

INVESTIGATING THE STUDENTS' MOTIVATION IN LEARNING EFL THROUGH ZOOM CLOUD MEETING PLATFORM

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The aims of this research were to investigate the students' motivation in learning EFL through zoom cloud meeting platform and the influence of zoom cloud meeting platform towards the existing students' motivation in learning EFL. This research was adopted a descriptive qualitative research design. Two instruments were employed by the researcher to gather the data, namely self-report questionnaire and semi-structured interview with open-ended question. The informants were the students of higher education in south Sulawesi, Indonesia. The data were analyzed by transcribing, coding, reducing, translating into English and analyzing the data based on the points of research questions. The results of this research are as follow: Students' motivation in learning EFL through zoom cloud meeting platform is the range of moderately until highly motivated. It is suggested to the students that learning English through zoom cloud meeting to keep arousing their motivation whatever the condition is and also the teachers should pay attention with the necessary of the students and improve the effective or suitable method in teaching EFL through this application. The influence of employing zoom cloud meeting platform towards the existing students' motivation are balanced because among 12 informants, six informants feel that zoom cloud meeting platform doesn't influence their existing motivation in learning EFL with various reason such as the error of network and the difficulty to comprehend the materials in the process of learning by using zoom cloud meeting. Besides, six informants also stated that it influences their motivation with many kinds of reason such as the materials are difficult to comprehend because the interaction is limited, some technical disruptions occur in the learning process. Whatever the learning condition, the students should not be influenced their motivation in learning EFL to achieve their goals.

Keywords: *EFL; Investigating; Learning; Motivation; Zoom Cloud Meeting*

1. INTRODUCTION

Motivation plays an essential role in the success of learning English as a foreign language (EFL) particularly in the classroom. The term of motivation comes from the individual of the students in learning which are related to the pedagogical practices such as engaging the students' enthusiasm into the lesson, classroom activities, task and also the focus of the students toward the material by using the effective medium or method in learning. Motivation can be as a driving force to do something, beside the teacher plays an important role in motivating the students especially in foreign language classroom, the medium of learning also gives many contributions to force the students' motivation.

The term motivation has been defined by many researchers in different ways. (Solak, 2012) defines motivation as a set of goals to be achieved as a driving force to guide someone. Moreover, it can push individuals to strive for the highest success. Besides, (Vibulphol, 2016) defines motivation as a process that 'kick starts' the machine, 'lubricates' the parts, and 'fuels' the engine to keep it running. Without motivation, learners may not start the act of learning at all and for those who have started to learn, they may not be able to maintain their learning once they face hardships in the process (Gardner, 2020). The process of learning EFL sometime find out a hardship that needs a high motivation by the students. This challenge of the students' motivation becomes a serious condition since the spread of Corona Virus Disease (Covid-19).

The condition of the educational world especially Indonesia currently compelled the learning and teaching process must be done at home due to the spread of Corona Virus Disease (COVID-19). All of activities of learning should be carried out from home based on

Nadiem Makarim, the Ministry of Education and Culture of Indonesia in circular number 4 of 2020 the main point is regarding with the impact of emergency Covid-19, the process of learning must be done in online learning because of the situation nowadays. Besides its technical problems, conducting online learning was said to be monotonous since the teachers preferred doing online tasking to providing effective learning experience. Further, this condition led to low students' motivation in learning English. In other words, the students might be in boredom to participate and engage in the teaching- learning process owing to the monotonous learning. Some students were found late or even reluctant to complete the assignments. One of all the positive effect of this pandemic, e-learning application or platform emerges becomes a hero to pass or overcome the problem.

