relevant to writing, which he values as a life goal, has identified with the value of this learning activity”.

Nevertheless, from the quite a big value of the SD 1.31, it shows that the participants’ answers are quite diversified. In other words, some participants might not find the activities on Schoology as an important activity, good for them, etc. The results of the interview also suggest this possibility. For example, Participant 04 said that,

“Because I am lazy to check Schoology therefore sometimes I missed the information shared in Schoology”.

It is confirmed by Participant 07 who said that,

“Because it is an obligation. If we ignore the obligation, we cannot get a grade”.

Based on the result of the interview, it can be inferred that some of the participants might not identifiedly motivated. The reason underlie the finding indicates on moderately high degree of motivation probably because of some reasons such as, the participants rarely check Schoology regularly and they think that using Schoology because it is an obligation for them to pass the course and get grades.

**External Regulation**

External Regulation is a motivation derives from external factors which influence to the behaviour in order to obtain rewards or to avoid confrontation from the teacher (appease) would be said to be externally regulated. Deci et al. (1985) asserted that,
“External regulation is the least self-determined type of extrinsic motivation, referring to actions controlled by contingencies external to the individual (i.e., rewards, threat of punishment)”. In this study, it was found that mostly 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>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Because I am supposed to do it</td>
<td>5.51</td>
<td>1.58</td>
</tr>
<tr>
<td>7</td>
<td>Because it is something that I have to do</td>
<td>5.30</td>
<td>1.64</td>
</tr>
<tr>
<td>11</td>
<td>Because I don’t have any choice</td>
<td>3.82</td>
<td>1.95</td>
</tr>
<tr>
<td>15</td>
<td>Because I feel that I have to do it</td>
<td>5.56</td>
<td>1.33</td>
</tr>
</tbody>
</table>

Table 5 establishes that the students have moderately high degree on external regulation which is interpreted in all the items. The four items in Table 5 show the questions related to students’ external regulation toward the use of Schoology in Pronunciation class. These students showed that they were moderately high externally motivated to the use of Schoology in Pronunciation class because they feel that they have to do it (\(\bar{x}=5.56\)), because they are supposed to do it (\(\bar{x}=5.51\)), because it is something that they have to do (\(\bar{x}=5.30\)), and because they do not have any choice (\(\bar{x}=3.82\)).

This moderately high degree was also confirmed from the results of the interview. For example, Participant 06 said that,

“Because it (use Schoology) is an obligation if I want to pass the course”.

Participant 10 also supported that,

“Because it is an obligation from the lecturer, besides the quizzes and assignments will be done through Schoology. Therefore if we did not follow the obligation we will not get a grade”.

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The above excerpts indicates that some of the participants use Schoology because of some reasons, such as they feel that they have to do it because it is an obligation for them to pass the course, and to get a grade. As supported by Deci et al. (2000) mentioned that, “such behaviors are performed to satisfy an external demand or obtain an externally imposed reward contingency”. It means that the students’ behavior takes an important role in external regulation to obtain rewards or to avoid punishment.

Nevertheless, from the quite a big value of the SD 1.62, it depicts that the participants’ answers are quite diversified. In short, some participants might not find the activities on Schoology as something that they have to do, etc. The results of the interview also propose this possibility. For example, Participant 01 mentioned that,

“Because I do not have any choices but I am happy to do the activity used in Schoology. It (Schoology) also important to increase my language skill”.

Participant 10 agreed that,

“If I did not do the assignments or the quizzes then I will not develop”.

Based on the result of the interview, it can be concluded that some of participants might not externally motivated. From the interview data, the factors that could affect this are Schoology can increase the language skill, and will not develop if they did not do the assignments.

**Amotivation**

Amotivation represents a lack of intention or absence of motivation. As Deci and Ryan (1985, 1991, cited in Standage et al., 2003) explained that, “amotivation is the least
autonomous regulation embraced by self-determination theory” (p. 5). This study was found that mostly 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>
</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>1.74</td>
</tr>
<tr>
<td>8</td>
<td>I do this activity but I am not sure if it is worth it</td>
<td>2.79</td>
<td>1.54</td>
</tr>
<tr>
<td>12</td>
<td>I don’t know; I don’t see what this activity brings me</td>
<td>2.69</td>
<td>1.59</td>
</tr>
<tr>
<td>16</td>
<td>I do this activity, but I am not sure it is a good thing to pursue it</td>
<td>2.61</td>
<td>1.56</td>
</tr>
</tbody>
</table>

Table 6 indicates that in all the items interprets 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 Schoology in Pronunciation classes. These students indicated that they were moderately low amotivated in the use of Schoology in Pronunciation classes 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 ($\bar{x}=2.79$), they do not know; they do not see what this activity bring them ($\bar{x}=2.69$), and they do this activity, but they are not sure it is a good thing to pursue it ($\bar{x}=2.61$).

