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THE ELEVENTH STUDENTS' MOTIVATION IN LISTENING ONLINE IN SMA N 7 KEDIRI

ABSTRACT English is one of the subjects which becomes the major subject in Senior High School, and it is tested in the National examination. The language skill which are tested are listening and reading. Listening is receptive skill and it is very important skill in foreign language classrooms because it provides input for the learners; by listening the students can produce language such as speaking and writing by vocabulary that they obtain from listening.

The success of the learning and teaching process depends on many factors, and one of them is the students' motivation. Covid 19 pandemy which has spread in Indonesia since march 2020 gave great effects on the education life. The teaching and learning process must be done on line to prevent the spread of the virus.

The survey done to of the eleventh grade students of SMAN 7 Kediri showed thatheir motivation in lerning English especially listening, either intrinsic motivation or extrinsic motivation is still high although the teaching and learning process is done on line. KEY WORDS: Listening Skill, Motivation, Online Learning

BACKGROUND English, like other languages in the world, is a means of communication.

It is the language that is mostly spoken in the world that is why it becomes the international language. Learning English means learning to communicate, that is understanding either what people say or write and expressing ideas or feeling orally or in written way. In Indonesia, English is learned as a foreign language which is given in formal school from elementary level to the university.

The objectives and the material are stated in Content Standard issued by BSNP (Board of National Standard on Education). In Senior High School, one of the objectives of teaching English is developing student communicative competence in the oral and written form to gain informational literacy level.

It means that the students of Senior High School must have the ability to listen and speak (oral communicative competence) and read as well as write (written communicative competence) which can be useful for accessing knowledge In order to communicate (listening, speaking, reading and writing) the students must know why and what to communicate (the different kinds of text) using accurate and acceptable vocabulary, grammar, pronunciation and mechanics, how to communicate well (formal/informal, spoken/written) and keep the communication run well.

These are called supporting competences, linguistic competence, sociocultural competence, strategic competence and discourse competence. Oral communication plays an important role in people's life. People communicate orally more than in written way. Most of their life is spent for listening and speaking. Listening skills have a wide application. Many of us may find that we use them naturally.

Adequate listening is about 50 percent of counseling, and it is a useful tool with family, friends, work, and schools. Listening skills are considered very important in raising the academic achievement level of the students so that the teachers should invest this skill and employ it in the way to becoming a very benefit for students. In Indonesia, teaching listening skill at school especially at senior high school becomes considerable attention.

Students' listening ability has arisen since listening test was first included in 2004 National Examination for English, like other three language skills. Listening skill is crucial to learning, students who listen well will be able to follow direction, and complete activities. Students cannot learn effectively if they cannot listen and follow directions (Carole Elckeles, 2003).

Thus it is clear that listening is one of important skills that students should master. At

the end of 2019 there was global pandemic which happened all around the world. It is the COVID-19 pandemic. It is coronavirus disease which is identified by severe acute respiratory syndrome. It was confirmed to have spread to Indonesia on 2 March 2020.

The World Health Organization has urged the nation to perform more tests, especially on suspected patients. Instead of implementing a nationwide lockdown, the government had approved large-scale social restrictions (Indonesian: Pembatasan Sosial Berskala Besar,PSBB) for some regencies and cities. This condition has great effect on different sectors of life; economy, social, health, educatiom and others.

In some places of Indonesia, people are not allowed to do activities outside the house to avoid the spread of the virus. In education sector, the government (the Eduction Minister) issued the regulation that the students must not go to school. They must stay and study at home. The teaching and learning process is done on line. However, many schools were not ready to apply home learning programs yet.

This is due to a lack of preparation in this country. As a student participating in the home-learning program, online school was confusing to adjust to as we had not been prepared through simulations or practices beforehand. Students reported the home-learning program to be even more stressful than regular classrooms.

Some of the common reasons for this went along the lines of: "Normal classes may have been difficult, but having friends makes it so much more manageable and less stressful. Online classes take out the benefits of having friends to socialize with and being stuck alone with nothing but assignments." Many students participating in home-learning programs also say that the workload of online classes is larger than that of regular classes.

The general consensus is that home-learning programs although highly beneficial and a good alternative to school as schools are closed still require some getting used to by students, as it is a novel concept and not many are experienced with them. After home learning programs implemented many students find it difficult to adapt to an online learning environment immediately after traditional classroom learning.

Due to the sudden change, they are not able to adapt to the commuter based learning. Students who have been always studying in the traditional classroom mindset are not able to focus on online platforms. And they start losing hope once they find difficulty in online learning. They become less motivated. Their participation in the on line learning also decreases.

It is difficult for the teacher to control their participation. It requires motivation to complete tasks and engage students with their learning. Lack of motivation is a common challenge for all students. .The teaching and learning process is successful because of motivation. Motivation in learning can be divided into two categories; intrinsic motivation and extrinsic motivation.

