



## An Analysis of EFL Students Motivation in Post Pandemic Era at MAN 2 Kota Padang

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### Abstract

*Motivation is very important and affects students' ability to learn English. This study aims to find out how students' motivation in learning English after the pandemic and what motivates students' to learn English after the pandemic. In this case, students' are encouraged to express their feelings. This research used a quantitative descriptive approach. In this research, the researcher focus on 72 students' from MAN 2 Kota Padang. This study used observation and questionnaires. Based on data analysis, it was found that students' motivation after the pandemic increased. This is concluded from 2 indicators of motivation that have been observed. The percentage of each aspect is high. After the pandemic, students are pleased with their English learning experience and more motivated to learn the English language after pandemic.*

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## INTRODUCTION

Students' motivation was a crucial component of the learning process if they were to achieve their academic objectives. According to Khodijah (2014), motivated pupils will succeed in their academic objectives, have a stronger desire to learn, and exhibit higher levels of performance. After the Covid'19 pandemic, motivated students will take the initiative to learn and will actively participate. People with high levels of motivation will be able to create good coping mechanisms, which will make it their incentive to succeed in school.

Based on the observation, the researcher obtained information from an English teacher at MAN 2 Kota Padang. The teacher asserts that "teaching strategies used by the teacher have an impact on student's motivation. Student's motivation will rise if the teacher's teaching style is engaging for them. Students who are highly motivated will continue to be excited and motivated to learn. One of the important roles in increasing student desire for learning is the teacher, and they must be able to properly carry out this job. Students are supposed to be able to follow each learning process

actively and with greater focus because learning incentive functions exist. Sukmadinata (2005) stated that an activity whose motivation is very weak and is not carried out seriously, it is likely that it will not bring results, on the contrary, if the motivation is large or strong and carried out seriously and enthusiastically, so that the possibility of the results obtained is also much greater. We can infer from the statement above that the number of teachers can raise students' motivation.

Students' and instructors' perceptions of the evolving learning process have been impacted by the change from the pandemic to the post-pandemic period (Abdillah and Sueb (2012). In light of the Covid-19 pandemic, which is anticipated to first manifest in early 2020, the Indonesian government announced online learning regulations that had been observed for two years. 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 may make all Indonesian schools open starting in July 2022 for a limited number of in-person lessons on the requirements of health protocols and vaccination programs.

Competent efforts are one factor that makes teaching and learning successful (Haerazi et al., 2019; Dornyei, 1994; Haerazi & Irawan, 2020). An individual's incentive to learn anything is fuelled by a psychological state known as motivation. Actually, there are a variety of motivations for learning that each student has. Students that are confident in their abilities will become more motivated, that will increase their involvement in the learning process (Dornyei, 2005). Regardless of whether or not it results in success, motivation is a crucial part of language learning.

According to Burston (2013), it is vital to assess a number of aspects, including learning motivation, before applying direct learning. According to Deci and Ryan's (1985) Self-Determination Theory, there are two primary types of motivation: intrinsic motivation and extrinsic motivation. Intrinsic motivation is defined as a person's desire to do something because they find it intriguing. Given that it generates results in the future, it is a particular type of motivation (Fadli et al., 2022). Foreign language instruction follows the same rules. It demonstrates the variety of views and motivations among students who are studying English. The processes and results of language learning can be influenced and controlled by these motivating elements. According to research (Dornyei, 2005), motivation is a key component of language learning.

According to Dornyei (2001), intrinsic motivation occurs when a person acts only in their best interests. The learner would be learning English out of their own desire since no one has requested it specifically. It arises from within the person; they may be inspired by a desire to improve their own mood or by a desire to enjoy the process of learning (Brown, 2007). As a result, A person's inherent drive to work hard toward a goal might be referred to as intrinsic motivation. When they possess it, students will behave well in class and enjoy and value the educational process.

