

STUDENTS' MOTIVATION IN LEARNING ENGLISH DURING PANDEMIC COVID-19 AT SMA NEGERI 1 TELUKDALAM

Rebecca E. Laiya⁽¹⁾, Impiani Zagoto⁽²⁾, Anastasia Yanilia Sarumaha⁽³⁾

^{(1), (2)}Dosen Universitas Nias Raya

⁽³⁾Guru Bahasa Inggris

(rebeccalaiya@uniraya.ac.id⁽¹⁾, impianizagoto@gmail.com⁽²⁾,
sarumahaanastasia@gmail.com)

Abstract

In this situation the process of learning is not running as well as usual because of pandemic covid-19, it makes the students' motivation in learning English disturbed and the students faced the different situation and they should do E-learning process. This research aimed to know the types students learning motivation and the percentage of high and low the students learning motivation during the pandemic covid-19. during pandemic covid-19 namely intrinsic motivation and extrinsic motivation and students motivation in SMA N.1 Telukdalam was high in this pandemic situation. Every difficult process and the different situation, they used it as a big motivation to do learning, to search more about their material, to do their homework for sure, because they know that they should face this pandemic covid-19 through learning for sure., the students should motivate themselves to learn more, and make there daily activity fun at e-learning. For students who faced pandemic Covid-19 students should be students it self and be consistent.

Key Words: *Learning; motivation; pandemic covid-19*

Abstrak

Dalam situasi seperti ini proses pembelajaran tidak berjalan seperti biasanya karena adanya pandemi covid-19 membuat motivasi siswa dalam belajar bahasa Inggris terganggu dan siswa dihadapkan pada situasi yang berbeda dan mereka harus melakukan proses E-learning. Penelitian ini bertujuan untuk mengetahui tipe motivasi belajar siswa dan persentase tinggi rendahnya motivasi belajar siswa selama masa pandemi covid-19. Pada masa pandemi covid-19 yaitu motivasi intrinsic dan motivasi ekstrinsik dan motivasi siswa di SMA N.1 Telukdalam tinggi dalam situasi pandemi ini .dan situasi yang berbeda, mereka menggunakannya sebagai motivasi besar untuk belajar, mencari lebih banyak tentang materi mereka, mengerjakan pekerjaan rumah mereka pasti, karena mereka tahu bahwa mereka harus menghadapi pandemi covid-19 ini melalui belajar pasti., para siswa harus memotivasi diri mereka untuk belajar lebih banyak, dan membuat aktivitas sehari-hari disana menyenangkan di e-learning. Untuk siswa yang menghadapi pandemi Covid-19 siswa harus menjadi siswa itu sendiri dan konsisten.

Kata Kunci: *Motivasi; belajar; pandemik covid-19*

A. Introduction

Learning is the process of acquiring new understanding, knowledge, behavior, skill, values, attitude and preference. Learning is relatively permanent change in behavior that results from experience. Learning is conscious knowledge of language rules, does not typically lead to conversation fluency, and is derived from formal instruction (Oxford 1990:4). There are four types of learning, they are visual learners, auditory learner, kinesthetic learners, reading and writing learners. Students in learning has several factors that influence their interest in learning whether it's inside or the outside of the student. The factors are environmental factor, psychological factors. The other factors are time, condition, and motivation. Motivation has a very important role in the student learning, especially more in learning English.

English is the international language that used by most of people in the world include Indonesia, Singapore, China, Korea, etc. In Indonesia, English language is the foreign language which is learned by the students in the school even anywhere, but this research only focus on English that learned in the school. In National Education system Law, English language subject is an obligation that should be studied in school from elementary school up to college. To develop the education system in this country, the role of English language cannot be ignored because it gives a big impact. Many people also want to spend their own time to learn English in order to master English well. In this situation the process of learning is not running as well as usual because of pandemic

covid-19, it makes the students' motivation in learning English is disturbed.

Motivation is an essential factor in the students' Learning process. Motivation is an important factor which encourages people to give their best performance and help in reaching enterprise goals. Motivation is a theoretical construct used to explain the initiation, direction, intensity, persistence, and quality of behaviour, especially goals-directed behaviour (Brophy 2004:3).

