

Students' Motivation In English Learning During the Pandemic: A Study of Year Eight Students at SMP Negeri 27 Makassar

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Abstract

This study aims to determine the motivation of students in learning English during the Covid-19 pandemic, with a specific focus on eighth-grade students at SMP Negeri 27 Makassar. And to explores the intrinsic and extrinsic factors that drive students' motivation in English learning. The study utilized questionnaires and interviews as research instruments to collect data on student motivation levels. Data analysis was conducted using a 4-point Likert scale to determine the levels of intrinsic and extrinsic motivation. The findings of the study indicate that students at SMP Negeri 27 Makassar exhibited a remarkably high level of intrinsic motivation, driven by students' aspirations to enhance their understanding and proficiency in the English language. Additionally, the influence of extrinsic motivation factors showed a high level, attributed to the presence of a conducive learning environment and engaging teaching materials, which significantly contributed to student motivation. Overall, the level of student motivation in learning English during the Covid-19 pandemic at SMPN 27 Makassar, reaching 72.23, falls within the category of very high motivation. The Intrinsic factors instance perseverance in following English learning, feeling of necessity in English language learning, and the expectations and aspirations associated with English language learning play a crucial role in student intrinsic motivation. Additionally, the extrinsic factors instance a supportive learning environment, engaging teaching methods, and the availability of adequate learning facilities, significantly contribute to students' motivation.

Keywords: *Motivation, Motivational Factor, English Learning*

INTRODUCTION

Within schools, various subjects are taught, and one of them is English, which holds paramount importance as an international language with historical significance. Mastering English offers numerous benefits, including facilitating effective oral and written communication among students who do not share the same native language.

Regrettably, achieving these accomplishments demands substantial efforts from various factors and is not an easy feat. In reality, numerous challenges can arise, impacting the learning process, as exemplified by the recent occurrence in 2019, namely the outbreak of the Covid-19 virus.

Responding to this situation, the Ministry of Education in Indonesia implemented a policy to close schools and transition teaching and learning activities to an online system. These adjustments were outlined in Circular Letter Number 2 of 2020, which addressed the prevention and handling of Covid-19 within the Ministry of Education and Culture, and Circular Letter Number 3 of 2020, which focused on the prevention of Covid-19 in educational institutions. Preventive measure to disrupt the transmission of Covid-19, all

levels of education under the Ministry of Education and Culture of the Republic of Indonesia were compelled to close or switch to remote learning, eliminating face-to-face instruction.

Limitations of online learning methods result in restricted direct interaction between teachers and learners due to constraints of time and place. This situation makes it challenging for teachers to effectively monitor and assess students' understanding remotely. Furthermore, the reliability of the internet network plays a crucial role in online learning, and its unreliability can hinder the learning process, potentially diminishing students' motivation to learn due to limited opportunities for engagement.

Motivation holds immense significance as it serves as a catalyst for learning, facilitates the learning process, and influences learning outcomes. Teachers are always attuned to recognizing when students require motivation during the learning process, thereby fostering a more enjoyable learning environment, promoting smooth communication, reducing student anxiety, and enhancing creativity and engagement in learning activities (Surawan, 2020).

The role of motivation holds significant influence over the learning process and student learning outcomes. Given the varying learning conditions and environments, the need for appropriate learning motivation aligns with the existing circumstances. The impact of the COVID-19 virus has inevitably created a distinct learning atmosphere experienced by both students and teachers at SMPN 27 Makassar, necessitating the transition to online learning methods.

The aforementioned previous studies share similarities with the present study as they all explore students' motivation in learning during the pandemic. However, these prior studies primarily focus on investigating the impact of E-Learning on students' perceptions. In contrast, the current study aims to examine the factors influencing students' motivation, whether intrinsic or extrinsic. Moreover, these previous studies differ in terms of their methodological designs, whereas the present study employs a combined research method known as mixed methods. Mixed methods involve the utilization of two or more research approaches, specifically quantitative and qualitative approaches, to analyze students' motivation.

LITERATURE REVIEW

Motivation

Motivation is the transformation of energy within an individual, characterized by the emergence of active emotions and responses aimed at accomplishing goals. This energy shift manifests as tangible actions, including physical activity. When individuals have specific objectives in their pursuits, they experience a strong motivation to attain them, investing their utmost efforts. According to Muhammad (2016), Motivation is a psychological change within an individual or a group that is characterized by encouragement and reactions to efforts aimed at achieving goals and fulfilling their needs. Learning motivation can also manifest as efforts that lead individuals or groups to undergo a transformation from their previous state and become motivated to engage in activities driven by their desire to achieve desired learning goals. By pursuing these goals, individuals seek satisfaction through their actions.

