

**AN ANALYSIS OF STUDENTS' MOTIVATION IN SPEAKING
DURING COVID-19 PANDEMIC AT THE FIRST YEAR
STUDENTS OF ENGLISH LANGUAGE EDUCATION UIR**

A THESIS

*Intended to Fulfill One of the Requirements for the Award of Sarjana Degree in
English Language Teaching and Education*



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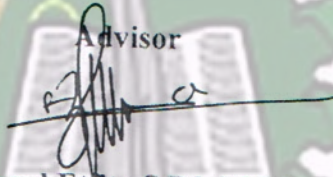
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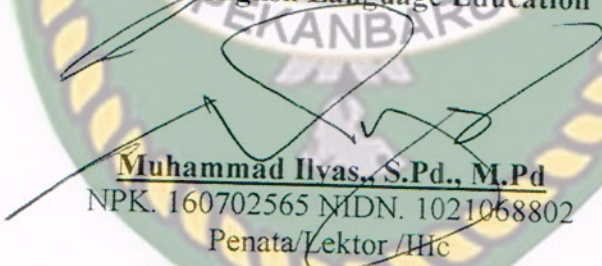
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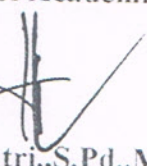
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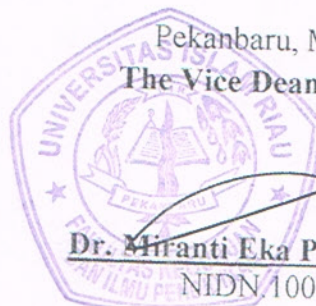

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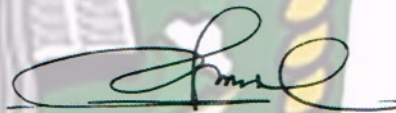
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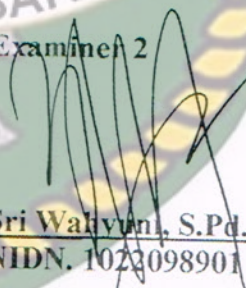
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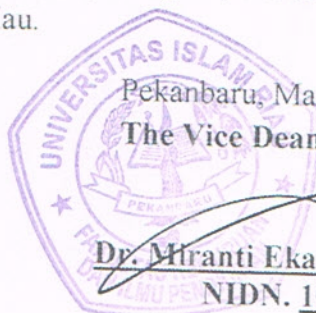


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DECLARATION

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I admit that this thesis writing is purely derived from my own idea, except some questions (deliberately or un-deliberately) which were adopted or taken from various sources included in “references”. Scientifically, I took responsible for the truthfulness of the data and its content.

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Finally, the researcher hopes this thesis will be useful for the readers and future researchers, and also this thesis is still far from being perfect. Therefore, the criticism, advices, and suggestions are welcome. And may this thesis can be useful for the development of education.

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ABSTRACT

Muliadi Pinem, (2022): An Analysis of Students' Motivation in Speaking during Covid-19 Pandemic at the First Year Students of English Language Education UIR.

Keyword: Covid-19 Pandemic, Speaking Motivation, Online Learning, First Year Student.

Covid-19 is Coronavirus disease 2019. The Covid-19 that the first case report from Wuhan City, China, on August 2019. Then, the first case reported in Indonesia on March 2, 2020. Currently, the COVID-19 pandemic has forced the government to issue social distancing rules, To avoid the transmission and spread of the COVID-19 Pandemic, the government made a decision to study from home, face-to-face learning was changed to online learning. Currently, UIR students in 2020 have also undergone lectures with an online system in accordance with the regulations that have been applied. Since the online system lectures have been experienced by English Language Education at the Islamic University of Riau, especially first year students. Those who start lectures with an online system that can affect their learning motivation. Their motivation can be lower than the previous class which started lectures with a face-to-face system. The purpose of this study was to determine the level of student motivation in learning to speak at UIR's English education during the covid-19 pandemic.

The theory applied in this research is Herzberg (1997). This theory is divided into 2 factor models; (1) intrinsic model and (2) extrinsic model. The research design of this research is qualitative research. This study uses a questionnaire to analyze the motivation of first graders in speaking during the covid-19 pandemic.

In this study, it was found that the level of motivation on the intrinsic element was mostly High in the 9th question, which stated that you can speak English. important for the future. Then for extrinsic elements was mostly Moderate and also have the highest level of motivation in question number 8, this is because the questions with the highest level of motivation are questions that state students are active.

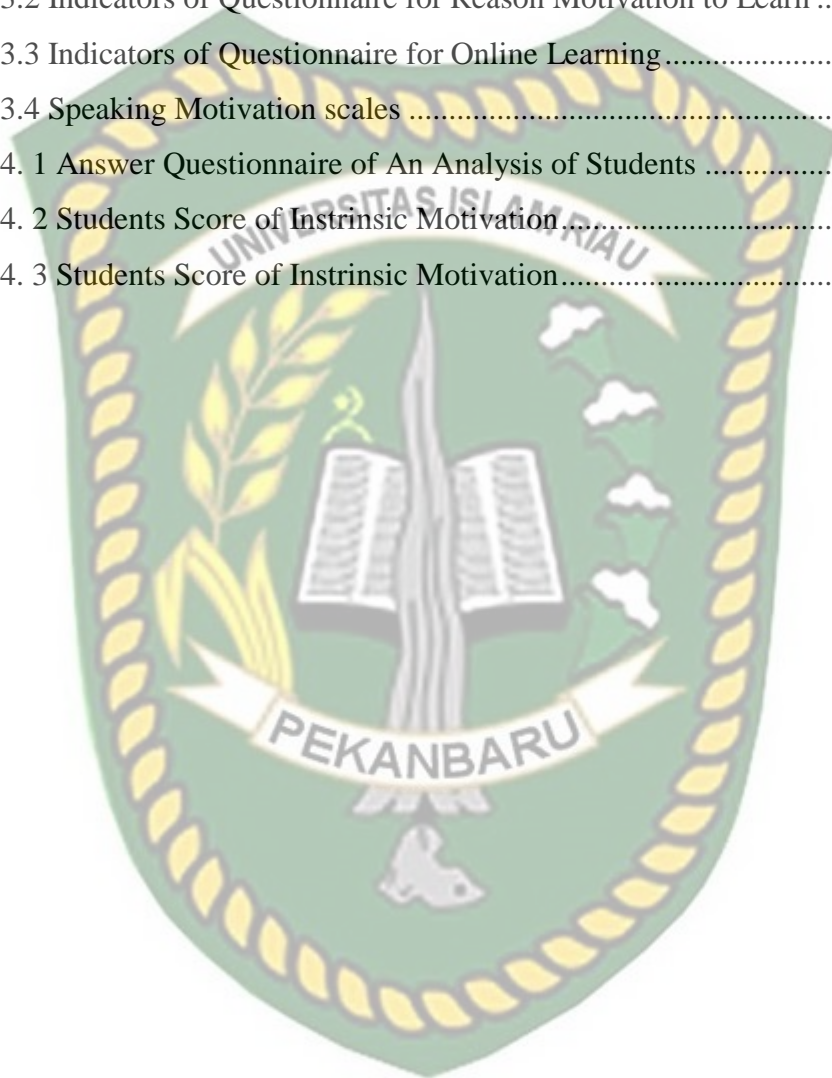
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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Covid-19 is Coronavirus disease 2019. The Covid-19 that the first case report from Wuhan City, China, on August 2019. According to a study published in the lancet in late January, the first patient started showing symptoms on December 1, 2019 since then his outbreak has extended into a pandemic in the world. Then, the first case reported in Indonesia on March 2, 2020. One month later, Covid-19 began to spread to several cities in Indonesia which required the government to carry out Large-Scale Social Restrictions (PSBB) and also close every house of worship and place of study (Such as schools and universities) for the first time Indonesia.

Currently, the COVID-19 pandemic has forced the government to issue social distancing rules. Based on Presidential Regulation No. 11 of 2020 concerning the Determination of the COVID-19 Public Health Emergency in Indonesia which requires reducing efforts in accordance with laws and regulations, the Directorate General of Higher Education carries out various strategies in carrying out these efforts. To avoid the transmission and spread of the COVID-19 Pandemic, the government made a decision to study from home, face-to-face learning was changed to online learning. Currently, UIR students in 2020 have also undergone lectures with an online system in accordance with the regulations that have been applied.

