



English Language Educational Program Students' Motivation in Learning English Grammar after Covid-19 Pandemic

Ayuda Rahmadani¹, Dinovia Fannil Kher²

English Department, Faculty of Languages and Arts, Universitas Negeri Padang

Correspondence Email : ayudarahmadani0601@gmail.com

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Abstract

This study aims to know the English Language Educational Program Students' motivation in learning English Grammar after Covid-19 pandemic viewed from their intrinsic and extrinsic motivation. The sample in this study were 37 students enrolled in the English Educational Program at Universitas Negeri Padang 2021. Researcher used a quantitative research. Data was collected through a questionnaire and interview. Based on this study, the students' intrinsic motivation was high (73,51%) and the students' extrinsic motivation was also high (71,31%). The result of the study showed that both of intrinsic and extrinsic motivation was high. This was due to several reasons, namely the students have desire in learning advanced grammar after pandemic to improve their skills, the changing from online learning to offline learning made them feel challenged to learn advanced grammar, student motivation can come from the teaching materials provided by lecturers who teach advanced grammar in class, student said that a punishment from the lecturer can influence them to active at class, and the students' motivation in learning advanced grammar after pandemic also influenced by the lecturer' attendance at the class.

Keywords:

Students' learning motivation, english grammar, after covid-19

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INTRODUCTION

The spread of Covid-19 pandemic has decreased after more than two years. The government continues to update and makes policy adjustments in an effort to optimize the recovery of education sector. After the government allowed the implementation of 100 percent face-to-face learning, Universitas Negeri Padang implemented the full offline learning that began on August 2022, based on the Rector's circular letter No 84/UN35/KP/2022.

According to Tumanggor et al (2022), the change from online to offline learning affects students' interest in learning. Putri & Rifai (2019) also said that the emergence of interest in learning is due to interest or something that is learned has its

own meaning so that it encourages students to be more motivated in learning activities. The higher the interest of students in participating in learning activities, the higher their learning motivation.

According to Paris & Turner 1994, motivation is as an engine of learning that influence what students learn, how students learn, and when students learn. Motivation influences students' learning. One of the factors that influence student success in learning is motivation. To achieve good results in learning, motivation is essential for students (Rahman, 2021).

Motivation is important in the learning process. If students are motivated, they can achieve the goal of learning. If learners are motivated in the learning process, they will have a better understanding of the material, especially when learning English. Nair and Krishnasamy (2016) define motivation as an important factor in a student's success in English learning. Yulinar (2018) also said that motivation plays a very important role in improving learning outcomes, especially in learning foreign language. So, in learning, particularly English, motivation is critical and is related to students' achievement at all levels.

According to Baker (2001), learning English entails mastering four skills: speaking, listening, writing, and reading, as well as grammar and vocabulary. Grammar is one of the most important components of a language. In another hand, according to Dornyei (2001), one of the most important factors in the success of learning a foreign language is motivation. Gardner (1990) stated that motivation in foreign language acquisition involves three components namely the desire, the effort and positive attitude in learning language. As a result, students need motivation in order to gain a better understanding of English grammar. According to Karlina (2022), motivation and grammatical mastery have a significant impact on students' English learning achievements. Motivation allows students to increase their knowledge, skill, and attitude value when learning English. Furthermore, grammar is an essential part of understanding and improving English language skills; mastering grammar allows students to understand how sentences and phrases are created.

According to Harmer (2007), there are two types of motivation in the learning process namely intrinsic motivation and extrinsic motivation. Intrinsic motivation is motivation that comes from within a person, whereas extrinsic motivation is motivation that arises as a result of being influenced by external factors. Both of internal and external motivations have an important role for students in learning activities.

Some previous studies have researched about students' motivation in learning from various points of view. The first study was investigated by Abdila & Sueb (2022) that examined about students' learning motivation toward the implementation of blended learning during post-pandemic EFL classroom. The findings indicated that implementing blended learning during limited face-to-face learning can be beneficial for both teachers and students in holding a learning activity and creating a better learning environment. The second research was conducted by Firmansyah et al. (2023). It investigated about recent students' motivation toward learning English after the Covid-19 post-pandemic. The study's result showed that the students' intrinsic motivation in learning English was moderate. In the post-pandemic era, they

were naturally motivated to study English. In addition, the external motivation of the students also in moderate level, but it is slightly lower than the internal motivation.

Based on the previous studies above, it is understood that motivation in learning is important for us to research. Prior research has yielded important findings about students' motivation in learning in post-Covid-19 era or after pandemic era; however, the research into students' motivation in learning English grammar after covid-19 pandemic has not been examined. Therefore, in this research, the researcher will conduct a research about "English Educational Program Students' Motivation in Learning English Grammar after Covid-19 Pandemic".

