CHAPTER 1

INTRODUCTION

In this chapter the researcher discuss how the condition of students, analyze student motivation, and how the difficulties faced by students while studying online during the covid-19 pandemic.

A. Background of the Problem

Coronavirus Disease 2019 or abbreviated as Covid 19 is an infectious disease that caused by a newly discovered type of coronavirus.Coronavirus is a group of viruses that can cause disease in animals or humans, Several types of Coronavirus are known to cause respiratory tract infections in humans from coughs to colds to more serious ones. Covid-19 first time was discovered in the city of Wuhan, China at the end of 2019. Covid 19 spreads by quickly to all over the world in a short time, so many countries that decide to issue policies for social distancing, physical distancing to even lockdown in their country. Indonesia is one of the countries affected by the Covid-19 outbreak. Government soon Decide on social distancing and work from home policies. This policy has had a profound impact on society in terms of work, economy and learning activities.

All learning activities are carried out online and lecturers will provide material virtually by utilizing application technology such as Whatsapp, Zoom Meeting and Google Classroom as media. Carrying out online learning is not easy, especially for students because online learning is required to be more motivated because the learning environment usually depends on learning

motivation and characteristics related to curiosity and self-regulation to involve in the learning process.

As students certainly experience different challenges and difficulties in adapting and participating in online learning. . The encouragement or motivation from within students to remain enthusiastic about participating in online lessons will determine the success of educational innovations with this system.

According to Selvi (2010, p. 167) explains that online learning is often required to be more motivated because the learning environment usually relies on motivation and related characteristics of curiosity and self-regulation to involve in the learning process. According to Sedarmayanti (2017, p. 154) motivation is a force that encourages a person to take an action or not, which in essence exists internally and externally, positive or negative, work motivation is something that gives rise to encouragement, morale and motivation to work.

According to Wilson Bangun (2012, p.312) Motivation is a desire in a person to cause that person to take an action. Someone takes action for something in achieving a goal. Motivation is very important in learning. Each student has different interests, talents, potential, abilities and skills. In motivation, there are several factors that influence learning, including: intrinsic factors of interest in learning, ideals, student conditions while extrinsic factors are anxiety about punishment, rewards and praise, the role of parents, the role of teachers, and environmental conditions. in the case that students are diligent in doing the assignments given by the lecturer to students, students are tenacious in facing the

difficulties that exist in learning, students are more happy in highlighting the success they have obtained. With the existing motivation, the success that students want to achieve is easier to achieve. Because motivation is the driving force in following the learning process.

In following the online learning process, students need to have an interest in learning to achieve their goals. With the interest, students are more motivated to carry out online learning activities. Interest is an activity carried out by students on a regular basis in carrying out activities. According to the Big Indonesian Dictionary (2008: 931) motivation is an impulse that arises in a person consciously or unconsciously to take an action with a specific purpose. Meanwhile, according to Sumardi Suryabrata in Djaali (2008: 101) motivation is a condition that exists within a person who encourages him to carry out certain activities in order to achieve a goal. I do the learning process. motivation also plays an important role in student learning success. Based on the background described above, the researchers are interested in conducting research with the title AN ANALYSIS OF ENGLISH STUDENTS' MOTIVATION IN ONLINE LEARNING DURING COVID-19 PANDEMIC ERA AT UNIVERSITY OF PASIR PENGARAIAN.

B. Setting of the Research

Based on the research background, the researcher will analyze how the motivation of English students while online learning at the University of Pasir Pengaraian.

C. Limitation of the Research

This research focuses on analysis how the motivation of English students in online learning during covid-19 pandemic era semester 2 at University of Pasir Pengaraian

D. Formulation of the Research

Based on the background of the problem, the research question can be formulated as follows " How is English students' motivation in learning online during covid-19 pandemic era at University of Pasir Pengaraian?"

E. Purpose of the Research

The purpose of this research is to analyze how the students' motivation in learning online during covid-19 pandemic era at the University of Pasir Pengaraian.

F. Significance of Research

Researchers hope that the research results can provide benefits for:

1. Reseacher

This research can be used as a reference by other reseacher who conduct research.

2. Students Researchers hope that the findings of this study will be useful regarding the importance of motivation for students in improving.

G. Definition of Key Terms

1. Online Learning

Online learning is distance learning without having to meet face to face directly using computer technology and learning applications. According Abdul Barir Hakim (2016, p. 2) online learning is teaching and learning that is supported and developed through technology and digital media, and is also a form of the concept of online learning.

