



Non-English University Students Motivation in Learning English Online

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ABSTRACT

This research was conducted to investigate non-English university students' motivation in learning English online based on their English achievement. This qualitative study involves 31 Indonesian language students from the fourth semester of a private university in Malang. The questionnaire data used by students were grouped into two items; Intrinsic motivation and Extrinsic motivation adopted from Subakhtiasih and Putri, (2020). Based on the total participant average scores, two students were involved in semi-structured interviews. These students were recruited based on two criteria: 1) Student is a high achiever in class. 2) Student is a low achiever in class. The students were asked what is the motivation to learn English and how do they manage their time and achieve their learning goals to stay motivated during online learning English. The data of the questionnaire and the interview was analyzed using content analysis. To triangulate the data, investigator triangulation was performed by involving two data analysts. The result of this research is that student motivation is at a moderate level. Students combine intrinsic motivation and extrinsic motivation to motivate them to learn English online. Furthermore, students have an effective way (e.g. time management and target goals) to stay motivated while studying English online.

Keywords: Student motivation, English learning, online class.

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INTRODUCTION

In the current pandemic era, learning activities have changed, from face-to-face learning (offline) to online learning. Rachmah (2020) said that if the lecturer's learning time does not enter the class then the class is carried out online, while the learning time at the beginning of the meeting is as determined, the learning is carried out

offline. Mujtaba et al (2021) explain that There is various kind of feature that can be used by the English Teacher to support the language learning while pandemic, all that the teachers need to do in adopting and imitating the apps that ready to use in teaching English for the students.

The COVID-19 outbreak is a terrible situation at the moment, which

has turned offline learning into online learning (Mahyoob, 2020). In addition, students are interested in using online learning and new technologies today (Rachmah, 2020). They prefer online learning because it is more accessible, saving a lot of time and space (Rachmah, 2020). In other words, the online learning system is one form of effort so that learning continues safely and uses new, efficient technology for learning in our home environment.

However, there are some difficulties when learning English online. Currently, The Implementation of Online learning is aimed at reducing the impact felt during a pandemic where Students have to study at home (Hadi et al 2021). Knowing the background of the difficulty of learning English is one of the improvements to the quality of learning carried out (Sormin, 2018). In addition, difficulties in learning English are based on: (1) the desire to learn; (2) proficiency in using English, (3) Activeness of lecturers and students in the classroom, (4) learning support tools, (5) things that must be learned, and (6) the atmosphere while studying (Sormin, 2018). Moreover, the lack of quality learning tools and network constraints are the main problems of online learning (Mahyoob, 2020). Even though there are different network constraints and learning tools in each city, this online learning is done so that lecturers and students feel comfortable learning amid a pandemic. (Baber, 2020) said that the urgent situation in which this transition had taken place made students understand and were happy with the efforts made by the institute and their lecturers.

On the other hand, the learning process will be complicated when students are not motivated to learn English (Escobar Fandiño & Silva Velandia, 2020), and in understanding learning language English, the role of student motivation becomes a problem point in applied linguistics (Shaaban & Ghaith, 2000). Nevertheless, having learning motivation also serves as an effort to encourage students to stay enthusiastic in the learning process.

The statement is agreed by Purnama et al., (2019), namely without motivation, achieving a goal will be difficult to achieve because students' efforts and desires affect their learning goals. The existence of student motivation can increase their hobby in learning English, complete online assignments easily, and succeed in the future (Zheng et al., 2018). And, when learning English, the role of motivation is very influential in setting learning goals in a class (Tiara et al., 2017).

In addition, motivation to learn English is influenced by the role of the lecturer in delivering the material, and also in the communication process (Escobar Fandiño & Silva Velandia, 2020). According to Damayanti and Rachma (2020), motivation in offline learning will be more effective than motivation in online learning. The reasons students choose offline learning motivation are easy to understand the material, being able to communicate with teachers and friends well, being more focused on learning, and being more comfortable in English class.

In learning English online, learning motivation is needed because of the bond between the two. Student

motivation towards the student learning point of view greatly influences the atmosphere of the online class (Baber, 2020). Improving students' strategies and motivation in learning will help them be more active when learning English (Mazumder, 2014). And also, offline and online education will create creative and intelligent learning outcomes if students are motivated to learn (Baber, 2020). Hadi & Athallah (2021) also mention that the Delivery of material online can be interactive so that learning participants can interact with computers as a learning medium.

Following the explanation above, previous research has determined that external factors greatly influence the motivation to learn English online (Escobar Fandiño et al., 2019). However, it does not explain how to maintain motivation to learn English online. With that in mind, this research is conducted to answer the question; what is the motivation for non-English students to learn English and how do they manage their time and achieve their learning goals to stay motivated during online learning English.

RESEARCH METHODOLOGY

This study analyzes the motivation of Non-English students in learning English online. This study uses a qualitative approach. Qualitative descriptive is a technique of searching, compiling, and analyzing natural phenomena as a research method. Using selected qualitative research to determine the cognitive profile of students.

