

THE ANALYSIS OF STUDENTS' MOTIVATION IN ENGLISH ONLINE LEARNING

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Abstract : The aim of this research is to find out type of students' motivation in English Online Learning, whether they had integrative or instrumental motivation. The method used in this research was descriptive quantitative and the technique sampling used in this research was random sampling. The researcher used survey method to analyze the data by distributing questionnaire. The population of this research were 47 students of the grade 8th in SMP N 2 Tondano who have facilities such as handphone and internet quota. The result of the findings of the research showed that type of students' motivation in English Online Learning that they had was integrative motivation. It was suggested for teacher is expected to grow and maintain students learning motivation to always enjoy, be earnest in learning, and keep improving their language skills.

Keywords: *Students, Motivation, Learning, English Online Learning*

INTRODUCTION

English has been approved as an active universal language in the world. However, every country must learn it, especially for basic words. (Mogea, 2022) states "English is an international language used all over the world, for education, technology, political, and commercial purpose. "That's why Learning English is very important for students. It's not familiar now. The teaching of English in Indonesian school starts from kindergarten to university. (Manoppo, Rares & Posumah, 2020).

Each school will study English so that students understand foreign languages and equip them. English can be learned in face-to-face or indirect situations with the teacher (offline learning), and through the media (online learning). (Paranduk et al, 2021) stated that, With the Industrial Revolution 4.0 System is a life system that relies on the internet network, which has an educational impact, especially on the teaching and learning system. Therefore, Learning English has become a guarantee for the future of students (Kandati & Tatipang, 2021)

Today, most students do not rely too much on traditional learning methods (Hampp et al, 2021). When they do their assignments, they look for it on the internet. Many new qualities are suggested by technology that can be used to make learning more attractive for students (Keller & Suzuki, 2004). Although, traditional learning is also positioned as a good way to teach the practice.

Preparing students casually to learn English is difficult. Teachers should increase their motivation in learning English. Learning is challenging for many students. The majority of the students believe that English is difficult because they must grasp the meanings of specific terms and are unable to communicate smoothly. According to (McPheat, 2010) argues that Motivation is a term used to describe a person's desire to take action. This means that students must be motivated to learn English as well as having a desire to do so. Because learning English, can help the students to improve their knowledge about everything in English (Mamaghe, Rombepajung & Hampp, 2020).

(Dabbagh & Ritland, 2005) said online learning is online learning is an open educational environment using dispersed pedagogic resources, such as the internet and network-based technology, that is used to support learning and knowledge building through activities and interactions. This means that learning English using online learning is very effective for students, because it is not bound by time (Putra et al, 2022). Online learning is a student need in the 21st century because using technology is not a new thing for students. Many students employ new technology, such as smartphones, to gain access to information quickly. They can acquire

several applications to help them study English by using their mobile phones. Teachers will be able to assess the quality of students' English learning through online learning. The delivery of this method may include one or any combination of modes to accompany the face-to-face tutorials from, using social media, to problem-solving gamification, to video-conferencing with each other or with industry participants, to role-playing activities, to virtual learning systems, to online interactive quizzes or challenges, to the multitude of simulations available online (Hamilton & Tee, 2010). Furthermore, online learning can be used to a variety of subjects and learning environments.

RESEARCH METHOD

1. Research Design

The researcher used the descriptive quantitative method in this research, which aims to describe the situation or interpret the data as it is. According to (Sugiono, 2015) quantitative methods are research methods based on the philosophy of positivism that are used to examine certain populations or samples.

2. Population and Sample

The study's population were 8th students at SMP N 2 Tondano, as many as 167 students. With consideration of time and population size, the sampling was based on (Arikunto, 2006) opinion, that if the sample has a large number of subjects (more than 100 people) it can be taken between 10-15% or 20-25% or more. Thus, from the student population of SMP N 2 Tondano, which with the number of 167 students, 25% of the sample taken with a result of 47 students who have facilities such as handphone and internet quota. In taking the sample the researcher used a simple random sampling technique. A sample obtained at random or at random from all populations is referred to as a simple random sampling technique (Lengkoan et al, 2019).

3. Data Collection

A questionnaire was employed by the researchers to collect data for this study. In this study, the sort of questionnaire used was a close questionnaire in the form of a Likert Scale using GoogleForm. This scale measures the opinion or perception of the respondent based on the level of agreement or disagreement. The data generated from the research instrument with Likert Scale is ordinal data.

Instrument

In this study, a questionnaire was used as an instrument. It consists of ten questions, with questions 1-10 collecting information about integrative motivation and questions 11-20 collecting information about instrumental motivation.

Questionnaire

In this survey, respondents were asked to rate their agreement or disagreement with the questions using a Likert scale or summative scaling. Strongly agree, agree, neutral, disagree, and strongly disagree are the five categories for the response. The questionnaire was adopted from (Gardner, 1985) Attitude and Motivation, which was cited in the study (Subakthiasih & Putri, 2020).