According to Akbar and Hawadi, (2001), learning is an activity process to change the behavior of learning subjects. Changes in behavior can be seen from various forms, including the learning subject being creative. Creativity in learning is characterized by several characteristics such as open thinking and being

spontaneous, curious and independent. Creativity in learning does not appear spontaneously, but is influenced by several factors, both internal and external factors. A person will be successful and creative in learning, if in himself there is a desire to learn. The desire or urge to learn is what is called motivation.

Based on the above assumptions, students who have motivation to learn are characterized by a change in energy within themselves, the impulse that arises from within a person turns into an energy that makes him work or study, seek and solve problems to completion. Learners are motivated also create reactions that directs itself to accomplish goals.

According Santosa (2017), Higher Education as one of the educational institutions are responsible for the quality education, to produce graduates who can be highly competitive and able to answer the challenges of the times. Along with the times and the development of science and technology, quality education is a necessity. The ideal tertiary institution is one that provides quality and competitive education, in which all systems within the college can run according to its function.

Based on the observations from first year students at UIR English Education, they have a bad problem, the problem occurs because of problems with the internet network so that the material presented by the lecturer cannot be conveyed properly and they cannot understand the information well. The online system is an ineffective system, which has an impact on new students who find it difficult to receive information properly so that they cannot discuss and have conversations to practice speaking comprehension as is done face-to-face.

Furthermore, some of the students' concerns in the online learning system can be seen from the following interview. One of the students was asked about the teaching and learning process in this pandemic era whether it can improve students' speaking skills and whether online learning increases motivation in speaking comprehension. The results of the interview are that it can only slightly

improve English speaking skills, and not much help in student learning so far, but that does not mean students do not learn anything from class.

Since online system lectures are experienced by English Language Education, Universitas Islam Riau, especially first year students. They who start lectures with an online system which can influence their learning motivation. Their motivation can be lower than the previous class who started lectures with a face-to-face system. Thus, it is very important to a conduct research to identify the motivations and language attitudes of first year students at english language education who experience online learning from the beginning of academic year.

Based on the explanation and problem mentioned by the first year students at English Language Education UIR above the research is interested in conducting a research entitled **“AN ANALYSIS OF STUDENTS’ MOTIVATION SPEAKING DURING COVID-19 OF FIRST YEAR STUDENTS AT ENGLISH LANGUAGE EDUCATION UIR”**.

1.2 Identification of the Problem

Based on the background of the study, the problem of the study there are several problem found related to the first year student’ speaking comprehension.

Firstly, motivation is important in supporting learning. The sudden change in the learning system with several obstacles has a huge potential to reduce students’ motivation in learning.

Secondly, the online system learning policy by the Government causes a decrease in the level of student seriousness so that student learning motivation decreases. That is one of the weaknesses of speaking weakness.

Third, in the online system, a UIR student, especially a first year English major, said that students cannot be directly supervised by lecturers in understanding speech and there is no interlocutor, so they cannot be corrected by

lecturers or classmates, which makes them feel futile to speak. practice speaking comprehension in everyday life.

Currently, learning is carried out using an online system. So, it is necessary to do an analysis to observe how student learning motivation in the online system.

1.3 Focus of the Problem

Based on the problem, the researcher limited the research topic. The focus of this research is to analyze the learning motivation in speaking of the first year students of UIR student, especially a first year English major in an online system. Because, first-year student lectures begin with an online system and have never experienced a face-to-face learning.

1.4 Research Question

Research question is what are the first year students' motivation in speaking at English Language Education UIR "how are the first year students' motivation in speaking during the Covid-19 pandemic at English Language Education UIR.

1.5 Objective of the Research

Objective of the research is to find out the first year students' motivation in speaking at English Language Education UIR.

1.6 Significant of the Research

The research activity is conducted in order to give good contribution the needs as follows:

1.6.1 For Students

1. To provide an analysis of the motivation of students of the English Education Study Program in learning, especially speaking comprehension at pandemic Covid-19.

2. To motivate first year students in the English Education Study Program, especially speaking comprehension.

1.6.2 For Lecturers

1. For lecturers to know the ability of first year students in speaking comprehension, especially in online learning.
2. This is for the lecturers to know students' language attitudes towards learning English and native speakers of that language in the online system.

1.6.3 For other Researchers

This research can be used as material for further research that discusses the motivation of speaking English in online learning.

1.7 Definition of the Key Term

In order to avoid misunderstanding in reading this research report, the writer feels necessary to defend some specific terms.

1. Motivation

According to language, Purnama et al., (2019) in Subakthiasih et al., (2020) explain that motivation comes from the Latin word *movere* (to move) then absorbed in English into motivation which means to provide motivation that gives rise to encouragement. He pointed out that a person's motivation depends on the strength of his motivation. So, motivation cannot be separated from the concept of motivating which in essence can be said that motivation is the cause of an action. In line with that, in this study an analysis of the learning motivation of English students was carried out which would be linked to the encouragement of student learning during online learning, especially in student speaking.

2. Speaking

In Nunan (1995) states that in Webster's New World Dictionary, speaking is speaking words orally, communicating such as speaking, making requests, and making speeches. Muzammil (2015) said that speaking is one of the skills or abilities in English to express opinions, comment, and reject other people's opinions if they are not in accordance with our opinion, as well as the ability to ask and answer these questions. According to Santosa (2017), the method that uses a lot of communication training is the Communicative Approach which emerged in the early 1970s. In learning activities that use this approach, students get many assignments from the teacher that must be completed in small groups or in pairs using the language being studied. Usually active students will be more advanced than students who are reluctant to practice.

3. Online Learning

According to Numiek (2013: 92), online learning or e-learning is a form of learning model that is facilitated and supported by the use of information and communication technology. Online learning can also be defined as a form of information technology applied in education in the form of cyberspace. According to Rusman et al (2011: 264) E-learning has characteristics, namely interactivity, independence, accessibility, and enrichment. Based on Presidential Decree No. 11 Of 2020 concerning the Stipulation of public health emergencies COVID-19 in Indonesia mandatory reduction efforts in accordance with laws and regulations, the Directorate General of Higher Education perform a variety of strategies for making the effort. To avoid transmission and spread of Pandemic COVID-19, has removed the reasons, and learn from home, learning face to face transformed into brave learning / online.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevant Theories

This study aims to determine the level of motivation of first-year students in speaking in online learning. To support this research, there are several theories which will be described as follows:

2.1.1 Motivation

Motivation to learn has a very important role in improving the quality of the learning process and results. High motivation to learn can increase student learning activities, students who have high motivation can be seen from the behavior of these students. The following describes some of the opinions of experts on the definition of motivation.

Herzberg Theories, This theory well known by two factors models, they are motivational factors and Hygiene factor. Motivational factors is intrinsic factor that supported the achievement, the come from someone it self (e.g challenging work, recognition, responsibility) which give positive satisfaction. While hygiene factors is extrinsic factors that come from outside which also determine some one attitude (e.g healthy) that do not motivate if present, but, if absent, result and demotivation. (Joseph E,1997) from sri (2021).

According to Fachraini, S. (2017), Motivation is a simple word to say but it is hard to define. Motivation is considered as important aspect to do certain activities in order to be success. Almost all works done requires motivation as activator and encouragement in doing the best effort, one of them is studying foreign language. When a student is motivated in learning English, he/she will make the best effort to achieve it. He/she will try to master in English in any way.

One of the factors that comes from within the individual (internal) is the motivation to learn. According to Hynd et al., (2000) motivation to learn is very important because motivation can increase interaction with students, increase high-level knowledge for students, and support other elements of the learning environment.

According to Pujals in Rahardjo (2020), he said that motivation is a change in energy in a person which is marked by the emergence of feelings and reactions to achieve a goal. Motivation has the root of motive. Motive shows the urge that comes from within a person that causes the person to act to do something. Meanwhile, motivation is the driving force of an effort that affects a person's behavior so that he is moved to act to do something in order to achieve certain results or goals.

