

Maintaining Student's

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Maintaining Students' Extrinsic Motivation in Online Learning: Teachers' Problem

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ABSTRACT

As one of the affective variables, motivation appears as predictor of the performance in a foreign language learning. One of them on the extrinsic motivation of the teacher. However, some teachers have difficulty maintaining the enthusiasm and motivation of students in learning, one of which is in an online learning environment. In this study, the researcher wanted to know the difficulties of English teachers in maintaining students' motivation at SMP Muhammadiyah 1 Ponorogo. Researcher collected data by interviewing English teachers and also observing online learning via Whatsapp. The result indicated that the teachers' difficulties in maintaining students' motivation were related to difficulties in conditioning learning, inviting interaction, and controlling students' emotions. The teachers also declared he strategies to solve the difficulties, such as providing some varieties of learning/instructional media, giving rewards, personal sharing, and cooperating with parents. If the problems that occur are not addressed, it will make the online teaching and learning process continue to decline and become increasingly unfavorable, detrimental to the teacher as well as the students and parents as well. So these strategies carried out by the teacher can make students' enthusiasm more controlled, students are more open to the difficulties they face, students are more active in participating in online learning, and the contribution of parents in mentoring student leaning is also more intense.

Keywords: motivation, motivation in EFL classroom, online learning.

1. INTRODUCTION

There are many things that can affect the success of students in learning from the internal and external sides of students. Many variables that have impacted the internal or the external factor of the student will realize the achievement of educational performance [1].

Students' internal factors are factors that occur within the individual who is practicing. Internal factors in students are classified into two, namely; Physical factors and psychological factors. Physical factors are the personal characteristics of students and psychological factors are potential factors and personality elements. On the other hand, external factors are factors that come from outside the students. External factors (from outside students) consist of two kinds: social environmental

factors and non-social environmental factors. Social environmental factors are the environment around the school and non-social environmental factors are something that is outside the scope of society. So, from the many factors from the internal and external side, a word is called motivation.

Motivation is a pushing or dragging force that triggers movement against a specific goal. With the encouragement (motivation), a student can understand in learning well in English language teaching and learning, motivation plays an important role without which second (foreign) language teaching and learning does not lead to the best results. English teachers have faced a range of difficulties in maintaining the students' motivation to learn English in online learning environment.

[26] In previous research, some researchers analyzed students' motivation in English as a Foreign Language (EFL) classroom. By selecting subjects that interest students and create a comfortable [7] environment in the class, teachers can inspire learners. Interactive-informal teacher-student evaluation and student self-evaluation have emerged as the best predictors of student intrinsic motivation and positive attitude [2] towards the EFL course [2]. In the other research, there are three kinds of motivational techniques embraced by English teachers, including giving incentives, constructive feedback, and increasing self-esteem and self-confidence [3].

Accordingly, motivation in online learning is also important. In online learning, teachers and students cannot do face-to-face learning. So, there are certain drawbacks, such as the difficulty of teachers in the lack of supervision because learning is not carried out face-to-face. There is no emotional feeling in learning because it is done in a distant place. The interaction analysis revealed that reduced active teaching increased (i.e. moderated) the negative relation between academic difficulty and learning motivation. Students who are frustrated in online learning will experience a bad impact on learning outcomes. As a result, a driving force is required to drive students so that they are excited about learning so that they can achieve learning. Unfortunately, growing motivation in students in online / distance learning is not easy. Based on the pre-study results, it showed that in online learning at SMP Muhammadiyah 1 Ponorogo, students sometimes did not do the assignments given by the teachers. Students rarely responded well to the material presented by teachers in online learning. Students were not active when online learning took place and teachers had difficulties controlling students' interest.

Regarding the above problem, this article was aimed at finding out the teachers' problem in maintaining students' extrinsic motivation and teachers' strategies to deal with these difficulties. So, the online learning keeps running well and teachers can keep maintaining students' motivation even in distance/online learning period.

2. LITERATURE REVIEW

2.1 Motivation in EFL classroom

Motivation is the result that someone needs to attain or obtain, and the estimate that what they do will contribute to the result they expect (Victor H. Vroom). In addition, Motivation is characterized as an internal state that drives us to act, helps us to accomplish certain achievements, and keeps us engaged in certain activities.