One of all the most popular platforms in the world especially in Indonesia is Zoom Cloud Meeting. Most of all students and teachers are unfamiliar with this application moreover it will be used in academic activity such as learning process. At the beginning of this application emerges in the educational world, both of the students and the educators are being confused how to utilize this app in learning, moreover anxious about the way to employ and the data charge become a specter for both of them. The implementation of this platform becomes a challenge by the teachers and students because of some issues sometime happen in the process of learning such as the infrastructure of IT, the availability of the facility, especially the bad internet signal. (Prima & Fitri, 2021) concluded that Zoom Cloud Meeting is one of the most largely used as online applications and alternative to run the distance learning. Zoom Cloud Meeting facilitates students with features that allow students to work independently but share their thoughts through groups. This application can stimulate students' involvement, motivation, and success in the learning process (Nuryanto, 2021). The students' motivation especially becomes the priority of learning English either offline or online learning because the success of learning process is determined by how the level of the students' enthusiasm or desire to learn the lesson.

English is considered as a complex and challenge lesson in offline learning. Therefore, in online learning it will be more complex so that the motivation of the students to give the enthusiasm during online learning is required. Based on the questionnaires which given by (Liu & Ilyas, 2020) to the students to know the extent of the students' perception in implementing online course through zoom cloud meeting, there are 12,30 % very agree with zoom cloud meeting course, 46,93 % agree, 25,28 % hesitant, 7,40 % disagree and 3,17 % very disagree with online learning course through zoom cloud meeting. Based on this data and the interested of the researcher to know how the students' motivation in learning EFL by using Zoom Cloud Meeting Platforms becomes a spirit to conduct this research because the motivation in learning English through offline and online by using application will be different based on the condition of the students itself. Motivation itself has a link to feeling and emotion, cognition and the learning environment. Based on the result of his research (Brahma, 2020) found that a learning medium through video is very helpful either in formal or informal learning. As a matter of fact, zoom cloud meeting provides many kinds of features that supported the audio visual learning process and the chat room to make the participants can communicate each other's. It's in line with (Liu & Ilyas, 2020) Zoom Meeting has many excellent features to conduct meetings via email video conferencing. This platform actually has given the features and services which are not too different while the conventional learning through offline, just only the participant cannot face to face directly in the real classroom.

Many researches are dealing with zoom cloud meeting platform nowadays during the pandemic era but no one connects with the students' motivation in learning EFL classroom through zoom cloud meeting platform. Therefore, the researcher interested in searching for the students' motivation while learning EFL through this application. The curiosity of the researcher to know the motivation of the EFL students in learning English through this platform becomes the reason to conduct this research. Based on the background as stated before, the researcher formulates some research questions are as follow:

How is the students' motivation in learning EFL through zoom cloud meeting at Universitas Handayani Makassar?

Does the use of zoom cloud meeting influence the existing students' motivation in

learning EFL at Universitas Handayani Makassar?

2. RESEARCH METHOD

A descriptive qualitative research design was adopted in this research to investigate the students' motivation in learning EFL through zoom cloud meeting and the influence of this app towards students' motivation in learning EFL. An approach of qualitative research can lead to a deeper understanding of the students' motivation with description of feeling and opinion from the students. Two instruments were employed by the researcher to gather the data, namely self-report questionnaire and semi-structured interview with open-ended question. Because of the situation is still in the end of the pandemic era, the self-report questionnaire was shared by using What Sapp group and submitted by the students via email while the interview process was recorded and conducted via zoom cloud meeting platforms. The informants were the students of higher education in south Sulawesi, Indonesia. There are 12 informants of this research and the informants had been learning EFL through zoom cloud meeting platforms during the beginning of the pandemic era until now. The data were analyzed by transcribing, coding, reducing, translating into English and analyzing the data based on the points of research questions.

The researcher used descriptive analysis by using both of instruments. *Self-report* was used to gather the data in written form of the informants. The aim was to know the students' motivation deeper by reporting and telling their feeling honestly in the paper. The techniques of using this instrument were the researcher firstly, typed and translated the self-report of the students from Indonesian into English. Secondly, the researcher coded and matched the self-report of the students which are related to the focus of this research. The interview was done to support and strengthen the data of the students' self-report. The techniques of using interview firstly, the researcher conducted semi-structured interview to the students via zoom cloud meeting platform because of pandemic era. Secondly, the researcher transcribed, coded and reduced the result of interviews. Thirdly, the researcher translated the appropriate data with the research questions from Indonesian into English. Lastly, the researcher classified and matched the students' answers with data from the self-report.