Etymologically, Purnama et al., (2019) explains the term motivation comes from the Latin word, *movere* (to move) and then absorbed in English language into motivation which means providing motivate or cause of motivate that led of encouragement. Thus, the role of motivation in learning is to encourage students to be active in learning and achieve the expected goals. Next, he points out motivation of a person depend on the strength of his or her motivate. So, the motivation cannot be separated the concept of motivate In essences it can be said that the motivate is a cause of action. Motives are hypothetical constructs used to explain why people are doing what they are doing.

In conclusion, to conclude in previous, motivation has a strategic role in one's learning activities. No one learns without motivation. There is no motivation means no teaching and learning activities. In order to make more optimal motivation, then the principles of motivation in learning is not only known, but should be described in the learning activities.

2.1.2 Principle of motivation

Fachraini, S. (2017) reveals that motivation is divided into two types; intrinsic motivation and extrinsic motivation. Below is further explanation related to both of these types of motivation.

a. Intrinsic Motivation

Global intrinsic motivation is the generalized desire to invest effort in the learning for its own sake is largely rooted in the previous attitudes of the learners: whether they see the learning as worthwhile, whether they like the language and its cultural, political and ethnic association.

It means that intrinsic motivation is desire which comes from within individual to make an effort to achieve the goal. When the learners have an intrinsic motivation, they will show their attitude in the classroom such as they want to learn English because they like and enjoy learning it.

b. Extrinsic Motivation

According to Penny (1996, p. 277), "Extrinsic motivation is that which derives from the influence of some kind of external incentive, as distinct from the wish to learn for its own sake or interest in tasks." Besides. Harmer (2007:98) states that extrinsic motivation is the result of any number of outside factors, for example the need to pass an exam, the hope of financial reward or the possibility of future travel. Furthermore, this type of motivation appears from outside and gives some influences to a person like give incentives, social pressure and punishment. According to Gage and Berliner (1984, p. 441) this type of motivation comes from teacher, parents, and environment.

2.1.3 Factors influence learning motivation

According to Syah in Puspitasari (2012), there are factors that influence learning motivation, namely:

a. Teacher

Teachers play an important role in influencing student learning motivation through the teaching methods used in delivering subject matter. Teachers must also be able to adjust the effectiveness of a teaching method with certain subjects. In certain lessons the teacher must use a teaching method that is in accordance with the material to be delivered because this is very influential on one of the goals of learning itself.

b. Parents and family

Not only teachers at school, parents or families at home also play a role in encouraging, guiding, and directing children to learn. Therefore parents and families must be able to guide, assist and direct children in overcoming difficulties that may be faced in learning. When they feel they can understand the concepts in the lesson, children will be motivated to learn.

c. Society and the environment

Society and the environment affect the motivation to learn in school children. Society and the environment affect the motivation to learn in school children. An environment that greatly influences learning motivation is the influence of playmates. A child who is diligent in regular learning activities will influence and encourage other children to do the same activities

2.1.4 Speaking

Speaking is the ability to pronounce articulation of sounds or words for expressing, stating and delivering thoughts, ideas and feeling. There are many definitions of "speaking" put forward by linguists in language learning. In Nunan (1995) states that in Webster's New World Dictionary, speaking is speaking words orally, communicating such as speaking, making requests, and making speeches. Muzammil (2015) said that speaking is one of the skills or abilities in English to express opinions, comment, and reject other people's opinions if they are not in

accordance with our opinion, as well as the ability to ask and answer these questions.

Pollard (2008) states that speaking is one of the most difficult aspects for students to master. The reason why speaking is difficult aspect for students to master because they do not having enough exposure to English (environmental factor), infrequent English speaking practice in daily life (they could use the mother tongue to communicate, instead of using English), feeling shy and laziness to learn English.

Bygate (1987) defined speaking as the production of auditory signals to produce different verbal responses in listeners. It is regarded as combining sounds systematically to form meaningful sentences. Brown (2004) states that speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test taker's listening skill, which necessarily compromises the reliability and the validity of an oral production test.

In line with that, Efrizal (2012) expressed that speaking is of great significance for the people interaction where they speak everywhere and every day. Speaking is the way of communicating ideas and messages orally. If we want to encourage students to communicate in English, we should use the language in real communication and ask them to do the same process.

According to Tarigan (1990 : 16) in Mulasari(2015) mentioned that speaking has there important purposes. The speaker informs to the listener about everything they want or need and also inform ideas they want to share. Through speaking, speaker can express their feelings and listeners know how to entertain them through this mutual communication. Everybody uses speaking to persuade to do something in a certain activity.

There are several problems in speaking skills experienced by students in speaking English. according to Tuan & Mai (2015) these problems are Inhibition,

lack of topical knowledge, low participation, and use of mother-tongue, following the explanation are :

- a. Inhibition are worrying about making mistakes and fear of criticism. They are embarrassed by other students' attention to themselves.
- b. Lack of topical knowledge is a sense of complaining that they can't remember anything to say and they do not have any motivation to express themselves. This is supported by Rivers (1968) who argues that students are often speechless maybe because their teacher has chosen a topic that is not suitable for them or they have sufficient information about it.
- c. Low participation because some learners dominate the whole class while others speak very well little or never speak.
- d. Mother-tongue is the language of everyday life and is very easy for students. According to Harmer (1991), there are several reasons why students use their mother tongue in their speaking class. The first reason is when teachers ask their students to talk about topics for which they do not have sufficient knowledge, they will try to use their language. The second reason is that the application of mother tongue is very naturally used by students. If teachers do not encourage their learners to speak English, students will automatically use their first language to explain something to their classmates. The last reason refers to the fact that if teachers regularly use the mother-tongue of their students, students will feel comfortable doing so in their speaking class.

2.1.5 Motivation in Speaking

One aspect of learning in English classes is the speaking aspect or better known as "speaking skills", where learning speaking skills gives students greater time and opportunity to use English well and train each student's communicative skills. In learning, of course, there are different challenges. The challenges faced

by students in learning to speak English also take on a role that has an impact on the process and results of students' learning English which is not yet optimal. One of the learning challenges is student learning interest or learning motivation.

In speaking skill, interest in learning is influenced by interest in reading students. By having a good reading interest, students in learning English can continue to enrich their knowledge to make arguments and give opinions. This is also one of the external factors proposed by Krashen (1982), namely when students have an environment that supports students to improve their reading habits, it is also possible to affect their ability in learning to speak.

During this covid-19 pandemic, the learning process is carried out online learning, which can affect student learning motivation, especially in the field of speaking. Student learning motivation can be seen in student learning interest in online learning, whether students can follow well or not. Interaction and communication with friends can increase the level of students' speaking skills, but this is difficult to do in online learning.

The main subject of this research is First year student at English Language education UIR, by analyzing motivation on English Speaking Comprehension the Covid-19 pandemic. The ultimate goal of this research is to look at the purpose of the questionnaire, business behavior, effort, and desire to learn. This schema can be seen in the research conceptual framework.

2.1.6 Online Learning

Onno (2002) explains thatonline learning is a form of information technology application applied in education to support learning efforts. According to Numiek (2013: 92), online learning or e-learning is a form of learning model that is facilitated and supported by the use of information and communication technology. Online learning can also be defined as a form of information technology applied in education in the form of cyberspace. According to Rusman

et al (2011: 264) E-learning has characteristics, namely interactivity, independence, accessibility, and enrichment.

Online learning is essentially a learning that uses the use of information and communication technology in channeling learning activities between lecturers and students. The use of online learning aims to increase the efficiency and effectiveness, transparency and accountability of learning.

Moreover, online learning is a model that focuses students in its implementation. This causes students to be required to learn independently and have responsibility for each learning process, because online learning can be carried out anywhere and anytime depending on the available tools. Through online learning, students can explore information and learning materials in accordance with the syllabus set by the teacher.

In addition, online learning makes students have unlimited information because they can access information from various sources in accordance with the learning material. Activities that students can do in online learning can be in the form of online discussions with experts in their fields, it can also be via e-mail or chat. The implementation of the online learning system is expected to achieve the final results in the learning process well, be able to fulfill learning completeness, and continue to carry out educational activities in the midst of a pandemic.

