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STUDENT MOTIVATION TO LEARN ENGLISH USING ONLINE SYSTEM DURINGPANDEMIC

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Abstract: *The Indonesian education system is facing new challenges due to the outbreak of the Covid-19 which has shifted the entire learning system in educational institutions to online learning system. This change in the learning system will have an impact on student's learning motivation. Based on these problems, the purpose of this research is to see how students' motivation in learning English with the online learning system at IIK STRADA Indonesia is. This research uses quantitative with descriptive method. The population of this study were all 1st semester students of various majors, totaling 280 people. Samples were taken from 25 percent of the total population or 70 people. The sampling technique used is random sampling. The results of the study describe learning motivation, namely some students have moderate learning motivation and some students have low learning motivation. The low motivation to learn is caused by several factors, including the unsupported media used, unstable internet connection and lack of internet quota for students.*

INTRODUCTION

The COVID-19 outbreak has changed the learning system in Indonesia and various countries from face-to-face learning to online learning. In the context of preventing the spread of the virus19, the Ministry of Education and Culture has issued Circular Letter Number 2020 concerning the Implementation of Educational Policies When Urgently Spreading the Virus.

Online learning is a distance learning system that takes place indirectly between students and teachers, but in this distance learning process students can "interact with teachers using many applications such as classrooms, video conferencing, telephone or live chat, zoom or through Whats App group (Dewi. 2020: 56). From this statement, the online system is a distance learning system, the learning process uses applications to connect the teaching and learning process between teachers and students and provides students with the possibility of more independent learning.

Facing the COVID-19 pandemic situation, the education component must build an online learning system. According to Adirestuty, for some highly motivated students, learning will be serious, because highly motivated students always try to be active and diligent in their

studies, according to Adirestuty. "Students will learn really if they have high motivation" (2017: 57). Based on these quotes, it can be understood that high motivation in students will create students' abilities to be serious in learning to achieve their goals. On the other hand, students with low learning motivation will always feel bored and indifferent when participating in the learning process in classes related to work Based on observations made by researchers in the field, some students who turned out to be doing online system during the COVID19 pandemic seemed to have complained enough. Complaints arose because the internet was not sufficient to access existing homework, did not understand the teacher's homework and was too busy at home with a lot of homework. This makes students feel bored, and tired because they have to go through the online learning process for a long time. Over time, students' learning activities and motivation decreased.

Based on the background that the researcher described above, it is important to conduct an assessment of student learning motivation during the COVID19 pandemic and it is necessary to conduct research on student motivation to learn. Where face-to-face learning cannot be determined when it will start, the researchers tried to conduct research with the title" Student motivation to learn English using online system during pandemic."

LITERATURE REVIEW
Learning Motivation
Motivation is very important for individuals to carry out an activity that leads to the achievement of goals that will be achieved. According to Rumbewas, Laka, & Meokbun "Motivation is a force or drive that drives an individual or group to take an action that leads to a certain goal" (2018: 205).

Motivation is necessary in the development of students through the learning process, whether students are motivated or not, it affects their abilities. In the teaching process, teachers need to pay more attention to students' motivation, because motivation can affect both teachers and students. In addition, student motivation can be affected by anything. This can come from the students themselves or from the environment; friends, family, and teachers, who play an important role in enhancing student motivation in the teaching and learning process.

In the learning process, there should be motivation to learn as this can determine whether the student is ready to learn or not. Motivation in learning is the motivation that leads to the goal of the learning process. Motivation for learning can be seen from the behaviors and characteristics of the students related to willpower, attention, concentration and diligence. Students who are strongly motivated to learn will demonstrate readiness, attention, and focus in learning activities. On the other hand, students who are not motivated to learn will be reluctant, easily bored and avoid learning activities.

Motivation was an energy change in someone's person characterized by the onset of effective (feelings) and reactions to achieve goals. Because someone had a certain purpose of its activities, then someone had strong motivation to achieve it with all the effort he could do to achieve (Djamarah, 2011). In English Foreign Language (EFL) contexts where motivation to learn English is driven mainly from external sources and exposure to English outside the classroom is somewhat limited, (Al shlowiy, 2014).

Pandemic Era and Online Learning Process

As of March 11, 2020, WHO has declared the COVID-19 virus a global pandemic. Every country in the world, including Indonesia, has been affected by the COVID-19 pandemic or outbreak and poses its own challenges for educational institutions around the world, especially in Indonesia. In an effort to suppress the spread of this virus, the government has issued policies that must be followed by the entire community, such as isolating oneself, maintaining physical distance from others, and implementing large-scale social restrictions or known as PSBB. . This requires the whole community to work, worship, and study from home (Jamaluddin, D., Ratnasih, T., Gunawan, H. & Paujiah, 2020).