Harmer (2007:98) stated that intrinsic motivation comes from within individual. And extrinsic motivation is the result of any number of outside factors . LITERATURE REVIEW Definition of Motivation 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. On the contrary, if a student is not motivated in learning English, he/she will not pay any attention of it or even does not care about it at all.

Therefore, motivation is considered as essential element together with capacity to achieve success in learning the target language. To understand what motivation is, it is important to know the definition of motivation, types, sources and roles of motivation. There are some definitions related to motivation from many psychologists.

The word motivation is derived from word motive that means anything that encourages person to act to do something (Purwanto, 2011, p. 60) Besides, Pintrich and Schunk (2008, p. 8) stated that the term motivation is derived from Latin word "Movere? (to move) the process whereby goal director activity is instigated and sustained.

According to Harmer (2007), "Motivation is some kind of internal drive which pushes someone to do things in order to achieve something." (p. 28) Moreover, Dimyati and Mudjiono (1994:75) stated that motivation is a mental encouragement that moves and leads human behavior. Brown (2007) added, "Motivation is the extent to which you make choices about (a) goals to pursue and (b) the effort you will devote to that pursuit" (p.

72) Based on some definition above, it can be concluded that motivation is feeling felt by a person that encourages him/her to do something or to achieve certain goals. Thus, motivation is important factor in doing something, because this desire pushes someone to make strong effort in each activity done, in this case learning English.

Therefore, a teacher or lecturer should know if his/her students? have high or low motivation in learning English so that teaching and learning process becomes effective and efficient. Types of Motivation Motivation is divided into two types; intrinsic motivation and extrinsic motivation. Below is further explanation related to both of these types of motivation. Intrinsic Motivation Santrock (2004, p.

418) stated that intrinsic motivation involves the internal motivation to do something because of encouragement of desire or feeling from inside. For example, a person studies English because he/she likes or enjoys learning English. In addition, Penny (1996, p. 280) defined that "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 it's cultural, political and ethic 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. Furthermore, Brown divided intrinsic motivation into two categories, namely integrative motivation and instrumental motivation.

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 Measurement of Motivation There are some ways used to measure motivation according to Hanafiah (2010, p. 28) Performance test is the measurement to get information about loyalty, sincerity, targeting, awareness, duration, and frequency of activist.

Questionnaire is to know the persistence and loyalty. Free compose is to understand information about the vision and aspirations. Achievement test is to get the information about the achievement of the students? academic. Scale is to understand information about attitude Online Motivation The online instruction mandated by most school

districts was an abrupt and radical change for everyone involved. The Brookings Institute reported over 104,000 school closures affecting 47.9

million students (Fishbane & Tomer, 2020), subjecting parents, teachers, and learners to a litany of motivational challenges implementing and sustaining effective online instruction. Regardless of whether the instruction is synchronous (required at specific times) or asynchronous (can be done anytime), learning is questionable without a motivated teacher and an engaged student. Part of the COVID-19 motivational dilemma is the perceived effectiveness of online learning, which is clearly ambiguous.

Some teachers and many students think online learning is a waste of time. In addition, disadvantaged learners may not have computer access or a reliable internet connection. Is online learning effective? Although situational use of computer technology often boosts short-term learning (Tamim et al.,

2011), online instruction may reduce knowledge transfer resulting in less practical value for the content taught. In addition, learners often report lower satisfaction with online learning (Ebner & Gegenfurtner, 2019). One fact that is hard to debate is that good teachers are good teachers, regardless of the circumstances (Jackson & Anagnostopoulou, 2018).

As such, the following recommendations are designed to enhance motivation across learning platforms but are especially helpful for online instruction during the unusual circumstances created by the COVID-19 crisis. RESEARCH METHODOLOGY Research Design In conducting a study, research design is quite essential to help a writer determine research steps that must be taken to get result finding proper with research questions. Sukardi (2003:183) explains that research design is all the process needed in designing and implementing research.

The aim of this study is to find the data about students' motivation; either intrinsic or extrinsic motivation in learning English. Moreover, this study used a survey method to collect data what kind of motivation the students have. Ary et al (2010:372) stated that "In survey research, investigators ask questions about people beliefs, opinions, characteristics, and behavior".

Survey was useful when a researcher collect the data on phenomena that cannot be directly observed (such as motivation in learning English). The type of survey which is used in this research is online surveys. Online surveys are one of the most effective survey methods as they can be used by anyone for just about anything, and are easily customized for a particular audience.

There are many types of online surveys; they can be emailed directly to people, housed on a website, or even advertised through Google Search. Population and Sample Population is the object or subject that has some qualities and characteristics that are chosen to be learned and to be concluded by the researcher (Sugiyono, 2010:117). This study was conducted in SMAN 7 Kediri.

