STUDENTS' MOTIVATION IN COMPLETING ENGLISH ASSIGNMENTS IN ONLINE LEARNING DURING COVID-19 PANDEMIC

Adelia Nurhidayah [1)], Endang Susilawati [2)], Surmiyati [3)]

[1) 2) 3)] Universitas Tanjungpura, Kalimantan Barat

A B S T R A C T

This research aimed to identify students' levels and the types of motivation that they apply the most to completing their English assignments in online learning at class X in SMAN 1 Sajingan Besar in the academic year 2020-2021. The researcher conducted descriptive research and collected the data using a questionnaire given to 68 students. The first result revealed that students' motivation for completing their English assignments in online learning was in the middle category at 70.23%. Meanwhile, the second result showed that the type of motivation students applied the most was extrinsic motivation, with 73,68%. The majority of the conditions contributing to students' extrinsic motivation were related to feeling guilty, being aware of the need to improve their English skills, and feeling proud when completing it on time. Then, the students were influenced intrinsically by their feelings of satisfaction and enjoyment. However, amotivation also occurred because of a lack of awareness and a lack of vocabulary mastery. These findings suggest that, even though extrinsic motivation was quite high, students had to have intrinsic motivation and complete their assignments with interest, enjoyment, and satisfaction. The teacher and the parents must support students harder to help them complete assignments in online learning.

Introduction

Several countries were shocked by the discovery of a disease that could attack the a population with a significant number of cases at the end of 2019. The World Health Organization (WHO) then announced the Novel Corona Virus (2019-nCoV) outbreak—human-to-human transmission of respiratory viruses, as a Public Health Emergency of International Concern (PHEIC) on January 30, 2020 (World Health Organization [WHO], 2020). Due to the ease with which COVID-19 spreads in schools, this was the main factor leading to school closures around the world. Viner et al. (2020) argued that school closures could reduce the spread and the number of cases during a pandemic, leading to fewer deaths. When students are unable to attend school, the alternative is to switch from traditional to online learning (Basilaia & Kvavadze, 2020). Even though the learning method was changed, the teaching learning process and the assignments in the subject were still the same to ensure students understood the material well.

In addition to the online learning function to prevent the spread of Covid-19, the teachers were required to start teaching remotely within a period of time as a result of this unprecedented situation, despite the fact that most educational institutions, their digital learning environments, and their support systems were not totally ready (Van Der Spoel et al., 2020). Meanwhile, online learning at schools in Indonesia is not yet implemented nationally. The sudden change caused many problems for students and teachers, such as lack of internet connectivity, poor technology, inadequate communication and interaction between students and teachers, and decreased students' motivation (Adnan & Anwar, 2020; Yusuf & Al-Banawi, 2013).

At class X in SMAN 1 Sajingan Besar, the researcher discovered that the English teacher had practiced online learning with her students during the Covid-19 pandemic. The teacher gave the English material and assignments for such a practice through WhatsApp for students with handphones, good connections, and data packages. Students who did not have it, on the other hand, came to school to take both the material and the assignments because not all students have handphones. To overcome the problems, some students borrowed their family members' handphones. This situation caused them not to be able to complete the assignments on time; besides, some students did not complete them. However, the constraints should not make students fail to complete their assignments if they have high motivation. If it is low, even though they have facilities for learning English, students may fail or not be good at completing the assignments. Therefore, the students need to have high motivation to learn English. With all the existing phenomena, the researcher investigated the students' motivations for completing English assignments in an online learning mode.

Motivation is defined as a person's energy in completing an activity that produces a level of perseverance and passion, and it can arise from both within (intrinsic motivation) and beyond the individual (extrinsic motivation) (Kompri, 2015). Jannah et al. (2022) believed that attaining various goals requires motivation as a crucial component. Then, Ryan & Deci (1985) proposed a theory, namely Self-Determination Theory. It is a theory of human motivation and outlines fundamental distinctions; amotivation, intrinsic and extrinsic motivation. This theory describes a student's motivation can be influenced by intrinsic, extrinsic, or amotivation factors. The theory is used because it focused on how motivation influences a student's desire to do the best for their learning, whether through intrinsic or extrinsic motivation or they are influenced worse by amotivation regarding to their learning.

