
A DESCRIPTIVE STUDY ON ENGLISH LEARNING MOTIVATION OF TENTH YEAR STUDENTS IN THE MIDST OF COVID-19

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ABSTRACT

This research is a descriptive study of students motivation using descriptive quantitative approach. This research aimed to know the student motivation in learning English on the tenth year student In the Midst of Covid-19 at MAU (Featured Islamic School) Ihya' Ulumiddin Singojuruh academic year 2020-2021. The researcher used questionnaire to collect the data. The indicators of the questionnaire were divided into two part; indicators of integrative and instrumental motivations. The researcher used the Likert scale with four alternative answers, those are strongly agree, agree, disagree and strongly disagree. The researcher analyzed the data of questionnaires by formula : $P = \frac{n}{N} \times 100\%$. The research results that the students' integrative motivation in learning English is categorized as very high motivation and the students' instrumental motivation is categorized as very high motivation.

Keyword: *Online learning, English Learning Motivation*

A. INTRODUCTION

Education is one of the important parts of human life. By getting education, people can make or change their life to be better. In Indonesia, English is foreign language and not easy subject for Indonesian students although it is important in any educational program. English as foreign language is different from Indonesian. It has own structure which is different from Indonesian language. It gives different rules separating English-Indonesian, it can be challenging for an Indonesian native speaker to learn English. Juniar (in Muna, 2019) states that English is important for student to improve performance and motivation. It is a reason why many students interested in English. It means that students' motivation will be influenced by student's English ability.

Motivation in language-learning plays a vital role. It can boost self-confident of the students. Therefore, the learners will encourage themselves in learning English. People do certain activities, it gives them pleasure and develops particular skill based on their internal desire. Essentially, student motivations are bound to do much better in classroom activities because they are willing and eager to learn new material. Their learning experience is more meaningful, and they go deeper into the subject to fully understand it.

Recently all over the world is shocked by pandemic of Covid-19. It is new kind of corona virus that infect breathing system of human. It comes from Wuhan China at the end 2019 that caused big influence on the whole the world include Indonesia. This virus bring big influence to many aspects that are politic, social, trading, include education. This pandemic create the new condition which is so different from the normal situation before pandemic

called as New Normal. People should keep in distances with other. Many activities such business, public service including education are stopped. Nadiem Makarim as Indonesian Culture and Education Ministry said that study from home program is an effort of Indonesian Culture and Education Ministry for helping to provide education for all of citizens during this pandemic. Then, to support that statement many schools do online learning in order to avoid corona virus besides providing education for the students'. According to the research that was conducted by Brillianur (2020), online learning is difficult to held effectively considering face to face learning is inherent in the students.

Than researcher does observation at grade tenth MAU (Featured Islamic School) Ihya' Ulumiddin Singojuruh to find out the problems. The school was established on 2 November 2007. MAU (Featured Islamic School) Ihya' Ulumiddin not only teach the lesson but also build students' character. Teaching and learning process is never far away from religious education. During this pandemic, MAU (Featured Islamic School) Ihya' Ulumiddin decrease classroom activities and change over to online class. All o f the materials and tasks are given by online media such as Youtube, Whatsapp and Google Classroom. The students are given some explanations through Youtube and then the tasks are sent by the teacher through Whatsapp or Google Classroom.

According to the background of the study, the researcher propose the thesis entitle the research "Descriptive Study on the English Learning Motivation of Tenth Year Student In the Midst of Covid-19 at MAU (Featured Islamic School) Ihya' Ulumiddin Singojuruh in the academic year 2020-2021.

Motivation

Many of fields, the word of motivation is "accepted" in the learning motivation is essential for success. motivation is needed when someone have to do something to be succeed. Without motivation, we almost certainly fail to make the necessary effort. For the example when the student would like to learn second language especially English they can accept the explanation which is delivered by the teacher and they feel difficult to accept teacher explanation without motivation. As the result, motivation is considered an important element that is related in learning English. In another word, motivation is essential to success and without motivation success will be hard to achieve.

