CONTRIBUTIONS OF TECHNOLOGY, CULTURE, AND ATTITUDE TO ENGLISH LEARNING MOTIVATION DURING COVID -19 OUTBREAKS

Kaharuddin
Univeristas Islam Negeri Alauddin, Makassar, Indonesia
andi.kaharuddin@uin-alauddin.ac.id
Djuwairiah Ahmad, Mardiana
Universitas Islam Negeri Alauddin, Makassar, Indonesia
Rusni
Sekolah Tinggi Ilmu Ekonomi Makassar (STIEM) Bongaya, Makassar, Indonesia

ABSTRACT

Technology aids students' English learning process and culture included in material content may attract students' interest to learn English. Both are integrated in classroom learning and teaching of English to prescribe their effect on students' motivation in learning English. Attitude as mediator is used to see whether or not it could boost the effect of technology and culture as independent variables on students' motivation in learning English as dependent variable. Students' perception to the direct and indirect effect of technology and culture on motivation through attitude is the focus of this research and which is the most affecting on students' motivation. Questionnaires were sent online to 95 students of higher school as the respondents in this study. The data were analyzed by path analysis with SPSS verse 21 for windows. The findings show that integrating technology and culture in classroom learning could affect directly and indirectly through attitude the students' motivation in learning English.

. Attitude is proved to strengthening the effect of technology and culture on motivation. However, the absence of attitude as mediator does not affect the positive effect of both technology and culture on motivation. The finding also shows that the effect of technology integration in classroom learning outweighs the effect of cultural integration on students' motivation in learning English.. Abstract should have approximately 10 to 20 lines.

Keywords— technology, culture, attitude, motivation, learning English

INTRODUCTION

The learning and teaching of English in Higher Schools in Indonesia is mostly conducted by conventional model. This learning model is considered ineffective because students lack the opportunity to explore information for the development of English skills [1]. The characteristic of this learning model is more teachers centered with a model of repetitive practice and mechanical drills and memorization [2]. Consequently, the hope of developing student creativity in the context of developing English skill becomes very slow. In fact, reality shows that as a result of the conventional learning model, students' mastery of English is still very minimal even though they have been learning English since elementary school. Therefore, the dominance of teachers in the learning process is considered as one of the factors that cause the low level of students' English mastery, considering that English is a soft skill course where students should be proactive in learning process [3, 4].

The integration of technological media in the traditional English learning process commonly called blended learning and teaching of English can be an alternative in spurring the mastery of students' English. Blended learning refers to a combination of learning process in classroom and the use of technology to enrich the students' English experience [5]. Thus, English learning materials presented online provide

opportunities for students to explore information in English in order to strengthen the material from lecturers who can simultaneously build the students' attitude in learning English more actively and creatively. In the integration of technology in traditional learning, students are more flexible in determining when, how, what content and activities they should engage [6, 7]. In fact, in some countries like Norwegian national curriculum of English, the use of technology media has been used as one of the basic skills in English since 2006 [8]. Through technology media, students can actively search for internet-based learning resources to improve their English [9, 10], and function as a supplement, complement, and substitution [11]. As a supplement, the online material is an optional, as a complement it is a reinforcement material and as a substitution it is to enrich students' knowledge of English by learning English through the internet. In short, the advantages of teaching English with technology are often discussed in connection with activities such as reading, writing, communication exercises, or grammar practice [12].

The global problem of covid-19 outbreak imposes the online English learning process by using fully technological media, such as HP, laptops, note books, computers, etc. Change in the learning process by fully using technology media is perceived to have an impact on many aspects, such as economic, social, cultural, space and time [13], because the implementation is not

through planning and discussion between students and lecturers beforehand. In this case, the implementation of the online learning cannot be avoided so that the learning process continues. This matter may affect the students' attitude in learning, because the covid-19 outbreak raises economic burden on society which has effect on students' schooling expense. In addition, the internet network is not well supporting for students' to join the online class particularly in rural area.

