

FACTORS AFFECTING STUDENT MOTIVATION DURING ONLINE LEARNING IN ENGLISH SUBJECT AT SMP ADVENT NARIPAN BANDUNG

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Abstract

The Covid-19 virus epidemic has forced the entire learning structure in educational institutions to be shifted to online learning methods, presenting new challenges to Indonesia's education system. Students experience several changes as a result of the stopping of the learning process directly which has an impact on their motivation to learn. One of the most critical criteria for a good learning process is desire to learn English. One of the variables that has a huge effect on students' enthusiasm for learning is their motivation to learn English. As (Makki & Abid, 2017) said that Intrinsic (internal) motivation and Extrinsic (external) motivation are two terms that can be used to describe motivation. The first motivation is from themselves (intrinsic) and the second is motivation from outside (ekstrinsic), such as people outside the student (teachers, friends, family) or the situation and conditions of the student's environment. Self-motivation or intrinsic motivation is very influential in their learning process. Students who are highly motivated and have a great desire to learn will excel in achieving their learning objectives. This research used a qualitative approach using an instrument questionnaire with junior high school students at SMP Advent Naripan Bandung. The researcher gave two groups of important questions about student motivation in this research, namely intrinsic factors and extrinsic factors by using google form to find out which factor is more dominant. From the research results, it is known that student learning motivation is more dominant from within themselves (intrinsic motivation) has a greater role in their learning process because they are aware of their responsibilities and obligations as students, especially in learning English, although extrinsic factors also have a role influence on their students' motivation.

Keywords: Covid-19 Pandemic, Online Learning, Learning Motivation

INTRODUCTION

The Covid - 19 pandemic that occurred in the world has affected all aspects of human life without exception. This pandemic has also greatly affected the world of education, especially in English. (Daniel, 2020) has opinion that the COVID-19 pandemic has affected the lives of students in various ways, depending not just on their level and course of study but also on the stage they have reached in their programs. They would not be able to complete their school curriculum and evaluation in the usual way and, in many instances, they have been taken away from their social group almost overnight. Therefore, students must adapt to the new learning atmosphere with an online system. Starting to get to know some of the applications that support the gadgets used to adapt to face-to-face learning. Every student must have the motivation to follow the learning. (Haq, 2018) has an opinion that motivation as a means of transforming energy inside an individual into actual action in order to achieve a specific goal. Motivation determines whether or not a person succeeds in achieving their goals, so the higher the motivation, the greater the determination to pursue, be diligent in their studies, refuse to give up, and work hard to improve their results. Those with low motivation, on the other hand, seem

indifferent, quickly give up, lack attention in learning, and are not willing to learn, which can lead to a variety of learning difficulties (Dewi et al., 2019). Daniel in his journal also said that students' motivation in participating in online learning greatly influences their enthusiasm for learning both in the learning process itself and when doing the tasks they receive from school or their teachers. The success of students in participating in online learning is greatly influenced by factors that affect student willingness or student motivation to learn. As stated by (Emda, 2018) in her journal that the motivation for student learning has an effect on the performance of the teaching and learning process. The existence of student learning motivation will instill enthusiasm in students, and their learning becomes more centered. Emda (2018) also said that Intrinsic motivation (a state of mind that comes from within students and encourages them to take action learning) and extrinsic motivation (a state of mind that comes from outside of students and encourages them to take action learning) are two forms of motivation to learn (circumstances that come from outside the individual student that encourage it to do learning activities). By reflecting on these statements and seeing and experiencing the real situation, in this study the researcher will describe what are the factors that affect the motivation of students learning of English at SMP Advent Naripan Bandung in participating on online learning during this pandemic by giving several questions to students regarding their motivation to learn either intrinsically or from within as well as extrinsically or from outside themselves. In addition to this research, researchers have previously reviewed several journals writings related to student learning motivation during the online learning period. Some of them are, "The impacts of students' learning interest and motivation on their learning outcomes" by Ricardo and Meilani R., I. (2017), "High School Student Learning Motivation in Online Learning during the Covid-19 Pandemic" (Cahyani, Listiana, & Larasati : 2020), and "Learning Motivation as the Basic Needs in Improving English Skills for Non-EFL Learners Cooperately" by Gumartifa & Sirajuddin (2021) However, the research here took place in the city of Bandung and specifically for junior high school students.

METHOD

The method in this research is qualitative which qualitative study uses natural language, uses small samples, relies on opportunistic or purposeful cases, and is often based on real people, incidents, and contexts, allowing for an idiographic style of review (Gerring, 2017). This research uses questionnaire as a data collection technique and the research approach is descriptive and the type of method in this research is descriptive and is a case study. According to Suardi (2018), qualitative descriptive is a term used in qualitative research to describe experiments that are descriptive in nature. It is commonly used to describe social phenomena. Qualitative descriptive is a pragmatic approach with overtones of other qualitative approaches. Therefore, researchers use descriptive qualitative research methods so that the conclusions drawn will be more convincing.

