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Extrinsic Motivation Influencing Vocational Students' English Achievement on *Hunting Bule* Before and During Pandemic

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Abstract. Motivation drives learners to achieve their goals of learning including vocational students with work-oriented study. External pressures, expectation or rewards pose different challenge when it comes to pandemic situation. This study fills gap by examining vocational students' elements of extrinsic motivation before and during Covid-19 strike to accomplish final task to interview English natives and their effects on final achievement. Respondents were vocational students (n=75) participated in English class for two semesters in a row (before and during pandemic). Students' motivations on doing "*Hunting Bule*" before (x1) and during (x2) pandemic were measured. Data were later analyzed using variance and interpretation. External motivation before and during pandemic are proven to give contribution to the final score. However, some factors in one variable seemed to outperform the other in vice versa. Technology using is considered both motivational and demotivational for students during the pandemic, yet is good to accelerate education industry 4.0.

Keywords: *instructional scaffolding, ESP, extrinsic motivation, technology driven task*

1. Introduction

The idea of establishing and implementing the course of English for specific purposes (ESP) is to have the most related training which is adapted to the user's academic, social background, specifications and professional profile. Therefore, it may emerge in various forms based on the need such as a training to develop students' comprehension on reading to broaden perspectives on their own field material in English without any or at least little difficulties [1], introducing digital story-telling to develop non-linguistic skills as well as improving language acquisition on students of Aerospace Engineering [2], worksite context as collaboration between education and business sectors to facilitate students of hospitality and tourism industry with essential skill to communicate with guests of various language backgrounds [3] and mostly drills relate to vocabulary enrichment [4].

In this situation, teachers, which are commonly from General English (GE) background have to make transition from general one to ESP [5]. It becomes even more challenging since ESP learning should carefully consider the need to attach the cultural diversity to its process. In designing an ESP courses, teachers should carefully think about the practices (scaffolding) and adapt them in order to motivate learners and actively engage them in the act of learning [6]–[8]. Need analysis is a standard technique for developing or enhancing ESP courses and products whilst adapting methodologies and content to current conditions and demands. From the Bottom Learner-centric approach to language instruction, requirements review helps define educational needs [6].

Holding training for vocational students has been proven to bring some challenges including in its learning. In this case, skill-based competency instead of demand and supply is focus of its curriculum developed living gap between maturity level of graduates and job demand. Vocational education goal on undergraduate degree basically is to produce technician level (junior – technician – senior) for its end-user industry [9]. Indonesian National Qualification Framework (NQF) as part of Presidential Regulation Number 8 in 2012 regulates outline for undergraduate program curriculum and set its learning outcomes on level 6. Level setting on higher education integrates learning accordingly to perceive the need of its business field [10] as to eliminate gap between training standard in education and minimum qualification of human resource needed for work field. As expected, training output (alumni) can acquire acknowledgement of competence which is in accordance to working structure in various sectors [11].

In designing curriculum for English Subject, vocational school must have in depth observation on requirement of its partner in industry. A research has been conducted to serve learning participants' dissatisfaction with their abilities due to the less capability of the ESP program to develop students' ability during the teaching and learning processes [12]. Based on this study, it is revealed that there is necessity to have consultation and collaboration with the English Department. The contrastive analysis between L1 and L2 may become one of alternatives to lessen the students' burden during the classroom activities [13]. Basic training on reading academic texts should be provided in more comprehensively. Some ESP classes might consist of students from various departments. This requires special syllabus by conducting cooperation with the concerned departments and the companies that receive students once they have completed the program [14].

Designing ESP course for the first year students in non-English Department is possibly confusing for the teachers, whether it is appropriate to give the most fundamentals of English which is time consuming or directly to come to the more applicable of English without exposing students to the things needed to get them ready for using English [15]. The study reveals us that the most challenging stage in ESP classroom is when teachers start to design the syllabus since it requires them to run the class well, provide materials, collaborate with subject or content experts, conduct research and evaluate the students and the course. With those a lot of teachers' role, a question can be raised, who is the most responsible agent to design the ESP course? [16]. This study supports the previous research that all agents such as teachers, concerned departments and the stakeholders should collaborate effectively to design the most-suited syllabus design. In accordance with that study, students can be added as the additional agent. Learners are invited to make individual contribution to the course content, which leads to the course details to make the syllabus becomes more comprehensive [17]. The last agent is the experts to give judgment on the designed syllabus, whether it has been properly produced or not [18].