Motivation is a kind of internal drive which pushes someone to do something in order to achieve something or to reach the goal (Harmer in Kharisma, 2018:31). Other definition comes from Brown (in Kharisma, 2018:32), motivation is high or low of the goal. Motivation explains the reason someone do something and how big the effort to reach the goal and how persistence they are trying to do the activity (Dorney in Kharisma, 2018:32).

According to Gardner (In Widesti, 2020) to understand a person's motivation, the researcher must know the student's ultimate goal or purpose for learning language. Referring As learner's orientation. He referred to this as learner's orientation. He identified the second language learning motivation was identified in two distinct orientations.

1. Integrative Motivation.

Integrative motivation refers to the preferred attitude towards the target language community to be integrated and adapted to the new target culture through language (Gardner in UKEssays). In integrative motivation, the learners learn the

target language so they could get better comprehend and to know people who speak up the language and combine with their culture. Mun (in Widesti, 2020) defines integrative motivation as a motivation without any external inducement (reward). Therefore, an

integrative motivation leads the students to learn the foreign language caused by the positive manners. However, they desire to integrate into the target language community.

2. Instrumental Motivation.

Instrumental motivation is an impetus that encourages students to learn language with more useful language goals such as applying for a well-paying job or achieving higher social status (Mun in Hanyeq and Suhatmady, 2019). Instrumental motivation is considered as a means to gain social and economic reward through second language learning. Motivation is an important factor in learning a second language (Gardner and Lambert, 1972). Some researcher believe that integrative and instrumental motivation can be combined in order to engage the student motivation in learning their target language. Furthermore, Wong- Fillmore (1991) state that there are three conditions necessary for learning the second language, such as:

- a. The need of motivated students to learn the target language.
- b. Native speaker's support
- c. Contact between a native speaker and learners.

Learning English

Learning is a process of individual behavior change through interaction with the environment (Hamalik in Utomo, 2014:17). In another source, Cronbach (in Rahmanaliza, 2010:22) beside that Harold Spears (in Rahmanaliza, 2010:22) states that learning is to serve, to read, to imitate, to try something themselves, to listen and to fo llow direct ion. Menwhile, Sadirman A.M. (in Utomo, 2014:18) sexplain that "Learning is a process of interaction between man and his environment which may be tangible personal, facts, concepts, or theory.

In learning English, there is also a theory. Learning theory is a systematic integrated outlook about the nature of the process whereby people relate to their environment in such a way as to enhance their ability to use both themselves and their environment effectively (Bigge in Rahmanaliza, 2010:24). According to Huda (in Rahmanaliza, 2010:24) states that Learning is a conscious process of rule internalization which result either from overt teaching or a self-study of linguistic rules. It profit from error correction and rule explanation. The process of learning depends on external factors and this may account for individual differences.

The term learning is used to refer to the conscious study of second language (knowing the rules, being aware of them and being able to talk about them). On the other hand, learning refers to a process in which conscious rules about a language are developed. It results in explicit knowledge about the forms of knowledge.

Our behavior is profoundly influenced by our experiences. We have learnt to talk, to write, to read, to plan, to hope, to love, to deceive, perhaps to hate and soon. It's broadest sense direct human being to socialize or interact in their environment. Because of our enormous capacit y for learning human behavior can be extremely varied.

It's clear that learning is a process that reveals some changes of behavior. The changes are obtained through an experience of training. The problem then is how to arrange the process in such away.

B. METHOD

In this research, quantitative research was used in line with the research question. This research aim to know the students motivation in learning English of the tenth year students in

the midst of Covid-19 at MAU (Featured Islamic School) Ihya' Ulumiddin in the academic year 2020/2021 based on the exist condition in the school.

This research used purposive sampling technique. It is a sampling technique where the researcher consciously decides who participate in the sample. The research respondents were the first semester students of IPA (1 class) and IPS (1 class) at MAU (Featured Islamic School) Ihya' Ulumiddin in the academic year 2020/2021. The researcher used purposive sample method because the researcher believed that tenth grade of IPA and IPS class are suitable to do the research. Besides, those class had a good motivation in face to face English learning. The number of respondents are 38 students consisting of 19 IPA students and 19 IPS students.