Furthermore, the design of online learning materials by lecturers determines the learning outcomes of students, well-designed and professional materials will support student learning activities efficiently. The preparation of teaching materials by lecturers must also pay attention to the use of multimedia tools. Learning materials can be in the form of text, images, graphics, animation, simulation, audio, and video. Designing an attractive learning material model can make online learning a learning model that is memorable for students, interactive, and attractive and can increase student motivation.

The application of online learning is carried out through several types of information and communication technology media. The media is used with the

aim that the material can be conveyed to students. Types of online learning media, including:

a. Learning based E-Learning

E-learning is a learning method that utilizes web-based information technology (IT) that can be accessed remotely which can be done anytime and anywhere. The terms in expressing opinions about electronic learning are online learning, internet-enabled learning, virtual learning, or web-based learning, web based distance education, e-learning, and web based teaching and learning.

The following are some of the requirements contained in e-learning, including:

1. Learning is done by using the network.
2. The availability of learning support services that can be used by students, for example CD-ROMs or printed materials.
3. Availability of tutor support services that can help students if they experience difficulties.
4. Positive attitudes of students and education personnel towards computer and internet technology.
5. The design of a learning system that can be learned by every student.
6. An evaluation system of the progress or development of student learning.
7. The feedback mechanism developed by the agencythe organizer.

b. Video

The use of video in delivering material to students is an innovation for teachers in learning. The application of instructional videos will assist teachers in delivering teaching materials, and are effectively used during the Covid19 pandemic. The teacher does not have to meet face to face with students in distributing the material, but the teacher only makes an interaction from making videos to be aimed at students and then learns it.

c. WhatsApp Group

The WhatsApp application is one of the communication media which in use must be installed first on a smartphone, functioning as a communication tool in the form of chat by sending messages, be it text messages, pictures, videos, or telephones. The use of WhatsApp requires a data package on the smartphone owner's phone card (Suryadi et al, 2018: 5).

One of the benefits of using the WhatsApp application is that it can carry out distance learning using the voice note feature. In this activity students and teachers can join a particular group in the WhatsApp application, distance learning can occur if the teacher cannot teach directly. The teacher distributes material to students through the Group feature or just provides announcements / notifications. Apart from voice notes, teachers can also share material in the form of Microsoft Word or PDF text, photos, and videos.

WhatsApp social media can also be used for discussions, both teachers and students and between students and other students. This learning can be started when the teacher provides subject matter to students in the group, then the teacher gives directions to students to work on the problem. Students can also give their opinion which is accompanied by a name and attendance number as an identity so that the teacher can give an assessment of all students who participate in the group.

d. Google Classroom

According to Swita (2019: 231), Google Classroom technology is a means used to simplify and facilitate long-distance communication activities between teachers and students, especially in digital content management classes. Google Classroom can be used on several devices such as smartphones and laptops with an internet connection.

The Google Classroom application is a communication technology commonly used in the learning process. This technology has the ability to use it with e-learning or online learning methods. All students who apply this learning have the same opportunity, as a means of learning together and receiving and reading the material listed in the Google Classroom, then sending assignments remotely so that they can display the assessment of the assignment openly.

e. Google Form

According to Mardiana et al (2017: 3), Google form technology is an application in the form of a form template or worksheet that can be used independently or collectively for the purpose of obtaining information. The application works on general storage on Google Drive followed by other applications such as Google Sheets, Google Docs, and other add-ons.

Using templates on Google Forms is very easy, there are many language choices that can be used to make it easier for users. The use of the Google form application must have a Google account as a condition for making the form.

Online learning has several advantages according to Hariyati (2020), which are as follows:

1. The learning model is not limited by place and time so that students can access the learning process at any time.
2. Students in this learning process must be active so that the online learning process is a student-centered process.
3. Save on education costs (infrastructure, equipment, books, official travel).
4. Train students to be more independent in gaining knowledge.
5. Professional online help.

2.2 Relevant Studies

A related study was conducted by Hardianti et al, (2021), "The Influence of Self-Efficacy, Learning Motivation and speaking Interest on Students' Speaking Learning Outcomes in Class X". This study aims to identify the effect of self-efficacy, learning motivation and reading interest on students' speaking learning outcomes. The results of the analysis obtained in this study are the coefficient of self-efficacy, the coefficient of learning motivation, and the coefficient of reading interest have a positive effect on the results of learning speaking.

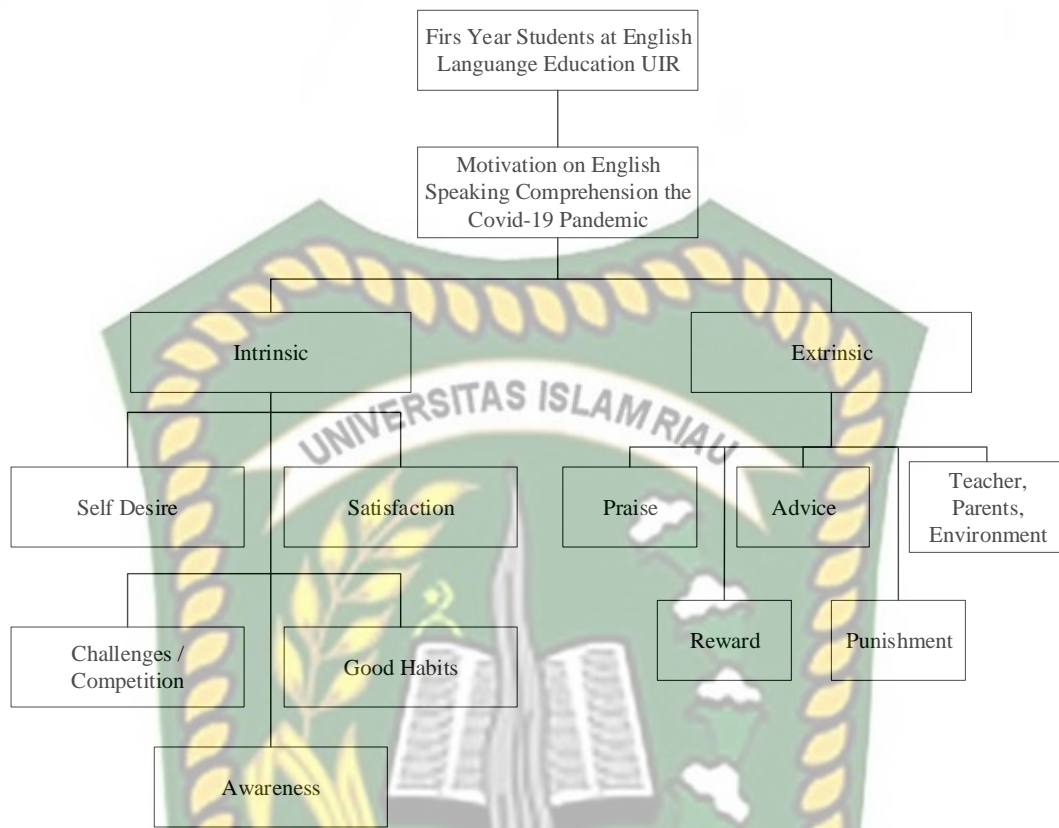
In line with that, research related to the author has also been carried out by Djafar (2020), "Analysis of the Effect of Covid-19 on L2 English Speaking Performance". In relation to his research, the research explains that the English speaking class in the Covid-19 Pandemic was more difficult than in the normal era. Here the student or the teacher cannot be clear about the discussion. It depends on the signal as a technology product. In addition, students lacked vocabulary and did not know how to pronounce some vocabulary words.

2.3 Conceptual Framework

This study focuses on analyzing the students of motivation of UIR's first year students of English education, especially on understanding English speaking towards online learning during the Covid-19 pandemic. Online learning is carried out using computers and network-based media.

In the midst of the current Covid-19 pandemic, the Government has determined the implementation of an education system by utilizing an online learning system, so that teachers and students can easily study anytime and anywhere without any restrictions by the government, flexibility in space, time and place.