2. Motivation

Motivation is a person's encouragement to do something to achieve his desire. According to Gitosudarmo (2015, p. 109) motivation is a factor that encourages someone to do a certain activity, therefore motivation is often interpreted as factors driving a person's behavior.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

That is important to discuss the review of related literatures. The researcher would like to include theories from some experts that support the study in this chapter..

A. Review Related Theories

1. Definition of Motivation

In general, the definition or understanding of motivation can be interpreted as a goal or a driving force, with the actual goal being the main driving force for a person in trying to get or achieve what he wants either positively or negatively. Understanding Motivation is a change that occurs in a person that appears feelings, psychological and emotional symptoms that encourage individuals to do or act something caused by needs, desires and goals.Learning motivation is one of the factors that determine effectiveness in learning. A student will learn well if there is a motivating factor, namely learning motivation. Students will study seriously if they have high learning motivation. According to Hamzah B. Uno (2011, p. 23) "learning motivation is an internal and external encouragement for students who are learning to conduct behavior, in general with several indicators or supporting elements.

According to Suprihanto (2003) motivation is a complex problem in different organizations. This is different because each member of an organization

is different from the others. This is different because each member of an organization is biologically and psychologically, and develops on a different basic learning process. In general, identify motivation as a change that is characterized by an effective drive and reaction from the goal. Since human behavior is always purposeful, we can conclude that a change of energy which gives strength to behavior to achieve goals, has occurred within a person.

In the book of educational psychology Dalyono (2005, p. 55) Motivation is the driving force or encouragement to do a job, which can come from within and from outside. In doing the work, encouragement is influenced from within and also from the outside which can be seen from the work itself.

Motivation can also be explained as a goal to be achieved through certain behaviors Cropley (1985). Almost similarly, Winkels (1987) suggests that the motive is the driving force within a person to perform certain activities in order to achieve a certain goal. This understanding means that if someone sees a benefit and the benefits that will be obtained, then he will try hard to achieve that goal.

Based on some of these understandings, it can be concluded that motivation is the driving force of a person to do something in order to achieve certain goals. An educator will learn well if there is a motivating factor in the form of motivation. Motivation leads to a higher incentive to act. There was an attempt to stimulate students' ability to act, especially in terms of learning due to the desire to achieve high achievement.

2. Types of Motivation

According to Sardiman (2005), motivation is divided into 2 types, namely:

Intrinsic motivation

Intrinsic motivation is the motives (motive force) that become active and their work does not need to be stimulated from outside because from the individual there is an urge to do something.

Extrinsic motivation

Extrinsic motivation is the drive that moves to do something that comes from a need that must be met.

3. Factors Affecting Learning Motivation

According to Syamsu Yusuf in Rima Rahmawati (2016, p. 17) learning motivation can arise due to several factors, namely:

a. Internal factors

1) Physical factors

Physical factors are factors that affect the body and appearance of the individual. Physical factors include nutrition (nutrition), health and physical functions, especially the five senses.

2) Psychological factors

Psychological factors are intrinsic factors related to aspects that encourage or hinder student learning activities. This factor concerns the spiritual condition of students.

b. External factors

 1) Social factors

Is a factor that comes from humans around the student environment. Includes teachers, peers, parents, neighbors and so on,

2) Non-social factors

Non-social factors are factors that come from the physical conditions around students. Includes air conditions (hot or cold weather), time (morning, afternoon or evening), place (quiet, noisy or the quality of the school where students study), and learning facilities.

4. The Function of Motivation and Purpose

Motivation has an important role in an activity. Where Motivation is the driving force for someone to do an activity.

According to Sardiman (2018, p. 25) there are 3 functions of motivation, namely:

a. Encouraging people to act, so as a mover or motor which releases energy. Motivation in this case is a motor driving force of each activity to be carried out.

b. Determine the direction of action, namely towards the goal to be achieved.

Thus, motivation can provide direction and activities that must be carried out in accordance with the formulation of objectives.

c. Selecting actions, namely determining what actions must be done in harmony to achieve the goal, by setting aside actions that are not useful for that purpose.