3. FINDINGS AND DISCUSSION

Based on the result of data analysis, there are two main focuses in this research namely the students' motivation in learning EFL through zoom cloud meeting and the influence of this platform towards existing students' motivation in learning EFL. The results of analysis are represented below:

Students' Motivation in Learning EFL through Zoom Cloud Meeting

The platform of zoom cloud meeting was booming in all sectors in the world especially in educational world. It emerged to support online learning due to Covid-19 pandemic era and provided many services or features to cover the complete facility and condition of offline learning beforehand. Besides, it accomplished the monotonous of online learning just by giving many assignments to the teachers and the other conventional ways in running the online learning because by using this application both of teacher and students are able to do the offline learning has provided even it's just virtual with different situation. (Putria et al., 2020) said that the media that they need is not only to communicate but also can accommodate the teaching and learning process, including material delivery and easiness of access. It can be done through video conference. Therefore, the researcher is trying to dig the students' motivation through zoom cloud meeting in learning EFL. Findings based on the students' motivation in learning EFL through zoom cloud meeting can be seen in table 1 below:

Table 1. The Students' Motivation in learning EFL through Zoom Cloud Meeting

| Informant | The Students' Motivation In learning EFL through Zoom Cloud Meeting | | |
|----------------------------------|---|---------------------|-----------------|
| | Low Motivation | Moderate Motivation | High Motivation |
| MP (1 st Informant) | - | √ | - |
| AAK(2 nd Informant) | - | √ | - |
| RCP (3 rd Informant) | - | √ | - |
| A (4 th Informant) | - | √ | - |
| AM (5 th Informant) | - | √ | - |
| U (6 th Informant) | - | √ | - |
| P (7 th Informant) | - | - | √ |
| N (8 th Informant) | - | √ | - |
| F (9 th Informant) | - | √ | - |
| Y (10 th Informant) | - | - | √ |
| NNS (11 th Informant) | - | √ | - |
| S (12 th Informant) | - | - | √ |

Based on the table 1, the students' motivation was categorized into three level of motivation such as low, moderate and high motivation. Twelve informants of this research have shared their feeling regarding with their motivation to learn English through zoom cloud meeting. Most of all have moderate motivation to learn English by using this platform and there are three informants have high motivation and no one informant has low motivation. The data gathered by using two instruments such as self-report questionnaire and interview process. The data from both of instruments are equivalent but little is different enough. There are nine informants who said that their motivations are moderate with many kinds of reason but the network constraints become the prior problems from zoom cloud meeting. It is supported with my research before regarding with the barriers toward applying zoom cloud meeting in EFL learning. Most of informants say that the network and the big usage of quota are the barriers of applying the app in EFL learning. In addition, the informants complain many assignments and miscommunication in learning. The researcher concludes that the main barriers of applying zoom cloud meeting are the bad network and the usage of big quota, (Rahmat & Fachrunnisa, 2021). The first informant (MP) said in the interview below:

“Kalau menurut saya itu sedang pak, karena menurut saya jaringan pak yang kurang mendukung kadang bapak menjelaskan suaranya putus-putus, tiba-tiba hilang begitu suaranya pak tapi meskipun kita di rumah kita masih bisa melaksanakan proses belajar mengajar meskipun saling berjauhan” **(Based on my mind, it is moderate sir because the network doesn't support. Sometimes the voice is discontinuous and loses suddenly but even though we are at home we can run the learning and teaching process)**

The first informant said that beside the network constraints, the advantage of this app is the place can be flexible. It is in line with the data from the self-report questionnaire, the first informant also stated that the network is the obstacle in employing zoom cloud meeting which gives an impact to the unclear sound so that the informant is not understand the materials. The informant said that:

