

ANALYZING JUNIOR HIGH SCHOOL STUDENTS' MOTIVATION IN LEARNING ENGLISH IN NEW NORMAL

***Alma Alfianti Tapala¹⁾, Aminah Suriaman²⁾, Mashuri³⁾**

^{1,2,3)} English Education Study Program, Faculty of Teacher Training and Education
Tadulako University, Palu

[*alma.alfianti.169@gmail.com](mailto:alma.alfianti.169@gmail.com)

ABSTRACT

The purpose of this research is to design a qualitative research method. In collecting data 30 students and five students were randomly. The research design used questionnaires and interviews. The results of data analysis show that the motivation to learn English in the new normal is high, making them want to go back to school; compared to online learning, students are easier to understand and can achieve learning achievement by returning to school. Based on the statement above, the researcher concludes that it can help students with their willingness to learn again in school in the new normal

Keywords: *Motivation; English; New Normal.*

INTRODUCTION

Learning is an activity process to change the subject's behavior in learning. Changes in behavior can be seen in various forms, including the learning subject being creative. Creativity in learning is characterized by several characteristics, such as open thinking and being spontaneous, curious, and independent. Creativity in learning does not just appear but is influenced by several internal and external factors. A person will be successful and creative in learning if there is a desire to learn. The desire or urge to learn is what is called motivation.

Based on the above assumptions, students motivated to learn are characterized by a change in energy within themselves. The impulse that arises from within a person turns into an energy that makes him work or study, seek, and solve problems to completion. Motivated students also react in a way that directs them to achieve goals.

Schools, as educational institutions, a place where the educational process is carried out, have a complex and dynamic system. In relation, a school is a place that is not just a gathering place for teachers and students, but it is in a complex and interrelated order. Therefore, the school is seen as an organization that requires more management than that.

In the learning process, motivation has a significant role. Motivation can influence the success or failure of the learning process. Motivation plays a role in providing encouragement, direction, and persistence behavior. Motivation can come from within or from the influence of others. Several things need to be considered in teaching and learning interactions, including learning, motivation and student concentration both before and when participating in learning. Motivation is considered a mental driving force and directs human behavior, including learning behavior. Motivation leads to a desire, hope, a need, and a goal to be achieved (Uno: 2007). Motivation in the learning process is divided into two, namely intrinsic motivation and extrinsic motivation. What is meant by intrinsic motivation is a motivation that comes from within a person, while extrinsic motivation is a motivation that comes because external factors influence it. (Harmer, 2007).

Motivation for students as a force to achieve the best for themselves. Student learning achievement will be optimal if the teacher uses appropriate, innovative and effective strategies to stimulate student motivation. Based on the conditions, the government has allowed students to study face-to-face in schools and the researchers analyze students' motivation to learn English in the new normal era.

METHOD

In this research, the researchers applied a qualitative descriptive research design using a questionnaire and interview to collect data. The participants were 30 students of SMP Negeri 19 Palu. The instruments used for collecting the data were questionnaires and interview questions. The questionnaire was in closed-ended item questions consisting of ten questions, while the interview was unstructured, which consisted of seven questions.

The data from the questionnaire were analyzed in the form of percentages and short descriptions based on the results from Google Forms—the answer from the questionnaire determined whether the students' perception was positive or negative. In analyzing the data from the questionnaire, the researchers applied the formula developed by Arikunto (2010) to calculate the percentage from the questionnaire and the formula developed by Gay, Mills, & Airasian (2012) to calculate the average score. The data from the interview was analyzed by using Miles and Huberman techniques. Miles & Huberman (1994) state that qualitative data analysis consists of data reduction, data display, and conclusion drawing/verification.

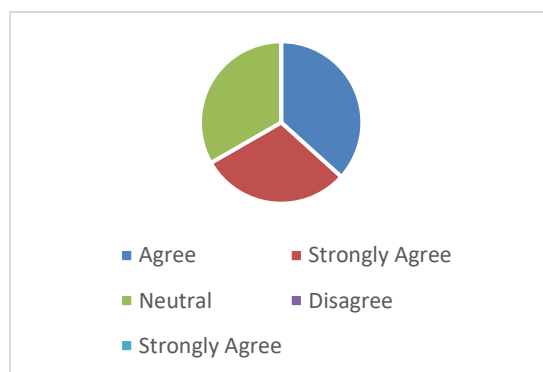
FINDINGS AND DISCUSSION

FINDINGS

In this section, the researchers present and analyze the questionnaire data and interviews questionnaire of the sample research students. The questionnaire consists of 10 statements and the interview consists of 5 questions—the number of class IX SMP Negeri 19 Palu students. The research was conducted on March 16 2022 for the questionnaire and interview was conducted on March 16 2022. Furthermore, the questionnaire and students' interview results are presented below.