RESULTS AND DISCUSSION

Results

Researchers gave a questionnaire to 23 junior high school students at SMP Advent Naripan Bandung, consisting of 12 girls and 11 boys. The researcher gave 10 questions which were divided into 2 categories, namely 5 questions concerning intrinsic motivation factors and 5 questions concerning extrinsic motivation factors. Researcher will describe it in the following table, so that it can be seen how the factors that motivate them to take part in learning English online:

No	Questions	Strongly agree		disagree		Strongly disagree			
		%	per son	%	per son	%	per son		
1	I am passionate about learning English on my own accord, not because I was told or forced.	21.7	5	73.9	17	4.3	1	-	-
2	I study with enthusiasm following learning, especially English because I want to add knowledge and skills.	34.8	8	60.9	14	4.3	1	-	-
3	I study hard because I realize that studying is my responsibility.	30.4	7	65.2	15	4.3	1	-	-
4	I study every day because science and English are my needs as a student.	21.7	5	65.2	15	13	3	-	-
5	I am diligent and enthusiastic about studying because I want to be an accomplished person	30.4	7	56.5	13	13	3	-	-
6	I only study English if I have tests or exams.	4.3	1	13	3	65.2	15	17.4	4
7	I took part in learning English because of encouragement from my parents or because of friends' requests.	8.7	2	39.1	9	39.1	9	13	3
8	I want to take part in lessons because parents and teachers always monitor my learning outcomes.	4.3	1	47.8	11	34.8	8	13	3
9	I am passionate about learning if the subject is what I like	47.8	11	34.8	8	13	3	4.3	1
10	I am not enthusiastic about learning because it is online, so it often signals that it is difficult and difficult to concentrate on learning from home.	26.1	6	39.1	9	21.7	5	13	3

From the table that has been shown above, it will be seen how students respond to questions about the factors that affect their motivation in learning. The five questions at the beginning are questions that concern the student's inner motivation or intrinsic motivation and the last five questions are extrinsic motivation or motivation that comes from outside the student. The results of the answers above, from the first five answers regarding intrinsic motivation, it can be seen that junior high school students at SMP Advent Naripan Bandung have a strong motivation of themselves or intrinsic motivation to learn, especially English lessons. The intrinsic factor being a very dominant factor can be seen from the presentation of the number of students who agree more if they study hard and diligently because they are aware of their need for knowledge, their position and also their responsibilities as students. Meanwhile, from the results of the answers to the last five questions regarding extrinsic motivation factors, they also felt that extrinsic factors also influenced their learning motivation, even though the presentation was not high. From the students' answers, there were also students who were less motivated both from within (intrinsically) and from outside themselves (extrinsic).

Discussion

During the Covid 19 pandemic, where almost all activities were carried out online, the learning process did not escape online learning as (König et al., 2020) said that teachers face major difficulties in adjusting to online teaching while also maintaining a minimum level of contact with students and encouraging their learning and development. (Onyema, 2020) also said that many countries around the world closed schools in an attempt to control the coronavirus pandemic as part of the global initiative to fight COVID-19. Online learning is not easy for every student. They will experience a very drastic transition, from being face-to-face, being able to communicate directly without media, having to change completely by learning distance and using electronic media or so-called online learning. Students cannot read the teacher's body language, and vice versa. But what must be realized by all parties, both teachers, parents and students themselves is that online learning cannot be avoided, but must be faced. This is in accordance with the opinion of (Dhawan, 2020) that between all of this, online training and online learning can be considered the crises' panacea. The Corona Virus has forced educational institutions to move from an offline to an online mode of instruction. The organizations that were previously resistant to change would be forced to embrace new technology as a result of this crisis. All organizations must juggle various online pedagogical methods and attempt to use technology. It is the reason that the researcher wants to know how the motivation of junior high school students in facing and undergoing online learning, especially when learning English subjects. How do they motivate themselves to take part in online learning, and researchers want to know what factors influence their motivation to learn online because motivation is very important in the progress of a person in any case. like (Abdurasulov, 2021) said that effective motivation is thought to be a kind of mechanism for putting the result into action. We may assume that the motivation factor contributes to the achievement of the desired outcome. An improvement in a person's ability to achieve a result is related to the implementation of a degree and condition that necessitates an energy reserve, resilience to conditions, and a foresight. Researcher will explain student responses in answering each question to students through the table that has been presented above regarding student motivation in learning English during online learning. In the first question, it was asked whether the students were enthusiastic about learning English on their own accord or because they were told or forced. 73.9% or as many as 17 students agreed if they learned because of their own will, even 21.7% or 5 students strongly agreed with their inner motivation. although there is one person or 4.3% who disagree with the statement. For the third question, where they were asked that they were excited about learning English because they wanted to increase their knowledge and skills. A total of 14 students or 60.9% agreed with the statement, even as many as 8 students or 34.8% strongly agreed, even though 4.3% or one person disagreed with the statement. The third question is asked to students if they participate in learning actively because they realize that learning is their responsibility as students. From the students' answers, it was found that as many as 30.4% or as many as 14 students strongly agreed with the statement and 65.2% or 15 students agreed, even though one student or 4.3% did not agree that he studied because of his awareness of his responsibility. In the fourth question, the researcher asked that science and English were their needs as students. From the students' answers, it was found that most of them agreed with the statement, namely as many as 65.2% or as many as 15 students and as many as 21.7% or 5 students strongly agreed. however, there were 3 students or 13% stated that they did not agree that science or English was their need as students. In the fifth question, this is the last question that concerns students' inner motivation (intrinsic motivation) where the researcher asks that students are diligent and enthusiastic to learn because they want to be students who accomplished. From the results of their responses, they answered strongly agree as much as 30.4% or 7 students, 56.5%

