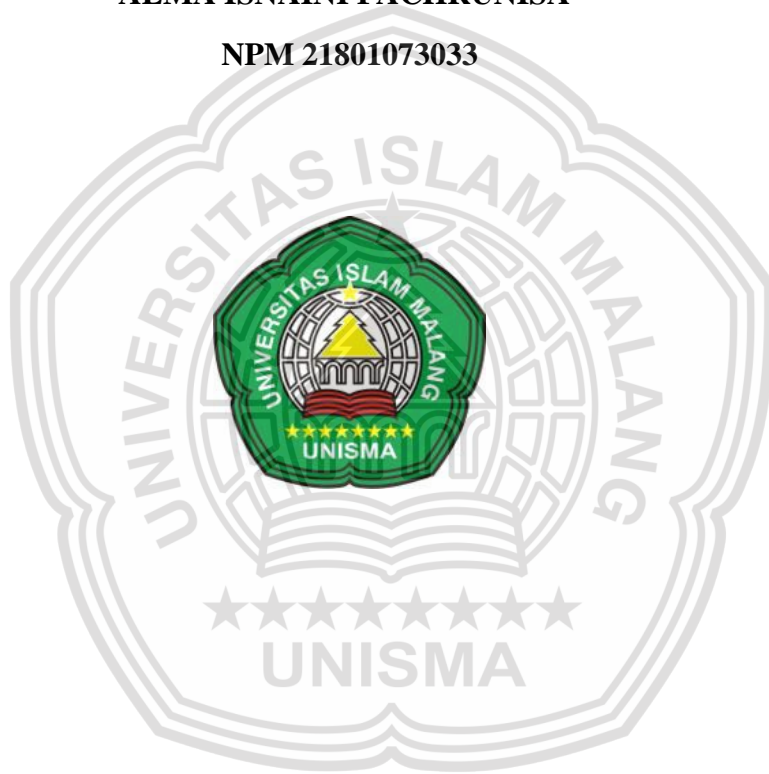# THE INFLUENCE OF ONLINE EFL LEARNING TOWARD THE STUDENTS' MOTIVATION

SKRIPSI

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ABSTRACT

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Key Words: Learning Motivation, Online EFL Learning

Students' motivation is the most important components for students' learning. Students' motivation in learning English encourages them to master language skills. There are two types of students motivation, including intrinsic motivation and extrinsic motivation. During online EFL learning, motivation is a very influential aspect. So, the objectives of this study aimed to find out the ways online EFL learning influences students' motivation, as well as the factors influence it.

This research used qualitative approach. The researcher collected data by distributing questionnaires and conducted interviews. The population in this study is the second, fourth, and sixth students who experience online EFL learning to filled out the questionnaire. Further, interview was applied to three representative participants from each semester that had the lowest or highest motivation score according to the questionnaire results.

The data finding showed that students are quite motivated by doing online EFL learning, both on intrinsic motivation and extrinsic motivation. The majority of students concur that online EFL learning is very helpful for learning languages, that utilizing it also helps students' English skills, and that the programs utilized by their instructors are also quite interesting and exciting. Then, students are motivated by a number of factors, including the fact that online EFL learning is very flexible and effective, online EFL learning allows students to devote more time to studying the material, online EFL learning can improve their learning skills, online EFL learning is enjoyable, and that the application used during online EFL learning is interesting. Even so, students are also demotivated due to a variety of factors. Some of the difficulties they face including poor signal, limited quota, feeling sleepy, interference from someone or from outside in the form of voice and others, difficulty in understanding the material, and difficulty in communicating with lecturers and friends.

Based on the result, this study revealed how students are motivated in online EFL learning, as well as the difficulties they face and how they overcome

them. Teachers should still try to maximize online EFL learning. Moreover, students should also continue to practice using technology for future learning.

CHAPTER I
INTRODUCTION

This chapter presents about background of the study, research problem, objective of research, significance of research, scope and limitation of the research, and definition of key terms.

1.1 Background of the Study

The COVID-19 pandemic has hit the whole world. This virus first appeared in December 2019 and this virus spread in mid-March 2020 in Indonesia. The COVID-19 pandemic has had an impact on many things, one of which is the world of education. Learning that was previously done face-to-face or offline classes is now done through platforms or online classes, and then this also applies to EFL learning. Putra (2021:35) stated the Covid-19 outbreak has influenced many areas, including our educational system. Because of this condition, teachers have shifted from direct classroom instruction to virtual instruction.

The Indonesian Minister of Education and Culture has implemented learning from home system as an effort to prevent the transmission of this virus. Learning from home system was implemented for fourteen days. Following the outbreak of the Covid-19 pandemic, so this decision was taken. But because this virus is increasingly spreading, the government enforces learning from home system until the pandemic subsides. Schools and universities are advised to use online classes for longer period. Nartiningrum

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and Nugroho (2020:116) explained because of the pandemic, the Education Ministry proposed online classes for schools and universities. For the first fourteen days, schools and universities were encouraged to convert traditional classes to online classes.

