The Students’ Motivation In Online English Learning In New Normal Era

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Abstract. The purpose of this study was (1) to find out the level of the students’ motivation in online English learning in New Normal Era. (2) To analysis the factors that influence the students’ motivation in online English learning in New Normal Era. (3) To find out whether or not the implementation of English online learning fulfills the principle of effective teaching and learning. The research was designed by Mixed Method. The students of Class XI TESHA Department of SMK Negeri 3 Makassar were chosen by the researcher as sample which consists of 30 students. In collecting data, the researcher used interview and questionnaire. From the result it can be show that most of the students have moderate degree motivation in joining English Online learning in New Normal Era. Second, there are three factors that influence the students’ motivation in English online learning, they are learning ability, learning tools and facility and students’ goals. Third, most of the students was interested to implementation of English online learning.

Keyword: Motivation, Online Learning, Covid-19 Pandemic

Introduction

In the last of 2019, the world has been infected by a new virus from Wuhan, China named Corona Virus (Covid-19). Based on the data of World Health Organization (WHO), this virus has been spread in 192 countries in the world, including Indonesia. The fast of the virus transmission, make the government should make the rule to block the activity which involved contact from one person to another person. Because this virus, can be transmitted through an infected person to another closest person through the droplets (Ariyanti, 2020). The rule impacts all the aspect of this life, such as economic, education, etc.

Education is the most impacted sector by this pandemic. Based on the WHO recommendation, the government made regulation to do online learning or studying from home. The students can’t study face to face at school anymore because of the rule. In other world, the process of teaching and learning process at school changed into online learning or distance learning. This condition makes the students shocked because they have to change their studying habit. They used to study with book and whiteboard, and it is changed into using smartphone and internet. The teacher and the students are forced to use online application like zoom meeting, WhatsApp, Moodle, and another application to fulfill the learning outcome of each lesson. Those application use in all lesson, including English subject.

English is one of the subjects that need practice to understand in every meeting. It’s also known as a subject that are less attractive to the students because it is quite difficult to learn (Khrismaninda & Refnaldi, 2021). Now, the students considered learning English is more difficult because they have to learn it via online. The teacher just delivered the material via WhatsApp or zoom meeting after that they are having assignment to be finished without any real practice. Moreover, the learning environment at home makes the students lazier to join the lesson. This condition makes the students’ motivation in learning English getting low.

A study has been conducted about the vocational high students’ motivation in learning English found that the students think English is very complicated to learn because it has its own language structure which is different with Bahasa Indonesia (Maylanii, 2020). In other hand, the vocational high students considered English is not a very important subject to learn because it doesn’t have any relation with their course. English subject only as additional subject to learn, so it is important for them to know and master.

Based on the researcher observation in some Vocational High Students at Makassar, some students have a problem with their motivation to learn English during this online learning. The students are very hard to understand the material because the teacher only give the material via WhatsApp or google classroom without explain the material clearly. They also sometimes have zoom meeting, but the student still needs more explanation or practice to understand. Another cause is the students think that studying English via online is very boring because it less attractive.

Motivation is very important part in learning especially English which is known as a foreign language. It needs big motivation to learn. The success and the failure of learning depends on the students’ motivation. In learning activities, motivation can be said to be a driving force in students that causes learning activities to occur so that they can achieve the goals set in the lesson (Collins & Amabile, 2014). Motivation is needed in the learning process because people who are not motivated to learn cannot carry out learning activities. According to Wright & Brehm (2015) learning motivation is a driving force or encouragement possessed by humans to do a job, namely learning. Learning motivation influences learning optimism,

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which, if not managed appropriately, leads to dropout (Alim & Rakhmat, 2020). In conclusion, it can be said that learning motivation is very necessary in teaching and learning process especially English subject which need big effort to understand.

Based on the problem above, the researcher intends to analysis on the students’ motivation in online learning during pandemic, the factors that influence the students’ motivation in online learning and whether the implementation of English online learning fulfill the principle of effective teaching and learning or not.

The purpose of this study was (1) to find out the level of the students’ motivation in online English learning in New Normal Era. (2) To analysis the factors that influence the students’ motivation in online English learning in New Normal Era. (3) To find out whether or not the implementation of English online learning fulfills the principle of effective teaching and learning.

