

Motivation Learning English During Pandemic

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Abstract–This study aims to determine the perception of EFL students towards learning English during the COVID-19 pandemic at SMKN 3 Medan. The data collection is done through interviews. There were 6 students of grade XI APL 4 participating in this study. Since this research has explored students' perception and motivation derived from students' experiences during distance studying carried out due to the covid-19 pandemic. Descriptive research using qualitative technique is considered the right approach. The results of this study are presented descriptively to reveal students' perception and motivation comprehensively. The result found that E-Learning got a bad perception because it was flexible and ineffective.

Keywords: *EFL Students, Learning Motivation, Pandemic Covid-19.*

Abstrak– Penelitian ini bertujuan untuk mengetahui persepsi siswa EFL terhadap pembelajaran bahasa Inggris pada masa pandemi COVID-19 di SMKN 3 Medan. Pengumpulan data dilakukan melalui wawancara. Ada 6 siswa kelas XI APL 4 yang mengikuti penelitian ini. Karena penelitian ini menggali persepsi dan motivasi mahasiswa yang didapat dari pengalaman mahasiswa selama pembelajaran jarak jauh yang dilakukan akibat pandemi covid-19. Penelitian deskriptif dengan teknik kualitatif dianggap sebagai pendekatan yang tepat. Hasil penelitian ini disajikan secara deskriptif untuk mengungkap persepsi dan motivasi siswa secara komprehensif. Hasilnya ditemukan bahwa E-Learning mendapat persepsi buruk karena fleksibel dan tidak efektif.

Kata kunci; *Mahasiswa bahasa Inggris sebagai bahasa asing, Motivasi, Pandemi Covid-19*

1. Introduction

Motivation is one of the most important factors affecting students' performance of English learning, which is widely concerned by foreign language teachers and researchers for a long time (Adair *et al*, 2012. 100). Ryan and Deci considers, to be motivated means to progress or to be in motion to do something (Tengku *et al*, 2013. 230). Motivation plays an important role in foreign language learning. Learning motivation is to promote and guide and maintain learning activities which have been conducted an internal strength or internal mechanism.

Learning motivation once formed, the student was use an active learning attitude to learn, and express a keen interest in learning, and can focus attention in class to master knowledge. Motivation that there is a dialectical relationship, which learning can produce motivation, and motivation can promote learning again, as (Ausubel *et al* 1960) says, there is the complementary typically relationship between Motivation and Learning.

Ideally, after finishing high school studies school level, students are expected to be able to communicate in English both orally and in writing. However, the above objectives are not satisfactory achieved because student achievement in English is low, because many schools in Indonesia uses Indonesian as language teaching in the classroom for almost all subjects including English and authentic sources for teaching English yet fully utilized by English teachers. Moreover, this happened during the covid-19 pandemic, where all Online learning is done by utilizing technology, especially the internet. Online learning is carried out using a distance learning system, where Teaching and Learning Activities (KBM) are not carried out face-to-face. Learning is carried out using media, both print media (modules) and non-prints (audio/video), computers/internet and television (Patria, L., *et al*, 2011). but at SMKN 3 Medan, especially English lessons, only use YouTube, whatsapp for their English learning media.

2. Literature Review

E-learning relates significantly to the vast role of the Internet where resources or knowledge is shared worldwide, which is a solution to the geographical and timing issues. (Ngo Duc Huy: 2021). Many scholars have investigated the potential of applying e-learning in education to help students in improving their learning performance. Guragain (2016) However, some schools do not have enough resources to provide learning opportunities for students, and not all children have internet access at home. Schools that can implement online learning equitably can improve their approach if they follow the guidelines of reputable organizations such as the International Society for Technology in Education. (Hani

Morgan: 2020) Considering this, the need for today's education requires the teachers and the educational instantiations to restructure the strategies for effective educational practices and upgrade their teaching and learning platforms to meet the global needs. These transformations especially during the Covid-19 pandemic need to be based on the authentic investigations of the e-learning approaches. (Rahim and Chandran :2021).