Intrinsic motivation is described as doing an activity for its inherent pleasures, such as being interesting and enjoyable (Ryan & Deci, 2000a). Mahadi & Jafari (2012) further defined that intrinsic motivation refers to a person's desire to engage in and participate in activities because they are exciting and enjoyable. Meanwhile, extrinsic motivation is a force or stimulation that comes from outside and is done by others to motivate someone. Extrinsic motivation is a notion that pertains whenever an activity is done to attain some separable outcome (Ryan & Deci, 2000). Moreover, this theory also talked about regulation or rules.

There are four patterns of extrinsic motivation. First, external regulation is a condition where individuals are responsive to threats of punishment or the offer of rewards and tend to be compliant as a result, and it is most often contrasted with intrinsic motivation (Hartnett et al., 2011). Second, introjected regulation refers to students who engage in a task because they feel they should do it due to the expectations of others. Furthermore, students prove their worth by comparing their competency to that of others (Ryan & Deci, 2002). Next, identified regulation involves the value of an action, and the students engage in it not because it is intrinsically interesting but because it serves a valuable purpose (Ryan & Deci, 2002). Last, integrative regulation represents when motivation has integrated within someone and the desire to be self-aware guides someone's behavior. It is the situation in which students participate in an activity because it is beneficial to their self-esteem (Hartnett, 2011).

A previous study by Mulyani (2020) who analyzed students' perception and motivation toward English E-learning during the Covid-19 pandemic. The findings demonstrated that e-learning in the pandemic era is effective during social distancing and

convenient to access at any time and from any location. Moreover, the students are motivated and excited in learning English through E-learning because they have realized the benefits of learning English. Another study by Gustiani (2020) who conducted a case study research revealed that students' motivation in the English Department at Sriwijaya Polytechnics was highly motivated by internal factors in their online learning. The student's participation in online learning resulted from their self-determination, interest in learning English during the pandemic, and ambition to learn and gain new knowledge.

Previous studies have focused on analyzing students' motivations in online learning, which is similar to this research. However, this study was slightly different from the above studies because there was little published research on describing students' motivation, particularly when they faced Covid-19 pandemic at class X. This class was chosen because they have experienced in learning English in junior high school and it was needed to conduct a research to know how they manage their motivation while completing their English assignments in online learning.

These are the issues that will be covered in this research: the students level of motivation in completing their English assignments in online learning, and the types of motivation the students apply the most in completing their English assignments in online learning.

Research Method

The researcher used descriptive research to describe the problems in conducting this research. Fitrah & Luthfiyah (2017) define descriptive research as a research method that aims to describe existing phenomena, which are currently or in the past. In this research, the researcher descriptively described students' motivation, whether they were intrinsically or extrinsically motivated to complete English assignments in online learning during the pandemic.

The population in this research was 68 students, and the researcher took all of the population as the study sample using purposive sampling. Purposive sampling, also known as judgement sampling, is one of the non-probability or non-random sampling technique in which the researcher deliberately determines sample selection criteria. The sample is selected on the basis of the researcher's experience and knowledge of the group being sampled (Gay et al., 2012). Therefore, a questionnaire is a technique in which students respond to questions in writing or mark items to indicate their answers (Ary et al., 2009).

In collecting the data, the researcher used close-ended questionnaires to collect the data from the students, and it helps to get the data in the form of printed questionnaires. The questionnaire consisted of 18 questions. All the questions were translated to Indonesian to ease students in filling out the questionnaire. In distributing the questionnaire, there are various tools that the researcher can choose, whether using an application such as Google Form, Email, telephone, or using the printed form in a face-to-face meeting, namely personal administration (Gay et al., 2012). According to this, the researcher used personal administration because it is efficient when respondents are close together. Then, the researcher adopted a 5 Likert-scale model ranged from strongly disagree to strongly agree to create apparent limitations.

