ENGLISH LANGUAGE EDUCATIONAL PROGRAM STUDENTS'
MOTIVATION IN LEARNING ENGLISH GRAMMAR AFTER COVID-19
PANDEMIC

UNDERGRADUATE THESIS

Submitted as a Partial Requirement to Obtain a Bachelor of Education (B. Ed.) in
English Language Educational Program

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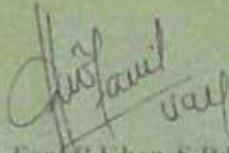**UNIVERSITAS NEGERI PADANG**
2024

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Motivation in Learning English Grammar after Covid-19
Pandemic

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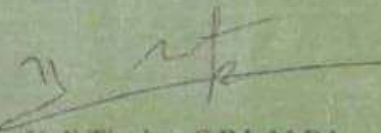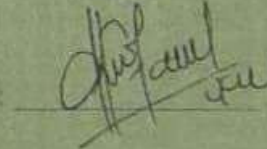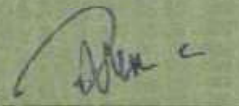
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ACKNOWLEDGEMENT

Praise and thank the almighty Allah SWT for the blessings and guidance to the writer, so that the writing of this thesis finally can be accomplished as it should be. The author realizes that this thesis could not have been completed without many people's support, motivation, direction, and advice during the preparation of this thesis. In this precious opportunity, the author would like to express her sincere gratitude to the following people:

1. Dr. Yuli Tiarina, M.Pd, as the Head of the English Language and Literature Department and the Head of the English Education major, for the advice, direction, and support in helping the writer start the process of writing the thesis.

2. Prof. Dra. Yetti Zainil, MA, Ph.D., as the writer's academic advisor who has provided the best guidance and meaningful advice to the writer during the years of her studies.

3. Dinovia Fannil Kher, S. Pd, M. Pd., as the supervisor who has given much attention, support, suggestions, the best guidance, meaningful advice, and valuable time to supervise and help the writer to accomplish from the beginning until the finishing stage of this thesis.

4. Nofrina Eka Putri, S. Pd, M. Pd., and Nur Rosita, S.Pd, M.A., as the examiners who have given suggestions and ideas for the completion of this thesis.

5. Senorica Yulia Sari, S.Pd, M.TESOL., as he validator of her instrument.

ABSTRACT

Rahmadani, Ayuda. (2024). *English Language Educational Program Students'*
Motivation in Learning English Grammar after Covid-19 Pandemic.
Undergraduate Thesis. Padang: English Language and Literature
Department. Faculty of Languages and Arts. Universitas Negeri
Padang.

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

Keywords: students' learning motivation, english grammar, after covid-19

ABSTRAK

Rahmadani, Ayuda. (2024). *English Language Educational Program Students' Motivation in Learning English Grammar after Covid-19 Pandemic.* **Undergraduate Thesis. Padang: English Language and Literature Department. Faculty of Languages and Arts. Universitas Negeri Padang.**

Penelitian ini bertujuan untuk mengetahui motivasi mahasiswa Program Studi Pendidikan Bahasa Inggris dalam mempelajari Grammar pasca pandemi Covid-19 dilihat dari motivasi intrinsik dan ekstrinsik mereka. Sampel dalam penelitian ini adalah 37 mahasiswa yang terdaftar di Program Studi Pendidikan Bahasa Inggris Universitas Negeri Padang 2021. Peneliti menggunakan penelitian kuantitatif. Data dikumpulkan melalui kuesioner dan wawancara. Berdasarkan penelitian ini, motivasi intrinsik siswa tinggi (73,51%) dan motivasi ekstrinsik siswa juga tinggi (71,31%). Hasil penelitian menunjukkan bahwa motivasi intrinsik dan ekstrinsik siswa tergolong tinggi. Hal ini disebabkan oleh beberapa alasan, yaitu mahasiswa memiliki keinginan dalam belajar advanced grammar setelah pandemi untuk meningkatkan kemampuan mereka, perubahan dari pembelajaran online ke pembelajaran offline membuat mereka merasa tertantang untuk belajar advanced grammar, motivasi mahasiswa dapat berasal dari bahan ajar yang diberikan oleh dosen yang mengajar advanced grammar di kelas, dan motivasi mahasiswa dalam mempelajari advanced grammar setelah pandemi juga dipengaruhi oleh kehadiran dosen di kelas. Kesimpulannya, para siswa senang dengan pembelajaran advanced grammar secara offline setelah pandemi COVID-19, para siswa bersedia belajar advanced grammar secara tatap muka setelah pandemi, dan para siswa memiliki keinginan untuk belajar advanced grammar secara tatap muka setelah pandemi.