This moderately low degree was also confirmed from the results of the interview. For example, Participant 03 said that,

*“Schoology is more efficient, it helps us easier to do the assignments, to communicate with the lecturer whether there is regular class or not”.*

Participant 08 also mentioned that,
“Because there must be a good reason why the lecturer asks to use Schoology. It is not merely to submit assignments or tasks, but we also know about the technology and become more understanding to use it”.

The excerpts of the interview indicates that some of the participants use Schoology because of some reasons, such as Schoology is more efficient, and it teaches the students understand more about technology and how to use it.

However, from the quite a big value of the SD 1.60, it shows that the participants’ answers are quite diversed. In other hand, some participants might not find the good reasons from the activities used in Schoology. The results of the interview also proposes this possibility. As supported by Deci et al. (1985, 1991, cited in Standage et al., 2003), “Amotivation stems from a lack competence, the belief that an activity is unimportant, and/or when an individual does not perceive contingencies between her/his behaviour and the desired outcome(s)” (p.5). As it supported by Participant 01,

“Because maybe for the efficiency of assignments submission, Schoology is good enough but I did not see the use of Schoology can increase our language skill”.

Participant 09 also supported that,

“Because I only see the use of Schoology as the tools if the lecturer did not come to class, then we are asked to submit the tasks or assignment through Schoology by comments or asks. There may be certain good reasons, but as long as I take this course I only see the use of Schoology as I explained before”.
The excerpts of the interview interprets the participants’ moderately low degree of amotivation in using Schoology in Pronunciation classes which means that mostly of the participants are motivated intrinsically or extrinsically to use Schoology such as, the participants did not see the usage of Schoology could increase their language skill and they did not see other good reasons from the use of Schoology except for submit assignments or tasks.

**Pedagogical Implication**

The pedagogical implication of this finding may become a useful suggestion for the scholars and instructors to improve the students’ motivation on the use of Schoology in Pronunciation class in the future. How actually the usage of Schoology is perceived by the students may become instructors considerations optimize the learners’ motivation in learning pronunciation. The instructor or any other concerned parties should consider technical issues before really using online platform for learning. According to Balash et al. (as cited in Al-Ammary, p. 10) asserted that, before taking a decision to adopt certain Educational Technology, the educational organizations need to develop strategic planning in which their vision and mission, together with the teaching and learning processes needs, should be identified and embedded in their strategy. Besides, it would be better for the instructors to provide a brief tutorial for the students before using the online learning media. In order to optimize the use of Schoology, the instructors may also need to make a policy for students in which having discussion in the online learning media is compulsory. By doing this, it is expected that the students will be more familiar with the use of the platform and thus the pedagogical benefits offered will more likely to be achieved.

For the scholars, they should be more open-minded on the use of technology nowadays in learning. Therefore, the learners will realize that learning is not merely done in
classroom but also in online media such as Schoology. By using this, the scholars will be more familiar with technology and online media used in learning. According to Al-Ammary (n.d., p. 9) mentioned that, the learning achievement of students is affected when the teaching and learning processes are enhanced by Educational Technology. It motivates the students to become more involved, active and interested in learning. In addition, the students must also feel comfortable in using Schoology in order to help them get the benefit from the activity used in Schoology. According to Sivin-Kachla (1998) found that students studying in a technology rich environment achieved higher marks in all subject areas, gained a positive attitude towards learning, were able to generate new ideas and built self confidence.

CONCLUSION

The purpose of this study was to analyze English Language Education Program (ELE Program) students’ motivation of Satya Wacana Christian University on the use of Schoology in Pronunciation class. The study was conducted by interviewing ten participants chosen randomly from the total thirty-nine participants who filled out the motivational questionnaire adapted from “The Situational Motivation Scale (SIMS)” by Guay, vallerand, and Blanchard (2000). At the end, this study concludes that the students’ motivation on the use of Schoology in Pronunciation class shows moderately high degree of motivational level in intrinsic motivation, identified regulation, and external regulation, while the result indicates moderately low degree of motivational level in amotivation.

