

**Analysis Students' Motivation In Learning English During Pandemic Covid-19
At Students of SMP Negeri 9 Raja Ampat Regency**

Mersi Axelina
mersiixelina91@gmail.com

Universitas Pendidikan Muhammadiyah Sorong

ABSTRACT

The purpose of this study was to describe the level of students' motivation in learning English during pandemic covid-19 at students of SMP Negeri 9 Raja Ampat Regency. Related to the research objectives used a qualitative research design with a descriptive approach. The research subject in this study were students of SMP Negeri 9 Raja Ampat Regency, totaling 44 students. In collecting data the researcher used a questionnaire with 24 statements and 15 interview questions. In analyzing the data, the researcher used Microsoft Excel 2007 program to calculate the data. The results showed that the level of students' motivation in learning English during the pandemic could be said good category with a percentage value of 86.3%. After the researcher studied more deeply, the results showed that students' intrinsic motivation reached 65.9%, while students' extrinsic motivation reached 100%. Thus, it can be concluded that the level of students' motivation in learning English during pandemic covid-19 is influenced by students' extrinsic motivation.

Keywords: Motivation, English Learning, Pandemic Covid-19.

INTRODUCTION

Motivation is an impetus or reason that becomes the basis for one's enthusiasm to do something to achieve certain goals. The meaning of motivation can also be defined as all things that cause an impulse or enthusiasm in a person to do something. According to Mc. Donald in Djamara (2011) said that, motivation is a change in energy in a person's personality which is characterized by feelings and reactions to achieve goals. Many experts have put forward the notion of motivation with their various points of view, but the point is the same, namely as a driving force that converts the energy within a person into the form of real activities to achieve certain goals. So, motivation can be defined as a change that occurs in a person and is manifested in the form of actions or feelings to achieve certain goals.

According to Hamzah B. Uno (2011), motivation has an important role in learning. The important role of motivation in learning, among others: First, the role of learning motivation in determining learning reinforcement. Motivation can play a role in strengthening learning if a student who is learning is faced with a problem that determines the solution and can only be solved thanks to the help of things that have

been passed. Second, the role of motivation in clarifying learning goals. The role of motivation in clarifying learning goals is closely related to the meaning of learning. Students will be interested in learning something, if what is learned can at least be known or enjoyed by the child. Third, motivation determines learning persistence. A student who has been motivated to learn something tries to study well and perseveres in the hope of getting better results. In conclusion, motivation has a very important role in learning, because with the motivation of students to be diligent in learning, able to solve problems related to learning and have a high curiosity in learning.

According to Sardiman A. M (2007) there are two kinds of learning motivation, is: First, Intrinsic Motivation, intrinsic motivation is the motives that become active and function without having to be stimulated from outside because within an individual there is already an urge to implement something. If someone already has intrinsic motivation, they will consciously carry out activities in learning and always want to move forward so they do not need motivation from outside themselves. This is motivated by a positive desire that what will be learned will be useful in the future. Second, Extrinsic Motivation, extrinsic motivation are active motives and function because there are external stimuli. Motivation is said to be extrinsic when students place their learning objectives outside the factors of the learning situation. Various ways can be done so that students are motivated to learn. In accordance with the above opinion, learning motivation that exists in a person can be divided into two, namely intrinsic motivation and extrinsic motivation.

According to Slameto (2010), learning motivation is influenced by three components, there are: First, cognitive drive, is the need to know, understand, and solve problems. This encouragement arises in the process of interaction between students and assignments or problems. Second, self-esteem, that is, there are certain students who are diligent in studying and carrying out tasks not primarily to gain knowledge or skills, but to gain status and self-respect. Third, the need for affiliation, is the need to master learning or learning materials with the intention of obtaining justification from others or friends. This need is difficult to separate from self-respect.

In addition to the influence of student motivation in learning, the corona virus also has a very significant effect on the teaching and learning process in school. Students who previously participated in the teaching and learning process with their teacher in the classroom and received a detailed explanation from the teacher must change the learning method by learning from home with an online system.

