

Using Google Classroom to Increase Students Motivation to Learn English
at SMP Negeri 1 Limboto Gorontalo

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Abstract

Teachers experiences might restrict their utilization of technology in the classroom, making learning challenging. Teachers must improve learning performance and motivation to overcome learning obstacles, especially when online learning has supplanted traditional teaching method following Covid-19. Therefore, online learning models should be implemented as a new learning style. This research aims to examine this topic, namely the use of Google Classroom to enhance English learning achievement and motivation. The investigation was qualitative and case-based which include observing and documenting the behaviors of students at SMP Negeri 1 Limboto, Gorontalo, Indonesia, in particular eighth-grade students who learn using Google Classroom. The data will be collected through interviews, observations, and documentation. The findings of this research indicated that the use of Google Classroom increases the intrinsic motivation of students, since all of the assessment indicators are over 60 percent. Therefore, this finding indicated that students prefer to learn English by integrating technology – in this case Google Classroom. This findings then lead to another finding, in which the integrating of Google Classroom during teaching and learning English may increase students learning performance. In this way, online learning has a positive effect on students learning motivations. By the findings of this research, it has also been confirmed that there is a very closed connection between the intrinsic and extrinsic motivations of the students, which is in line with the theories provided (Gonzalez-DeHass, Willems, & Holbein, 2005; Yuan, Wu, Hu, & Lin, 2019).

Keywords

Students motivation, learning english, LMS, google classroom platform USAGE

Introduction

Education is an effort that is made consciously (Gumantan, Nugroho, & Yuliandra, 2021) and is planned out in advance to reach the objectives that have been established (Lynch et al., 2020). The purpose of education is to raise the quality of Human Resources (HR) (Efendi, 2020; Kooli & Abadli, 2021). It is necessary for all educational institutions located inside a nation to adhere to the same general educational aims. Every nation has educational objectives (Kyriakides, Creemers, & Charalambous, 2018), and Indonesia is no exception; these objectives were included into Law No. 02 of 1989, which established the national education system (Purwanto, 2007).

Education produces qualified human resources. It should effectively manage education quality and quantity. Learning prepares future generations. It is because teaching and learning help reaching national goals. Sometimes, teaching and learning are not going well. It often encounters obstacles, therefore its purpose is not reached. Academic stagnation is caused by students aversion to teaching and learning. Teaching and learning were customary until recently. The curriculum focuses on the teachers, not the student. Most teachers solely use narrative, and students often find them more dominant with lack of technology utilization. This affects classroom performance and grades. It is also lowering students grades and enthusiasm to learn, which is the opposite of what the teacher wanted. 2019 English exam results show this. 209 students average score is 44.88 (hayusakola.com). It scored lowest of all UNBK subjects tested (Computer Based-National Exam). Therefore, it is necessary to explore how to improve students motivation in learning English in order to improve their score by integrating technology as part of new learning strategy.

The Concept of Educational Technology by integrating Learning Management System (LMS) in Teaching and Learning

English subject as the most difficult subject according to students, has to be taught with a new teaching technique that interesting and convenient to both teachers and students. Unprepared students got worse grades, teachers claimed. On the contrary, the English teachers techniques in teaching were ineffective. Students said the teacher was conventional and rarely used innovative techniques. Suriyanti (2021) argues that teachers techniques in teaching cause student lack of enthusiasm. As mentioned, students struggle with innovations in learning, so as teachers in teaching. Therefore, identifying and implementing innovative and interesting ways of teaching is the key since the educational technology improves. Technology can motivate students to study, because it enhances grades (Ahmadi & Reza, 2018). This encompasses learning, planning, implementation, evaluation, and problem-solving (Huang & Xue, 2012). Educational goals require a comprehensive, scientifically motivated study of educational technology use. As a result, educational technology can be used to help students in learn and achieve good grade in the classroom (Ahmadi & Reza, 2018).