To prevent the development and spread of COVID-19 in education units, the Ministry of Education and Culture (Kemdikbud) has issued Circular Letter Number 3 of 2020 dated March 9, 2020 which contains 14 appeals or appeals. One of them is to create an online learning system.

According to Rosenberg in (Alimuddin. Tawany Rahamma, 2015), the online process refers to the use of internet technology to provide various solutions and possibly increase knowledge and skills. What we mean by online is the teaching and learning process using internet technology so that learning does not need to be done directly only with the media so that students can easily absorb it without having to gather. a room.3 The above quote is understandable. Online learning is learning to use technology to complete tasks that students achieve. In the online learning process, there is no eye contact, but communication occurs through means such as computers, television, radio, telephone, internet, video, etc.

The main purpose of online is to help students make the teaching and learning process easier without having to meet face to face or gather together, as has been done during this pandemic, learning is done online because all schools are required to implement online learning so that it is not crowded or crowded. This joint operation is an effort by the government to suppress the spread of the Covid-19

RESEARCH METHODS

This type of research is descriptive using a quantitative approach. According to Arikunto (2010:6) "Descriptive research is research that seeks to describe and interpret something, for example existing conditions or relationships, development of opinions, ongoing processes, consequences, etc. resulting results or effects or current trends". This study aims to obtain an overview of the subject under study through sample data. This is in accordance with the research objective to determine students' learning motivation with the online system.

This research was conducted from September 2021 to November 2021. The population is an area consisting of subjects and subjects whose qualities and characteristics have been identified by researchers during the study to draw conclusions (Sugiyono, 2017). The population of this study were all 1st semester students of various majors, totaling 280 people. Samples were taken from 25 percent of the total population or 70 people. The sampling technique used was random sampling.

The instrument used in this study was a questionnaire that had been tested for validity and reliability. The questionnaire was created as a goggle form to be distributed to online respondents. The search tool has one answer, where each answer has a positive and negative hierarchy. Researchers chose a Likert scale to see students' learning motivation. Responses

according to the Likert scale have alternative responses in the form of "Strongly agree , Agree , Doubt , Disagree and strongly disagree". More details can be seen in the table below:

Table 1. Score scala Likert with alternative answers

Alternative Answer	Item Positive	Item Negative
Strongly Agree	5	1
Agree	4	2
Doubtful	3	3
Disagree	2	4
Strongly Disagree	1	5

Then tabulate the data, that is, the data is grouped in the table provided according to the score obtained by the respondent, then the percentage is calculated using the formula according to Arikunto (2002:60) as follows:

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

Description:
P = percentage look for
F = frequency (respondents' answers)
N = Number of cases (number of respondents)

Table 2 . Score range for student learning motivation presentation

No	Score Range (%)	Category	Analysis
1	81-100	Very Much	In general
2	61-80	Many	Most
3	41 -60	Moderate	Partial
4	21-40	Little	Partially Small
5	0-20	Very Little	little

When interpreting or analyzing data, a researcher refers to a period of time arranged by combining a series of points, as follows:

Maximum Score   : 5 x36   = 180
Minimum Score   : 1 x36   = 36
Score Range   :180 –36 = 144
Interval class length   : 144 : 5   = 28.8

Information :
a. Many criteria are 5 levels (strongly agree, agree, doubtfull, disagree, and strongly disagree).
b. The maximum score of the highest score is 5. So, 5 times the total scale of 36 items and the result is 180.
c. The minimum score for the highest score is 1. So, 1 is multiplied by the total number of the 36 items on the scale and the result is 36.
d. The range of scores is obtained from the number of maximum scores minus the number of

scale items. So, Range 180-36 = 144

e. The length of the interval class is obtained from the result of the range divided by many criteria. So, the length of the class interval is 144 : 5 = 28.8

Table 3 . Range of student learning motivation scores

No.	Score Range	Classification
1	151.2-180	Very High
2	122.4-150.2	High
3	93.6-121.4	Medium
4	64.8-92.6	Low
5	36-63.8	Very Low

RESULTS AND DISCUSSION

From the research scale that has been filled in by 70 respondents, the following results were found:

Table 4. Score and Classification Student Learning Motivation with Online Learning System