This research focuses on students 'attitude in learning English as it is affected by the integration of technology in face to face learning. Meanwhile, the students' cultural aspect related to learning English as a foreign language is also highlighted to see the extent to which the students' attitude mediating their learning culture and learning English progress. The contribution given by the use of technology in face to face learning and learning culture through learning attitude to the students' progress in learning is the focus of this research. Therefore, this research model places attitude as the mediating variable in explaining the effect of technology and culture on students' English learning as a foreign language.

LITERATURE REVIEW
TECHNOLOGY IN FACE TO FACE LEARNING OF ENGLISH

Along with the development of technology, the process of learning and teaching of English can be conducted by the use of technology which is called e-learning. Today, there is a rapid growing of technology-based learning and it is the most promising in educational industry [14]. The influence of technology on learning-teaching process is stated by Oblinger and Hawkins [15] that technology products are certainly needed in online learning-teaching processes and its role to deliver knowledge is very much influential. As a digital information provider, technology products can be integrated in the process of learning and teaching in the classroom. James [16] suggests that the use of information technology can help students in understanding the subject matter easily so to improve their learning outcomes. It is a necessity in the teaching and learning process because through technology media the students can get information that could not be obtained from the teacher [17].

The learning and teaching process referred to above is usually known as blended learning. It is a course consisting of conventional language lessons combined with distance learning. Such a course can provide many benefits for language learners. Barrett and Sharma [5] define blended learning as a combination between classroom teaching and the appropriate use of technology. It is a combination of face-to-face and computer-mediated instruction [18], a combination of distance education using technology with traditional education [19]. Thus, technology can be used in the classroom to enrich the learning experience.

The integration of technology in the conventional learning and teaching process of English can spur students' mastery of English. They can train and improve their listening and speaking abilities, and to develop their communicative competence. The combination of technology and face-to-face learning during the process of teaching English can unite sound and picture and this can increase the initiative of teachers and students [20]. Lungu [9] in her research concluded that blended-learning courses provide the learners with a real chance to experience independent learning and it is a sure step towards long learning life.

In the future the use of blended learning in higher education is expected to continue to grow [21, 22].

The use of technology products in learning and teaching of English has a contribution to foster the learning and teaching patterns. It facilitates the growth of English because computers are no longer the exclusive domain of several dedicated people, but also to other people. Andrei, E. [23] asserts that there has been a very significant proliferation of literature regarding the use of technology in teaching English. It is most acceptable and most important part of teaching. That is, there is a tendency to emphasize the learning process carried out with technological aids, because technology can enrich the content of teaching and make the best use of time and create livelier, visual and authentic learning conditions, stimulate student initiative to explore knowledge [24, 25]. For this reason, it is important for English teachers to understand and master the latest technology products and be able to use them in the process of learning English. However, it does not mean that a technology product takes over the lecturers' tasks in the learning process. It is only as a learning aid to support and strengthen material explanations from lecturers. It is also a provider of a variety of learning materials that students can use to develop their English language skills. In this case, the presence of lecturers is absolutely necessary. In this regard, Gilakjani [26] is of the opinion that the principle of teaching must respect the development of new technology and its function in the learning process, but the teacher is still needed to provide a deeper explanation of learning methods.

It is unavoidable however that the global problem of covid-19 outbreak enforces the online learning and teaching process and face to face learning is unpermitted. The suddenly implementation of the online learning process causes to appear various responds from students which also reflect their learning attitudes towards the online learning process. The responses to appear are most related to the unsupporting networks that the students cannot join the online classes. In addition, the impact of Covid-19 on economy raises the students' respond related to the purchase of voucher that sometimes becomes an obstacle for students. For this reason, the author is inspired by highlighting students' perceptions of the integration of technology in face to face learning and learning of English and the effect of technology on students' learning attitudes in developing English competence.

TECHNOLOGY AND CULTURE TO LEARNING ATTITUDE

Technology has caused dramatic changes in the way students learn English. It also changes the model of face-to-face teaching in the classroom where technology can be integrated. If the teacher in the traditional model places more emphasis on repetitive practice, mechanical exercises and memorization, the use of technology in the classroom allows the teacher to write notes directly on the screen with a special pen, take notes on graphs and spreadsheets and send them directly to the students. Erguvan [27] states the success of using technology in learning English is highly dependent on students' attitude.

