

**THESIS**

**A PERCEPTION ON INDUSTRY REVOLUTION 4.0  
DIGITAL AGE AND ITS IMPACT ON ENGLISH  
LEARNING MOTIVATION TO THE STUDENTS  
OF ISLAMIC HIGHER EDUCATION  
IN PAREPARE SOUTH SULAWESI**



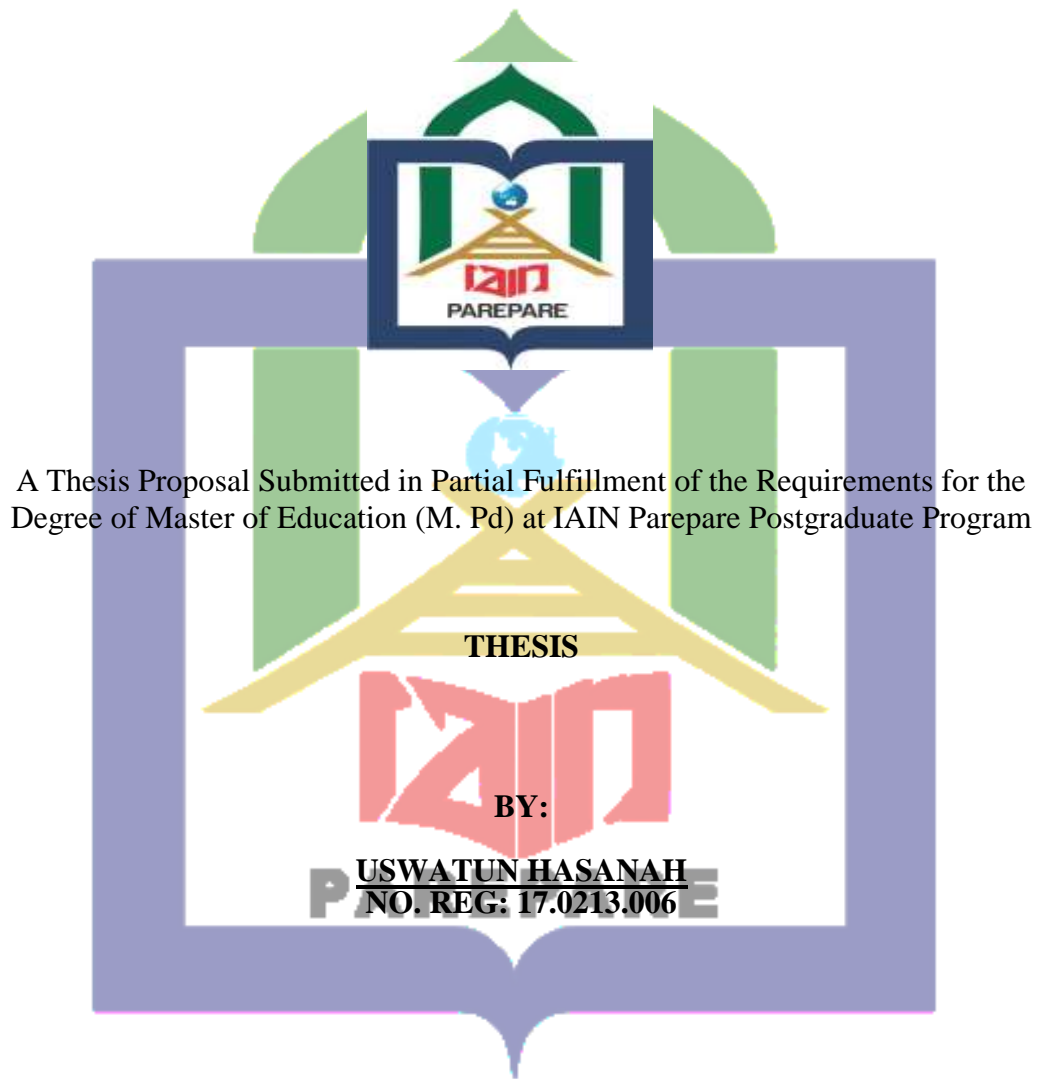
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**PAREPARE**

