

## RECENT STUDENTS' MOTIVATION TOWARD LEARNING ENGLISH AFTER THE COVID-19 POST-PANDEMIC

<sup>1\*</sup>Bihan Firmansyah, <sup>2</sup>Hamamah, Ive Emaliana

<sup>1</sup>English Language Education, Faculty of Cultural Studies, Universitas Brawijaya, Indonesia

\*Corresponding Author Email: [bihanfr@student.ub.ac.id](mailto:bihanfr@student.ub.ac.id)

Article Info	Abstract
<b>Article History</b> Received: November 2022 Revised: December 2022 Published: January 2023	<i>The COVID-19 pandemic has compelled EFL teachers to adapt their instruction online. Evidence shows how protracted school closures affect students' ability to learn EFL. The development of techniques to aid students in making up for lost learning would require this knowledge for EFL learning. For this reason, it is necessary to know in greater detail students' motivation to learn EFL in the post-pandemic era. It is vital to have a clear plan for individualized diagnoses and to put remedial programs into place. 100 senior high school students from a private school participated. Data for this study were gathered using an online self-reported questionnaire measuring intrinsic and extrinsic motivation which can encourage students' EFL learning. The results of the study showed a variety of learners' internal and external factors of motivation such as students' desire to learn a language to improve their skills, learn about diverse cultures, beliefs, and viewpoints, and simply to pass their exam. Thus, acting as either pulling or dragging forces of learning English. Besides the limitations, these research results would impact teachers' teaching strategies, materials, and media selections to reduce students' learning loss.</i>
<b>Keywords</b> Motivation; English Learning; Online Learning;	
<b>How to cite:</b> Firmansyah, B., Hamamah., & Emaliana, I. (2023). Recent Students' Motivation toward Learning English after the Covid-19 Post-Pandemic, <i>JOLLT Journal of Languages and Language Teaching</i> , 11(1), pp. 130-136. DOI: <a href="https://doi.org/10.33394/jollt.v%vi%i.6635">https://doi.org/10.33394/jollt.v%vi%i.6635</a>	

### INTRODUCTION

The transition from pandemic to post-pandemic affected how teachers and students perceived shifted learning activities (Abdillah & Sueb, 2022). Given that the Covid-19 pandemic first appeared in early 2020, the Indonesian government published guidelines for online learning that have been implemented for two years. Beginning in July 2022, all Indonesian schools may be open for a limited amount of face-to-face instruction with the requirement of health protocols and vaccination programs in accordance with the Joint Decree No. 5 of 2021 relating to the 2019 Guidelines for the Implementation of Instruction in the Pandemic of Covid-19 in Indonesia.

During this transitional phase to the post-pandemic, schools were back to offline learning with certain circumstances. Education field must adapt the new situations and follow strict health guidelines and standards to return things to normal during the new normal period (Saepul & Mashur, 2020). Infrastructure, instructional approach, and safety protocols all need to be prepared for in-person instruction. The sudden switch from online learning to partial or blended learning due to the health restrictions that have been loosened since early 2022 could have an impact on students' motivation to learn (Kinasih & Olivia, 2022; Hidayatullah et al., 2022).

Students gain experience using technology-based and self-paced learning modes during the implementation of online learning (Rahmawati & Sujono, 2021; Heo et al., 2021). However, pupils may run into motivational snags when engaging in face-to-face or blended learning. In the post-pandemic period, it's critical to keep students interested in learning, and they also need to be inspired to finish their assignments. The motivation of learners is

important. Student mentality, emotions, and behavior are all related to academic achievement. Students who have academic difficulties frequently exhibit low levels of motivation. Teachers must work to increase students' motivation for academic achievement by giving encouragement in the form of rewards or reinforcement for their accomplishments, focusing on awareness, providing feedback, and helping students feel capable.

One of the keys to the success of teaching and the learning process can be summed up as competent efforts (Dornyei, 1994; Haerazi & Irawan, 2020; Haerazi et al., 2019). A psychological condition known as motivation drives a person's desire to learn something. In essence, each student is motivated to learn for a different reason. Learners who believe they will succeed may become more motivated and, as a result, more involved in the learning process (Dornyei, 2005). It is obvious that motivation is a crucial component of language learning regardless of whether motivation affects success or success affects motivation.