A student may engage behaviorally and emotionally due to their high sense of compliance as well as a positive experience with their teachers. It can be implied from the results that teachers hold an even more pivotal role in the online learning context. If one can be more proficient in using the advantages of the Internet to create more intriguing online lessons, their students' interest in learning is likely to grow. In other words, the students become more effectively engaged in virtual learning. (Ngo Duc Huy: 2021). But, students can be tired by doing non-stop E-Learning activities. Eye strain and other visual Computer Visual Syndrome (CVS) can easily happen to them. In order to reduce the possibility, teachers can reduce the time of the E-Learning activity or simply by giving them breaks. Breaks for every one hour would be very helpful to help students to recover from their eye strain. (Octaberlina and Muslimin : 2021). Regardless the challenges that are mentioned above, Learning English during Pandemic, using untraditional methods of learning, such as online learning and other technology involvement is worth doing because the current study supports the use of online learning in some institutes, considering its various advantages. E-learning modalities encourage student-centered learning and they are easily manageable during this lockdown situation. It is worth considering here that currently online learning is at a nascent stage in Pakistan. It started as 'emergency remote learning', and with further investments we can overcome any limitations. There is a need to train faculty on the use of online modalities and developing lesson plan with reduced cognitive load and increased interactivities. (Khadijah, Kainat, Mahwish and Ahsan : 2020)

3. Methodology

3.1 Research Design

This research is a qualitative approach that used a thematic analysis type of research which aims to adopt a thematic analysis approach to examining data. At the beginning of the stage, the researcher begins with an initial analysis to review cases and gain a basic understanding of how the narratives of the informants are formed. Then the researcher follows the procedure suggested by Shank (2006) to examine specific This is in line with that thematic analysis analyzes data with the aim of identifying patterns or to find themes through the data the researcher has collected (Lindlof, et al, 2002).

This method is a very effective method when it is a study intends to analyze in detail the qualitative data they have in order to find the relationship between patterns in a phenomenon and to explain the extent to which a phenomenon occurs (Braun, et al, 2006). Thematic analysis is one way that can be used to analyze qualitative data, data obtained from in-depth interviews or semi-structured interviews as was done in this study This data analysis technique is very appropriate to do when a study aims to explore what actually happens in a phenomenon. It is suitable for this study because data collection for this study was used semi-structured interviews, The data that was collected from the interview are analyzed by digging according to this research because the data collection for this research was used interviews. The data that was collected from the interview are analyzed by exploring and understanding the meaning of each data to answer questions that can relate to this research in detail.

Thus, this thematic analysis is suitable for this study because it is in accordance with the purpose of this study, namely, to increase the motivation to learn English language EFL students. This research was conducted in an online class (because of the situation that the school had created during the pandemic). Then, to support online learning, the researcher created a class group via whatsapp (WAG). The communication media used by students and teacher is only via whatsapp. This activity has been going on for one weeks in class XI APL 4 at SMKN 3 Medan.

The data collection techniques used in this study was semi-structured interviews. Interviews are used to find out data on learning motivation, learning facilities, and family environment, and at the same time interviews are used to find information about the factors that influence learning motivation mentioned by students. Interviews were asked to research subjects with the aim of obtaining research results that was answered factually and objectively.

3.2 Participant and place of the Research

This research was take place at SMKN 3 Medan. EFL students of SMKN 3 Medan was be the participant of this research. The participant was be taken from class XI-APL 4. This class contains 30 students who are not native speaker. The researcher was conduct this research by interviewing EFL students about how motivated students learn English during pandemic covid-19 pandemic. EFL students was be divided into two categories namely higher and lower English skill. The researcher was analyze 3 students in each category. Therefore, 6 EFL students in each category. Therefore, 6 EFL students in SMKN 3 Medan was be the total participant in this research.

3.3 The Instrument of the Research

This research research was used one of the instruments, namely interviews given to students. Interview (interview) is a meeting of two people to exchange information and ideas through question and answer, so that meaning can be constructed in a particular topic. Therefore the interview is used as a data collection technique if the researcher wants

to conduct a preliminary study to find problems that must be researched but also if the researcher wants to know the things of the respondent more deeply. (Sugiyono, 2011: 231). The interview that the author means is a structured interview with classroom teachers and students where the researcher had made interview guidelines before conducting the interview. The author conducted interviews with English teachers, and class XI-APL 4 students at SMKN 3 Medan by visiting each informant's house. This interview was conducted to find out information and look for evidence and data regarding the problems of students' motivation to learn English during covid-19.