While according to Harmer (2001), extrinsic motivation is a result of numerous external variables. In addition, extrinsic motivation, according to Dornyei (2001), is linked to acting in a way that earns one an extrinsic reward or prevents one from receiving a penalty. Extrinsic motivation, as opposed to the desire to learn for one's own benefit or out of obligation, originates from the influence of some sort of external source, claims Ur (1996). If there is a stimulus that supports extrinsic

motivation from the outside, it will be successful. An individual might study, for instance, in the event that they have an exam the next morning and want to do well on it. Rewards, peer pressure, and punishment are a few examples of extrinsic motivational factors. Gage and Berliner (1984) claim that, the environment, parents, and teachers can all contribute to this incentive.

## METHOD

The data was gathered by distributing questionnaires to students in the eleventh grade at MAN 2 Kota Padang. According to Sugiyono (2018), key sources directly offer data to data collectors. To collect the data, researchers used questionnaires and observation. The researcher employed observation and questionnaires to get the data. By deriving the mean from each statement's value, the questionnaire data were analysed. The degree and kinds of motivation among students were evaluated using a five-point Likert scale. Next, Microsoft Excel was used to analyze the raw data, with a percentage score being the most common method.

Using the formula from Arikunto (2006), the researcher determined each student's percentage score:

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

Description:

P = Percentage

f = Frequency of the respondents' classification

N = Number of Respondents

**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 FINDING AND DISCUSSION

### *Research Finding (tentative)*

This research's findings were presented in tabular format, displaying frequencies and percentages.

### *An Analysis of EFL Students Motivation in Post Pandemic Era*

The first indicator, EFL students' motivation in post pandemic, consist of 18 statements that are further categorized into two sub- indicators. The following table illustrates the 18 statements or items within the EFL student's motivation indicator, which were used to investigate the result of EFL students' motivation in post pandemic.

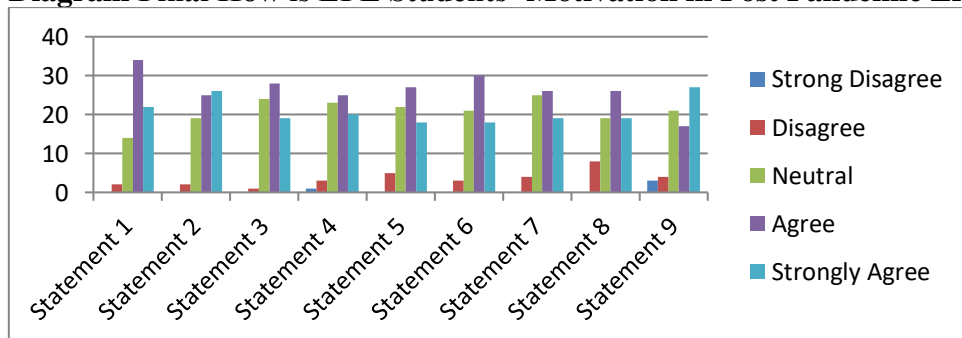
**Table 1-Questionnaires Result of How EFL Students Motivation in Post Pandemic Era**

The first indicator of "How EFL students' motivation in post-pandemic era," as shown in table 1 above, got a mean score of 3,86. In light of the pandemic, this

No .	Statements	Stro ngly Disa gree (5)	Disa gree (4)	Neut ral (3)	Agre e (2)	Stro ngly Agre e (1)	Mean	Motivat ional Ratings Level
1.	I am happy when I learn English in in Post Pandemic.	0%	3%	19%	47%	31%	4,1	High
2.	I enjoy when I learn in Post Pandemic.	0%	3%	26%	35%	36%	4,0	High
3.	My motivation increase when I learn English in Post Pandemic.	0%	1%	33%	39%	26%	3,9	High
4.	I don't give up easily when I have a difficulties to learn English in Post Pandemic.	1%	4%	32%	35%	28%	3,8	High
5.	When I learn English in Post Pandemic, I have encouragement to my own self to achieve the achievement.	0%	7%	31%	38%	25%	3,6	Moderat e
6.	I am serious about learning English after the Post Pandemic.	0%	4%	29%	42%	25%	3,9	High
7.	I am diligent to learn English in Post Pandemic.	0%	6%	35%	36%	24%	3,8	High
8.	I am confident to learn English in Post Pandemic.	0%	11%	26%	36%	26%	3,8	High
9.	I am happy to work or study English independently in Post Pandemic.	4%	6%	29%	24%	38%	3,8	High
<b>Total</b>							<b>3.86</b>	<b>High</b>

demonstrated the participants' motivation to learn English. In conclusion, it can be concluded that student's motivation in Post Pandemic have a high motivation to learn English based on the indicator's outcome. This means that pupils are content and have fun while learning English in the post-pandemic era.

