The Students' Learning Motivation in EFL Online Learning

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Abstract

This study was carried out at SMA 9 Makassar to determine students' learning motivation in EFL online learning. The goal of this study is to determine what students' intrinsic and extrinsic motivations are for online learning. The XII grade students of SMA N 9 Makassar are the focus of this study. In this study, data was gathered through observation, interviews, and documentation. According to the findings of this study, students' intrinsic motivation is caused by an internal desire to get good grades or a desire to receive something in the form of a gift in order to motivate these students to learn. The second finding is that healthy students' physical condition and senses make them more motivated. the most motivating thing from the extrinsic motivation of students was indeed guidance or encouragement, support from parents and family, the second is a supportive environmental factor, and interesting and not boring material.

Keywords: *Online Learning, Intrinsic, Motivation, Extrinsic.*

1. Introduction

In the learning English process, one of the most critical factors is motivation for learners. Crucial power in starting a lesson motivates desired students to learn (Moore, 2012:87). Participant unmotivated students will not learn effectively. A critical aspect in the learning process to achieve learning objectives is motivation. Motivation is an essential aspect of teaching and learning. Students who do not have motivation will make an effort to learn (Santrock, 2014).

Furthermore, students' motivation in the education process influences their progress in achieving learning objectives, resulting in effective learning. Learning motivation should be owned by every student, both intrinsic and extrinsic Motivation.

The researchers interested in researching how students' Motivation in learning amid situations that require them to carry out the learning process at home (online learning classes)? Does this condition when studying remotely affect students' learning motivation? and What is the student's motivation in online learning interaction? The outcomes of this approach include the enrichment of scholarly finds and educational achievement in education, which is extremely crucial during this Pandemic. Also, as a continuation of advice to academics and schooling officials who still are working to identify opportunities for improvement in Indonesia in specific.

Therefore, the researchers are interested in following up on this problem.

2. Literature Review

Motivation is an aspect that has an essential role in the teaching and learning process. When students are not motivated, they will not exert the effort to learn. Motivation is related to the operation of providing energy or measure, the process of directing, and the process of how to maintain behavior (Santrock 2014).

According to Luthans (1992), motivation comes from the Latin word "movere," which" means "to move." Motivation is a process that begins with a psychological deficiency or need that gives rise to an impulse to achieve a goal or incentive. Can understand this motivational process through the relationship between needs, drives, and motivations (goals).

Eggen & Kauchack (2004), describe motivation as a force that energizes, drives, and directs behavior towards goals. Researchers found a high correlation between motivation and achievement (Mc Dermott et al. in Eggen & Kauchack, 2004). According to Vroom, Motivation results from a result that a person wants to achieve or achieve and an estimate that what he does will lead to the development he wants. Robbins and Judge explain Motivation as a process that explains individuals' intensity, direction, and persistence to achieve their goals.

From the several opinions above, it can be concluded that the meaning of motivation is the 'reason' that underlies an action carried out by an individual, which leads to a particular goal and a good encouragement from within students or from outside that will cause a change in oneself the individual as the experience of the individual himself in interact

with their environment and achieve desired goals expected. Motivation influences the learning behavior of students, namely Motivation to encourage increased enthusiasm and perseverance in learning. Motivation can be described as "a conceptual structure used to describe an onset, orientation, concentration, tenacity, but also performance of actions, primarily objective habits" (Brophy, 2010:3). It is affected by personal psychological processes on positioned and collaborative interaction among students and their educational experience as influence factors or obstacles (Schuck et al., 2014). Motivation, that has been characterized as a "motor of studying" (Paris & Turner, 1994), affects what, how, and when learners learn (Schunk & Usher, 2012). Ryan and Deci (2000a, 2000b) contended in about their research findings that energized students are able to do enjoyable learning experiences that involve them consciously in exploring relevant approaches to support their knowledge, while also trying to enjoy them and clearly showing best, consistency, and active thinking. While learning, Motivation can be interpreted as a whole effort to move forward, which lies in the student or students who raise the intention or action to carry out learning activities to achieve goals in the learning process.

