

Students' Motivation on the Use of Technology and Its Relationship with Their Receptive Skills

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Received: 16 October 2023 Accepted: 11 November 2023 Published: 23 December 2023

Abstract: Students' motivation on the use of technology and its relationship with their receptive skills. **Objective:** to explain the link between English learners' motivation to use technology and their receptive (reading and listening) skills. **Method:** a correlation study was employed with 56 participants including freshman, sophomore, and junior students at Universitas Baturaja as selected through convenient sampling method. To gather the data, motivation questionnaire, reading test, and listening test were distributed and the instruments were valid and reliable. **Result:** students' motivation on the use of technology in learning significantly had a moderate correlation with their receptive skills (reading and listening). **Conclusion:** It can be derived that the EFL learners had high motivation for learning English by using technology and its relationship on their receptive skills was in a good category.

Keywords: motivation, receptive skills, technology.

Abstrak: Students' motivation on the use of technology and its relationship with their receptive skills. **Tujuan:** untuk menjelaskan hubungan antara motivasi pembelajar bahasa Inggris dalam menggunakan teknologi dan keterampilan reseptif (membaca dan mendengarkan). **Metode:** studi korelasional dilakukan terhadap 56 partisipan termasuk mahasiswa baru, mahasiswa tahun kedua, dan mahasiswa junior di Universitas Baturaja yang dipilih melalui metode convenience sampling. Untuk mengumpulkan data, kuesioner motivasi, tes membaca, dan tes mendengarkan dibagikan dan instrumennya valid dan reliabel yang digunakan. **Hasil:** Motivasi siswa dalam pemanfaatan teknologi dalam pembelajaran mempunyai korelasi sedang secara signifikan terhadap keterampilan reseptifnya (membaca dan mendengarkan). **Kesimpulan:** Dapat disimpulkan bahwa pelajar EFL memiliki motivasi yang tinggi untuk belajar bahasa Inggris dengan menggunakan teknologi dan hubungannya dengan keterampilan reseptif mereka berada dalam kategori baik.

Kata kunci: motivasi, keterampilan reseptif, teknologi.

To cite this article:

Sulisty¹, B., Anggeraini, Y., Nurhasanah., Yusnilita, N., Awalludin., & Episiasi. (2023). Students' Motivation on the Use of Technology and Its Relationship with Their Receptive Skills. *Jurnal Pendidikan Progresif*, 13(3), 1162-1173. doi: 10.23960/jpp.v13.i3.202320.

■ INTRODUCTION

In today's world, technology brings the visual as well as the auditory to be applied in learning, it delivered many profits for learning output. Many researchers indicated that technology can promote learners' motivation in learning English such as (Maritza & Barreto, 2018; Panagiotidis et al., 2018; Rostami et al., 2017). Besides, Ilter (2009) mentioned that computer-based classrooms make the lessons more enjoyable and motivate students to learn more. Then, Anggeraini (2018) mentioned that technology facilitates the teachers to connect the learners with the appropriate reading level.

Some studies had focused on the students and teachers' perceptions on the use of technology in form of computer assisted language (Dias & Bocorny, 2014; Madsen et al., 2018; Mollaei & Riasati, 2013; Öz, 2014; Ozturk, 2012; Park & Son, 2009; Rakicioglu-soylemez & Akayoglu, 2016; Shin & Son, 2007; Tachaiyaphum & Hoffman, 2018; Topkaya, 2010; S. Wang & Heffernan, 2010; Yükselir, 2016; Zare-ee, 2011). Moreover, Baskaran and Shafeeq (2015) revealed that the teachers gave positive perceptions on technology integration in the teaching and learning process because it made English teaching more lively.

