



STUDENTS' MOTIVATION IN ENGLISH ONLINE LEARNING DURING COVID-19 PANDEMIC AT SMA MUHAMMADIYAH GADINGREJO

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Received: 5 September 2021

Accepted: 9 November 2021

Published: 31 December 2021

Abstract

To make students still have a learning process while covid-19 outbreak, the Minister of Education and Culture, Nadiem Anwar Makarim, decided that the teaching and learning process should be conducted online rather than face-to-face. The minister of Education and Culture issued Circular Number 4 of 2020 concerning the Implementation of Education in the Emergency Coronavirus (Covid-19). One example of media to teach the online class is Whatsapp Group. This media is implemented in SMA Muhamadiyah Gadingrejo as an application to teach English online learning. Therefore, in implementing the WhatsApp Group as media to teach online classes, the teacher should be aware of students' motivation in joining online learning. In this study, the researcher applied descriptive qualitative to investigate the students' motivation in English online learning during the Covid-19 Pandemic. The instruments used were a questionnaire and an interview. The total participants of this research were 37 tenth-grade students at SMA Muhammadiyah Gadingrejo. The questionnaire result shows that total means score of extrinsic motivation is higher than instrumental, integrative, and intrinsic motivation. However, the results from the interview show that most students have instrumental motivation. Ultimately, tenth-grade students at SMA Muhammadiyah Gadingrejo have instrumental and extrinsic motivation in joining English online learning in pandemic.

Keywords: online learning, students' motivation, and whatsapp

To cite this article:

Fiddiyasari, A. & Pustika, R. (2021). Students' Motivation in English Online Learning during Covid-19 Pandemic at SMA Muhammadiyah Gadingrejo. *Journal of English Language Teaching and Learning*, 2(2), 57-61.

INTRODUCTION

The Minister of Education and Culture, Nadiem Anwar Makarim, issued Circular Number 4 of 2020 concerning the Implementation of Education in Emergency Coronavirus (Covid-19), with the purpose to make students still have learning process while covid-19 outbreak via online. All activities should be conducted online, such as making a WhatsApp group, Google Classroom, or meeting via zoom. An education without gathering both students and the teacher seems impossible. Covid-19 Pandemic also forces people to do social distancing meaning there is no face-to-face interaction while interaction is one of important features in teaching and learning process (Pustika, 2020). Then, a new challenge for teachers is to make online learning interested and enjoyable for the students. Thousands of education institutions, including in Indonesia, agree that online learning using online platforms can be easily accessed by students or teachers without having face-to-face activities (Sari, 2020).

In fact, Indonesia was unfamiliar with online learning. Therefore, online learning in Indonesia has problems. The challenge of online learning can accommodate students' learning needs to develop talents and interests according to the level of education. To accommodate the students in online learning, the teachers' readiness is important. Therefore, technology incorporation is one of the supporting ways of teaching and learning materials that help students increase learners' achievement and encouragement to learn English through online platform (Ayu, 2020). All teachers must be able to teach remotely which incidentally must use technology. Increasing the competence of educators at all levels to use distance learning applications is necessary. The aim is that the learning process carried out immediately online does not experience obstacles. Then, the teacher must be able to prepare a learning system, syllabus, and learning methods with digital or online learning patterns. Not only that, the government must seek to cooperate with many online portal providers so that many online portals provide

free or paid online learning. However, the leading sector of online learning policy must be controlled under the Ministry of Education and Culture. Then, educational technology designs system for online learning becomes effective. After that, the online learning system requires the relevant stakeholders and teachers, especially the learning technology developers to innovate more and seek learning breakthroughs in times of emergency such as the current Covid-19.