The research conceptual framework will be designed as the following diagram;



The picture above is a conceptual framework which is the concept in this research. Starting with the main target, namely the first-year students of UIR English language education. Followed by a more specific one, namely an analysis of motivation in understanding speaking English during the covid-19 pandemic. The motivation to be analyzed is the intrinsic element in the form of: Self Desire, Satisfaction, Challenges / Competition, Good Habits and Awareness, than the extrinsic element in the form of: Praise, Advice, Teacher, Parents, Environment, reward and Punishment.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This type of research is quantitative research with a quantitative descriptive approach, which describes existing events, which are explored to find facts, knowledge or research theories at a certain time, Mukhtar (2013). A quantitative descriptive approach is used to describe the description of motivation and the factors that influence student learning motivation through the results of questionnaires that will be distributed and use Likert scale data processing.

3.2 Time and Place of the Research

The subjects of this study were first year students of UIR English education. This research was conducted for 3 months, starting from July to September 2021. The data collection method is carried out using questionnaires distributed through google forms. The data analysis technique used is quantitativ with likert scale to describe each research variable.

3.3 Population and Sample of the Research

The research population is the subject who meets the predetermined criteria. The population of this research was the first year students at english language education UIR.

Table 3.1 Population of the research

SEMESTER	SEX		TOTAL
	MALE	FEMALE	
II	6	30	36
II	5	28	33
Total	11	58	69

The sample is a number of the population selected through a certain procedure. Batang (2011) says that the sample is part of the overall object under study and is considered to represent the entire population. The sample of this study was all first year students in the second semester of UIR English education which consisted of 69 students who were divided into 2 classes.

3.4 Instrument of the Research

The instrument of this research was a questionnaire to analyze the motivation of the first year students in speaking. The purpose of the questionnaire is to collect quantitative data that was provide information about the motivation of first year students in understanding spoken English. The questionnaire consists of 23 questions about intrinsic and 23 questions about ekstrinsic which are adapted from Siti (2017) and tri (2021) .

The survey method is considered appropriate for the method in this study. Seeing the COVID-19 pandemic situation, due to the closure of universities/colleges, the online survey method seems suitable for data collection. A well-structured and self-developed questionnaire will be prepared consisting of closed questions and open questions. This questionnaire uses a Likert scale or summative scaling to measure the extent to which respondents agree or disagree with the question. The responses were classified into five categories, such as: Highest, High, Average, Low, Low. The item of questionnaire written as follow:

Table 3.2 Intrinsic Motivation Questions

No	Intrinsic motivation	Highest	High	Average	Low	Lowest
1	I didn't feel compelled when I was actively speaking in the speaking class during the Covid-19 pandemic					
2	During the pandemic even outside of school hours, I continued to learn to speak English of my own accord					

3	While studying online during the pandemic, I continued to speak English actively because of my own desire					
4	Every time I have homework or assignments in a speaking class I always want to do it quickly even during the Covid-19 pandemic					
5	very time I have homework or assignments in a speaking class I always want to do it quickly even during the Covid-19 pandemic					
6	I always try to be active in learning activities for satisfying results even though studying during the Covid-19 pandemic					
7	Whatever the material provided by the teacher in the speaking class, I always try to understand and ask questions if I don't understand so that I feel satisfied					
8	When I don't understand the subject matter about speaking and that is one of the challenges for me in learning during the Covid-19 pandemic					
9	when given the opportunity to ask questions I felt challenged					

10	I was challenged to compete when given the opportunity to speak in a speaking class during the Covid-19 pandemic					
11	when given the task it is a challenge in learning during the Covid-19 pandemic					
12	I always do the assignments given by the speaking lecturer on time					
13	If there is an English lesson tomorrow in the speaking class, at night I always study the English material first					
14	am actively talking to build good habits in myself despite studying in the midst of the Covid-19 pandemic					
15	I make it a habit to actively speak so that my speaking is better					
16	I feel sad if I don't talk actively than my friends in class					
17	I realize that being able to speak English is important for the future					

While the questionnaire items for extrinsic elements aimed at first year students totaled eleven questionnaires which were written as follows:

Table 3.3 Extrinsic Motivation Questions

No	Extrinsic motivation	Highest	High	Average	Low	Lowest
1	I get compliments from my parents, if I get good speaking scores					

2	I am actively speaking to attract the attention of lecturers in the speaking class during the Covid-19 epidemic					
3	If my score is good, the lecturer will give praise in the online class					
4	My parents advised me never to skip class in speaker class					
5	I am actively speaking so that the lecturers give good advice					
6	Fun learning facilities so I actively speak English					
7	Interesting material made me speak actively in class during this Covid-19 pandemic					
8	I am active in class to get good grades					
9	The lecturer always gives a gift at the end of the lesson so that I am always active in class					
10	I always do my assignments on time to avoid being punished despite studying in the midst of the Covid-19 pandemic					
11	I am actively talking to avoid punishment and so my friends will know that I can					

3.5 Data Collection Technique

In this study, data were collected by distributing a questionnaire consisting of 28 items. The questionnaire was distributed via googleform. English students answered a questionnaire about motivation to speak. They were asked to answer questions honestly and solve them on their own. students are willing to answer any questions that may be required about the wording of the item.

3.6 Data Analysis Technique

In analyzing the data, researchers used a Likert scale from first-year student motivation in understanding spoken English in English education UIR. Data analysis techniques in this study using quantitative analysis. Data obtained from the questionnaires were processed using descriptive statistics. Researchers calculate the scores obtained from questionnaires and scores of students. The data presented in the table of frequency distribution and the average score value of the frequency distribution table. Students are asked to answer questions by choosing five categories Highest=5, High=4, Average=3, Low=2 and Low=1. The score of the questionnaire is based on the table below (Salamat et al., 2018):

Table 3.4 Likert Scale Rating

No	Optional	Score
1	Higest	5
2	High	4
3	Average	3
4	Low	2
5	Lowest	1

The data obtained from the questionnaire were analyzed by calculating the average for each question. A five-point Likert scale was used to measure the level and type of learning motivation of the subjects. The scale is used in the

questionnaire to determine the level of agreement or disagreement of students' answers based on the following criteria oleh Salamat et al., 2018 :

No	Mean Range	Interpretation
1	3.68 - 5.00	High degree of motivation
2	2.34 - 3.67	Moderate degree of motivation
3	1.00 - 2.33	Low degree of motivatio



CHAPTER IV

RESEARCH FINDINGS

4.1 Data Description

In this chapter, the researcher explains the results that have been achieved with the title *An Analysis of Students' Motivation in Speaking during the Covid-19 Pandemic at the First Year Students of English Language Education UIR*. The instrument of this research is a questionnaire to analyze the motivation of the first year students in speaking. The purpose of the questionnaire is to collect quantitative data that will provide information about the motivation of first year students in understanding spoken English. The questionnaire consists of 17 questions about intrinsic and 11 questions about extrinsic which are adapted from Siti (2017) and tri (2021). Data collection was carried out on January 18 to 20, 2022. Researchers took the first year student of english language education of UIR.

Dissemination of the questionnaire using Google forms and then sharing the link via WhatsApp groups. In this study, researchers received 40 questionnaire respondents collected from first year students of UIR English education, The questionnaire consists of 17 questions about intrinsic elements and 11 questions about extrinsic elements.

In this study, the researcher analyzed data based on the use of a Likert scale of the motivation of first year students in understanding spoken English at UIR English education. The data analysis technique in this study used quantitative analysis. The data obtained from the questionnaire were processed using descriptive statistics. The researcher calculated the scores obtained from the questionnaires and student scores. The data are presented in the frequency distribution table and the average score value in the frequency distribution table. Students are asked to answer questions by choosing five categories Highest=5,

High=4, Average=3, Low=2 and Low=1. The score of the questionnaire is based on the table below (Salamat et al., 2018).

4.2 Data Analysis

In this study will analyze the answers to research questions, researchers present the results obtained by calculating the Likert scale value. Data analysis in the form of quantitative analysis. Then, the research analysis was based on the data collected from the questionnaire.

The data obtained from the questionnaire were analyzed by calculating the average for each question. A five-point Likert scale was used to measure the level and type of learning motivation of the subjects. The scale is used in the questionnaire to determine the level of agreement or disagreement of students' answers based on the following criteria oleh Salamat et al., 2018.