Research by Keefe & Wharrad [28] confirmed that technical support and stress of using technology discouraged students to adopt E-learning. This research is supported by Rhema & Miliszewska [29] who found a substantial factor of attitudes toward e-learning is student skills in technologies. It means that,

the use of technology in classroom teaching is not much helpful if the students have no knowledge or skill to use the technology application. However, those who have good access to the technology were more favorable towards the E-learning. Furthermore, Dhamija [30] evaluated the undergraduate students' attitude towards the academic utilization of technology and found no differences in attitude between arts and commerce students, but there was significant difference among students with respect to gender and rural and urban residence.

In his research Osgerby [31] found that students appeared to have a positive attitude to the use of technology, but Marriott, et.al. [32] found the students' primary concern in relation to the use of technology was the decrease in social contact and the potential isolation of learning on their own. However, all researches above imply a close relationship between the use of technology in classroom learning and teaching of English. But the skills of both teacher and students in using the technology application determine their attitude this learning-teaching model. It denoted that multimedia will be integral to the student-centered process of teaching English to modern standards. As such, the quality of teaching and application of students to modern educational foundations would benefit from an extensive survey of English language skills in to improve overall communication proficiency and could enrich student thinking and practical language skills that in turn strengthen the students' attitude in learning English.

Students' competence in mastering English as a second language is not only affected by their mental competence, but also their attitude and perception to the target language [33, 34]. Related to the contribution of culture to build students' attitude in learning English, Michael, B., & Morgan, C. (1994) depicted that since language is used in social exchanges, the feelings, attitudes, and motivations of learners in relation to the target language itself, to the speakers of the language, and to the culture will affect how learners respond to the input to which they are exposed. In other words, these affective variables will determine the rate and degree of second language learning.

METHODOLOGY

This research was quantitative-descriptive research with 95 respondents to explain the clausal relationship between variables. The respondents were students of Economic Higher School of Bongaya in Makassar City, Indonesia. The research variables were technology (X1) and culture (X2) as independent variables, learning motivation (Y2) as dependent variable, and attitude (Y1) as mediating variable. The data were collected by questionnaires sent online to the respondents using google classroom and email facilities as these have been made in learning and teaching of English during covid-19 outbreak. The variables were measured by the five scales of Likert (strongly agree, agree, neutral, less agree, and disagree). The method of analysis used to measure the research hypothesis is:
1. Test of instrument covering:
   a. Validity test: to ensure the validity of the research instrument by correlating the value of each item and the total value of a variable using *Pearson Correlation Product Moment* (r) with significant degree of 5%

   b. Reliability test: for measuring the students' consistency in answering the questionnaires. The instrument reliability was calculated by using *Cronbach Alpha.* If the value of *Cronbach Coefficient Alpha* is above 0,6 respondents' answers are reliable and below it is called unreliable
2. Classical assumption test covering:
   a. Normality test: to examine whether in the regression model the residual variable is normally distributed by using the test of Kolmogorv-Smirnov in which the data are called normally distributed if the value of Asymp. Sig. (2-tailed) and Kolmogorov-Smirnov Z > 0.05
   b. Multicollinearity test: to know if in the regression model there is correlation between the two independent variables by using the value of *Variance Inflation Factor* (VIF). If the *Variance Inflation Factor* is smalled than 10.00, then there is not multicolinearity and if the tolerance value is viogger than 0.10, then there is multicolinearity.
3. Inferential statistical analysis by using path analysis with software of SPSS verse 21.
4. Hypothesis Testing
   The direct and indirect effects of independent variables on dependent variable are tested. The hypothesis is:
   H_0 : variable X_1 and X_2, have no direct effect on variable Y_2
   H_1 : variable X_1 and X_2, have direct effect on variable Y_2.

Research Results

Based on the results of test instrument, it is known that of the 95 respondents who returned the questionnaire, only 86 questionnaires could be processed and 5 questionnaires were considered flawed so that they could not be used in the data analysis. For the 86 respondents with a significant level of 5%, the value of t_{table} is 0.213. Furthermore, the results of the questionnaire validity test with the program of SPSS software version 21 showed that the calculated value on each item was above the criterion table. Thus, all statements on each research variable have valid criteria so that they can be used in this study. In reliability test of the questionnaires, the reliability coefficient (cronbach's alpha) value of 0.955 was greater than the r_{table} value of 0.213. It means that each statement in the research questionnaire is said reliable, so that if the statement is re-submitted in a research the answer will be relatively the same as the previous answer.