Analysis of Questionnaires

After analyzing the 10 statements in the questionnaire given to students, the researchers found the following:

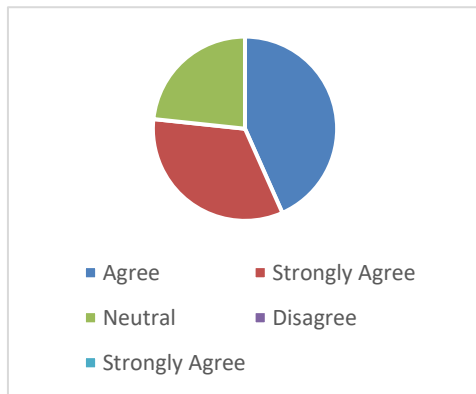


Students' Motivation

First statement: I want to go back to school because I want to meet my friends and teachers

Based on the result of the questionnaire, it shows that from 30 students in class IX, 11 students answered agree (36.7%), 9 students answered strongly agree (30%), 10 students answered neutral (33.3%), 0 students answered disagree (0%), 0 students answered

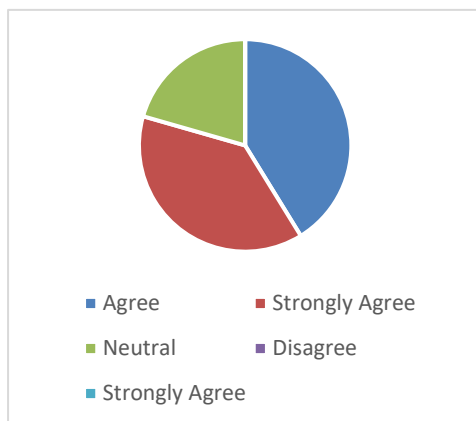
strongly disagree (0%). The researchers concluded that most students agreed because they wanted to meet friends and teachers.



The second statement: I want to back to school because I want to study with friends in class

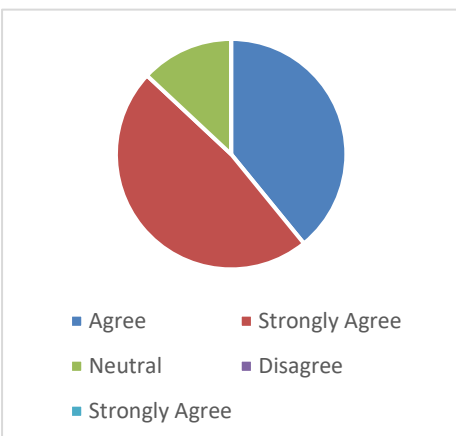
Based on the diagram above, there are 30 students in class IX; 13 students answered I agree (43%), ten students answered strongly agree (33,3%), seven students answered neutral (23,3%), 0 students answered I disagree (0%), 0 students answered strongly disagree (0%). Based on the statement above, the researchers conclude that most students

choose to agree because students want to study together with friends in class.



The third statement: I want to back to school because I like the learning atmosphere in class

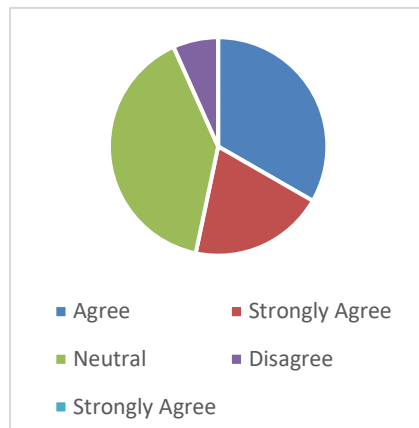
Based on the result of the questionnaire, it shows that from 30 students in class IX, 14 students answered agree (46,7%), 13 students answered strongly agree or (43,3%), three students answered neutral (10%), 0 students answered disagree (0%), 0 students answered strongly disagree (0%). So, the researchers conclude that most students choose to agree because they like the learning atmosphere in the classroom.