3.4 Technique of Collecting Data

The data collection techniques used in this study was semi-structured interviews. Interviews are used to find out data on learning motivation, learning facilities, and family environment, and at the same time interviews are used to find information about the factors that influence learning motivation mentioned by students. Interviews were asked to research subjects with the aim of obtaining research results that was answered factually and objectively. The researcher carried out seven steps before research into the place of implementation, namely:

- a. Researcher visited the school to be studied, namely SMKN 3 Medan.
- b. The researcher met the person in charge of the school (the Principal or Deputy Head of Student Affairs) to asked for approval to conduct research at SMKN 3 Medan.
- c. The researcher began to explained the aims and objectives of the research along with complete details of the Research Title, Research Procedure, and Research Process to the school responsible.
- d. After obtaining research permission, the researcher met the English teacher who taught the class of destination, namely XI-APL 4 to find out more about the problems that occurred in their English class.
- e. Next, the researcher created a WhatsApp group before starting the lesson. Then the researcher began to give an explanation of how the research would be carried out in their class.
- f. Then the researcher applied which students the researcher would take from 2 categories to be given an interview in accordance with the problem-based learning method.
- g. The last step, the researcher conducted questions and answers via whatsapp chat to 6 students who were selected for the two categories.

3.5 Technique of Analyzing Data Subtitle 2

The researcher was adopt a thematic-analysis approach to examine the data. At the preliminary stage, the researcher was start with early ansalis to review cases and gain a basic sense of how the narratives of the interviewees took shape (Lindlof, *et al*, 2002). Then the researcher was follow the procedures suggested by Shank (2006) to examine specific example and themes, make comparisons between cases, and check if the analysis met saturation where new themes cannot be generated.

The overlapping themes was be combined together and the data was be reduced to major themes to illustrate how exploring EFL students' motivation on learning English during pandemic covid-19 outbreak. In this research, all the data found was be coded and analyzed by using thematic analysis. The data that had been collected from all instruments is analyzed after the results of the interviews are obtained, then understand and interpret the results of the list of questions. the data from the interviews were analyzed using a Likert scale. According to Gal (2004), the Likert scale is defined as a measure that asks individuals to check their level of agreement with various questions about an attitude object, namely strongly agree, agree, undecided, disagree, and strongly disagree.

Then each student was classified into percentage data. Then it was used to present data from interviews which helped researchers easily classify and interpret it a. based on Ockert (2005), there are several stages in calculating data using a Likert scale; namely assessing the interview, knowing the answer score, calculating central tendency of the answer, and grouping the average percentage. The formulas that was be used in this study to measure the percentage of students' answers are as follows.

Before scoring the likert scale, each students' answer was labeled with a value from 1 to 4. As the example of scoring is followed:

Table 1. The Scoring System of The Interview

Category of Answer	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Score	1	2	3	4	5

Tabel 2. Exampel of statements in this study

No.	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
		1	2	3	4	5
1.	Do you have a high motivation to learn English during online learning				√	

After getting the interview test score, the researcher calculated the students' score with the following formula:

$$M = \frac{\sum x}{N} \quad M = \text{Mean} \quad (1)$$

$\sum x$ = the sum of the score
N = total students

In this study, after the researcher calculated the students' scores from the formula above, the next step the researcher takes is to describe the data in a narrative way form. This research informs or tabulates the results not only in the form of sentences but also in the form of narrative data tables. Then at the final stage, the researcher gave questions to all participants students to support the final research as the results are interpreted. Until this research to get the desired goal of the researcher based on the proposal that was implemented.

4. Results and Discussion

Data were taken from the result of interviews consisting of 6 students. The interview consists of several questions. All of these questions are based on the motivation indicators that had been discussed in the previous explanation. The interview was conducted at the end of the study after learning. This interview was used a Likert scale featuring options such as: Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree. interview only given to students who were selected to participate in this study. interview contains student opinions while learning English during this pandemic. the statement can be proven by the good motivational interest of students in learning English, but some students have poor motivation to learn English because English class is difficult to attract students' interest in learning. Researchers categorize interviews The model is divided into 2 types, namely the perception of habits and the perception of meaning motivation. Each type of interview question consists of 5 questions, this is shown in the table 3.

