

## The Students' Motivation in Learning English Offline after Pandemic: A Study at State Senior High Schools in Bintuhan City Kaur Regency

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Received on Sep 17<sup>th</sup>, Revised on Nov 25<sup>th</sup>, Published on Des, 30<sup>th</sup> 2022

### ABSTRACT

The goal of this study was to understand the causes of students' low motivation to learn English. This study employed a descriptive quantitative approach. Documentation, interviews, observations, and questionnaires are the research's primary. Students in State Senior High Schools in Bintuhan City Kaur Regency are the focus of this study. As a result of the research, students are highly motivated to learn English offline following the epidemic in reading types with intrinsic points. Students so like reading things that interest and make them pleased.

**Keywords :** motivation, intrinsic, extrinsic, students

### ABSTRAK

*Tujuan dari penelitian ini adalah untuk memahami penyebab rendahnya motivasi siswa untuk belajar bahasa Inggris. Penelitian ini menggunakan pendekatan deskriptif kuantitatif. Dokumentasi, wawancara, observasi, dan kuesioner. Siswa SMA Negeri di Kabupaten Kaur Kota Bintuhan menjadi fokus penelitian ini. Sebagai hasil dari penelitian ini, siswa sangat termotivasi untuk belajar bahasa Inggris secara offline setelah mewabahnya jenis-jenis membaca dengan poin-poin intrinsik. Siswa sangat menyukai membaca hal-hal yang menarik dan membuat mereka senang.*

**Kata kunci :** motivasi, intrinsik, ekstrinsik, siswa

## INTRODUCTION

Motivation is a crucial part of the learning process if students are to succeed in their academic activities. Students who are inspired, in Khodijah's opinion, will achieve their learning goals, have greater incentive to learn, and perform better in their employment (in Siti Fatimatun Zahra, et al, 2021). Students that are motivated will participate actively and take the initiative in follow-up learning after COVID-19. Students that are highly motivated will be better equipped to develop healthy coping strategies so they can achieve in their schoolwork. Syahrowitah (2016) Motivation and learning both have comparable ends in mind. Students are motivated to keep learning as a result of motivational study, which aids in the acquisition of new knowledge and abilities.

Believed that without motivation, even the most gifted learner could not attain The internet is already among life's most crucial things in this age of technology. For the teaching and learning process, many language teachers employ resources other than only books, like online resources. Online learning is vital for evolution, according to Bach, Haynes, and Smith (2006, p. 183). In this day and age, it is also regarded as elite education. In connection with it, a prior study discovered that pupils can benefit from online learning. As a result, online education could make the process of teaching language more exciting for college students. Additionally, according to study by Orawiatnakul and Wichadee (2006), students view online learning as a tool for successful and fulfilling learning. Due to this, online can give satisfaction study for students.

Some of previous research about motivation in online learning. As example research conducted by Feny Martina, et al (2021) results study this show that Most of the students of the English Education Study Program at IAIN Bengkulu in the second semester have intrinsic motivation in learning English, especially in the speaking class. This can be seen from the average score of intrinsic motivation (3.89) which is higher than the average score of extrinsic motivation (3.39). That means they learn English because of their inner desire to be good at speaking English even though the learning system is slightly different from the previous one, namely the online learning system.

Different with research conducted by Ni Made Rukni Aryani and Made Suarjana (2021) Study this show that motivation in learning still belong to low, which is influenced by internal and external factors students. Possible solutions conducted for increase motivation study student is with create atmosphere fun learning for students. Study this could give understanding to the teacher for to do repair in the learning process for increase performance study mathematics students.

Studies Abramenka (2015) second about motivation and obstacles student to online education. Study this conducted for knowing obstacle student moment follow online classes, and find out difference Among students who want follow online classes and students who do not want to follow online class. Online survey conducted for answer question study use four different group as participant for find difference Among perceived and actual barriers and motivations for online education. All participant chosen by random from a public university in the Midwest. Study this find a number of obstacle in online learning like difficulty in arrange time, feel isolated, lack interaction social, using technology new with instructor, and collaborate with friend same age. Finding show existence obstacles that make some of

students no want to follow online class again. On the other hand, some student want to take another online class because considered as interesting and flexible experience.