[13] Motivation can be divided into two types, such as intrinsic motivation and extrinsic motivation.

2.1.1 Intrinsic motivation

Intrinsic motivation is important and central [19] to the adaptation mechanism by which components of one's open internal experience and information are assimilated or combined with new knowledge. In terms of intrinsic motivation, knowledge at all levels is the primary aim. Intrinsic motivation applies to incentives provided by the action itself.

Students that have an intrinsic motivation prefer to remain complex and difficult challenge, and to learn from their slips and errors [4]. [5] divided intrinsic motivation into three categories: 1) Intrinsic motivation-Knowledge is the motivation to acquire a new concept for feelings associated with discovering new concepts and gaining knowledge; 2) Intrinsic motivation-Accomplishment relates to feelings linked to the effort to master a challenge or to reach a goal; 3) IM-Stimulation is related to motivation.

2.1.2 Extrinsic motivation

[18] Extrinsic motivation refers to benefits gained not by action, but as a result of activities. On the other hand, Extrinsic motivation is the tendency to take part in events for reasons which are not relevant to the activity. These explanations may involve expectations of reward or consequence, such as being competitive in the test or having a good score[4].

Extrinsic motivation itself is simply an action motivated by the external forces of the person. Individually driven extrinsically, if the person selects an easy job, repetitive, straight forward and repetitive, competing to win awards, relying on the aid of others, less secure in voicing their thoughts, and using external parameters to assess success and failure.

In an EFL classroom, motivation is also important. In keeping motivation in the EFL classroom, there are suggested strategies to motivate students' learning. These four criteria can also be extended to assessment as a subset of the classroom learning environment: 1) Learning motivation is encouraged when the interest of a learner is stimulated due to a perceived void in current information; 2) Learning motivation is encouraged when the knowledge to be gained is perceived to be substantially relevant to the goals of a learner; 3) Learning motivation is encouraged when learners believe they will master the learning task; 4) Learning motivation

is encouraged when learners expect and observe satisfactory outcomes of a learning task [2].

In summary, motivation in the EFL classroom has a big impact. Motivation can influence students' interest in learning, to achieve learning goals. That is way students can follow learning well and get positive learning outcomes.

2.2 Online learning

At this time, the revolutionary era has developed. The role of the internet in the learning process could be moved [9]ster [6] and this development has also occurred in the wireless communication technology which has resulted in the emergence of various interactive multimedia networks, such as mobile learning. E-learning is one of the current learning approaches being developed by leveraging computers as a learning medium, as well as providing an innovation that has a significant contribution to improving the quality of teaching and learning [7]. In the learning process, technology has introduced several more powerful methods [8] such as computers, smartphones, laptops, and etc. The Internet revolution has made online learning become a popular method for learning as an alternative to face-to-face learning. Online learning provides students with a variety of instructional aids and communication methods. This is due to the fact that online learning uses a variety of technologies such as computer-based learning, web-based learning, virtual classrooms, and digital connections [9].

Online learning is a form of distance learning that has long been part of the American education system and, in recent years, has become the largest field of distance learning [10]; [11]. In online learning, the teaching-learning activities cannot occur face to face, this teaching-learning is controlled through electronic media only. Therefore, this should provide opportunities for students to critically reflect on what they learn through independent research to ensure that their knowledge and understanding are enhanced [12].

People's learning habits have shifted as a result of the internet learning climate. Learning, conversation, and information sharing are handled differently in online learning than they are in face-to-face learning. Learners can perceive the internet differently depending on how they use it [13]. As a consequence, there is a question of how learners feel about using e-learning.

Online learning challenges teachers to stay and deliver learning well and effectively. Therefore, It is suggested that teachers be able to adapt to the needs of students who have been dominated by technological developments as a hallmark of the digital era [14].

Teachers also have the task of understanding new generations of students and how they study is essential for implementing necessary educational improvements [15]. Despite all the difficulties experienced by teachers in exploring online learning, they are useful in maintaining the enthusiasm and motivation of students to learn, also essentially without motivation, no hard endeavor, including learning English, can be completed successfully.

3. METHODS

In this study, the authors conducted research at SMP Muhammadiyah 1 Ponorogo. This place was chosen for some reason, such as: in this school, some students needed more attention from teachers in learning, especially in language learning and even now in an online learning environment. From this pre-research, the writer wanted to research the teachers' difficulties and strategies to keep maintaining students' motivation in English online learning. The results of this study will be described in a qualitative descriptive manner. Descriptive qualitative was a research using a case study process or technique [16].