Methodology

Methodology

The research used a mixed method research as a method to determine the students’ motivation in online English learning the Covid-19 Pandemic. Creswell in Sugiyono's book states that "Mixed Methods Research is an approach to inquiry that combines or associated both qualitative and quantitative from research". Method This study aims to obtain more data comprehensive, valid, reliable, and objective quantitative.

In this study, the researcher applied the Mixed method as the research methodology. Then in presenting the result of the research, the writer analysis the student's motivation in online English learning and gives a clear reason for deciding it. The site of this research took place in SMK Negeri 3 Makassar, that location at Bonto Te'ine Street, No.6, Mannuruki, Tamalate district, Makassar, South Sulawesi 90221. The population of this research was the students of class XI TESHA (Solar, Hydro and Wind Energy Engineering) Department who did the online learning during the grade one in the academic year 2021/2022. The sample chosen used random sampling about 30 students from the school. There were three kinds of instrument that the researcher would be employed to obtain the data related to this research. They were observation, motivation questionnaire and interview. Data collection techniques that used in this research were interviews and questionnaires. The questionnaire about the students’ motivation in online English learning during Covid-19 Pandemic would be distributed to the students in the vocational high school that has been selected by the researcher. The researcher chose 30 students from the school randomly as the to fill the questionnaire. The interview about the factor that influence the students' motivation in English learning and the effectiveness of English learning, would be asked to the students. The students would be chosen randomly as much as 3 students from the 30 samples in that school. Data Analysis Techniques used by researchers namely, mixed method is carried out. the researcher used quantitative and qualitative data analysis technique. Ary (2010) stated that the data analysis of qualitative research can be broken down into four stages; they are Coding, Data Reduction, Data Display, and Drawing Conclusion or Interpretation. The quantitative data will be analyzed by using the Statistical Package for the Social Science (SPSS) version 22 for windows.

Results and Discussion

A. Result

1. The Students Motivation in Learning English during Covid-19

In gathering the data about the students’ motivation, the researcher distributed motivation questionnaire to the 30 samples in a vocational high school. Then, the researcher analyzed and classified the data into some categories, they are very low, low, moderate, high and very high. The result of the students’ motivation can be seen in the following Table 1.

<table>
<thead>
<tr>
<th>Range</th>
<th>Classification</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.3-5.0</td>
<td>Very high</td>
<td>2</td>
<td>6.67%</td>
</tr>
<tr>
<td>3.5-4.2</td>
<td>High</td>
<td>28</td>
<td>93.33%</td>
</tr>
<tr>
<td>2.7-3.4</td>
<td>Moderate</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1.9-2.6</td>
<td>Low</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1.0-1.8</td>
<td>Very low</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>30</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

The students’ motivation questionnaire had administered to the 30 students to know the students' level motivation in online English learning in New Normal Era. Based on Table 1, there are 2 (6.67%) of students are classified into a very high level of motivation, 28 (93.33%) of students are classified into the High level of motivation, and none of them classified into the Moderate, Low and very low level of motivation. From the data, it can be said that most of the students were ready to learn English via online classes.
The researcher distributed the questionnaire to the participating students to measure their motivation when doing English online learning, which consisted of 10 items. It consisted of 5 items related to intrinsic motivation and 5 items related to extrinsic motivation. Table 2 below explained the level of the students’ motivation in general.

**Table 2. The Level of Students Motivation**

<table>
<thead>
<tr>
<th>Aspect</th>
<th>N</th>
<th>Mean Score</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivation</td>
<td>30</td>
<td>3.7</td>
<td>High</td>
</tr>
</tbody>
</table>

Table 2 reveals the student’s mean score in motivation is 3.7 which is categorized as a high of motivation. It can be said that the students had motivation in doing online English learning.

The following table presented the result of the questionnaire along with the five statements items regardless of intrinsic motivation, their mean scores, and their corresponding motivation level. They would be used as the foundation of further interpretation.