The participants in this study were fourth-semester students at one of

the private universities in Malang. There are 31 students. This study used a random sampling technique, for participation. Two students who were classified as high and low achievers from 31 participants were selected to be part of the semi-structured interview session based on their average score in the questionnaire.

In the instrument stage, the questionnaire was adopted from the previous study. It is adapted from Subakthiasih & Putri, (2020) with 20 items (Rosidah, 2021). Consists of information on questions about the intrinsic motivation for questions 1-10, and the next information is the extrinsic motivation for questions 11-20. The questionnaire used is closed. The questionnaire was first translated into Indonesian to make it easier for participants to read and answer the questions. Before distributing the questionnaire, participants were instructed to read the objective section at the beginning of the questionnaire asking for approval to join this study. Questionnaire was distributed via G-form (google form).

Next, ask for permission and ask for help from representatives of each class who will participate to share the question link. And also for interview data, this study uses self-constructed interview questions, for two students with semi-structured interviews (Jafari Pazoki & Alemi, 2020) consisting of three questions to answer the second research question. An expert in teaching English has checked and validated the interview questions.

In terms of data collection, using a questionnaire technique. Previously the

author explained that the response time for participation answers was 5 days. For interview data, it was carried out using WhatsApp by VN (Voice Note) with an estimated time of 30 minutes to get the answer needed. Interviews were conducted 2 times so that the data obtained were valid.

In data analysis, the data questionnaire used a qualitative study. All the questionnaires use a Likert scale with four degrees as follows: (1) Strongly Agree, (2) Agree, (3) Disagree, and (4) Strongly disagree. Each student's answer to each question in the questionnaire corresponds to their opinions and feelings. On the other hand, the data obtained through the G-form is expressed in percentage form after being analyzed with the frequency of students' general responses.

Measurement of the level and type of learning motivation using a four-point Likert Scale will get demographic data and reports on the percentage of student responses (Adnan, 2020). The frequency of student motivation is said to be *high* if the average value is 3.68-5.00, *moderate* if it is between 2.34-3.67, and *low* if it is between 1.00-2.33 (Fachraini, 2017).

Table 1. Standart of Mean

Mean Range	Interpretation
3.68-5.00	The high degree of motivation
2.34-3.67	A moderate degree of motivation
1.00-2.33	Low degree of motivation

For triangulation of interview data, investigator triangulation was carried out by involving two data analysts (the first author and a colleague). Content analysis was applied

to analyze the data following the procedure performed by (Renz et al., 2018).

The steps in conducting content analysis include: (a) preparing the results of the interview data that have been copied, (b) understanding the transcript, (c) recording all types of information that have been transcribed, (d) using themes that represent the expression of ideas or problems that have been transcribed. significant in determining the unit of analysis process, (e) grouping the data as a whole for the development of coding schemes, (f) all text instructions, (g) making conclusions from all coded data, and (h) findings will be described and interpreted.

FINDING AND DISCUSSION

Results

Question 1: What is the motivation for non-English students to learn English.

To answer research question number 1, I used questionnaire data to find the average results of the participants. Tables 2 presents the overall average results of 31 Indonesian language students from the fourth semester of a private university in Malang which are at the Medium level (2.34-3.67). of 20 students' motivation questions were divided into 2 types; Intrinsic motivation and Extrinsic motivation.

Based on the results of the questionnaire, Intrinsic motivation and Extrinsic motivation have an average value of 2.95 and 2.92, indicating that Intrinsic motivation (2.95) is at the highest mean because it can help them become better at knowing English and improve their English skills during

Covid-19 pandemic. The next score (2.92) is extrinsic motivation which is not much different from the average result of Intrinsic motivation. This shows that most of the participants like this motivation. Between these two types of motivation, shows at a moderate level.

This means that Intrinsic and Extrinsic student motivation is equally important, no one is more dominant. In other words, students combine intrinsic student motivation and extrinsic student motivation to motivate them to learn English online.

Table 2. The Frequency of The Results of The Average Students Motivation.

Types of Motivation	Mean	Frequency
Intrinsic	2.95	Moderate
Extrinsic	2.92	Moderate

Question 2: How do they manage their time and achieve their learning goals to stay motivated during online learning English.

For question no. 2, based on the total participant average scores, two students were involved in semi-structured interviews; the student with the highest score and the student with the lowest score. Participant answers are concluded from interview analysis was carried out twice to ensure participants answers remained consistent.

During the interview, participants were asked about their feelings when learning English online. Participants with high achiever motivation (P1) stated that they are happier when learning English online, *"... I am happier when learning English online because filling time during the pandemic becomes more productive."*

While the participant with low achiever motivation (P2) said that learning English online was less effective because the material was not understood, *"...*

That's why there are a lot of materials that I don't understand." And also P2 added that sometimes an unstable internet connection interferes with lectures via zoom and WA. *"... not to mention if the internet connection is less reliable..."*

In terms of staying motivated while learning English online, they use the same way to stay motivated by making a schedule or set time. However, the Participant with high achiever motivation (P1) did it with intention and was consistent in learning English.

