

INTRODUCTION

Teaching is to transfer knowledge from a teacher to learners. According to Harmer (2007) teaching is a job that requires skills to get progress of students in learning. In their study Borko, Stecher, Alonzo, Moncure, and McClam (2005) found that teaching is a planned attempt to help someone acquire or change some knowledge, skills, attitudes, or ideas. It is therefore the duty of the faculty member to make desired changes in the learner's behavior. As Brown (2000) described teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Teacher understanding of how the learner learns determines the teacher's philosophy of education, the teacher's teaching style, the teacher's approach, methods, and classroom techniques.

In English teaching, there are two categories in English that the teacher should pay attention to be taught, these are English skill and English components. According to Ur (2012) English skill is divided into two skills, there are receptive skill and productive skill. Receptive skill is language skill that involve students being able to receive messages in either spoken or written language. In addition, in her article in 2012, it concerns to reading and listening skill while productive skill involves in the production of messages both orally and in writing. It concerns to writing and speaking skills. Another one is English components is divided into three parts, namely phonology (language sound system), lexis / morphology (words or phrases that express concepts), and the third is a rule system which is how words are put together to form a meaningful and acceptable sentence or phrase.

In English Teaching, writing is one of the skills that must be taught. As Ur (2012) stated writing is fundamentally different from the other skills and it is not only visual as contrasted with oral or productive as contrasted with receptive however, the difference of how it is produced and the way it communicates. Therefore, a teacher must be able to encourage students in learning writing (Ur, 2012). Learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction (Brown, 2000). In learning English, students need writing skills in the learning process to be applied in daily life, such as writing letters, writing stories, responding to advertisements, to writing in online media (Harmer, 2015).

It is common to find obstacles in the teaching-learning process such as obstacles in the form of a disease which is now plaguing 125 countries in the world namely Coronavirus disease (COVID-19). According to WHO Coronavirus disease (COVID-19) is an infectious disease caused by a newly discovered coronavirus. The emergence of this disease made the government do everything possible to break the chain of spread of this disease one of which by providing policies in the form of health protocols to the public for social distancing, maintaining distance, washing hands to reduce the spread of COVID-19. New policies made by the government certainly influences any aspects of daily life, one of which is learning. According to (Surat Edaran Kemendikbud Dikti No.1 of 2020) the government provides a policy to carry out online learning activities to prevent transmission of this disease. This makes a change in the teaching and learning process, where teachers will provide material and deliver lessons to students via remote digital tools (United Nation, 2020).

Online learning helps students to have time to study anytime and anywhere without having to meet face to face on campus. Students and teacher carry out lecture activities using several applications such as e-classroom, video conference, live chat (Dhull & Sakshi, 2017). It means differences in current learning activities where previously students learn face to face therefore learning is carried out remotely with an online system. The change from offline learning to online learning brings big impact and adjustment for teacher and learners. However, the expectation of this change is the same between offline learning and online learning.

Learning is an active process which requires conscious and deliberate activity and it is related to motivation. Learning motivation is the intention or encouragement of students to participate and make efforts in the learning process, which is carried out on the choice of students in learning activities and efforts in these activities (Koff & Mullis, 2011). According to Murren and Runnels (2006), students who learn face to face and online classes experience have different perception which is related to motivation in terms of the classroom environment and teacher demands. It means students have different motivation in learning by online.

In supporting this research, the researcher uses three articles which discuss motivation in online learning. The first article is A Case Study of American and Chinese College Students Motivation Differences in Online Learning Environment by Zhao and Mei (2006). The purpose of this research is to identify the differences of motivation between American learners and Chinese learners. The researchers collected the data by using online survey. The researchers used

qualitative method to support this research. The result showed that American learners indicated significantly higher motivation scores for the overall motivation and three motivation types (course relevance, reinforcement and self-efficacy) than Chinese students.

The second article is *Examining Motivation in Online Distance learning Environment: Complex, Multifaceted, and Situation-Dependent* by Hartnett, Alison & Dron (2011). The researchers collected the data by online questionnaires which were administrated after the relevant learning activities had been undertaken. The researchers used qualitative method to support this reseach. The research resulted that learners were found to be not primarily intrinsically motivated. Instead, student motivation was found to be complex, multifaceted, and sensitive to situational conditions

The third article is *Effect of E-learning on Students Motivation* by Harandi (2015). The research outcome which was focused on the motivation of students participating in the research. The researcher collected the data by using questionnaire which was included 18 questions and the researcher used qualitative method to support this research. The results of the research showed, that there was a significant relationship between e-learning and students' motivation. Findings indicated that when teachers apply e-learning, more motivation was generated by students and vice versa.