Keywords: motivasi belajar mahasiswa, tata bahasa inggris, setelah covid-19

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CHAPTER I

INTRODUCTION

A. Background of the Problem

The spread of the Covid-19 pandemic has decreased after more than two years. The government continues to update and make policy adjustments to optimize the recovery of the education sector. Kemendikburistek (The Ministry of Education, Culture, Research, and Technology) has various options for recovery learning, namely by encouraging student participation in the implementation of 100% face-to-face learning that is safe by complying with health protocols by the 4 ministerial decrees that have been issued, "said Director General of Early Childhood Education, Primary and Secondary Education (Directorate General of Paudikdasdikmen), Kemendikbudristek, Jumeri in a webinar on the Recovery of Education Services Impacts of the Covid-19 Pandemic (Kemendikbud, 2022).

After the government allowed the implementation of 100 percent face-to-face learning, all schools (elementary schools, high schools, and universities) began to implement offline learning after the pandemic. Based on the Rector's circular letter No 84/UN35/KP/2022 Universitas Negeri Padang implemented the full offline learning. It began in August 2022. According to Tumanggor et al (2022), the change from online to offline

learning affects students' interest in learning. Putri & Rifai (2019) also said that the emergence of interest in learning is due to interest or something that is learned has its meaning so that it encourages students to be more motivated in learning activities. The higher the interest of students in participating in learning activities, the higher their learning motivation will be. So, the change from online to offline learning can also affect students' motivation to learn.

Motivation refers to a theoretical construct that explains the initiation, direction, and quality of behavior, particularly goal-directed behavior (Brophy, 2010). It is related to students' cognitive and affective processes which can be seen through the situational and interactive interactions between students and their learning environment (Shuck et al., 2014). According to Paris & Turner (1994), motivation is an engine of learning that influences what students learn, how students learn, and when students learn. Motivation influences students' learning. One of the factors that influence student success in learning is motivation. Motivation is essential for students to achieve good results in learning (Rahman, 2021).

Motivation is a very important thing to be considered for the students to be able to give positive things to the achievement of learning goals. A student who is motivated will have a positive attitude toward his duties and responsibilities. Teachers can use offline learning to create a classroom environment that keeps students motivated and learning achievable (Sari & Rusmin, 2018). However, in an online learning environment, teachers are

confined in a virtual space, making it difficult to control and maintain the learning situation. This condition reduces students' motivation to learn and even can affect their learning outcomes (Permata, 2021).

Motivation is important in the learning process. If students are motivated, they can achieve the goal of learning. If learners are motivated in the learning process, they will have a better understanding of the material, especially when learning English. Nair and Krishnasamy (2016) define motivation as an important factor in a student's success in English learning. Tambunan and Siregar (2016) discovered a good relationship between motivation and educational attainment which is measured by grade point averages from the elementary school to the university. Yulinar (2018) also said that motivation plays a very important role in improving learning outcomes, especially in learning a foreign language. So, in learning, such as learning English, motivation is critical and is related to students' achievement at all levels.

According to Baker (2001), learning English entails mastering four skills: speaking, listening, writing, and reading, as well as grammar and vocabulary. Grammar is one of the most important components of a language. As stated by Dorney (2001), the success of learning a foreign language depends on the students' motivation, it is then possible to say that learning any aspect of the language will require motivation. As a matter of fact, English language learners' success in understanding English grammar is supported by their motivation. As a result, students need motivation to

gain a better understanding of English grammar. According to Karlina (2022), motivation and grammatical mastery have a significant impact on students' English learning achievements. Motivation increases students' knowledge, skill, and attitude value when learning English. Furthermore, grammar is an essential part of understanding and improving English language skills; mastering grammar allows students to understand how sentences and phrases are created.