3. Research Methodology

3. 1. Research Design

This research used a qualitative research method. This qualitative research is descriptive. The information was gathered through thorough observation and included descriptions in a detailed context, as well as notes from in-depth interviews and documentation analysis results. The first goal of this qualitative study is to describe and unveil (to express and explore), and the second goal is to describe and explain (to describe and

explain). So, because this research concerns students' learning motivation during online learning, which is designed using case studies, the researchers try to look in-depth interview about the problem at the school institution (SMA Negeri 9 Makassar).

3. 2. Research Instrument

a. Observation

The researchers made observations by following the online learning process, seeing how many students participated in the online class, and seeing if they were excited and responding to the teacher's learning, then the results of the observation could be seen and considered for an interview. Observations were carried out to know the conditions during the online learning process. Researchers use the observation method to see firsthand the needs of teaching and learning at SMA 9 Makassar, following the learning process and then selecting respondents to be interviewed.

b. Interview

An interview is an oral question and answer process in which two or more people are more physically face to face, and one can see the other's face and listen with your ears. During the pandemic era, the interview guide was intended to highlight on the students' motivation in their online learning. Individual interviews were performed over the phone utilizing WhatsApp video or voice calls during the pandemic, and the focus group interview was conducted via a Zoom Meeting conference.

c. Documentation

During the teaching and learning process, the documentation was used to collect data in the form of notes or student attendance. The attendance list is used to determine

which candidates are qualified for interviews.

4. Findings and Discussions

The researchers ensured observations by approaching the online learning class, observing how many students are involved in the online class, and observing not whether they were excited and responses to the teacher's teaching; the findings of the observation could be seen and viewed for an interview.

4. 1. The Result of Observation

From the results of observations carried out in class 12 of SMA N 9 Makassar, researchers conducted observations before conducting interviews, class XII students totaling 36 students, in observations the researchers observed students who were active and responded to the teacher in and if they had enthusiasm and were motivated in the learning process, From the observations, it was found that from 36 students only about 30 students took part in the lesson and only about 5 students most often responded and answered the teacher's questions, the other students only listened and answered when they were asked by the teacher. It was also found that students' motivation in the online learning process began to decrease towards the last hours or at the end of the lesson.

4. 2. The Result of Interviews

From the interview, the researchers asked several questions using the in-depth interview method with several questions about students' learning motivation in EFL online learning. In this interview, the researchers asked several questions and then invited the respondents to answer the questions given.

In the interview the researchers conducted two sections, the first section was about their opinions on online learning and their feelings and directly to questions about student motivation, the interview section 2 researchers gave more specific questions according to the indicators of learning motivation that have been described.

The following are the results interviews with XII IPA as a respondent:

The first section Interview

In the first interviews, the researchers asked some general questions as a prelude to further specific questions such as,
a. Do they take online classes?
b. How do they feel when they take online learning, what makes them enthusiastic and motivated to learn online?

Student 1 (4 -1-2022)

"My feelings when learning online I don't like online learning because the network is not friendly, as well as the disruption of activities of people at home so I don't focus on online learning, besides that we have to stare at the cellphone screen, which makes the eyes uncomfortable, usually the head hurts or sleeps while studying even more so if the learning is boring, but we also feel good when learning online, because we can study in a relaxed manner and can do other work, we can also eat or drink while we can also be with family at home, my reason or motivation during online learning is because so that the grades from the teacher can be good and the grades are attendance list too." *(Perasaan saya saat belajar online saya kurang menyukai pembelajaran daring karena jaringan kurang bersahabat , serta gangguan aktivitas orang rumah sehingga saya kurang focus mengikuti pembelajaran online, selain itu juga kita harus menatap layar HP, yang membuat mata tidak nyaman, biasanya kepala sakit atau mengantuk saat belajar terlebih lagi jika pembelajarannya membosankan, tapi kita ketika belajar online juga merasa enaknya, karena kita bisa belajar dengan santai dan bisa mengerjakan pekerjaan lain, juga bisa sambal makan atau minum kita juga bisa bersama keluarga di rumah, alasan saya atau motivasi selama belajar online itu karna supaya dapat nilai dari guru nilai bisa bagus dan nilai absen juga).*