The population of this study was eleventh gradr students of SMAN 7 Kediri in 2020-2021 academic year. The survey was conducted on line by using Microsoft Form. Based on the result of the survey, the researcher got 51 students of eleventh grade as the respondents. . Instrument Instrument used in this study was questionnaire. It consists of fifteen questions in which the questions number 1-7 are the questions to collect the information about intrinsic motivation and questions number 8-15 are questions for extrinsic motivation. The Questionnaire used in this research is close questionnaire.

The researcher adopted the questionnaire from Gardner?s Attitude and Motivation cited in Jefiza (2011).The questions for intrinsic and extrinsic motivation are presented as below:

Table 1.1 Intrinsic Motivation Questions No _Intrinsic motivation _Strongly Agree _Agree _Neutral _Disagree _Strongly Disagree _ _1 _I learn English to improve my listening skill online _ _ _ _ _ _ _2 _Learn English help me to understand native speaker more easily in online learning.

_ _ _ _ _ _ _3 _I learn English to understand teachers' instruction in English during online class. _ _ _ _ _ _ _4 _I learn English to improve my listening skill in getting general idea of the material during online class _ _ _ _ _ _ _5 _I learn English to improve my listening skill in getting detail information of the material during online class _ _ _ _ _ _ _6 _I learn English to improve my listening skill in getting factual information of the material during online class _ _ _ _ _ _ _7 _I learn English to improve my listening skill in getting implied information of the material during online class _ _ _ _ _ _ _ Table 1.2

Extrinsic Motivation Questions No _Extrinsic Motivation _Strongly Agree _Agree _Neutral _Disagree _Strongly Disagree _ _8 _Mastering English is highly used as the requirement to get job. _ _ _ _ _ _ _9 _Mastering English can be used to get good job. _ _ _ _ _ _10 _English has important role in global era. _ _ _ _ _ _ _11 _I learn English because I need to continue study abroad. _ _ _ _ _ _ _12 _I learn English because I want to get good score in exam.

_ _ _ _ _ _ _13 _I learn English to make family happy. _ _ _ _ _ _ _14 _I feel that if can speak English well I will get highly paid standard. _ _ _ _ _ _15 _I feel that learn English can improve my confidence _ _ _ _ _ _ _

The students were asked to answer the question by choosing four categories SA=5, A=4, N=3, D= 2 and SD=1. The score of questionnaire is based on the table below

Table 1.3

Liker Scale Rating Optional Score

Rating	Score	Intrinsic Motivation	Extrinsic Motivation
Strongly Agree	5	5	
Agree	4	4	
Neutral	3	3	
Disagree	2	2	
Strongly Disagree	1	1	

Data Analysis The data obtained from the questionnaires were analyzed by calculating the mean for each question. A five-point Liker scale was used to measure the level and type of subjects? learning motivation.

Such scale was used in the questionnaire to determine the level of agreement or disagreement of students? answer based on the following criteria

Table 1.4 Standard of Mean

Mean Range	Interpretation
3.68 – 5.00	High degree of motivation
2.34 – 3.67	Moderate degree of motivation
1.00 – 2.33	Low degree of motivation

FINDING AND DISCUSSION Finding This research tried to find out what kind of motivation had by Eleventh grade students of SMAN 7 Kediri either intrinsic motivation or extrinsic motivation. To get the data, the researcher used questionnaire consisting of 15 questions.

Question numbers 1-7 are questions for intrinsic motivation while question numbers 8-15 are questions for extrinsic motivation. The questionnaires were posted in Microsof Form The total of students taken as sample was 51 students. Based on the result of the questionnaires, the following table presents 5 statements items about intrinsic motivation, their means scores, and their corresponding motivation level which were served as the basis for further interpretation and explanation.

Table 1.5

Intrinsic Motivation

No	Intrinsic motivation	Mean	Rating of Motivational Level
1	I learn English to improve my listening skill online	3.98	High
2	Learn English help me to understand native speaker more easily in online learning.	3.86	High
3	I learn English to understand teachers' instruction in English during online class.	3.78	High
4	I learn English to improve my listening skill in getting general idea of the material during online class	3.96	High
5	I learn English to improve my listening skill in getting detail information of the material during online class	3,88	High
6	I learn English to improve my listening skill in getting factual information of the material during online class	3.78	High
7	I learn English to improve my listening skill in getting implied information of the material during online class	3.80	High
	TOTAL	3.86	High

Table 1.5 above shows the result of questionnaire related to English students? intrinsic motivation.

The data from the table shows that the total mean for intrinsic motivation is high in rating of motivational level. The total score is 3.86. Moreover, each statement for intrinsic motivation question also got high rating level. Statement number 1 (I learn English to improve my listening skill online) and number 4 (I learn English to improve my listening skill in getting general idea of the material during online class), had the same average mean score 3.98.