**Diagram Final How is EFL Students' Motivation in Post Pandemic Era**



**Description:**

Red &amp; Blue: Low

Green: Moderate

Purple &amp; Light Blue: High

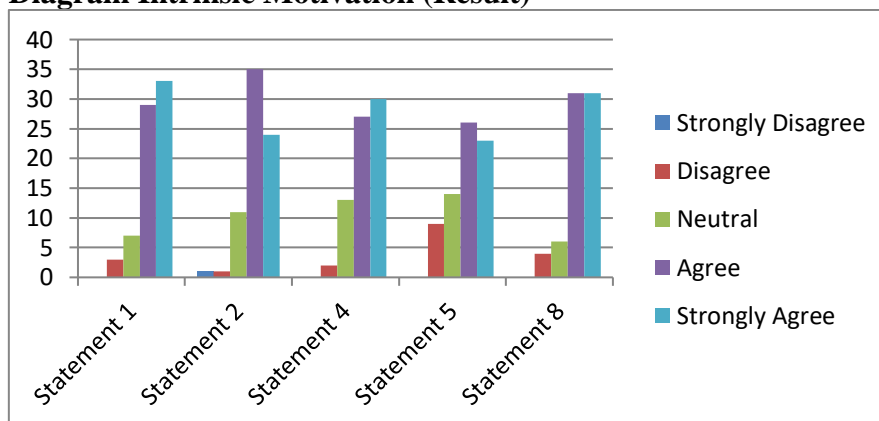
**Table 2-Questionnaires Result of What EFL Students Motivation in Post Pandemic Era**

No.	Statements	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean	Motivational Ratings Level
10.	I learn English in order to improve my English language skills in Post Pandemic.	0%	4%	10%	40%	46%	4.3	High
11.	English helps me learn about other cultures, values, and thought.	1%	1%	15%	49%	33%	4.1	High
12.	Learning English will allow me to be more confident to speak with English teachers	0%	3%	24%	39%	25%	4.1	High
13.	Learning English is useful in getting good job in Post Pandemic.	0%	3%	18%	38%	42%	4.2	High
14.	I learn English because I need it to continue further my studies overseas.	0%	13%	19%	36%	32%	3.9	High
15.	I study English in order to please my family.	7%	10%	28%	32%	24%	3.6	Moderate
16.	I study English because I want my parent to be proud of my examination result	0%	3%	32%	28%	38%	4.0	High
17.	I learn English to make me more able to understand every lesson.	0%	6%	8%	43%	43%	4.2	High
18.	I learn English to give the inspiration to others peoples.	3%	4%	32%	35%	26%	3.8	High
<b>Total</b>							<b>4.02</b>	<b>High</b>