“Menurut saya itu sedang tidak tinggi atau rendah karena dengan menggunakan zoom kita bisaa belajar di rumah tanpa harus ke kampus, saya tidak katakana tinggi karena ada juga kendala yang saya alami dalam menggunakan zoom misalnya jaringan eror dan kadang suara bapak saat menjelaskan terputus-putus jadi saya kurang mengerti dan tiba-tiba jaringan eror” **(In my mind, it is moderate sir because by using zoom we can learn at home without going to campus. I don't say high because there are obstacles that I face in using zoom such as the error of**

network, the voice is discontinuous so I couldn't understand and suddenly the network is error)

The second informant (AAK) is similar with the first informant who stated that it is so difficult to focus on the material because of the error of network but the place is so flexible to learn. The informant said in the interview below:

“Sedang alasannya karena ada baiknya ada juga tidak baiknya, baiknya itu tadi pak memudahkan kita belajar dimana saja kalau tidak baiknya kadang-kadang jaringan jelek jadi kita tidak terlalu fokus kematerinya” **(Moderate, the reason because there is an advantage and disadvantage, the advantage is making easy to learn everywhere and the disadvantage is sometimes the network is error so we don't focus on the materials)**

The third informant (RCP) also stated that the explanations of the materials are not clear because of the network. In the interview, the third informant said that

“Sedang sih pak, alasannya karena tidak terlalu sampai kalau dijelaskan mungkin karena jaringan” **(It is moderate sir, because the voice is not clear maybe it is caused by the network)**

The fifth informant (AM) expressed that the internet connection doesn't support the learning but the creativity of the lecturer in delivering the materials can arouse the informants' motivation. See the statement based on the interview below:

“Kalau menurut saya sedang pak karena itu pak jaringan tapi kalau proses belajarnya bagus pak” **(In my mind, it is moderate sir because the network but the learning process is good sir)**

This informant added that the informant's motivation can increase because of the ability and creativity of the lecturer to deliver the materials. The role of the lecturer is one of all ways to arouse the students' motivation, in line with (Mulyani, 2020) states that several learning aids can increase the students' learning participation and motivation to enhance the class environment in teaching and gaining knowledge activity. See the statement below in self-report questionnaire below:

“Sedang karena sering terjadi koneksi internet yang tidak mendukung tapi walaupun pembelajaran dilakukan secara daring, dosen memberikan materi dengan sangat baik dan kreatif sehingga motivasi saya meningkat.” **(Moderate because it is so often the internet connection doesn't support but even the learning is online, the lecturer delivers the material well and creative so that my motivation is increasing)**

The sixth informant (U) also said that sometimes many obstacles happened while learning EFL through zoom cloud meeting such as the network constraints, the broken equipment and the camera cannot be active sometimes. See the statement below in the interview:

“Sedang sih, karena terkadang banyak kendala seperti masalah jaringan, perangkat rusak atau kamera yang tidak aktif” **(Moderate because often occurs some problems such as the network constraint, the broken equipment or camera cannot be activated)**

The informant also added in the self-report questionnaire that comparing with the offline meeting, learning EFL through this application is less effective in the process of learning. See the statement below:

“Mungkin sedikit kurang, karena beberapa alasan seperti kurang efektif jika dibandingkan dengan pertemuan formal” **(Maybe less because of some reasons such as less effective if it is compared with the formal meeting)**

The eight informant (N) also expressed that zoom is quite effective to help comprehending the materials but losing the internet connection can obstruct the process of learning EFL. See the statement in the self-report below:

“Sedang karena agak efektif, aplikasi zoom meeting juga bisa membantu memahami bahasa Inggris tapi ada juga yang menghambat pelajaran seperti koneksi internet yang kadang hilang” **(Moderate because quite effective, zoom app can help comprehending English but also can obstruct the learning process such as losing internet connection)**

The last informant who stated that the bad network can make difficult to join the meeting and also the informants' computer is usually loading while the learning process. See the statement from interview below:

“Sedang pak karena kalau jaringan jelek pak susah masuk, laptop juga biasa loading” **(Moderate sir because it is so difficult to join sir if the network is bad, the laptop is also always loading)**