In findings section especially in the tables of students' characteristics, the researcher sorted the calculation based on the highest to the lowest scores. It aimed to ease reading the table to know and to characterized the most dominated variables that

influenced students' motivation Then, the questionnaires were analyzed by calculating the percentage of each answer using the following formula:

a.   To measure students' choice in each questions in the questionnaire, it calculated using the following formula:

$$Index\ Formula = \frac{(TxPn)}{Y} \times 100$$

T = Total of students' choice
Pn = Score of the option
Y = Highest Likert score x Total of respondent

b.   To measure whether intrinsic or extrinsic is the most dominant in a class, it calculated using the following formula:

$$P = \frac{F}{N} X\ 100\%$$

P   = Percentage
F   = Total score of the students
N   = Number of questions
S   = Number of students

c.   To measure the range of students' motivation, the researcher used the percentage scale, as follows:

Qualification	Percentages
High	>81,5%-100%
Middle	62,5%-81,5%
Low	43,5%-62,5%
Very low	25%-43,5%

Table 1. Students' Classification Score

Note. Adopted from *Skala Pengukuran Variabel-Variabel Penelitian* by Riduwan, 2008, Alfabeta. Copyright 2008 by Riduwan

Result and Discussion

In this section, the researcher explained the two research questions related to students' motivation in completing their English assignments in online learning. There were two research questions:

1. Students' level of motivation in completing their English assignments in online learning.

Score(%)	Characteristics	No. Item
74.12	Lack of awareness about the impact of being capable to complete their English assignments	2
72.35	Lack of vocabulary mastery	3
67.94	Feeling bored to complete their English assignments	1
55.29	Lacking support from the English teacher	5
47.35	Lacking support from family members	4

Table 2. Amotivation

Table 2 explains the conditions that contribute to low intention and low interest to learn, that is known as amotivation based on self-determination theory. The data were

clustered based on the range of the scores starting from the highest scores. The findings showed that the majority of the condition contributing to the context of Amotivation were related to (1) students' lack of awareness about the impact of being capable of completing the assignment (as identified by 74,12%) and (2) student's lack of vocabulary mastery (72,35%). The difference between these two scores was approximately 1,77%. Because the range was not that wide, it was more likely that the second and the third question dominated amotivation.

Amiryousefi (2016) believed that English assignments were beneficial and could help EFL learners enhance their English skills, such as reading, writing, and grammar skills, to assist them with language learning. Unfortunately, most of the students in this study agreed that they were not aware of the impact of not being capable of completing their English assignments. Meanwhile, having difficulties understanding English vocabulary was in line with a study conducted by Hapsari (2018) who revealed that lack of vocabulary might hamper students learning English skills. These two indicated the most critical conditions and require particular attention for the amotivation.

Boredom contributed to the second major finding related to amotivation. The frequency calculation was above half (67,94%) of students who participated in the research. Tze et al. (2015) discovered that academic boredom had a negative impact on students' learning motivation, achievement, and the use of learning strategies.

Meanwhile, lacking support from the teachers (55,29%) was the fourth condition that contributed to amotivation. This score signified that around 44,71% of the students were likely fine with not receiving support from the teachers. The last condition that contributed to demotivation was a lack of support from family members (47,35%). Kasi et al. (2021) believed that parents and teachers should understand their roles to support students by controlling children's assignments and motivating them to avoid boredom.

Score (%)	Characteristics	No. Item
81.18	Feeling guilty to teacher and family members	8
80.00	Being aware to improve English skill	11
79.41	Feeling proud	10
75.88	Being aware to be successful	14
75.29	Being aware to be an educated person	15
75.00	Complying teacher's instruction	6
74.71	Recognizing the identity as a student to learn	13
72.35	Getting good grades to pass the exam	12
62.35	Feeling fear of the negative opinion	9
60.59	Getting rewards from family members or teachers	7

Table 3. Extrinsic Motivation

Table 3 explains that there are three most critical conditions for extrinsic motivation. The first condition was related to students' feeling guilty about their teacher and family members (81,18%), and the second was having an awareness to improve their English skills (80%). Then, in the same cluster, those who are feeling proud (79,41%) have less than 1% (0,59%) awareness of the importance of improving their English skill. Because the range was not that far, these three characteristics dominated students' extrinsic motivation.