During the Covid-19 pandemic, schools are strongly encouraged to carry out the teaching and learning process through distance or online learning. The existence of printed and online platform can be used to teach students by using flipped classroom learning model (Mandasari & Wahyudin, 2021). Whatever teachers' attitude towards technology, most teachers are familiar with WhatsApp and its capabilities. The teaching can connect or communicate with other teachers through WhatsApp or other media to share teaching and learning in the pandemic era. So, it means that only a small step towards using it as a teaching tool. In addition, students are also familiar with WhatsApp. Seeing this fact, it can be concluded that actually students nowadays are provided by abundant technology that can help them in learning (Aminatun, 2019). So, making WhatsApp a medium for the implementation of online learning is very suitable for now. Because WhatsApp is one of the most accessible applications for everyone to communicate online without direct face-to-face. So, WhatsApp is suitable for use in teaching English learning online. Perhaps, WhatsApp is one of the easier applications to use for online learning during this pandemic.

Indonesia is one of the countries concerns about the importance of English. English is an important skill that is needed by some people to be globalized civilians. Today, English is widely used in several aspects of humans' life namely education, technology, tourism, health, economics, and so on (Pustika, 2021). One of the concrete actions taken by the Indonesian government is by covering English in the curriculum. It means that the Indonesian government requires its students to master English (Pustika and Wiedarti 2019). The English teachers at SMA Muhammadiyah Gadingrejo use WhatsApp as a media to teach English is because the English teacher thinks that the students easily to access. Then, learning process conducted via WhatsApp groups will be effective and efficient. It is the English teacher purposes of using WhatsApp as media to conduct an online class at SMA Muhammadiyah Gadingrejo. The Teacher hopes that students can join an online class conducted in WhatsApp group.

As a result, the teacher should transfer their teaching and learning process into online version due to lack of supporting information technology in this pandemic era. Teachers also face difficulties in switching the face-to-face pedagogy into online one due to lack of knowledge for online teaching. The English teacher did not have information and knowledge regarding online mastering during teaching English online learning. From that reason, students have low motivation in learning especially to learn English language. They already think that learning English via online is quite hard rather than learning in the classroom.

Dornyei (1994) mentions that motivation is one of keys to the success of teaching and learning process can be explained as competent efforts. Motivation learning is a psychological condition that drives a person to learn something. Basically, all of students have their own motivation to learn something. According to Dornyei (2005) learners who imagine themselves succeed may become more motivated and, consequently, and more engaged in the learning process. Whether motivation affects success or success affects motivation, it is clear that motivation is an important aspect of language learning.

According to Gardner and Lambert (1972), there are two types of motivation. The first one is integrative motivation means learning the language with the intention of participating in the culture of its people. Then, the second one is instrumental motivation suggests and implies that a learner learns the language support of a purpose relating to the occupation or their future career. These types of motivation can affect and control the procedure and outcome of learning.

From the above explanation, it can be concluded that integrative motivation is one of the positive attitudes of a student towards the target language group and desire from students to integrate into the community. Meanwhile, instrumental motivation is a motivation that achieves more than one social or economic reward through the achievement of the second language. So, it refers to the functional reason for learning a language.

In addition, another theory about motivation is Self-Determination Theory (SDT; Deci & Ryan, 1985). This theory distinguishes between different types of motivation based on different reasons or goals that give rise to an action. The basic differences between intrinsic motivation and extrinsic motivation are that intrinsic motivation is the motivation that refers to something because interesting or attractive for someone to do. Meanwhile, extrinsic motivation is the motivation that refers to something because it leads to results that will be obtained in the future.

Motivation is notable for the educator. For this reason, the existence of motivation is a natural source in the learning process, and achievement is obtained by students systematically. However, motivation is catalyzing or damaging by the practice of parents and teachers (Ryan & Stiller, 1991). Because of, intrinsic motivation results in high-quality learning and creativity, it is the key to create the factors and forces that generate rather than acquire the motivation itself.

Extrinsic motivation is characterized as a form of motivation that students can do with actions such as resentment, rejection, and disinterest or by visible attitudes that reflect an inner acceptance of the value or usefulness of a particular task. In extrinsic motivation, students feel externally compelled to act, then supported and adopting a sense of willingness possessed by students. Self-determination theory suggests that people are motivated to grow and change by three innate and universal psychological needs. This theory suggests that people can become self-determined when their needs for competence, connection, and autonomy are fulfilling.