Two informants who said that their motivations to learn EFL through zoom cloud meeting are moderate because of the difficulty to comprehend the materials. It becomes the fundamental problem because the aim of learning is transferring the knowledge from the lecturer. The fourth informant (A) said in the interview that learning through zoom cloud meeting is more comfort but so difficult to comprehend the materials. See the statement below:

“Sedang saja pak alasannya karena lebih nyaman pak pakai zoom tapi susah karena materinya yang susah dipahami” **(Moderate sir because the learning is more comfort by using zoom but the materials are so difficult to be comprehended)**

This informant also added that this app gives many easy of learning process but emphasizing the difficulty to comprehend the materials. See the statement in the self-report questionnaire:

“Sedang karena bisa memberikan banyak kemudahan tapi disisi lain ada kendala karena materinya susah dipahami” **(Moderate because can give many easy of learning but another side, the materials are so difficult to be comprehended)**

The ninth informant (F) also said that sometimes the materials are so difficult to be comprehended. It is better to learn through offline or face to face directly because zoom tends to be sleepy in learning process. (Mulyani, 2020) states that the main problem is lack of interest of the students during English learning process. Therefore, the teacher needs to use several methods to deliver the materials to make the learning situation not monotonous and tedious. Eventually, the students will not feel bored and unmotivated to learn English in the e-Classroom. See the statement in the interview below:

“Sedang pak karena kadang susah dipahami pak materinya lebih bagus tatap muka dan kadang juga kalau zoom kita mengantuk” **(Moderate sir because sometimes the materials are so difficult to be comprehended, it is better offline learning because zoom makes sleepy)**

This informant also added that there is no interaction directly between the lecturer and the students as well as among the students. See the statement below:

“Sedang karena kurang bisa dipahami karena tidak ada interaksi langsung dari dosen dan mahasiswa saat belajar” (Moderate because there is no directly interaction in learning so the materials are so difficult to comprehend)

The small amount of the informants, there are three students who have high motivation in learning EFL through zoom cloud meeting. Many kinds of reasons expressed by the informants from both of interview and self-report questionnaire instruments. The seventh informant (P) stated that delivering materials through sharing by screen, it is make easier to comprehend the material then by written in the whiteboard. It is appropriate with (Paramasti Ratu & Komara, 2021) the use of PowerPoint provides more help to raise the activeness, motivation, and English competence in EFL classroom. The result showed that power point used by the teacher could motivate the students in learning, keep the students' attention, and engage the students' participation and concentration. Another easy of learning through this app is the informant doesn't need to go to the campus moreover if the rainy condition. See the statement below in the interview:

“Kalau menurut saya tinggi karena kalau kayak power point yang di share screen itu lebih mudah saya mengerti dari pada ditulis di papan. Kalau hujan juga pak misalnya memudahkan karena tidak perlu lagi ke kampus” (According to me is high because I am more understand the sharing screen materials that writing in the whiteboard. If the rainy condition also sir, it is make easy because no need to go to campus)

The tenth informant (Y) stated that learning through zoom cloud meeting more enjoyable and enthusiastic. Besides, even virtually the informant admits that can interact with the lecturer and the students in the learning process. See the statement below in the self-report questionnaire:

“Tinggi, jujur saya senang belajar bahasa Inggris melalui zoom karena dengan menggunakan zoom kita lebih enjoy dan bersemangat dan juga bisa berinteraksi dengan dosen dan teman-teman meskipun secara virtual” (High, honestly I am very happy learning English through zoom because by using this app, we are more enjoy and enthusiastic and also can interact with the lecturer and friends even virtually)

The twelfth informant (S) has high motivation because of the existence of English as an international language either learning through online by zoom cloud meeting or offline by conventional learning. See the statement below:

“Motivasi saya dalam belajar bahasa Inggris melalui zoom sangat tinggi karena bahasa Inggris merupakan bahasa Internasional” (My motivation in learning English through zoom is very high because English is an international language)

The influence of Zoom Cloud Meeting towards existing students' motivation in learning EFL via offline

