

STUDENTS' MOTIVATION IN LEARNING ENGLISH DURING THE ONLINE CLASS

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Abstract

This research aims to investigate the impact of the online class on students in learning English and investigate the level of students' motivation in learning English during the online class. This research applied descriptive research on eleventh-grade students of SMK Negeri 2 Pontianak in the academic year 2020/2021. The data collection techniques were measurement and semi-structured interviews, while the tools were questionnaire and interview questions. The findings of this research revealed the negative impacts of the online class, including students' difficulties in understanding the teacher's explanation and learning materials, problems in creating a conducive atmosphere for learning, and students' problems in time management. By contrast, the positive impact of the online class made several students more enthusiastic and more focused on study. Besides, the findings showed that 53% of students were qualified with a moderate degree of motivation. The online class did not significantly change the level of students' motivation in learning English even though the students faced difficulties during the online class.

Keywords: *Online Class, Students' Motivation, Students' Difficulties*

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INTRODUCTION

In Indonesia, the English language is taught as a second language for vocational high school students. Vocational high school is designed to develop the students' competence to become productive workers. Mulyanti, Purnama, and Pawinanto (2020) stated that a vocational high school is a formal high school level that prepares human resources to have knowledge, skills, and attitudes as middle-level skilled workers. Hence, English is essential for

vocational high school students to prepare them to have a better career in the future.

Teaching English in vocational high school refers to English for specific purposes. It is emphasized to vocational high school students where they learn English for particular reasons. Furthermore, teaching English for specific purposes is conducted to complete learners with a particular English proficiency level for a situation where the language will be used, termed target need (Agustina, 2014). Teaching English in vocational high school should refer to English related to the field of study. The related material can help the students increase vocational knowledge and skill and understand vocational content. In line with the statement above, Muliyah and Aminatun (2020) describe that teaching English in vocational high school refers to the program study of students being taught.

The teachers need to teach about English component closely associated with the students' major study and considering the learners' specific needs, including the curriculum, management of classroom, learning material, activity and time, student, and learning resource. It can be concluded that teaching English in vocational high school is more complicated because the teacher must consider some crucial aspects before teaching the scholars.

The student's competence and other things influence his or her opportunity to comprehend English. Motivation is one of the factors. Motivation, according to Dornyei (2001), explains why individuals want to accomplish something, how much they want to do it, and how far they are willing to do it for. To put it another way, academics who are motivated to study will be more active in participating in learning activities than those who are not. Having motivation in learning the language is needed. The students need to increase their motivation in learning English to help them in getting better knowledge. However, increasing motivation is not easy for all students. Some students have barriers to increase their motivation in learning English. The barrier can come from the student itself or another factor. In this condition, the abnormal condition because the pandemic of COVID-19 also influences their motivation to learn English.

The COVID-19 pandemic has brought out a drastic change within the educational system from conventional to online learning. This condition might prevent the level of students' motivation to learn English. In this condition, the learning environment is currently being less than optimal; the loss of face-to-face contact and direct interactions with the teacher will influence the students' motivation. Besides, the condition will most likely impact the educational system, the teacher, the staff, and the students. The the Covid-19 pandemic outbreak had a universal impact on education. Online learning has been implemented to the students since earlier of 2020. It aims to keep the learning

process still running during the breakout of COVID-19. Indirectly, online learning will affect the students. According to Gopal et al. (2020), the school closure might affect the students because of disruption of teacher and students' network leading to poor performance. This situation will worsen if they are restricted to leave their house without outdoor activities and have less interaction with their peers. boredom, stress, anxiety of being exposed by viruses, false information spread, and declining family financial conditions can arise (Irawan et al., 2020).

Some students will face some difficulties during online learning, and others will get conveniences and benefits through online learning. The students face some difficulties because of the shift of learning from face-to-face to online learning. The students are not ready yet to follow the new system of learning. Study without the teacher in front of them and without any interaction. According to Tsai (2009), when students shift their learning from face-to-face to online learning environments, they are challenged by contrast learning and interaction methods. If students apply effective and efficient approaches for the new learning environment, they can improve their achievement and motivation. However, if the students can not adopt effective and efficient approaches, they will face some difficulties. Indirectly, the difficulties will negatively impact students' performance in learning, especially in learning English.