There were similarities between those three previous studies which found there were aspects that affected students' motivation during online learning. Meanwhile this research focuses on identifying motivation that learners own

during online learning. Therefore, this study uses the theory of motivation in learning by Harmer (2015) and instrumental motivation by Lambert and Gardner (1991) in Ur (2012). In addition, this study uses theory of online learning by Hockly & Clandfiel (2010) which are related to the students' motivation. This research tries to answer research problems of what kind of motivation that students have in learning writing online and the factors influence the formation of learners' motivation in the online learning process.

Teaching Writing

Writing is included in the productive skill, which means this skill is involved in the production of messages in writing and speaking. According to Harmer (2007) Writing is basic language skill, as important as speaking, reading, and listening. English teacher must help students to master basic spelling, common abbreviation typical of informal texts, the use of punctuation, and so on (Ur, 2012). The individual parts of writing that engage interactions among four components: working memory, motivation and affect, cognitive processes and long-term memory (Weigle, 2002).

Seow (2002) in Richards (2014) conducted a research that there are four basic writing stages to be known by the teacher in process writing as a classroom activity. There are planning, drafting (writing), revising (redrafting), and editing. In addition to the four basic writing stages, there are three external stages which are applied to students, they are responding (sharing), evaluating and post-writing. According to Seow (2002), in Richards (2014) some points that teacher should pay attention to while applying process writing. They are: (1) teacher modelling;

(2) relating process to product; (3) working within institutional constraints; (4) catering to diverse student needs; (5) exploiting the use of computers in prose writing.

According to Ur (2012), in teaching writing, the teacher can help students ensure, through rewriting and editing, that their writing uses acceptable language and the text is organized and coherent. In addition, Harmer (2015) stated that teacher should pay attention through student writing which it has to consist of coherent and cohesive. Coherent writing is the sequence of ideas and point of writing. Cohesion is about technical matter, the various linguistic ways of connecting idea across.

In teaching writing the teacher can help students while they face the difficulty in writing, such as lack of words to explain their idea. According to Harmer (2015) two things the teacher can do are:

1. Supply key language : Teacher ensures students' knowledge of key vocabulary and provides useful phrases and questions when working on tasks.
2. Plan activities in advance : Teacher needs to plan production activities to provoke the use of language which they have had a chance to absorb at an earlier stage.

Kroll (2001) explained that there is one aspect which is the most central in writing. It is writing assignments that the students are asked to do by the teacher. The writing assignment is aimed to make the ability of the students' writing improve. As Harmer (2015) classified the roles of teacher in teaching writing are teacher as motivator who can motivate learners, teacher as a resource who can

supply information and language where necessary, and teacher as feedback provider who can give feedback positively and encouragingly to learners' work.

Online Learning

Online learning is becoming increasingly popular, including in language teaching-learning. In their research, Hockly and Clandfiel (2010) explained that online learning is learning that takes place using a computer connected to the internet. It can be concluded that learning does not only occur in a concrete classroom but can also be done with a computer with an internet connection. The greatest source of information not in book form is the internet (Harmer, 2015). Ur (2012) stated there are two main purposes in using of internet in classroom. First purpose is communication through email, which enables students and teachers interact outside the room. Another purpose is information-gathering through World Wide Web.

Hockly & Clandfiel (2010) described advantages and disadvantages of online learning. The advantages are 1) Flexible –students can log in whenever they want; 2) Students have access everytime they need; 3) It is easy for students to send assignments or exams; 4) Geographical location is not an issue; 5) Many learners are familiar with the internet already; 6) It can include multimedia; 7) It can be cheaper for the learner. Meanwhile the disadvantages are 1) Flexibility means learners need to be disciplined and self-motivated; 2) Learners may expect the teacher to be available 24/7; 3) Learners may expect instant responses and feedback; 4) It may be difficult to meet in real-time across time zones; 5) Some learners may find working online alienating, or spend too much time already

online at work; 6) Lower-bandwidth connections can mean that not all media can be viewed easily; 7) It can be more time consuming for teachers.

Motivation

Motivation comes from the word motive, which is something that encourages individuals to do something. According to Harmer (2015), in the learning process there is an internal factor that encourages someone to do something in order to achieve a goal. Brown (2000) stated that motivation is a measurement of the extent to which a person makes choices about the targets being pursued and the effort to pursue these targets. Every individual needs an increase in ego so that he can be recognized and accepted by others. Willing to increase ego can be prime motivation. The strength of motivation is seen from how much effort a person puts into achieving his desires.