Fourth statement: I want to go back to school because I want to play with my friends at school

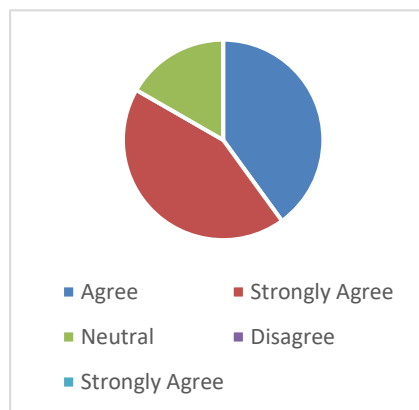
Based on the diagram above, there are 30 students in class IX; nine students answered I agree (30%), 17 students answered strongly agree (56,7%), four students answered neutral (13,3%), students answered I disagree (0%), 0 students answered strongly disagree (0%). So, the researchers conclude that most students choose to strongly agree because students want to play with friends at school

Fifth statements: I want to back to school because my English teacher is very fun



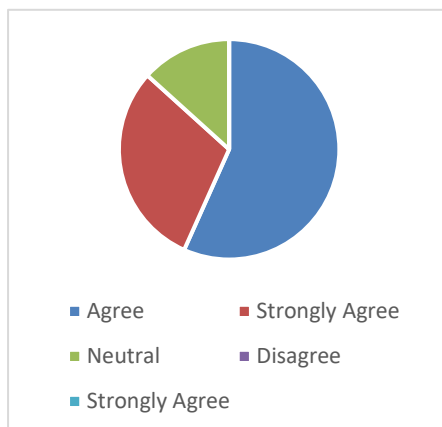
Based on the diagram above, there are 30 students in class IX; ten students answered I agree or (33,3%), six students answered strongly agree (20%), 12 students answered neutral (40%), two students answered disagree (6,7%), 0 students answered strongly disagree (0%). Based on the statement above, the researchers conclude that most students choose to be neutral because the English teacher is fun.

Sixth statement: I want to go back to school because studying at home is boring

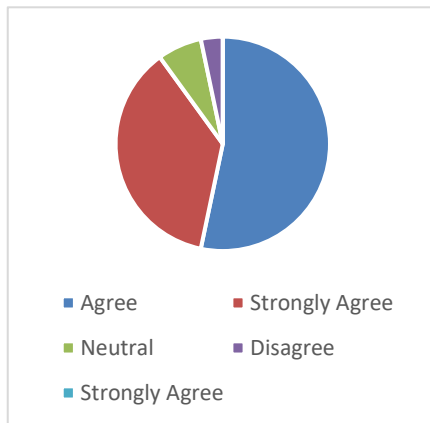


Based on the result of the questionnaire, it shows that from 30 students in class IX, 12 students answered agree (40%), 13 students answered strongly agree (43,3%), five students answered neutral (16,7%), 0 students answered disagree (0%), 0 students answered strongly disagree (0%). The researchers conclude that most students choose strongly agree because studying at home is boring

Statement seventh: I want to go back to school because I want to improve my grades

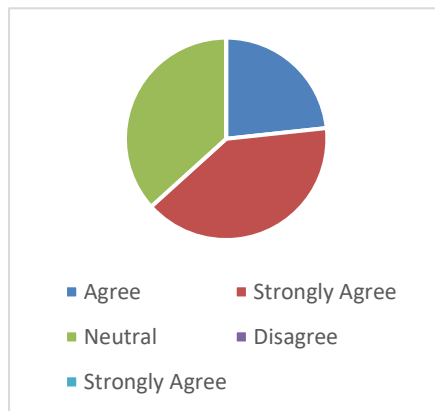


Based on the diagram above, there are 30 students in class IX, 17 students answered agree (56,7%), nine students answered strongly agree (30%), four students answered neutral (13,3%), 0 students answered disagree (0%), 0 students answered strongly disagree (0%). The researchers conclude that most students agree because they want to improve their grades.



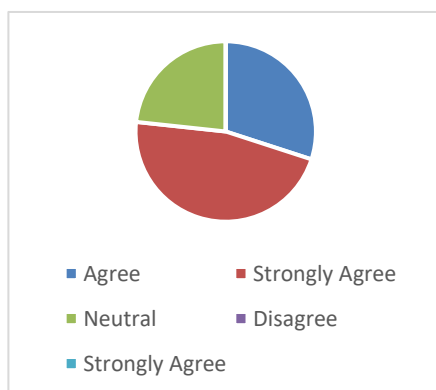
Statement eighth: I want to go back to school because I want to achieve learning achievement

Based on the diagram above, there are 30 students in class IX; 16 students answered agree (53,3%), 11 students answered strongly agree (36,7%), 2 Students answered neutral (6,7%), one student answered disagree (3,3%), 0 students answered Strongly disagree (0%). So, the researchers conclude that most students choose to agree because students want to achieve learning achievement strongly.