This study shows that the participants tend to show moderately low degree of amotivation which means that mostly of the participants are motivated intrinsically or extrinsically toward the use of Schoology. However, they perceived that technical problems
may hinder their learning process through Schoology. Besides, interaction through the platform is not preferred compared to face-to-face learning process. Finally, the use of Schoology potentially gains the students motivation in language learning. Nevertheless, technical problems in learning platform demand more students’ awareness that may discomfort them.

The pedagogical implication of this finding may become a useful suggestion for the scholars, instructors and other related parties to improve the students’ motivation on the use of Schoology in Pronunciation class in the future. There are some considerations for the instructor, such as optimize the learners’ motivation in learning pronunciation, consider the learning platform for technical issues, provide a brief tutorial for the students before using the platform, and make a policy for students in which having discussion in the platform is compulsory. In addition, there are some considerations for the scholars in using Schoology in Pronunciation class, such as they should be more open-minded on the use of technology nowadays in language learning and must also feel comfortable in using Schoology in order to help them get the benefit from the activity used in Schoology.

This study is far from perfect. There are some limitations in this research. First, the findings of this study are very contextual. They cannot be generalized to other contexts. Second, the instrument used is a questionnaire which contains close-ended and interview which contains open-ended. The questionnaire used in this study consists of only 16 items which is obviously not enough to probe all aspects of motivation that the scholars probably have. For further study, it suggested to conduct a research on the relationship between students’ motivation and the learning achievements that accomplished through the activity used in Schoology.
Acknowledgement

Completing my thesis was really need a hardwork and persistence. First of all, I would like to express my greatest gratitude to Jesus Christ for all his unconditional love, guidance, and blessings in every step of my life. It is only by His grace 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. 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, Neny Isharyanti, M.A. for the comments and constructive criticism for my thesis. A very special thanks goes to my family, especially for my beloved mother and father for the endless supports and prayers during my study. Last but not least, I would like to say thanks to all my friends, especially Rizza Faoziah, Intan Ariani, Virna Margetan, Yoas Betty Krisyandi, Winda Adelia and also special thanks to Obed Stevanda Christian who never give up on giving supports to finish this journey and my participants for the willingness to help finish this study.
References:


Appendix A:

(Questionnaire)

NIM : 
Gender : F/M

The Situational Motivation Scale (SIMS)


Mengapa Anda menggunakan Schoology dalam kelas Pronunciation?

1. Karena menurut pendapat saya, kegiatannya menarik 1 2 3 4 5 6 7
2. Karena saya melakukannya untuk kebaikan saya sendiri 1 2 3 4 5 6 7
3. Karena keharusan bagi saya 1 2 3 4 5 6 7
4. Mungkin ada alasan mengapa kegiatan ini baik untuk dilakukan, tapi saya tidak melihatnya 1 2 3 4 5 6 7
5. Karena menurut saya kegiatan ini menyenangkan 1 2 3 4 5 6 7
6. Karena menurut saya kegiatan ini baik untuk saya 1 2 3 4 5 6 7
7. Karena itu adalah sesuatu yang harus saya lakukan 1 2 3 4 5 6 7
8. Saya melakukan kegiatan ini tapi saya tidak yakin apakah itu bermanfaat bagi saya 1 2 3 4 5 6 7
9. Karena kegiatan ini sangat mengasyikkan 1 2 3 4 5 6 7
10. Karena keputusan saya pribadi 1 2 3 4 5 6 7
11. Karena saya tidak memiliki pilihan lain 1 2 3 4 5 6 7
12. Saya tidak tahu, saya tidak melihat apa yang saya dapat dari kegiatan ini 1 2 3 4 5 6 7
13. Karena saya merasa senang ketika melakukan kegiatan ini 1 2 3 4 5 6 7
14. Karena saya percaya bahwa kegiatan ini penting bagi saya 1 2 3 4 5 6 7
15. Karena saya merasa harus melakukannya 1 2 3 4 5 6 7
16. Saya melakukan kegiatan ini, tapi saya tidak yakin ini hal yang baik untuk diikuti 1 2 3 4 5 6 7

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, 16.