

**AN ANALYSIS OF EFL STUDENTS' MOTIVATION IN
POST-PANDEMIC ERA AT MAN 2 KOTA PADANG**

**Submitted as a Partial Fulfillment of the Requirements to Obtain Bachelor of
Education (B.ED) in English Language Education Program**

THESIS



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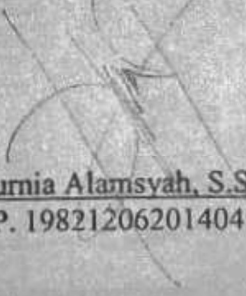
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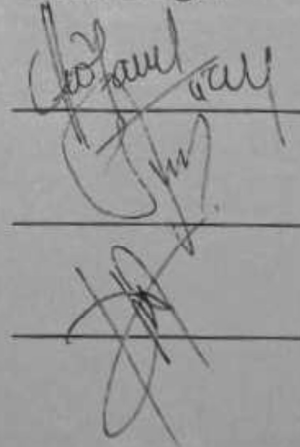
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ABSTRACT

Yesi April Dayani (2023). An Analysis of EFL Students Motivation in Post Pandemic Era. Thesis. Padang: English Language and Literature Department. Faculty of Language and Arts. Universitas Negeri Padang

Motivation is very important and affects students' ability to learn English. This study aims to find out how students' motivation in learning English after the pandemic and what motivates students' to learn English after the pandemic. In this case, students' are encouraged to express their feelings. This research used a quantitative descriptive approach. In this research the researcher focus on 72 students' from MAN 2 Kota Padang. This study used observation and questionnaires. Based on data analysis, it was found that students' motivation after the pandemic increased. This is concluded from 2 indicators of motivation that have been observed. The percentage of each aspect is high. After the pandemic, students are pleased with their English learning experience and more motivated to learn the English language after pandemic.

Keyword: *motivation, post pandemic, intrinsic, extrinsic, students*

ABSTRAK

Yesi April Dayani (2023). An Analysis of EFL Students Motivation in Post Pandemic Era. Thesis. Padang: English Language and Literature Department. Faculty of Language and Arts. Universitas Negeri Padang

Motivasi merupakan hal yang sangat penting dan mempengaruhi kemampuan siswa dalam belajar bahasa Inggris. Penelitian ini bertujuan untuk mengetahui bagaimana motivasi siswa dalam belajar bahasa Inggris setelah pandemi dan apa yang memotivasi siswa untuk belajar bahasa Inggris setelah pandemi. Dalam hal ini, siswa didorong untuk mengekspresikan perasaan mereka. Penelitian ini menggunakan pendekatan deskriptif kuantitatif. Ada 72 siswa dari MAN 2 Kota Padang yang menjadi fokus dalam penelitian ini. Hasil penelitian ini menggunakan observasi dan kuesioner. Berdasarkan analisis data, ditemukan bahwa motivasi siswa setelah pandemi meningkat. Hal ini disimpulkan dari 2 indikator motivasi yang telah diamati, yaitu dari segi tingkat motivasi dan keinginan yang kuat untuk belajar bahasa Inggris. Persentase dari masing-masing aspek cukup tinggi. Siswa merasa senang dalam belajar bahasa Inggris pasca pandemic dan motivasi siswa meningkat dalam belajar bahasa Inggris pasca pandemic.

Keyword: *Motivasi, Post Pandemic, Intrinsik, Ekstrinsik, Siswa*

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The Writer

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Motivating students is an essential part of the learning process if they want to succeed in their academic goals. According to Khodijah (2014), motivated students will succeed in their academic goals, have a stronger desire to learn, and show higher levels of performance. After the COVID-19 pandemic, motivated students will take the initiative to learn and will actively participate. People with high levels of motivation create good coping mechanisms, which will make it their incentive to succeed in school. According to Syarowitah (2016), the study of motivation has led to an increased understanding in terms of how learning and motivation are related, which aids in the development of skills and knowledge. So, this explains why it's crucial to have motivation.

Based on observation, the researcher obtained information from an English teacher at MAN 2 Kota Padang. According to the teacher, "Students' motivation depends on the teacher's teaching methods. If the teacher's teaching technique is an interesting technique to learn, their motivation will increase. Students who have high motivation will maintain their enthusiasm and motivation to learn. Teachers must be able to effectively fulfill their role as one of the key players in raising student motivation for learning. Sukmadinata (2005) stated that an activity whose motivation was very weak and not carried out seriously is likely that it will not bring results. If the motivation is strong

and carried out seriously, and enthusiastically, the possibility of the results obtained is also much greater.

Students' and instructors' perceptions of the evolving learning process have been impacted by the change from the pandemic to the post-pandemic period (Abdillah and Sueb (2012). The Indonesian government published online learning rules that had been followed for two years in light of the COVID-19 pandemic, which is expected to first appear in early 2020. Due to the Joint Decree No. 5 of 2021 relating to the 2019 Guidelines for the Implementation of Instruction in the Pandemic of Covid-19 in Indonesia, all Indonesian schools might be accessible starting in July 2022 for a small number of in-person lessons on the requirements of health protocols and vaccination programs'.