**Table 3. The Students’ Intrinsic Motivation**

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>Mean</th>
<th>Rating of Motivational Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I study English online as well as face-to-face because English is my favorite subject.</td>
<td>3.70</td>
<td>High</td>
</tr>
<tr>
<td>2</td>
<td>During the Covid-19 pandemic online classes, I spent time at home learning English online because I like technology and want to understand English more deeply.</td>
<td>3.60</td>
<td>High</td>
</tr>
<tr>
<td>3</td>
<td>I like learning English through online learning because it can be done flexibly, wherever and whenever I want to study during the Covid-19 pandemic.</td>
<td>3.70</td>
<td>High</td>
</tr>
<tr>
<td>4</td>
<td>I am motivated to learn English online as well as face-to-face because English is my favorite subject.</td>
<td>3.60</td>
<td>High</td>
</tr>
<tr>
<td>5</td>
<td>I am motivated to learn English online during the Covid-19 pandemic because I want my English skill to continue to improve.</td>
<td>3.83</td>
<td>High</td>
</tr>
<tr>
<td>6</td>
<td>I Learn English in order to improve my English language skill.</td>
<td>4.30</td>
<td>Very High</td>
</tr>
<tr>
<td>7</td>
<td>Learning English will allow me to be more at ease with English Speakers.</td>
<td>3.83</td>
<td>High</td>
</tr>
<tr>
<td>8</td>
<td>Learning English allows me to participate more freely in the activities of other cultural groups.</td>
<td>3.83</td>
<td>High</td>
</tr>
<tr>
<td>9</td>
<td>I learn English because it is something that I always want to do</td>
<td>3.67</td>
<td>High</td>
</tr>
<tr>
<td>10</td>
<td>I study English because I enjoy learning it.</td>
<td>3.73</td>
<td>High</td>
</tr>
<tr>
<td>Total</td>
<td>3.78</td>
<td>High</td>
<td></td>
</tr>
</tbody>
</table>

Table 3 above showed the level of intrinsic motivation. These data revealed that the total mean for intrinsic motivation was high in the motivational level rating. The total score was 3.78. From statement number 1 (I study English online as well as face-to-face because English is my favorite subject.) showed the mean 3.70, it’s mean the students have high rating of motivational level. Statement number 2 (During the Covid-19 pandemic online classes, I spent time at home learning English online because I like technology and want to understand English more deeply) showed the mean 3.60, it’s mean the students have high rating of motivational level. Statement number 3 (I like learning English through online learning because it can be done flexibly, wherever and whenever I want to study during the Covid-19 pandemic), showed the mean 3.70, it’s mean the students have high rating of motivational level. Statement number 4 (I am motivated to learn English online as well as face-to-face because English is my favorite subject), showed the mean 3.60, it’s mean the students have high rating of motivational level. Statement number 5 (I am motivated to learn English online during the Covid-19 pandemic because I want my English skill to continue to improve.) showed the mean 3.83, it’s mean the students have high rating of motivational level. Statement number 6 (I Learn English in order to improve my English language skill) showed the mean 4.30, it’s mean the students have very high rating of motivational level. Statement number 7 (Learning English will allow me to be more at ease with English Speakers) showed the mean 3.83, it’s mean the students have high rating of motivational level. Statement number 8 (Learning English allows me to participate more freely in the activities of other cultural groups) showed the mean 3.83, it’s mean the students have high rating of motivational level. Statement number 9 (I learn English because it is something that I always want to do) showed the mean 3.67, it’s mean the students have high rating of motivational level, and the statement number 10 (I study English because I enjoy learning it) showed the mean 3.78, it’s mean the students have high rating of motivational level.

The next discussion showed the table of students’ level extrinsic motivation in online English learning.