Statement ninth: I want to go back to school because studying at home makes me not understand the teacher's explanation

Based on the diagram above, there are 30 students in class IX; seven students answered I agree (23,3%), 12 students answered strongly agree (40%), 11 students answered neutral (36,7%), 0 students answered disagree (0%), 0 answered strongly disagree (0%). Based on the statement above, the researchers conclude that most students strongly agree because studying at home makes students not understand the teachers' explanation.



Statement tenth: face-to-face learning makes me understand the teacher's explanation

Based on the result of the questionnaire, it shows that from 30 students in class IX, 9 students answered agree (30%), 14 students answered strongly agree (46,7%), 7 students answered neutral (23,3%), 0 students answered disagree (0%), 0 students answered strongly

disagree (0%). Based on the statement above, the researchers conclude that most students strongly agree because face-to-face learning makes students understand the teachers' explanation.

Analysis Interview

Based on ten interview questions about students' motivation in learning English in the new normal period which had been carried out on 5 students IX B through direct interviews, it showed that the dominant students answered very happy. Motivation can help students achieve achievement, but sometimes some students are not interested in going back to school.

DISCUSSION

The researchers drew several interpretations based on the result and the theory of students' learning motivation. First, Motivation is the reason or what causes someone to do something to achieve. Motivation as a critical factor in learning and teaching, achieves something (Thohir 2017). Teachers and researchers have widely accepted motivation as one of the key factors influencing the success of foreign learning. When the subjects have a high attitude towards the target culture and English-speaking people, they will enjoy learning English as much as possible, think English is an important part of learning, and put great effort into learning. Therefore, they will improve their language skill also (Tiara, Supardi, and Salman 2017). Motivation is one of the key factors influencing the success of foreign language learning. Then, in addition, based on the data that has been processed, the researchers can indicate that the students in junior high school have high motivation in face-to-face learning at school, it is supported by the high percentage of students in answering that they want to return to school because they want to meet friends and want to increase learning scores on the questionnaire.

Based on the results of data analysis, it shows that the dominant students answered agree and strongly agree through the research questionnaire statement, which can be indicated that students have high motivation to return to school because they want to play with friends and want to increase their learning scores. This socialization ability is certainly not achieved in distance learning, considering that the form of interaction will be different when students socialize directly and through technology intermediaries. In many cases, children are burdened with many

tasks, but the explanation from the teacher is not optimal. At a lower level, the lack of face-to-face time with the teacher makes parents have to be reliable to answer all their children's questions about various subjects. Finally, the child's achievement target, which in normal situations can be achieved in one semester, is missed. This is called learning loss, which can be interpreted as falling behind in lessons, which results in a decrease in the quality of learning (Skata, 2021).

Based on the results of the dominant interview data, students answered the researchers questions, happy to go back to school and make it easier for students to understand lessons by studying at school, it can be indicated that students have good motivation and willingness to return to school because they are happy with learning back at school and can make it easier for students to understand learning. The learning process is effective and fun; students' mood is also influenced by the atmosphere of learning in the classroom. Thus, if the process is fun, the students' learning motivation will automatically increase. The class becomes more interactive because of the activity of the students. (Without a name, 2022). The teacher must ensure that what is made or the results of the practicum are the students' work. Because it is difficult to supervise, it will be difficult to assess the performance and performance of each student, because the assignments are independent. It is different when the learning model is done face-to-face (conventional). The practicum and assignment processes are also easier to prepare, organize, and assess because all students can be seen directly by the teacher's performance and work process. In the end, the assessment process carried out is also more measurable and effective because it is assessed from all aspects, including performance, activity, creativity, as well as the work or practice of each student. Madjid (2020).

Therefore, based on the phenomena in the preliminary research, the analysis of motivation to learn English in the new normal period has a fairly high motivation. From these results, the researchers concluded that students' willingness and motivation to learn English in the new normal period was very good because their enthusiasm for learning was still there after going through the pandemic phase and studying online.