**POST GRADUATE OF ENGLISH PROGRAM  
STATE ISLAMIC INSTITUTE  
(IAIN) PAREPARE**

**2020**

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**2020**

## PERSETUJUAN KOMISI PENGUJI

Tesis dengan judul “*A Perception On Industry Revolution 4.0 Digital Era And Its Impact On English Learning Motivation To The Students Of Islamic Higher Education In Parepare South Sulawesi*” yang disusun oleh Saudari {*Uswatun Hasanah*}, NIM: {*17.0213.006*}, telah diujikan dan dipertahankan dalam sidang Ujian Tutup/Munaqasyah yang diselenggarakan pada hari *Senin, 15 Juni 2020 Masehi*, bertepatan dengan tanggal *15 Syawal 1441 Hijriah*, dinyatakan diterima sebagai salah satu syarat untuk memperoleh gelar Magister dalam bidang {*Tadris Bahasa Inggris*} pada Pascasarjana IAIN Parepare.

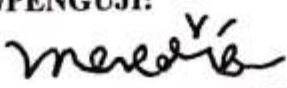
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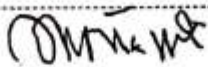
  
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## DECLARATION OF THE AUTHENTICICTY OF THE THESIS

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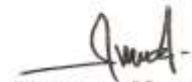
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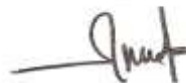
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Parepare, 27 June 2020

The Writer



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## ABSTRACT

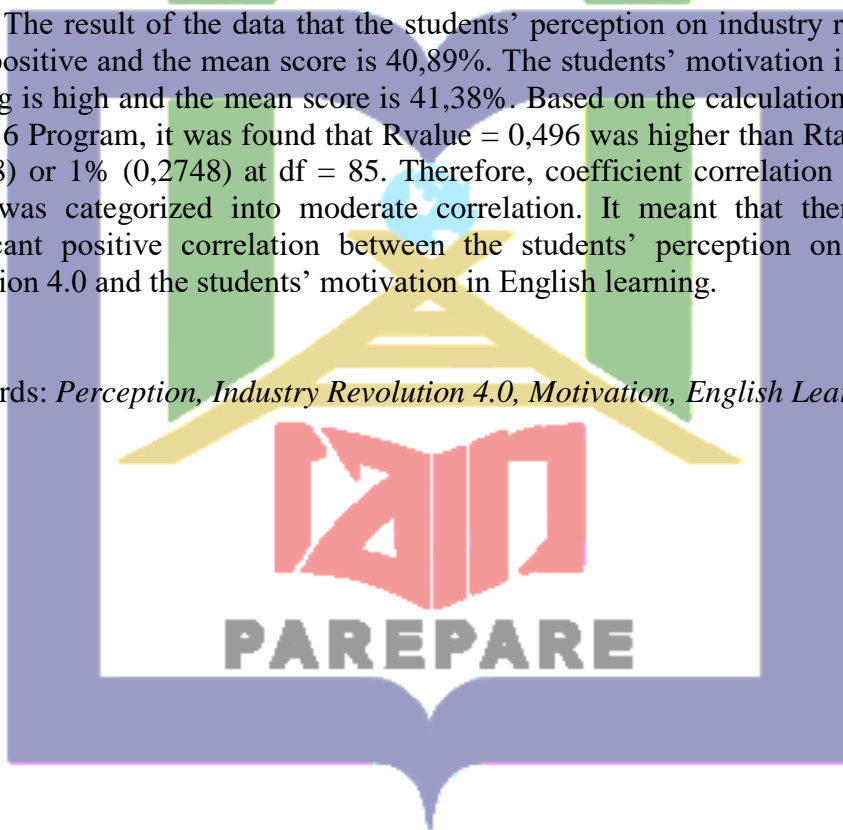
USWATUN HASANAH. *A Perception On Industry Revolution 4.0 Digital Age And Its Impact On English Learning Motivation To The Students Of Islamic Higher Education In Parepare South Sulawesi.* (Supervisor; Dr. Zulfah, M.Pd. and Dr. Arqam, M.Pd.).