The research focuses on students' motivation in learning such as (Ali et al., 2014; Nasrollahi-mouziraji & Birjandi, 2016; Proctor et al., 2014; Schaffner & Schiefele, 2016). Furthermore, Demirbas (2013) conducted a study on the comparison of English language teaching freshmen's performances in receptive and productive skills. This research aimed at analyzing the relationship between the learners' motivation on technology integration and their receptive skills (listening and reading skills). This was different from the previous studies that focused on the students' motivation in general such as (P. Li & Pan, 2009; Ningrum &

Matondang, 2017) which identified the correlation between students' motivation and reading achievement. Hopefully, the result of this research can be as an evaluation for candidate teachers to develop their receptive skills to manage technology usage and be aware of the digital technology movement in ELT classroom because they are going to teach in online and offline conditions. To sum up, the EFL learners have high motivation for the use of technology in learning.

Some studies found that the positive impacts of motivation in academic achievement (Anggeraini & Nilawijaya, 2021; Khoshnam et al., 2013; P. Li & Pan, 2009; S. Li & Zheng, 2017; Singh, 2011). In addition, Ningrum and Matondang (2017) clarified that there is relationship between motivation and students' achievement. Moreover, Sivrikaya (2019) found that students had the highest mean scores on the extrinsic motivation dimension and the lowest mean scores on the motivation dimension. Then, Yarin et al. (2022) indicated that there was a moderate level of relationship between students' motivation and academic performance. It can be derived that motivation is one factors for supporting students' progress in learning.

Some research focused on technology integration in educational settings such as (Alsulami, 2016; Martins, 2015; Merç, 2015; Saglam & Sert, 2012) (Hartono, 2015). Cuhadar (2018) did research on the teachers' readiness for technology integration in the classroom and the result indicated that many teachers did not get training dealing with technology integration for education. Moreover, Brun and Hinostroza (2014) proposed that new teachers should identify how to explore ICT changes for their future professional activities. In addition, Gilakjani (2012) stated that computer technology must be integrated into teacher preparation programs to make the candidate teachers see the future

teaching and also the different usage of technology before and during pandemic (Hashim & Aziz, 2021). Then, Akihary and Apituley (2022) concluded that the use of technology (digital media-based quantum learning) can increase the students' motivation in learning. Gilakjani et al. (2017) mentioned that computer technology is a digital means to support learning, using voice to collaborate, discuss, argue and reach consensus among members of society, to support dialogue among knowledge communities, to be an intellectual partner that supports learning through thinking, and to help learners express what they know, reflect on what they have learned and how they experience it, support internal discussion and the construction of meaning by learners, create personal expressions of meaning and support creative thinking. Moreover, some research utilize the positive impact of technology in teaching language skills such as (Abbasian & Movahedfar, 2016; Akmal, 2017; Dewi et al., 2017; Lio & Marafat, 2019; Parvin & Salam, 2015; Son, 2008; Taj et al., 2017; Tømte, 2013; Zarei & Hashemipour, 2015; Zhang & Wang, 2017). Furthermore, Josefin and Rhodin (2016) argued that ICT promotes the learners' motivation in learning and low them to work individually and collaboratively.

■ METHODS

Participants

This correlational study aimed at evaluating the relationship of EFL learners' motivation with their receptive skills. It was done at University of Baturaja, South Sumatera Indonesia. There were 56 freshmen, sophomores, and juniors who participate as the sample. It was taken by convenient sampling techniques from the total population 101. From the total of population, only 56 participants could participate actively in the research and complete the motivation questionnaire, reading test, and listening test.

Instrumentations

A motivation questionnaire, reading test, and listening test were used to gather the data. The motivation on the use of technology consisted of 12 items that were adapted from (Alsulami, 2016; Ilter, 2009). It was the valid items from 20 items after the validation process by expert judgments. It was followed by 50 questions for the reading test and 50 questions for the listening test. The listening questions addressed on basic question questions (gist-content, gist-purpose, and detail), pragmatic understanding questions (understanding the function of what is said, understanding the speaker's attitude), connecting information questions (understanding organization, connecting content, and making inferences). Furthermore, reading test addressed on main idea, vocabulary, unstated detail, unstated detail, reference, and locating information. They were reliable and valid.