Accuracy election method learning no free from progress technology information and communication (ICT). According to observation, Offline (learning face-to-face) ever canceled because Covid-19 pandemic. Differences in the implementation process learning from offline to online of course impact on results study student especially learn English. Learning outcomes that should be could measuring 4 types Skills that is listening, writing, reading and speaking, being not enough effective. Besides that is, the application of the learning process that tends to lead to assignment not yet capable activate all aspect that.

Besides that, time study in class restricted up to 8 hours. Another fact at the supposed meeting scheduled is that the teacher does not could present because they have Duty moment this at the same time. Learning stare advance with limited frequency make less students and teachers effective during the learning process. This thing seen when there are problems discussed at the 3rd meeting and must wait completely at the meeting next. That is 4th meeting and so on pattern next. because of that, the teacher should choose method proper learning for students.

From result observations made in all high schools at Kaur, e-Learning has been applied During method to student since Covid-19 pandemic. E-learning is one of the type learning that utilizes audio, video, computers or combination both of them in media form or service help equipment electronics. Start from the term E-learning is evolving become online learning.

Online learning is learning through the internet. The majority of students actively participate in the learning process through E-teaching, activities, and answering questions presented by teachers (Rakhmanina and Melati, 2022). Every topic given information in form video or slide recording, work house weekly must solve in limit the time that has been determined, and various system evaluation used. But at the time this government already allow for do learning with method stare advance like before the Covid-19 pandemic. Change method from offline again possible will influence motivation study student especially learn second language namely English, they forced must adapt self again with method post online offline learning. For see big small change motivation student offline learning after covid-19 offline learning during the learning period post covid-19, researcher see change from the effect to English skills. If skill child increase because motivation study offline post covid-19 or study this take effect by significant so look Motivated students' study offline after covid-19.

## **METHODOLOGY**

The design of this research was descriptive research. According sugiyono (2018) primary sources that directly provide data to to collectors, data were collected in the form of questionnaires which were distributed directly to students twelfth grade class of state senior high schools in Bintuhan city Kaur regency. It consists of 57 students and 50 items question. In collecting the data the researcher used documentation, interview, observation, and questionnaires.

## FINDINGS AND DISCUSSION

The Students' Motivation in Learning English Offline after pandemic: A Study at State Senior High Schools in Bintuhan City Kaur Regency were divided into two types, they were intrinsic motivation and extrinsic motivation.

First, in intrinsic motivation such as in intrinsic there are (speaking, writing, reading and listening). The first, speaking that influence students motivation in learning English offline because students enjoy and have many vocabulary to know something new, grammar because of students want to improve in learning, and pronunciation to speak in front of class. The second, writing which influence because students motivation have high confidence in writing English and also students interest write about English, students have too many vocabulary and ideas to writing. The third reading that influence students motivation because students of like in reading book, watch movie and for know better about English. The last listening that influence student motivation because some student did had understand benefit of learn English. work (Ary, 2002 ) The instrument of the research will use in collecting the data is consist of questionnaire in form Linkert Scale (agree, very agree, disagree and very disagree).

Second, extrinsic had four types there are: speaking, writing, reading, and listening. The first speaking that influence student motivation in learning English because some students want to get good value, feel learn English have many benefits, and also learn speak English because it is needed to communicate with teacher and speakers. The second writing that influence student motivation in learning English because the writing so important for student to get good value from they teacher. Besides that some student like to write because teacher always give inspiration make a new ideas. The third reading that influence students motivation because the some student like to reading if will a quiz and students also like to read manuscript in front of the class when got a grades. But not a little too student like read interest with favorite topics. The last listening that influence student motivation in learning English because some student like to listen explanation face to face from their teacher for get feedback, and can repeat was heard from the previous teachers explanation.

Harmer (1991) explains the meaning of motivation as the “internal drive” that pushes somebody to do something. work ( Ary, 2002 ) The instrument of the research will use in collecting the data is consist of questionnaire in form Linker Scale (agree, very agree, disagree and very disagree)

## CONCLUSION AND SUGGESTION

Based on the discussion above can be seen that students motivation in learning highest namely of reading in extrinsic motivation. So, from expaination above, motivation from reading very important to stundents in learning English because with a lot of reading students can get a klot of knowledge and infprmation in the lesson.

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