Motivation is influenced by two factors such as intrinsic and extrinsic motivation. Intrinsic motivation derived from genuine interest and curiosity in learning while extrinsic motivation tends to the practical reasons in learning. Some factors of intrinsic motivation such as goal setting, expectancy, anxiety, self-confidence, and self-efficacy while extrinsic motivation such as teachers, activities or materials, relevance, feedback and classroom environment. In this research is relating with the influence of motivation in learning EFL by

using a platform namely zoom cloud meeting. Relating to the motivational factors, this platform is categorized in external motivation because of regarding with the teachers, classroom environment, activities and materials and so forth. Learning at zoom is certainly different environment than offline learning. The interest of the researcher to know the influence of zoom cloud meeting platform towards the students' motivation becomes one of reasons to conduct this research. The data gathered by using interview and self-report questionnaire is presented in the table below:

Table 2. The influence of zoom cloud meeting towards existing students' motivation

| Informant | The Influence of Zoom Cloud Meeting towards the existing of Students' Motivation | |
|----------------------------------|--|----------------|
| | Influential | No Influential |
| MP (1 st Informant) | | √ |
| AAK (2 nd Informant) | √ | |
| RCP (3 rd Informant) | √ | |
| A (4 th Informant) | | √ |
| AM (5 th Informant) | | √ |
| U (6 th Informant) | √ | |
| P (7 th Informant) | | √ |
| N (8 th Informant) | √ | |
| F (9 th Informant) | √ | |
| Y (10 th Informant) | | √ |
| NNS (11 th Informant) | √ | |
| S (12 th Informant) | | √ |

Based on the table 2 the influence of zoom cloud meeting towards the students' motivation in learning EFL is divided by two terms such as influential and not influential. There are six students stated that zoom cloud meeting influences the students' motivation in learning EFL and six students also said that this app doesn't influence the students' motivation in learning EFL. See the statement of the informants based on the interview and self-report questionnaire instruments below:

The first Informant (MP) stated that the use of zoom cloud meeting doesn't influence the informant's motivation in learning EFL. The obstacles are just in the error of network and the data consume. It is appropriate with (Shukri et al., 2020) concludes their research that not all students are able to access the internet from where they are. Due to the weak internet connection, students may not be able pay attention to the lesson and, teaching and learning part becomes ineffective because of the challenges faced by the student. In order to achieve the full benefits of synchronous learning, the foundation needs to be established beforehand such as the internet connection, proper facilities, appropriate teaching materials, teachers' and students' readiness to implement synchronous learning. See the statement in the interview below:

"Tidak mempengaruhi pak cuman yang dijaringannya saja kalau menurut saya dan kadang juga kehabisan data." **(There is no influential sir but just on the network sir and sometimes my data is used up.**

The informant added that either learning via zoom or offline learning is the same because the materials are also same. Besides, the way of the teachers to deliver the materials becomes the reason for the informants' motivation. It is suitable with (Jacobs, 2013) that, "online learning is as effective as traditional classroom learning. How much or how well a student learns is determined by the quality of the online instruction. If a course is well designed and well implemented, students will learn more than in a poorly designed course, (Jacobs, 2013). The informant also said that the lecturer always gives an opportunity to ask if the informant doesn't comprehend the materials. It is also supported by (Bernard et al., 2004) said that online learning will be more effective if feedbacks are able to be communicated, thus, online learning becomes more interactive. See the statement in the self-

report questionnaire:

“Menurut saya penggunaan aplikasi zoom tidak terlalu mempengaruhi motivasi saya dalam belajar bahasa Inggris karena bapak memberikan kesempatan kepada kita untuk bertanya jika ada materi yang kurang kita pahami dan bapak juga cara mengajarnya itu baik, walaupun via zoom atau offline sama saja karena materinya sama” **(For me the use of zoom cloud meeting doesn't influence my motivation in learning English because the lecturer gave us an opportunity to ask if the students did not understand the materials and the way of teaching was good, it is same even though via zoom or offline cause the materials are also same)**