Statistical data analysis was used to show the amount of data used in this study and to show the mean, median, and standard deviation. The following figures provide an overview of the respondents who have been accepted as a whole:

Tabel 4. 1 Answer Questionnaire of An Analysis of Students

Questions No.	Highest	High	Average	Low	Lowest	Total
1	6	14	18	2	0	40
2	6	17	14	3	0	40
3	4	17	18	1	0	40
4	8	17	12	3	0	40
5	8	11	18	2	1	40
6	11	17	8	4	0	40
7	9	15	15	1	0	40
8	3	22	14	1	0	40
9	8	17	11	3	1	40
10	4	13	23	4	0	44
11	6	12	20	2	0	40
12	14	14	7	4	1	40

13	4	9	20	6	1	40
14	5	9	20	6	0	40
15	6	13	20	0	1	40
16	14	8	14	2	2	40
17	27	9	4	0	0	40
18	9	11	14	4	2	40
19	3	12	19	6	0	40
20	2	14	19	5	0	40
21	11	14	11	2	2	40
22	6	16	12	6	0	40
23	8	15	15	2	0	40
24	1	4	17	14	4	40
25	10	14	12	3	1	40
26	0	10	25	4	1	40
27	0	7	15	13	5	40
28	8	10	14	2	6	40

In this study the sample consisted of 40 people with a total of 28 questions that had been distributed. Furthermore, 40 students of the sample data had the lowest Likert scale of 129 and had the highest Likert scale of 183.

The cognitive component consists of beliefs and ideas or opinions about objects. Including one's beliefs is about a particular person, object, or situation. The belief that discrimination is wrong is a statement of value. Cognitive is evaluative belief and is measured by attitude scale or by asking about the mind.

Judging from the results of respondents' responses to each question or indicator used consists of 17 questions to measure students' intrinsic indicators about An Analysis of Students' Motivation in Speaking during Covid-19 Pandemic at the First Year Students of English Language Education UIR:

4.3 Result and Discussion

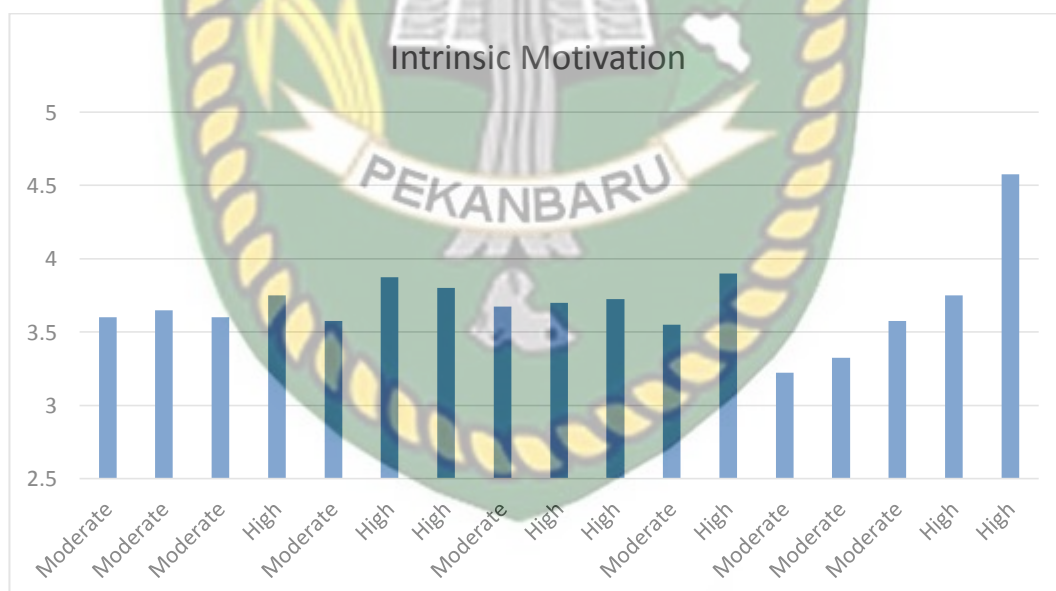
The results of the discussion in this study are divided into two elements, the first based on intrinsic elements and the second based on extrinsic elements. The researcher gave a questionnaire to the first-year students of UIR English

Education which consisted of 28 questions which aimed to find out how students' motivation in speaking in online learning due to COVID-19 in the English department was. The questions are divided into 17 questions on the level of motivation from intrinsic elements, and 11 questions from extrinsic elements. Questions are grouped according to the appropriate indicators where responses are shown in a table with the following options: Highest, High, Average, Low, and Lowest.

4.3.1 Intrinsic Element

Student motivation appears one of which comes from intrinsic elements, namely elements that can be seen from the results of respondents' responses to each question or indicator used consisting of 17 questions.

Chart 4.1 Student Score of Intrinsic Motivation



The motivational question on the intrinsic element begins with a question about desperation to actively speak in speaking classes during the Covid-19 pandemic. In the first question, it appears that the motivation level of first year students is at a moderate level, some do not feel compelled to actively speak in speaking classes during the COVID-19 pandemic in online learning. On the other hand, there are first-year students who on average do not feel forced and

sometimes feel compelled to actively speak in online classes during the COVID-19 pandemic. This shows that the level of student motivation is at a moderate level.

The results of the second question of learning to speak English of their own accord even though it was outside of online English lessons during the pandemic, namely the level of students who were very enthusiastic about learning to speak English outside of class on their own accord, were 6 students, students who learned to speak outside of class hours were above. self-willed by 14 students, the average student who sometimes learns to speak outside class hours on their own accord and sometimes does not learn to speak outside the classroom is 18 students, and students who often do not learn to speak English outside class are 2 student. Meanwhile, there are no students who do not learn to speak on their own accord. This means that all student responses are more than half of the number of students who study English during the pandemic outside of class hours on their own accord and only a few who sometimes do not want to speak English outside of class hours, this indicates that the level of student motivation is moderate.

Based on the results of the third question, students are still actively speaking English during online learning during the pandemic because of their own will. From these questions, the number of students who remained active and sometimes active sometimes did not get nearly the same score. There are only a few students who choose to be less active, meaning that the level in this question is at a moderate level, because there are also some students who rarely actively speak English when studying online on their own accord.

Furthermore, the fourth question shows that more students always do their speaking class assignments on time, even during the COVID-19 pandemic. This means that most students remain motivated even though learning is done online during the COVID-19 pandemic by continuing to do assignments on time. Then there are also some students who on average sometimes do assignments on time

and sometimes not on time. On the other hand, only a few students are often not punctual in doing assignments during the COVID-19 pandemic. There are no students who choose not to do assignments that are not on time. It can be concluded that most students have the motivation to continue learning to speak who always want to do it quickly even during the Covid-19 pandemic and the level score on this question is at a high level..

The fifth question shows only a few students who chose the highest, meaning that one fifth of them have high enthusiasm to directly do homework or assignments even during the COVID-19 pandemic. While those who choose High are also few, which means they speed up their work. While the students who chose the average were quite a lot, which means that almost half of the students who were not in a hurry but still did their assignments on time, they were students who still had the motivation to learn English during the pandemic. On the other hand, there are very few students who are less enthusiastic about learning English during the pandemic and there are even some students who are very unmotivated according to the fifth question, which is in a hurry and has high enthusiasm to immediately do assignments. assignments or homework given in online classes during the COVID-19 pandemic, this question shows that the level of this question is at a moderate level.

The sixth question shows that there are some students who choose the highest and very many students choose the highest. This shows that there are more than a quarter of the number of students who really try to be active and almost half of the number of students who always try to be active in learning activities that aim to get satisfactory results despite studying online during the COVID-19 pandemic. Meanwhile, only a few students chose to hesitate. This means that there are one fifth of students who do not try to be active but are still active in teaching and learning activities, this shows that the level of motivation is still average. On the other hand, only very few students who did not try to be active showed that their learning motivation was low according to this question, then the level of motivation for this question was at a high level.

Furthermore, there are some students who choose the highest on the seventh question and more students choose high. Meanwhile, very many students chose the average, and only a few students chose low and meanwhile no one chose the lowest. This means that almost a quarter of students have very high motivation to try to understand learning to speak English in the classroom and ask questions if they do not understand that make them satisfied with the learning. Then, more than one third of students have motivation to try to understand the lesson and ask questions. There are only a few students who sometimes try and ask or not at all. It was concluded that many students tried to understand the lesson and asked if they did not understand the lesson in the online class, the level of motivation in this question was at a high level.