In classical assumption test, for the normality test, the value of Kolmogorov-Smirnov Z is 1.035 > 0.05 and Asymp. Sig. (2-tailed) is 0.234 > 0.05. Therefore, it can be concluded that the data analyzed in this study are normally distributed. In the multicollinearity test the tolerance value for the variable of technology integration is 0.298 > 0.10 and VIF value is 3.351 < 10.00. For variable of culture integration, the tolerance value is 0.319 > 0.10 and the VIF value is 3.135 <10.00. For the variable of attitude, the tolerance value is 0.326 > 0.10 and the VIF value is 3.071 <10.00. The multicollinearity test results above show that the tolerance value for each variable is greater than 0.10 and the VIF value is smaller than 10.00. Thus, it can be

concluded that in the regression equation model there is no multicollinearity problem and can be used in this study.

Path analysis is intended to analyze the direct and indirect effects of the independent variables on the dependent variable. Therefore, the analysis is done twice and produced model 1 with the dependent variable of attitude (Y_1) and model 2 with the dependent variable learning motivation (Y_2).

Sub-struktural 1

The results obtained from path analysis of model 1 with attitude as the dependent variable, while the integration of technology and culture as independent variables, are shown in table 1.

Table 1. Result of path analysis of Model 1

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	-4.327	2.827		-1.531	.130		
1 Technology integration	.367	.079	.474	4.642	.000	.376	2.660
Culture integration	.388	.101	.393	3.850	.000	.376	2.660

a. Dependent Variable: Attitude

Table 1. shows the value of standardized coefficients as path coefficient of technology variable (X_1) and culture variable (X_2). Then the path coefficient matrix can be arranged as follows:

$$\begin{pmatrix} \rho y1x1 \\ \rho y1x2 \end{pmatrix} = \begin{pmatrix} 0.474 \\ 0.393 \end{pmatrix}$$

Table 2. Determination Coefficient (R^2)

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.821[a]	.674	.667	3.02359
a. Predictors: (Constant), technology, culture				
b. Dependent Variable: Attitude				

Table 2. indicates that the value of R Square or the determination coefficient is 0.674. Manually the R Square can be calculated by changing the path coefficient matrix X_1 and X_2 into row matrix and then multiplying them with the Y_1 column matrix. From the R Square the path coefficient of other variables outside the model can be calculated that is $\rho Y_1\varepsilon$. From the analysis of the path coefficient of ρY_1X_1 it is known that the column sig. = 0,000 less than 0.05. Thus Ho is rejected and Hi is accepted, which means that the path coefficient X_1 to Y_1 is significant. Furthermore, the results of the path coefficient analysis of ρY_1X_2 show

that the sign column = 0.000 which is smaller than 0.05. Thus Ho is rejected and Hi is accepted, so it can be concluded that the path coefficient of X_2 to Y_1 is statistically significant.

Sub-structural 2

In path analysis of model 2, students' motivation is dependent variable, while technology, culture, and attitude are independent variables. The analysis results are shown in table 3 as follows.

Table 3. Result of path analysis of Model 2

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	14.087	1.532		9.193	.000		
1 Technology integration	.137	.047	.195	2.883	.005	.298	3.351
Culture integration	.135	.059	.151	2.300	.024	.319	3.135
Attitude	.592	.059	.655	10.096	.000	.326	3.071

a. Dependent Variable: Motivation

Table 3 above shows the standardized coefficient as path coefficients of Technology (X_1), Culture (X_2) and Attitude (Y_1) variables. Then the path coefficient matrix can be made as follows:

$$\begin{pmatrix} \rho y2x1 \\ \rho y2x2 \\ \rho y2y1 \end{pmatrix} = \begin{pmatrix} 0.195 \\ 0.151 \\ 0.655 \end{pmatrix}$$

Table 4. Determination Coefficient (R^2)

