

# STUDENTS' MOTIVATION IN ENGLISH ONLINE LEARNING AT UNDERGRADUATE LEVEL

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## Abstract

Motivation is an important role in learning a foreign language. Learning motivation is to promote, guide, and maintain learning activities carried out with internal or external strengths. After learning motivation is formed, students will use an active learning attitude to learn, and find interest in learning, and can focus on mastering knowledge. This paper discusses the notion of motivation, types of motivation; the role of motivation in learning English. The main purpose of this study is to explore the factors that influence the motivation to learn English in online learning at the undergraduate level. It also highlights motivational facts related to factors such as student-teacher relationships, classroom environment, self-esteem, and willingness to communicate. Data analysis used analysis of qualitative data.. Participants of this study are 40 students of S1 English Education class 2018 Universitas Teknokrat Indonesia. For this reason, researchers formed a five-point Likert scale questionnaire on google form and gave students maximum time to complete the questionnaire.

**Key words:** Learning motivation, English learning, Undergraduate

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## INTRODUCTION

Communication plays an important role in our life. It has multiple sources either through technology sources or face to face. Language is very important for communication. The first language that a person learns from childhood is the mother tongue (Mandasari & Aminatun, 2020; Oktaviani et al., 2020; Utami et al., 2020). Reading and writing other languages allows us to communicate with other people. Learning a new language has a wide scope in our lives. English has been used as a language of communication for many years because it is an international language that helps us interact with different people and situations (Ayu, 2020a; Mulyah et al., 2020; Skill, n.d.). The use of English in the academic and professional life of students is very important. As stated by Mandasari & Oktaviani, (2018); MULIYAH et al. (2021); Sari (2017) English is a foreign language in Indonesia because Indonesian people do not use English for daily communication. They use Indonesian as a means of communication. However, seeing the demands of the world community which requires English as an international language, the Indonesian government has considered English as a subject that must be mastered by students; This is indicated by English being one of several subjects in the National Examination in junior and senior high schools (Pratiwi et al., 2020; Sasalia & Sari, 2020; Suprayogi Suprayogi &

Novanti, 2021). As a result, most of the students have failed at the passing level. Others who have passed English as their subject always find it very difficult to mark English as an interesting subject therefore students are advised to improve their communication skills in English to increase their chances and opportunities in professional life. Several factors persist that might lead to our poor performance in English which may be due to motivation and attitude towards English (Maskar et al., 2020; Sari, n.d.; A Y Wahyudin, 2017). Motivation has been considered as a key factor in learning something. Motivation can be classified into the following different types.

## **LITERATURE REVIEW**

### **1.1 Integrative and Instrumental motivation**

In integrative motivation students just want to know the target language and get to know the people who speak English (Fahrizqi et al., 2021; Mandasari & Aminatun, 2019). Integrative motivation describes an openness to identify with another language community. Instrumental motivation is for the sake of a practical reason such as getting a job/salary and bonus, as a source to get social and economic opportunities. Handayani & Aminatun (2020); Yudiawan et al. (2021) stated that learners should have a better understanding of this combination for the learning process.

### **1.2 Intrinsic and Extrinsic motivation**

Motivation can also be classified as Intrinsic and Extrinsic. The first one stems from one's interests and desires. Intrinsic means internal or inside of yourself. When you are intrinsically motivated, you enjoy an activity, course, or skill development solely for the satisfaction of learning and having fun, and you are determined to strive inwardly in order to be competent. There is not external inducement when intrinsic motivation is the key to behavior or outcome. And later involves doing something for the sake of something. Extrinsic means external or outside of yourself. This type of motivation is everywhere and frequently used within society throughout your lifetime (Hidayati et al., 2020; Oktaviani, 2021). When you are motivated to behave, achieve, learn or do based on a highly regarded outcome, rather than for the fun, development, or learning provided within an experience, you are being extrinsically motivated (Sari & Wahyudin, 2019; Yuliansyah & Ayu, 2021).

In the era of technology 4.0, online education is increasingly recognized as a well-accepted learning style in higher education. Most Indonesian students from rural and urban areas learn and gain knowledge through online learning because online learning was initially considered a flexible alternative to help students access full-time education. Moreover, online learners may have different perceptions, preferences, and attitudes on certain educational settings, designs or methods, on the other hand, they agree and are satisfied in their online learning (Ayu, 2020b; Ayu & Pratiwi, 2021; Mulyah et al., 2020).