1. Data Collection Method

In order to reach valid data analysis, the instrument which is appropriate needed. There are many ways to collect data. In this research, the data was taken by the questionnaire.

Questionnaire is an instrument in form of writing which is used to collect the data (Widagdo, 2017). The researcher used questionnaire for taking the data of student motivation in learning English. In this research, the researcher used questionnaire. Hopefully, the researcher got the information completely and accurately.

The indicators of the questionnaire were divided into two part; indicators of integrative and instrumental motivations. Integrative motivation is a motivation without any external inducement (reward). Therefore, an integrative motivation leads the students to learn the foreign language caused by the positive manners. Instrumental motivation is an impetus that encourages students to learn language with more useful language goals such as applying for a well-paying job or achieving higher social status.

2. Data Analysis Method

A data analysis is process of examining the data which is gotten from data collection (Sugiyono, 2017). To measure how is the English learning motivation of tenth year student at MAU (Featured Islamic School) Ihya' Ulumiddin Singojuruh in the academic year 2020-2021, the researcher used the Likert scale with four alternative answers, those are strongly agree, agree, disagree and strongly disagree. The researcher analyzed the data of questionnaires by following formula:

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

P	=	Percentage of students' motivation
n	=	The score obtained by students
N	=	The total score of questionnaire
100	=	Constants value

C. FINDING

In this research, questionnaire was given to the tenth grade students at MAU (Featured Islamic School) Ihya' Ulumiddin in academic year 2020/2021. The number of students are 38 students, It consists of 19 students of X IPA and 19 students of X IPS.

In intergrative motivation, based on the question number 1, it shows that 21 of 38 students strongly agree (55%), 14 students agree (37%). They are motivated to learn English because it helps them get to know the traditions and culture of native English speakers. Since 2 students disagree (5%) and only 1 student which strongly disagree (3%) with this motivation. Question number 2, it shows that that 20 of 38 students strongly agree (53%), 13

students agree (37%) that they are motivated to learn English for understanding the English stories, novels, and other work. But 4 students disagree (11%) and 1 student strongly disagree (3%) with this reason.

The result of question number 3, it shows that 14 students strongly agree (37%) with this reason, 20 students agree (53%), they believe that learning English helps them better understand the way of life of a English native speaker since 4 of 38 students disagree with this statement (11%). The result of question number 4, it shows that 21 students strongly agree (55%), 13 students agree (34%) that they are motivated to learn English because they can help foreign tourists (English native speakers) who get lost. Two students disagree (5%) also 2 students which strongly disagree (5%).

The question number 5 shows that 14 students strongly agree (37%), 20 students agree (53%) that learning English helps them to get along with native English speakers and learn about native speakers' values and beliefs. In the other hand, 4 students disagree (11%) with this statement. Therefore, question number 6, it shows that 6 students strongly agree (16%), 23 students agree (61%) that they learn English to understand the language and culture that is used hollywood films and 8 students disagree (21%) and only 1 student strongly disagrees (3%).

In question number 7, there are 14 students which strongly agree (37%), 17 students agree (45%) that they are motivate to learn English for being open-minded and friendly like a English native speaker. There are 5 students disagree (13%) and 2 students which strongly disagree (5%) with this statement. Since the question number 8, there are 9 students which strongly agree (24%), 24 students agree (63%) that they want to understand the meaning contained in popular English songs, since 3 students disagree (8%) and 2 students which strongly disagree (5%).

The questionnaire number 9 shows 12 students strongly agree (32%), 22 students agree (58%) that they learn English so that they don't miss international information or news. Four students disagree (11%). Question number 10 shows that 12 of 38 students strongly agree (32%), 21 students agree (55%) that they learn English because they enjoy reading English books, articles, newspapers and magazines. Since 4 students disagree (11%) and only 1 student strongly disagrees (3%).

In short, it shows that students have high integrative motivation with 87%.

Since instrumental motivation, based on question number 1, it shows that 23 of 38 students strongly agree (61%), 14 students agree (37%) that they learn English so that they will be able to communicate with English native speakers, and only 1 student disagrees (3%).