"... intends that I want to learn English... and is consistent in learning English." (P1) Meanwhile, the participant with low achiever motivation (P2) did so by accessing information and taking care of himself physically and mentally so that he tends to be successful in learning English online. *"... accessing information about English.... and... managing study time well so that physical and mental health is always maintained."* (P2)

Regarding how they manage their study time and achieve their target goals when learning English online, they are more likely to organize/split their study time to achieve their goals. However, both of them have their way of dividing their study time. Participants with high achiever motivation (P1) do this by compiling/conceptualize their learning methods and always being consistent in achieving their target goals.

"I manage my time by drafting/conceptualize.... and I do that consistently."

P1 also added that the target goal is to be able to speak in public and be fluent in English.

“My goal is to be able to speak publicly and fluently in English.”

Meanwhile, participants with low achiever motivation (P2) prefer to spend their free time looking for information on social media such as Youtube, Spotify, Podcasts/videos of English material and often invite friends to conduct online discussions to discuss material that is not yet understood.

“... using my spare time looking for as much information as possible on social media; Youtube, Spotify, and podcasts/videos containing English material...” (P2)

and also added that the target goal is to get a good GPA for English courses.

‘...my target goal is to get a GPA of 4 for English courses.’ (P2)

Discussion

As stated earlier, learning motivation is very important to encourage non-English students to learn English online. There are 2 types of motivation, namely; Intrinsic motivation and Extrinsic motivation. Intrinsic motivation is a desire or urges from within to do what he likes (Hayikaleng et al., 2016). While extrinsic motivation is a factor that influences from outside, for example getting good grades on exams, and getting a good job (Hayikaleng et al., 2016).

From the questionnaire data that uses these 2 types, the average participant results show that non-English student's motivation is at a moderate level. In other words, the two types of motivation are complementary and

neither is dominant. However, this finding is different from a previous research finding stating that extrinsic motivation is the biggest factor affecting student motivation (Ulfa & Bania, 2019).

In other previous study findings also have different results, namely Intrinsic motivation is the type that affects students learning motivation (Subakthiasih & Putri, 2020). After being re-analyzed between the two previous studies that are different from the finding this study, the context of the participant level is different. Ulfa & Bania, (2019) took participants at the high school level while (Subakthiasih & Putri, 2020) was at the level of first semester students of English students Faculty of Foreign Languages, which was different from this study which took 4th-semester students majoring in non-English private in Malang.

Furthermore, the results of semi-structured interviews show that between high achiever (P1) and low achiever (P2) participants in managing their time and achieving learning goals to stay motivated is to make/manage their study time to achieve the target goals in learning English online. However, participant high achiever (P1) and participant low achiever (P2) have their way of managing their time.

These findings were agreed upon by (Üstün et al., 2016) who said that many things/ways were done for the concept of time and the biggest component that drives them to keep learning English online is the student's own learning goals (Ulfa, 2019). P1 added by compiling/conceptualize online English learning time which was carried out managing study time by seeking as

much information as possible from various media and inviting friends to discuss online.

In addition, P1 feels happy when learning English online because it can fill spare time during the pandemic, while P2 feels less than optimal when learning English online because it is constrained by the network which results in a lack of explanation or understanding of the material from the lecturer when lecturing via zoom. In this case, the way for high achiever participants (P1) to stay motivated in learning English online is their intention to learn English and always be consistent in learning or repeating English material, while according to participant low achievers (P2), it is to access information and maintain mental health. and physically to be successful in learning English.

To deal with the findings of this research, this is following the findings (Fathiyah et al., 2020; Purnama et al., 2019) which says that support from online websites such as English videos and other online instruments can help them learn English online and they are involved in discussions. meaningful and discussing tasks together (Biolcati et al., 2018; Weybright et al., 2015). And also, according to previous research agrees that sometimes network problems become an obstacle when learning English which results in some material that has not been explained in detail (Purnama et al., 2019). In other words, the results of this interview study show that the method used by high achiever participants (P1) is to neatly organize all study time and always be consistent while low achiever participants (P2) look for information on online websites, have

online discussions and maintain mental and physical to achieve targets study.

CONCLUSION

Learning motivation is an influential factor for non-English students in learning English online. The goal is that their learning process can be excited so that they can understand learning English online. After conducting research and analysis, 31 4th semester non-English students of a private university in Malang use two types of motivation; Intrinsic motivation and Extrinsic motivation for their learning motivation when learning English online. In addition, students have effective ways to manage time and target goals, such as conceptualizing their study time to stay motivated while learning English online.

These findings can help non-English students to determine the type of motivation they have and can see how they manage their study time to achieve their goals. Regarding further research, it is recommended to examine the development of learning motivation by lecturers to train students learning abilities in general.

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