As one of the learning platforms that integrate technology, the learning management system (LMS) could be useful. Since lecturing is a common teaching style, effective teachers need knowledge of using technology, which is new in order to overcome tedious. LMS software allows teachers to develop and edit course material, administer exams, and collaborate with students (Simanullang & Rajagukguk, 2020). Several studies have confirmed that LMS help students study better (Alturki & Aldraiweesh, 2021; Bradley, 2021). The implementation of it will improve learning quality and enjoyment (Rabiman, Nurtanto, & Kholifah, 2020). By integrating it in the classroom, students get more analytic skills. It is because students adapt and integrate findings into a classroom analysis (Cavus, 2013; Duin & Tham, 2020; Roschelle & Pea, 2002). This must be emphasized by teachers (Perkins, 1999). As part of LMS, students can submit work to the teacher, they are also able to see and evaluate their own work, and review taught material (Cavus, 2013; Rabiman et al., 2020). After that, teachers evaluate students works and input the results. Tests with predefined answers are automatically evaluated and corrected. Based on teacher input, the system creates thorough student achievement reports (Birch & Burnett, 2009a, 2009b; Brady, Holcomb, & Smith, 2010). Such a very convenience way of teaching in this era. Consequently, it is necessary to implement the use of LMS in teaching English in order to improve students motivation and grade, as the main concern of this study.

Google Classroom

Google Classroom is a Learning Management System (LMS) program that helps students to study. Some studies have confirmed that Google Classroom is really good to be used to deliver assignments in online classes (Francom, Schwan, & Nuatomue, 2021; J. A. Kumar, Bervell, & Osman, 2020; Sukirman & Hardiana, 2021; Syakur, 2020). Both students and teachers can share information successfully in this online platform for free. Using this type of learning system, the teacher can develop an interactive lesson for the class, because it allows students of different demographics to work together (Syakur, 2020). Google Classroom can help students to use all platforms provided by Google anywhere as long as it has internet connection. Therefore, since it is an internet-based e-learning system (J. A. Kumar et al., 2020; Sukirman & Hardiana, 2021), creating, distributing, and completing assignments will be paperless (J. A. Kumar et al., 2020; S. Kumar, 2021; Santos, 2021). Teachers and students might save their time with Google Classroom.

Apart from being a paperless internet-based e-learning system, Google Classroom also offers students many other benefits. User-friendly, costless, and compatible with smartphones are some of the benefits (Al-Marouf & Salloum, 2021; S. Kumar, 2021). Google Classroom, however, has pros and disadvantages. Insufficient integration possibilities, too googlish, no automated updates, and cumbersome learner sharing and editing are the negatives (Pappas, 2015). Such limits make it hard for teachers to manage resources and set deadlines. Google Classroom is not linked to any calendars. Only Google users who will be able to recognize some Google Classroom buttons, while for the new users it may be confused or need more time to adjust. Pappas (2015) finds that Google Classroom is too googlish because of that. Since Classroom does provide an auto-update system, learners will overlook important notifications because they must continually update it. Without



teacher permission, students cannot share their work and can only edit Google Classroom assignments that they created.

Motivation

As mentioned earlier in the section of educational technology integrating the LMS, technology could have a positive impact on teaching and learning (Ahmadi & Reza, 2018; Ghofur, 2021; Huang & Xue, 2012), it could help students in better learning (Alturki & Aldraiweesh, 2021; Bradley, 2021). It is necessary to see its connection to the learning motivation of students, whether or not the use of Google Classroom as part of LMS may have some impacts on improving students' motivation in learning that might increase their academic achievement.

Latin motive means to push or move; it is the root of motivation (Ahmad, Abbas, Latif, & Rasheed, 2014). To reach a goal, a person must be motivated to take action. A person's motivation drives him or her to behave for self-fulfillment (Oroujlou & Vahedi, 2011; Wardani et al., 2020). Internal and external behaviours encourage people to improve their behavior/activities (Yuan et al., 2019). It provides encouragement, direction, and persistence of behavior, so motivated behavior is energized, directed, and long-lasting. Motivation is defined by a person's initial behavior and is fueled by a specific goal. Motivation is the first step towards an energy adjustment. Based on its source, motivation can be divided into internal and extrinsic.