In collecting data, the author used several instruments, namely: interviews and observation. The interview was aimed at two English teachers who teach in grades one to three of junior high school. Interviews were used to collect data from English teachers about difficulties and strategies in maintaining student motivation in learning English at SMP Muhammadiyah 1 Ponorogo during online learning. While observation is used to observe the student learning process in online learning on Whatsapp chat groups which are used for learning media in online learning. Such as how teachers and students interacted during teaching learning and students responded in materials or orders conveyed by teachers through the Whatsapp platform. The teachers used this platform because it was easy to reach and use by students.

The data that has been obtained from interviews and observations will be analyzed as follows: the interview data will be reduced by clustering it and choosing the important. While the observation data is used to explain the data descriptively. Finally, those analyzes are used to clarify the data in order to get the clear and complete data about the teachers' difficulties in maintaining students' motivation in English online learning and the strategies to solve the problem.

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4. RESULTS AND DISCUSSION

4.1 Result

4.1.1 Student motivation in English online learning

Online learning also requires the role of ²⁴ motivation to continue to foster student enthusiasm in the process of teaching and learning activities. One of them that the writer asked the English teachers in the interview. Both teachers said that students' motivation during online English learning has significantly decreased. The attendance of students in each meeting has decreased, some students are often late and even do not attend online meetings. Some students also did not do their assignments in an orderly manner. However, some others still follow the lesson well.

4.1.2 Difficulties of teachers in motivating students in online learning

From the writer's interviews with English teachers, gotten answers regarding the difficulties of teachers in motivating their students in learning English. The first teacher said that the difficulty was getting students to interact with English actively. Because in the learning process, the teacher used English in dialogue with students and then translated into Indonesian, so that students could understand and get used to speaking English. However, it has not received a good response from students.

While the second teacher gave an answer, that the difficulty was in understanding the emotions of each student, so the teacher cannot know the emotional situation of students in following their learning. From these difficulties, there will also be difficulties in conditioning the class during the learning process.

4.1.3 Problems that trigger teachers' difficulties

From the difficulties faced by the teacher in motivating students and maintaining the enthusiasm of students in participating in learning, then behind that there must be problems that trigger these difficulties.

Therefore, the writer asked the teachers about the problems that trigger the English teacher to find it difficult to maintain student motivation in learning. Both teachers gave the same answer. These problems are grouped into three aspects, namely:

1. Media: in the media there are problems, namely,

- Not all students have cellphones of their own, some students still have to share cell phones with other family members such as brothers/sisters/parents.
- Internet connection is sometimes still quite difficult to reach in some areas where students live, such as in Sawo; Sooko; Ngrayun, which is due to its quite inland and mountainous location, so that the internet signal is constrained; and several other areas where internet access is quite difficult
- Some students still have difficulties understanding some of the applications used for learning, additional applications that have just been used by the teacher in learning, such as google meet, zoom, and other learning media that are still unfamiliar to students.

2. Students: in this student aspect there are several problems, namely,

- There are students with special needs, resulting in an online learning this takes considerably more effort in regard to the development of student learning,
- The difficulty of students in understanding the material presented by the teacher during learning, because face-to-face through online limits students' understanding of the learning material.

3. Parents: in this aspect in the online learning period, students need good assistance during the learning period and during the student's independent study period. However, students do not get intense assistance from parents. There are no accompanying teachers for children who really need special assistance in their learning. The role of parents in paying attention and reminding children in carrying out their children's school assignments and also on the student's learning schedule is still lacking.

4.1.4 The teaches' efforts to overcome difficulties

Every problem there must be a way out to solve it or just minimize existing problems. This is what English teachers do to overcome the difficulties they face. Efforts are made in stages, according to the situation and conditions at the time of learning.