METHOD

The quantitative research method is used in this research to find the English educational program students' motivation in learning English Grammar after covid-19 pandemic. The population in this study was the students enrolled in the English Educational Program at Universitas Negeri Padang 2021. This research used random sampling as the technique of sampling. Questionnaire and interview are used as the instrument of this research to know the English educational program students' motivation in learning English grammar after covid-19 pandemic. The questionnaire consisted of 30 statement items containing 5 indicators of intrinsic motivation and 5 indicators of extrinsic motivation.

The questionnaire validated by lecturers from the English Language and Literature Department, Faculty of Languages and Arts, Universitas Negeri Padang, as part of the process of creating standardized instruments. This study necessitates not only validity, but also reliability. The researcher used the Cronbach Alpha formula in MS Excel to assess reliability.

In this research, the data analyzed by calculating the percentage of the obtained score results. First, the researcher calculated the total score from each question item. Here is the formula.

$$\text{Total score} = T \times Pn$$

T = Total of respondents

Pn = Likert Score

Next, the researcher calculated the percentage from each question item using the formula below.

$$\text{Index Formula} = \frac{\text{Total score}}{Y} \times 100$$

Y = The highest Likert Score x Total of respondents

After knowing the index percentage from the each question item, the data interpreted based on the score criteria in the table below.

Table 1. Interpretation Criteria for Learning Motivation

Percentage (%)	Interpretation of Learning Motivation
0 – 19,99	Very Low
20 - 39,99	Low
40 – 59,99	Moderate
60 - 79,99	High
80 – 100	Very High

RESULT AND DISCUSSION

Result

Reliability Testing

The reliability of the instrument that calculated from Cronbach Alpha Formula in Microsoft Excel is **0,88**. According to Guilford Reliability Coefficient Category, the reliability of this research instrument is Very High.

Questionnaire

Intrinsic Motivation

Table 2. Students Score of Intrinsic Motivation

Indicators	S	%	I	% Total	I Total
Self Desire	1	79,05	High	74,16	High
	2	76,35	High		
	3	73,65	High		
	4	67,57	High		
Satisfaction	5	81,08	Very High	71,96	High
	6	62,84	High		
Challenges/	7	77,7	High	71,28	High

Competition	8	64,86	High		
Good Habits	9	72,3	High	71,96	High
	10	75,68	High		
	11	74,32	High		
	12	65,54	High		
Awareness	13	74,32	High	77,25	High
	14	74,32	High		
	15	83,11	Very High		
Total				73,51	High

Note:

- S : Statements
- % : Percentage
- I : Interpretation
- % Total : Total Percentage
- I Total : Total Interpretation

The table above shows the score of motivation from the 5 indicators of intrinsic motivation. It shows that the most dominant indicators that possessed by the English Educational Program Students' Intrinsic Motivation in learning English Grammar after Covid-19 is the awareness indicator with average value 77,25%. The second most dominant indicators is self-desire with average value 74,16% and follow by satisfaction indicator with average value 71,96% and good habits with average value 71,96%. Meanwhile, the lowest indicator of intrinsic motivation that owned by the students in learning English grammar after covid-19, namely challenges/competition with a value 71,28% that only 0,01% different with good habits indicator.

Extrinsic Motivation

Table 3. Students Score of Intrinsic Motivation

Indicators	S	%	I	% Total	I Total
Praise	16	62,16	High	64,86	High
	17	67,57	High		
Advice	18	77,7	High	72,30	High
	19	60,81	High		
	20	78,38	High		

Lecturers, Parents, Environments	21	76,35	High	73,42	High
	22	67,57	High		
	23	76,35	High		
Reward	24	72,97	High	69,76	High
	25	54,73	Moderate		
	26	76,35	High		
	27	75	High		
Punishment	28	75	High	74,55	High
	29	72,97	High		
	30	75,68	High		
Total				71,31	High

Note:

- S : Statements
 % : Percentage
 I : Interpretation
 % Total : Total Percentage
 I Total : Total Interpretation

The table above shows the score of motivation from the 5 indicators of extrinsic motivation. It shows that the most dominant indicators that possessed by the students in learning English Grammar after Covid-19 is the punishment indicator with average value 74,55%. The second most dominant indicators is lecturers, parents, environments with average value 73,42% and follow by advice indicator with average value 72,30% and reward with average value 69,76%. Meanwhile, the lowest indicator of extrinsic motivation that owned by the students in learning English grammar after covid-19, namely praise with a value 64,86%.