Table 1 The Questionnaire of Integrative Motivation

No.	Integrative Motivation
1.	I study English so that it will enhance my English language abilities at the same time as the Online Learning.
2.	Understanding English allows me a better individual.
3.	I spent my spare time to study English at Online Learning.
4.	I continue studying English when Online Learning cause it is something I enjoy doing.
5.	English assists/will assist me in learning about various cultures,

values, and perspective.

6. I don't thoughts making errors when I talk English.
 7. When it comes to Online Learning, it's important to know English.
 8. I'll be more at ease with English speakers when I learn English.
 9. I become anxious when somebody communicates to me in English.
 10. I would study English on my own if I couldn't attend to school.
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Table 2 The Questionnaire of Instrumental Motivation

No.	Instrumental Motivation
11.	Studying English can help me get a decent job.
12.	I learning English since I need that to continue my studies in another country.
13.	To impress my family, I learning English
14.	I believe that no one is truly educated until he/she is proficient in English.
15.	Understanding English makes me feel successful, especially when it comes to Online Learning.
16.	When I talking in English, everyone else will also have a good perception on me.
17.	In Online Learning, the teacher's character is essential in an English classroom.
18.	The importance of the group in an English class cannot be overstated.
19.	I learn English in order to perform well in my exams.
20.	The strategy used by the teacher in an English lessons is crucial.

Table 3 Likert Scale Rating

Optional	Score	
	Integrative Motivation	Instrumental Motivation
Strongly Agree	5	5
Agree	4	4
Neutral	3	3
Disagree	2	2
Strongly Disagree	1	1

Source : (Salamat, Ahmad, Bakht & Saifi, 2018)

4. Validity and Reliability

Validity

According to (Arikunto, 2013) claimed that validity is a metric that shows an instrument's level of reliability. When an instrument has high validity, it can be used to measure what should be measured; on the other hand, when the instrument has low validity, it is said to be less valid and valid.

To determine the validity of the questionnaire, the researcher used product moment correlation formula from Pearson. This validity test used Microsoft Excel, with formula :

Picture 1 Validity test formula

$$r_{xy} = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{\{n \sum X^2 - (\sum X)^2\} \{(N \sum Y^2) - (\sum Y)^2\}}}$$

Description:

r = Correlation coefficient between variables X and Y

$\sum X$ = The sum of the scores in the X distribution

ΣY = The sum of the scores in the Y distribution

n = Number of respondents

Reliability

A dependable instrument is one that produces the same data when used multiple times to measure the same object. According to (Arikunto, 2006), reliability refers to an understanding that something the instrument is reliable enough to be used as a tool data collector because the instrument is already good.

Researchers utilized Microsoft Excel to conduct reliability testing and applied the Alpha Cronbach calculation as follows:

Picture 2 Alpha Cronbach Formula

$$r_{11} = \frac{k}{k-1} \times \left\{ 1 - \frac{\sum S_i}{S_t} \right\}$$

Description:

r_{11} = Alpha reliability coefficient

k = Number of items

$\sum S_i$ = Total score variance of each item

S_t = Total variance

5. Data Analysis

The data analysis technique is a step in research that is used to respond to the formulation of the problem with the goal of drawing conclusions from the study findings. The following percentage formula was used to calculate the data:

$$P = F/N \times 100\%$$

(Source: Arikunto, 2006)

Description:

P = Percentage

F = Total number of respondent's Answers

N = Total number of all respondent

To calculate the average assessment of the questionnaire is used the following formula:

$$\text{Mean (X)} = \frac{\text{Total answer score respondents}}{\text{Total respondents}}$$

Table 4 Standard of Mean

Mean Range	Interpretation
3.68 - 5.00	High degree of motivation
2.34 - 3.67	Moderate degree of motivation
1.00 - 2.33	Low degree of motivation

Source : (Salamat, Ahmad, Bakht & Saifi, 2018)

FINDINGS AND DISCUSSION

1. Findings

Based on the acquisition of research data collected through Integrative and Instrumental motivation questionnaires, data analysis was carried out using percentage and average descriptive techniques which is presented below:

Table 1 Result of Integrative Motivation Questionnaire

No	Statement	Percentage		Mean (X)	Rating of Motivation Level
		A	D		
1	I study English so that it will enhance my English language abilities at the same time as the Online Learning.	93,7%	6,3%	4.38	High
2	Understanding English allows me a better individual.	100%	0	4.32	High
3	I spent my spare time to study English at Online Learning.	91,4%	8,6%	3.91	High
4	I continue studying English when Online Learning cause it is something I enjoy doing.	95,8	4,2%	4.17	High
5	English assists/will assist me in learning about various cultures, values, and perspective.	95,8	4,2%	4.02	High
6	I don't thoughts making errors when I talk English.	68,1%	31,9%	3.17	Moderate
7	When it comes to Online Learning, it's important to know English.	93,7%	6,3%	4.21	High
8	I'll be more at ease with English speakers when I learn English.	95,8%	4,2%	4.11	High
9	I become anxious when somebody communicates to me in English.	82,9%	17,1%	3.68	High
10	I would study English on my own if I couldn't attend to school.	72,3%	27,7%	3.23	Moderate
Total				3.92	High

