

Students' Motivation during Online Learning Process

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Submitted : 18 June 2021

Revised : 29 June 2021

Accepted : 21 September 2021

Abstract :

This research was due to some problems that were found in SMP 4 Bukittinggi. First problem was the student commonly came late to attend the classroom. Second, only several students asked the teacher about the lesson because the students were not habitual to learn in online context and there is a limitation of interaction between students and the teacher, the students of indicated that they don't have interaction with they are friends and students often didn't understand about the material in media. In result, Students obtained low grade. Third problem was several students seldom submitted the homework. The researcher used descriptive quantitative research design. the reseacher used descriptive quantitative reseach to describe the phenomena of students motivation learning english in online learning. In this case, the reseacher conduct this research in order to get information about students motivation learning english in online learning. The population from this research was 30 students that were the total of the students in IX. C grade of SMP 4 Bukittinggi and considered class IX.C as the sample. The instrument this research use questionnaire was conducted in order to identify students motivation online learning english as an students learning english in online. This research used closed questions in which the respondent has tochoose/check one or more responses of the presented variants of answering. The students motivation of learning English in Online Learning was in fair category. Furthermore, this conclusion was taken from mean score of each indicators of motivation in online learning. It was found out that the students self-belief was 80,56% which was in very good category. It was found out that the students Value of schooling was 87,08% which was in very good category. it was found out that the students learning focus was 65,21% which was in fair category. Next, it was found out that the students planning and monitoring was 62,08% which was in fair category. Next, the students' persistence was 71,79% which was in good category. Next, it was found out that the students motivation toward the online learning only 56,55% which was in the poor category. Then, it was found out that the students motivation of the benefit of online learning was 67,50% which was in fair category. Lastly, it was found out that the students' motivation of the implementation of online learning was 68,67% which was in the fair category.

Keywords: *Motivation, Learning English, Online Learning*

Published by:



Perkumpulan Dosen Muslim Indonesia - Sulawesi Selatan

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Students' Motivation in Online Learning

Introduction

Indonesia was confirmed to have corona virus disease 2019 (COVID-19) spread in early 2020. It is ongoing worldwide pandemic. The impact of the pandemic are economic, social, and education. In educational system government recommended the use of distance learning programmes and open educational applications and platforms that schools and teachers can use to reach learners remotely and limit the disruption of education.

Learning is continuous process that humans do. There are particular possible ways to learn, self-learning or group-learning. Learning is not only activity which come from formal institution but also learning is recorded from what people see, hear and feel. Formal situation commonly occurs at schools and universities while non-formal activity can be found in courses or experiences. However, the formal institution where it has important role commonly use traditional instruction. The traditional instructional delivery system in universities for long time has been used in a classroom where either lecturer or student gives speech to students and the students are required to listen and take notes. Students succeed in traditional setting may not do well in online learning.

Technology and communication developments in various sector makes human easier to commit activity. In education, technology supports education to suggest many characteristics to make becomes instruction more interesting to learners. The advancement technology help support to make instructional modification. One of technology advancement is online learning, such as : wordwideweb, email, chat, new group, text, audio, video conferencing delivered over computer network (Dhull, Indira & MS. Sakshi, 2017). Many proponent of online learning should be prepared with basic knowledge of technology, as well as utilize it as mean for getting education aims.;

Students could to use the advancement technology in learning process. In particular to learning english, english is one of important subjects and language to be learned. English is widely used in the world. English is used in technology, education, science, career, and primary in communication. There is four skills in english language learning, such as :listening, reading, writing, and speaking. The skills should be learned to master English. Students is interested to learn english because most of them have motivation, therefore teachers needs to use learning method and strategy to enhance students motivation.;

Motivation is considered as one of important factors influenced the success of language learning. Motivation is a key to get success in learning process. Motivation refers to the process whereby goal- directed activities are energized, directed, and sustained (Schuck et al. In Richard M. Ryan, 2012). In another statement santrock states the example of it as follow,; "if students don't complete an assignment because they are bored,;lack of motivation is involved. If students encounter challenges in reasearching and writing paper, but persist and overcome hurdles, motivation is involved (Dale H. Santrock, 2008). Students need motivation to be included as energy or support for their successful learning. Hermer also states that "it is accepted for most fields of learning that motivation

is essential to success: that we have to want to do something to succeed at it. without such motivation we will almost certainly fail to make the necessary effort (Harmer Jeremy, 2002). The failure of successful planning process can be caused by there is no motivation. Therefore, motivation is important in learning process. Motivation in learning divided into two categories: intrinsic motivation and extrinsic motivation (Schuck, H.Dale, 2012). Intrinsic motivation comes from within individual, as student might gain interest and enjoyment in learning process. Ekstrinsic motivation comes from inside an individual or any outside factors, as reward and punishment.

Motivation is necessary in learning proses because without motivation students couldn't learning. Many kind of the ways to be used in learning proses. Which one of the way is online learning because technology in communication sector development time by time is advancement and support for the students learning english in online context.

Learning involves acquiring and modifying knowledge, skills, strategies, beliefs, attitudes, and behaviors. People learn cognitive, linguistic, motor, and social skills, and these can take many forms (Schuck, H.Dale, 2012). Therefore, people agree that learning is important which they commit different cases, proses and consequences of learning.