Intrinsic Motivation

It is important to determine whether utilizing Google Classroom as an LMS improves students' intrinsic motivation and academic performance, as the utilization of Google Classroom is considered as a new technique of teaching, especially in online mode. Intrinsic motivation is key to learning (Fishbach & Woolley, 2022; Woolley & Fishbach, 2022), as motivated students become knowledgeable in the teaching and learning process. Therefore, intrinsic motivation boosts academic performance (Kotera, Taylor, Fido, Williams, & Tsuda-McCaie, 2021). Intrinsically motivated students are driven by their own desires to study, which is a need to perform that comes from within. Students with it in them will do something without deviation. In order to achieve this condition, students need certain circumstances in learning activities to be motivated by focusing on learning's positives. This research emphasized whether the usage of Google Classroom will do this.

Indicators of Intrinsic Motivation

Since this study intended to see the impact of the utilization of Google Classroom in English class by looking at the increasing motivation that caused by it, it is important to explore the indicators of each type of motivation, which is included intrinsic one. Learning and intrinsic motivation are interconnected. Learning is a permanent change in behavior resulting from support and reinforcement (Powell, Honey, & Symbaluk, 2016). Intrinsic learning motivation encourages someone internally, so they do not need external motivation. It will boost students' academic achievements with multiple supports. Indicators of intrinsic motivation to learn include desire and achievement of that desire (learning commitment) (Gardner, 2001), passion and a need to learn (Oldfather & Dahl, 1994), and hope and ambitions (achieving need) (Chowdhury, 2020). Thus, motivation may improve learning outcomes and goal-attainment (self-actualization) (Dezhbankhan, Baranovich, & Abedalaziz, 2020).

Learning Commitments

As one of the indicators of intrinsic motivation, this learning commitment is crucial to be explored in this study. It will bring information whether students have it in them. Learning motivation is the determination to succeed in education. It is a drive to excel at a task or objective (Gardner, 2001). This motivates students' personalities and actions. It is within the students. Strong-willed students are more likely to finish tasks on schedule. Individual effort, not external encouragement, fulfills these requirements.

Achieving Needs

Achieving needs is crucial to be looking at, as it might tell how serious students wanted to achieve their learning needs from the inside without other factors affecting. A desire to succeed is not always the motivating factor behind accomplishing a task (Chowdhury, 2020). In other circumstances, students complete a task because they dread failure. For concern of being insulted by classmates or seeming stupid to the teacher, students may work harder to look attentive. It seems that the students' success was due to external encouragement or stimulus as well.

Self Actualization

Another factor that might consider as intrinsic motivation is self actualization. Self actualization is important to be considered for the purpose of this study in order to know how students depict themselves during teaching and learning process. For the purpose of this study it is important, since information about how they positioning themselves toward the utilization of technology in teaching might be gathered. Self-actualization means chasing individuals potential with inner motivation and intention (Shipunova, Berezovskaya, & Smolskaia, 2019). Self actualization is the idea that peoples behaviors are impacted by their thinking (Dezbankhan et al., 2020). This could be said that recognition from others reinforces a students efforts to earn a high grade when Google Classroom has been applied in teaching and learning process occurred.

Extrinsic Motivation

The intrinsic motivation is not the only motivation that had been explored in this study. The extrinsic motivation has been explored as well, as it will make the data findings even clearer by looking at those types of motivation in related to the utilization of Google Classroom in teaching English. Extrinsic motivation is outside-driven behaviour (Legault, 2020). Extrinsic motivation in learning could be seen as exogenous and not reliant on students mindset (Wardani et al., 2020), it just like someone advises you to learn something to resolve a certain problem. In school, students embrace classroom process because they perceive advantages from it, such as praise and rewards from teachers and friends.

