

**STUDENTS' MOTIVATION IN LEARNING ENGLISH
GRAMMAR THROUGH THE ONLINE CLASSES IN
ENGLISH EDUCATION STUDY PROGRAM AT SRIWIJAYA
UNIVERSITY**

A Thesis

By:

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Student Number: 06011181823005

English Education Study Program

Language and Art Education Department



**FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY**

2022

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DECLARATION

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Certify that the thesis entitled "*Students' Motivation in Learning English Grammar through the Online Classes in English Education Study Program at Sriwijaya University*" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Indralaya, 04 April 2022

The Undersigned,



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THESIS DEDICATION

This thesis is dedicated to:

- My beloved parents, Syaiful Akhiar and Anisah Firliani who always trust in me and support me for all my journeys. Thank you for being a supportive, caring and loving family.
- My dear sisters who always motivate me and encourage me to complete my studies. Thank you for being a kind and caring sister.

MOTTO

Do the best and pray. God will take care of the rest.

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Indralaya, 04 April 2022

The Writer,



Zahratul Zahira

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Students' Motivation in Learning English Grammar through the Online Classes in English Education Study Program at Sriwijaya University

ABSTRACT

The aims of the study were to determine whether students are motivated to learn English grammar through the online classes, and to find out the ways students increase their motivation in learning English grammar through the online classes. The subjects of the study were 73 students of English education at Sriwijaya University in the sixth semester who had learned Advanced English grammar through the online classes. This research was a qualitative research with a case study approach. This study used two instruments, namely questionnaires and interviews to collect the data. Questionnaires were filled out and it was distributed via Google forms, and the six students with high, medium, and low motivation were interviewed via Zoom. In terms of data analysis, questionnaires were analyzed using descriptive analysis, and interviews were analyzed using Miles and Huberman's (1994) Flow Model Analysis. The results showed that intrinsic motivation had a score of 72.07% and extrinsic motivation had a score of 81.99%. The overall motivation score is 77.21% including the moderate level of motivation. However, most of the students learn English Grammar through the online classes because of their extrinsic motivation.

Keywords: *Students' motivation, Intrinsic-Extrinsic motivation, Online class*

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CHAPTER I

INTRODUCTION

This chapter introduces (1) the background of the study, (2) the problems of the study, (3) the objectives of the study, and (4) the significance of the study.

1.1. The Background of the Study

At the beginning of 2019, several people in the world have been infected with the COVID-19 virus disease originating from the city of Wuhan, China. Two hundred and thirty countries and territories are actively affected by COVID-19 (Sohrabi et al., 2020). The World Health Organization (WHO) stated that on January 30, 2020, COVID-19 became a global emergency, and on March 11, 2020, the virus became a global pandemic. More than 2 million people have now lost their lives and millions have been hospitalized (WHO, 2021). COVID-19 is a very dangerous virus because it can spread quickly and attack the lungs. Therefore, several countries including Indonesia have implemented strict social distancing mechanisms and lockdown strategies in response to COVID-19.

In addition to government policies to obstruct the spread of the virus, Mailizar et al (2020) stated that 46 countries on five different continents have announced school closures and 26 of these countries have closed schools completely nationwide by 12 March 2020. The government also limits the population to prevent the spread of diseases such as working from home, studying from home, and worshipping at home. Since March 14, 2020, schools and universities in Indonesia have been temporarily closed (Mailizar et al., 2020). These policies, not only affect the world economy but also affect people's mindsets, people's ways of life, people's work, people's culture, and people's educational life. Certainly, one of the areas that the government pays attention to is education because education in Indonesia so far has always been done face-to-face (offline class) and suddenly turned into online class. This is supported by UNESCO that distance learning is becoming a valuable tool for all countries in continuing education activities after schools and universities are forced by the COVID-19 pandemic to close their doors resulting in an unprecedented impact on student numbers in the world (Adiyaman & Demir,

2021). As a result, several educators in Indonesia have begun to use Online Class, especially in the English Department of Education, Teacher Training, and Education Faculty at Sriwijaya University.

Online class is a platform used for teaching and learning process in a synchronous or asynchronous environment by accessing various internet devices. Online course provides an excellent method of course delivery that is not bound by time or location allowing accessibility to instruction anytime from anywhere (Stern, 2004). In other words, students can learn and interact with lecturers and other students from any environment. The learning is also more student-centred and creative as students can find the online environment a convenient way to adapt education to their busy lives. For example, the Sixth Semester Students of English Education Study Program at Sriwijaya University had studied Advanced English Grammar through the Online Classes for six months.