Despite the challenges, some students will benefit from the conveniences and advantages of online learning. Online learning, according to Sharma (2020), allows students to experiment with more adaptive learning methods. Online learning also provides students with a variety of options for continuing their education and acquiring new knowledge, skills, and values through understanding and interpreting at their leisure. Furthermore, Firman et al. (2020) stated that students take advantage from online learning since they will have more engagement with rich learning material regardless of location or time, and a greater possibility for participating in digital learning programs. The convenience and the benefits that the students get during online learning will positively impact the students to improve their performance during the learning from home.

Based on the information presented above, the researcher locates various prior studies undertaken by other researchers to investigate the impact of online learning on students and their motivation to learn English. For starters, Cahyani et al. (2020) found that online learning has a negative impact on students' motivation to study English. External and internal factors such as learning environment, learning time, and instrumental assistance all contributed to a lack of motivation in online learning. The difference between this study and the previous one was that the researcher looked at both the positive and negative aspects of online learning. Meanwhile, the previous

study just focuses on identifying the problem's sources and the factors that influence the students' motivation. Secondly, Zuniarti (2016) conducted research to figure out the kinds of motivation students mostly have and the level of students' motivation to learn English. The study's findings discovered that the majority of students' motivation was characterized as average to good, with some students falling into the good to excellent and low to average categories. Furthermore, the majority of pupils are motivated to learn English by an inner urge to stimulate experience. The type of incentive used in this study differed from Zuniarti's. The previous study focused on intrinsic and extrinsic motivation, while this research focused on the other types of motivation; integrative and instrumental motivation.

Therefore, the researcher applied the descriptive study as a research design with the participants from SMK Negeri 2 Pontianak of class XI Television Program Production and Broadcast. The techniques used for data collection were measurement and semi-structured interviews, while the tools were questionnaires and interview questions. Furthermore, the researcher analyzed and construed the data from the students.

RESEARCH METHOD

The researcher did descriptive study to address the issues raised in the background. Descriptive research aims to provide a clear and accurate depiction of reality. It signifies that this type of research focuses on precisely characterizing a phenomenon (Lans & Voordt, 2014). The students of SMK Negeri 2 Pontianak were the subjects of this study. As a participant, the researcher selected 32 students from class XI Television Program Production and Broadcast.

The questionnaire served as the primary data collection technique. During the online session, the questionnaire was utilized to assess students' motivation to learn English. The questionnaire had also been utilized to look into the impact of the online class on the pupils. Additionally, the interview was used to obtain more precise data and information regarding the influence of online classes on students' English learning and to learn more about the level of students' motivation to learn English during the online class.

The researcher analyzed the data collected from the students after collecting it from them. The researcher went through various stages when assessing the questionnaire. The researcher processes the data collected from the students in the first stage by converting the raw data from the students' responses into clean data. In the second stage, the researcher scored the students' questionnaire responses using the Likert Scale.

Table 1. Questionnaire Scoring System

| Frequency | Scale Value |
|-------------------|-------------|
| Strongly Agree | 5 |
| Agree | 4 |
| Undecided | 3 |
| Disagree | 2 |
| Strongly Disagree | 1 |

In the third stage, the researcher used statistical procedures to analyze the data. The mean for each question was calculated from the data gathered from the questionnaire. The researcher then utilized a Sudijono (2009) formula to check the level of pupils' motivation.

$$Me = \frac{\sum xi}{n}$$

Me = mean

$\sum xi$ = total score

N = total number of the item

In the fourth as the last stage, the researcher analyzed the students' questionnaire responses based on the standard of mean below:

Table 2. Categorization

| Mean Range | Category |
|-------------|-------------------------------|
| 3.68 – 5.00 | High degree of motivation |
| 2.34 – 3.67 | Moderate degree of motivation |
| 1.00 – 2.33 | Low degree of motivation |

Following the analysis of the data from students' questionnaire responses, the researcher assessed the students' interview responses by comparing and matching the data from the interview with the data from the questionnaire. In analyzing the interviewees' responses, the researcher used several stages. In the first stage, the researcher transcribes the students' responses from Bahasa Indonesia into English. The second, as the last stage, the researcher categorized the students' responses and matched them with the data from the questionnaire.