Indicators of Extrinsic Motivation

In order to see whether or not the application of Google Classroom in teaching English brings any impact on students learning motivation, indicators of it will be explored. Following is a classification of extrinsic learning motivation indicators: parents encouragement, the existence of interesting activities in learning, the existence of a conducive learning environment, teacher-student relationships, and praising.

Parents Encouragement

Parents encouragement is necessary to be explored in this study, as it is categorised as something important that might brings any impacts to students successful in studying. Parents are the one who supposed to be closer to students at home. Parents demonstrate their enthusiasm for excellent conduct or learning outcomes by providing their children essential things (Vatankhah & Tanbakooei, 2014). Family supports affect motivation to succeed. This element involves how parents manage their childrens behaviour, what they do for a career, and how many and where their children are.

The Existence of Interesting Activities in Learning

For the purpose of this study, the existence of interesting activities in learning has been explored to see what kind of activities that might increase the motivation of students in studying English. The activities might be related to the utilization of Google Classroom while teaching, as good atmosphere makes learning more meaningful (Daskalovska, Gudeva, & Ivanovska, 2012). Simulations, games and use variety of learning aid just like Google Classroom are thus fascinating to students. Meaningful things are remembered, understood, and treasured, therefore, the feeling will stay longer.

The Existence of a Conducive Learning Environment

The purpose of exploring the existence of a conducive learning environment is not that different from the previous indicator. It would be beneficial to justify types of surroundings that suitable for students that might increase their grade. Environment influences students motivations (Sogunro, 2015). Individual motives to accomplish something, such as learn well, may be established, increased, or adjusted through learning and experience. In other words, a favorable learning atmosphere encourages students to learn and help them with learning difficulties.



Teacher-Student Relationships

Another indicator of extrinsic motivation is teacher-students relationship. It has been included to be explored in this study since it holds an important role for students in enjoying and understanding the material that has been taught. Teacher-student interactions are crucial to motivation (Koca, 2016). This is because the teacher needs to know each students unique traits in order to motivate them. Consequently, motivating students to do well in school becomes much easy. Teachers must employ the right atmosphere and encouragement to immerse students in learning by stimulating and maximizing students potential.

Praising

Praise is one of the extrinsic motivation indicators used to describe the focus of this study. It must be mentioned since it motivates students when they get praise from teachers or friends. Excellent effort or achievement boosts learning motivation (McGeown, Norgate, & Warhurst, 2012). Students need praise from teachers, parents, and friends to feel satisfied and enhance their performance. Consequently, happy students may perform better.

Integrating Technology in Learning Motivation

As per explanations provided earlier, it is clearer that the integration of technology is a must in order to improve students learning motivation that planned to increase their academic performances. By looking at indicators of motivations while applying Google Classroom during teaching and learning English it will be notable – which is the main purpose of this study. In addition, another reason to be considered is that teachers should update learning media to increase quality of teaching. Effective media usage improves learning, achievement, and motivation of students, according to a prior research (Lin & Wang, 2020). Since method and medium influence teaching and learning (Clark, 1994), setting, learner qualities, and task or reaction are all important. The way teachers set the learning goals, outputs, instructional materials, and series guide them to select and implement the media. In short, media affect teachers teaching methods (learning scenario, content, tools, and technique).

All the above mentioned become the reasons for conducting this study. This study explores the process of integrating Google Classroom in teaching and learning English which might bring positive impacts on increasing students English learning motivation – both intrinsic and extrinsic, later on might improve their academic performance. This is different from other studies (Daskalovska et al., 2012; Gonzalez-DeHass et al., 2005; Koca, 2016; Yuan et al., 2019), which mainly looking at one motivation only without integrating it with technology as their focus.

Method

This qualitative field study was done at SMP Negeri 1 Limboto, which used Google Classroom throughout the pandemic. This study uses questionnaire data to examine Google Classroom-integrated motivation by concentrating on how effectively Google Classroom inspires students to learn. The questionnaire data will be combined with interview data from teachers, students, the principal, and other stakeholders that emphasize on learning methods and improving motivation to learn English using Google Classroom as an LMS. In addition, observations were made to examine how Google Classroom improved learning motivation throughout the pandemic, as well as teachers and students responses to Google Classroom. Tables will be employed to make data findings easier to comprehend and presentable.