Educators should be aware the role of motivation. Burston (2013) suggests that prior to implementing immediate learning, it is necessary to evaluate some factors, including the learning motivations. Motivation, from the point of view of Self-Determination Theory proposed by Deci and Ryan (1985), is distinguished into two categories, namely intrinsic motivation, a person's desire to do something because they find it intriguing or appealing, and extrinsic motivation, a sort of motivation that is related to something because it results in future outcomes (Fadli et al., 2022).

This also apply in the learning of foreign languages. It demonstrated the diversity of attitudes and motivations among students when it comes to learning English. Gardner and Lambert (1972) make distinctions between two kinds of motivations in language learning. Integrative motivation, which refers to learning the language in order to interacting with the locals' culture. The second type of motivation, known as instrumental motivation, suggests and implies that a learner acquires language skills to further goals related to their current or future employment. These motivational factors have the power to influence and manage the process and results of language learning. Thus, whether motivation influences success or success influences motivation, it is evident that both are essential factors in language learning (Dornyei, 2005).

Extrinsic motivation is characterized as a kind of drive that students can demonstrate through actions like resentment, rejection, and disinterest or through outward actions that reveal an internal acceptance of a particular task's utility (Ryan & Stiller, 1991; Fadli et al., 2022; Hidayatullah & Haerazi, 2022). Students who exhibit extrinsic motivation are supported and urged to take action because they are compelled to do so from without. According to the self-determination theory, three fundamental needs drive people to develop and change. According to this theory, people can become self-determined when their needs for autonomy, competence, and connection are fulfilled. Motivation is essential for learning a foreign language. It demonstrated the diversity of attitudes and motivations among students when it comes to learning English. Before choosing classroom teaching strategies, a teacher must look into the motivation of the students. Therefore, the previous study also suggests that prior to implementing immediate learning, it is necessary to evaluate some factors, including the learning motivations (Burston, 2013).

Several studies have been conducted to date on attitudes and motivation in English language learning. (Pgri et al., 2020) in their study "Learning Motivation and Students' Achievement in Learning English: A Case Study at Secondary School Students in the Covid-19 Pandemic Situation," examined students' motivation for learning and their success in learning English in the current covid-19 pandemic situation. According to the research, when a student's motivation for learning changes, this has an impact on their achievement. For this reason, teachers should give students lesson materials that are not significantly different from

what they would normally receive, as this will maintain students' motivation and learning achievement.

Purnama et al., (2019) conducted an analysis to understand eighth-grade students' desire for learning English. Based on this study, the eighth-grade students agree with the questionnaire's findings, which is their motive for studying English. It suggests that they are motivated to learn English. The results of the interview also revealed that students are motivated to learn English. This study demonstrated that motivation is a key component of learning activities, and other educators must be more inventive in their use of media, delivery methods, and instructional materials to boost students' motivation. According to Purwanto et al., (2020), their analysis examined how the Covid-19 Pandemic affected the academic performance of Indonesian university students. According to the study's findings, the Covid-19 Pandemic has an effect on how well Indonesian university students perform, with some negative consequences including a psychological impact on many students.

There has not been much research investigated students' motivation toward learning English in the Covid-19 post-pandemic in Indonesian context. More details are required to know students' motivation to learn EFL in the post-pandemic era. Therefore, the present study looked into this matter. This study focuses on the secondary school level. This knowledge will be needed for EFL learning to help teachers in selecting their instructional strategies, conducting students' individualized learning diagnoses and to implement corrective programs.

## RESEARCH METHOD

The researcher used questionnaires to gather data. The questionnaire was adapted from (Subakthiasih & Putri, 2020). The adaptation was done in order to add the context of post pandemic era in the questionnaire. There were no reduction of the number of questions from the original questionnaire. To obtain the data, the researcher used a survey. The data obtained from the questionnaires were analyzed by calculating the mean for each question. A four-point Likert scale was used to measure the level and type of students' learning motivation. Then, raw data were analyzed through SPSS, and frequently used statistical techniques of frequency and percentage score were used. Such scale was used in the questionnaire to determine the level of agreement or disagreement of students' answers based on the following criteria.