This research aimed to investigate a perception on industry revolution 4.0 digital age and its impact on English learning motivation to the students of higher education. This research was carried out two universities at Parepare (Muhammadiyah University and IAIN Parepare) with 87 participants consist of the students of the first semester in the academic year 2019/2020.

This study was quantitative research. The instruments of data collection are questionnaires. The researcher used the formula of SPSS computer to analyze and calculate data.

The result of the data that the students' perception on industry revolution 4.0 is positive and the mean score is 40,89%. The students' motivation in English learning is high and the mean score is 41,38%. Based on the calculation by using SPSS 16 Program, it was found that Rvalue = 0,496 was higher than Rtable = 5% (0,2108) or 1% (0,2748) at  $df = 85$ . Therefore, coefficient correlation Rvalue = 0,496 was categorized into moderate correlation. It meant that there was a significant positive correlation between the students' perception on industry revolution 4.0 and the students' motivation in English learning.

Keywords: *Perception, Industry Revolution 4.0, Motivation, English Learning.*





### نبذة مختصرة

العصر الرقمي وأثره على دافع تعلم اللغة 4.0 نظرة على ثورة الصناعة USWATUN HASANAH. المشرف المشرف ؛ د . ( Parepare South Sulawesi الإنجليزية لطلاب التعليم العالي الإسلامي في (أرقم ، دكتوراه في الطب . زلفة ، دكتوراه في الطب ، د

العصر الرقمي وتأثيره على 4.0 يهدف هذا البحث إلى بحث التصور حول الثورة الصناعية تم إجراء هذا البحث في جامعتين في دافع التعلم الإلكتروني لطلاب التعليم العالي مشاركاً يتكونون من طلاب الفصل 87 بحضور ( IAIN Parepare جامعة المحمدية و Parepare Parepare 2019/2020 الأول في العام الدراسي

استخدم الباحث أدوات البيانات جمع هي استبيان الصورة . هذه الدراسة كانت الكمي البحوث لتحليل البيانات وحسابها SPSS صيغة الكمبيوتر

إيجابي ومتوسط النتيجة 4.0 نتيجة البيانات التي تفيد بأن تصور الطلاب لثورة الصناعة استناداً إلى 41،38% دافع الطلاب في تعلم اللغة الإنجليزية مرتفع ومتوسط الدرجات هو 40،89% .  $R_{table} = 5\%$  كان أعلى من  $R_{value} = 0,496$ ، وجد أن SPSS 16 الحساب باستخدام برنامج كان مصنفة  $R_{value} = 0,496$  لذلك ، كان معامل الارتباط  $df = 85$  عند  $1\% (0,2748)$  أو  $0,2108$  ودافع 4.0 وهذا يعني وجود ارتباط إيجابي كبير بين تصور الطلاب لثورة الصناعة . في علاقة معتدلة الطلاب في تعلم اللغة الإنجليزية