Result and Discussion

Observation, questionnaires, and interviews with teachers and students yielded similar findings to the theories that were initially provided related to Google Classroom utilization. Teachers and students both acknowledged that Google Classroom is excellent for teaching and learning, particularly assignment management and feedback. This finding is in line with the theories provided by previous studies (Francom et al., 2021; J. A. Kumar et al., 2020; Sukirman & Hardiana, 2021; Syakur, 2020) in which they confirmed that Google Classroom is really good to be used to deliver assignments in online classes.

However, although the teachers and students who are involve in this study stated that Google Classroom is useful for them in teaching and learning English, there was still some problems ecounters by them when applying it, especially things related to internet connectivity. This finding has also been prophesied by the previous theory that mentioned Google Classroom has to work with internet connection system (J. A. Kumar et al., 2020; Sukirman & Hardiana, 2021). Therefore, when there is a trouble on the connection of the internet, the

teaching and learning process that integrated with Google Classroom will not run smoothly or even nor work at all. Furthermore, this finding is an evidence from the theory that saying Google Classroom has pros and cons (Pappas, 2015) and one of those cons is the obligation of good internet connectivity. In addition to that point, this bad internet connection that encountered by the teachers and students lead to low motivation of study. The evidence of this could be seen from students responds to indicator related to extrinsic motivation under adequate learning facilities, which will be explain later on.

Another point to be underlined from this study is that the interview also revealed that teachers share lesson materials in Google Classrooms material menu so students may simply download them and then discuss them in the Forum menu. Teachers and students find this valuable. It was also noted by the teachers that the Google Classroom has a number of features, which is similar to the theory provided earlier that this point has been considered as one of the benefit of Google Classroom (Al-Marouf & Salloum, 2021; S. Kumar, 2021; Pappas, 2015). Internet connectivity was another concern that makes students are unable to view or complete teaching materials and assignments. This evidence is exactly similar to the finding gathered from questionnaire as explained previously.

Intrinsic Motivation

Students were given questionnaires to fill out and return. The questionnaire was completed by 30 students. The following information was gathered both from questionnaires and interviews. The findings show that the intrinsic motivation of the students in learning English received quite positive responses in almost all indicators of it, as students mainly preferred a good statement. This shows that the utilization of Google Classroom in teaching English in that school can bring a good impact and make students become highly motivated in their learning, which is in agreement several theories that has been explained (Lin & Wang, 2020; Santos, 2021).

Learning Commitment

There are two types of learning commitments: positive and negative statements, which are both indicators of intrinsic motivation. This pertains to the motivation to know individually, in groups, or as a collective to gain intellectual and emotional knowledge. The questions have been design following theory that stated learning commitment may drive students to excel at a task or objective (Gardner, 2001), as explained previously.

Table 1
 Positive Learning Commitments

| Indicators | F/% | Percentages | | | | Total |
|---|--------------|-------------|----|----|-----|-----------|
| | | SS | S | TS | TSS | |
| I let time pass without learning English in Google Classroom. | F 3 % 12 | 22 | 88 | 0 | 0 | 25 100 |
| Every English assignment given at school through Google Classroom I do well. | F 17 % 72 | 7 | 28 | 1 | 0 | 25 100 |
| The English assignments given by the teacher, I can complete them well and on time, except for assignments made in Google Classroom. | F 11 % 44 | 14 | 56 | 0 | 0 | 25 100 |
| Some of the English homeworks in Google Classroom that is difficult for me to finish will be asked by the teacher. | F 5 % 20 | 20 | 80 | 0 | 0 | 25 100 |
| Even when I am sick or busy, I still take the time to study English diligently. | F 8 % 32 | 17 | 68 | 0 | 0 | 25 100 |
| I try to find books or references that are relevant to the English material described in Google Classroom, through the library, online, or the nearest bookstore. | F 10 % 40 | 15 | 60 | 0 | 0 | 25 100 |
| I love learning English through Google Classroom because it is challenging and learns something new. | F 7 % 28 | 18 | 72 | 0 | 0 | 25 100 |