**Table 4. The Students’ Extrinsic Motivation**

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>Mean</th>
<th>Rating of Motivational Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I am motivated to learn English through E-Learning during this Covid-19 pandemic because my family will be happy if my English scores are good on report cards.</td>
<td>3.53</td>
<td>High</td>
</tr>
</tbody>
</table>
Table 4 from the table above showed the level of extrinsic motivation. These data revealed that the total mean for extrinsic motivation was high in the motivational level rating. The total score was 3.61. From statement number 1 (I am motivated to learn English online so I can get good grades on the report card) showed the mean 3.70, it’s mean the students have high rating of motivational level. Statement number 2 (I am motivated to learn English online so I can get good grades on the report card) showed the mean 3.70, it’s mean the students have high rating of motivational level. Statement number 3 (I am excited to take online English lessons because it can help improve my ability to use technology and speak English which is very important for my future career) showed the mean 3.63, it’s mean the students have high rating of motivational level. Statement number 4 (I am motivated to learn English online because I think every student who is good at English at school will definitely be admired by other students and teachers at school) showed the mean 3.60, it’s mean the students have high rating of motivational level. Statement number 5 (I am motivated to learn English online because I think every student who is good at English at school will definitely be admired by other students and teachers at school) showed the mean 3.60, it’s mean the students have high rating of motivational level. Statement number 6 (I learn English because I need it to further my studies overseas) showed the mean 4.10, it’s mean the students have high rating of motivational level. Statement number 7 (I learn English because I need it to further my studies overseas) showed the mean 4.10, it’s mean the students have high rating of motivational level. Statement number 8 (I study English because I want todo well in my examination) showed the mean 4.03, it’s mean the students have high rating of motivational level. Statement number 9 (I study English in order to please my family) showed the mean 3.27, it’s mean the students have moderate rating of motivational level, and the statement number 10 (I feel that no one is really educated unless he is fluent in English language) showed the mean 2.90, it’s mean the students have moderate rating of motivational level.

2. Factor that Influences the Students’ Motivation in Online English Learning during Covid-19 Pandemic

In gaining the data about the factors that influence the students motivation in online English learning during Covid-19 pandemic, the researcher interview some students who has high and low motivation based on questionnaire result. There are some factors that influence the students’ motivation. Those factors will be discussed in the following part:

Learning Ability

Learning ability deals with students ability in understanding the material in online learning during Covid-19 pandemic. Based on the interview with students, the answer from the students is varied. The students with the low motivation in English couldn’t understand the teaching material. They prefers face to face learning than online learning. It is happened because many factors. First, the teaching method where sometimes the teacher only give task or text without any explanation makes the students couldn’t understand the material. Second, the teaching tools. The students who have low motivation in learning prefer Zoom meeting rather than Google Classroom or Whatsapp. They will be more understand the material if using Zoom meeting because of the teacher explanation. On the other hand, student with the high motivation has different learning ability. During pandemic, they can understand the teaching material very well because they have intrinsic motivation to learn by them self. They also modified their learning style by practicing their English with family at home and their friend via online. Their enthusiastic in learning English during pandemic also improved.

Learning Tools and Facility

In online learning, learning facility is one of the most important aspects that can decide the successful of teaching and learning process. The learning facility such us application, learning tools (handphone, laptop), and internet connection. The students prefers if the teacher use Zoom application rather than another application like Google Classroom or Whatsapp Group. It because they can directly do interaction with the teacher still can see the teachers’ face during learning. They also can be more understand the material if use Zoom application. Regarding with internet connection or internet data, some of the students said that their motivation in online learning depends on the internet connection or internet data. If the internet data is
a lot, they are motivated to learn. But if it is not, they are unmotivated to learn. The same case also happened with the internet connection.

**The Students Goals**

Learning goals is also one factors that influence the someone motivation in doing something. It also happen in learning process. If someone has goal in learning, so they can be motivated in learning also. The students motivation in learning also affect by the students goals. Based on the result of interview, the students who have high motivation in learning English have goal or reason to learn English. First, they want to use English to speak with the people from another country via online. They want speak the foreigner so they learn English. Second, they want to continue their study abroad. So, they must have a good ability in English.

**The Effectiveness of Online Learning**

The effectiveness of English online learning in fulfill the principle of effective teaching and learning can be seen from some aspect. First the students enthusiasm in learning. In English online learning, most of the students who has interviewed said that they are enthusiastic in joining online learning. They really want to learn English during pandemic. Even thought, there are some obstacles that they have to face such teaching tools or facility and method use.

Second, the students’ improvement in learning English. The student who has low motivation in learning said that there is no improvement on his English ability during pandemic because the student does nothing during English online learning. The student prefers to have face to face learning. In contrast, the students who have high motivation in learning admit that their English ability during online learning also improved. It is because they have a lot of time to practice and learn more about English. Essentially, the effectiveness of online learning may be increased by using video cameras throughout the learning process, which can enable interaction between instructors and students and become a source of teacher encouragement in teaching (Alim, Petsangsri, et al., 2022; Alim et al., 2023). In conclusion, the students admit that the implementation of English online learning is interest in learning English.