Table 1  
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

## RESEARCH FINDINGS AND DISCUSSION

### Research Findings

The findings from the questionnaires are presented in Table 2 and Table 3. Table 2 presents the mean score of the 10 statements which elicit the students' internal motivation and Table 3 presents the mean score of the 10 statements which elicit the participants' external motivation in learning English in post-pandemic era

Table 2  
Intrinsic Motivation

No.	Statements	Mean	Rating of Motivational Level
1	I learn English in order to improve my English language skills after the Covid-19 post-Pandemic.	3.5	Moderate
2	Knowing English helps me become a better person.	3.61	High
3	I used my free time for learning English after the Covid-19 post-Pandemic.	3.0	Moderate
4	I still study English after the Covid-19 post-Pandemic because I enjoy studying English.	3.22	Moderate
5	English helps me learn about other cultures, values, and thoughts.	3.48	Moderate
6	When I speak English, I don't mind making mistakes.	3.03	Moderate
7	Learning English is very important in this Covid-19 post-Pandemic.	3.43	Moderate
8	Learning English will allow me to be more at ease with English speakers.	3.4	Moderate
9	When someone speaks to me in English, I tend to be nervous.	2.8	Moderate
10	If I could not go to School, I would learn English by myself.	2.91	Moderate
<b>Total</b>		<b>3.24</b>	<b>Moderate</b>

The data showed that intrinsic motivation had a mean score of 3.24. This showed that the participants had a moderate degree of internal motivation to learn English. The participants were naturally motivated to learn English in the post-pandemic era for a variety of reasons, including improving their language skills, learning it in their own time, and believing that it will teach them about the cultures, values, and perspectives of other people. Due to these motivations, the participants would work hard to accomplish their objectives in learning. Dornyei (1994) and Haerazi & Irawan (2020) stated that intrinsic motivation to learn drives the desire to engage in a task for the fulfillment or pleasure of learning something new, satisfying one's curiosity, or experiencing new places. Additionally, the participants felt that intrinsic motivation encourage them to try hard understanding what they read. These findings are in line with Firman et al. (2022) who states that students who have a strong intrinsic motivation can learn faster than those who have low motivation whether in speaking, writing, reading, and listening learning activities.

Table 3  
Extrinsic Motivation

No.	Statements	Mean	Rating of Motivational Level
11	Learning English is useful in getting a good job in the Covid-19 post-Pandemic.	3.6	High
12	I learn English because I need it to further my studies overseas.	3.18	Moderate
13	I study English in order to please my family.	2.62	Moderate
14	I feel that no one is educated unless he is fluent in English.	1.91	Low
15	Knowing English gives me a feeling of success, especially	3.13	Moderate

No.	Statements	Mean	Rating of Motivational Level
	in the Covid-19 post-Pandemic.		
16	Others will have a better opinion of me if I speak English.	2.98	Moderate
17	In an English class, the teacher's personality is important in the Covid-19 post-Pandemic.	3.43	Moderate
18	In an English class, the group is important.	3.11	Moderate
19	I study English because I want to do well in my Examination.	3.45	Moderate
20	In an English class, the teacher's method is important.	3.6	Moderate
	<b>Total</b>	<b>3.10</b>	<b>Moderate</b>

Table 3 showed that the mean score of the participants' extrinsic motivation is 3.10. This elucidates that the participants external motivation to learn English in post pandemic era is also in moderate level, but slightly lower than their internal motivation. The questionnaire elicits that the highest mean scores among the statements measuring extrinsic motivation are about getting job, teacher's personality, teacher's method of teaching and passing examination. This means that the participants have high concerns on these external factors in learning English. This is in line with Harmer (2007) who states that extrinsic motivation is the outcome of a variety of external circumstances, such as the requirement to pass a test, the expectation of financial reward, or the potential for future travel. Also, These results were supported by earlier research by Budiana & Djuwari, (2018), which revealed that students have two types of motivation for learning English: intrinsic motivation and intrinsic motivation.