Information:

SS : Strongly agree TS : Not Agree
 S : Agree TSS : Not Strongly Agree



It is clear from the information that is shown in Table 1 that the responses of Not Agree and Not Strongly Agree both received a score of zero for each of the questions. This indicates that the majority of student replies to questions with a mostly positive value are of a positive nature. This demonstrates that students perceptions of the effectiveness of utilizing Google Classroom as part of their educational experience are relatively positive, as they do care and pay attention on assignments given by students on Google Classroom and willing to complete it on time. This evidence is similar to the one stated by experts (Gardner, 2001; Lin & Wang, 2020; Santos, 2021). In particular, the greatest scores associated with handing out tasks through Google Classroom were 72 percent, which corresponds to as many as 17 students.

Table 2
 Negative Learning Commitments

| Indicators | F/% | Percentages | | | | Total |
|---|--------|-------------|----------|--------|--------|-----------|
| | | SS | S | TS | TSS | |
| I complain if I get too much homework and have to upload it to Google Classroom because it reduces my rest time at home. | F % | 9 36 | 16 64 | 0 0 | 0 0 | 25 100 |
| I choose to attend family events instead of doing English homework in a difficult Google Classroom. | F % | 20 80 | 4 16 | 1 4 | 0 0 | 25 100 |
| If I face personal problems then it really disturbs my concentration and causes me to be reluctant to learn English through Google Classroom. | F % | 10 40 | 15 60 | 0 0 | 0 0 | 25 100 |

According to the statistics in Table 2, the data acquired for negative questions that should elicit a positive reaction from students got the most answers in Agreed and Strongly agree. This indicates that students level of dedication to their education is affected by Google Classroom, which has been explained in several studies (Lin & Wang, 2020; Santos, 2021). The vast majority of the students came to the conclusion that they would rather focus on their own endeavors than becoming involved with the complexities of Google Classroom. This suggests that students would be more engaged on the learning process if using Google Classroom were less complex. This evidence supports theory by Pappas (2015) that saying Google Classroom has some limitations. Students through their respons wanted and hoped that this limitation of Google Classroom related to the complexity while using it, as it has a big impact on their willingness to study.

Need for Achievement

The need for achievement is a learning motivation that may be satisfied by working hard at a challenging endeavour in order to be successful. The following table 3 provides an overview of the indicators of need for achievement:

Table 3
 The Need for Achievement

| Indicators | F/% | Percentages | | | | Total |
|--|--------|-------------|----------|--------|--------|-----------|
| | | SS | S | TS | TSS | |
| I got high marks in English as a result of what I did during my learning through Google Classroom. | F % | 5 20 | 20 80 | 0 0 | 0 0 | 25 100 |
| I have never been satisfied with the English grades I have received so far through Google Classroom. | F % | 9 36 | 16 64 | 0 0 | 0 0 | 25 100 |
| Im not interested in improving achievement in English subjects, especially using Google Classroom. | F % | 8 32 | 17 68 | 0 0 | 0 0 | 25 100 |
| Every day I study English through Google Classroom at home. | F % | 5 20 | 20 80 | 0 0 | 0 0 | 25 100 |
| Im not interested in learning how to learn from friends who have achieved high achievements in English through Google Classroom. | F % | 5 20 | 20 80 | 0 0 | 0 0 | 25 100 |
| I am very enthusiastic in learning English through Google Classroom so that I get the best grades among my friends. | F % | 18 72 | 6 28 | 1 4 | 0 0 | 25 100 |

Table 3 shows that the biggest proportion of points associated to need for achievement among students is the factors intrinsically motivated for getting the highest grades amongst their classmates, which is similar to the theory that has been explained earlier (Chowdhury, 2020). This finding also indicates that students who use Google Classroom have a strong desire to be recognized for their accomplishments, this is also in line with the

opinion from earlier study (Santos, 2021) that saying Google Classroom may help students being motivated to accomplish activities during learning process. Student intrinsic motivation for accomplishment and recognition has been positively affected by the use of Google Classroom.