RESULT AND DISCUSSION

Result

In collecting the data about the impact of the online class on students from the questionnaire, the researcher focused on questions number 9, 10, 11, 15, 18, and 20. Six item numbers were particularly designed to identify the impact of the online class on the students. Besides, the researcher focused on the students who answered the questions strongly agree and agree. The students who answered the questions with those options indicated the students' consent about the statements.

Based on the students' answers, the four-item number received the highest responses from the students. There was question number 10, 11, 15, and 20. Question number 10 revealed that 23 students answered the question with strongly agree and agree. It means that most students in this class agreed that during the online class, they faced difficulty understanding the explanation from the teacher. Besides, question number 15 revealed that 23 students answered the question with strongly agree and agree. Students who selected those answers admit that they had difficulties grasping the learning material during the online class because they did not understand the teacher's explanation. The students' interview responses also showed that they were confused in understanding the teacher's explanation. The students stated that they never studied face-to-face using virtual learning platforms during the online class. Besides, during the online class, the students cannot see direct explanations from the teacher. It influenced their understanding to understand the teacher's explanation and the learning material provided by the teacher. Next, question number 11 revealed that 4 students answered strongly agree and 16 answered agree. They argued that the learning atmosphere was dull during the online class because of less interaction with the teacher and friends. Hence, it also caused the loss of motivation to learn English. However, the student's responses on the interview revealed that less interaction with the teacher only forced the learning atmosphere to be dull during the online class. Additionally, the 24 students answered question number 20 with strongly agree and agree. The students admit that during the online class, they felt overwhelmed in doing the assignments. The student's responses to the interview also revealed the same statement. The students felt overwhelmed doing the assignments because they could not ask questions easily to the teacher, the teacher's response was slow, and sometimes the internet network was slower.

Aside from the negative impact, the online class also had a positive impact on several students. The students sensed that during the online class, they were more enthusiastic about learning. Besides, the student's response to the interview revealed that the student in this class was studying harder than usual during the online class. The student also revealed that she could be more focused on studying during the online class without the distraction of their classmates.

Furthermore, the researcher focused on the mean score of the students on the questionnaire when analyzing the level of students' motivation in learning English during the online session. In addition, the study found the factors that influence their motivation level. In addition, the researcher looked into the effects of the online class as well as the students' motivation.

The percentage of students' motivation to learn English during the online class revealed that the majority of students in class XI PSPT were moderately motivated. It's depicted in the graph below:

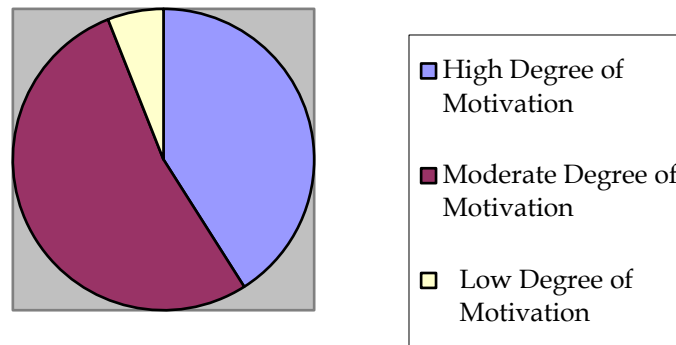


Figure 1. The Percentages of the Students' Score on Questionnaire

The percentage of the students who were categorized in a moderate degree of motivation was 53%. This percentage was higher than the other percentage of the students' scores on the questionnaire. The students who were categorized in this level argued that learning English during online class is similar to learning English at school. Hence they still have the same motivation to learn as when they study offline at school.

"I think it is still the same with learning at school, Miss. Because we still study like usual with the same learning material."

The online class did not significantly change the students' motivation. The students who were categorized at this level still have good enough motivation to learn English during the online class. The online class did not increase or decrease their motivation to learn. The impacts of the online class probably influence them. However, it did not change their motivation. The students felt that learning English during the online class was similar to when they learned English at school because they think they still study like usual. Although the learning situation, duration of learning, and the way the teacher taught were different. Besides, the percentage of the students who are categorized in a high degree of motivation was 41%. The students who were categorized in this level revealed that their motivation during the online class was increased.