Table 2 Result of Instrumental Motivation Questionnaire

No	Statement	Percentage		Mean (X)	Rating of Motivation Level
		A	D		
11	Studying English can help me get a decent job.	95,8%	4,2%	4.28	High
12	I learning English since I need that to continue my studies in another country.	89,3%	10,7%	3.91	High
13	To impress my family, I learning English	82,9%	17,1%	3.38	Moderate
14	I believe that no one is truly educated until he/she is proficient in English.	48,9%	51,1%	2.57	Moderate
15	Understanding English makes me feel successful, especially when it comes to Online Learning.	91,4%	8,6%	3.98	High
16	When I talking in English, everyone else will also have a good perception on me.	85,1%	14,9%	3.57	Moderate
17	In Online Learning, the teacher's character is essential in an English classroom.	100%	0	4.21	High
18	The importance of the group in an English class cannot be overstated.	89,3%	10,7%	3.60	Moderate

19	I learn English in order to perform well in my exams.	95,8%	4,2%	4.19	High
20	The strategy used by the teacher in an English lessons is crucial.	95,8%	4,2%	4.38	High
Total				3.81	High

2. Discussion

In this section, the researcher discussed the research findings and result of the data analysis regarding the students motivation in English Online Learning. The research findings are divided into 2 namely, Students' Integrative Motivation and Instrumental Motivation in English Online Learning as followed:

Students' Integrative Motivation

Based on the analysis percentage formula tables above, it can be seen that many students have responded positively about their Integrative Motivation. The researcher described the description so that the data analysis is more detailed and clear.

Students study English so that it will enhance their English language abilities at the same time as the Online Learning with a percentage 93,7% and 6,3% disagree. Understanding English allows students a better individual with a percentage 100% and 0% disagree with very good criteria. Students spent their spare time to study English at Online Learning with a percentage 91,4% and 8,6% disagree. Students continue studying English when Online Learning cause it is

something they enjoy doing. with a percentage 95,8% and 4,2% disagree. English assists/will assist students in learning about various cultures, values, and perspective with a percentage 95,8% and 4,2% disagree. Students don't thoughts making errors when they talk English with a percentage 68,1% and 31,9% disagree. For students when it comes to Online Learning, it's important to know English with a percentage 93,7% and 6,3% disagree. Students will be more at ease with English speakers when I learn English with a percentage 95,8% agree and 4,2% disagree. Students become anxious when somebody communicates to them in English with a percentage 82,9% agree and 17,1% disagree. Students would study English on my own if I couldn't attend to school with a percentage 72,3% agree and 27,7% disagree. From the data presented above the grade 8th students of SMP N 2 Tondano have integrative motivation in learning English that is motivation that was derived from inside of the students.

Students' Instrumental Motivation

Based on the analysis percentage formula tables above, it can be seen that many students have responded positively about their Instrumental Motivation. The researcher described the description so that the data analysis is more detailed and clear.

Studying English can help students get a decent job with a percentage 95,8% and 4,2% disagree. Students learning English since I need that to continue my studies in another country with a percentage 89,3% and 10,7% disagree. To impress their family, students learning English with a percentage 82,9% and 17,1%

disagree. Students believe that no one is truly educated until he/she is proficient in English with a percentage 48,9% agree while 51,1% disagree. Understanding English makes students feel successful, especially when it comes to Online Learning with a percentage 91,4% and 8,6% disagree. When students talking in English, everyone else will also have a good perception on them with a percentage 85,1% agree and 14,9% disagree. In Online Learning, the teacher's character is essential in an English classroom with a percentage 100% agree and 0% disagree with very good criteria. The importance of the group in an English class cannot be overstated with a percentage 89,3% agree and 10,7% disagree. Students learn English in order to perform well in my exams with a percentage 95,8% agree and 4,2% disagree. The strategy used by the teacher in an English lessons is crucial with a percentage 95,8% agree and 4,2% disagree. From the data presented above it can be said the grade 8th students of SMP N 2 Tondano have instrumental motivation in learning English that is Harmer (2007) states that extrinsic motivation can be derived from a variety of external factors, such as the need to pass a test, the prospect of monetary reward, or the prospect of future travel.

Then, from the total mean score of students' integrative and instrumental motivation above, it was found that the total mean score for integrative motivation is 3.92 in high level rating of motivation and the total mean score for extrinsic motivation is 3.81 in high level rating of motivation. In English Online Learning, the study found that grade 8 students at SMP N 2 Tondano have higher integrative motivation than instrumental motivation. This is beneficial to both students and

teachers in the process of learning and teaching. Because motivation is one of the most essential things that influences a student's attitude and performance. As a result of this finding, the students are highly motivated, making it easier for the teacher to help them succeed in learning English.

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