The eighth question is the level of students' motivation which makes learning a challenge during the pandemic when they do not understand the subject matter about speaking. From the results of the questionnaire, it can be seen that there are only a few students who have very high motivation, very many students who have high motivation, there are also some students who are moderate, and only a few students who have low motivation. , and also only a few students who have very low motivation. This shows that more than three quarters of students have great motivation because it becomes a challenge if they do not understand the learning material about speaking during the Covid-19 pandemic, the level of motivation in this question is at a moderate level..

The result of the ninth question is that there are several students who have very high motivation, which can be seen from the high enthusiasm of students to ask if given the opportunity to ask. In addition, there are very many students who feel challenged if given the opportunity to ask questions during learning. There are also some students who have the motivation to ask questions if given the opportunity to ask, but will give the opportunity to others first because they are still hesitant if given the opportunity. On the other hand, it turns out that there are only a few students who have low motivation to ask questions and also only a few

students who are not too motivated to ask if given the opportunity to ask questions, the level of motivation in this question is at a high level..

Based on the tenth question regarding the challenges of competing when given the opportunity to speak in a speaking class during the COVID-19 pandemic. It can be seen from the results of the tenth question questionnaire that only a few students have a very high sense of competitive challenge if given the opportunity to speak even in online classes, while quite a number of students have a high sense of challenge. Meanwhile, there are many students who are still hesitant in speaking when given the opportunity to speak in class during the pandemic. On the other hand, there are only a few students who are less motivated to speak when given the opportunity and even there are no students who are not at all motivated to ask questions, the level of motivation in this question is at a high level.

The eleventh question is the student's sense of challenge if they are given the task of studying during a pandemic. From the results of the questionnaire, there were several students who were very encouraged and challenged to do assignments in learning, they felt the task was a challenge that must be done because this was learning even though it was hindered by the COVID-19 pandemic which made them have to stay at home. Meanwhile, there are also more students who feel challenged but not completely. Then there are many students who are still hesitant to feel challenged to do assignments, they feel normal because it's the same as being in a pandemic or not. Then only a few students felt less challenged when given an assignment and there were no students who did not feel challenged at all. This shows that there are still many students who feel normal and less challenged if they are given assignments in online learning during this pandemic, the level of motivation in this question is at a moderate level.

The twelfth question in the questionnaire can be seen that there are several students who always do the assignments given and collect them on time, this shows that these students are never careless in doing assignments and are never

late in collecting assignments even though the assignments have been given. on line. There are also some students who keep on doing assignments and submitting assignments on time, but sometimes they are late in submitting assignments. In addition, there are fewer students who are on average, where sometimes they do assignments and submit on time and sometimes do not do assignments and or are late in submitting. It turns out that there are only a few students who rarely do assignments and rarely collect on time during the pandemic and it turns out that there are even fewer students who may work on assignments and or never do and never collect on time. This shows that students have very low learning motivation during this pandemic, the level of motivation in this question is at a high level.

The thirteenth question shows that there are only a few students who if there is an English lesson tomorrow in the speaking class, in the evening they always study English material first. They are a tenth of the number of students who are very enthusiastic about tomorrow's learning. Meanwhile, there are some students who are enthusiastic about studying at night for tomorrow's meeting even though sometimes they don't study at night. It turns out that there are very many students who are a little enthusiastic but sometimes prepare for tomorrow's lesson, they are average students who sometimes prepare sometimes they don't. Furthermore, there are some students who rarely prepare for tomorrow's lesson and only a few students never prepare and study the material for tomorrow, the level of motivation in this question is at a moderate level.

From the fourteenth question, it can be seen that there are some students who are very active in speaking to build good habits in themselves even though they are studying in the midst of a pandemic. These students instill this active habit to stay active even during the pandemic, so that their learning goals are achieved. In addition, there are more students who have high motivation to actively speak to get used to even studying during the pandemic. Meanwhile, there are very many students which means that half of the students are still hesitant to get used to being active in learning during the COVID-19 pandemic. Students are sometimes active in speaking but do not get used to it. On the other

hand, there are only a few students who are less active and less accustomed to being active and there are no students who are not at all accustomed to being active in learning during the COVID-19 pandemic, the level of motivation in this question is at a moderate level.

Students who are accustomed to being active so that their speaking skills are better in accordance with the fifteenth question in the questionnaire. It can be seen that few students have a high level of motivation so they are used to being active so that their speaking skills are better which is shown by being active when teaching and learning in class even in the middle of class hours. pandemic. There are some students who are used to being active but not yet too motivated to do so. then very many students who on average are still students who are not too used to being active, but are still active in the teaching and learning process in the classroom. Meanwhile, there are no students who do not get used to being active and very few students who during this pandemic are not accustomed to being active in class, the level of motivation in this question is at a moderate level..

The sixteenth question is a questionnaire asking students to feel sad if they don't speak more actively than the rest of the class during the pandemic. From the results of the questionnaire on the sixteenth question, there are some students who feel sad if they are not active in class compared to other friends. Then there are some students who feel sad, but not too sad if they are not actively speaking in class. There are also quite a number of students who on average sometimes don't feel sad but sometimes feel sad if they are not active. Furthermore, there are only a few students who are not too sad if they are not actively speaking in class and also only a few other ordinary students who do not feel sad if there are other students who are actively speaking while not active, the level of motivation in this question is at a high level..

The last question is about the level of students who realize that the ability to speak English is important for the future. There are very many students who realize how important English is in their future life. Then there are some students

who realize that English is important but not very important in the future and a few who are still hesitant to realize the importance of English for the future. In addition, none of the students stated that English is not important for the future, the level of motivation in this question is at a high level.

Tabel 4. 2 Students Score of Intrinsic Motivation

Items	Mean	Rating of motivational level
1	3.6	Moderate
2	3.65	Moderate
3	3.6	Moderate
4	3.75	High
5	3.575	Moderate
6	3.875	High
7	3.8	High
8	3.675	Moderate
9	3.7	High
10	3.725	High
11	3.55	Moderate
12	3.9	High
13	3.225	Moderate
14	3.325	Moderate
15	3.575	Moderate
16	3.75	High
17	4.575	High
Total	3.70	High

Table 4.2 reveals that respondents have a high level of intrinsic motivation with a total Mean score of the questionnaire items (3.70). From the questionnaire in table 4.2, there are eight statements stating that students' learning motivation is high, then there are nine statements stating that students have moderate levels of motivation.

The highest level of motivation is in question number seventeen with a mean score (4.57), while the lowest level of motivation is in question number thirteen with a mean score (3.22). From the total questions asked in the

questionnaire above, if we take the average of all the questions given, it will be seen that all first-year students at UIR who were affected by the pandemic have a high level of intrinsic motivation.

4.3.2 Extrinsic Element

One of the motivational factors for students is extrinsic elements, namely elements that come from outside of students. Chart 4.2 is the Student Score of Extrinsic Motivation.

Chart 4.2 Student Score of Extrinsic Motivation



The motivational question questionnaire on extrinsic elements begins with questions about external factors from students' parents, namely students will get praise if the student gets good English speaking scores. There are students who get encouragement from their parents who will get praise from their parents if they get good grades in speaking English. Meanwhile, there is also a total number of students who get praise from their parents, but sometimes they don't. In addition, there are also students who are slightly motivated to learn English because of the praise of their parents, even a few students who are not at all motivated to learn English because of the praise of their parents if their grades are good. It can be seen that from the results of the questionnaire, the overall level of

student motivation is at a moderate level, the average level on extrinsic factors originating from parents.

One of the students' motivations coming from the lecturers was the content of the second question, namely that students actively spoke to attract the attention of the lecturers in the speaking class during the Covid-19 pandemic. From the results of the questionnaire, it is known that the level of student motivation is at a moderate level which comes from the attention of the lecturer. It can be seen that there are students who are very motivated by this. Almost half of the students are not very motivated by the attention of the lecturer, but sometimes there is a sense of wanting to be noticed by the lecturer. On the other hand, there are also students who are not very motivated by the attention of the lecturer.