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.942[a]	.888	.884	1.61654
a. Predictors: (Constant), technology, culture, attitude				
b. Dependent Variable: Motivation				

The table 4 indicates that the R Square or determination coefficient is 0.888. Manually, the R Square can be calculated by changing the path coefficients matrix X_1, X_2 and Y_1 into row matrix then multiplying them with the column matrix Y_2. From the R Square the path coefficient of other variables outside the model can be calculated namely $\rho Y_2\varepsilon$. The analysis shows that for the path X_1 to Y_2, column sig. = 0.005 less than 0.05 for Technology variable (X_1). Thus Hi is accepted or Ho is rejected. Next, for the path X_2 to Y_2,

column sig. = 0.024 less than 0.05 for Culture variable. Thus Hi was accepted and Ho refused. Next, for path Y_1 to Y_2, column sig. = 0,000 less than 0.05. Thus Hi was accepted and Ho refused.

RESULT OF HYPOTHESIS TEST

a. Effect of Technology (X_1) on Attitude (Y_1). From the analysis of the effect of Technology (X_1) on Attitude (Y_1), the significant value of X_1 is 0,000 which is smaller than 0.05, with the value of t_{test} (4,642) > the value of t_{table} (1,990). The conclusion is that the integration of technology in classroom teaching (X_1) has a significant effect on students' attitudes (Y_1).

b. Effect of Culture (X_2) on Attitudes (Y_1).
From the analysis of the effect of Culture (X_2) on Attitude (Y_1), the significant value of X_1 is 0,000 which is smaller than 0.05, with the value of t_{test} (3,850) > the value of t_{table} (1,990). The conclusion is that the integration of culture in classroom teaching of English (X_2) has significant effect on their students' attitude (Y_1).

c. Effect of Technology (X_1) on Motivation (Y_2). From the analysis of the effect of Technology (X_1) on Motivation (Y_2), the significance value of X_1 is 0.005 < 0.05, with the value of t_{test} (2.883) > the value of t_{table} (1.990). The conclusion is that the integration of technology in classroom teaching (X_1) has a significant effect on students' motivation in learning English (Y_2).

d. Effect of Culture (X_2) on Motivation (Y_2).
From the analysis of the effect of Culture (X_2) on Motivation (Y_2), the significance value of X_2 was 0.024 < 0.05, with the value of t_{test} (2,300) > the value of t_{table} (1,990). Thus, the conclusion is that the integration of culture in classroom teaching (X_2) has significant effect on students' motivation (Y_2).

e. Effect of Attitude (Y_1) on Motivation (Y_2).
From the analysis of the effect of Attitude (Y_1) on Motivation (Y_2), the significance value of Y_1 was 0.024 < 0.05, with the value of t_{test} (10.096) > the value of t_{table} (1,990). Thus, the conclusion is that Attitude (Y_1) has significant effect on students' motivation (Y_2).

f. Effect of Technology (X_1) on Motivation (Y_2) through Attitude (Y_1).
The result of data analysis denotes that the direct effect of Technology (X_1) on Motivation (Y_2) is 0.195, while the indirect effect of Technology (X_1) through Attitude (Y_1) on Motivation (Y_2) is the multiplication between the beta value of X_1 against Y_1 with the beta value of Y_1 against Y_2, namely: 0.474x0.655 = 0.310. Then the total effect given by X_1 on Y_2 is a direct effect plus an indirect effect, namely: 0.195 + 0.310 = 0.505. Based on the calculation above, the value of the direct effect is 0.195 and the indirect effect is 0.310 which means that the value of the indirect effect is greater than the value of the direct effect. These results indicate that integration of technology in classroom teaching of English (X_1) has an indirect-significant effect on students' motivation in learning English (Y_2).

g. Effect of Culture (X_2) on Motivation (Y_2) through Attitude (Y_1).
The direct effect given by Culture (X_2) on Motivation (Y_2) is 0.151, while the indirect effect of Culture (X_2) through Attitude (Y_1) on Motivation (Y_2) is the multiplication between the beta value of X_2 against Y_1 with the beta value of Y_1 against Y_2, namely: 0.393 x 0.655 = 0.257. Then the total effect given X_2 on Y_2 is a direct effect plus an indirect effect, namely: 0.151 + 0.257 = 0.408. Based on the calculation above, the value of the direct effect is 0.151 and the indirect effect is 0.408 which means that the value of the indirect effect is greater than the value of the direct effect. These results indicate that indirectly Culture (X_2) through Attitude (Y_1) has a significant effect on Motivation (Y_2).

