

**THE CORRELATION BETWEEN ATTITUDE TOWARD THE
USE OF CLOUD SERVICE, LEARNING MOTIVATION, AND
LEARNING ACHIEVEMENT OF THE 4th SEMESTER
STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM OF
SRIWIJAYA UNIVERSITY**

A Thesis by

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Language and Arts Education Department



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

PALEMBANG

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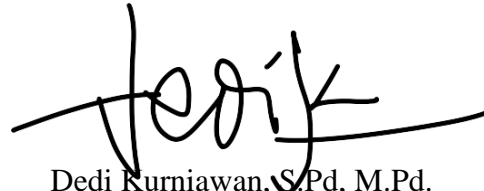
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DECLARATION

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DEDICATION

This thesis is dedicated to:

First of all, thanks to The Almighty God, ALLAH SWT. My beloved and lovely family, my mother (Mujiati), my father (Abdul Rahmat), and my only little sister (Selly Rahmayati), who always there and support me, thank you so much for being a supportive, caring, and loving family. To my former advisor pak Bambang Loenetto who always willingly helps me. To my advisors pak Eryansyah, and pak Dedi Kurniawan who always help me finding the solutions. To my supportive friends who always talkatively support and guide me, Pudja Hermana, my members of beloved Goat Family (Dwiraranisa, Desi Rahmasari, and Bolivani Novrianti), And to every member of *group* "SEMHAS July 2020", who always cheers me up and motivates me throughout the time.

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Palembang, 27 July 2020

The Writer,

A handwritten signature in black ink, appearing to read 'Yara Fitriani', with a horizontal line drawn through the middle of the signature.

Yara Fitriani

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ABSTRACT

The research aimed at finding out the attitude toward the use of cloud service, learning motivation and learning achievement. Correlational study was used to find out the correlation among the variables. The participants of this study were 53 fourth semester students of English Education Study Program in Sriwijaya University. The data were collected using a questionnaire and documentation. The attitude toward cloud service questionnaire was adapted from Iji, Abah, and Anyor (2017), the learning motivation questionnaire was adopted from Kimura, Nakata, and Okumura (2001), and learning achievement was taken from students' GPA. The results show there was fair significant correlation between attitude toward cloud service and learning motivation (r -obtained (.587), p value (.000)), the result also indicated that attitude toward cloud service influence learning motivation, there was no significant correlation between attitude toward cloud service and learning achievement (r -obtained (.214), p value (.123)), and there was fair significant correlation between attitude toward cloud service to combination of learning motivation and learning achievement (r -obtained (.623), p value (.000)), the result also indicated that the higher students' attitude toward the use of cloud service, the higher motivation and achievement they got. In other words when student got a good motivation and achievement in learning, their attitude also would be followed in a good term. The combination between motivation and achievement could lead the students to gain positive attitude. However, the attitude toward the use of cloud service contributed 3.3% to learning motivation, and attitude toward the use of cloud service contributed 38% to learning motivation and learning achievement.

Keywords: *Cloud service in Education, students' motivation, students' achievement.*

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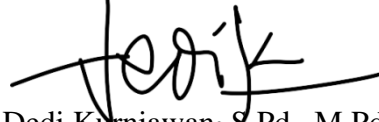
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CHAPTER I

INTRODUCTION

This chapter presents (1) background of the study, (2) the problems of the study, (3) the objectives of the study, and (4) significance of the study.

1.2 Background of the Study

Information and Communication Technologies (ICT) are defined as transferring, revealing, storing, and sharing technology or accessing information. ICT includes television, DVD, radio, mobile phone, satellite, computer and network devices, and software provided by these technologies (UNESCO, 2006). In the past few decades, the use of technology has become an essential part of people's daily life, especially in information and communications technology. Information and communication technology change many aspects of the way people live. One of the impacts of ICT is in education. Technology has changed the way of teaching and learning process. ICT has been introduced to many classrooms both in school and university lately (Soloway & Prior, 1996; Collis, 2002). It has been viewed as a tool to support both teachers and students. ICT also supports the cognitive development of the students but also Student motivation and confidence (Mouza, 2005). According to Mallahi and Mohamed (2016), ICT has been purposed in making classes more effective in order to improve the teaching and learning outcomes that can be seen in students' academic achievement.