The fourth informant (A) also said that the use of this application doesn't influence the motivation because it is similar learning either in the zoom cloud meeting or offline learning. It is in line with the study done by Learning House, Inc. (2018) in (Yulia, 2020), showed that 85% students who follow face to face and online learning felt that they have the same and some better experiences in learning for both face to face and online program. 37 % felt it as superior experience. See the statement from the interview:

“tidak mempengaruhi pak karena samaji belajar via offline dengan pakai zoom” **(It doesn't influence sir because learning by using zoom or offline is same)**

In the self-report questionnaire, the informant added that at zoom is so difficult to comprehend the materials but it doesn't influence the informants' motivation in learning EFL. See the statement below:

“Bagi saya penggunaan zoom tidak mempengaruhi motivasi belajar karena belajar di zoom sama saja dengan tatap muka hanya saja di zoom lebih susah memahami materi” **(For me the use of zoom doesn't influence my motivation in learning because learning by zoom or offline is same, just only at zoom is more difficult to comprehend the materials)**

The fifth Informant (AM) said either in the interview or self-report questionnaire that the employing of zoom cloud meeting doesn't influence the informant's motivation because of learning is depend on the student itself. See the statement the interview below:

“Kalau menurut saya tidak pak karena itu pak belajar itu tergantung dari masing-masing mau ikut belajar atau tidak.” (Interview) **(According to me, No sir, because learning is depend on the individual each other, want to join or not)**

The seventh informant (P) stated that there is no influence either learning via zoom or offline because the learning spirits both of them are the same. See the statement below:

“Tidak berpengaruh pak sama-sama semangatji semua biar offline ataupun online” **(It doesn't influence sir, I am enthusiastic even though learning via offline or online)**

The tenth Informant (Y) also stated that either via zoom or offline learning is similar. The informant added that zoom gives easy of learning, happy and more enjoy. It is suitable with (Taylor et al., 2017) discovered that employing zoom for distant learning was more participatory, increased satisfaction, and gave pleasant experiences in the learning process. See the statement in the self-report questionnaire below:

“Menurut saya tidak mempengaruhi motivasi saya karena dengan zoom kita lebih enjoy dan happy karena memudahkan” **(For me, it doesn't influence my motivation because by using zoom can be more enjoy and happy and also make easy the learning)**

The twelfth informant (S) admitted that doesn't face the obstacles during learning via zoom so that the informant's motivation is not influenced at all. See the statement below:

"Sangat tidak mempengaruhi motivasi saya saat belajar karena Alhamdulillah tidak mengalami hambatan" **(It doesn't influence my motivation while learning because Alhamdulillah I didn't face the obstacle)**

Based on the table 2, there are six also informants who have different views regarding with the use of zoom cloud meeting in learning EFL. Six informants said that the employing of zoom cloud meeting influence the students' motivation in learning EFL. The data gathered from the instruments and the self-report questionnaires are as follow:

The second informant (AAK) said that the sound of the lecturer while delivering the materials are not clear so that the use of this app influences the informants' motivation in learning EFL. See the statement in the interview:

"Mempengaruhi pak karena biasa tidak kentara kalau menjelaskanki" **(It influences Sir because your voice was not clear while explaining the materials)**

The informant also added that in the self-report questionnaire, the interaction is limited in the virtual classroom.

"Pasti ada pengaruhnya seperti dosen dan mahasiswa biasanya berinteraksi secara langsung sedangkan sekarang secara virtual yang terbatas" **(Certainly influenced, the lecturer and the students usually interacted directly whereas now is limited virtually)**

The third informant (RCP) admitted that the informant doesn't know the way to presenting the materials via zoom platform so that the motivation of the informants' is influenced by using this app. See the statement below:

"Berpengaruh sih pak karena tidak ditauki presentasi melalui Zoom" **(Influenced Sir because I don't know how to present the materials via zoom)**

The sixth informant (U) stated that this application can help learning through online normally but the existence of this app influences the informants; motivation in learning EFL.

