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STUDENTS' MOTIVATION ON ENGLISH ONLINE LEARNING CLASS DURING COVID-19 PANDEMIC IN SMA N 1 PRAMBANAN

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Abstract

On the 16th March 2020, the education system changed from offline to online during the COVID-19 Pandemic. This research wants to explore the students' motivations and challenges in joining English online class during the COVID-19 Pandemic. There are two formulated research questions: (1) What are the benefits and challenges the students in SMA N 1 Prambanan experience when implementing online learning during a pandemic? and (2) How are the students' motivation in learning English during the COVID-19 situation?. This research applied a case study to explore and get an in-depth understanding of the case. Questionnaires and interviews were used to find out the benefits, challenges, and motivations of online learning. There were 35 students from eleventh grade in SMA N 1 Prambanan as the participants in this research. The result of the questionnaire and interview showed that the participants have a positive perception of English online learning, especially in accessing the material. It also gave some challenges for students, especially in conducting group discussions. Furthermore, they are motivated by extrinsic motivation during English online learning, such as 1) to get good scores 2) to get a scholarship and 3) to compete with other friends.

Keywords: benefits of online learning, challenges of online learning, motivation, online learning

Introduction

“Language is the most essential means of communication” (Sirbu, 2015). In communication, language is a bridge to share information to another. For instance, in the school between teachers and students. They use language to explain and give information. Mauranen (2018) states that in the prototype case, language as a *lingua franca* defines two speakers who share one language, which is not either speaker's primary language. Panggabean (2016) describes English as one of the global *lingua franca*. Thus, English lessons can be found easily in a school. In some Indonesian schools, English is a good option for use as an introductory language (Agustin, 2011). As a conclusion, an English class at school is required to provide kids with knowledge of one of the worldwide languages.

Formal and informal education in Indonesia takes English as one of the lessons. Almost the learning process happens in offline mode. But on 16th March 2020, a transformation in the education system happened. It happened because there was a virus outbreak in some countries around the world. The virus called COVID-19 began in China (Wuhan) at the end of 2019. The government created several new rules in education and other aspects to prevent the virus transmission. The COVID-19 has been reported to spread through respiratory droplets and direct human to human context, meaning the virus is highly contagious and harmful (Kang & Xu, 2020).

One of the new rules applied during the pandemic is education. Education in Indonesia had to change from offline to online mode. Both teachers and students have to learn about technology media for online learning. More than 68 million students in Indonesia have been impacted by the new rule about the education system (Bebasari & Silalahi, 2020). New system creates new benefits and challenges for teachers and students.

This research aims to discuss some topics regarding English learning and online learning during COVID-19 situation. The purpose of this research is to respond to the following question (1) what are the benefits and challenges do the students in *SMA N 1 Prambanan* experience when implementing online learning during a pandemic? And (2) how are the students' motivation in learning English during the COVID-19 situation?

Several research conducted by previous researchers also discuss English online learning during the pandemic. The first research from Krishnapatria (2020), during the COVID-19 pandemic, students' perceptions of online learning in two English language disciplines were investigated. It was done at Padjajaran University, and it revealed students benefit from online learning. According to his findings, online learning allows students to learn at their own pace and on their own schedule.

Another study conducted by Bagata et al. (2020) about EFL students' perception towards online learning. The results of the research was that the students felt a positive perspective on English online learning.

This research uses a case study about benefits and challenges in following English online learning and the motivation. The researcher tried to discover the benefits and challenges of online learning using questionnaires. To find the intrinsic and extrinsic motivation in learning English, the researcher used focus group interviews.

Online Learning

Online learning is a tool for making the teaching and learning process more student-centered, innovative, and adaptable (Dhawan, 2020). Online learning platforms are educational tools that provide instructors, students, and parents with access to a variety of materials, networking tools, and knowledge both inside and outside the classroom (Bagata et al. 2020). In online learning, the two important aspects that make the learning process run well are device and internet access. Thus, online learning provides instructional programs to students who are separated from their teachers due to distance, by the use of technology (Luaran et al. 2014).