Data Analysis

The data was analyzed by using the SPSS program. After checking the normality and homogeneity of the data, Pearson Product Moment was applied to identify the correlation between learners' motivation on the use of technology and their reading skills, and the correlation between learners' motivation on the use of technology and their listening skills. Then, to get the relationship between learners' motivation and their receptive skills (reading and listening), the researcher applied multivariate regression

■ RESULTS AND DISCUSSION

The Result of EFL Learners' Motivation on the Use of Technology in Learning

The result indicated that the frequency of participants' motivation on the use of technology from the 56 participants. It showed that 8 (14.3%) participants neither agree nor disagree, 43

(76.8%) participants agree, and 5 (8.9%) participants strongly agree that they like to read information through smartphone. On the second item, 6 (10.7%) participants neither agree nor disagree, 47 (83.9%) participants agree, and 3 (5.4%) participants strongly agree that the use of technology in language classrooms motivates them to learn more. This finding is similar to the result from (Alsulami, 2016). On the third item, 35 (62.5%) participants neither agree nor disagree and 18 (32.1%) participants agree that they can understand the language better when their lecturer uses technology in class. On the fourth item, 22 (39.3%) participants agree and 31 (55.4%) participants strongly agree that they think that digital technology (i.e., computers and YouTube is an excellent technique to learn English). On the fifth item, 41 (73.2%) participants neither agree nor disagree and 21 (19.6%) participants agree that they prefer using digital technology to improve their listening skills. On the sixth item, 40 (71.4%) participants agree and 16 (28.6%) participants strongly agree that they like to practice listening skill through English learning websites. On the seventh item, 32 (57.1%) participants neither agree nor disagree and 21 (37.5%) participants agree that computer-based lessons are more enjoyable and effective than traditional lessons. On the eighth item, 31 (54.4%) participants neither agree nor disagree and 25 (44.6%) participants agree that they believe that digital tools are more effective in developing language skills. On the ninth item, 42 (75%) participants neither agree nor disagree and 14(25%) participants agree that they like the learning atmosphere when the lecturer allows them to use digital technology and the internet. On the tenth item, 40 (71.4%) participants neither agree nor disagree and 16 (28.6%) participants agree that authentic materials downloaded from the internet make them active in the learning process. On the eleventh item, 42 (75%) participants neither agree nor

disagree and 13 (23.2%) participants agree that they like to spend time in online reading English text. The last, on the twelfth item, 46 (82.1%) participants neither agree nor disagree and 9 (16.1%) participants agree that they prefer using digital technology to improve reading skill. It is in line with research from (Hartono, 2015) and the finding indicated that the students are interested in learning English through technology tools.

The finding of the questionnaire item indicated that 76 % of the participants like to read information through smartphones. It is supported by finding from Baliu and Karmila (2017) that smartphone not only for communication but also as a learning media for the learners. Since cell phones can be used to text, surf the web, send email, download and listen to music, play games, and participate in social networking; students should be provided with clear and concise instructions on using smartphones for educational purposes.

The finding of the questionnaire item indicated that 83 % of participants agree with the use of technology in language classrooms motivate student to learn more. This finding is in line with findings from (Akihary & Apituley, 2022; Ali et al., 2014; Alsulami, 2016; Josefin & Rhodin, 2016; Kavlu, 2020; Raposo et al., 2020). Moreover, it stated that the linear of the significant relationship is significant between EFL learners' motivation on the use of technology in learning and their reading skill. These findings revealed that there is a moderate correlation between EFL learners' motivation on the use of technology in learning and their reading skill. This finding is in line with (Proctor et al., 2014). It displayed the level of motivation can predict reading comprehension among learners.

The finding of the questionnaire item indicated that 71 % of the participants like to practice their listening skill through English learning

websites. It can be derived that digital technology, website, and application is media to practice listening skill. This finding is in line with the findings from (Abbasian & Movahedfar, 2016; Cigerci & Gultekin, 2017; Khoshsima, 2017; Mayor, 2009; Nachoua, 2012; Puspitasari & Hanur, 2016; Sejdiu, 2017; Y. Wang, 2020). Moreover, Demir and Muge (2021) proposed that technology-based materials are the important thing for the development of listening comprehension skills that not only be able to give significant progress on students' performance but also in their knowledge and interest.