"Increased, Miss. Because during the online class, I learned more than usual. I think, if I do not study more, I will be more stupid."

Considering the teaching and learning were carried out online, the students faced many challenges in learning. The challenges that the students faced come from the impact of the online class too. The impact could be a barrier that influenced their motivation. However, the students at this level had self-

preparation to solve their problem in facing the barrier. Hence, the barriers because the impact of the online class did not reduce their motivation to learn English. Besides, the online class could not be a reason for her not to study. She stated that if she did not study well in this condition, she would not understand anything. Then, the student's awareness about the importance of having motivation also influenced the quality of the students at this level. The student who realizes the importance of having motivation would study better than the student who has no motivation. Furthermore, the positive impact of the online class also takes part in increasing the level of students' motivation in this level.

The percentage of the students who are categorized in a low degree of motivation was 6%. The students who were categorized in this level argued that learning English online makes the students lose their motivation.

“During online learning, my motivation to learn is different than usual. I think it is higher when learning at school. When studying at school, I can meet the teacher directly, so I can immediately ask anything. Meanwhile, during the online class, I just interact with the teacher via cellphone and cannot meet directly. For me, that thing really influences my motivation in learning English”

At this level, the researcher hypothesized that the teacher's factor influenced the pupils' motivation. It was because the students sensed the difficulties to learn. The students lose interaction with the teacher. It directly caused the students to face some difficulties. In this case, the difficulties that the students faced were the students could not ask questions directly to the teacher, and the students could not ask for more explanation about the material they did not understand.

Discussion

The result of this research showed that the impact of the online class was divided into two kinds. There were negative impacts and positive impacts. The first negative impact of the online class is that most of the students faced difficulty understanding the teacher's explanation. Based on the information that the researcher got from the interview since the teaching and learning process was implemented online, the students in this class never studied face to face using virtual learning platforms such as Zoom or Google Meet. Whereas the virtual learning platforms could be the alternative method for the teacher in explaining the material to the students. According to Hamalik in Fitriani et al. (2019), learning media is a communication medium that can help communication relationships become smoother and achieve the best learning outcomes. Furthermore, in a face-to-face classroom situation, students can receive quick feedback on the quality of lectures, delivery, and experience (Nambiar, 2020).

The second negative impact of the online class is that the students faced difficulty understanding the learning material. The researcher assumed that the students' difficulties in understanding the learning content because the students could not grasp the explanation from the teacher. Because the teaching-learning process took place entirely online, the teacher presented the learning material in a document format or video. Then the teacher asked the students to read or watch the video, and the students should try to understand the material by themselves. Therefore, the students in this class faced difficulty in understanding the learning material.

The third negative impact of the online class is that the learning atmosphere was dull. It also caused the particular students to be bereaved of their motivation. Since the school closed because of the COVID-19 pandemic, the students should learn from home. The students could not study like usual. The less interaction with the teacher caused the students to be bored during the learning process. Besides, the students faced difficulty creating a sufficient learning situation because the learning atmosphere is not favorable. The learning atmosphere was dull because no interaction since the teaching and learning process was implemented online.

The fourth negative impact of the online class is that students face difficulty doing the assignments because of the limited interaction with the teacher. The students sense that the assignments from the teacher are more complicated. It is because the students could not ask questions to the teacher directly when they did not understand how to do their assignment. Whereas when studying offline, they can easily ask questions to the teacher, and the teacher directly helps them by guiding them to do their assignment. Furthermore, inadequate internet access also influences them in doing the assignment. Sometimes the internet network is slower, so it causes the students to be late getting the information about the assignment from the teacher. Besides, inadequate internet access caused the students difficulty finding a source of learning to help them do their assignments.

Based on the explanations above, the researcher deduced that less interaction with the teacher really influences the student's performance. Some students in this class are not ready yet to study without the teacher in front of them. They need the teacher to explain the learning material directly, guide them to understand it, and create a supportive learning atmosphere like studying offline in the class. In this case, though students are born with a natural ability to learn, much is still dependent on the teacher's involvement (Johnson, 2017). Hence, the students feel overwhelmed in learning English without the teacher.

