Using Extrinsic Motivation in Learning English During Covid-19 Pandemic

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Using extrinsic motivation as a reward system offers a way to motivate students in educational settings. It is also a boundless teaching method to encourage students' motivation in class. Since March 2020, Indonesian students and universities have undergone massive learning changes without being prepared. After the COVID-19 Pandemic, most universities had to change to online teaching and learning. This research examines how extrinsic motivation is practical and applicable in an educational setting. If the students do not have internal drives, extrinsic motivation, such as rewards, is needed to strengthen the students' behaviors. The study adopts the case study method (Gerring, 2004). In addition, the researcher focused on the effectiveness of extrinsic motivation. Lecturers performed individual check-ins with 18 students for six weeks. They observed lecturers and students to investigate students' perceptions of extrinsic motivation in their English classes. Results showed that extrinsic motivation can motivate students to participate actively in their English classes and to practice English inside the classroom during online learning. It also created active types, showing that almost all the students raised their hands to participate and seemed to study English harder. Thus, using extrinsic motivation made the teaching and learning process run effectively.

Keywords: students' motivation, extrinsic motivation, online learning, COVID-19

INTRODUCTION

English has been the first foreign language taught at schools nationwide for many years. In the Indonesian Educational System, the primary education curriculum contains some compulsory subjects called national and local content subjects, as stated in the Decree of Minister of Education and Culture of Indonesia No. 060/U/1993 dated February 25, 1993. In addition, in English courses, teachers should use media learning to deliver teaching material to the students to assist the learning process (Ntobuo et al.).

It is essential to increase the quality of English teaching. First, we must know about language instruction's components to improve the quality. Kitao (in Pusporini, 2009:1) says that language instruction has five essential parts—students, teachers, materials, teaching methods, and evaluation. Related to the statement above, if we want to improve English teaching, we must improve the five components of language instruction. This study focuses on the teachers' role in teaching English.

Teachers play a significant role in teaching and learning English in school. Byrne (1992) and Brown (2001) state that teachers hold the essential parts of the controller, conductor, monitor, stimulator or motivator, and resource in creating an interactive atmosphere in the classroom. Here, we can see that teachers are like actors who must perform different roles at different times, depending on the students' activity.

Allwright and Bailey (1991) state that being a good English lecturer and teacher means being aware of what goes on in the classroom, what happens to the students, what problems they may have, and trying to find ways to solve the issues identified. In other words, teachers must work hard in teaching English.

The absence of active student participation in English lectures is one of the most significant issues English lecturers and teachers face. This argument concludes that lecturers and teachers must act as stimulators or motivators for students to learn English effectively in the classroom. Woolfolk (1990:329) asserts that teachers should help students who are unmotivated to study the language develop positive attitudes toward it. Teachers must pay close attention to their students' enthusiasm to learn. Moreover, students are driven to explore their academic work seriously and endeavor to maximize its potential. Working for learning objectives is a sign of learning motivation.

Students can find motivation in a variety of ways. According to Dimyati and Mudjiono (1999), inspiration can come from within or without, from family, friends, teachers, or prizes. It can also come from within, from their inner selves. There are two basic categories of motivation in language learning: extrinsic motivation, concerned with factors outside the classroom, and intrinsic motivation, which is involved with what happens in the classroom (Harmer, 1985).

Furthermore, external motivation is a strategy lecturers and teachers can use to encourage their students to participate actively in class. However, students receive it after engaging in specific desired behaviors. Giving the incentive serves to reinforce the previous conduct. The intended behaviors are, therefore, expected to be repeated by the learners (Rahayu, 2003).

Material and social rewards are the two basic categories of reward (Hamacheck, 1990). Students touch or see material; examples include candies, tokens, star pins, grades or scores, extra points, etc. They also feel the value of the reward as a social reward. It is an action by the lecturer or teacher that follows the students' conduct and enhances it because the desired behavior is more likely to occur again (Sparzo & Poteet, 1989). Examples include smiling, speaking words of praise or approval, making a gesture, or giving a hug.

Thomson (1984:458) lists a few benefits of utilizing rewards to motivate learning, including creating enjoyable connections to repeat the desired behavior, creating interest and enthusiasm, and developing high morale. In addition, Rahayu (2003) claims that incentives motivate students to engage in their English sessions actively. The students who have been shy, hesitant, and discouraged to engage are expected to change to be more active, brave, and have the self-initiative to participate enthusiastically after receiving prizes every time they participate. She continues by saying that rewards are still valuable and practical at school. It implies that rewards can be used in the classroom.

Additionally, students are supposed to have the courage and confidence to raise their hands and engage fully by receiving prizes. Extrinsic motivation can occasionally be increased by utilizing rewards; this has been found to boost intrinsic motivation (Hamacheck, 1990). These assumptions support the idea that awards positively reinforce the student's future behavior.

Extrinsic motivation is a teaching strategy that English lecturers at one of Indonesia's institutions utilize because of its importance. By implementing a reward system, those English lecturers hope to increase student engagement in English classes, encourage them to speak English more, complete more exercises, and demonstrate other positive behaviors.