The corona virus pandemic that has occurred in several regions has caused a number of countries to carry out massive lockdowns. This made the government, in this case the ministry of education and culture, issue circular number 4 of 2020 concerning the implementation of education during the corona virus pandemic (Covid-19) which was then followed up with circular number 15 of 2020 concerning guidelines for organizing learning from home in the emergency period of the spread of the corona virus. This

was done by the government to break the chain of transmission of the corona virus. Indonesia made PSBB (large-scale social restrictions) which was carried out in each region, then the government also carried out online-based activities carried out from within the country. Learning from home activities are applied to basic education, secondary education and even higher education. In secondary education, students are required to study from home. In this online learning process there are many weaknesses for both students and educators. Among there are many obstacles during the learning process, including not all children have cell phones and fully understand the smooth use of electronic devices and networks. This obstacle causes the learning process to be less effective.

In addition, the obstacles that often arise when learning online are that the material presented is not necessarily well understood by students, sometimes even students experience confusion when understanding the material presented by the educator or teacher. Online learning also cannot control the attendance of students so that the process of online learning activities is less effective and cannot run well. In this pandemic situation, not all educational institutions or schools can do online learning. This happened to schools located in remote areas. In some schools the learning process is carried out by giving assignments to students, where the task is done at home. In this case, there are many complaints from students and parents because of the many tasks given by the teacher. In addition, there are also many students who procrastinate doing assignments for the reason that it is still a long time.

LITERATURE RIVIEW

Previous Study

First, a research that was conducted in 2014 by El-Seoud et al which conducted research to investigate student motivation towards the effects of E-Learning. In this study, there were 159 students who participated and 124 questionnaires were completed correctly and used in this study. Then the results are obtained that one of the important factors for the success of students in the E-Learning process is self-motivation. The integration of information and communication technology with the learning process depends on the personal motivation of the participants. Lack of confidence and experience in using technology might be an additional obstacle for other students. In the E-Learning process, students work independently and some students may find it difficult to understand its contents, due to the lack of face-to-face contact with instructors and other fellow students. All these factors indicate that these students will not do so can participate effectively and successfully in the E-Learning process. As a result, in order to progress well and successfully use all of the ELearning tools to effectively access online information, some students need the necessary hardware and some special skills. Of course, E-Learning will increase student motivation and involvement to learn and help them become independent learners.

Second, a research that was conducted in 2012 by Mizan Ibnu Khajar entitled "The Effect of Family Environment on Learning Motivation of Class X Students of the Electronic Engineering Expertise Program at SMKN 1 Magelang in the 2011/2012 Academic Year". With the aim to determine the effect of the family environment on student achievement of class X Electronic Engineering Expertise Program at SMK Negeri 1 Magelang in the academic year 2011/2012. Testing the hypothesis using the product moment correlation analysis technique and the two predictor multiple regression analysis technique at the 5% significance level. The results show that there is a positive and low significant influence between the influence of the family environment on student learning motivation in the Electronics Skills Program of SMK Negeri 1 Magelang with the value of relations between members family has the highest influence.

Motivation

According to Hamzah B. Uno (2011) motivation is internal and external encouragement to students who are learning to conduct behavior, generally with several indicators or supporting elements. These indicators include: desire and desire to succeed, encouragement and need in learning, hopes and aspirations for the future, appreciation in learning, and a conducive learning environment.

In addition, Winkel (2005) states that motivation is the overall psychological driving force within students that causes learning activities to achieve a goal. In line with the above opinion, Sardiman A. M (2007) explains that learning motivation is all the driving force within students that causes learning activities that ensure the continuity of learning activities that provide direction to learning activities so that the goals desired by the learning subject achievable.