Online learning encompasses various technologies such as the world wide web, email, chat, new groups and texts, audio and video conferencing delivered

over computer networks to impact education (Dhull & Sakshi, 2017). Online learning can be delivered in two ways, Simamora (2020) adds that asynchronous (time-separated communication) or synchronous (at the same time communication) are the mechanisms that can be used in conducting an online learning.

When the COVID-19 pandemic caused all schools to close and students to study at home, online learning was the best way to deal with the adjustment (Sujarwo et al. 2020). Online learning is a solution to conduct the learning process in a safety way in this pandemic time. Online learning has several benefits and challenges. Luaran et al (2014) states that online learning offers learners the privilege of taking lessons anywhere and any time with interactive content. Online learning makes the students can control their learning pace, which can make them increased their self-confidence. Moreover, online learning also reduce several expenses in printing and purchasing book (Zounek and Sudicky, 2013).

Online learning has several challenges for students, since the sudden changes happen. Simamora (2020) states that many students would not be able to access the online program because not all of the students have laptops, internet access, and internet quotas are limited. He adds “In practice, it also found that there is limited internet access for each student either due to geographical location that is difficult to reach internet signals or also financially for purchasing quota packages.” Meanwhile, Bao (2020) mentions that the challenge for students is the lack of a positive learning mindset. The lack of partnership contact and the plagiarism in conducting the test are other challenges of online learning implementation (Arkorful & Abaidoo, 2014).

Motivation

According to Hong & Gunapathy (2017), motivation is an intangible entity that can be inferred from activities such as effort, determination, and verbalization. There are two types of motivation based on Goyal (2015), there are intrinsic motivation and extrinsic motivation. Intrinsic motivation is a motivation from inside the individual and extrinsic motivation is a motivation from outside the individual. Hong & Gunapathy (2017) adds that motivation and learning success are connected, with high motivation resulting in successful language acquisition. As a result, the goal of this study is to examine students' motivation to engage in online learning during the COVID-19 pandemic, particularly in English language classe.

Method

Case study was used to find some data in this research. A case study is a research method that is applied in a real-world setting to obtain a comprehensive, multi-faceted understanding of a complex subject. (Crowe et al, 2011). Meanwhile, Bacon-Shone (2013) defines case study as a method of thoroughly examining a specific topic in order to learn more about it. Because this study was conducted during a pandemic, an intrinsic case study was chosen because the condition is unique (Ary et al. 2014, p. 486).

Starman (2012) claims that while case studies are frequently labelled with qualitative research, they can also be quantitative or include a combination of qualitative and quantitative methods. In this research, the researcher used a questionnaire as a quantitative method to find out the answer for the first research

question. A focus group interview was done in qualitative to find the second research questions' answer.

The participants in this research were 35 students from SMA N 1 Prambanan, especially students from science one. These 35 students were experienced in online learning for almost a year. The research was conducted in the first semester of the academic year 2020/2021.

There were two instruments in this research, specifically questionnaire and focus group interview. The questionnaire was conducted on 14-15th December 2020. According to Roopa & Rani (2012) a questionnaire allows the collection of quantitative data in a structured way to be internally descriptive and coherent for analysis. As many as 20 close-ended questions with four likert scales (from 1= strongly disagree to 4= strongly agree) were distributed to 35 students in science one class. It is distributed through WhatsApp Group using Google Form. After that, the researcher examined the average score of each question. The questionnaire questions were developed based on theory about benefits of online learning from Zounek & Sudicky (2013) and Luanan et al. (2014). Researchers also conducted a Focus Group Interview with 10 selected students. A Focus Group Interview is a qualitative technique in collecting data (Dilshad & Latif, 2013). It was conducted on 16-18th December 2020 through a Zoom meeting. In conducting the focus group interview, the researcher used six phases from Dilshad & Latif (2013). Those six phases are planning the focus group, compositing the group, conducting the focus group, recording the responses, analysing the data, and reporting the findings. The results of Focus Group Interview were used to get deeper information about the students' motivation in joining English online learning during COVID-19 pandemic.