If a student have high motivation for learning then students will be able to go through all the hard work and complete a school project without any burdens. There are two kinds of learning motivation there are intrinsic learning motivation and extrinsic learning motivation. According to Deci and Ryan (1985:11) intrinsic motivation is the energy source that is central to the active to the nature of the organism". extrinsic motivation is fueled by anticipation of reward from outside and beyond the self, typical extrinsic reward are money, prizes, grades, and even certain types of positive feedback, behavior initiated solely to avoid punishment are also extrinsically motivated (Brown 2001:72). There are several things that can influence a students learning motivation such as class and curriculum structure, teacher behavior and personality, teaching methods, family issues and instability, learning environment, assessment, and condition. Students' learning motivation and students' learning success are greatly affected by circumstances

However, students' learning motivation is disrupted due to the pandemic Covid-19. Moreover, when Corona Virus Disease 2019 (Covid-19) which has attacked many countries in the world, include Indonesia. The Covid-19 has been appearing as a world-scale disease type whose impact is felt not only by certain parties but the entire community. As a result, the government sets a rule that all activities cannot be performed normally, government set lockdown, stay home, and work from home.

A latter consequence is not only activities in the economic sector that are limited, education and teaching activities are also restricted because of the Covid-19, so the activities can only be carried out remotely, that is from home. Every student get shock because they need to study at home through media or application such as whatsapp application, zoom meet application, etc. Usually we call it E-learning. E-learning is a computer based educational tool or system that enables you to learn anywhere and anytime. It make the student motivation disturbed to study because of many aspect such as they don't have mobile phone, network interference, no data package etc, while in e learning process the student need all of this aspects. Student should have goals in this fact student have a bigger motivation to get and reach the goals.

Based on preliminary study to 25 students from sekolah menengah atas (SMA) Negeri 1 Telukdalam in English class during e-learning, the researcher found problems in English learning. Before pandemic covid-19 the students learn English very well. They are motivated to learn, some of them do

their duty out of fear of being punished by their teachers, but most of them do it because they know their own benefits and of their own volition. Before the rest of the corona virus, students were happy to learn but once the corona virus spread and impede the learning activity the students motivation washampered. Because the situation of covid-19, students learning situation does not support them to learn well. The students feel lazy to learn english because the situation of learning process make them difficult to understand the explanation of the material and cannot directly practice their pronunciation, speaking, vocabulary, and the students confined by lack of facilities of learning in e-learning situation.

Based on explanation above this research conducted to ensure the types and high and low of students' English learning motivation during pandemic Covid-19, the study was be done at SMA.N.1 Telukdalam. This research is conducted in order to find out the students' types and percentages learning motivation during pandemic Covid-19 which is entitled "Students' English Learning Motivation during Pandemic Covid-19 at SMA N.1 Telukdalam"

This research was focused on the student's English learning motivation (intrinsic and extrinsic) during pandemic Covid-19 at SMA Negeri 1 Telukdalam

The sub-focus of the research as follows:

- a) The types of students English learning motivation during pandemic covid-19 at SMA Negeri 1 Telukdalam

b) The percentage of students English learning motivation at SMA Negeri 1 Telukdalam?

The problems of the research were formulates as follows:

- 1) What are types of students English learning motivation during pandemic covid-19 at SMA Negeri 1 Telukdalam?
- 2) How high are students English learning motivation at SMA Negeri 1 Telukdalam

Based om the formulation of the problem there were objectives of this research as follow.:

- 1) To find out the types of student English learning motivation during pandemic covid-19 at SMA Negeri 1 Teludalam
- 2) To describe high and low student's English learning motivation during pandemic covid-19 at SMA Negeri Telukdalam.

Based on this research, it is expected have impact practically and theoretically to students' learning motivation in education. Theoretically, it is expected this research can used by further researcher whom doing research about students' learning motivation, and it is expected to be a reference for other researcher. Practically, this research will be meaningfull for teacher and students'.

The first for the teacher, it is expected to change and give new perspective for teacher about how to make or build indenpendent learner, makes students have learning motivation in study and teacher must realize it. Secondly it is was give new prespective for students to understand more about learning and this pandemic teach the student to be indenpendent learner

because they already feel and face that without teacher they still must do study

B. Research Method

This study was conducted by using quantitative approach. Quantitative research is the collection and analysis of numerical data to describe, explain, predict, or control phenomena of interest(Gay, et al 2012:9). This research use survey analysis. Survey is an instrument to collect data that describe one or more characteristics of a specific population stated by Gay, Mills & Airasian (2000:183). Survey very usefull when a researcher collect the data on phenomena that cannot be directly observed. The aim of this research was to find out the data about high and low students learning motivation; either they use intrinsic or extrinsic motivation in learning English. The type of survey which used in this research was Cross-sectional surveys. Cross-sectional research survey is used to gather information on a population at a single point in time.