، الدافع ، تعلم اللغة الإنجليزية 4.0 الإدراك ، ثورة الصناعة :الكلمات الرئيسية

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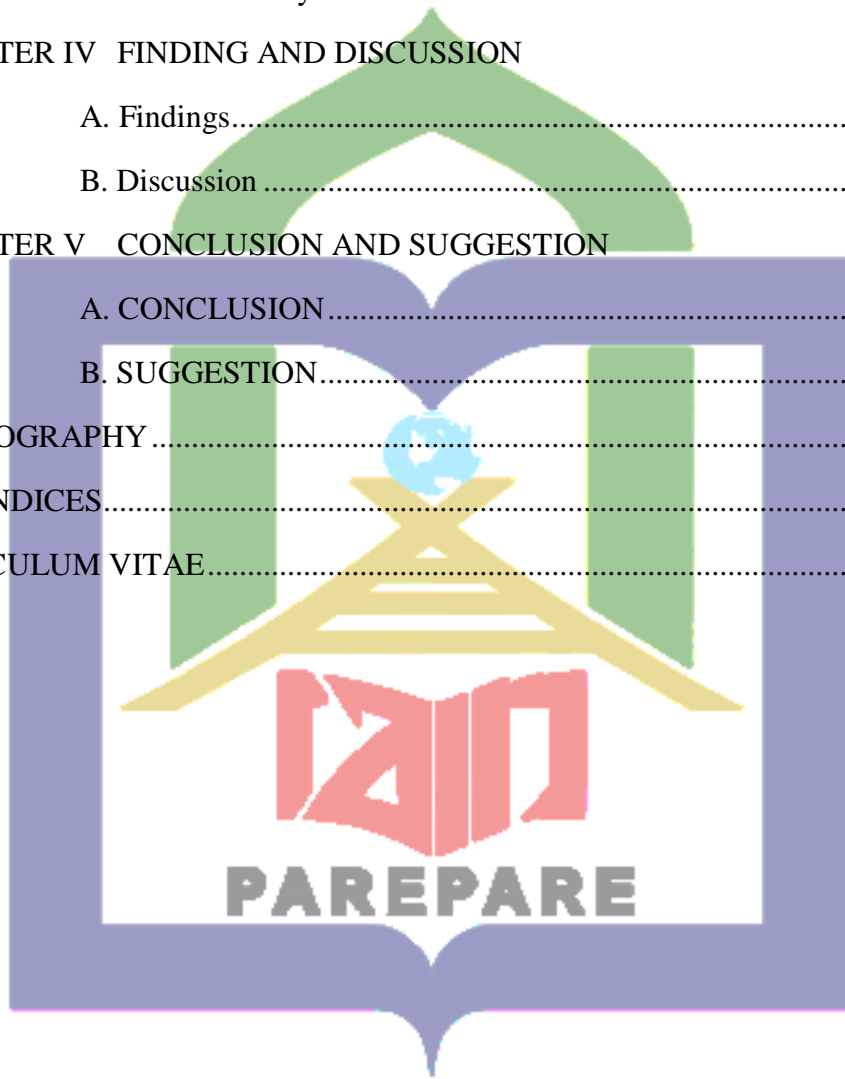
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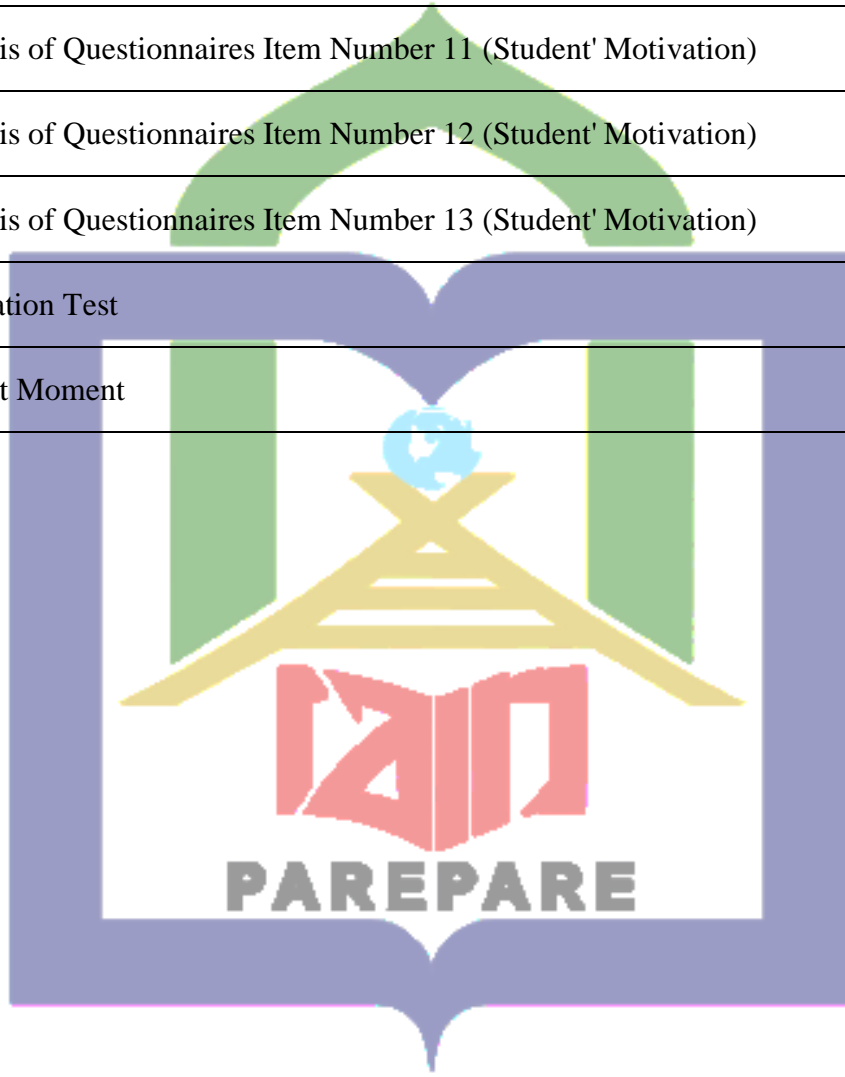