Based on the third question, the extrinsic element that becomes a factor comes from the lecturer's praise in front of the online class if the score is good. From the results of the questionnaire, it can be seen that there are few students who are very enthusiastic about this, these students will try to get good grades because to get praise in front of the online class and they will feel proud. But there are students who are a little enthusiastic, these students will try but not too high because maybe their enthusiasm is not too visible. In addition, there are also students who turn out to be almost half of the average number of students, meaning that they are driven to get good grades so that the lecturer praises them in front of the class, but doesn't want to show it. their enthusiasm. But there are also students who are less motivated by this, and they are more relaxed and don't really care about this praise. So overall, the level of student motivation that comes from the praise of the lecturer in front of the class has a moderate level.

The fourth question on this extrinsic element comes from parents, where parents play a role in advising students not to skip speaking class. Apparently, the level of student motivation because of this is high as seen from chart 4.2. Many parents of students who play a role in advising their children not to miss English class so that many students are motivated because of it. Very few students are not

motivated because of this, it can be due to students who are not ambitious or parents who do not encourage their children at all about this.

The results of the questionnaire on the fifth question indicate that there is a moderate level of student motivation, where students are motivated to learn to speak English actively so that the lecturer gives good advice. Meanwhile, there are students who are active only because the lecturer gives good advice. Many students are motivated by this. However, there were some students who were not very active because the lecturer gave good advice. There are no students who are not motivated in this fifth question. This makes the level of student motivation at a moderate level.

The sixth question is about learning facilities. Student motivation is high because they assume that motivation will arise if learning facilities are adequate. More than half of students stated that fun learning facilities would make students active in speaking English. However, more than a quarter of students expressed their doubts, because facilities are not necessarily the driving force, but it can happen. It turns out that there are also a few students who are less motivated because of this facility. None of the students said they were not motivated at all. From the sixth question, it can be seen that more than half of the students stated that facilities could be a supporting factor and a driving force for students to study hard.

The external factor of the questionnaire on the seventh question is the creation of interesting materials that can make students actively speak in class during the Covid-19 pandemic. From the results of the questionnaire, it was seen that there were few students who used interesting material as their motivation, interesting material could make their psychomotor work more effective. The level of external students for this interesting material is moderate level, where many students are not very motivated and some make interesting material their motivation. For those who do not make it motivational, interesting material is not a factor that can make them active in learning English.

The eighth question of the questionnaire was to see the activity in the class due to getting good grades. From the results of the questionnaire, it was seen that the students' motivation to learn English in speaking was at a high level. This shows that most students are motivated because they want to get good grades. However, there are also students who choose the average where students are not very motivated but there are students who are slightly encouraged because of this score. This student is not very active because of grades. There are also students who are not very motivated to be active just because of their grades, and some are not even motivated because of these grades.

Lecturer is one of the external factors. This ninth question states that student motivation comes from the lecturer who always gives gifts at the end of the lesson so that students are always active in class. No student voted highest for this question. The results of the questionnaire show that the level of student motivation in this ninth question is at the moderate level. Many factors make students unmotivated because of this, because it is rare for lecturers to give prizes at the end of learning.

The tenth question states that students always do their assignments on time to avoid punishment even though they are studying in the midst of the Covid-19 pandemic. There are no students who always do assignments on time because they avoid punishment. In this tenth question, the level of student motivation is at a low moderate level. There are students who do assignments to avoid punishment because some lecturers give punishment or threats if they are late in delivering assignments, there are also those who are hesitant, they are not very motivated because of this but sometimes they still work on time. However, there were students who felt they were not very motivated because the lecturers rarely gave threats. And some students even feel unmotivated because of this. Sanctions from lecturers are rarely given if they are late in submitting assignments, so this is not a motivating factor for them.

Finally, the eleventh question, students actively speak to avoid punishment and other friends will know that I can. The external factor of this friend is very influential for almost half of the students who make this question at the moderate level. There are students who feel that it doesn't affect their learning motivation too much, but sometimes they also avoid punishment so they don't feel embarrassed. However, few students feel that this factor of avoiding punishment is okay, but if it is to show other friends that they can, this is not a valid reason. Meanwhile, there are other students who feel unmotivated by it. This is because these students feel active, not because they are seen and seen by humans.

Tabel 4. 3 Students Score of Extrinsic Motivation

Items	Mean	Rating of motivational level
1	3.525	Moderate
2	3.3	Moderate
3	3.325	Moderate
4	3.75	High
5	3.55	Moderate
6	3.725	High
7	2.6	Moderate
8	3.725	High
9	3.1	Moderate
10	2.6	Moderate
11	3.3	Moderate
Total	3.32	Moderate

Table 4.3 reveals that respondents have a moderate level of extrinsic motivation with a total Mean score of the questionnaire items (3.32). From the questionnaire items in table 4.3, there are three statements which state that students' learning motivation is high, then there are eight statements which state that students have moderate levels of motivation.

The highest level of motivation on extrinsic elements is on questions number four, six and eight with each average score (3.72), while the lowest level of motivation is on questions number seven and ten with an average score (2.6).

From the total questions asked in the questionnaire above, if you take the average of all the questions given, it will be seen that all first-year students at UIR who are affected by the pandemic have moderate extrinsic motivation.

4.3.3 Discussion

From the results of the research above, it can be seen that the intrinsic and extrinsic elements of the first year students of UIR English Education have an influence on their learning motivation.

From the results of the questionnaire, the students' motivation that comes from the greatest intrinsic element is students who feel that learning to speak English is very important for their future lives. Meanwhile, this element has a very high level of motivation, but if all the questionnaires add up, the level of student learning motivation is very high. The extrinsic element comes from parents who always advise their children not to skip English lessons.

From the results of the questionnaire, it can also be seen that the level of motivation on the intrinsic element is mostly at the high level, which is 9 questions, while for the high level there are 8 questions, this is because the highest question is on the intrinsic element, namely the question stating that you can speak English. important for the future. Then for the extrinsic element also has the highest level of motivation at the moderate level, which is 8 questions, while for the high level there are 3 questions, this is because the questions with the highest motivation level are questions that state that students are active in class to get good grades and also The more complete the facilities used, the more motivating students to be active in English.

From the total calculation of the level of the questionnaire on both the intrinsic and extrinsic elements above, we can see that the intrinsic element has a high level of motivation compared to the extrinsic element which has a moderate level of motivation, from table 4.2 and table 4.3, it can be seen that all of the questionnaires got good results. .

Thus, all first year UIR students affected by the COVID-19 pandemic experienced a high level of motivation on the intrinsic element and decreased motivation to a moderate level on the extrinsic element.



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Perpustakaan Universitas Islam Riau

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter the researcher provides the conclusion related to the study and also suggestion. The conclusion of the study drawn based on the results and the discussion on the gained to answer the research questions. The suggestions are given to the students, English teacher, and also the future researcher.

5.1 Conclusion

Based on the data obtained from the explanation in the previous chapter, the conclusions of this study were drawn based on the results of related research to answer the research questions in this study.

Student motivation is influenced by intrinsic and extrinsic elements. The intrinsic element comes from within the student and the extrinsic element comes from outside the student. The research was conducted on first-year students of UIR's English Language Education. From the results of the questionnaire, the students' motivation that comes from the greatest intrinsic element is students who feel that learning to speak English is very important for their future lives. While this element has a very high level. Then for the extrinsic element also has the highest level of motivation at the medium level, namely 8 questions, while for the high level there are 3 questions, this is because the questions with the highest level of motivation are questions that state students are active.

5.2 Suggestion

The researcher makes several suggestions based on the findings in this section. The researcher would like to give suggestion as following:

5.2.1 For the Student

Students must adapt and be active in all methods used by lecturers. Passive students can learn actively, they can be more active in speaking class. Students should be more active in speaking class by increasing intrinsic motivation and extrinsic motivation.

5.2.2 For English Teacher

it is better to choose an interesting topic by asking for input from students so that students are more motivated to be active in speaking classes even though the current learning process is slightly different, namely online learning and far from direct supervision of lecturers.

5.2.3 For Future Researcher

Researchers hope this research does not stop here. It covers a wide research area and hopefully more scientists will continue this research, especially on matters related to the level of increasing student motivation in online learning during the COVID-19 pandemic in learning English.

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