Population

The population that the researcher would ideally like to generalize results to is referred to as the target population; the population that the researcher realistically select from is referred to as the accessible population or available population (Gay, Mills, and Airasian 2000:144). The population of this research were all of students at SMA Negeri 1 Telukdalam.

Table 3.0

Population Of Sma Negeri 1 Telukdalam

| No | Grade | IPA | IPS | Total |
|----|------------------|-----|-----|-------|
| 1 | 10 Th | 155 | 120 | 275 |

| | | | | |
|-------|------------------|-----|-----|-----|
| 2 | 11 th | 170 | 155 | 325 |
| Total | 2 class | 325 | 275 | 600 |

Source : Researcher 2021

Sample

Since the population in this research is too large, the researcher took the sample by using systematic sampling. Systematic sampling is in which every *k*th individual is selected from a list. The list include all the individual in the population and *k* is a variable determine by dividing the number of individual on the list by number of subject desired. *K* is equal to the size of the population. Populations were 600 students divided by the desire sample size 60 students. The process of take the sample use the formulation as follow:

$$k = K/n$$

$$k = 600:60 = 10$$

Each students name in the 10th order of 600 students used as a sample in this study.

Note

k: is a variable determine by dividing the number of individual on the list by number of subject desired

K: is equal to the size of the population.

n : total sampling

In order to avoid the misunderstanding in this research, it is needed to explain several key as follows:

1. Motivation is something which comes from somebody personality and it can lead someone to achieve a certain goals which can be in form of self-esteem, be global, situational, or task-oriented.
2. Learning is the process of acquiring new understanding, knowledge,

behaviour, skills, values, attitudes, and preferences.

3. English is a west germanic language first spoken in early medieval england, which has eventually become the leading language of international discourse in the 21st century.

Research Instrument

The instrument of this research was questionnaire. Questionnaire is a written collection of survey question to be answered by a selected group of research participant (Gay, mills, and Airasian 2000:186). The questionnaire in this research consisted of 28 items. Number 1-15 were extrinsic motivation and number 16-28 were intrinsic motivation. The questionnaires build up based on the indicators of extrinsic and intrinsic motivation bellow:

The researcher used enclose questionnaire. Enclosed questionnaire is a questionnaire presented in a form of which the respondents are asked to choose one answer that suits the respondents characteristics by giving sign of cross (x) or checklist(√).

Table 3.2

Likert scale rating

| Optionall | Intrinsic | Extrinsic |
|---------------------|-----------|-----------|
| Sangat setuju | 5 | 5 |
| Setuju | 4 | 4 |
| Ragu-ragu | 3 | 3 |
| Tidak setuju | 2 | 2 |
| Sangat tidak setuju | 1 | 1 |

Source : Researcher 2021

The questionnaire was validated by the expert. This questionnaire was tried out at SMA Swasta Kampus Telukdalam.

Technique of Data Collection

The data were collected by using questionnaire. The aim of collecting the data was to obtain the students learning motivation in English learning during pandemic covid-19. Before the instrument spread out to the sample, the instrument were validated by the expert judgment on 2nd June 2021, then the valid instrument spread out to the sample on 24th June 2021. It was done by via online class because of the situation learning process is e-learning.

Technique of Data Analysis

1. Instrumental Analysis

Instrumental analysis is to find out the quality of the instruments given to the participants. There are two tests of the instrumental analysis:

a. Validity of the questionnaire

An instrument is valid when it is able to measure what the researcher is going to measure. Validity is the development of sound evidence to demonstrate that the test interpretation (of scores about the concept or construct that the test is assumed to measure) matches its proposed use (Creswell, 2014:177).

To know whether the instrument is valid or not the researcher used the Product Moment formula, as formulated by Arikunto (2014:213

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Explanation about symbol as following:

r_{xy} = validity instrument

n = number of respondents

x = number of every test item from all respondents

y = number of all test items from every respondent

$\sum x$ = total of x

$\sum y$ = total of y

$\sum x^2$ = the result of x that is ranked

$\sum y^2$ = the result of y that is ranked

There are two criteria to determine validity of test items, they are as follow:

1) If $r_{value} > r_{table}$ at the level significance of 5%, it means that the instrument is valid.