Motivation is an important factor that causes learning and facilitates learning and learning outcomes. Historically, educators have always known when students needed to be motivated during the learning process, so that learning activities took place more fun, communication was smoother, reduced student anxiety, increased creativity and learning activities (Norhalisa, 2020).

English Language Learning

Learning is the actualization of the curriculum that requires teachers to create and grow student activities in accordance with the plans that have been programmed (Mulyasa, 2006). Learning is a purposeful process aimed at facilitating learning activities within individuals. In other words, learning is an external endeavor intentionally designed to support the internal learning process within individuals.

The term "online" comes from a combination of the words "on" and "line". Online learning refers to a form of formal education implemented by schools, where students and instructors (teachers) are in different places, necessitating the use of interactive telecommunication systems as a medium to connect them and provide the necessary resources (Meidawati, 2019). Thus, it can be concluded that online learning requires interaction between students, educators, and learning resources in a virtual environment, where in-person physical presence is not required. This mode of learning relies on the internet as a facilitator and can successfully achieve the desired learning outcomes, where learning during the Covid-19 pandemic has presented many challenges for students and educators.

METHODS

Research Design

This study employed a mixed methods research approach, which is a combination of quantitative and qualitative methods. This approach was deemed useful as it allowed for a comprehensive exploration of the research questions by utilizing both types of data. In addition, quantitative research methods focused more on numerical data using specific measuring instruments or tools, while qualitative methods aimed to describe and analyze data narratively. Unlike the individual use of quantitative and qualitative methods, the combined method was utilized to merge both qualitative and quantitative research. Mixed methods involved the incorporation of two or more methods derived from different approaches, namely quantitative and qualitative approaches, in the conducted research to obtain comprehensive qualitative and quantitative data, which served as empirical evidence to effectively and thoroughly address the research problem formulation. (Sarwono, 2011).

Research Variable

This research focused on a single variable, which was students' motivations. The motivation of the students in this study pertained to their perception of learning English during the pandemic.

Population and Sample

The population of this study comprised second-year students at SMPN 27 Makassar, totaling 320 students who were distributed among ten classes, namely class VIII 1 - VIII 10. The number of samples was calculated as 25% of 320 students, resulting in 80 students. The sampling technique employed was proportionate stratified random sampling to ensure representation from each of the ten classrooms where the eighth-grade students were divided.

Research Instrument

The research instrument serves as a tool for researchers to collect relevant data or information pertaining to the research problem. These instruments are structured based on the operationalization of the variables, ensuring they are organized according to the appropriate scale (Indrawan and Yaniawati, 2016). The instruments used in this research were a questionnaire and interviews.

Data Collection Technique

a. Questionnaire

The first instrument employed in this research was a questionnaire. In this stage, the researcher sought permission from the students to complete the questionnaire prepared using Google Forms. Prior to filling out the questionnaire, the researcher provided instructions and information on how to properly complete it.

b. Interview

The second instrument employed in this research was an interview. Initially, the researcher sought permission from the students to allocate time for the interview. Subsequently, the researcher provided the interviewees with interview guides and explanations. The interview guide consisted of a list of questions. Finally, the researcher conducted interviews with the students to gather insightful perspectives regarding their perception of English learning during the pandemic.

Technique of Data Analysis

a. Questionnaire

The scoring scale for the questionnaire used the Likert scale as a measurement tool for the responses to the statements on the specific indicators that were determined. The Likert scale used in this study is a 4-point interval scale. The scale consists of four weights: a weight of four indicates "strongly agree" (SS), a weight of three indicates "agree" (S), a weight of two indicates "disagree" (KS), and a weight of one indicates "strongly disagree" (TS).

To create categorization, the theoretical mean and the standard deviation of the population unit are required. The standard deviation is calculated by finding the score range, which is obtained by subtracting the minimum score obtained by respondents from the maximum score obtained by respondents, and then dividing the score range by six (Azwar, 2012).