Surprisingly, Teimouri (2018) believed that feeling guilty positively impacted L2 students' motivation and language achievement. It also proved that students have self-control and awareness of their learning. Further, feeling proud when students completed their English assignments on time increased students' awareness and made them more motivated, which was in line with Ulfaminingsih et al. (2021). Because this type of motivation is influenced by external forces or stimulation, it could be implied that feelings of guilt toward family members and teachers can be beneficial for self-reflection and make them proud and aware of improving their English.

Then, the findings showed that being aware of being successful (75,88%), being aware of being an educated person (75,29%), and complying with a teacher's instruction (75%) had approximately the same score. It contributed to the second significant finding that the students believed was the condition that drove them to be motivated extrinsically. Putri et al. (2019) believed that teachers' roles were also related to educating, motivating, stimulating, and encouraging students in their learning process. It can also be said that teacher' instruction played an important role in raising students' awareness regarding their learning.

Then, the findings indicated that recognizing the identity as a student to learn (74,71%) and getting good grades to pass the exam (72,35%) also contributed to the third condition that contributed to extrinsic motivation. It might become the phase of instruction and self-awareness, and the last might be the self-confidence to be successful. The other two conditions that contributed to extrinsic motivation were feeling fear of the negative opinion (62.35%) and and getting rewards from family members or teachers (60.59%).

Score (%)	Characteristics	No. Item
72.94	Feeling satisfied	18
70.00	Feeling enjoyed	17
67.35	Feeling interested	16

Table 4. Intrinsic Motivation

Table 4 explains the conditions that contribute to intrinsic motivation. The majority of the conditions contributing to students' intrinsic motivation were related to (1) feeling satisfied (72,94%) and (2) feeling enjoyed (70%). The table shows that there were approximately 2,94% differences between these two conditions. Because the range was not that wide, it was more likely that these two questions dominated intrinsic motivation. Meanwhile, feeling interested (67.35%) contributed to the second major finding, which was believed to be a condition that affects students' intrinsic motivation. This was in line with Gossti (2016), who revealed that students were intrinsically motivated more to complete their online assignments because they felt interested in a fun way and enjoyed completing the assignments.

After finding out students' conditions that contribute to amotivation, extrinsic motivation, and intrinsic motivation when they completed their English assignments in online learning, below is the calculation to know about students' level of motivation. The calculation can be seen as follows:

Choice	Score (Score x Choice)	Total Score
Strongly disagree	77 x 1 =	77

Disagree	152 x 2 =	304
Neutral	303 x 3 =	909
Agree	452 x 4 =	1808
Strongly agree	240 x 5 =	1200
	N = 6120	F = 4298

Table 5 The Calculation of Level of Motivation

From the table above, it was calculated using the formula, as follows:

$$P = \frac{F}{N} \text{ x } 100\%$$

$$P = \frac{4298}{6120} \text{ x } 100\%$$

P = 70,23%

Based on the data analysis, it is possible to conclude that the percentage of students who were motivated to complete English assignments in online learning was in the middle category. It showed that students did not have high or low motivation. The middle category was more likely influenced by the roles of parents, family members, teachers, and other external feelings.

2. Types of motivation that students apply the most in completing their English assignments in online learning

Types of Motivation	N = (TSxMP)xQ	N	P = F/N x 100%	Percentage
Amotivation	(68x5) x 5 =	1700	$P = \frac{1087}{1700}$ x 100%	63,94%
Extrinsic Motivation	68x5) x 10 =	3400	$P = \frac{2505}{3400}$ x 100%	73,68%
Intrinsic Motivation	(68x5) x 3 =	1020	$P = \frac{715}{1020}$ x 100%	70,10%

Table 6. Types of Motivation Applied the Most

Table 6 explains the types of motivation that students applied the most when completing their English assignments in online learning. At this point, extrinsic motivation received the highest score of 73,68%. Related to table 2, all of the characteristics influenced the type of motivation that students applied the most, which was extrinsic motivation. The finding was in line with the previous research conducted by Oletić & Ilić (2014), Mulyani (2020), and Fiddiyasari & Pustika (2021), who found that extrinsic motivation was higher and was dominant over intrinsic motivation in doing assignments.