2) If $r_{count} < r_{table}$ at the level significance of 5%, it means that the instrument is not valid.

Based on the the instrument data analysis, the data had been calculated, the table rates of product moment for 60 respondents with significant level 0,05% is 0,254, so r count is higher than r table. Therefore, all the questionnaire are valid (see appendixes 41-49)

b. Reliability of the questionnaire

Reliability test refers to how dependably or consistently a test measures a characteristic. if the instrument is used repeatedly for different subject or different time. To know whether the test is reliable or not, Arikunto formulation (2012:107) was used

$$r_{11} = \frac{2xr^{1/2}}{1+r^{1/2}}$$

where:

r_{11} = the reliability of test a whole

r = the coefficient which had been appropriated

$r^{1/2} = r_{xy}$ which has been mentioned as reliability coefficient

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{60 \times 186271 - (3317)(3649)}{\sqrt{[60(171205) - (3317)^2][60(206551) - (3649)^2]}}$$

$$r_{xy} = \frac{11.055.233}{\sqrt{10.272.300 - 110.002} \cdot [12.393.060 - 133.152]}$$

$$r_{xy} = \frac{11.055.233}{\sqrt{917.276} \cdot [12.259]} = \frac{11.055.233}{33.533.395} = 0,329$$

To determine the reliability coefficient of all test, the spearman brown formula was used, as follows

$$r_{11} = \frac{2xr^{1/2/2}}{1+r^{1/2/2}}$$

$$r_{11} = \frac{2(0,329)}{1+0,329}$$

$$r_{11} = \frac{658}{1.329} = 0,495$$

The result showed that r_{11} (reliability coefficient) was higher than r_{xy} (r count) $0,495 \geq 0,329$. It showed all the questionnaire were reliable. (see appendixes 50-54)

2. Analysis of Students' Motivation Questionnaire

The students' motivation questionnaire will be analyze by using Kustituantto (95:1994) formula as follow :

Range : $\Sigma (X_{max}-X_{min})$: 3 (level of motivation)

Students' motivation was described and seen by use the category of students' motivation below :

Table 3.3
Categories of Students' Motivation

| Ranging of Score | Categories |
|------------------|---------------------|
| 27-64 | Low Motivation |
| 65-102 | Moderate Motivation |
| 103-140 | High Motivation |

Source: Oztruk and Grabuz (2012)

If the students get the score of 27-64, they will consider to have low motivation, those who was get the score 65-102 means they was be in the moderate categories of motivation. When students' score is 103-140 it will consider to have high motivation.

C. Findings and Discussion

In this research, the data was obtained to know the students learning motivation during pandemic covid-19 at SMA Negeri 1 Telukdalam.. There were 60 of 600 students of SMA N.1 Telukdalam were chosen as sample by using systematically sampling. Systematic sampling is in which every k th individual is selected from a list. The list include all the individual in the population and k is a variable determine by dividing the number of individual on the list by number of subject desired

All of those 60 students participated in this study. There were 28 item of questionnaire, number 1-15 are extrinsic motivation, and number 16-28 are intrinsic motivation, it were done by the students. The students motivation questionnaire was rated by used scale, ranging from 1-5 point for each item of the questionnaire. This questionnaire was classificated in three category, low motivation, moderate motivation, high motivation. The result can be seen in the table bellow

1. The types of students motivation

Table 4.0
The result of types students motivation

| No | Types | Percentage % | | |
|----|----------------------|--------------|--------|---------|
| | | 1-30% | 31-70% | 71-100% |
| 1 | Intrinsic motivation | - | 2 | 58 |
| 2 | Extrinsic motivation | - | - | 60 |

Source : Researcher 2021

Based on the table above, it showed that there are two types students learning motivation. First, It showed that intrinsic motivation have two students who have 31-70% learning motivation, and 58 students

who have 71-100% learning motivation. Second, it showed that there 60 student who have Extrinsic learning motivation, it means most of students at SMA N.1 Telukdalam have big extrinsic learning motivation than intrinsic motivation.