or 13 people agreed and 13% or 3 people said they disagreed if they were diligent and enthusiastic about learning because they wanted to accomplish.

The sixth to tenth questions are questions that concern students' motivation factors from outside themselves (extrinsic motivation). In the sixth question the researcher asked the students whether they were motivated to learn English because they would have tests or exams. From the results of the students' answers, it was found that 65.2% or 15 people even 17.4% or 4 students strongly disagreed if they studied only when it was going to be tests or exams. Meanwhile, 13% or 3 people agree and even 4.3% or one person strongly agrees if they study only for tests or exams. The seventh question is that students participate in learning English because of encouragement from their parents or because of a friend's request. From the students' answers, it was found that 39.1% or 9 students disagreed with this statement and with the same number of students also agreed that they took part in learning because of their parents' encouragement and were invited by their friends. 13% or 3 students strongly disagreed with this statement, but there was one person or 4.3% who actually strongly agreed that he studied because of the encouragement of his parents and his friends' requests. For the answer to the eighth question, namely whether students take lessons because parents and teachers always monitor their learning outcomes, the results obtained that 34.8% or 8 students disagreed and 13% or 3 students strongly disagreed with the statement. Meanwhile 47.8% or 11 students agreed with the statement and one student or 4.3% strongly agreed. In the ninth question the researcher asked the students if they were enthusiastic about learning if the subject was what they liked. The result, as many as 47.8% or as many as 11 students strongly agree, 34.8% or 8 students agree if they are excited to learn if the subject is what they like. But 13% or 3 students disagreed and 4.3% or one person strongly disagreed with the statement. And the last question the researcher asked in the questionnaire was whether students were less enthusiastic about learning because it was online, so it often indicated that it was difficult and difficult to concentrate on learning from home. From the results of the answers, 26.1% or 6 students strongly agree and 39.1% or 9 people agree with the statement, 21.7% or 5 students disagree and 13% or 3 students strongly disagree with the statement.

With the research conducted on junior high school students, researchers did not find significant problems, however researchers can find that there are several things that need to be supported in increasing their existing motivation and for some students who are still lacking in motivation, teachers and parents need to take a more intensive approach and help them motivate themselves to be able to participate in learning with enthusiasm and full awareness of their obligations and responsibilities as students. Although the case of a lack of enthusiasm for learning motivation in this study was only found in a few students or only a few students. In this case, the role of the teacher is needed to help increase student motivation in learning. (Abida Ferindistika Putri et al., 2019) state that teachers should be able to motivate students to be enthusiastic and engaged in their studies. Teachers should examine the reasons for students' sluggish learning and poor academic performance in order to provide encouragement. Giving attention to the needs of students is one way to motivate them.

CONCLUSION

Online learning is unavoidable during the COVID-19 pandemic sweeping the world of education. Every teacher and student must face and live it. In online learning, each student certainly has his / her own motivation in taking part in learning. Through this research, questions about the factors that affecting students motivation during online learning, especially in English lessons have been answered. Through this research it can be seen that junior high

school students at SMP Advent Naripan Bandung still have high motivation from within themselves (intrinsically) namely the willingness to learn from within oneself without being ordered or forced by anyone, realizing that learning is his responsibility as a student, realizing his need for knowledge and learning English, and also receive motivational support from outside themselves (extrinsic) that is, they will study hard when they have tests or exams, because it is monitored by parents and teachers and they will be enthusiastic about learning if they follow the subjects they like. So, from the results of this study it is known that students will be more motivated, more active and excited to learn through several things, namely:

- a. Students have their own will to learn from themselves, not because they are told or forced.
- b. The student realizes that learning is his responsibility as a student.
- c. Realizing that science and English are what he needs as a student.
- d. When will face tests or exams.
- e. Because parents and teachers always monitor their learning outcomes.
- f. When taking lessons in subjects they like.

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