Then, the type of motivation that students applied was intrinsic motivation. It can be seen from the table that intrinsic got a 70.10% score. There are approximately 3,58%

differences between extrinsic and intrinsic motivation, according to the table. Because the range was not that high, it was more likely that extrinsic and intrinsic motivation were the factors that helped students complete their English assignments in online learning. The findings of this study contradicted those of Fachraini (2017) and Gustiani (2020), who found that intrinsic motivation outweighed extrinsic motivation because students enjoyed and were interested in learning English. They were also intrinsically determined more by their desire to learn new things and their enjoyment of learning English.

Meanwhile, amotivation became the last type of motivation that students applied. The table shows that the score was 63.42%, which was more likely to influence students' motivation because it was greater than 50%. It was concerned about distracting students from completing their English assignments in online learning.

Conclusion

According to the findings of this study, the students have a middle motivation category. They are influenced more by extrinsic and intrinsic motivation. Meanwhile, amotivation also plays a role when students complete their English assignments in online learning.

Students have low interest, which increases their amotivation level. Meanwhile, feeling guilty and proud for completing English assignments on time raises students' awareness of the need to improve their English skills and aids in the development of extrinsic motivation. Besides, feeling satisfied, enjoyed, and interested are the characteristics behind students' intrinsic motivation. Then, the type of motivation that students apply the most is extrinsic motivation. It can be noted that extrinsic motivation plays an important role in students completing their English assignments.

Furthermore, other researchers who are interested in conducting similar issues with a larger sample size or other qualitative research methods are encouraged to do so. However, since the research only focused on students in class X in SMAN 1 Sajingan Besar and almost all students also completed their English assignments through online learning, the result of this study cannot be generalized to other schools that do not have the same situation. Then, the questionnaire is the only means of collecting data; further research on the same issue is needed to expand various data collections. Therefore, the data collected can be more varied and more specific.
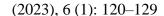
References

Adnan, M., & Anwar, K. (2020). Online learning amid the Covid-19 pandemic: Students' perspectives. *Journal of Pedagogical Sociology and Psychology*, *2*(1), 45–51. https://doi.org/10.33902/JPSP. 2020261309

Amiryousefi, M. (2016). Homework: Voices from EFL teachers and learners. *Iranian Journal of Language Teaching Research*, *4*(2), 35–54.

Ary, D., Jacobs, L. C., & Sorensen, C. (2009). Introduction to research in education. In *Wadsworth* (8th ed., Vol. 4, Issue 3). Cengage Learning.

Basilaia, G., & Kvavadze, D. (2020). Transition to online education in schools during a SARS-CoV-2 Coronavirus (COVID-19) pandemic in Georgia. *Pedagogical Research*, *5*(4). https://doi.org/10.29333/pr/7937

Fiddiyasari, A., & Pustika, R. (2021). Students' motivation in English online learning during Covid-19 Pandemic at SMA Muhammadiyah Gadingrejo. *Journal of English Language Teaching and Learning*, *2*(2), 57–61.

Fitrah, M., & Luthfiyah. (2017). *Metodologi penelitian: Penelitian kualitatif, tindakan*

kelas & studi kasus. CV Jejak.

Gay, L. R., Mills, G. E., & Airasian, P. (2012). *Educational research: Competencies for analysis and application* (10th ed.). Pearson.

Gossti, O. M. (2016). *Students' perception towards the use of online homework to increase their motivation*. Universitas Kristen Satya Wacana.

Hapsari, S. P. (2018). Students' difficulties in learning English at a state vocational high school. In *Repository UMY*.