Findings and Discussion

The Benefits and Challenges of English Online Learning

The first step in this part started by giving a close-ended online questionnaire. For this section, the researcher used 4 Likert scales with 20 questions. The questionnaire was answered by 35 students who participated in English online learning for at least one year. The students stated that the learning process was fully implemented through several online platforms. The new learning system raises various impacts for the students. These are several findings about the benefits and challenges of English online learning during COVID-19 pandemic.

Table 1. Questionnaire result of online learning that accessible anywhere and anytime

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
I can access an English online materials at any place.	16 (45,7%)	17 (48,6%)	2 (5,7%)	0 (0%)	3,4
I can access English online materials at any time.	16 (45,7%)	19 (54,3%)	0 (0%)	0 (0%)	3,45

The main characteristics of online learning are flexibility and independence because online learning is accessible from any place and any time (Selvi, 2010; Dhawan

2020). The flexibility allows the students to find a place with an internet connection to access online learning.

Some students can access the material at any time and from any location, according to the participants' experiences with English online learning. Because the learning is done online, students can choose where they want to learn. As many as 45,7% of students strongly agree with this statement. With a good internet connection, they can learn in their study room, bedroom, or library. It's possible that putting them in a more comfortable environment will affect their understanding of the material. A comfortable environment where students can choose their preferred location for online learning. A good place to study online is one that has good lighting, free of distractions, and a comfortable temperature. These advantages of online learning had an impact on their motivation to complete the lesson.

The flexibility in accessing the material made 45,7% of students strongly agreed with the statement 'I can access English online materials at any time' statement. The students can review the material at any time because the materials were uploaded online in Google Classroom without a time limit. Many students were able to review the material by using the platform.

Table 2. Questionnaire results of online learning that helps students in controlling the learning pace, increasing their self-confidence, and reducing expenses.

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
In online learning, I can control the speed of my learning.	2 (5,7%)	24 (68,6%)	8 (22,9%)	1 (2,9%)	2,77
English online learning activity helps me to boost my confidence in finishing the assignment.	3 (8,6%)	19 (54,3%)	13 (37,1%)	0 (0%)	2,71
I think English online learning platforms can reduce the learning cost (e.g. printed book and photocopying).	8 (22,9%)	19 (54,3%)	6 (17,1%)	2 (5,7%)	2,94

Students can control their learning pace by using online learning in this pandemic situation. Because online learning is more flexible than offline learning, it is appropriate for them to learn at their own pace. Students have unlimited access to the learning materials. They have control over how quickly they learn. They can also review the material by opening, reading, and watching the teachers' explanations. Offline learning, on the other hand, requires students to keep up with the pace of the class. Students have no control over what they want to learn, despite whether they understand the material or not. In that case, the students only can review the materials through their notes and their printed book.

Because of the time and location flexibility, students may be able to learn at their own pace by repeating the online material. Every student learns at a different speed. Students must control and manage their own learning in online classes. In online learning, as many as 68.6% of students agreed that they could control their

learning pace. They will have more time to learn, which will boost their self-esteem. The willingness that positively influences the students during a discussion is self-confidence (Sumarsono & Amin, 2019). According to Wu et al.(2011) “Confidence is a reflection of the other two factors because confidence grows as student ability increases and anxiety decreases, thus stimulating both motivation and ability.” 54,3% of students agreed that online learning activity increased their self-confidence in finishing the assignment. The online materials posted by the teacher were accessible to students and helped the students to finish the assignment and review the materials.