According to Harmer (2007), there are two types of motivation in the learning process namely intrinsic motivation and extrinsic motivation. Intrinsic motivation is motivation that comes from within a person, whereas extrinsic motivation is motivation that arises as a result of being influenced by external factors. Both internal and external motivations have an important role for students in learning activities. Sardirman also defines intrinsic motivation as the motives that exist within students because of the awareness or encouragement of students to do something. Extrinsic motivation is motives that require external stimuli as an impetus for learning activities such as teachers, family environment, and friends. Extrinsic motivation arises because of students' lack of awareness in achieving goals so that students are motivated to learn there is encouragement and enthusiasm from teachers, family environment, and friends. Motivation from the environment can arise because students see or observe other people who can inspire their lives so that students are challenged to be able to carry out a better learning process.

Some previous studies have researched students' motivation in learning from various points of view. The first study was investigated by Abdila & Sueb, (2022) that examined students' learning motivation toward the implementation of blended learning during post-pandemic EFL classrooms. The findings indicated that implementing blended learning during limited face-to-face learning can be beneficial for both teachers and students in holding a learning activity and creating a better learning environment. The result also demonstrated the differences between the two modes. Students who attended face-to-face learning sessions were more actively involved in the learning process, whereas students who learned at home looked calmer and less motivated to learn.

The second research was conducted by Firmansyah et al. (2023). It investigated recent students' motivation toward learning English after the Covid-19 post-pandemic. This research used a questionnaire to collect the data to measure intrinsic and extrinsic motivation which can encourage students' EFL learning. The study's result showed that the student's intrinsic motivation in learning English was moderate. In the post-pandemic era, they were naturally motivated to study English. In addition, the external motivation of the students is also at a moderate level, but it is slightly lower than the internal motivation.

The third research was conducted by Pasaribu (2022). It aims to expose the students' motivation to learn during the outbreak of Covid-19 using modality theory. The next study was conducted by Munawaroh

(2023). It examined the students' motivation in learning English after post-pandemic covid-19. The last study was researched by Sandi (2021). It examined online learning through WhatsApp groups in improving learning motivation in the era and Poland post-pandemic-19.

Based on the previous studies above, it is understood that motivation in learning is important for us to research. Prior research has yielded important findings about students' motivation in learning in the post-Covid-19 era or after the pandemic era. However, a more specific study that investigates students' motivations for a particular language skill is barely examined, not to mention the study of motivation after the students were taught using online mode for more than two years. Referring to the previous explanation mentioning how motivations are influenced by the situation around the students, and how they perceive their environment, it is then believed students' motivations are steered by the alteration of learning mode. As a matter of fact, this study will fill the gap in understanding English students' motivation in learning English grammar after the outbreak of covid-19 pandemic. Therefore, in this research, the researcher will conduct research about "English Educational Program Students' Motivation in Learning English Grammar after Covid-19 Pandemic".

B. Identification of the Problem

As presented above, some possible research problems to be identified are the importance of motivation in learning, the impact of learning mode on students' motivation, learning environment, and students' motivation in learning after covid-19 pandemic.

C. Limitation of the Problem

It is impossible to conduct all research referring to the identification of the problems; therefore this research is limited to the students' motivation in learning after covid-19 Pandemic.

D. Formulation of the Problem

The problem of this research can be formulated as follows "How is the English Educational Program Students' Motivation in Learning English Grammar after Covid-19 Pandemic?"

E. Research Question

Based on the formulation of the problem, here is the research question:

1. How is the English Educational Program Students' Intrinsic Motivation in Learning English Grammar after Covid-19?
2. How is the English Educational Program Students' Extrinsic Motivation in Learning English Grammar after Covid-19?

F. Purpose of the Research

This research aims to know:

1. The English Educational Program Students' Intrinsic Motivation in Learning English Grammar after Covid-19 Pandemic.
2. The English Educational Program Students' Extrinsic Motivation in Learning English Grammar after Covid-19 Pandemic.

G. Significance of the Research

1. For students

It will give them information about the students' intrinsic and extrinsic motivation in learning grammar after the pandemic and they can use it to train themselves to be more active in the learning process

so it is expected that they can improve or keep their high motivation in learning.

2. For lecturers

It will be an information source and input for them about the English Educational Program students' motivation after the pandemic, so they can help their students increase their motivation during the learning process.

H. Definition of the Key term

1. Motivation: a movement or encouragement to increase activities in achieving something for a specific purpose.

2. Motivation in learning: something that can drive students to achieve their learning goals.

3. After Covid-19 Learning: learning after the spread of the Covid-19 Pandemic decreased.

4. Learning Grammar: the process of acquiring new understanding, knowledge, behaviors, skills, values, attitudes, and preferences about grammar.