a. Intrinsic motivation
   According to the findings of the above-mentioned interview with Student 1, the intrinsic motivation of students in online learning arises from the desire to obtain grades; there is a goal that students want to achieve, according to what is described in the student's intelligence factor because there is a target value to be achieved by students. Furthermore, we can see that factors that affect student motivation from a physiological standpoint, where students feel the student's physical condition or his five senses give a negative response, are discomfort in the eyes when looking at the screen, which causes headaches and drowsiness.

b. Extrinsic motivation
   Extrinsic motivation Student 1, they believe that the teaching method used is ineffective because the material provided is boring, so students' motivation to learn is also influenced by teaching methods that are enjoyable or simple to grasp. And then, it can also be seen that the family atmosphere or environmental conditions at home also affect the motivation of undergraduate students, they make themselves comfortable with the facilities at home, such as eating and drinking and relaxing at home.

The second section interview

In a specific interview, the researchers asked several questions to the same respondent to find out more clearly and in detail whether their motivation was in accordance with the indicators of learning motivation that had been described by the researchers in the previous chapter, while the questions asked by the researchers were as follows:

a. Do you feel motivated to learn online learning when economic factors and your parents support it?
b. Are you motivated when you get attention and a good family atmosphere when you take part in online learning?
c. Do you feel motivated when you study online in a supportive environment and situation?
d. With a good curriculum and teaching method, good, interesting and in accordance with the standards, do you feel excited and motivated to learn online?
e. Are you motivated to study online when your physical condition and your five senses are healthy, strong and fresh without any physical disturbances or problems?
f. What's with your intelligence, personality, and eagerness to learn that drives you to study?

From the results of interviews with students regarding student learning motivation during online learning, it is known that extrinsic motivation and students' intrinsic motivation are as follows:

Table 1. Indicator of Motivation

Extrinsic motivation	Intrinsic motivation

1. Economic Factors and Parents
2. Attention and Family Atmosphere.
3. Environmental factor (school and community)
4. Curriculum and Teaching Method.
	1. Physiological
	   a. Physical condition
	   b. the five senses
	2. Psychological
	   a. Intelligence
	   b. Attitude
	   c. Spirit

From the results of research at SMA 9 MAKASSAR, it was found that from the extrinsic motivation of students 1 student 2, student 6, student 7, student 12 their extrinsic motivation was related to environmental factors, both the family environment and the school environment, from interviews 5 of 14 students argued that Their motivation comes from a conducive environment that makes students motivated to learn online.

From the results of interviews on specific questions from the same respondents, from 10 students argued that, the intrinsic factor that motivated them to study online was that the 10 students said that physical factors and the five senses motivate in learning on the grounds that when physically not healthy the spirit will be reduced. Likewise, from psychological factors, they are motivated from the drive to get good grades and achievements

From the results of interviews on specific questions from the same respondents, out of 10 students thought that, 1 out of 10 students said that economic factors had no effect on their learning motivation because many poor people achieved achievements, there are many ways and many ways to do it. learning, and 10 students agreed that their parents were their

source of motivation in learning and achieving their goals. In question 2 all students agreed that attention and family atmosphere became their motivation, support from their family, their attention was the same as support from their beloved parents and family.

5. Conclusion

From the results of the researchers' presentation about students learning motivation during EFL online learning interaction, it can be concluded that student's learning motivation from intrinsic motivation in learning online including, their inner drive to get value and there are goals they want to achieve, but broadly speaking, the average student revealed that they felt unmotivated in online learning because of extrinsic motivation such as unsupportive environmental conditions, problems with facilities such as networks and smartphones as well as factors in the learning method used and from the extrinsic motivation including encouragement and support from parents, adequate facilities, school and community environmental factors.

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