Online learning used several online platforms and applications. As Yulitriana et al. (2020) find, Google Classroom, Zoom, WhatsApp, Google Meet, and YouTube are the most favourite applications used by the students. They did not have to print and buy books because all of the materials were uploaded online. There were 54,3% of students who agreed that online learning reduced the learning cost. As an exercise for the students, the teacher created several tasks that needed to be completed either in a group or individually. They could download and upload the task in Google Classroom. However, only 17,1% of students disagreed about that. The results indicate that the difference between agreeing and disagreeing indicates that online learning lowers learning expenses. It is suitable in line with Zounek & Sudicky (2013) theory that online learning costs some expenses on buying books and printing.

Table 3. Questionnaire results on the lack of device and internet access for online learning.

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
I don't have any suitable device to access the online learning platform.	1 (2,9%)	2 (5,7%)	29 (82,9%)	3 (8,5%)	2,02
I do not have a good internet connection in my home to access the online learning platform.	2 (5,7%)	5 (14,3%)	24 (68,6%)	4 (11,4%)	2,14
The English online learning platform takes up so much internet quota.	2 (5,7%)	14 (40%)	18 (51,4%)	1 (2,8%)	2,48

To conduct the learning process, online learning requires a tool or device. In order to follow online learning, students need devices and internet connectivity. Surprisingly, while 29 pupils have the necessary equipment to participate in the online classroom, not all students have laptops, computers, or cellphones.

Students must have access to the internet in order to use the online learning platform. Almost every student has a reliable internet connection at home. This statement confirmed by the data that the highest percentage is 68.6%. Meanwhile, 5,7% and 14,3% of students said they could not access the online platform because they did not have a good internet connection. Since they learnt in different places, the different quality of internet connection could happen. Simamora (2020) states that when schools implement an online system, some students will be unable to join the lesson because they do not have adequate internet connection or devices.

Fortunately, English online learning did not take up so much internet quota as another subject. Eighteen students responded that English online learning material did not spend so much internet quota. They tried to move into their aunt or neighbour's house with internet access to join the learning process.

Table 4. Questionnaire results on the lack of group discussion and fairness in online test

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
I think it is difficult to have a group discussion because of the online system.	1 (2,9%)	24 (68,55%)	10 (28,6%)	0 (0%)	2,74
I look up answer on the internet when doing an English test.	4 (11,4%)	17 (48,6%)	12 (34,3%)	2 (5,7%)	2,65

For accessing the material and participating in an online discussion, students need an internet connection. The students used WhatsApp Group to have a group discussion during the COVID-19 pandemic. According to the theory from Arkofil & Abaido (2014) that Online learning may result in a lack of interaction and honesty when taking the English test. The statement was related to the students' response to a difficult group discussion in online learning. It can be seen from the questionnaire results that the highest number is 24 students. They have difficulty in having a group discussion. Furthermore, in online learning, the students can find out the English test answer using a browser. About 48,6% of students agreed that they looked up the answer on the internet.

The Students' Motivation in Learning English During COVID-19 Situation

Motivation is a goal-directed behavior process (Goyal, 2015). 24 of the 35 students who responded to the survey mentioned that they were interested in participating in English online learning. 10 students were chosen for the interview out of a total of 24. On English online learning, the interview was conducted to identify extrinsic and intrinsic motivation (Goyal, 2015). As an overview of the interview, the researcher gave a brief introduction. Self-introduction, definition, and instances of intrinsic and extrinsic motivation are included in the introduction.

1. The Intrinsic Motivation of English Online Learning

The implementation of online learning allowed the students to build their motivation. As the first question, the researcher asked about the students' intrinsic motivation. Intrinsic motivation is a motivation to do an action for its own need (Reiss, 2012). As seen by Goyal (2015) that intrinsic motivation is motivation from within the person. In the focus group interview, the researcher asked about the participants' intrinsic motivation.