Meanwhile, according to Sukmadinata (2011, p. 62) says that motivation has 2 functions, namely:

a. Directing (directional function) In directing activities, motivation plays a role in bringing the individual closer or away from the target to be achieved. If the goal or goal is something that is desired by the individual, then motivation plays a role in bringing it closer. Meanwhile, if the target is not desired by the individual, then motivation plays a role away from the target.

b. Activating and enhancing activities (activating and energizing function) An act or activity that has no motive or very weak motive, will be carried out in an in earnest, undirected manner and most likely will not bring results. On the other hand, if the motivation is large or strong, it will be carried out in earnest, directed and most likely will not bring results. On the other hand, if the motivation is large or strong, it will be carried out in earnest, directed and full of enthusiasm, so that the probability of success is greater.

Based on the description above, it can be concluded that motivation serves as a driving force for someone to carry out an activity and achieve achievement. With a desire that is driven by motivation, a person can achieve his goals in achieving achievements.

5. Characteristic of Motivation

According to Sardiman A.M (2005, p. 83), the motivation that exists in each person has the following characteristics:

1) Diligent in facing the task (can work continuously for a long time, never stop before finishing).

2) Tenacious in facing difficulties (don't give up easily). Does not require external encouragement to perform as well as possible (not quickly satisfied with the achievements he has achieved).

3) Show interest in various problems "for adults (eg issues of religious development, politics, economics, justice, eradication of corruption, opposition to any criminal act, immorality, and so on).

4) Prefer to work independently.

5) Get bored quickly on routine tasks (things that are mechanical, just repetitive, so less creative).

6) Can defend his opinion (if you are sure of something).

7) It is not easy to let go of what you believe in.

8) Enjoy finding and solving problems.

6. Indicators of Motivation

According to Sardiman (2012, p. 83) indicators of learning motivation include:

(1) persevere in facing the task

(2) tenacious in the face of adversity

(3) showing interest in various problems for adults;

(4) prefer to work independently

(5) get bored quickly on routine tasks

(6) can defend his opinion

(7) it's not easy to let go of the things you believe in

(8) likes to find and solve problems.

Meanwhile, according to Hamzah B. Uno (2011, p. 23) mentions different indicators of learning motivation, which can be classified as follows:

(1) There is a desire and desire to succeed

(2) There is encouragement and need in learning

(3) There is hope or ideals for the future

(4) There is an appreciation in learning

(5) There are interesting activities in learning

(6) The existence of a conducive learning environment, allowing a student to learn well.

7. Definition of Online Learning

According to Rusman (2012, p. 293) Online learning is all learning activities that use the help of electronic technology. Through e-learning, students' understanding of a material does not depend on the teacher/instructor but can be obtained from electronic media. Electronic technologies that are widely used include the internet, intranets, video or audio tapes, broadcasting via satellite, interactive television and CD-ROMs (Rusman, 2012, p. 291).

This understanding is supported by the opinion of Elliot Masie, Cisco, and Cornellia (Munir, 2009, p. 168) stating the notion of e-learning is learning where learning materials are delivered through electronic media such as the internet, intranet, satellite, tv, and others. So e-learning can not only be done with the internet, there are many examples of electronic media that can be used, and the internet is one part of e-learning.

Some of the opinions above can be concluded that online learning is a learning activity by utilizing the use of information technology, especially electronics such as the internet, intranet, video and audio tapes, satellite, tv, and so on. So e-learning can be done with all electronic media that support the activities of the learning process.

8. The Characteristic of Online Learning

The characteristics of online learning according to Nursalam (2008, p. 135) include:

• Using self-learning materials which are then stored on the computer, so that they can be accessed by lecturers and students anytime and anywhere.

• Utilizing a learning schedule, curriculum, learning progress results, as well as matters relating to an educational administration can be viewed on each computer.

• Utilize an electronic technology service.

• Take advantage of the advantages of computers (digital media as well as computer networks)

9. The Benefits of Online Learning

In carrying out online learning not only find various difficulties such as lack of facilities and an unsupportive environment, but there are also several benefits, including:

The benefits of online learning according to Pranoto, et al (2009, p.309) include the following:

• Increase an active participation of students.

• Improve a student's self-study ability.

• Improving the quality of teaching materials as well as training.

• Improve an ability to be able to display information with information technology devices, which with ordinary devices will be difficult to do

10. Advantages of Online Learning

The advantages of online learning are that it provides flexibility, interactivity, speed, and visualization through the various advantages of each media (Sujana, 2005, p. 253). According to L. Tjokro (2009, p. 187), online learning has many advantages, namely:

• Easier to absorb, which means using multimedia facilities in the form of an image, text, animation, sound, and video.