In the current COVID-19 pandemic situation, more than a hundred universities in Indonesia have conducted online learning by optimizing online learning education platforms as a means of supporting learning (Mandasari & Wahyudin, 2019; Rohman et al., 2020). Most college students use computers, laptops, or smartphones to access online learning content provided and facilitated by lecturers. Based on this background, this paper aims to explore the factors that influence the motivation to learn English in online learning at the undergraduate level (Lestari & Wahyudin, 2020; Sari, 2020; Septiyana & Aminatun, 2021).

The literature review section of an article is a summary or analysis of all the research the author read before doing his/her own research. This section may be part of the introduction or in a section called Background. It provides the background on who has done related research, what that research has or has not uncovered and how the current research contributes to the conversation on the topic.

## **METHOD**

The main purpose of this research is to explore the factors that influence the motivation to learn English in online learning at the undergraduate level. The researchers used the tool of the questionnaire for this paper. This research used the descriptive qualitative method. The present study examines the factors that influence the motivation to learn English in online learning at the undergraduate level (Nani & Safitri, 2021; Pahdi et al., 2020; Srianto, 2018).

The data collection instrument used in this study was a questionnaire. The questionnaire in this study included 22 statements in the form of a google form and distributed via WhatsApp group to the subject to answer questions. The data that has been collected is then processed. The population of this research consisted of 40 students at the undergraduate level from the English Educational 2018 batch of Universitas Teknokrat Indonesia.

To measure the causes that affect the motivation of the researchers formed a questionnaire based on a 5-point Likert scale. The questionnaire consists of 22 questions, 14 statements of extrinsic motivation, and 8 statements of intrinsic motivation. Based on four choices SA: Strongly Agree, AG: Agree, DA: Disagree, SD: Strongly Disagree N: Neutral. The researcher took the opinion of the students for this purpose and asked them to choose one appropriate answer from 5 options. It is designed to find students' real thoughts on students' learning motivation. The students were asked to answer all questions carefully and honestly and were assured that their answers would be kept confidential so they should not answer in a prejudiced manner. Students are given maximum time to complete the questionnaire.

## RESULTS AND DISCUSSION

This study seeks to reveal the factors that influence the motivation to learn English in online learning at the undergraduate level. The finding is taken from an analysis questionnaire consisting of 22 items. The result can be seen in the following data and the table. The study respondent is filled with 40 students of English Education batch 2018 Universitas Teknokrat Indonesia.

**Tabel 1 The Statement of Students Motivation.**

No.	Statment	Mean	
		SD	SA
<b>Extrinsic Motivation Statment</b>			
Q1	It is very difficult for a student to perform in a tense environment.	10%	57,5%
Q2	Class environment should be student centered.	15%	60%
Q3	Your language teacher uses different strategies for your understanding.	12,5%	57,5%
Q4	Teacher can increase motivation to learn by beginning lessons with examples, activities, or	7,5%	72,5%

	questions.		
Q5	A teacher's classroom management system shows information about teacher's belief on content and learning process.	10%	70%
Q6	Tutor and teacher should avoid those practices that guarantee failure.	10%	50%
Q7	Language learning group size should be reduced or not.	10%	32,5%
Q8	Maintaining the learning process requires teacher to focus on group processes.	10%	47,5%
Q9	Teacher should understand cultural differences in the class.	3%	72,5%
Q12	External praise is very much important for a better performance in the class.	5%	57,5%
Q18	In motivating environments students understand what they are expected to do so and why they are expected to do so.	7,5%	67,5%
Q19	Motivating environments are safe secure and orderly places that focus on learning.	15%	57,5%
Q20	Learning focused environments increase motivation while performance focused environments classrooms can detract motivation.	10%	57,5%
Q22	English is learned for pleasure or only for a job and career	25%	45%

<b>Intrinsic Motivation Statement</b>			
Q10	Experience of success provides student with more power to pursue a new goal.	5%	72,5%
Q11	There should be a frank relationship between the teacher and student.	7,5%	62,5%
Q13	Self confidence is most vital part in the class.	5%	72,5%
Q14	Students consider English as a difficult subject.	15%	45%
Q15	If students feel valued they are more likely to be motivated to learn second language.	10%	60%
Q16	Passion is necessary for learning English as a second language	7,5%	75%
Q17	Your personal home background affects your learning.	7,5%	57,5%
Q21	Successful learners know their abilities and strengths.	15%	60%

Table 1 is a questionnaire table consisting of student statements about the influence of motivation to learn English, both extrinsic and intrinsic motivation. a tense environment affects students' learning motivation then in the statement Q1 there are 60% of students agree that the classroom environment should be focused on improving student learning activities and Q2 57,5% agree about Class environment should be student centered. This is in line with the result from previous study that in the class should create a pleasant atmosphere and build the spirit of students (Chavez, 2000; Sari, 2018).