Hartnett, M., St. George, A., & Dron, J. (2011). Examining motivation in online distance learning environments: Complex, multifaceted, and situation-dependent. *International Review of Research in Open and Distance Learning*, *12*(6), 20–38. https://doi.org/10.19173/irrodl.v12i6.1030

Indriyono, H., Budiraharjo, M., & Bram, B. (2022). Assessing Vocational High School EFL Teachers' Technological Pedagogical Content Knowledge in Online Learning. *Journey: Journal of English Language and Pedagogy*, *5*(2), 310–319. https://doi.org/10.33503/journey.v5i2.2115

Jannah, M., Sahiruddin, & Rusmawati, R. (2022). Examining the motivation to read and its relationship. *Journal of English Language and Pedagogy*, *5*(2), 216–228.

Kasi, Y. E. M., Suparno, S., & Asib, A. (2021). Parents' perception: Roles and involvement in distance learning amid the Covid-19 Pandemic. *AL-ISHLAH: Jurnal Pendidikan*, *13*(3), 1877–1887. https://doi.org/10.35445/alishlah.v13i3.1170

Kompri. (2015). *Motivasi pembelajaran motivasi guru dan siswa*. PT Remaja Rosdakarya Offset.

Mahadi, T. S. T., & Jafari, S. M. (2012). Motivation, its types, and its impacts in language learning. *International Journal of Business and Social Science*, *3*(24), 230–235.

Mulyani, S. (2020). *Students' perception and motivation toward English e-learning during covid-19 pandemic*. State Institute For Islamic Studies (IAIN) Salatiga.

Oletić, A., & Ilić, N. (2014). Intrinsic motivation, extrinsic motivation, and learning English as a foreign language. *ELTA Journal*, *2*(2), 23–38. https://doi.org/10.2466/pr0.99.7.813-818

Putri, A. F., Andriningrum, H., Rofiah, S. K., & Gunawan, I. (2019). Teacher function in class: A literature review. *Advances in Social Science, Education and Humanities Research*, *382*, 5–9. https://doi.org/10.2991/icet-19.2019.2

Ryan, R. M., & Deci, E. L. (1985). *Intrinsic motivation and self-determination in human behavior*. Plenum Press.

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, *55*(1), 68–78. https://doi.org/10.1037/0003-066X.55.1.68

Ryan, R. M., & Deci, E. L. (2002). The paradox of achievement: The harder you push, the worse it gets. In *Improving Academic Achievement* (pp. 61–87). Elsevier Science.

Teimouri, Y. (2018). Differential roles of shame and guilt in l2 learning: How bad is bad? *Modern Language Journal*, *102*(4), 632–652. https://doi.org/10.1111/modl.12511

Tze, V. M. C., Daniels, L. M., & Klassen, R. M. (2015). Evaluating the relationship between boredom and academic outcomes: A meta-analysis. *Educational Psychology Review*, *28*(1), 119–144. https://doi.org/10.1007/s10648-015-9301-y

Ulfaminingsih, AM, A., & Setiadi, M. A. (2021). The students' perception of rewards

and punishment toward their motivation in English learning. *English Language Teaching Methodology*, *1*(2), 13–20.

Van Der Spoel, I., Noroozi, O., Schuurink, E., & Van Ginkel, S. (2020). Teachers' online teaching expectations and experiences during the Covid19-pandemic in the Netherlands. *European Journal of Teacher Education*, *43*(4), 623–638. https://doi.org/10.1080/02619768.2020.1821185

Viner, R. M., Russell, S. J., Croker, H., Packer, J., Ward, J., Stansfield, C., Mytton, O., Bonell, C., & Booy, R. (2020). School closure and management practices during Coronavirus outbreaks including COVID-19: A rapid systematic review. *The Lancet Child and Adolescent Health*, *4*(5), 397–404. https://doi.org/10.1016/S2352-4642(20)30095-X

World Health Organization. (2020). *Listings of WHO's response to COVID-19*.

Yusuf, N., & Al-Banawi, N. (2013). The impact of changing technology: The case of E-learning. *Contemporary Issues in Education Research*, *6*(2), 173–180.