The last negative impact of the online class is that the students could not manage their time to study. The student's responses to the interview revealed that they spent too much time playing social media. Hence, sometimes they did

not have time to study. One of the students in this class took an additional job. It also caused her difficulty in managing her time to study.

The findings were consistent with Cahyani et al. (2020), who found that online learning has an impact on students' motivation to learn English. External and internal factors such as learning environment, learning time, and instrumental assistance all contributed to a lack of motivation in online learning. Furthermore, according to Irawan et al. (2020), E-learning makes students bored. It also has a significant impact on the anxiety of students with low-income parents who are required to purchase an internet quota on a regular basis in order to engage in online learning. Students also experienced mood swings as a result of too many tasks.

However, the online class also had a positive impact on several students. The students sensed that during the online class, they were more enthusiastic about learning. Gustiani (2020) stated that the enthusiasm and ambition to understand and add new knowledge drove them to study hard, even online. In other words, the students who have an enthusiasm about learning still have a motivation to learn even though they face some challenges. Besides, the students assert that the online class encouraged them to study more than usual because they did not understand anything if they did not study more. In addition, the students also revealed that they could be more focused on studying without the distraction of their classmates during the online class. Considering, when they study offline at school, their classmates sometimes disturb them. In line with the statement above, According to Firman et al. (2020), online learning was advantageous for students because it provided them with a high level of interaction with rich learning material regardless of time or location, as well as a high level of chance to participate in digital learning programs.

Furthermore, the calculation result showed that most of the students in this class were categorized as having a moderate degree of motivation. The percentage showed 53% of the students in the level of a moderate degree of motivation. This percentage was higher than the other. In comparison, the percentage of the students categorized with a high degree of motivation was 41%. Then the students who were categorized with a low degree of motivation was 6%. The students' motivation is determined by factors such as self-efficacy, teacher, and learning material. Indirectly, the effects of the online class had an impact on how motivated they were to learn English.

The research finding showed that the students in this class could be categorized as having good enough motivation to learn during the online class. Considering that they faced some difficulties during online learning. The researcher concluded that the students regard English as an important subject to understand. The students also knew that to achieve their goals, they need to

study well. And by having motivation, the students could study preferably. This finding was in line with Zuniarti (2016). The result showed that 91.2% of students were categorized as average to good in the level of motivation. It indicated that the students realized the importance of English. Although they are not interested in learning English, they attempt to understand the material and the teacher's explanation by themselves or by taking an English course.

CONCLUSION AND SUGGESTION

Conclusion

Regarding the result of this research, it can be concluded that the online class had positive and negative impacts on students. The negative impacts consist of; the difficulty in understanding the explanation from the teacher, the difficulty in understanding the learning material, the difficulty creating a sufficient learning situation because the learning atmosphere was dull, the difficulty in doing the assignments because of the limited interaction with the teacher and inadequate internet access, and bad time management to study. Then, the positive impact of the online class was that the students were more enthusiastic about learning, and they could be more focused on studying without the distraction of their classmates.

Furthermore, the level of most students' motivation in learning English during the online class was categorized in a moderate degree of motivation. The percentage of the students' answers to the questionnaire revealed that 53% of students were categorized in a moderate degree of motivation. Most of the students' responses through the interview also revealed that the level of their motivation during the online class was similar to the offline class. The students in this level felt that the differences between learning English online and offline were the way the teacher taught the students, the learning situation, and the duration of learning. Although there were many difficulties that the students faced, it did not influence their motivation to learn English. It could be concluded that the online class did not significantly change the level of motivation of most students in this class. Even if they are having challenges, the students are still motivated to study during the online class.

Suggestion

The researcher would like to make some recommendations for students and English teachers based on the findings of this study. Even if the learning process is conducted online, students must keep their motivation to study English. They should also be prepared to study English during the online lesson, despite their obstacles.

Furthermore, the English teacher should ensure the students understand the learning material and the explanation of the learning material provided during the teaching and learning process carried out online. Furthermore, the English

teacher should employ online learning platforms to aid the teaching-learning process and increase students' enthusiasm to learn English in an online class.

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