Table 3. Perception of how the Teacher Teaches

		Perception of how the Teacher Teaches				
No.	Question	Frequency				
		SD	D	N	A	SA
1	Does the teacher explain English material well through e-learning?	-	1	2	-	3
2	Is the English material delivered by the teacher through E-learning in accordance with the syllabus?	1	-	-	4	1
3	Is learning English through e-learning effective during the covid-19 pandemic?	1	4	1	-	-
4	Did your English skills improve while learning through e-learning?	2	-	-	2	2
5	Does the teacher conduct question and answer activities about English material in learning through e-learning?	2	-	-	2	2

The table above has shown one type of research question a list of questions. The meaning of perception of the teacher's way of teaching is how the questions in accordance with the perceptions that exist in students so far how their teachers teach. Several questions were also asked to students opinions about learning such as about syllabus or what the English teacher was teach. Furthermore, explanation of interpretation perception is shown in table 4.

Table 4. Perception of Habits

		Perception of Habits				
No.	Question	Frequency				
		SD	D	N	A	SA
1	Do you want to learn the instructional media used by teacher during the covid-19 pandemic?	-	-	2	2	2
2	Do you ask the teacher when you have difficulty learning English through e-learning?	1	-	3	1	1
3	Do you diligently work on English assignment given by the teacher through e-learning during the covid-19 pandemic?	2	3	-	-	1
4	Do you keep learning English even through you don't have assignment during the covid-19 pandemic?	3	3	-	-	-

5	Do you motivated and enthusitic about learning English through e-learning during the covid-19 pandemic	1	2	1	1	1
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The table above has shown one type of research question list of questions, the meaning of the perception of habits is how the study habits of a students a very affect the quality of students learning English. A number of questions also asked their opinion about wheter the students were diligent during the lesson or after the lesson was over.

Discussion

The result of the research shows that the EFL students really count on teacher's involvement in engaging them to communicate during learning process. It is similar with a previous study that reveals EFL students' communication is really affected by the way students involves in making the project and it changes EFL students' perception on English (Lubis, 2019; Lubis 2020; Lubis, 2019; Hasibuan, 2021). It is also supported by the research discussing about teacher need to pay attention to creative learning process (Arfanti, 2021; Asnawi; 2021; Hasibuan 2020; Risnawaty, 2021; Prawiyata 2021) it is supported by other studies that revealed Teachers must also be good at responding to different students in motivating students from this online school to be motivated. Teachers should also motivate students by communicating well by using question and answer techniques that make students motivated to better understand the English material delivered clearly by the English teacher, detailed explanations and calm delivery methods was make students more comfortable and calm in learning English. In addition, teachers should also provide knowledge about the importance of learning English to students and provide reinforcement to encourage students to learn English again.

Teachers also motivate students by providing knowledge about the importance of learning English to students and giving students a sense of enthusiasm and confidence to be more enthusiastic about learning English. And the English teacher also conveys to the students that English is an international communication tool and the language of science. the teacher also motivates students to communicate well with students, and motivates students by providing insight into the importance of learning English to students. so that students better understand what they are learning English.

5. Conclusion

Based on data presentation and data analysis from the previous chapter, the researcher draws conclusions as follow: Students' perceptions toward English E-Learning during Covid-19 pandemic In addition, the second perception is a negative perception. Students said that learning English through E-learning during the Covid-19 pandemic was quite difficult, because the material delivered by the teacher was not well received and the lack of interactive question and answer during online learning resulted in students not understanding. In addition, the ineffectiveness of this learning system also makes some students lazy to learn because the response given by the teacher is not good. Students' motivations toward English E-Learning during Covid-19 pandemic. Some of them think that learning in direct class is more fun because they can interact directly with the teacher and also many friends. In addition, too many assignments given by teachers from all subjects actually make them even more lazy because the tasks they receive are piling up. Coupled with the lack of teacher tension in determining the time of giving assignments so that students underestimate the assignments given.

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