2. The percentage of Students English learning motivation

Table 4.1

The Percentage Of Students English Learning Motivation

| Category | Rangin g of score | Frequenc y | percentag e |
|----------------------------|-------------------------|---------------|----------------|
| Low motivatio n | 27-64 | - | - |
| Moderate motivatio n | 65-102 | 9 | 15% |
| High motivatio n | 103-140 | 51 | 85% |

Source : Researcher 2021

Based on the data in the table above showed that there were Students who have high motivation is 85%, they have high motivation because they afraid of the consequence if they do not lear for sure such as, they afraid they can't pass from the school, failing a grade, punished, and the facilities and motivation that come from students and from their parents is so big, that make students have high motivation in this pandemic. Then, Students who have moderate motivation is 15%, students who have moderate motivation is the students who have high motivation but still have the difficulties in learning facility, and Student who have low motivation is 0,

most students not have low motivation because they love to learn more and they active to do their learning activity durig this pandemic.

Data Analysis

The descriptive statistical analysis of students motivation questionnaire is shown bellow. The three level of students motivation in English learning were all perceived by the students in different number the details are as follow:

Table 4.2

Categories of Students' Motivation

| Ranging of Score | Categories |
|------------------|---------------------|
| 27-64 | Low Motivation |
| 65-102 | Moderate Motivation |
| 103-140 | High Motivation |

Source : Researcher 2021

1. High motivation is 51 students from 60 samples

$$\frac{\text{total score} \times 100}{\text{total samples}}$$

$$\frac{51 \times 100}{60} = 85\%$$

2. Moderate motivation is 9 students from 60 sample

$$\frac{\text{total score} \times 100}{\text{total samples}}$$

$$\frac{9 \times 100}{60} = 15\%$$

3. Low motivation 0% from 60 sample

Discussion

Based on the analysis of students English learning motivation at SMANegeri 1 Telukdalam, it was found that there are two types learning motivation during the pandemic covid-19, namely intrinsic and extrinsic motivation. Intrinsic motivation is the interest someone to do something, or to

learn more without commanded . Intrinsic motivation is normally interpreted as motivation through an interest in the learning task undertaken (Kember 2016:22). Intrinsic motivation come from students itself not from the outside. According to harmer (2007:51) intrinsic motivation come from within individuals. Thus a person might be motivated by the enjoyment of the learning process itself or by a desire to make themself feel better.

Extrinsic motivation is fueled by anticipation of a reward from outside and beyond the self, typical of extrinsic rewards are money, prizes, grades, and even certain types of positive feedback, behavior initiated solely to avoid punishment are also extrinsic motivated (Brown2001:72). Extrinsic motivation at SMA N.1 Telukdalam was high. Their motivation come from the outside, come from parents of the students, come from school itself. Students understand that they should to be learn more than they learn usual. According to Harmer (2007:51) stated that Extrinsic motivation is caused by any number of outside factors, for example, the need to past the exam, the hope, or the possibility of the future travel. It also showed that the students English learning motivation at SMA Negeri 1 Telukdalam was moderate and high, but most of student of Sma Negeri 1 Telukdalam has high motivation. The percentage of students English learning motivation is low: 0%, moderate 15%, high 85%.

D. Closing

Based on the result of this research, it is conducted that learning motivation of students English learning motivation at SMA N.1 Telukdalam are intrinsic and extrinsic motivation, but in this research, the researcher found that extrinsic motivation more active to make students

learn more and doing their learning activity at home in this pandemic covid-19 situation. Students English learning motivation is high because their learning extrinsic motivation, is higher than their intrinsic motivation. Their extrinsic learning motivation come from their parents, school, from the family either they faced the difficult situation to learn and the different environment to do learning process. Every difficult process and the different situation, they used it as a big motivation to do learning, to search more about their material, to do their homework for sure, because they know that they should faced this pandemic covid-19 through learning for sure. because they know that they need to finished their dream future.

SUGGESTION

After the discussion of this thesis, the researcher hoped this thesis could be beneficial to all parties. Therefore, the researcher conveyed some suggestions.

Firstly, for students, they should motivate themselves to learn more, and make there daily activity fun at learning. For students who faced pandemic Covid-19 students should be a good students students who has a firm stand, students should learn therefore you learn by e-learning because learning is anywhere, any places.

Secondly, for teachers and lecturers. In order to increase students' motivation or habit in learning motivation, teacher should give them much motivation, suggestion when they faced most difficulties in e-learning process. The teacher also has to motivate the students about the importance of learn English subject and the teacher or lecturer has to contribute their role as motivator for the students.

The teachers or the lecturers have to lead the students to love learn, they have to teach the students that the purpose of relearning is not only getting a high achievement but learning English for life which can give the brilliant ideas to the students. Therefore, the students hopefully have good learning habit

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