The finding of the questionnaire item indicated that 71 % of the participants argued that authentic materials downloaded from the internet make them active in the learning process. It is supported by (Nur et al., 2022) that digital texts make reading easier because they can be downloaded, the content can be accessed offline, and they can be used on a variety of electronic instruments. Digital texts can also contain interactive materials, such as video tutorials, that are not found in printed instructional texts. It means they can read through smartphone. Moreover, the finding of the questionnaire item indicated that 75% of the participants like to spend time online reading English texts. This finding is supported by the research finding from (Oh et al., 2022). The influence of digital texts is important to their reading literacy, as most of the texts they find on their smartphones are in English. Students also tend to navigate quickly from one text to another and use scanning and skimming while reading. To manage distractions, students use a special smartphone app. Then, the finding of 85 % of the participants prefer using digital technology to improve my reading. It is supported by the argument from (Biancarosa & Griffiths, 2012) that e-reading technology brings many tools/applications for mitigating both old and new literacy challenges and opportunities for language teaching and learning.

The Descriptive Statistics

The result displays descriptive statistics regarding motivation scores among participants displayed that the lowest score of the motivation was 63, while the highest score was 80, the mean score was 70.46, the range was 17, the variance was 15.453, and the standard deviation was 3.931. Moreover, the descriptive statistics of EFL learners' listening skill displayed that the lowest score of the listening was 60, while the highest score was 82, the mean score was 70.79, the range was 22, the variance was 21.335, and the standard deviation was 4.619. The percentages of participants' listening scores indicated that none of the students got listening scores in the very poor and poor categories, 21 participants got listening scores in the average category, 33 students got listening scores in the good category, and 2 participants got listening scores in the very good category. Meanwhile the descriptive statistic of EFL learners' reading skill displayed that the lowest score of the reading was 60, while the highest score was 80, the mean score was 70.46, the range was 20, the variance was 18.888, and the standard deviation was 3.931. The percentages of participants' reading scores indicated that none of the students got reading scores in the very poor and poor categories, 18 participants got reading scores in the average category, 35 students got reading scores in the good category, and 3 participants got reading scores in the very good category.

The Result of Normality of the Participants' Motivation on the Use of Technology, Listening Skill and Reading Skill

In analysing the normality of the participants' motivation on the use of technology, listening skill, and reading skill, one-sample Kolmogorov-Smirnov test was applied. The test of normality of the participants' motivation on the use of technology, listening skill, and reading skill illustrates that the result of the normality test of

the participants' motivation on the use of technology, listening skill, and reading skill. It indicated that the p-value 0.056 for the participants' motivation scores, the p-value 0.075 for participants' listening scores, and the p-value 0.074 for participants' reading scores. The result of the normality test could be defined from the value of Asymp. Sig. (2-tailed). The values of 0.056, 0.075 and 0.074 were higher than 0.05. Therefore, it can be derived that the data were distributed normally.

The Result of Homogeneity of Variance Test

The homogeneity of the variance test result describes the homogeneity of motivation, listening, and reading scores. The test of homogeneity of

variances showed in the based on mean trimmed mean with significant was 0.288 for motivation, 0.825 for listening, and 0.945 for reading. Since 0.288, 0.825, and 0.945 were higher than alpha value level of 0.05, it can be assumed that the variance of every data in the participants' motivation, listening, and reading were homogenous.

The Result of Relationship between EFL Learners' Motivation on the Technology Integration and Their Listening Skill

The result of relationship between EFL learners' motivation on the technology integration and their listening skill is illustrated on table 1.

Table 1. EFL learners' motivation on the technology integration and their listening skill

		Motivation	Listening
Motivation	Pearson Correlation	1	.610**
	Sig. (2 tailed)		.000
	N	56	56
Listening	Pearson Correlation	.610**	1
	Sig. (2 tailed)	.000	
	N	56	56

Table 2 displayed the result of Pearson's Correlation $r = .610$. This result showed a moderate correlation between EFL learners' motivation on the use of technology in learning and their listening skill. The significant level of Pearson Correlation is higher than alpha (0.05). It stated that the linear of the significant relationship is significant between EFL learners' motivation on the use of technology in learning and their listening skill. These findings revealed that there is a moderate correlation between EFL learners' motivation on the use of technology in learning and their listening skill.