In the Q3 statement there are 57.5% agree about the teacher's teaching strategies in different classes able to increase students' extrinsic learning motivation. Then the Q4 statement there are 72.5% of students agree that teachers can increase motivation by

starting class activities in different ways to attract interest student learning, in statement Q5 there are 70% of students agree and in statement Q6 consists of 50% of students agree with the statement that teachers must be able to manage classroom activities well and avoid classroom activities that guarantee the failure of students' understanding in learning.

Then it can be seen also in the statement Q7 there are 32.5% of students agree and in the statement Q8 there are 47.5% of the statements Q7 and Q8 students agree that learning activities by making groups and with a large number of members can increase student learning motivation. In the Q9 statement, 72.5% of students agree with the statement that the teacher must be able to understand cultural differences in the classroom. In this case, the teacher must also understand the character of students in the teaching and learning process so that students continue to have a sense of wanting to continue learning and feel comfortable in the classroom (Achmad Yudi Wahyudin & Sukyadi, 2015).

Q12 statement consists of 57.5% of students agree that praise from others can motivate student learning activities in the classroom, if it affects the environment that motivates students to understand what students will do and why they do these activities to support their learning motivation this is a statement of Q18 there are 67.5% of students agree with the statement.

In the statements of Q19 and Q20 there are environmental factors that affect students' extrinsic motivation, in Q19 and Q20, 57.5% of students agree that a safe, calm and focused environment on learning can increase students' motivation to learn and not only the classroom where there is a calm to relax. carry out learning activities. In the Q22 statement, 60% of students agree that they study English only for fun and also their work or career in the future.

In table 1. it can also be seen statements about intrinsic motivation that can affect students' learning motivation, in the Q10 statement, 72.5% agree that the successful experience they get will be a strength to pursue better goals to be achieved previously, this is very good for increasing curiosity and being able to motivate yourself well. Then in the classroom the relationship between students and teachers must have an honest communication relationship to improve the quality as well as the teaching and learning process in the classroom so that students' learning motivation does not decrease. This is a statement of Q11, 62.5% of students strongly agree with this.

Confidence in the learning process in the classroom is very necessary to motivate yourself and convince yourself that we are able to participate in learning activities in class. This statement is a statement Q13, 72.5% of students strongly agree that self-confidence is very important to improve and motivate self. Then Q14, 45% of students think that English is a difficult lesson, this is due to the lack of students' intrinsic motivation towards the process of learning English itself. In the statement Q15, 60% of students agree with the statement that students will be more motivated in learning if in each student's results and learning process, they feel valued.

Interest from within students is one of the important points that can increase students' intrinsic motivation in learning foreign languages, it can be seen in the statement Q16, 75% of students agree with the statement. In the statement Q17, the background of student activities at home also greatly affects the student learning process, this can be seen in table 1.4 57.5% of students strongly agree with the statement Q17. Then Q21, 60% of students strongly agree with the statement that a successful learning process is a student who knows their abilities and abilities in the learning process.

From the table above, it can be concluded that extrinsic and intrinsic factors that have more influence on motivation to learn English online at the university level are extrinsic factors that affect student motivation in online learning, namely teachers can increase learning motivation by starting lessons with examples, activities, or questions and the teacher must understand the cultural differences in the classroom (Ayu, 2019; Mandasari & Aminatun, 2019). Then the intrinsic factors that influence and as for the intrinsic factors that affect students' motivation in learning online is Passion is necessary for learning English as a second language.

## **CONCLUSION**

Motivation had peripheral importance in accordance with the factors like self-confidence, classroom condition, passion, and role of student-teacher in the class. The findings showed the importance of the fact that we cannot move forward if these factors are not properly treated. We can see that the majority of our students are not able to speak English fluently nor they can write it well. The very reality behind the scene is that our language teachers are failed to coordinate with the students (Sengkey et al., 2020). The teacher applies the same practices that cannot help to motivate students in English language class. When a



student fails his confidence level shatters and in the end, he is unable to learn a foreign language (Puspita, 2019; S Suprayogi & Pranoto, 2020). Moreover, the results indicated that if the factors can be utilized in the right direction then we can get much better results. Our main goal should be to impart quality knowledge nor to make realize students that English is only a burden for them that is something beyond their approach. The results also answered my question that why students fail in the English language. The reasons were that our learners are not passionate about learning because there is no healthy relationship between student and teacher. As the findings of point 16 show that passion is an important part of learning the English language.

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