• Much more cost effective, meaning that there is no need for an instructor, no need for a minimum audience, can be anywhere, and so on

• Much more concise, meaning that it does not contain many class formalities, goes straight to a subject, subjects that are needed.

• Available 24 hours per day, meaning that mastery in the material depends on the enthusiasm and absorption of students, can be monitored, can be tested by e-test.

B. Review of Related Findings

As a system, online learning also experiences problems or obstacles. The problems found by students can be in the form of limited facilities such as cellphones or laptops and networks, not being able to socialize with classmates, not fully understanding the material presented

because lecturers often give assignments without explaining the material. As a result, students' learning motivation decreases, students leave the habit of completing assignments using the discussion method, increasing pressure due to independent learning, and the consequences of increasing drop outs for students. In order for learning objectives to be achieved, student learning motivation is one of the most important factors. Student motivation in taking online lectures is fundamental to achieving learning goals, with various obstacles and adaptation to the new learning system. In short, if students have high motivation, they can succeed well or vice versa. So in this study, we want to know the motivation of students to learn in online learning during the covid-19 pandemic.

According to Selvi in Fitriyani (2020) explaining that online learning is often required to be more motivated because the learning environment usually relies on motivation and related characteristics of curiosity and self-regulation to involve in the learning process. In reality, technology is only a means of online learning, so there needs to be motivation to foster curiosity, challenge and novelty. For this reason, it is important for researchers in the world of education to study in depth about how student motivation is in online learning, especially when learning activities are carried out during the Covid-19 Pandemic. The aspects studied in this study are related to the aspects described by Hamzah B. Uno, (2009) who wrote 8 indicators of learning motivation, namely concentration, curiosity, enthusiasm,

independence, readiness, enthusiasm or encouragement, never give up, and trust. self.

The decline in student learning motivation is also caused by two factors if it is not met. For example, if students study in an environment that is not comfortable, not conducive, then students become lazy to study. Students will choose to leave the book. This is in accordance with research conducted by Cahyani (2020) that extrinsic or factors such as the condition of the learning environment can reduce students' learning motivation. With a comfortable, supportive, and conducive learning environment, students' enthusiasm for learning will be higher so that learning objectives can be achieved effectively and efficiently. Brave learning conditions require students to study at their respective homes. This condition was also experienced by students of Geography Education FKIP Undana who since March 2020 began lectures bravely. The problems experienced by students are closely related to the condition of the student learning environment which is not conducive both in terms of network/signal and the learning environment in each student's home. Students who do learning have difficulty connecting to the network because most areas in East Nusa Tenggara Province also do not have internet network access. This is the main obstacle experienced by students in the bold learning system. Online learning activities according to (Marti, Aryanto, & Seteman, n.d.; Yuhdi & Amalia, 2018) are defined as a state of learning that is currently using a network, connected in a network, or a process that is connected in a larger system that occurs in a control with a network. Internet. With the
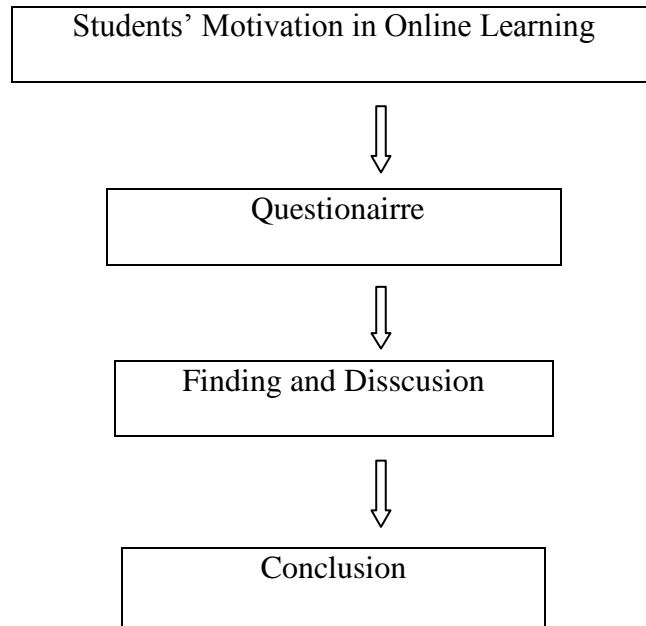
internet, information can be received and accessed in various platforms so that it will facilitate learning activities during this COVID-19 pandemic. One of the obstacles to bold lectures is expertise in the use of technology from both educators and students.