Based on some of the opinions above, the researcher can conclude that motivation is the entire psychic driving force that is inside and outside the individual student who can provide encouragement to learn in order to achieve the goals of learning. As for the factors that affect the students' intrinsic motivation in learning are the existence of a high level of curiosity, awareness, good habits and satisfaction. while the factors that influence students' extrinsic motivation in learning are the presence of praise, advice, punishment, environmental factors and the presence of gifts.

Role of Motivation

According to Uno (2007) basically motivation can help in understanding and explaining individual behavior, including those learning. There are several roles and motivations in learning and learning, among others (a) determine the things that can be used learning boosters, (b) clarifying the learning goals to be achieved, (c) determine the range of controls on learning stimuli, (d) determine persistence in learning.

- a. The Role of Motivation in Determining Learning Reinforcement

Motivation can play a role in strengthening learning when a student who is learning is faced with a problem that requires solving, and can only be solved thanks to the help of things he has been through.

b. **The Role of Motivation in Clarifying Learning Goals**

The role of motivation in clarifying learning goals is closely related to the meaning of learning. Student will be interested in learning something, if what is learned can be known or enjoyed a little.

c. **Motivation Determines Learning Persistence**

A student who has been motivated to learn something will try to study it well and diligently, in the hope of getting good results. In that case, it appears that the motivation to learn causes less or no motivation to learn, so he does not study for long. He is easily tempted to do other things and not study. That means motivation is very influential in resilience and persistence in learning.

Function of Motivation

Learning outcomes will be optimal, if there is motivation. The more precise the motivation is given, the more successful the lesson will be. So motivation will always determine the intensity of learning efforts for students Sardiman (2009).

There are three functions of motivation, namely :

- a. Encourage humans to act, so as a driving force or motor that releases energy. Motivation in this case is the driving force of any activity to be carried out.
- b. Determining the direction of action, namely towards the goal to be achieved. Thus motivation can provide direction and activities that must be carried out in accordance with the formulated objectives.
- c. Selecting actions, namely determining what actions must be carried out in harmony in order to achieve the goal, by setting aside actions that are not useful for that goal.

The Problems of Motivation Students

The problem of motivation students in learning is a very complex problem. In trying to motivate these students, there are no simple rules. Investigations about motivation, would make teachers sensitive to the complexity of this problem. Teachers should know the principles of motivation that can help carry out their teaching assignments, even though there are no definite specific guidelines. Teacher must also improve their teaching methods by collaborating their teaching methods. Because the teaching method used by teacher do not vary, it will make students unmotivated in learning. In addition to learning method that must be applied by the teacher to make students motivated in learning English during pandemic, the teacher is also difficult to explain the material that has been summarized and has been distributed to students in detail because the learning process must be done at home. Unlike the learning process carried out in face to school so that students can interact with teacher and fellow students.

English Learning

English is a tool for verbal and written communication. Communicating is understanding and expressing information, thoughts, feelings and developing science, technology and culture. The ability to communicate in a complete sense is the ability to discourse, namely the ability to understand and or produce spoken or written texts which are realized in four language skills, namely listening, speaking, reading and writing. These four skills are used to respond or create discourse in people's lives. Therefore, the English subject is directed to develop these skills so that graduates are able to communicate and discourse in English at a certain literacy level Wulanike (2010).

English has an important role in students' intellectual, social and emotional development. This is very important for language learning. Richard (2002) in his book entitled curriculum development in language teaching that English language teaching is one of the largest educational companies in the world and millions of students devote time, effort and task to mastering English.

Learning English is very important and can even be said to be compulsory, especially in early childhood. This is because English is an international language Wulanike (2010). The second reason is that by mastering English, people can easily enter and can access the world of information and technology. With the introduction of English in schools, they have better basic knowledge before continuing to a higher level of education. English Subjects aim so that students have the following abilities :

- a. Developing the competence to communicate in a limited oral form to accompany action in the context of the school.
- b. Having awareness about the nature and importance of English to increase the nation's competitiveness in the global community.