Revolution in education occurs as respond to the emergency caused by health crisis due to Covid-19. Since Indonesian government recommends independent lockdown and limit contact to the community, collages are forced to be closed to stop the virus spreading. In order to keep running the rest of semester, there is an uprising of need for e-learning tools. It is commonly intended that the focus of education is on the relevance, meaningfulness, self-actualization and emancipation. Integrating the Service Learning Program in ESP course can be a solution to establish more relevant and meaningful learning to students [19]. Three benefits by considering this integration are; getting chances to put theories into practice, getting chances to conduct need analysis based on the community they would serve and getting chances to exercise their conscience and compassion. The condition requires teachers of ESP to remove all learning barriers and allow learners to study what, when and where they want, meaning that teachers should increase educational access and provide educational access [20].

2. Literature Review

2.1. Hunting Bule

Implementing scaffolding strategies to match vocational students' level, *Hunting Bule* is an assignment given with content instruction and model which is student-friendly. Interview guideline is formulated based on lesson objectives and delivered as assistance for students to follow [21]. Further support can be also found from peer-scaffolding. Although this is assigned as independent individual practice, before the pandemic, students are recommended to travel in team of 6 members. Therefore, students with low Zone of Proximal Development (ZPD) of Vygotsky can use some favors from students with high ZPD in solving problem. Learning outcomes for this outdoor activity is to master general theoretical concept in interviewing a native speaker from English language country. Afterward, information needed as well as interview session is to be reported using technologies which are video recording, editing and publishing (YouTube and personal blog). Indicators portrayed here is adjusted to level 6 of NQF and stated in lesson plan and unit plan for English I set for diploma degree students of Air Transportation Management program.

2.2. Some Challenges

Since this activity is designed to be done independently, the struggle in executing it is real. After formulating instruction, next teacher role is to arrange members of group to travel with. Unequal number of students in one class with various gap between hi-lo ZPD students make it more complex to run the mission. Even though the image of only bad students attends vocational school has been gradually refurbished through the government's program "SMK Bisa" [9], undeniably that students input to private vocational school is still low. Therefore, there is no assurance for peer-scaffolding to occur in each group assigned. Then, one or some groups may strive hard to be independent. Previous experience in learning similar topic in middle school can be influencing to determine students' confidence for the task. This condition can stimulate teacher to give additional assistance or instruction which are different from others [22].

Cultural shock is another challenge faced by students. Most students do not have courage to talk to a stranger, foremost because he/she speaks different language. Cultural differences, different background knowledge, shyness and lack of confidence are some of the conditions that are preventing nurses from interacting with foreign patients [23]. Based on other previous analysis, for this interview what students need is more exposure to listening and speaking English. Further finding shows that accent and vocabulary turns to be problematic to nurse dealing with the patients leading to conversation which is difficult to understand [24], [25].

Hunting Bule mission is already designed to reinforce students not only language skills, problem solving drill but also technology to bring their work to public using internet media. Therefore, media related element of motivations are set to be familiar toward millennial. Those aids are including personal blog, YouTube, video taking and maker. The next level of challenge is when it comes to limited access to travel outside. In this case, having virtual meeting becomes alternative and it takes modification of instruction on *Hunting Bule II*. As a substitute of travelling around to find an English native to interview, virtual meeting is highly recommended. Platform to perform the meeting is not exclusively pointed; rather, students are given choice to freely pick the most suitable media for them as long as it is safe.