Table 3.1 Students' Motivation Level

Range of Score Category	
$X > 72$	Very High
$60 < X \leq 72$	High
$48 < X \leq 60$	Medium
$X \leq 48$	Low

b. Interview

- Data reduction in this study involved the analysis, categorization, organization, and elimination of irrelevant information in order to draw meaningful conclusions and provide explanations.

- In the data display phase, the researcher aimed to present the research results in a concise, clear, and organized manner. The data were structured and presented in a narrative form that was easy to comprehend.
- In drawing conclusions and verifying the results, researchers ensure the presence of new findings and support them to ascertain students' attitudes in this study.

RESULTS

Student motivation in learning English during the Covid-19 pandemic at SMPN 27

The results from the research on student motivation in learning English during the Covid-19 pandemic at SMPN 27 Makassar, as presented in Table 4.1 below, indicate that there are 33 students (41.25%) with a very high level of motivation, 45 students (56.25%) with a high level of motivation, 2 students (2.5%) with a medium level of motivation, and no students with a low level of motivation.

Overall, the level of student motivation in learning English during the Covid-19 pandemic at SMPN 27 Makassar is calculated to be

$$72.23 \left(\frac{5.548}{7.680} \times 100 \right).$$

Based on the attached recap data, it can be classified as a very high motivation level. This classification is determined by considering the Likert Scale Range, where values above 72 indicate a very high level of motivation.

Table 4.1 Students' Motivation Level Percentage

Range of values	Value level	Frequency	Percentage (%)
> 72	Very High	33	41,25
60 - 72	High	45	56,25
48 - 60	Medium	2	2.5
< 48	Low	0	-
Questionnaire total scores		5.548	
Maximal total score		7.680	

The aim of this study is to assess the extent of student motivation in learning English during the Covid-19 pandemic at SMPN 27 Makassar. The research employed questionnaires and interviews as research instruments. Data analysis techniques were employed to determine the levels of intrinsic and extrinsic motivation among students using a 4-point Likert scale.

Based on the analysis of the 4-point Likert scale, the results indicate that student motivation in learning English during the Covid-19 pandemic at SMPN 27 Makassar is characterized by a very high level of intrinsic motivation (76.76) and a high level of extrinsic motivation (65.90). Overall, the student motivation level is classified as very high (72.23). The findings of this study are consistent with Norhalisa's (2020) explanation regarding the range of values and categories related to student motivation. These findings align with the explanation that the level of student motivation in learning has an impact on learning progress and student academic performance. Children who possess high

motivation in learning tend to demonstrate a positive level of learning development and achieve favorable learning outcomes (Tasiwan et al, 2014).

The findings of this study also align with the explanations provided by Prihantanta (2015), Hamdu, and Agustina (2014) regarding the definition of motivation as an internal force that drives and motivates individuals to take action and these results are consistent with the explanation given by Muhammad (2016) that motivation is a transformative force within individuals, characterized by encouragement and responsive actions towards achieving goals and fulfilling their needs. Furthermore, the results of this study are consistent with Amin's (2019) explanation that motivation is a personal transformation experienced by students at SMPN 27 Makassar.

Factors Influencing Student Motivation in English Language Learning during the Covid-19 Pandemic at SMPN 27 Makassar

To encourage students to engage in learning activities, motivation is essential. In order for students to actively participate in the learning process and achieve their goals, their learning motivation must be optimal. Without motivation, the learning process may not proceed effectively. Motivation serves as the initial step towards successful learning, leading to the attainment of both general and specific learning objectives. Student motivation can originate from intrinsic or extrinsic factors, which can be categorized as follows:

a. Intrinsic Factors

Intrinsic factors are factors that arise from within students and influence motivation in learning English during the Covid-19 pandemic. Some examples of these internal factors include:

- **Perseverance in following English learning**

The perseverance of students in English learning can be observed through their sincerity in participating, diligence in attending classes, punctuality in attending classes, and consistent completion of assigned tasks given by the teacher. Based on the analysis of questionnaires and interviews, it can be concluded that the intrinsic factor that motivates students to persevere in learning English during the Covid-19 pandemic is their aspiration to improve their comprehension and proficiency in spoken English.

The findings of this study align with Surawan's (2020) assertion that positive attitudes towards subjects facilitate students in comprehending lessons more easily. Conversely, if negative attitudes prevail, it indirectly hampers their ability to accept the lessons effectively.

- **The feeling of need in English language learning**

The students' sense of necessity in learning English can be observed through their active participation in the learning process. Based on the analysis of questionnaires and interviews, it can be concluded that the intrinsic factor driving students is their awareness of the significance of English learning in boosting their language proficiency and confidence, as well as attaining good grades.