CONCLUSION

The analysis findings in the previous chapter allow the researchers to draw some conclusions regarding students' motivation to learn English in the new normal. Based on the

findings, the researchers found that the percentage of strongly agree and agree was higher than that of neutral, disagree, and strongly disagree. It can be shown that students have high motivation to learn English in the new normal; students show some efforts such as increasing the value of learning, achieving learning achievement, being fluent in English, and interest in learning comes from the students themselves.

REFERENCES

- Alhaq. A. M. G (2021). *Questionnaire According to Experts*. [Online] USH Indonesia. Retrieved from [Kuesioner Menurut Para Ahli \(2021\) Lengkap 2020 - USH Indonesia \(ujistatistikhalal.com\)](https://ujistatistikhalal.com)
- Arikunto, S. (2002). *Metodologi Penelitian Suatu Pendekatan Proposal*. Jakarta: PT. Rineka Cipta.
- Alizedah, M. (2016). *The Impact of Motivation of English Language Learning*. Islamic Azad University: Iran.
- Dörnyei, Z. (1998). *Conceptualizing Motivation in Foreign Language Learning*. *Language Learning*, 40, 46-78, 1998.
- Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge, UK: Cambridge University Press. <http://dx.doi.org/10.1017/CBO9780511667343>.
- Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. Mahwah, NJ: Lawrence Erlbaum. <http://dx.doi.org/10.1177/0261927X05281424>.
- Dewi, W. A. F. (2020). *Dampak COVID-19 terhadap Implementasi Pembelajaran Daring di Sekolah Dasar*. *Edukatif: Jurnal Ilmu Pendidikan*, 2(1), 55-61. <https://doi.org/10.31004/edukatif.v2i1.89>
- Harmer, J. (2007) *The Practice of English Language Teaching*. Third edition. Longman Pearson Education Limited.
- Hamzah. B. U. (2017) *Teori motivasi dan pengukurannya* (Analisis di bidang pendidikan). Jakarta: Bumi Aksara
- Hamzah. B. U. 2007. *Model Pembelajaran Menciptakan Proses Belajar Mengajar yang Kreatif dan Efektif*. Jakarta: Bumi Aksara.
- Kompri. (2016). *Motivasi Pembelajaran Perspektif Guru dan Siswa*. Bandung: PT Rosda Karya.

- Kusumawati, F. H. (2014). *Students' Motivation in Learning English in MA Kunir Wonodadi Blitar*. A Paper. Tulungagung: Agama Islam Institute.
- Kusnandar (2021). *Sebuah Gagasan Model Pembelajaran Kolaboratif Pasca Pandemi pada Portal Rumah Belajar*, Pena, Kemdikbud.
- Madjid. A. (2020). *7 Alasan Pembelajaran Tatap Muka Baik Untuk Perkembangan Diri Anak*. Kejarcita [Online]. Retrieved from <https://blog.kejarcita.id/7-alasan-pembelajaran-tatap-muka-baik-untuk-perkembangan-diri-anak/>
- Marlina. R. (2019). Motivasi Belajar Siswa SMA Dalam Pembelajaran Matematika Dengan Model Brain Based Learning. Ed Humanistics: Jurnal Ilmu Pendidikan. <https://doi.org/10.33752/ed-humanistics.v4i2.559>
- Mc. Donald dalam Sardiman. (2007). *Interaksi dan Motivasi Belajar Mengajar*. Bandung. Rajawali Pers
- Miles, M.B, Huberman, A.M, dan Saldana, J. 2014. *Qualitative Data Analysis, A Methods Sourcebook*, Edition 3. USA: Sage Publications. Terjemahan Tjetjep Rohindi Rohidi, UI-Press
- Penabur (2022). *5 Langkah Agar Siswa Senang dan Nyaman Belajar di Kelas* [Online]. Diakses dari <https://bpkpenabur.or.id/news/blog/5-langkah-agar-siswa-senang-dan-nyaman-belajar-di-kelas>
- Populix (2022). *Pengertian Kuesioner, Jenis, Cara Membuatnya dan Contohnya*. [Online]. Retrieved from <https://info.populix.co/articles/kuesioner-adalah/>
- Pintrich, P. R., Schunk, D. H. (1996). *Motivation in education: Theory, research, and applications*. Englewood Cliffs, NJ: Prentice. In Hardré, P. L; Crowson, H.M.; Debacker, T.K.