DISCUSSION

EFFECT OF CULTURE ON ATTITUDE

Technology integration in classroom teaching is an English learning-teaching model with students centered and the lecturer as the facilitator. The effect of this model on student learning attitudes is significantly positive with a standardized regression coefficient of 0.474. The positive effect of technology on students' attitudes is also expressed by a number of studies. Basioudis, De Lange, Suwardy, and Wells [35] acknowledged that the Learning Management System (LMS) and its online materials have effect on student learning outcomes and their overall learning experience. Buzzetto-More [36] reported that students' attitude toward technology is influential in determining the educational benefits of the online learning resources and experiences. An indication was found from these researches that there is a relationship between technology integration in classroom teaching and students' attitude in learning English.

EFFECT OF CULTURE ON ATTITUDE

Indonesia is rich with cultures and lecturers are considered responsible for teaching the cultures to students. Integrating cultures in English teaching materials is not only offering students with English knowledge but also cultural knowledge. In this case, learning materials with cultural contents are not only oriented towards the development of students' English competence but also can develop their understanding of various cultures in Indonesia, including the culture of native English speakers. Zoreda and Vivaldo-Lima [37] suggest that exposure to the culture prevailing in the language user community being studied will also increase their understanding and tolerance of other cultures. Cultural integration in learning English in relation to students' attitudes is one of the focuses of this research. Whether the integration of culture in learning English has an influence on student attitudes, the research result indicates that integrating culture in classroom teaching of English has a significant positive effect on students" attitude with a standardized regression coefficient of 0.393. It means that students' attitude in learning English can be built by including cultural aspects in English material. There are two main objectives of culture integration in learning English, namely 1) to make it easier for students to learn and master English due to the material content they are used to experiencing, doing and learning, (2) the culture covered in learning materials can be socialized to the outside world online which in turn can support the development of global culture.

EFFECT OF TECHNOLOGY ON MOTIVATION

The use of technology in learning English is basically intended to assist students to explore learning

material and to increase their motivation. Nevertheless, the level of readiness of students in learning to use technology affects the level of success in learning English [38]. However, the predictors of effectiveness in learning are still unclear [39]. Many studies have been conducted relating to the use of technology to increase student motivation, but the results vary, namely positive relationships, negative relationships, and no significant relationships between using the internet for course material and student learning outcomes [40]. The results of this study indicate a significant positive effect of the use of technology in the English learning on students' motivation with a standardized regression coefficient of 0.195. Thus, Intensification of the use of technology in classroom learning is an effort to build students' motivation in learning English.

EFFECT OF CULTURE ON MOTIVATION

One reason why cultural knowledge needs to be integrated in language learning is that a person's behavior or speech can be interpreted differently by listeners or interlocutors who come from different cultural backgrounds. So, understanding other cultures may increase the understanding of students' own culture [41]. The effect of culture integration in learning English on students' motivation is also the focus of this study. The result showed that the integration of culture has a significant positive effect on students' motivation in learning English with a standardized regression coefficient of 0.151. It means that the integration of culture in learning English can increase student motivation. In this case, the integration of culture in learning materials contributes 15.1% to the improvement of student motivation. The higher the standardized regression coefficient is, the greater the effect of culture integration on students' motivation in learning English.

EFFECT OF ATTITUDE ON MOTIVATION

Attitude is a reaction, response or state of a person whose tendencies are relatively unchangeable either feeling happy, displeased or neutral. A positive attitude towards learning English can increase learning motivation and negative attitude will bring a sense of saturation which then results in the lack of motivation to learn it. Motivation itself is an internal and external driver for students to learn. The effect of students' attitudes on motivation in this study shows a positive direction with a standardized regression coefficient of 0.655. In this case, attitudes contribute 65.51% to the development of student motivation. The higher the standardized regression coefficient is, the greater the effect of attitude on student motivation in learning English.