In accordance with the content standards set by the government, English lessons consist of four components of language learning in general, namely listening, speaking, reading, and writing Pardoyino (2009). The four components are arranged in a single theme so as to provide meaningful experiences for students. The four themes are presented in the following five aspects.

- a. Vocabulary, in the form of a list of words used in the chapter. The students memorized the words as much as possible. The ability to memorize these words allows students to understand the material better. To achieve this goal, the teacher asks students to do the exercises presented.
- b. Listening, in the form of stories or conversations that will be read by the teacher or other students. After listening to the reading, students are expected to be able to express the reading in their own sentences.
- c. Conversations, in the form of conversations that are practiced by students. In this material, students practice using English directly.

- d. Reading, in the form of reading read by students. The teacher guides students and directs them so that students have the correct understanding.
- e. Writing, in the form of exercises to improve students' writing skills in English

Motivation In English Learning

Motivation in learning English is one of the factors that determines the effectiveness of learning English. A student will learn well if there is a driving factor, namely learning motivation. Students will learn seriously if they have high learning motivation. (Arikunto, 2011).

According to Hamzah B. Uno (2011) learning motivation is internal and external encouragement for students who are learning to conduct behavior, generally with several indicators or supporting elements. These indicators include: desire and desire to succeed, encouragement and need in learning, hopes and aspirations for the future, appreciation in learning, and a conducive learning environment.

In addition, Winkel (2005) states that learning motivation is the overall psychological driving force within students that causes learning activities to achieve a goal. In line with the above opinion, Sardiman A. M (2007), explains that learning motivation is the entire driving force within students which gives rise to learning activities that ensure the continuity of learning activities that provide direction to learning activities so that the goals desired by the learning subject can be achieved.

From some of the opinions above, it can be concluded that learning motivation is the entire psychic driving force that exists in individual students that can provide encouragement to learn in order to achieve the goals of learning.

METHOD

Design and Subject

In this research, researcher used a qualitative descriptive research method. The qualitative approach is expected to be able to produce in-depth descriptions of speech, writing, or observable behavior of certain individuals, groups, communities or organizations. The use of qualitative descriptive research design in this study is intended to describe and analyze student motivation in learning English during the pandemic. The research subject in this study were students of SMP Negeri 9 Raja Ampat Regency, totaling 44 students. Purposive sampling was used in selecting the respondents. The researcher used purposive sampling because the concept is used in qualitative research (Creswell, 2007). Besides, the number of the participants is undetermined as long as the data gathered has answered the research question, so the small number of participants is adequate (Cresswell, 2012). This means that the researcher selects individuals and sites for the study because they can purposefully

inform an understanding of the research problem and “convenience cases, which represent sites or individuals from which researcher can access and easily collect data”.

Instrument and Procedure

In collecting the data, the researcher follows the two stages of descriptive design which is proposed by Sugiyono (2005: 21). The first stage is observe the students. In this case, the researcher observes the class condition and teaching and learning process. The use of observation is not only to measure the attitudes of the respondents, but also it can be used to record various phenomena that occur at that time. The observation is suitable for this research that aims to study about human behavior, work processes, and natural phenomena. The second stage is interviewing the student and teacher. The interview aims to discover students' perspectives on teacher's performance in teaching English and to know what kind of learning model used by the teacher. The researcher uses semistructured interview to get important points from the respondents. The process of collecting data is to recruit participants in advance by conducting interviews and observations. In addition, face-to-face interviews for each participant are not done once. It depends on the participant's time and desire. Interviews were conducted using the language so that researchers get the desired data more accurately.