2.3. Motivation

Considering all challenges above, it takes motor for students to accomplish the assignment. Stimulation from teacher to reinforce students' eagerness is considered as extrinsic motivation. After all, the main objective of ESP is to integrate training toward work field. Therefore, students' most motivation which can be elevated is to have higher job opportunities in the future [7]. As facilitator, teacher can highlight extrinsic motivation to students at first place. Three subcategories model of

immediate payoff, delayed payoffs and social motivation [21] both in form of reward and punishment [26] are interpreted and embodied into several indicators.

2.3.1. Immediate payoffs (reward). In any assignment, student will be rewarded with score. This scoring matrix is stated to all students in sync with school academic manual which is elucidated from learning outcomes of diploma degree. Minimal passing grade is in letter 'C' which indicates letter 'A and B' as passed and letter 'D and E' as failed. Students can choose three options which are to expect the best score, avoid the worst score or to pass the course with minimal score. Since this is technology driven task to publish students work to the internet, response from viewer on comment column can be considered as other form of appraisal to the work. Teacher, peer or any comment is open for public to post. One of acknowledgement comes also from the interviewee who eventually becomes friend in social media with the students. Extra bonus for students is to enjoy travelling around the city. Some spots are known as place for tourism to visit or hang out. Some are known as location where exchange students are assembled. For students who come from different city or even island, this is like summer break for approximately 6 month studying - an activity worth to looking forward to as a reward.

2.3.2. Immediate payoffs (punishment). Two other immediate payoffs can be considered as punishment to those who are not succeeding or facing trouble in the mission. Since the mission to report using online media technically deals with procedures, sometimes it may go wrong. Error during one of the processes of video recording, editing, finishing and posting is what students mostly try to prevent. These obstacles can become factor keeping the student to post the work in-time. As consequence, final score will be reduced as penalty. One of the steps is to meet the right English native to interview. Many feedbacks come from the students testifying how difficult it is to start and develop conversation to someone they have not met before, particularly when that someone has different culture with them. Then to have this person spending some times in an interview is also challenging. Therefore, students are afraid that they will end up without any interviewee at all. This has turned to be one of external pressures to the students. Eventually, this context leads to the anxiety whether students will pass the course or not.

2.3.3. Delayed payoffs. Being unable to submit the work results in only one option which is fail. Failing student must re-enroll the course next week. In a vocational school where students are obliged to wear uniform every day to school, senior is easily to notice since every year differs in uniform badge. To be around junior can be interpreted that one senior is fail for the course on the previous year. This is not good for senior record and image. However, for those who are succeed, financial bonus is possible. Since the work are posted in personal blog and YouTube, viewer response such as like, comment, view or even subscription is valued with money. This is one of potential carriers in the future as well as other opportunities. Succeed in the training gives experience and confidence to lead an interview session which is beneficial to many areas of work field.

2.3.4. Social motivations. The idea of interviewing English native is to experience using English with those who use it in daily basis. Throughout the process, it is possible to continue the encounter and eventually make friend with them. By this, wider social community is bred for the students. It opens many other opportunities ahead. On the internet, each students work set permanent record. However, this contributes duality in viewer comment. Good response is pictured by more like and positive vibe on the comment column. On the other hand, dislike and negative response can be destructive. To avoid hater and to gain more fans can be done by presenting a work which everyone can enjoy watching.

2.3.5. Additional payoffs during pandemic. Due to limited outdoor access, *Hunting Bule II* which is done during pandemic is adapted into online. Students are not recommended to travel out and to change it into searching activity using any possible social media which is considered safe. Variant of

social media to seek gives time to experience different and wider platform. It is valuable for students because eventually they can evaluate which one is the most suitable with their style or need. In the future, this skill may become handy to help student with other circumstance. By this period of time, students are mostly safe at home with their family. Therefore, family member can also get involved in supporting the mission and give feedback. Psychological support by giving positive critics and recognition for good work is as equal as accommodations for newly improved working tools and facilities. Among of accommodations needed to support the mission are compatible laptop, cellphone and application. In addition, for more professional touch, microphone, camera and other accessories will be also helpful. These amenities are to be expected and can be one of additional motivation elements for students. Further, the need for internet data and coverage also rises to accomplish the task. Duration of surfing activity requires amount of internet data more than before. However, for those who are located in remote area, connection turns to be another challenge. Problem with not enough internet data and no data coverage can be a burden to continue to task. This can endanger the accomplishment of the mission.