The recent development of ICT is cloud computing. Experts in recent years have emerged the concept of cloud computing as a new trend in ICT in the education side. With the development of internet technology, computer architecture is now developed into cloud computing now. It is the development of client servers that are connected with some or even thousands of other computers and can be accessed via the internet (Wahana Komputer, 2011). Foster, Zhao, Raicu, and Lu (2008, p. 1) state that clouds computing is a "wide-scale distributed computing framework driven by economic factors which includes a set of conceptual virtualization, complex scalable, processing power management, storage space, platforms and services which can be accessed by external clients on the Internet media as necessary.". This is a

model to allow network access anywhere, comfortably, on-demand to a collection of computing resources that can be configured together (for example, networks, servers, storage, applications, and services) that can be rapidly provided and released with minimal management effort or service provider interactions (Crucial Cloud Hosting, 2014).

According to Adeoye (2015), cloud computing is the best choice in utilizing ICT in educational teaching and learning in an institution's system because it enables the use of technology wisely and strategically, which significantly reduces costs. Lin and Jou (2012) noted that teachers and students are motivated to use cloud applications and services in part of their daily lives. Moreover, both teachers and students could take the benefit once they use the cloud (Ercan, 2017). According to Sivakumar and Singaravelu (2016), one of the benefits of cloud computing is students could use different kind of its services such as, Google application in searching their learning material with accessibility at any time. Ma, Zheng, Ye, and Tong (2010) note that students could submit collect and download the data without doubting the storage use. For example, students who use Google Docs to write their study groups will be able to discuss their ideas using instant messaging as if they were doing it directly. Often, they will express their individual thoughts on the text that is shared simultaneously. The emergence of cloud services has transformed collaborative learning significantly from asynchronous processes to synchronous endeavors. Yong and Shiau (2016) show that students use cloud computing systems aiming to reach their needs and achieve their motivational goals.

In Indonesia, the use of the cloud is quite a lot. Free cloud services like Google Drive are definitely quite a lot to use. The fact is Google's services are very popular in Indonesia, said Advisor at the Indonesia Cloud Forum, James (2017). Universities in Indonesia still have many challenges to implement new technology to support their education learning. Kurniawan (2015) states one of the challenges is limitations in cost and budget. In his result he found that the use of the cloud service could minimize the budget and cost in implementing technology in University. In South Sumatera, especially in Ogan Ilir, cloud computing has been used in SMKN 1

Indralaya Selatan. The result showed that the implementation of the cloud is successfully helping the teaching and learning process (Panjaitan, 2017).

Based on the primary interview with the 4th semester students of the English Study Program of FKIP of Sriwijaya University Palembang, the use of technology in the process of teaching and learning in the classroom is undeniably important to obtain effective and integrative learning process. The frequency of using the technology is often in the part of their daily life. Gadgets and laptops are being the media for them in accessing and searching for information. The fact is the students use kind of applications like Google drives, Google docs, Email, Youtube, Facebook, and any of cloud-based services in achieving their learning tasks. Those applications have been used in the collaborative teaching and learning process in the recent semester by the teachers and prospective teachers of the Faculty of Teacher Training and Education of Sriwijaya University.

When the 4th students of English Study Program of FKIP of Sriwijaya University were asked about cloud service, many students seem didn't understand and know about it. They use Google Drive, Google docs, Email, Youtube, and Facebook without knowing that they are part of cloud services. Since they are in an era where technology is used in the education context, they try to adapt the technology for their future learning needs as professional teachers. The awareness of the student is important to be built since cloud services offer high benefits in education. When they are aware of cloud service, they maintain to have a good attitude toward the use of technology because it could impact their motivation and achievement in learning as a professional teacher. This research will be conducted to find out their attitude in the use of ICT, especially in cloud service such as Google Doc, with learning motivation and learning achievement.

1.3 Research Problems of the Study

The research problem of the study era in form of question as follow:

1. Is there any significant correlation between attitude toward the use of cloud service and learning motivation?
2. Is there any significant correlation between attitude toward the use of cloud services and learning achievement?
3. What are the contribution of attitude toward the use of cloud service toward the learning motivation and the contribution of attitude toward cloud service toward learning achievement?

1.4 The Objectives of the Study

Based on the problems above, the objectives of this study are to find out:

1. The correlation between students' attitude toward the use of cloud services and learning motivation of fourth semester student of Sriwijaya University Palembang.
2. The correlation between student's attitude toward the use of cloud services and learning achievement of the fourth semester student of Sriwijaya University Palembang
3. The contribution that appears from attitude toward cloud the use of service toward learning motivation and learning achievement of the fourth semester student of Sriwijaya University Palembang.

1.5 The Significance of the Study

The Research was important to help students and lecturers of English Education Study Program of FKIP in Sriwijaya University to find out students' attitude toward the use of cloud services technology that may affect the learning motivation and learning achievement of the students and to bring enlightenment for both students and lectures to find a better method to learn or teach English through technology based of the investigated problems. This research also aimed to encourage further study concerning the cloud services technology to improve the students' motivation and achievement.

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