No. Respondent	Code Name	Score	Classification
1	MAS	119	Medium
2	AN	128	High
3	BK	136	High
4	AC	120	Medium
5	LFN	88	Low
6	BZM	137	High
7	HS	121	Medium
8	MM	76	Low
9	NG	127	High
10	KL	129	High
11	DM	97	Medium
12	LNK	111	Medium
13	IF	121	Medium
14	NK	106	Medium
15	KH	125	High
16	MBQ	120	Medium
17	US	95	Medium
18	UK	76	Low
19	SZ	106	Medium
20	API	105	Medium
21	MH	108	Medium
22	FZ	85	Low
23	RF	123	High
24	AN	113	Medium
25	ST	111	Medium

26	HC	119	Medium
27	BF	108	Medium
28	AHB	107	Medium
29	F	115	Medium
30	MIS	123	High
31	KF	130	High
32	ASP	136	High
33	MTH	120	Medium
34	ZM	98	Medium
35	NL	91	Low
36	WW	110	Medium
37	MLK	142	High
38	AM	145	High
39	YS	144	High
40	KR	116	Medium
41	MK	121	Medium
42	SS	132	High
43	IRW	124	High
44	KDR	98	Medium
45	PST	135	High
46	ENS	97	Medium
47	DFG	96	Medium
48	AGY	109	Medium
49	MTS	118	Medium
50	S	122	Medium
51	ERN	107	Medium
52	RP	115	Moderate
53	EP	93	Low
54	FIA	95	Medium
55	POK	101	Medium
56	BU	95	Medium
57	YULI	113	Sed ang
58	MCD	128	High
59	MSA	101	Medium
60	BAS	115	Medium
61	MRS	117	Medium
62	UMR	76	Low
63	CD	125	High
64	ENW	126	High
65	KLM	117	Medium
66	EL	141	High
67	TDK	123	High
68	AFN	126	High

| 69 | RHF | 98 | Medium |
| 70 | PPS | 120 | Medium |

Based on the score and data classification, it can be seen that the highest score of student learning motivation with the online system is 145 with a high learning motivation classification, while the lowest score is 76 with a low learning level. From the scores and classifications above, it can be described student learning motivation with the online system at IIK STRADA INDONESIA, we can see in the following table:

Table 5. Student Learning Motivation using Online Learning System

No	Interval	Classification	F	%
1	151.2-180	Very High	-	-
2	122.4-150, 2	High	22	31
3	93.6-121.4	Medium	41	58
4	64.8-92.6	Low	7	10
5	36-63.8	Very Low	-	-
Total			70	100

The data obtained are high learning motivation as many as 22 students with a percentage of 31 % belongs to the little category. Next, it was found that the students' learning motivation was moderate, namely 41 students with a percentage of 58% belonging to the medium category and 7 students who had low learning motivation with a percentage of 10% in the very little category. Based on the results of the overall questionnaire analysis, it can be concluded that most students have moderate learning motivation in the medium category and a small portion are in the low learning motivation classification with very little categories by following the learning process with an online learning system.

Regarding the results above, there are still students' learning motivation which is considered low in learning motivation to follow the learning process using the online system during the COVID19 pandemic. This shows that studying well requires motivation to support learning and achieve good academic results, even during the COVID19 pandemic.

Kusuma and Subkhan stated that "motivation is very important in teaching and learning activities, because with motivation it encourages enthusiasm for learning and vice versa, lack of motivation weakens the sense of learning." (2015: 165). From these quotes, it can be understood how important learning motivation is for students, even in the context of a pandemic forcing students to take part in the online learning process. Students with good learning motivation will definitely try to achieve learning outcomes, on the contrary if students are not motivated then their learning enthusiasm will be low. Students who are not motivated will always feel bored and lethargic when participating in the learning process in class, related to the factors that influence their motivation, namely unsupported media, unstable internet network and lack of internet quota for students.

Based on the situation experienced by students, changing the learning process from face to face to online during a pandemic, can have an impact on learning that is followed by students. Fauziah, Rosnaningsih, & Azhar said "students who do not have the motivation to learn will always feel bored in learning" (2017: 48).

CONCLUSION

Based on the study and the results of data analysis that has been carried out on students' learning motivation with the online learning system at IIK STRADA Indonesia, it can be concluded that some students have moderate learning motivation and a few students have low learning motivation levels. Motivation to learn comes from a number of factors. Things experienced by students during online learning are not supported by the media used, unstable internet network and lack of internet quota for students

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