Motivating students to learn is important, whether on an intrinsic or extrinsic level, as motivation is the key to successful learning (Brown, 2003; Haerazi & Irawan, 2020). Motivated students have a positive attitude toward school and find it enjoyable. Even if the content was challenging to understand, students who were highly motivated would find studying to be easy. However, despite the contents of the lessons being so simple, students who lacked of motivation would become bored and struggle to learn.

Students felt that intrinsic motivation encourage themselves to try hard understading what they read. These findings are in line with Firman et al. (2022) who state students who have a strong intrinsic motivation can learn faster than those who have low motivation wether in speaking, writing, reading, and listening learning activities. Meanwhile, Extrinsic motivation is a motivation that comes from sources other than the students themselves. According to (Harmer, 2007), extrinsic motivation is the outcome of a variety of external circumstances, such as the requirement to pass a test, the expectation of financial reward, or the potential for future travel. There are some factors that have an impact on a student's extrinsic motivation, such as the fact that students are motivated to learn English because they want to achieve their goals, such as getting a good grade on their final exam, landing a good job after the Covid-19 pandemic, or continuing their education abroad.

Furthermore, referring to extrinsic motivation, most students agree that the teacher's personality and method are essential in English class. According to (Pgri et al., 2020), students' motivation for learning changes impacts their achievement. For this reason, teachers should give students lesson materials that are not significantly different from what they would normally receive, as this will maintain students' motivation and learning achievement. The results show that after the Covid-19 pandemic, the majority of students have a moderate motivation to learn English, both intrinsically and extrinsically.

Despite the limitation, the results of this study can contribute to further research that will need references or supporting data related to students' motivation in learning English. Practically, the teachers can be aware that motivation is essential to the students, especially during the transition of the post-pandemic era. Thus, this study can help to suggest to the teachers the appropriate teaching technique or method which leads to students' improvement in their achievement. Students should be motivated to learn, whether on an intrinsic or extrinsic level, as motivation is the key to successful learning (Brown, 2003). Motivated students have a positive attitude toward school and find it enjoyable. Even if the content was challenging to understand, students who were highly motivated would find studying to be easy. However, despite the contents being so simple, students who lacked of motivation would become bored and struggle to learn.

## CONCLUSION

Following the completion of the research and data analysis, the results of the study showed a variety of learners' internal and external factors of motivation acting as either pulling or dragging forces of learning English. It can be sum up that the students had moderate levels of intrinsic and extrinsic motivation, as evidenced by their overall mean scores of 3.24 for intrinsic motivation and 3.10 for extrinsic motivation, respectively. In order to study English, the students' intrinsic motivation was higher than their extrinsic motivation. The findings of this study can aid future investigations into how students get motivated to learn English. Practically, teachers can be aware that motivation is essential to the students, especially during the transition of the post-pandemic era. Thus, this study can help to suggest to the teachers, the appropriate teaching technique or method, materials, and media selections to reduce the students' learning loss to learn English which leads to students' improvement in their achievement.

## REFERENCES

- Brown, H. D. (2003). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Longman.
- Budiana, & Djuwari. (2018). the Non-Native Students' Motivation in Learning English at STIE Perbanas. *Language Circle: Journal of Language and Literature*, 12(2).
- Burston, J. (2013). Proving IT Works. *CALICO Journal*, 20, 219–226.
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic Motivation and Self-Determination in Human Behavior*. Plenum.
- Dornyei, Z. (1994). Motivation and Motivating in the Foreign Language Classroom. *Modern Language Journal*, 78, 273–284.
- Dornyei, Z. (2005). *The Psychology of the Language Learner: Individual Differences in Second Language Acquisition*. Lawrence Erlbaum Associates.
- Fadli, K., Irawan, L. A., & Haerazi, H. (2022). English Teachers' Feedback on Students' Writing Work in the New Normal Era: Teachers' Feedback; Writing Skills. *Journal of Language and Literature Studies*, 1(2), 83–92. <https://doi.org/10.36312/jolls.v1i2.624>
- Firman, E., Haerazi, H., & Dehghani, S. (2021). Students' Abilities and Difficulties in Comprehending English Reading Texts at Secondary Schools; An Effect of Phonemic Awareness. *Journal of Language and Literature Studies*, 1(2), 57–65. <https://doi.org/10.36312/jolls.v1i2.613>
- Gardner, R. C. , & Lambert, W. E. (1972). *Attitudes and Motivation in Second Language Learning*. Newbury House.
- Haerazi, H., Prayati, Z., & Vikasari, R. M. (2019). Practicing contextual teaching and learning (CTL) approach to improve students' reading comprehension in relation to motivation.