3. Method

Two variables are used for this research including two separated dependent variables of students' extrinsic motivation (before and during pandemic) and two separated independent variables of students' achievement (before and during pandemic). Dependents variable of students' extrinsic motivation model by Levesque et.al (immediate payoffs, delay payoffs and social motivations) are broken down into several indicators. These indicators are interpreted from reward and punishment that students will receive at the end of assessment. Fulfilling this mission is required to pass both courses with minimal score. Failing to do so, students must follow next year course with their junior. For students in this course, this can be shameful since first year students usually do not wear uniform yet. As senior year students, failed attendee of this course will be outstanding in appearance with their uniform. This is considered as huge social punishment.

Independent variable of students' achievement is adjusted to course objective which is speaking-grammar integration. There is also scoring for critical thinking in leading and developing conversation on the interview. In addition to matrix evaluation for during pandemic period, skill of approaching interviewee using particular media and technology using to edit the video is also considered in the scoring.

Students (n=75) are from three different classes who joined two semesters of English. English-I is occurred before pandemic while English-II is occurred during pandemic with one similar assignment (*Hunting Bule Mission*) on their first year program. What differentiates this activity between each semester is the content of interview which is personal information for *Hunting Bule I* (HB-I) and personal travelling experience for *Hunting Bule II* (HB-II). As the final output, every interview must be recorded, edited and posted to personal blog and YouTube channel. In order to enlarge audience several hastags (#) are given to be included as part of the posting. Comment column is open for peer, teacher and also public review.

Other difference between HB-I and HB-II is due to the break of pandemic Covid-19. HB-I is done by travelling all over the city in group and seek for English native to interview. Unfortunately, this condition is barely possible to be done for HB-II thus alters the travelling into hours of internet surfing. Complexity follows as students are forced to return home and not all of them are from big city where internet connection is not a major problem. Indeed the situation may result in variety of difficulty level for each student.

Therefore new indicators are predicted to arise and set as additional payoffs as well as external pressure for *Hunting Bule* mission during pandemic as follows:

Table 1. Dependent variable, instrument and indicator.

| Period	Instrument	Indicator

Before Pandemic	Questioner and In depth interview on Reward and Punishment in 5-level of Likert	Immediate Payoffs (IP): 1. Peer, teacher and public comment on posting. 2. Best score, flying color 3. Good score, passing the course. 4. Bad score, failing the course. 5. Interviewee' acknowledgement. 6. Error on the recording and in uploading. 7. Travelling around the city. 8. No English native to interview. Delayed Payoffs (DP): 1. Failed attendee must join next year course. 2. Net celebrity, passive income. 3. Experience and Confidence for better and wider job opportunity. Social Motivations (SM): 1. More Likes, YouTuber potential. 2. More dislike, hater potential. 3. More English native's friends/families.
During Pandemic	Questioner and In depth interview on Reward and Punishment in 5-level of Likert	Additional payoffs: 1. Family and close friends' appraisal (IP). 2. Newly improved gadget/application – Cellphone and or laptop (IP). 3. Additional gadget – camera and or microphone (IP). 4. Additional internet data in amount and range (IP). 5. No internet connection in remote area (IP). 6. Wider social media engagement (SM).

4. Result and Discussion

Once data collected from online form, total value from each indicator is calculated to find the trend. From the highest to the lowest, value can represent what students mostly consider as motor to complete both assignments.