In a reality motivation is necessary in online learning because without motivation online learning proses is not be going maksimum. Noways, students force to online learning because learning proses is should be persistent in pandemi era. Therefore, students should be have motivation in online learning proses. In addition, Wighting and Rovai in Harnett indicated that online students are more intrinsically motivated than their on-campus counterparts (Harnett, Maggie Katherine, 2016). This means that it was proved that students' motivation is better in online learning than face-to face learning.

Method

In this research, the researcher used descriptive quantitative research design. Aliaga and Gunderson in Muijs Daniel, 2004) stated that quantitative research is explaining phenomena by collecting numerical data that are analysed using mathematically based method (in particular statistics).

The specificity of quantitative research lies in the next part of the definition. In quantitative research we collect numerical data. This is closely connected to the final part of the definition: analysis using mathematically based methods. In order to be able to use mathematically based methods our data have to be in numerical form. Descriptive research is research that describes an object of research with a certain perspective and is carried out systematically and thoroughly. The population of this research was all of the IX grade students of SMPN 4 Bukittinggi. The researcher will use questionnaire to collect data. The researcher use tied questionnaire to answer the question and get information in this research.

Analysis the data by using Formula that is proposed by Tho'ifah :

$$\text{Students' Motivation} = \frac{(\text{Total SS} \times 4) + (\text{Total S} \times 3) + (\text{Total TS} \times 2) + (\text{Total STS} \times 1)}{\text{total sum} \times \text{score ideal}} \times 100\%$$

Results and Discussion

There are 8 indicators in the questionnaire which are self-belief, value of schooling, learning focus, planning and monitoring, persistence, the effect of using online learning, the benefit of online learning, and Implementation of online learning. All of the indicators were divided into 36 items questionnaire. The questionnaire was given to the 30 students as the sample of the research. Questionnaire was supposed to find out the students' motivation in learning English in online learning quantitatively. The result of the students' questionnaire can be viewed below:

Table 1. Questionnaire Result of Students' Motivation Learning English in Online Learning

Number of Item	Indicators	Alternate Options				Total
		SS	S	TS	STS	
1	Self-belief	4	23	3	0	30
2		8	19	3	0	30
3		15	14	1	0	30
4	Value of schooling	17	12	1	0	30
5		15	13	2	0	30
6	Learning focus	6	19	3	2	30
7		5	16	8	1	30
8		3	9	15	3	30
9		3	7	14	6	30
10	Planning and monitoring	4	18	7	1	30
11		3	15	9	3	30
12		1	15	9	5	30
13		1	9	12	8	30
14	Persistence	11	17	2	0	30
15		13	13	3	1	30
16		13	13	4	0	30
17		3	3	13	11	30
18		5	17	3	5	30
19		8	13	8	1	30
20		4	15	7	4	30
21	The effect of using online learning	0	3	13	14	30
22		4	7	13	6	30
23		4	19	6	1	30
24		2	14	11	3	30
25		1	7	17	5	30
26		0	9	14	7	30
27		1	11	15	3	30
28	The benefit of online learning	1	12	14	3	30
29		4	15	9	2	30
30		3	19	8	0	30
31		3	21	6	0	30
32	Implementatin of online learning	13	15	2	0	30
33		2	12	16	0	30
34		0	11	17	2	30
35		2	20	5	3	30
36		4	17	9	0	30

The table above only shows the total score of the students who answer the questionnaire. However, the students' motivation cannot be concluded just from the table above. Furthermore, the students' motivation will be analyzed based on the indicators of motivation of learning English in online learning.

Based on finding above, it was found out that the students' motivation of learning English in Online Learning was in fair category. Furthermore, this conclusion was taken from the mean score of each indicator of motivation in online learning. It was found out that the students' self-belief was 80,56% which was in very good category. The students' value of

schooling was 87,08% which was in very good category. The students learning focus was 65,21% which was in fair category. Next, The students planning and monitoring was 62,08% which was in fair category. Next, the students' persistence was 71,79% which was in good category. Next, the students motivation toward the online learning only 56,55% which was in the poor category. Then, the students motivation of the benefit of online learning was 67,50% which was in fair category. Lastly, the students' motivation of the implementation of online learning was 68,67% which was in the fair category.

Table 2. Students' Motivation of Learning English in Online Learning

Indicators	Percentage	Interpretation
Self-belief	80,56%	Very Good
Value of schooling	87,08%	Very Good
Learning focus	65,21%	Fair
Planning and monitoring	62,08%	Fair
Persistence	71,79%	Good
The effect of using online learning	56,55%	Poor
The benefit of online learning	67,50%	Fair
Implementation of online learning	68,67%	Fair
Mean	69,93%	Fair

It can be concluded that the students' motivation toward online learning was 69,93% which is in the score range between 60%-69%. This means that the students' motivation was in fair category.

Conclusion

Based on the finding, the researcher was able to answer the problem of the research which was "what is the students' motivation online learning English?". It was found out that the students motivation of learning English in Online Learning was in fair category. Furthermore, this conclusion was taken from mean score of each indicators of motivation in online learning. It was found out that the students self-belief was 80,56% which was in very good category. It was found out that the students Value of schooling was 87,08% which was in very good category. It was found out that the students learning focus was 65,21% which was in fair category. Next, it was found out that the students planning and monitoring was 62,08% which was in fair category. Next, the students' persistence was 71,79% which was in good category. Next, it was found out that the students motivation toward the online learning only 56,55% which was in the poor category. Then, it was found out that the students motivation of the benefit of online learning was 67,50% which was in fair category. Lastly, it was found out that the students' motivation of the implementation of online learning was 68,67% which was in the fair category.

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