“My intrinsic motivation in this online learning is to increase my knowledge about the English language.” (Q1/S1)

“To be able to understand the context about English material and to improve my insights.” (Q1/S5)

Students believed they needed to learn more to grasp the topic because they were learning from a distance with a teacher. Furthermore, some of them were curious

and wanted to expand their knowledge. Some of them had been thinking about the SBMPTN examination since they were in eleventh grade.

"I learn English to prepare for my SBM test." (Q1/S4)

One of the lessons that will be tested on the SBMPTN is English. According to Cholis and Rizqi (2018), the University Entrance Exam, commonly known as SBMPTN, is a standardized test that assesses students' aptitude in topics such as Indonesian language, English, mathematics, science, and social science. Student 4 mentioned that he was interested in taking the class because he wanted to study for the examination. The participant believed that by learning English, he would be able to perform well on the SBM examination.

2. The Extrinsic Motivation of English Online Learning

The first type of motivation is intrinsic motivation, which comes from within the person. Extrinsic motivation is the second type of motivation. "Extrinsic motivation is derived from sources other than the individual." Tohidi and Jabbari (Tohidi & Jabbari, 2012). Goyal (2015) explained rewards such as money, trophy, praise, and grade as the common extrinsic motivation for students. It was supported by some statements from the students in the interview.

"I learn English to receive a good score in English lesson." (Q2/S9)

"I want to get a good score on the English test." (Q2/S10)

Students' participation in answering questions and completing exercises was counted as a score in online learning. It was an opportunity for them to get as high a score as possible. Their final report will include their grade. As a result, many students claimed that they study English in order to get a good grade. Everyone desired to achieve a high English score.

"To be more competitive with friends." (Q2/S2)

Her extrinsic motivation was to compete with friends. As a result, the students competed for the highest grade and praise. According to Gopalan et al. (2017), if students are consistently driven by praise and a good grade, they may study it more for earning the incentives rather than mastering the material.

"I only learn English when I have an assignment." (Q2/S7)

"I usually learn English before the monthly test." (Q2/S8)

It demonstrates that some students learn English when they have an assignment and a test to complete in order to receive a grade. Meanwhile, learning English produced another result: passing the job interview based on English proficiency.

"I learn English to find a job easier because some jobs use English proficiency as one of the requirements." (Q2/S6)

According to Ting et al. (2017), a high unemployment rate is frequently due to a lack of English proficiency and communication skills. The English language is taught in schools and is required for employment (Atmojo & Nugroho, 2020). According to Ting et al. (2017), English has become the lingua franca of the commercial world as more enterprises go global. English proficiency has become one of the qualifications for studying abroad as the lingua franca.

"Who knows if I can study abroad too, so I need to learn English for that." (Q2/S3)

Some students plan to expand their studies in another country. They realized that learning English could assist them in accomplishing their goals. A common language to connect with study abroad students is English, according to Kaypak & Ortactepe (2014). As a result, the student used it as an extrinsic motivator.

Conclusion

After conducting a questionnaire about the benefits and challenges of online learning, it can be concluded that the students receive more benefits. The students can access the material anywhere and anytime, the students can choose the proper place for accessing the online learning, and there is no time limitation in opening the online material. These benefits could make the students understand the material more. Meanwhile, the students faced several challenges in conducting group discussion and doing an online English test.

The data from Focus Group Interview consist of some intrinsic and extrinsic motivation from students. Based on the students' answer in the focus group interview section, the students' intrinsic motivations are to increase their knowledge and understanding of the English language. Some students choose SBMPTN preparation as their intrinsic motivation. Meanwhile, some of their extrinsic motivations were receiving a good score. It happened because their final score will be calculated from the weekly exercises and examination. Thus, They learned English for a good score. It increased their desire to compete with friends. One student mentioned it because they wanted to get a good score and praise. Other students stated that their extrinsic motivations were to find a job easier and to follow a study abroad program. Since English is a lingua franca, both find a job and follow a study abroad program that needs good English proficiency.

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