From both of these statements, it proves that the students had high motivation in study listening online. Their goal in learning English for them is to improve their listening skill. Besides, statement number 2 (Learn English help me to understand native speaker more easily in online learning) number 5 (I learn English to improve my listening skill in getting detail information of the material during online class) and number 7 (I learn English to improve my listening skill in getting implied information of the material during online class) got almost similar score, 3.96, 3.88 and 3.80.

However, the statement number 3 (I learn English to understand teachers' instruction in English during online class.) and number 6 (I learn English to improve my listening skill in getting factual information of the material during online class) got 3.78. It is the lowest score among the others. Furthermore, below is the table of students? extrinsic motivation in learning English.

Table 1.6

Extrinsic Motivation

No	Extrinsic motivation	Mean	Rating of Motivational Level
8	Mastering English is highly used as the requirement to get job.	4.35	High
9	Mastering English can be used to get good job.	4,39	High
10	English has important role in global era.	4.56	High
11	I learn English because I need to continue study abroad.	3.41	Moderate
12	I learn English because I want to get good score in exam.	4.25	High
13	I learn English to make family happy.	3.41	Moderate
14	I feel that if can speak English well I will get highly paid standard.	3.62	Moderate
15	I feel that learn English can improve my confidence	4.21	High
	TOTAL	4.02	High

Based on the table 1.6

above, it can be seen that the total mean score for extrinsic score is 4.02. It means that students? extrinsic motivation is in high level. From the data above, only statement number 10 (English has important role in global era) got the highest score and the highest rating among the others. The students thought that English is important in this era. Nowadays, all jobs especially in academic sectors need TOEFL scores.

Therefore, become fluent in English is essential to get a job. So, statement number 9 (Mastering English can be used to get good job) and statement number 8 (Mastering English is highly used as the requirement to get job) got 4.39 and 4.35 or in high level.

Besides, statement number 15 (I feel that learn English can improve my confidence) and number 12 (I learn English because I want to get good score in exam) got almost the same score, 4.21 and 4.25. For statement number 14 (I feel that if can speak English well I will get highly paid standard.), 11 (I learn English because I need to continue study abroad) and number 13 (I learn English to make family happy), the scores of students? extrinsic were 3.62 and 3.41 or in moderate level.

Discussion Based on the data presented above, it is provide the information that most of the students have motivation in learning Listening English online by their extrinsic motivation. Extrinsic motivation is a type of motivation which was derived from outside of the students. 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.

There are some factors that influence the student extrinsic motivation such as the students were motivated to learn English because they want to achieve their goals, for example: they want to get a good score in final exam, they want to get a reward from the lecturer, they want to get a good job and they may want to continue their study overseas. Second, the students want to make their parents proud of them if they can master this international language.

Furthermore, from the data presented above, it can be concluded that the English students of The Eleventh grade of SMA N 7 Kediri also had intrinsic motivation in learning English. Intrinsic motivation is a type of motivation that was derived from inside of the students. The Eleventh students of SMA N 7 Kediri enjoy learning Listening English online because their own desire and their own pleasure.

There are some reasons why the students have intrinsic motivation in learning English

such as students want to learn English because they want to improve their English language skills, they want to be more at ease with English speakers, they will more freely participate in the activities of other cultural groups, they learn English because it something that they always want to do, and they study Englifsh because they enjoy to learn.

From those reason the students will drive to make an effort to achieve their reasons and their goals in learning. Furthermore, from the calculation scores of students? intrinsic and extrinsic motivation above, the researcher found that the total mean score for intrinsic motivation is 3.86 and the total mean score for extrinsic motivation is 4.02.

It explains that English Students' of The Eleventh grade of SMA N 7 Kediri have higher extrinsic motivation than intrinsic motivation in learning English. This is good for the student and teacher in teaching and learning process. Because, motivation is the one of important thing which is affects students' attitude and achievement.

In this finding, the students have good motivation, so it will be useful for the teacher to bring the student to be successful in learning English. CONCLUSSION Having conducted the research, the researcher found that the students of The Eleventh grade of SMAN 7 Kediri had intrinsic and extrinsic motivation in studying listening online. Intrinsic motivation is a type of motivation that comes from oneself or inside students.

For example, they learn English because they like learning English or enjoy the materials given. While extrinsic motivation is a type of motivation that comes from outside students or influence by others such as parents, friends or even society. Based on the data presented in the research finding, it shows that the total mean score for students? intrinsic motivation is 3.86, it is considered as high rating level and the total mean score for students? extrinsic motivation is 4.02, it is considered high in rating motivational level.

From this result, it can be said that the students had extrinsic motivation higher than intrinsic motivation in study listening online. In other words, the motivation from outside of students were bigger than the motivation comes inside the students.

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