4.1. Motivation Before and During Pandemic

Comparing on how students valuing personal motivation, it seems like he/she put no difference between main payoffs of before and during pandemic. It can only be interpreted that same extrinsic motivations exist over both period. However, the addition of extra payoffs due to pandemic period gives different concern toward online teaching learning. By looking at response given by students, more than 10 indicators reach total value above 250 point. However, the highest factor is still dominated by the willing to have the highest score from the course.
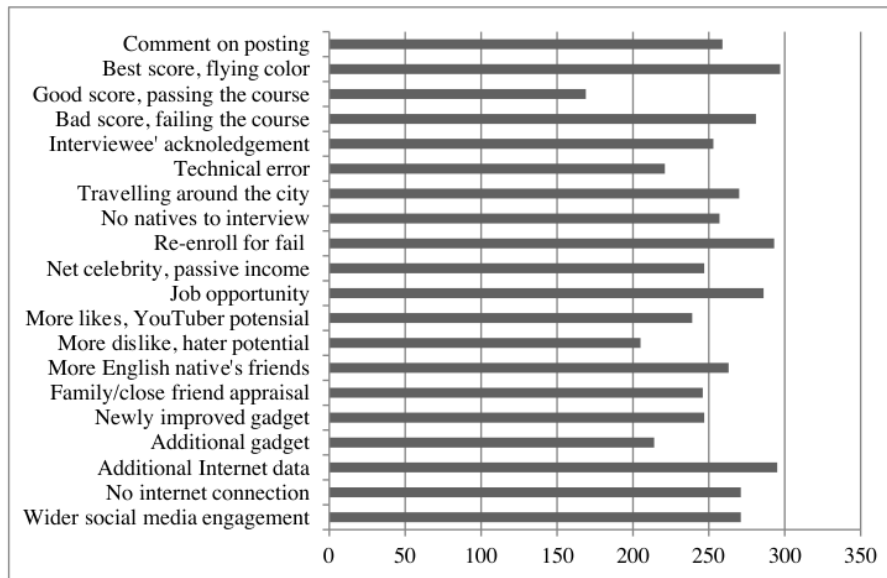
Figure 1. Total of motivation indicator value.

4.1.1. Reward and Punishment. Most leading elements from first 14 indicators can be seen as predictors on what drives students foremost before pandemic (BP). Interestingly, the eagerness to have the best score only slightly differs 7 point to the fear of re-joining the course for the next year with junior year students and 18 point to avoiding course fail with bad score. Dichotomy of reward-punishment, in this case success or fail, is consistently revealed as the biggest concern (anxiety) among students caused by introjected regulation [27]. This seems irrelevant with the chance to pass the course even with minimum score which differs slightly less than 150 point. So, instead of passing with merely good score, students aim for the flying color while prevent from reenroll or failing the course. However, there is no reluctant shown by the result that students motivation is also deeply influenced by the opportunity to have wider and better job in the future. This suggests that according to students, the mission can be advantageous to prepare them with skills for work field consistent with general vocational school mission.

4.1.2. Virtual meeting. Regardless its characteristic to be tech-savvy, extra chore during pandemic for *Hunting Bule* is to meet English native online using any possible (social) media. This cost more in internet data usage. Before pandemic, travelling all over the city especially to places well known as English native spot cost in transportation cost and sometimes light meal (or drinks). Hence, travelling stands in fifth position as one of main motivation for students before pandemic but turns to be the last during pandemic (DP). As replacement for this component, surfing online has led to the biggest motivation during pandemic which is the need for bigger data and better data coverage with only 8 point difference with motivation to having best score. Material rewards relate to tool aid such as newly improved cellphone and or laptop and or application as well as additional camera and or microphone are considered less important than stable and sufficient internet connection. Executing the interview session is one matter to handle while finding the interviewee is one other thing. The amount of internet data associates to the length of surfing time to find someone to interview. When it is done outdoor, travelling takes time and energy because sometimes students may experience rejection. However, when it is done online, surfing takes data more than regular usage. In the second place, internet connection has demotivated students from remote area. Since this assignment is done from home,

mostly all students work on it from their hometown. Surprisingly, from more than 50 percent of students who responds that internet connection is problematic, some of them located in Java Island especially central and east Java.