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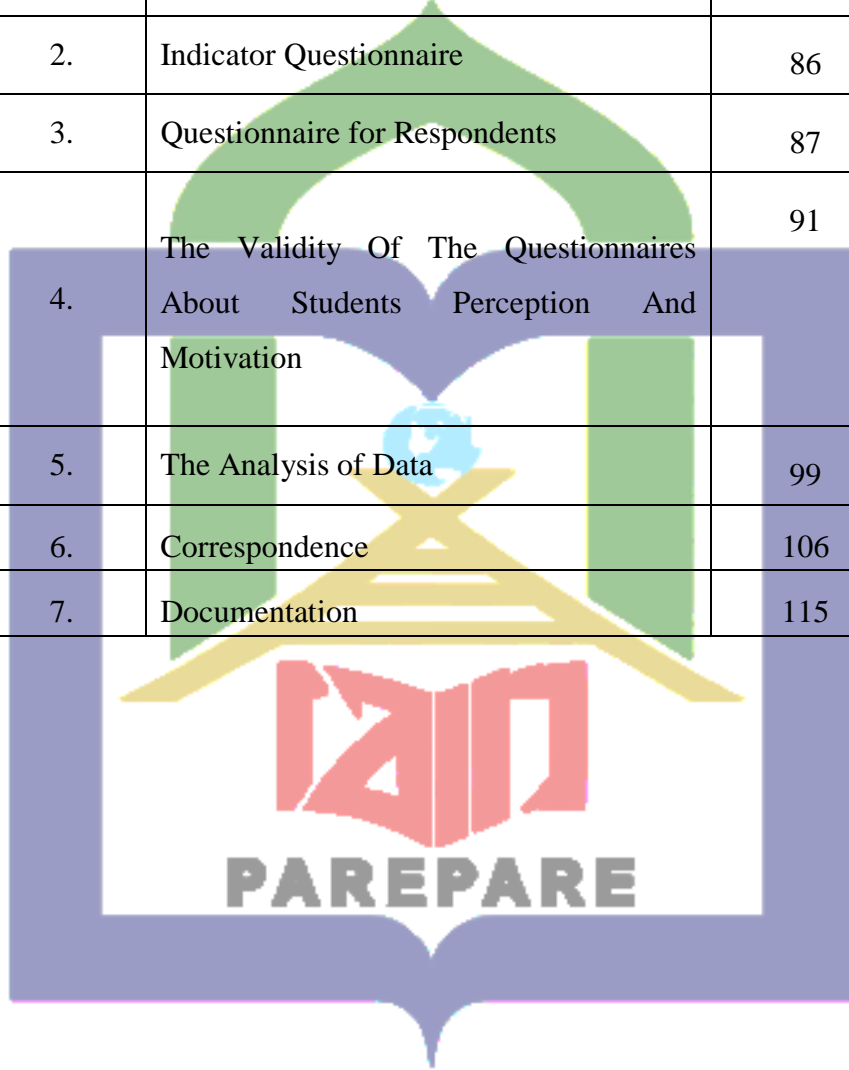
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## CHAPTER I

### INTRODUCTION

This chapter presents the background, problem identification, question research, the objective of the research, and the significance of the research.