Data Analysis

For data analysis, the demographic data were analyzed descriptively in which every participant's information was described. Then, the interview data were transcribed and analyzed line in order to find regularities and emerging themes and subthemes among the data. Data analysis in qualitative research is often done concurrently or simultaneously with data collection. Nevertheless, Ary (2010: 283) states that the data analysis of the study can be broken down into four stages such as coding, data reduction, data display, and drawing conclusion or interpretation. Once all the interviews are coded and analyzed, the researcher starts to identify how the themes and sub-themes help the researcher to explain the research questions. During this process, the researcher also removed or reduced overlapping and repetitive data (Mukminin, Ali, and Ashari, 2015)

RESULT AND DISCUSSION

Description of The Data

This research was conducted for three days. Where the first day the researcher conducted research on seventh grade students and the second day the researcher conducted research on eighth grade students and on the third day the researcher conducted research on ninth grade students. The researcher gave 24 statements in the form of a questionnaire and 15 questions for 44 students in the form of interviews.

The Students' Motivation

Table 1. the result of students' motivation

Range Of Score	Category Of Motivation	Frequency	Percentage (%)
91-120	Very good	6	13,6%
61-90	Good	38	86,3%
31-60	Enough	-	-
0-30	Less	-	-

From the table above, the researcher can conclude that the number of students included in the very good category is 6 students with a percentage of 13.6%. While the number of students included in the good category was 38 students with a percentage of 86.3%. Thus, the level of student motivation in learning English during the pandemic can be said to be good.

The Students' Intrinsic Motivation

Table 2. the result of the students' intrinsic motivation

Range Of Score	Category Of Motivation	Frequency	Percentage (%)
91-120	Very good	-	-
61-90	Good	-	-
31-60	Enough	29	65,9%
0-30	Less	15	34,0%

Based on the table above, the level of students' intrinsic motivation in learning English during pandemic is included in two categories, namely the enough category has a percentage value of 65.9% while those included in the less category have a percentage value of 34.0%. Thus the level of student intrinsic motivation can be said to be enough because it has a higher percentage value than the less category.

The Students' Extrinsic Motivation

Table 3. the result of the students' extrinsic motivation

Range Of Score	Category Of Motivation	Frequency	Percentage (%)
91-120	Very good	-	-
61-90	Good	-	-
31-60	Enough	44	100%
0-30	Less	-	-

Based on the table above, the level of extrinsic motivation of students who are included in the enough category has a percentage value of 100% greater than the level of students' intrinsic motivation.

The Result of Students' Interview

Based on the results of interview that researcher conducted with several students related to students' motivation in learning English during pandemic, the researcher saw that the level of students learning motivation was very high both intrinsically and extrinsically. This can be seen from the students' answers when interviewed. One of the reasons the researcher said that the level of student motivation was very high both intrinsically and extrinsically was the student's answer which said that students would learn on their own when the English teacher did not come to class. From these answers, the researcher can see that the level of student motivation is very high. Not only that there are some students' answers that say that English is very fun because they can interact with foreigners.

Despite the Covid-19 pandemic, the learning process continues as usual. Learning by using the module system can be followed by students well even though there are some obstacles such as the difficulty of understanding the material well. However, these obstacles do not affect student learning conditions. This is influenced by good student learning motivation so that the learning process through the module system continues. Students continue to study the material provided by the teachers and collect weekly assignments. From the results of observations and interviews that have been carried out, it is reinforced by the opinion of Sardiman (2012) which says that motivation can be said to be a series of efforts to provide certain conditions, so that a person wants and wants to do something, and if he doesn't like it, he will try to eliminate or do something. Avoid that feeling of dislike. So, the motivation can be stimulated by external factors but the motivation exists and grows within a person.

From the statement above, it shows that the motivation that exists in students is certainly different, there are students who have high and low motivation. For students who have low motivation during the Covid-19 pandemic, of course, this is no longer a problem, because having low motivation during the Covid-19 pandemic is very understandable because the learning method is not optimal. But in reality there are still many students who have high learning motivation.