4.1.3. Social and carrier impact. Considering public comment on the posting is essential to students as one of motivations. This indicates slight enthusiasm to be popular by online media (at least with this mission). Indistinctive difference between having comment from viewer and possibility to become successful YouTuber with passive income is less than 20 point only. By looking at age range (18 – 21 year old) of first year students, they are categorized as millennial who are tech-literate and social media connected. They are regular to modern information broadcast through pictures, short message and video on the internet. In this circumstance, building carrier to earn income as net-celebrity has become familiar among students. Motivate students through this component gives accomplishment to many of them on both periods. However, during lockdown, being around family who are able to monitor and support online study cannot lift motivation excellently. Rather, wider online society tops it with 30 point and 3 point less than students' fear to have no internet connection as best second factor during pandemic era. This can be related to more friends/contacts or kind of online social media as result continuous surfing and intense internet engaging. From this occurrence, there is tendency to put like and dislike into consideration. More like means more appreciation from viewer and the other side around. Finally, social consequence which is the most expected comes from the willingness to have more English native friends. Cultivate this motivation in students is potential to develop continual English exposure.

4.2. Motivation effect on students achievement
Both semesters has finished and assessment has been done toward all students (n=75) who participate to fill the form. Each score from motivation BP and DP is now measured to see the impact of this variable toward students' final score in HB-I and HB-II.

Table 2. Difference between students' motivation before and after pandemic on final score.

	R Square. (N=75, df=1)	Sig. F	Adjusted R Square (N=15, df=1)	Sig.F
Motivation BP on final Score HB-I	0.160*	0.0004		
Motivation DP on final Score HB-II	0.158*	0.0004		
				0.411
Motivation BP and DP on Final Score HB-II			0.152	0.548

From the result shown on table 2, students' motivation indeed has significant impact toward the final score. Regardless low percentage presented by motivation from each era (BP and DP), this significance value of F indicates that encouraging students by providing and explaining extrinsic motivation to do the assignment is recommended. There is not much difference of influence between extrinsic motivation before and during the pandemic with only less than 1 percent. This can be explained by the different of challenge from each period due to circumstantial reason. However, the aim of working on ESP skills along with technology usage which can be found in both assignments (HB-I and HB-II), gives similar procedures to follow. Consequently, major motivations from both era are reflected the same.

HB-II is the next level of HB-I. In this study, students are required to do similar activity in two semesters in a row with slightly difference in technique. Nevertheless, by looking at simultaneous measuring of extrinsic motivation from both periods of time, significance value is higher than 0.05. This insignificancy can be interpreted that previous experience working on HB-I cannot determine success for HB-II because of different scaffolding.

5. Conclusion and Suggestion

ESP training for vocational school students can be challenging due to the course designing to adjust work field. In order to prepare students to develop an interview and practice their English with an English native, scaffolding technique is embodied to *Hunting Bule* (HB) mission. By setting a continual project of HB-I and HB-II, students are expected to improve this skill in two semesters of one year period. However, in emergency situation such as Covid-19 break, new additional instruction is needed for the students to adjust. Considering all challenges, it is important to facilitate students with extrinsic motivations so they can accomplish the assignments.

Breaking down extrinsic motivation into immediate payoffs, delayed payoffs and social motivation for HB-I mission cannot be applied to HB-II mission. Additional payoffs rise from the need of from home activity due to the circumstance. From this study, aiming for the best score while avoiding fail score is the highest students' motivations. There is also fear to re-join the course the next year since it is consider shameful. Following that, since this is tested to vocational students with work oriented study, the willingness to have better and wider job opportunity is still dominant. Predictably, other than the main motivation for score, the need for internet data and coverage is the highest motivation during pandemic which is potential to be demotivating for students in remote area.

Statistically, the impact of extrinsic motivation before pandemic and during pandemic toward their final score is less than 20 percent but showing significance. Therefore, stating reward and punishment to the student in advance will increase this amount to students' achievement. Supplementary finding from this study shows that previous experience from HB-I is not significant to improve HB-II due to different condition and instruction.

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