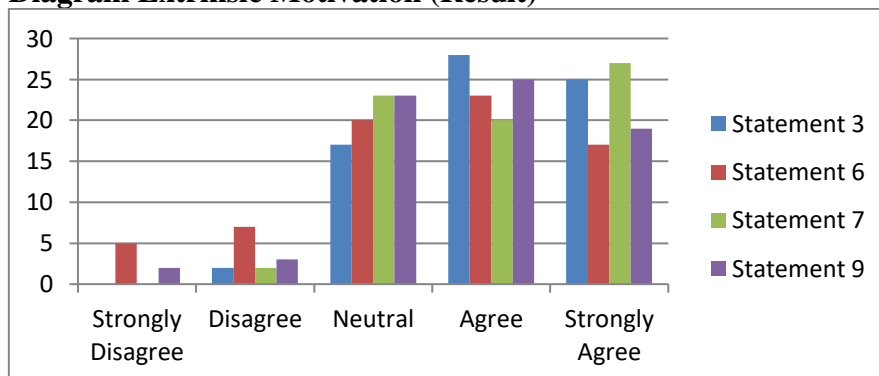
The second indicator revealed that the participants' mean scores for both internal and external motivation were 4.02 based on the data in Table 2. This shows how highly motivated kids are to study English in the wake of the pandemic, both internally and externally. Following the pandemic, students are very motivated to learn English, according to the survey results, which offer a variety of justifications. Additionally, the pupils had a high level of intrinsic desire and enthusiasm in learning English following the pandemic. This result is consistent with Woolfolk's (1998) assertion that intrinsic motivation is the kind of drive derived from an individual's interests or curiosities. In regard to this, intrinsic motivation can happen

when students are interested in studying English or are curious about it without feeling compelled to do so. The pupils are highly motivated to learn English in the wake of the pandemic, as the teacher can attest. This result supports the notion that teachers inspire learning in their pupils by giving them constructive criticism, so they can become competent. Giving students feedback enables them to take control of their own learning and boost their self-confidence (Bain, 2004; Ferlazzo, 2015).

**Diagram Intrinsic Motivation (Result)**



**Diagram Extrinsic Motivation (Result)**



**Discussion**

***EFL Students Motivation in Post pandemic Era***

Based on the finding of this research the EFL students’ motivation in post pandemic Era in learning English is relatively high. The students’ give the positive responses toward EFL motivation in post pandemic era. The data analysis revealed that while students’ respond being positively motivated toward to learn English after pandemic. In the motivation aspects which are divided into two sub indicators; EFL students’ motivation in post pandemic and types of students’ motivation in post pandemic.

First indicator showed that EFL students’ motivation in post pandemic era is high. Based on the data above, students stated that they were happy in learning English after the pandemic. Motivated students will actively participate and take initiative in post-COVID-19 learning. Highly motivated students will be better equipped to develop strategies, so that they can excel in school tasks. Syahrowitah (2016) stated that motivation and learning have comparable goals. Students are

motivated to continue learning as a result of learning motivation, which helps the acquisition of new knowledge and abilities.

Second indicator showed that types of students' motivation; intrinsic motivation and extrinsic motivation. Based on the data above, intrinsic motivation and extrinsic motivation are relatively high. In intrinsic motivation the students have relatively high motivation in interest to study English. According to Achmad and Yusuf (2016), pupils who are interested in a subject are more likely to pay attention to it. It seems to matter to them, in their opinion. They aim to fully develop the character. Because of what it can offer or just for its own sake, they like interacting with it. If the kids are interested, the learning process will go smoothly. If they are highly interested in the subjects being studied, they will study consistently or effectively, and they will succeed. Meanwhile based on the data about extrinsic motivation, extrinsic motivation have high motivation from the teacher. The students became motivated to study English by the teacher. Gage and Berliner (1984) claim that in maintaining a student's motivation, the teacher is crucial. Teachers are key players in the teaching and learning process. In addition to acting as science facilitators for students, they can support or encourage students in their learning activities. So, that why role of the teacher really important thing to increase the students' motivation, especially in post pandemic.

The results of the research that has been conducted by other researchers before, it results shown that the EFL students motivation in post-pandemic is moderate. Meanwhile, in this research based on the data collection above, stated that students' motivation in learning English is relatively high.

## CONCLUSION

The purpose of this study was to analyze post-pandemic EFL students' motivation. Students in the eleventh grade at MAN 2 Kota Padang participated in this study. There are two data sources: observation and student surveys. First, the research's data analysis revealed from indication 1 that students are very motivated to learn English in the post-pandemic environment. The information above demonstrated that after the pandemic, EFL students' motivation increased. Second, the results of students' intrinsic and extrinsic motivation revealed that post-pandemic students are highly motivated to study English because of their desire in doing so and that teachers' actions have an impact on this motivation. This findings can help future research into how pupils become motivated to learn English.

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