Research showed that various outcomes such as persistence, learning, performance, and curiosity are related to motivation (Deci & Ryan, 2000). It can be concluded that in the learning process students have targets to be achieved and in the process of achieving these targets there is persistence, learning, curiosity, and performance related to motivation. In the discussion of motivation, there is an accepted difference between extrinsic motivation and intrinsic motivation (Harmer, 2015).

Motivation is typically examined in terms of the intrinsic and extrinsic motives of the learner. Students who learn for their own self-perceived needs and goals are intrinsically motivated, and students who pursue a goal only to receive an external reward from someone else are extrinsically motivated.

1. Kind of Motivation

According to Harmer (2015) motivation is divided into two types, they are :

a. Extrinsic Motivation

Extrinsic motivation comes from the emergence of a person's urge or desire to achieve his target that comes from outside the individual. According to Harmer (2015) extrinsic motivation as any value and effort that comes from outside. It could be because of pass the examination, financial matter, or punishment.

In their research Ryan and Deci (2000) showed there are four-type of extrinsic motivation according to self-determination theory i.e. external regulation, introjections, and identification. External regulation behavior is regulated through external means such as rewards and constraints. In introjected regulation, an individual begins to internalize the reasons for his or her actions. Furthermore, the extent to which the behavior becomes valued and judged important for the individual, and especially that it is perceived as chosen by oneself, then the internalization of extrinsic motives becomes regulated through identification.

b. Intrinsic Motivation

Intrinsic motivation is motivation that is formed by someone who is self-motivated to achieve his goals. Self-esteem is the main factor that made intrinsic motivation. Intrinsic motivation comes from within the individual (Harmer, 2015) In contrast to extrinsic motivation which is formed by

external factors, intrinsic motivation is formed from within the individual. Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. Intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and self-determination (Ryan & Deci, 2000)

In addition, in their article in 2002 Extrinsicly motivated students participate in activities for reasons separate from the activity itself, such as getting good grades, preventing negative consequences, or because the assignment has purposeful values, such as passing a course for a degree.

Integrative and Instrumental motivation

According to Lambert and Gardner (1991) in Ur (2012) stated terms of integrative motivation and instrumental motivation. Integrative motivation is desire of learners to learn in order integrate to the community of speaker of that language. Instrumental motivation is the need of learn the language for material or education benefit. In addition, Lambert and Gardner (1991) concluded that integrative motivation was more powerful than instrumental motivation.

Harmer (2015) explained that no matter what kind of motivation it is, still students who learn with high motivation will be much more successful than students without motivation.

2. External Factors which Create Motivation

According to Harmer (2015), there are factors influence the formation of learners' motivation in the learning process:

- a. The goal: The goal is the strongest factor in the formation of motivation in students. a student will have a goal when studying deep language so that students can get a job in a good office, be able to translate text or films, or get a scholarship.
- b. The people around the learners: In the learning process the people around will greatly influence students. This can be parents and peers in seeing how important English lessons are to be learned.
- c. The society of learners live in around: The environment can affect a person's motivation in learning language, it can be seen from how the environment views whether it is good or not on the language that is being studied.
- d. Curiosity: At the beginning of the semester students will be more motivated when they first enter the language class, they will be curious about how this lesson will take place and who the teacher will teach them. In this period of curiosity, it will be good in the formation of student motivation.

According to Rogger (1996) in Harmer (2015) Motivation can be weak or even die, but in other ways motivation can still be increased. Loss of motivation can occur in students in learning. However, teachers have a share to build motivation in students. It depends on choice of the topic, activity and linguistic content which is able to turn class around. Teachers' humor and their seriousness which may influence the students (Harmer, 2015; Ur, 2012). In addition, in her

article in 2012, she described that teacher can make effort in increasing students' motivation in learning by these three ways:

1. Teacher shows students how important of learning English.
2. Teacher maintains students' self-image as successful language learner by giving positive feedback of their work.
3. Teacher ensures that classroom activities are interesting.

RESEARCH METHODOLOGY

Method

This research uses a qualitative method to analyze and describe the data. According to Creswell (2012) Qualitative research is research that is taken based on descriptive data without using statistical procedures. Analyzing data using qualitative research method does not use statistics, meanwhile researcher analyzes words based on interview transcriptions. In this research, the researcher identifies kind of students' motivation by analyzing data based on interview transcription.

Participants

The participants of this study are English students who attended Creative Writing subject at a university in Jakarta. The number of participants in this research are 21 students. Researcher distributed online questionnaires with form open-ended questions and interview about students' motivation in learning writing online using Google form. Researcher conducted interviews using the Zoom application.