- English Review: Journal of English Education*, 8(1), 139.  
<https://doi.org/10.25134/erjee.v8i1.2011>
- Haerazi, H., & Irawan, L. A. (2020). The Effectiveness of ECOLA Technique to Improve Reading Comprehension in Relation to Motivation and Self-Efficacy. *International Journal of Emerging Technologies in Learning (IJET)*, 15(01), 61.  
<https://doi.org/10.3991/ijet.v15i01.11495>
- Harmer, J. (2007). *How to Teach English*. Pearson Longman.
- Hidayatullah, H., & Haerazi, H. (2022). Exploring the Use of Various Board Games to Enhance Speaking Skills Viewed from Students' Phonology Awareness: Speaking Skills; Phonology Awareness; Games. *Journal of Language and Literature Studies*, 1(2), 93–102. <https://doi.org/10.36312/jolls.v1i2.614>
- Hidayatullah, H., Munir, S., & Tawali, T. (2022). Enhancing Vocabulary Mastery through Applying Visual Auditory Kinesthetic (VAK): A Classroom Action. *Journal of Language and Literature Studies*, 2(1), 43–52. <https://doi.org/10.36312/jolls.v2i1.721>
- Heo, H., Bonk, C. J., & Doo, M. Y. (2021). Enhancing learning engagement during COVID-19 pandemic: Self-efficacy in time management, technology use, and online learning environments. *Journal of Computer Assisted Learning*, 37(6), 1640–1652.  
<https://doi.org/10.1111/jcal.12603>
- Jibriil Ahmad Abdillah, & Sueb Sueb. (2022). Students' Learning Motivation toward the Implementation of Blended Learning during Post-Pandemic EFL Classroom. *Pioneer: Journal Of Language And Literature*, 14(1).
- Kinasih, P. R., & Olivia, O. (2022). An Analysis of Using Movies to Enhance Students' Public Speaking Skills in Online Class. *Journal of Languages and Language Teaching*, 10(3), 315. <https://doi.org/10.33394/jollt.v10i3.5435>
- Pgri, U., Buana, A., & Pertiwi, S. (2020). Learning Motivation and Students' Achievement in Learning English: A Case Study at Secondary School Students in the Covid-19 Pandemic Situation. *JELITA: Journal of English Language Teaching and Literature*.
- Purnama, N. A., Rahayu, N. S., & Yugafiati, R. (2019). Students' Motivation in Learning English. *PROJECT (Professional Journal of English Education)*, 2(4), 539.  
<https://doi.org/10.22460/project.v2i4.p539-544>
- Purwanto, A., Fahlevi, M., Budi Santoso, P., Setyo Radyawanto, A., & Anwar, C. (2020). Exploring the Covid-19 Pandemic Impact on the Indonesian Students Performance. *Journal of Critical Review*, 15(7).
- Rahmawati, A., & Sujono, F. K. (2021). Digital Communication through Online Learning in Indonesia: Challenges and Opportunities. *Jurnal ASPIKOM*, 6(1), 61.  
<https://doi.org/10.24329/aspikom.v6i1.815>
- Ryan, R. M., & Stiller, J. (1991). The Social Contexts of Internalization: Parent and Teacher Influences on Autonomy, Motivation and Learning. In P. R. Pintrich & M. L. Maehr (Eds.) *Advances in Motivation and Achievement*, 7, 115–149.
- Saepul, U., & Mashur, S. (2020). Effectiveness of Discrete Mathematics Learning in New Normal Era on Student's Learning Achievement. *Uniqbu Journal Of Exact Sciences (UJES)*, 1(1), 41–45.
- Subakthiasih, P., & Putri, I. G. A. V. W. (2020). An Analysis of Students' Motivation in Studying English During Covid-19 Pandemic. *Linguistic, English Education and Art (LEEA) Journal*, 4(1), 126–141. <https://doi.org/10.31539/leea.v4i1.1728>