"Lumayan berpengaruh tapi dengan aplikasi ini kita bisa melakukan pertemuan via online dengan normal" **(Influenced enough but by this application, we can run a meeting via online normally)**

The eighth informant (N) stated that actually offline learning is better than via zoom because of able to interact directly so that the use of this app influences the informants' motivation in learning EFL but this app can help in learning English. It is similar with (Shukri et al., 2020) that students perceive online learning using ICT tools as beneficial. However, the students also believe that online synchronous learning is not as effective as traditional classes. See the statement in the interview below:

"Berpengaruh karena sebenarnya lebih bagus offline pak karena langsung berinteraksi tapi aplikasi ini sedikit membantu dalam pembelajaran bahasa Inggris" **(Influenced because actually it is better offline Sir because communicating directly but this application is little bit helping in learning English)**

The ninth Informant (F) stated that the use of zoom influences the informants' motivation but this app can help the learning process because of the flexible place to learn. This is also supported by (Mansor & Ismail, 2012) where both authors discussed about the advantages of blended synchronous learning. One of it is it is flexible and its flexibility offers

students the accessibility on teaching materials and the lesson anytime, anywhere and in any way. It provides the students with the freedom to determine the way they want to study. See the statement in the interview:

“Iye pak berpengaruh tapi ini juga bisa membantu kalau misalnya tidak sempat ke kampus atau sedang berada di luar karena bisa dimana saja belajar” **(Yes Sir influenced but this also can help because flexible place to learn for instance we cannot go to the campus or outside position)**

The informant added that it is so difficult to comprehend the materials if doesn't directly explain face to face in the classroom. See the statement in the self-report questionnaire:

“Sangat mempengaruhi motivasi karena kadang susah dipahami kalau tidak dijelaskan langsung dengan tatap muka” **(It influences the motivation because sometimes it was difficult to comprehend if didn't explain face to face directly)**

The eleventh informant (NNS) said that this app influences the motivation but it is good because of flexible place to learn. See the statement in the interview:

“Berpengaruh pak tapi menurut saya bagusji pak kalau menggunakan aplikasi zoom misalnya kalau bepergian tiba-tiba, tanpa harus ijin kita bisa ikut melalui zoom” **(Influenced Sir, but for me it is good if using zoom for instance suddenly we are going out without asking permission we can join the meeting by zoom)**

This research are regarding with the investigation of the students' motivation in learning EFL through zoom cloud meeting platform. The researcher restricted the discussion just for illustrating the students' motivation in learning EFL through the platform of zoom cloud meeting and the influence of this platform towards the existing students' motivation in learning EFL. This restriction based on the research questions of this research.

4. CONCLUSION AND SUGGESTIONS

Based on the findings and discussion, the researcher concludes some points regarding with the research questions as stated before. The conclusions are as follow:

Students' motivation in learning EFL through zoom cloud meeting platform is the range of moderately until highly motivated. No one is low motivation but most of students are moderately motivated with two main reasons such as the error of network and the difficulty to comprehend the materials in the process of learning by using zoom cloud meeting. Three of informants are highly motivated because of some reasons also such as learning EFL by zoom cloud meeting is more enjoyable and enthusiastic, easier to understand the materials by sharing screen and the existence of English as an international language. It is suggested to the students that learning English through zoom cloud meeting to keep arousing their motivation whatever the condition is and also the teachers should pay attention with the necessary of the students and improve the effective or suitable method in teaching EFL through this application.

The influence of employing zoom cloud meeting platform towards the existing students' motivation are balanced because among 12 informants, six informants feel that zoom cloud meeting platform doesn't influence their existing motivation in learning EFL with various reason such as learning through offline and online are similar, the interactive lecturer while delivering the materials, zoom platform provides easy of learning so that it makes comfortable, learning depends on the students itself, there is no obstacle faced by the informants. Besides, six informants also stated that it influences their motivation with many kinds of reason also such as the materials are difficult to comprehend because the interaction is limited, some technical disruptions occur in the learning process like the sound is not clear and the informant doesn't know the way to conduct a presentation, learning via offline is better than via online but this app can help the learning process because the flexible place and time to learn. Whatever the learning condition, the students should not be influenced

their motivation in learning EFL to achieve their goals.

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