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From the results of interviews conducted by the author to teachers regarding strategies in overcoming various problems and difficulties that have been grouped in several aspects, namely:

1. Media: on the problem of the media aspect, the strategies given by the teacher are to communicate well, such as receiving student complaints via Whatsapp private chat with students to listen to student complaints regarding the difficulty of signals and media limitations experienced by students, another strategy is to provide simpler tasks such as fewer assignments and forms of assignments that are easily accessible to students and their simple collection via Whatsapp.
2. Students: in this student aspect problem, the strategies given by the teacher are,
 - Providing new variations in learning, such as using learning meeting applications, using quiz systems, displaying interesting videos, and other interesting media.
 - Giving rewards for students who are active during learning and dare to answer questions given by the teacher during learning, the reward given by the teacher is in the form of applause, thumb symbols, or with the addition of bonus scores on student activity during learning and also student assignments.
 - Establishing good communication between students and teachers regarding the difficulties encountered during learning.
3. Parents: the problem in this aspect, the strategies given by the teacher are to establish good communication with parents. Hold regular communication once a week with parents to ensure students always get good assistance during learning or in student self-study. Ensure that parents always remind and pay attention to their children in the work and collection of assignments, also if there is information related to the learning schedule submitted by the teacher through online groups and is not yet known by students to be communicated properly to their children so that children can also be more orderly and supervised on the school schedule.

Additionally, the results of the observations that the author made through the analysis of the student learning process during online learning through Whatsapp groups were related to the results of the interviews that the authors conducted with the teacher. Some students are

less enthusiastic about participating in online learning, students give a monotonous response to some of the material presented by the teacher in the Whatsapp study group, namely with short answers and questions. Even some students did not respond well to the material presented by the teacher in the group.

4.2 Discussion

4.2.1 The teachers' problem in maintaining students' motivation

From the results of interviews with English teachers, it was found that the most difficulties experienced by teachers in increasing student motivation were inviting students to interact with English actively, understanding each student's emotions, and conditioning the class during learning which was triggered by three aspects of the problem, namely the problem of media, students, and also parents.

Some of the research results are in accordance with research conducted by Coman which says that in online learning/e-learning there are certain shortcomings, such as teacher difficulties in lack of supervision because learning is not carried out face-to-face, and also research from [17] that Interaction analysis revealed that reduced active teaching increased (i.e. moderated) the negative relationship between academic difficulty and learning motivation.

However, some other difficulties have differences, because in each learning there are different situations and conditions. So from these differences there are also various difficulties experienced by teachers. So that meetings that are not held face-to-face limit the interaction of teachers and students both academically, learning and emotionally.

4.2.2 Teachers' strategies to deal with these difficulties

From the results of interviews with English teachers, it was found that the most teacher strategies in dealing with three aspects of problems that trigger teacher difficulties in improving and maintaining student motivation in online learning, namely providing new variations in the delivery of learning, giving rewards, provide easier and simpler learning for students, receive student complaints by sharing via private chat on Whatsapp. and establish good communication with parents.

Some research results are in accordance with research from [3] that motivational techniques used by English teachers include giving rewards, giving positive feedback, and increasing self-esteem and self-confidence. These three elements of external motivation show that motivation plays an important role in engaging students to learn English. And the theory from [4] says that this explanation may involve the expectation of rewards or consequences, such as being competitive in exams or having good grades. And also in accordance with the theory of [1] which states that many variables that influence both internal and external factors of students will realize the achievement of educational performance, such as several efforts made by teachers including external.

So the teacher's role in the development of student learning motivation was needed and influential for student learning enthusiasm. Because, The job of the language teacher was to assist and encourage students in the development of their skills by providing knowledge, advice, and information And to support teacher performance, it also required cooperation from parents so that the student learning system was more controlled. Because basically, It needed the skill of parents and teachers to teach meaningful discipline to children so that they could understand and carry out discipline responsibly [18].

5. CONCLUSION

This article has explained the difficulties and strategies in maintaining Students' Motivation in English Online Learning in SMP Muhammadiyah 1 Ponorogo. The research finding shows that the teachers have some difficulties in maintaining students' motivation such as difficulties in conditioning learning, inviting interaction, and controlling students' emotions. The teacher also showed the strategies to solve the difficulties, such as providing some variety of learning, giving rewards, personal sharing, and cooperating with parents. If the problems that occur are not addressed, it will make the online teaching and learning process continue to decline and become increasingly unfavorable. detrimental to the teacher as well as the students and parents as well. So, this strategies carried out by the teacher can make students' enthusiasm more controlled, students are more open to the difficulties they face, students are more active in participating in online learning, and the contribution of parents in mentoring student learning is also more intense.

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