The next thing is related to student readiness, while the aspects studied are enthusiastic and ready to answer or do the tasks given. The condition of online learning during the Covid-19 Pandemic has quite a limitation, this is what makes some lecturers often give course assignments, even students think that the assignments given during the Covid-19 Pandemic are far more than normal lectures face-to-face.

Referring to the previous discussion, it can be said that success in the learning process during the covid-19 pandemic has a close relationship with the learning motivation of students. High learning motivation is also determined by the condition of students, the learning environment, the obstacles faced by students also affect the decline in motivation. So to achieve success in bold learning, it is necessary to continue to be motivated to learn from students and minimize all obstacles in the courageous learning process

C. Conceptual Framework

Conceptual Framework is a preliminary model of a problem in research and the relationship between the variables studied.

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│  Students' Motivation in Online Learning │
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          ┌─────────────────────┐
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          │ Finding and Disscusion│
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          │      Conclusion     │
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University of Pasir Pengaraian is one of the ones that implements an online learning policy during the pandemic. so that in doing online learning, student motivation is needed in learning. From this, the researchers made it as research material based on data from student.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, we discuss the research methodology. includes Research design, Technique of collecting data and Technique of Analyzing the data.

a. Research Design

This study uses a qualitative descriptive research method. Djam'an Satori (2011, p. 23) reveals that qualitative research is carried out because researchers want to explore phenomena that cannot be quantified that are descriptive in nature such as the process of a work step, the formula of a recipe, the notions of a diverse concept, the characteristics of an item. and services, pictures, styles, procedures of a culture, physical models of an artifact and so on.

b. Setting of the Research

Here, the researcher uses a qualitative descriptive research method because this study explores the motivation of the University's English students.

The research was conducted in University of Pasir Pengaraian, Rokan Hulu Regency, based on the following considerations:

1. University of Pasir Pengaraian has implemented an Online Learning policy which is used as a research topic.

2. Researchers consider time, cost and effort because the location is affordable by researchers.

c. Population and Sample

The population in this research is English Study Program students from semester 2 University of Pasir Pengarain. According to Sugiyono (2013, p. 18) probability sampling is a sampling technique where the number of samples is the same as the population. then based on the sample which amounts to 25 then the number of students in semester 2 is 25 students.

Table.1 Population of the Research

No	Gender	Total Population
1	Male	4
2	Female	21
Total		25

d. Instrumentation of the Research

The instruments of this research is questionnaires. To analyze the results of the questionnaire, the researcher gave 25 student statements. The questionnaire consists of 20 statements. where 1-10 statements contain information about intrinsic motivation and 11-20 statements contain extrinsic motivation.

e. Technique of Collecting Data

Data is the most important part of a study, because with data researchers can find out the results of the study. In this study, data is obtaine from various sources, using various data collection techniques and carried out continuously until the data was saturated. In accordance with the characteristics of the data needed in this study, the data collection techniques carried out are:

Quesionairre

To collect data from the questionnaire, the researcher gave statements made to the students as many as the specified sample, then answered the question about how motivated students were during online learning. Statement in the questionnaire or the questionnaire is presented in the form of a Likert scale and answered by research respondents.

Table 2. Instrumen Questionnaire

Variable	Indicators	Item Number	Total
Intrinsic Motivation	▪ Spirit	1,2,3,4	10
	▪ Self Confidence	5,6,7	
	▪ Responsibility	8,9,10	
Extrinsic Motivation	▪ Lack of Facilities	11,12,13	10
	▪ Environmental Conditions	14,15,16,17	
	▪ Interesting activities	18,19,20	
Total			20

f. Technique of Analyzing Data

In this research, data was collected using a questionnaire distributed via a link to collect an analysis of the motivation of English students during online learning. Questionnaire statements are presented in the table:

Table 3. Likert Scale Rating

Optional	Score	
	Intrinsic Motivation	Extrinsic Motivation
Strongly Agree	5	5
Agree	4	4
Neutral	3	3
Disagreee	2	2
Strongly Disagree	1	1

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

(Salamat et al., 2018)