These findings revealed that there is a moderate correlation between EFL learners' motivation on the use of technology in learning and their reading skill. This result is contrast from the finding from (Ningrum & Matondang, 2017)

which indicated the students' motivation had a high correlation with their reading achievements. Based on the result from this study that presents the learners' motivation had a moderate correlation with their reading skill. It can be derived that motivation on the use of technology is not one fact can contribute to the learners' reading skill. The other things can be technology facilities, learners' digital competence, and internet connection.

The Result of Relationship between EFL Learners' Motivation on the Technology Integration and Their Reading Skill

The result of relationship between EFL learners' motivation on the technology integration and their reading skill is illustrated on table 2.

Table 2. EFL learners' motivation on the technology integration and their reading skill

		Motivation	Reading
Motivation	Pearson Correlation	1	.692**
	Sig. (2 tailed)		.000
	N	56	56
Reading	Pearson Correlation	.692**	1
	Sig. (2 tailed)	.000	
	N	56	56

Table 3 displayed the result of Pearson's Correlation $r = .692$. This result showed a moderate correlation between EFL learners' motivation on the use of technology in learning and their reading skill. The significant level of Pearson Correlation is higher than alpha (0.05). It stated that the linear of the significant relationship is significant between EFL learners' motivation on the use of technology in learning and their reading skill.

These findings revealed that there is a moderate correlation between EFL learners' motivation on the use of technology in learning and their listening skill. The finding of this research is in line with (Nasrollahi-mouziraji & Birjandi, 2016) that proposed the students' motivation has a significant contribution to their listening achievement. There was a relationship between EFL learners' motivation on the use of technology and their receptive skills (listening and reading skills). This finding is similar with the result from a research that was conducted by (P. Li & Pan, 2009). It stated that the learners' motivation had relationship with their academic achievements.

The Result of the Relationship of EFL Learners' Motivation on the Use of Technology and their Receptive Skills (Listening and Reading Skill)

In order to investigate the relationship among participants' motivation on the use of technology using covariate covariance. To do so, the obtained scores of the motivation level were

inserted into the covariate variable model. The output of the multivariate tests conducted and the results obtained through the covariance multivariate analysis show that the F amount in all the above-mentioned tests is statistically significant ($p = .0$). So, it can be derived between the scores of motivation, have a significant difference exists, at least in one of the dependent variables. To verify this difference further, in what follows, the univariate covariance is employed. The main assumption underlying univariate covariance analysis is the homogeneity of the dependent variances in motivation level. Meanwhile, the differences obtained between groups for the two variables are significant (Sig. $< .05$). Thus, the assumption that there is homogeneity in the scores of the participants after nullifying the effect of the motivation is rejected. According to the means of the scores in table 11, it could be concluded that there was a relationship between EFL learners' motivation on the use of technology and their receptive skills (listening and reading skills).

CONCLUSIONS

In examining the relationship between students' motivation to use technology and their receptive skills, some findings were uncovered. The findings indicated that the EFL learners' motivation on the use of technology were in spending time online reading English texts, learners prefer using digital technology in improving reading skills, they like to read information through

smartphone, and authentic materials downloaded from the internet make them active in the learning process. Next, the EFL learners had high motivation for learning English by using technology and its relationship with their receptive skill (reading and listening) was in a good category. The EFL learners' motivation scores were in high category, the majority of reading scores were in the high category, and for the listening scores were in the high category. Then, the relationship between learners' motivation on the use of technology and their receptive skills was in the moderate category. This present study suggests that teacher candidates develop their receptive skills (reading and listening) and should be aware of digital technology changes especially for supporting ELT classroom. It is better for further research to do research on receptive and production skills development dealing with technology.

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