The results of this study align with Surawan's (2020) explanation regarding the potential abilities individuals possess to achieve future success and their desires or inclinations towards certain goals.

- **There are hopes and aspirations associated with English learning**

The hopes and aspirations of students in English learning can be observed through their belief that participating in English learning will facilitate their life and help them achieve their goals. Based on the analysis of questionnaires and interviews, it can be concluded that the intrinsic factor motivating students to engage in English learning is their aspiration to become better individuals in the future and enhance their proficiency in the English language.

The findings of this study align with Surawan's (2020) explanation that a high level of enthusiasm or strong inclination towards something can influence the quality of student learning outcomes when consistently raised or stimulated.

b. Extrinsic Factors

Extrinsic factors are external factors that influence student motivation in learning English during the Covid-19 pandemic, such as:

- Conducive learning environment

Based on the results of a questionnaire on student motivation in learning English during the Covid-19 pandemic at SMPN 27 Makassar, a minority of students reported feeling bored with online learning, while the majority of students found it engaging. Additionally, most students expressed a sense of focus and excitement when studying from home, although a small percentage of students felt they lacked concentration in this learning environment.

The findings of this study align with Uno's (2009) explanation regarding one of the indicators of learning motivation, which is a conducive learning environment. Additionally, the results of this study are consistent with Surawan's (2020) explanation of one of the extrinsic factors, specifically residential houses, which falls under non-social environmental factors.

- Teacher who teach the English learning

Based on the results of a questionnaire on student motivation in learning English during the Covid-19 pandemic at SMPN 27 Makassar, the majority of students reported that English teachers conducted classes punctually, while a small number of students mentioned that the teachers were not punctual. Furthermore, when it comes to delivering lessons in an interesting and engaging manner, most students agreed that the teachers succeeded in doing so, while a few students expressed their disagreement.

It can be concluded that the presence of teachers who teach English using engaging materials and create a conducive learning environment is an extrinsic factor that influences students. This factor facilitates the learning process for students, leading to improved motivation and better learning outcomes.

The findings of this study align with Uno's (2009) explanation regarding one of the indicators of learning motivation, which involves providing rewards by valuing the tasks completed by students. Additionally, the results of this study are consistent with Surawan's (2020) explanation of one of the extrinsic factors related to the learning environment, specifically the role of teachers in teaching.

- Facilities in English language learning

Based on the results of a questionnaire on student motivation in learning English during the Covid-19 pandemic at SMPN 27 Makassar, the majority of students have access to cellphones and laptops that enable them to engage in online learning effectively, while only a small number disagree. However, most students face challenges in online learning due to network issues, whereas a small portion is not hindered by network connectivity.

It can be concluded that the availability of learning facilities, such as free data quotas, is an extrinsic factor that influences students. This factor strongly motivates students to participate in online English learning. The findings of this study align with Yusuf's (2009) explanation that facilities are categorized as one of the non-social extrinsic factors.

CONCLUSION

The level of student motivation in learning English during the Covid-19 pandemic at SMPN 27 Makassar was found to be very high in terms of intrinsic motivation, scoring 76.66, and high in terms of extrinsic motivation, scoring 65.90. Overall, the students' motivation

level was classified as very high, with a score of 72.23, indicating strong motivation among the students. These findings indicate the students' strong desire to enhance their understanding and proficiency in spoken English. Furthermore, the presence of extrinsic motivation, such as the creation of a conducive learning environment by teachers and the availability of learning facilities, plays a significant role in motivating students to actively engage in online English learning. These findings emphasize the importance of fostering intrinsic motivation and providing extrinsic motivation to facilitate effective English learning amidst the challenges posed by the Covid-19 pandemic

A student's intrinsic motivation is influenced by factors instance perseverance in following English learning and the feeling of necessity in English language learning, hopes and aspirations associated with English learning play a crucial role in student intrinsic motivation. Students' extrinsic motivation is influenced by factors instance a supportive learning environment, which encompasses engaging teaching methods and assessments provided by teachers. Teachers who deliver engaging lessons and acknowledge student achievements play a vital role in motivating students to learn. Additionally, other extrinsic factors that impact student motivation include the availability of sufficient learning facilities, such as access to free data quotas, which enable students to actively participate in online learning.

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