During the COVID-19 pandemic, the students' motivation to learn is low because they only study at home through the WhatsApp group. Students feel bored and unhappy to stay at home. Therefore, students need intrinsic and extrinsic motivation to extend their English language, and then to resolve their problems in studying at home. Brown (2007, p. 173) adds that successful classrooms usually incorporate both intrinsic and extrinsic motivation. Each student has a different style, character, or model, and also problems in doing a study at home. Therefore, they need support from their parents and the teacher that always asks about their problems. English teachers at SMA Muhammadiyah Gadingrejo lack an understanding of new media in teaching or carrying out online learning. Then, a new adaptation for English teachers to applied appropriate curriculum during the pandemic. It becomes an obstacle in carrying out English online learning. Therefore, the researcher investigates the students' motivation in English online learning during Covid-19 pandemic at SMA Muhammadiyah Gadingrejo.

METHOD

This study used the qualitative method as a research design. According to Shank (2002), qualitative research serves as "a form of systematic empirical inquiry into meaning" (p. 5). Systematic means planned, ordered, and public. After that, the following rules were agreed upon by members of the qualitative research community. By empirical, he means that this type of inquiry is grounded in the world of experience. Inquiry into meaning says researchers try to understand how others make sense of their experience. In addition, according to Narbuko and Achmadi, (1997: p. 44), a qualitative approach gives a depth explanation.

This study uses the descriptive qualitative method. A descriptive qualitative is research that efforts to say existing problem solving now based on data. A descriptive qualitative method is a method that presents the data, analyzes the data, and interprets the data. On the other hand, the descriptive qualitative method is the method that efforts to draw problem-solving without through procedure of statistics or quantitative form. The subjects of this study were tenth grades students of SMA Muhammadiyah Gadingrejo. There were 37 students from tenth-grade students at SMA Muhammadiyah Gadingrejo. Then, the data collecting technique conducted through questionnaire and interview.

FINDINGS AND DISCUSSION

The researcher found about the types of students' motivation, they are instrumental, integrative, intrinsic, and extrinsic motivation towards English online learning based on Gardner's theory and Ryan's theory. The researcher use questionnaire and interview to gain the data.

Questionnaire Result of Students' Motivation in English Online Learning

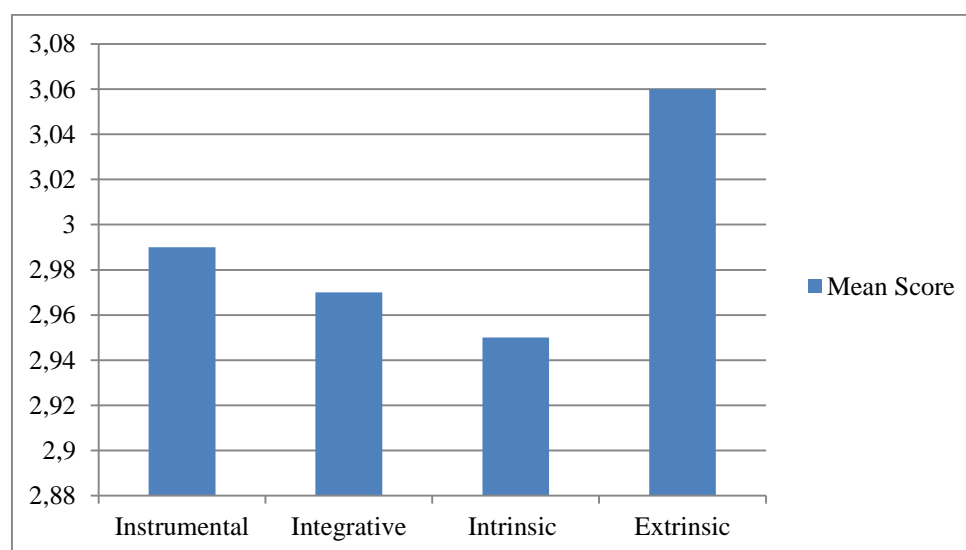


Figure 1. The Mean Score based on the Questionnaire Results on Students' Motivation

According to Gardner theory (1972) they are instrumental and integrative motivation. As we know that online learning is a new challenge for both teachers and students. So, students must have the motivation to make them interested in joining English classes online.