To establish good communication with other people around the world, humans need a global language that is able to express their feelings and thoughts. English is one of the international languages that has been used by the whole world. People can share information, read books, and even look for references that are mostly written in English. Learning English as a foreign language is difficult because it requires mastery of four skills: listening, speaking, reading, and writing. Apart from the skills, they also need to learn English components such as grammar, especially tenses, pronunciation, vocabulary, and etc. It is difficult without learning grammar, and although not impossible, to acquire the ability to produce grammatically acceptable speech (Peng, 2017). This makes grammar an important material in mastering a language, in this case, English.

The success of teaching and learning activities in English through online class, especially grammar lessons, is influenced by many factors, especially learning through online. Thus, learning English grammar will be a challenge for students in Indonesia especially for college students. These factors can emerge pre or post activation. Some factors, such as motivation and interests, are influenced by the student's surroundings, while others are influenced by the students themselves.

Student learning motivation is an important factor to face challenges in online class. There have been numerous studies on how students respond to Online learning, and each student's success in learning is closely linked to their motivation. In other terms, motivation is a human need that enables students reach essential life goals so that they can be pleased after they have achieved everything they desire. Staying at home and pandemics are demotivating components that hinder language learning because 'without social integration, students find it more difficult to stay in their studies' (Meeter et al., 2020). Learning environment with motivation has a high relationship where there is no doubt that certain situations will affect students' motivation to learn a language component, especially English Grammar. However, Septiani, Petrus, & Mirizon (2021) stated that students' motivation to learn languages in Indonesia is low because English is not used in daily conversation and because it is a foreign language. Meanwhile, Yazid and Amrullah (2021) found that S1 students of Informatics Engineering at Sriwijaya University in learning English are motivated in learning English because they want to get good income.

Contrary to the statement from Sourial et al (2018) that stated online learning carried out on each student is more autonomous and creates learning motivation. Besides, online learning is one of the successes in generating social distancing behavior, which helps to reduce the appearance of crowds, which are believed to have the potential to spread COVID-19 further in the educational environment. Therefore, an educator has crucial role in increasing students' motivation by creating various methods and approaches that are fun and easy for a learning process.

Based on the explanation above, it is clear that the motivation of students in learning English Grammar through the online classes is important to be analyzed especially the way to increase it. Therefore, the researcher is interested in conducting research on whether students are motivated to learn English grammar through the Online Classes, finding out the dominant type of students' motivation, and the way they increase their motivation. In some previous related studies conducted by some researchers, none have analyzed students' motivation in learning English Grammar through the Online Classes at University level. The

previous related study concerning the students' motivation conducted Putri & Winarta (2021) with the title "*Instrumental Motivation of English Online Learning During Pandemic Covid-19*" revealed that the students still have high motivation in taking online learning even during pandemic Covid-19. The other study of the students' motivation conducted by Gustiani (2020) is entitled "*Students' Motivation in Online Learning during Covid-19 Pandemic Era: A Case Study*" revealed that Students' motivation for online learning was affected more by their desire to learn new things and their enjoyment of trying out new learning methods. It is also affected extrinsically by external regulation and environmental conditions. However, poor external support facilities might cause amotivation or a lack of motivation. Hence, this study analyzes whether students are motivated in learning English Grammar through the Online Classes, the dominant type of students' motivation, and the way students increase their motivation in learning English Grammar through the Online Classes at the University level.

1.2. The Problems of the Study

The problems of this study are formulated into the following research questions:

1. How are students' motivation in learning English Grammar through the online classes?
2. What is the dominant type of students' motivation in learning English Grammar through the online classes?
3. What are some ways students did when they were not motivated in learning English Grammar through the online classes?

1.3. The Objectives of the Study

To answer the research questions above, the objectives of this study are to:

1. Find out whether students are motivated in learning English grammar through the online classes.
2. Find out the dominant type of students' motivation in learning English Grammar through the online classes.

3. Find out the ways students did when they were demotivating in learning English Grammar through the online classes.

1.4. The Significance of the Study

This current research is expected to be useful for readers, teachers/lecturers, students, and other researchers by providing useful information about the motivation of sixth-semester English Education students at Sriwijaya University. The researcher believes this research will provide teachers/lecturers with new insights about students' motivation. Lecturers can try to increase the types of motivation that motivate students to learn English grammar and improve their English grammar skills with this insight. The implementation of this research is also expected to be a reference for other researchers who may be interested in conducting similar research to seek in-depth information about students' motivation in learning English Grammar through the online classes.

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