Discussions

Based on the results of the analysis above, the researcher can conclude that students' motivation in learning English during pandemic is influenced by intrinsic and extrinsic motivation. Intrinsic motivation is influenced by a high level of curiosity towards learning English. while extrinsic motivation is influenced by environmental factors in this case the tourism potential in the Raja Ampat Regency area which is always visited by tourists. This is in accordance with the opinion of Woldkowski and Jaynes (2004) who say that the factors that influence the level of motivation to learn, one of which is social support from the surrounding environment, especially from the family environment. The existence of support from parents for learning will provide maximum results in the learning process carried out by students. Malwa (2017) said that parental support is needed in supporting children to be able to get good learning achievements

and in accordance with their expectations. So that what he dreams of can come true. Because with parental support, children will feel appreciated and cared for by their parents so that it will increase children's motivation to learn and an optimal learning achievement will be achieved.

Based on this statement, it is supported by the results of research conducted by Suciani and Rozali (2014) which proves that there is a positive relationship between social support and learning motivation. On the subject of students, individuals who get positive social support are more motivated in learning because they have the belief that they are loved, valued and cared for. They also do not feel alone when experiencing problems, both academic and non-academic. In line with this research, Dhitaningrum and Izzati (2013) also found a positive relationship between perceptions of parental social support and learning motivation on the subject of high school students with an age range of 15-18. This study reveals that parents specifically as part of the family have a strong influence on students' learning motivation. Therefore, social support from parents is needed to increase students' learning motivation.

CONCLUSION

Learning motivation is a psychological energy possessed by students or students that is used as a driver, motivator, and director of actions in a learning activity that causes changes in behavior as a result of experience or training to achieve learning goals. Based on the results of the research that has been done, it is concluded that there is a significant difference between students' intrinsic and extrinsic motivation in learning English during the pandemic. This can be seen in table 2 and table 3 where the percentage of the intrinsic motivation level of students who are included in the enough category reaches 65.9% and the percentage of the extrinsic motivation level of students who are included in the less category reaches 34.0% while the percentage level of motivation Extrinsic students who are included in the enough category reach 100%. Thus, students' motivation in learning English during pandemic is influenced by students' extrinsic motivation.

REFERENCES

- Ary, D. (2010). *Introduction to Research in Education Eight Edition*. United State: Wadsworth Cengage Learning.
- A.M. Sardiman. (2004). *Interaction and Learning Motivation*. Jakarta: King of Grafindo Persada.
- A.M Sardiman. (2009). *Interaction and Teaching and Learning Motivation*. Jakarta: PT. Rajawali Pers.
- Djiwandono., S, E, W. (2008). *Educational Psychology Jakarta*: PT Gramedia

Widiasarana Indonesia.

- Hakim, T. (2006). *Overcome Insecurities*. Jakarta: Puspa Swara.
- Hamzah B, Uno. (2008). *Motivation Theory and Its Measurement Analysis in the Field of Education*. Earth Literacy: Jakarta.
- Sardiman. (2007). *Interaction and Teaching and Learning Motivation*. Jakarta: Raja Grafindo Persada.
- Slamet. 2003. *Learning and the Factors Affecting It*. Jakarta: Rineka Cipta.
- Slameto. (2010). *Learning and the factors that influence it*. Jakarta: PT. Rineka Cipta.
- Siregar Eveline., N, H. (2011). *Learning and Learning Theory*. Bogor: Indonesian Galia.
- Sugiyono, (2012). *Quantitative Research Methods, Qualitative and R & D*. Bandung: Alfabeta.
- Uno, Hamzah B. (2007). *Learning Model Creating Creative and Effective Teaching and Learning Process*. Jakarta: Earth Literacy.
- Uno, H. (2011). *Motivation Theory and Its Measurement*. Jakarta: PT Bumi Aksara Bandung PT Remaja Rosdaka Karya.
- Yamin, M. (2013), *Strategies and Methods in Learning Models*. Jakarta: Reference (GP Press Group).
- Ashari, M. (2020). *The Online Learning Process Amid the Anticipation of the Corona Virus Spread is Not Maximum*. Mind of Rakyatcom. <https://www.pikiran-rakyat.com/pend/Pendidikan/pr-01353818/proses-pembejalaran-daring-di-tengah-anticipation-penyebaran-virus-corona-dinilai-belum-maksimal>.