From the data above, it can be seen extrinsic motivation is higher than instrumental, integrative, and intrinsic motivation. The total score of extrinsic motivation is 3.06. Meanwhile, instrumental is a 2.99 mean score. Integrative motivation has 2.97 mean scores. Then, intrinsic motivation has 2.95 mean scores. It can be concluded, tenth-grade students have extrinsic motivation in English online learning. In this case, the tenth-grade students have external factors, such as they admire their English teachers. After that, most of the students get happy with the suggestion and motivation from the English teacher. According to Ryan and Deci (2000), extrinsic motivation is characterized by the external influences that promote certain behaviors to achieve a goal. Ultimately, the tenth-grade students have higher extrinsic motivation because they have support from the external factor that influences students' motivation in English online learning.

Interview Result of Students' Motivation in English Online Learning

To support data from the questionnaire, interviews were conducted. Five students from the X IPA and five students from X IPS were interviewed. The total number of students interviewed was ten students. Five questions in the interview section were asked to students to find out their experience about English online learning during Pandemic era through online class (WhatsApp group) at SMA Muhammadiyah Gadingrejo. The data described students' motivation in English online learning.

- Student 1 : I think that I should learn English as a skill that I have. Because of that skill, I hope that in the future I will get a decent job.
- Student 2 : My opinion is if we have English skills in this era, we will get the job easier.
- Student 3 : I studied English is because I want to get a great job in the future.
- Student 4 : My opinion is learning the English language is my skill. Because of when I studied the English language makes me like as a person who is knowledgeable and person who are skilled in the language.
- Student 5 : I like to learn English as my skill in the future. When I learned English makes me a highly educated person. Then, Learning English made me appreciate English art and literature.
- Student 6 : My opinion is learning English is my skill to communicate with other people from other countries.
- Student 7 : My opinion is I want to get a decent job in the future by learning the English language.
- Student 8 : In my opinion, learning English is a skill to get a great job at national and international levels.
- Student 9 : I think learning English is a skill to get a job that I want later on. Because of, the English language includes in one of the international languages.
- Student 10 : In my opinion, learning English is to get a good job if we have good English skills.

From all data, the researcher concluded tenth-grade students at SMA Muhammadiyah Gadingrejo have instrumental motivation. It is related to Gardner (1972) stated that instrumental motivation suggests and implies that a learner learns the language support of a purpose relating to the occupation or their future career. From above explanation shows that tenth-grade students learning English because they want to support their skills to get a good occupation in the future.

CONCLUSION

The research finding shows that the dominant of students' motivation in English online learning is instrumental and extrinsic motivation. The reason is the result from the total score of extrinsic motivation is 3.06. Meanwhile, instrumental is a 2.99 mean score. Then, the interview result shows that most students have instrumental motivation. It can be concluded, that tenth-grade students have instrumental and extrinsic motivation in joining English online learning. Instrumental-motivated students said that they should be master English skills. The purpose is to fulfill their future careers later on after they graduated from the SMA Muhammadiyah Gadingrejo. Then, students who have extrinsic motivation, that due to the motivation that arises from encouragement or stimulation from outside the student. For extrinsic motivation, this is good for the students and the teachers in the teaching and learning process. Motivation is one of important things which are affecting students' attitudes and achievement. Then, motivation is the influence or desire of each student to achieve the goals. Therefore the teachers should always support the students until the students have good motivation in English

online learning. Consequently, the English teacher should be able to provide English online learning interesting and enjoyable for students.

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