In several cases, schools went back to offline learning during this period of transition from the pandemic. To maintain order during the new normal, the education sector must adjust to the changing circumstances and adhere to stringent health requirements and standards in 2020 (Saepul & Mashur). Beginning in 2022, when health restrictions are loosened, there may be a sudden shift from online learning to partial or mixed learning, This can have an impact on pupils' desire to learn, (Hidayatullah et al., 2022; Kinasih & Olivia (2022).

According to Burston (2013), it is vital to assess several aspects, including learning motivation, before applying direct learning. According to Deci and Ryan's (1985) Self-Determination Theory, there are two basic types

of motivation: intrinsic motivation, which is characterized as a person's desire to complete something because they find it exciting, and extrinsic motivation given that it generates results in the future, it is a particular type of motivation (Fadli et al., 2022). Foreign language instruction follows the same rules. It demonstrates the variety of views and motivations among students who are studying English. The processes and results of language learning can be influenced and controlled by these motivating elements. According to research (Dornyei, 2005), motivation is a key component of language learning.

According to the rationale given above, the researcher is curious to look into the post-pandemic motivation of EFL students. Based on the justification given, the researcher will conduct a study titled "Analysis of EFL Students' motivation in Post-Pandemic Era at MAN 2 Kota Padang."

B. Identification of the Problem

Based on the background above, the purpose of this study is to find out the motivation of EFL students' at MAN 2 Kota Padang in the post-pandemic era. Given that the majority of students are not sure how to increase their desire to learn English after the pandemic. So, this study suggests the readers to find out how students' motivation in EFL after the post-pandemic era. The researcher in this study focuses on which students' motivation increased, decreased, or did not change in EFL after the pandemic.

C. Limitation of the Problem

The problems in this study are limited to the Analysis of the Learning Motivation of eleventh-grade students at MAN 2 Kota Padang Post Pandemic

based on the identification of these problems. The eleventh graders at MAN 2 Kota Padang were the subjects of this study because they were affected by the COVID-19 pandemic.

D. Formulation of the Problem

The problem is defined as "Analysis of EFL Students' Motivation Post Pandemic Era at MAN 2 Kota Padang" based on the constraints of the problem stated above.

E. Research Questions

The issue can be categorized as follows:

1. How is EFL students' motivation in post-pandemic era at MAN 2 Kota Padang?
2. What are EFL students' motivations in post-pandemic era at MAN 2 Kota Padang?

F. Purpose of the Research

The following are the study's goals:

1. To examine the post-pandemic motivation of EFL students at MAN 2 Kota Padang
2. To determine EFL students' post-pandemic motivation at MAN 2 Kota Padang

G. Significant of the Research

1. Theoretical Benefits

Theoretically, researchers, teachers, other researchers, students, and society as a whole should gain from the findings of this study.

2. Practical Benefit

After the epidemic at MAN 2 Kota Padang, teachers will find the study's findings to be extremely valuable in generating new ideas and determining whether student learning motivation has increased, decreased, or remained constant. The findings of this study can also be compared to other findings and utilized as a guide for other researchers performing post-pandemic research.

H. Definitions of the key term

1. Motivation

An effort is made to guide students into a learning environment that sparks interest in what they are learning, gets them moving, and gets their focus on certain topics. One of the assisting factors in evaluating the effectiveness of learning attempts in the educational environment is motivation. Furthermore, it may observe that achieving goals might take some time. In addition to driving behavior, motivation also directs and supports it. The motivation to learn English will be the main topic of this study on motivation. Whether it originates from the outside world or from within the individual, motivation can influence behavior. Intrinsic and extrinsic motivation are the two categories of motivation. According to

Anjomshoa and Sadighi (2015), both intrinsic and extrinsic motivation originate from a person's inner drive to do action on their own initiative without the need for a reward. Extrinsic motivation, on the other hand, is the urge to act based on incentives from the outside world. It originates from the outside.

2. Post-Pandemic

The post-pandemic age, also known as the new normal era, is characterized by development planning that is subsequently adjusting to the new habits of people's living patterns.

3. EFL

EFL was defined by Gebhard (2006) as studying English while interacting with people in a setting where English is not the predominant language of communication. In these circumstances, kids have little opportunity to learn or practice English outside of the classroom, he added. According to Harmer (2007), the definition of "EFL" is "learning English in which students learn English on their own or participate in short courses to be conducted in English-speaking countries such as the United States, United Kingdom, Australia, Canada, Ireland, or New Zealand," which encapsulates the same idea. The third, by Camenson (2007), asserted that EFL may be in a setting where their language is spoken, particularly in terms of communication, and their pupils may be required to acquire English for academic studies, tour activities to other English-speaking nations, as well as for business objectives.