Self Actualization

To be fully self-actualized, a person must wish to use all of his or her potential in order to achieve everything that he or she has set out to do. Here are several distinct indications of self-actualization, both positive and negative.

Table 4
Positive Self Actualization

| Indicators | F/% | Percentages | | | | Total |
|---|--------------|-------------|---|----|-----|-------|
| | | SS | S | TS | TSS | |
| I feel challenged with new material in English lessons through Google Classroom that I have never studied before. | F 18 % 72 | 4 | 3 | 0 | 25 | |
| I enjoy group study in Google Classroom discussing every new material in English subject. | F 13 % 52 | 12 | 0 | 0 | 25 | |
| By learning English through Google Classroom, I have many opportunities to solve problems using various techniques. | F 10 % 40 | 15 | 0 | 0 | 25 | |

Table 4s data revealed that students admit that their self-actualization grows as a result of utilizing Google Classroom. Students report that they are better able to acquire new information, interact with others in groups, and handle difficulties they have never encountered before. Google Classrooms positive impact is also influential at this stage. The challenging to learn something new using Google Classroom when learning English is one of the indications that self-actualization inside students is considered high. This is based on the theory explained previously that self-actualization influences learning behaviour (Dezhbankhan et al., 2020) and it maximizes students potential (Shipunova et al., 2019). On top of it, Google Classroom is facilitating those two.

Table 5
Negative Self Actualization

| Indicators | F/% | Percentages | | | | Total |
|--|--------------|-------------|---|----|-----|-------|
| | | SS | S | TS | TSS | |
| I feel disappointed if the efforts made in learning English through Google Classroom only get low marks. | F 10 % 40 | 15 | 0 | 0 | 25 | |
| If I have difficulty in reviewing the English material presented by the teacher in Google Classroom, then I am reluctant to ask the teacher and other friends. | F 13 % 52 | 12 | 0 | 0 | 25 | |

For negative self actualization, evidence suggests that students feel ashamed if they obtain poor marks while studying with Google Classroom. They do not want to hinder their self-actualization, which is a good indication of intrinsic motivation. In addition, they will seem foolish in front of others if they have to question their teachers and classmates about things they do not understand. This facts also supports Dezhbankhan et al. (2020) opinion that when students have a very willingness to be success, they will tend to have self-actualization. It means they do not want to be failed by having low grade and losing face.

Extrinsic Motivation

From the perspective of extrinsic motivation, the findings are not that being different from findings gathered for intrinsic motivation. Extrinsic motivation is characterized by five indicators that students get an impression of importance from when they learn by utilizing Google Classroom. Students gave good responses to all questions pertaining to the five extrinsic indicators of motivation. This means the findings of this study support theory that stated extrinsic motivation is not dependent on a students attitude (Legault, 2020; Wardani et al., 2020), as it requires outside-driven behavior to be motivated. For the case of this study, it was Google Classroom together with parental/friendly support, excellent learning facilities and environment, teaching approach, and praising.

In addition to that finding, the result of this study also reveal that encouragement of parents/ friends has the greatest proportion. This shows that for students who became the subject of this research, the most essential indicator of extrinsic motivation is the encouragement of parents/ friends. This means, although they have been



motivated of studying English from inside, they still need support from others, especially from the closest one for them like family members and best friends. This is similar to what Vatankhah and Tanbakooei (2014) have stated that by providing essentials, parents encourage childrens learning.