In question number 2, it shows that 16 students strongly agree (42%), 17 students agree (45%) that by mastering English, it will help them find the ideal job but 4 students disagree (11%) and 1 student very disagrees (3%) with this statement.

The result of question number 3, it shows that 19 students strongly agree (50%) with this reason, 26 students agree (42%) that mastering English is needed for need it for future career, and only 3 students disagree (8%). Since the questionnaire number 4 provides 22 students who strongly agree (58%), 13 students agree (34%) that English makes them become knowledgeable people, since 1 student disagree (3%) and 2 students strongly disagree (5%).

The question number 5 result 12 students which strongly agree (32%), 18 students agree (47%) that they will be respected by other people will if they know a foreign language. Therefore, 6 students disagree (16%) while only 2 students strongly disagree (5%). The questionnaires' result of question number 6, it shows that 23 students strongly agree (61%),

14 students agree (37%) that Learning English is important to help them finding information and materials in English on the Internet, and only 1 student disagrees (3%).

In question number 7 in the table 4.2, there are also 27 students which strongly agree (71%), 10 students agree (26%) that learning English is important because it will help them when they are traveling abroad and only 1 student which disagree (3%). Since in the question number 8, there are 18 students who strongly agree (47%) and 18 students agree (47%) that English is needed to become outstanding student in school. There are only 2 students disagree (5%).

In questionnaire number 9, it shows that 23 students strongly agree (61%) and 12 students agree (32%) that they learn English for getting the best colleges after high school, since 2 students disagree (11%) and only 1 student strongly disagrees (3%). In last question, it shows that 25 of 38 students strongly agree (66%) and 10 students agree (26%) with the statement that English is important for communication tool and 3 students disagree with this statement (8%).

In short, based on the result it shows that the instrumental motivation of the students is also categorized as very high motivation with 92%.

D. DISCUSSION

The discussion in this section is aimed to answer the research problem formulated in Chapter I, how is the English learning motivation of tenth year student at MAU (Featured Islamic School) Ihya' Ulumiddin Singojuruh academic year 2020-2021?

Based on the data analysis, it shows that most of the students have high integrative motivation in learning English. Gardner (in UKEssays, 2018) said that Integrative motivation is the preferred attitude towards the target language community to be integrated and adapted to the new target culture through language. The English students of MAU (Featured Islamic School) Ihya' Ulumiddin enjoy learning English because integrative factors. There are some integrative motivation of the students in learning English such as getting to know the traditions and culture of native English speakers, understanding the way of life of a English native speaker, helping foreign tourists (English native speakers) who get lost, getting along with native English speakers and learning about their values and beliefs or knowing international information or news. From those integrative motivation the students will drive to take an effort to achieve their goals in learning English.

Furthermore, it can be concluded that the English students of MAU (Featured Islamic School) Ihya' Ulumiddin also have high instrumental motivation. Instrumental motivation as an impetus that encourages students to learn language with more useful language goals such as applying for a well-paying job or achieving higher social status (Mun in Hanyeq and Suhatmady, 2019). Instrumental motivation is considered as a means to gain social and economic reward through second language learning. Motivation is an important factor in learning a second language (Gardner and Lambert, 1972). There are some instrumental motivation of the students in learning English such such they want to be able to communicate with English native speakers, finding information and materials in English on the Internet or they want to travel abroad or becoming outstanding student.

Those all explain that students of MAU (Featured Islamic School) Ihya' Ulumiddin have higher instrumental motivation than integrative motivation in learning English. This is good for the students and teachers in English teaching-learning process because motivation is one of important things which affect students attitude and also achievement. This finding

also shows that the students have very high motivation even though they learn English in the midst of Covid-19. It will be useful for the student to get successful in learning English.

D. CONCLUSIONS

Based on the findings and discussions that was provided in chapter IV, it can be concluded that the students' integrative motivation in learning English is categorized as very high motivation and the students' instrumental motivation is categorized as very high motivation.

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F. REFERENCE

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