Online learning in Covid-19 pandemic situation has an impact on teaching and learning process, especially for EFL learning. Krish (in Atmojo and Nugroho, 2020:53) argued that online learning is defined as a series of learning activities in a subject delivered via a network that allows for access and knowledge exchange. This terminology appears to denote a teaching and learning approach that makes use of internet technology. The online learning environment is beneficial not only for students to access knowledge and materials, but also for course participants to associate and cooperate. With the implementation of online learning, there are definitely some changes that have never existed during offline learning, for example, this learning is full of using technology, new learning techniques, and new learning method and so on.

In EFL learning especially in online EFL learning, it is necessary for students to have motivation. Motivation is one of aspects in improving students learning. Filgona et al. (2020:17) said that "Student motivation is an essential element that is necessary for quality education". Motivation also can encourage students to more easily master the English skills. Motivation is divided into two, namely intrinsic motivation and extrinsic motivation. As described by Arens at al (in Riswanto and Aryani, 2017:44), intrinsic motivation occurs when a person's behavior is triggered internally by someone

for his own benefit or curiosity. Extrinsic motivation, on the other hand, occurs when an individual is influenced by external factors such as awards, punishment, or social pressures.

Seeing the Conditions of online EFL learning during the Covid-19 pandemic situation, many challenges were faced in the EFL learning process, such as the technology used, learning methods for students, the material presented, and the problems faced by EFL students, all of which can affect EFL students' learning motivation. There are problems that are often faced by EFL students when learning online, as described by Atmojo and Nugroho (2020:72), due to the financial situation of students' families, the lack of student facilities on smartphones, internet quotas, and a stable internet connection remain obstacles. In EFL learning, this will be difficult when students get those problems because learning English requires explanations in structure, vocabulary and many things related to EFL learning.

Based on the statements above, the researcher is interested in conducting a qualitative research entitled **"The Influence of Online EFL Learning toward the Students' Motivation"**

1.2 Research Problems

Based on the background of the study above, the problems of this research are as follows:

1. How is the influence of online EFL learning toward the students' motivation?

2. What factors influence online EFL learning toward the students'
motivation?

1.3 Objectives of the Research

The objectives of the research are:

1) This research aims to inquire the ways online EFL learning influencing the
students' motivation.

2) This research aims to inquire the factors that influence online EFL learning
toward the students' motivation.

1.4 Significances of the Research

The significances of the research are:

1.2.1 Theoretical Significance

The outcomes of this study are expected to help support
EFL learning. The outcomes of this study are also expected to
supplement previous studies and serve as a reference for future
similar studies.

1.2.2 Practical Significance

Aside from theoretical applications, there are also practical
applications:

1) Students

It is expected that the result of this research can provide
good EFL learning innovations during online learning, as well
as maintain students' motivation in learning.

2) EFL Lecturer

It is expected that this research can provide information on how online learning has an impact on students, which information can help lecturers improve the online learning process.

3) Future Researchers

It is expected that the result of this research can be a reference for further research.

1.5 Scope and Limitation of the Research

According to the background of the study, the researcher focused on how the influence of online EFL learning on students' motivation. The researcher focused on the motivation that was described by Dauyah and Yulinar (2018:201) with the motivation to learn will make students focus on learning either to understand or the willingness to be involved in every learning activity as well as the willingness to carry out other activities needed to help learn.

In this research, the researcher has a problem that is many campuses are still doing offline learning, therefore the researcher has difficulty in coordinating the respondents to fill out the instruments.

1.6 Definition of Key Terms

The definitions of key terms of the research are:

1) EFL Learning Motivation in Class: Encouragement from within and from outside that encourage students to be enthusiastic and passionate about learning English language in the online classroom.

2) Online EFL Learning : Digital technology-based learning English Language class process that utilizes the internet network and application used in English class.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher describes the conclusion based on the findings and discussion, as well as suggestions for future research on this topic.

5.1 Conclusion

The researcher can conclude from the findings and discussions that online EFL learning has a fairly good influence on students' motivation in EFL class, both on intrinsic motivation and extrinsic motivation, where online EFL learning motivates students to participate in learning even though they prefer offline learning. The majority of students felt that online EFL learning improves their English skills because of the numerous online EFL learning media that they can use, that online EFL learning is very flexible and effective, that online EFL learning allows students to devote more time to studying the material, that online EFL learning is enjoyable, and that the application used during online learning is interesting, that it can motivate them to participate in online EFL learning. Some of these factors, the most dominant factors are online EFL learning can help them improve their language skills and also the application used during online EFL learning. Meanwhile, students also encounter difficulties such as bad signals, limited quotas, drowsiness, interference from someone or something outside in the form of sound and others, difficulty understanding material, and difficulty communicating with lecturers and friends when engaging in online learning.

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Even with some difficulties they face when learning online, the students' enthusiasm has not diminished. This shows that online EFL learning is a learning method that can be maximized in future learning.

5.2 Suggestions

The researcher makes several suggestions in this study, including: suggestion for the teacher, suggestion for the students, and suggestion for future researcher.

5.2.1 For the Lecturers

For the lecturers, the researcher provides an overview of the ways online EFL learning influences students' motivation, which can be used to maximize future learning by being able to use online EFL learning as a substitute when the lecturer is in a state of urgency.

5.2.2 For the Students

For the students, the researcher suggests that students improve their skills in using available technology for learning because learning with technology may increase in the future.

5.2.3 For Future Researcher

Because the researcher has limited time to collect data, future researchers may be able to investigate online EFL learning more deeply and on a slightly larger scale for future learning.

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