Encouragment of Parents/ Friends

Encouragement of Parents/Friends is the indication with the greatest proportion of students – 73 percent. Though the students wished encouragement from their parents and friends to improve their learning motivation, many said they would still study hard if no one encouraged them, as exactly explained by Vatankhah and Tanbakooei (2014). Furthermore, this suggests that there is a strong connection between motivation to study and the expectation of encouragement from certain people while studying using Google Classroom. This means the encouragemet from family members and closed friends mean a lot to students apart from other factors that might motivate them in learning. This is mainly because they are an individual who are still looking for their identity that might struggle sometimes. This finding shows that it is true that there is a closed connection between intrinsic motivation and extrinsic motivation just like the theories stated better (Gonzalez-DeHass et al., 2005; Yuan et al., 2019).

Adequate Learning Facilities

Moreover, half of the students responded positively to the two questions about adequate learning facilities. Students are very determined to learn using Google Classroom, even though some of them do not have a good internet connection at home. This indicates that the correlation between students responses and Google Classroom learning motivation is not straightforward. The fact that their motivation of learning English is still considered high from their responses to the question eventhough some of them do not have an appropriate internet connection is contradict with the theory provided by Daskalovska et al. (2012). They argue that a good environment makes learning more meaningful. However, the evidence from this study do not really show this phenomenon.

Conducive Learning Atmosphere

Learning must be facilitated by a conducive learning environment, where all five senses may be used quietly, for best outcomes. A students outcome depends on a tranquil learning environment. Nearly two-thirds of students said that using Google Classroom, even if they have intermittent access to the internet, is extremely helpful for their academic progress. Although other problems such as the lack of internet access may make it difficult for students to focus on their studies, they still hope that their surroundings will be encouraging. This finding do support by the theory that stated environment influences students motivations (Sogunro, 2015).

Teacher Strategy in Learning

The teachers goals in executing the teaching plan determine the learning strategy. Teachers can help students reach their learning goals utilizing various strategies. Students responses to two questions on teacher learning strategies were remarkable. Students sometimes feel obligated to continue studying using Google Classroom, even though the teachers voice is not that audible to them. Even if the teachers method is not that ideal, students pay attentively to the explanation. This contradicts the assumption that teacher-student interactions improve motivation (Koca, 2016). Although teachers often make mistakes inadvertently during teaching and learning – generate unclear voice when explaining something due to the internet connection, for example – students matter of fact feel compelled to carry on studying using Google Classroom.

Praise others

When trying to convince other people to do something, it is a good idea to look for signs of support from other people. This is exactly what students who were involve in this study wanted. Students who are praised for their progress in their English are more likely to keep at it (McGeown et al., 2012). This idea is supported by the findings of this investigation, in which more than sixty percent of students reported that they initially expected and wished for appreciation from their teachers and other students whenever they had outstanding learning outcomes and outstanding achievements when studying using Google Classroom.

Conclusions

The results of this study demonstrate that improving students academic performance may be accomplished by incorporating both intrinsic and extrinsic motives, as well as Google Classroom, in the context of teaching and learning. This strategy has been proposed to be effective. The results of this study indicate that using Google Classroom as an educational platform leads to a rise of more than sixty percent in both the intrinsic and extrinsic level of motivation shown by students. There is still a difference in the distribution of this improvement across each indication of both internal and extrinsic motivations, even though there has been some progress made. Learning motivation is the overall underlying purpose that exists inside students, which increases the determination to keep engaging in learning activities and creates direction in order to learning outcomes to be achieved. According to the findings of this research, high levels of learning motivation are shown by students in the form of perseverance in finishing tasks given by teachers, perseverance in addressing challenges, and enthusiasm in learning. It appears from the finding of this study that students know learning motivation is important to them, therefore they keep it within. Students continue to put forth their best effort, despite the fact that Google Classroom can be problematic at times when it is being used as part of the teaching and learning process. This is evident from the fact that although Google Classroom can experience technical difficulties, students continue to do so. According to the findings of the data analysis, there is evidence that using Google Classroom makes activities easier, improves cooperation and collaboration, and promotes communication. The outcomes of this study provide credence to the concept that teachers may use a single platform to develop courses, distribute assignments, and offer feedback on student work.

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