EFFECT OF TECHNOLOGY ON MOTIVATION MEDIATED BY ATTITUDE

The research result reveals that the direct effect of technology on motivation is 0.195, while its indirect effect through attitude is 0.310. Thus, the total effect that technology can have on motivation is 0.505. In this case, technology contributes directly or indirectly through attitude 50.5% to the increase in student motivation. Based on the calculation, the value of the direct effect is 0.195 and the indirect effect is 0.310 which means that the value of the indirect effect is greater than the value of the direct effect. These results indicate that technology indirectly has a significant effect on student motivation.

The mediating role of students' attitudes in explaining the effect of technology on student motivation can be shown in figure 1 as follows:
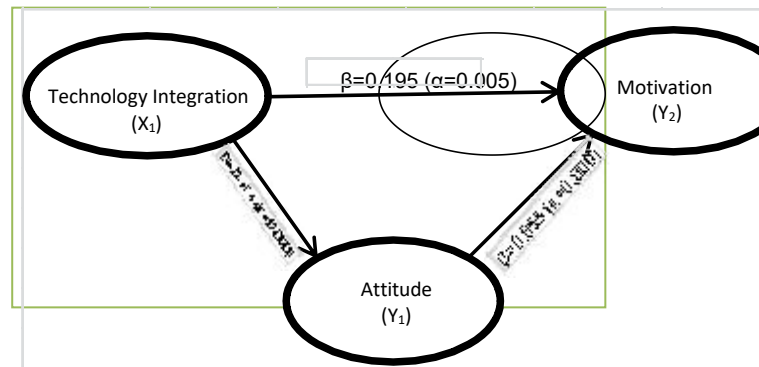

Figure 1. Effect of Technology Integration on Motivation Mediated by Attitude

Mediation effect testing is carried out by using examination method, that (a) Technology integration has a significant positive effect on Attitude with a standardized regression coefficient of 0.474, then (b) Attitude turns out to increase Students' Motivation with standardized regression coefficient of 0.655 and (c) Technology Integration has positive and significant effect on Motivation with standardized regression coefficient of 0.195. Based on these results it is stated that a x b x c or 0.474 x 0.655 x 0.195 = 0.061, that the magnitude of the mediating effect of Attitude in the effect of Technology Integration on Students' Motivation is 0.061. Because the effect of Technology Integration on Students' Motivation is positive-significant and the effect of attitude on Students' Motivation is also positive-significant, Then, Attitude is proven as a mediating variable in explaining the effect of Technology Integration on Students' Motivation. In this case, Technology integration has effect on student motivation even without the mediation of attitudes. Thus, optimizing technology integration will be able to build student motivation in learning English.

EFFECT OF CULTURE ON MOTIVATION MEDIATED BY ATTITUDE

The research indicates that the direct effect given by the Cultural on Students' Motivation is 0.393. The indirect effect, namely mediated by Attitude is 0.257. Thus, the total effect of Cultural on Students' Motivation is 0.408. That is, a 40.85% increase in student motivation is a contribution from culture both directly and indirectly through Students' Attitudes. Noting the direct and indirect contribution of Culture to Motivation, it is known that the value of direct effect is greater than the value of indirect effect and the conclusion is Culture has a significant and positive direct effect on Students' Motivation.

The mediating role of Attitude in explaining the effect of Culture on Students' Motivation can be shown in figure 2 as follows.

teaching of English on students' motivation outweighed the influence of cultural integration. This is essential to be taken into account when designing teaching instructions and learning tasks for Indonesian learners of English (especially for the students of higher education).
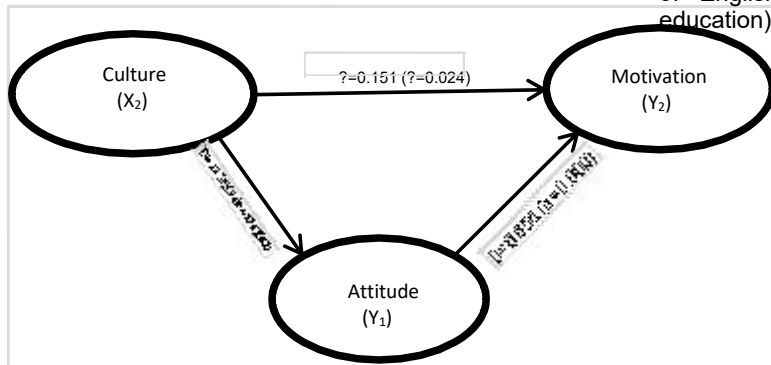