Interview

The first question asked about the students' desire in learning advanced grammar after pandemic. The students who interviewed in this research said that they have desire in learning grammar. It is because advanced grammar course is hard to learn. Other students said that they have desire in learning advanced grammar after pandemic to help them mastery and improve their English skills. The other opinion about why they have learning desire in learning advanced grammar after pandemic is they hope they can have a good communication in daily activities and their future career as an English students.

The second asked about the students' feeling challenged in learning advanced grammar face-to-face after Covid-19 Pandemic. The students said that they feel challenge because the changing of online learning to offline learning. The other student also said that he/she feel challenged in learning face-to-face after Covid-19 Pandemic because the changing of the way to learn.

The next question asked about is the students active in learning advanced grammar after pandemic if they like the material given. The student said that they

were active because they liked the material and it gave them a motivation. The student also said that if they like the material given they will active in learning advanced grammar and the can understand it easily.

The next question asked about the encouragement in the form of a punishment for students to actively learn advanced grammar after pandemic. Student said that a punishment from the lecturer can influence them to active at class. And also it can encourage or motivate them in learning advanced grammar. Also the student said, the lecturer did not give them a punishment. But the punishment maybe can see in their final score.

The next question asked about the students' awareness and desire in learning advanced grammar after pandemic. The student said students said that learning advanced grammar is their obligation to pass the course. And the curriculum demanded them to learn it. The other students said that they learnt advanced grammar after pandemic based on their awareness, desire and motivation.

The last question asked about the understanding material given by the lecturer. It is related to one of the extrinsic motivation' indicators, which is lecturers, parents, and environments. The students said that sometimes they understood but sometime did not. It also influenced by the lecturer's attendance.

Discussion

This research aims to know the English Educational Program Students' Motivation in Learning English Grammar after Covid-19 Pandemic viewed from Intrinsic and Extrinsic Motivation. The researcher got the data from English Educational Program Students 2021 who were learning advanced grammar after Covid-19 Pandemic. It was found that the intrinsic and extrinsic motivations of English Educational Program Students in Learning English Grammar after Covid-19 Pandemic are high.

As a matter of fact, there were findings that could be further discussed. The data showed, the students did have high both intrinsic and extrinsic motivation. This can be seen in the students actively learning advanced grammar after the pandemic on their own accord, not through coercion. They also have their own desire to immediately do assignments and study advanced grammar subjects outside of class hours. During the interview, it was also seen that students have their own desire to learn grammar to improve their English skills, such as speaking, writing, and future benefits.

The data also showed that the students satisfied with the material provided by the lecturer. And also their satisfaction can be seen from the scores that they got while learning advanced grammar after the Covid-19 pandemic. In addition Sardiman (2012) said that satisfaction is a feeling that occurs when someone receives a positive result after making an effort to do something because of their intrinsic motivation, which means that the motivation comes from inside rather than from outside sources.

In interview results also found that the students still learning even though they were not really understand the material before the lecturer explained it at class. As Sardiman said, someone does not want to waste time doing things that are

inconsequential or things that will not get any closer to the end. As a result, self-motivation will foster good habits.

Not only intrinsic motivation, students' extrinsic motivation in learning advanced grammar after covid-19 pandemic also high. Based on the data, it showed that learning materials that they like make it easy for them to understand the lessons. If the material is liked, then the level of motivation in learning increases. According to Sari (2021), in the teaching and learning process, the teacher has the duty to encourage, motivate, guide, and provide learning facilities for students to achieve learning goals.

Based on the interview result, the lecturer rarely give the students punishment, but in the questionnaire still the punishment had effect on students motivation. One of the punishment can be as low final score, like one of the student said in the interviewed. The punishment made students did their assignments and also active in learning. This punishment is given with the hope that students want to change and try to increase their learning motivation. (Sari, 2021).

The presence of lecturers in the classroom also affects students' learning motivation after the pandemic. According to Berry (2019), in the implementation of education in schools/university involving teachers/lecturers as educators and students as learners, realized by the existence of good interactions so as to provide motivation in the learning process so that it can run properly.

CONCLUSION

Based on the findings, the intrinsic and extrinsic motivation of English Educational Program Students 2021 in learning English Grammar after Covid-19 pandemic are high. This is due to several reasons. First, the students have desire in learning advanced grammar after pandemic to improve their skills such as speaking and writing. Second, the changing from online learning to offline learning made them feel challenged to learn advanced grammar. Third, student motivation can come from the teaching materials provided by lecturers who teach advanced grammar in class. Fourth, student said that a punishment from the lecturer can influence them to active at class. And also it can encourage or motivate them in learning grammar. Last, the students' motivation in learning advanced grammar after pandemic also influenced by the lecturer' attendance at the class.

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