B. Discussion

The findings above have discovered three important things. Based on the data from the table showed the level of the students level intrinsic motivation and extrinsic motivation have high motivations. These data revealed that the total mean for intrinsic motivation was high in the motivational level rating. The total score was 3.78 and the total score of the students’ level extrinsic was 3.61. It can be interpreted that the students at Class XI TESHA Department Students at SMK Negeri 3 Makassar had High motivation in joining English learning during pandemic.

There are three factors that influence the students motivation. First, learning ability. According to Dimyati and Mudjiono in Rahmawati (2016:18), learning Ability includes several psychological aspects contained in students. For example, observation, attention, memory, intellect, and fantasy. This is also connected to individual personality characteristics (Alim, Purwasetiaawatik, et al., 2022; Florentina & Alim, 2020). In this learning ability, so that the development of students' thinking becomes a measure. Students at the level of development of concrete thinking (real) not the same as students who think operationally (based on observation related to the ability of reason). Students who have high learning, usually more motivated in learning, because the students are more often to get successful and because of it will strengthen their motivation. The students with the low motivation in English couldn’t understand the teaching material. They prefer face to face learning than online learning. In contrast, the students who have high motivation are easy to understand the material. According to De Barba et al. (2016), the relationship between intrinsic motivation and participation is mediated by level motivation at the time of learning. In another word, the lowest motivation in learning the lowest participation in learning also.

Second, learning tools and facility. In online learning, learning facility is one of the most important aspects that can decide the successful of teaching and learning process. The learning facility such us application, learning tools (handphone, laptop), and internet connection. The students prefers if the teacher use Zoom application rather than another application like Google Classroom or Whatsapp Group. It because they can directly do interaction with the teacher still can see the teachers’ face during learning. They also can be more understand the material if use Zoom application. Regarding with internet connection or internet data, some of the students said that their motivation in online learning depends on the internet connection or internet data. If the internet data is a lot, they are motivated to learn. But if it is not, they are unmotivated to learn. The same case also happened with the internet connection. This is in line with Gustiani (2020) state that unmotivating or the state of lack motivation also influence by poor external supporting facilities.

Third, learning goals. Learning goals is also one factors that influence the someone motivation in doing something. It also happens in learning process. If someone has goal in learning, so they can be motivated in learning also. The student’s motivation in learning also affects by the students goals. Baron and Donn (2000) explain that students who have the high motivation is indicated by some characters, such as, initiative, diligent and active in learning, not easy to satisfy, punctual and disciplined, always trying to learn with the best result. All of them can raise up if the students have learning goals. Based on the result of interview, the students who have high motivation in learning English have goal or reason to learn English. First, they want to use English to speak with the people from another country via online. They want to speak the foreigner so they learn English. Second, they want to continue their study abroad. So, they must have a good ability in English.

The effectiveness of English online learning in fulfill students’ interest in learning English can be seen from some aspect. First the students’ enthusiasm in learning. In English online learning, most of the students who has interviewed said...
that they are enthusiastic in joining online learning. They really want to learn English during pandemic. Even thought, there are some obstacles that they have to face such teaching tools or facility and method use. Second, the students’ improvement in learning English. The student who has low motivation in learning said that there is no improvement on his English ability during pandemic because the student does nothing during English online learning. The student prefers to have face to face learning. In contrast, the students who have high motivation in learning admit that their English ability during online learning also improved. It is because they have a lot of time to practice and learn more about English. In addition, they can also practice it with their family at home. In conclusion, the students admit that the implementation of English online learning is interest in learning English.

**Conclusion**

Based on the findings that have been discovered on the previous chapter, the researcher draws some conclusions as follows: Most of the students have high motivation level in joining English Online learning during Covid-19 Pandemic. The percentage of Students’ motivation in English Online learning during Covid-19 Pandemic at Class XI TESHA Department Students at SMK Negeri 3 Makassar is 3.7. It is categorized as high motivation level the data have been explained in the chapter IV. There are three factors that influence the students’ motivation in English online learning, they are learning ability, learning tools and facility and students’ goals. The implementation of English online learning in fulfill students’ interest in learning English and learning is interest in online English learning

**References**