Figure 2. Effect of Culture on Motivation Mediated by Attitude

The mediation effect is tested by using the examination method, that (a) Cultural Integration has a positive and significant effect on Attitude with a standardized regression coefficient of 0.393, then (b) Attitude can increase Students' Motivation with a standardized regression coefficient of 0.655 and (c) Culture Integration has a positive and significant effect on Motivation with a standardized regression coefficient of 0.151. Based on these results it is stated that a x b x c or 0.393 x 0.655 x 0.151 = 0.039, that the magnitude of the mediating effect of Attitude on the effect of Cultural Integration on Students' Motivation is 0.039. Due to the effect of Culture Integration on Students' Motivation is significant and attitude has a significant effect on student motivation, it can be stated that attitude is proven as a mediating variable in explaining the effect of Culture Integration on Students' Motivation, so in explaining the effect of Culture Integration on Students' Motivation, even without attitude mediation, Culture Integration has a significant-positive direct effect on Students' Motivation.

Based on the discussion of hypothesis test results, it can be concluded that the hypothesis "There is an effect of Technology Integration and Culture Integration on Attitudes and their impact on Motivation is acceptable. To find out which of the independent variables most influential on dependent variable we can see the t_{value} in path coefficient table model 2. In this case, the t_{value} of Technology Integration on Motivation is 2.883, while the t_{value} of Culture Integration on motivation is 2,300. Thus, Technology Integration has a greater effect on increasing student motivation than the Culture Integration.

CONCLUSION

The integration of technology and culture in classroom learning and teaching of English has a significant direct and indirect effect on students' motivation in learning English. As a mediator of the relationship between these two variables, improving student attitudes can strengthen the effect of technology and culture on student motivation. However, without attitude as mediator, the integration of technology and culture can significantly affect student motivation. The results showed that the effect of technology integration in classroom learning and

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The Authors

Dr. Kaharuddin, S.IP, M.Hum is a senior lecturer in English Language Teaching and Linguistics at the English Education Department, Faculty of Education and Teacher training, Universitas Islam Negeri (UIN) Alauddin Makassar. He graduated his Doctoral education (Dr) in Applied Linguistics in 2014 at Hasanuddin Univeristy, Makassar, Indonesia. His

research interest is focused not only on English education but also on linguistics. He has published a number of books and articles for national and international journals in the field of English language teaching and linguistics. His areas of specialization include English language teaching methodology, language curriculum and materials development, discourse analysis, semantics and pragmatics, as well as applied linguistics.

Dr. Djuwairiah Ahmad, M.Pd., M.TESOL is an associate Professor at the School of Education and Teacher Training of Alauddin State Islamic University, Makassar-Indonesia. She was the head of English Education Dept. for eight years and has now been the head of Language Center at the university. She has produced many PhD and Master Scholars and has published a number of national and international research papers. E-mail: djuwairiah.ahmad@uin-alauddin.ac.id

Dr. Mardiana Nurdin, M. Hum holds doctoral degree in academic writing. She is a senior lecturer at the School of Education and Teacher Training of Alauddin State Islamic University, Makassar-Indonesia. She has produced a number of PhD and Master Scholars and has published a number of national and international research papers. E-mail: mardiana.nurdin@uin-alauddin.ac.id

Rusni, SS.,M.Hum.,MM. is a senior lecturer of English and the head of Language Laboratory at Higher School of Economics (STIEM BONGAYA MAKASSAR), Makassar City, Indonesia. He also got his Magister of Management (MM) with concentration on Marketing at STIEM BONGAYA MAKASSAR in 2016. His areas of research can be in English course and Management. He had published some local researches on English and at present concentrated with high motivation on international research on the field of Management and English course. E-mail: rusni@stiem-bongaya.ac.id