LITERATURE REVIEW

Motivation

The ability to be motivated is a prerequisite for learning. It becomes the most significant element since it can affect how well students learn (Melton, 1984). More motivated students will learn more effectively than those who are less motivated. It is consistent with Barton, Dielman, and Cattel's research published in Kagan and Lang (1978). They discovered that among students with comparable intellectual abilities, highly motivated students achieve more significant test results on fundamental skills than less motivated students.

Various specialists have several definitions of motivation, but no one term stands out as the greatest. Brown (1994) defines motivation as the degree to which an individual chooses (1) goals to pursue and (2)

the effort he will devote to that pursuit. In addition, Woolfolk (1990) defines motivation as something that energizes and directs behavior. Gnagey (1981) points out motivation as the sum of all the forces that cause a person to expend energy doing one thing rather than another.

According to Good and Brophy (in Marfiyanto, 2000), motivation is the power to process and strengthen behavior. It indicates that it is positioned first and defines the students' next step in the learning process. Cropley (in Rohim, 2004) defines motivation as a goal we desire to achieve by engaging in specific behavior. Within this frame of reference, our actions are driven by our desire to obtain rewards.

Extrinsic Motivation

According to Woolfolk (1990), extrinsic motivation comes to students when they do something to pass the test, get specific certificates, please the teachers and their parents, and some other reason that has little to do with the subject. They are not interested in the study for its own sake but care only for what they gain. Hamacheck (1990) describes that extrinsic motivation is needed (1)to get students started in the first place or (2) to start them down a track they might not exist. In other words, extrinsic motivation can be considered intrinsic motivation's source. It means that if the teachers give extrinsic motivation to the students who participate actively, logically, they immediately try hard to active participation. They will keep on being active participants because they have developed intrinsic motivation.

From the statements above, we can conclude that extrinsic motivation is essential to apply in the classroom. Moreover, according to Hamacheck (1990), extrinsic motivation is significant in the everyday acts of classroom work. It also starts things when lacking, and intrinsic motivation maintains the learning.

Online and Blended Learning

Lecturers in Indonesia cannot always depend on using a whiteboard in their classroom to support their teaching and learning process (Mali, 2015). They must know about the technology or have the technical background to use new technology to deliver online teaching (Cooperman, 2017) effectively. Furthermore, the use of technology in the education setting, especially for teaching English, is very significant. Many lecturers and students in Indonesia believe in the benefits of technology to elevate language learning. Online learning focuses on the student's attitudes, perceptions, assessments, evaluations, satisfaction, and performance (Gonzalez & Louis, 2018).

Lastly, one of the most popular methods is called blended learning. Moreover, the advantages of blended learning have several primary factors that allow for challenges (Hofmann, 2014). One of the significant challenges is how lecturers can successfully use technology and ensure students' commitment to learning with technology.

METHOD

This paper aims to understand and examine how extrinsic motivation is ,practical, and applicable in an educational setting. If the students do not have internal drives, extrinsic motivation, such as rewards, is needed to strengthen the students' behaviors and motivation in English class.

A case study methodology based on Gerring's theory from 2004 was applied in this study. It presents a phenomenon in the context of that setting, enabling a thorough understanding of how that phenomenon interacts with that context (Halinen & Törnroos, 2005).

ANALYSIS AND DISCUSSION

Reward the Teacher Used to Encourage Students' Participation in English Classes

From the observation that the researchers have carried out, it was found that the kinds of rewards used by the lecturers in their teaching were praise, thumbs up, and points. The two lecturers confirmed that using extrinsic motivation as a reward is one of the techniques, they used to motivate students to learn English during online learning.

The kind of motivation the lecturers used to motivate students depended on the requirements and the materials given in the classroom. Furthermore, the lecturers used praise to give the reason as a reward for students. On the first observation meeting, the lecturers asked the students to make a business email, and the students who made it accurately would get praise and points from the lecturers.

The lecturers also added that they did not give the reward quickly. They mentioned that if they gave the reward easily, the students would depend on those rewards because of their value. When extrinsic motivation was used frequently, students would rely on it as a reward and thus might stop performing once those rewards were stopped.

The Extrinsic Motivation Used in English Classes During the Covid-19 Pandemic

In the interview by the researchers, the lecturers explained that the students in their classes were interested in English courses since the English lecturers attempted to make their students enjoy learning English in the classroom during online learning. They also mentioned that teaching English in their classes had reached a high-quality standard. The lecturers tried to enhance and keep the quality of teaching and learning English. One of the techniques to increase that is motivating students to learn English actively. They added further that encouraging their students to enjoy learning English was by encouraging them. According to Brown (1994), motivation is the extent to which an individual chooses goals and the effort they will devote to the pursuit. The observation revealed that when the lecturers praised the students, they were more motivated to participate when they performed the Business presentation in front of the class. In addition, the students try to maintain their English skills to get the next reward, and they expect to get a high score in the English classes.

CONCLUSION

According to the results, it can be concluded that using extrinsic motivation to learn English during the Covid-19 Pandemic (1) could engage the students to participate actively in their English classes; (2) the students had more readiness to practice English inside the classroom; and (3) nearly all of the students were motivated to participate actively in the classroom. They were allowed to participate, (4) extrinsic motivation increased the students' participation in English lessons, and (5) students were compelled to work more on their English studies.

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