#### A. Background

The first industrial revolution emerged in the 1780s with steam power, making humans more productive. Then in the 1870s the second industrial revolution emerged with the development of mass production and electrical energy. The third industrial revolution emerged with the development of IT and electronics, which enabled more efficient production. We are now in a new phase where the fusion of several technologies is not only automating production, but also knowledge. There are many working to classify and name the phenomenon we are all experiencing. Talk of “Industry 4.0” emerged from Germany’s manufacturing industry in the early 2000s. The changes that are occurring are happening now because humans have finally developed the computing capacity to store massive amounts of data, which in turn can enable machine learning. The outcome of this is the development of what are called cyber-physical systems (CPSs).<sup>1</sup>

The development of information and communication technology indirectly more has influenced education world in Indonesia. The development is very fundamental and has brought many significance changes in velocity and innovation of the education world.<sup>2</sup>

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<sup>1</sup>Nancy W. Gleason, “*Higher Education in the Era of the Fourth Industrial Revolution*”, (Singapore: Palgrave Macmillan, 2018), p.2

<sup>2</sup>Muchamad Suradji, “*Pengembangan Teknologi Informasi Dan Komunikasi Di Bidang Kesiswaan, Kepegawaian Dan Keuangan Di SMA Muhammadiyah 1 Gresik*”(Master thesis; Program Magister Pendidikan Agama Islam UIN Sunan Ampel: Surabaya, 2012), p. 2



Education is essentially a conscious and planned effort to create an atmosphere learning and process learning so that students actively develop their potential religious spiritual strength, self control, personality, intelligence, noble character and skills needed by him/her, society, nation and country.<sup>3</sup>

Higher education will become increasingly important in the twenty-first Century because the automation economy requires more than ever that individuals develop the cognitive flexibility and the habits of mind that allow for life-long learning. The ability to learn new skills, accept new approaches, and cope with continual social change will be essential in the fourth industrial revolution (4IR).<sup>4</sup>

Everyone always carries out learning activities weather they realize it or not in this industry revolution 4.0 era, because learning is an important process for changing people's behavior and includes everything that someone thinks and does. In creating quality human resources in the future for nation, good education is needed. In the era of industry revolution 4.0 make various important efforts in education namely Education 4.0.

Education 4.0 is a new paradigm in educational context in which it focuses on the innovation and maximizes the use of information, internet, and technology. This new paradigm is currently promoted in many subjects, including English subjects in English Education Study Program of Universitas Tidar. One of the subjects that promote Education 4.0 is English for Survival. Promoting Education 4.0 in English for Survival classes is one of great ways to follow the

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<sup>3</sup>Munib, A., Budiyo& S. Suryana. 2012. *"Pengantar Ilmu Pendidikan"*. (Semarang: UNNES Press.

<sup>4</sup> Nancy W. Gleason, *"Higher Education in the Era of the Fourth Industrial Revolution"*, (Singapore: Palgrave Macmillan, 2018), p.15.

development of educational setting since nowadays students belong to millennial generation in which they fit to implement Education 4.0 in their class.<sup>5</sup>

The trends of Education 4.0 shift the major learning responsibilities from the instructors to the learners. This research aims to investigate of the students' perception on industry revolution 4.0 and its impact on English learning motivation to the students of Islamic higher education in Parepare south Sulawesi.

Perception here is a manner in which we conceive about someone or something. It is exactly the way we understand someone with our senses, It is something what we get after listening someone's point of view. Perception is not about embracing a single perspective. It is more of a collation of different ideas, values, attitudes and experiences which give rise to an insight.

Other individual determinants of perception are physiological states of a subject. Our perception is influenced by our emotionality, expectations, and personal preferences as well as by current status and current physiological processes.<sup>6</sup>

With respect to the varying physiological and emotional situation of an individual, emotionality and mood alter conditions for perception and influence it in either a positive or negative direction. One of the basic findings of comparative studies is the fact that previous experience enables us mainly to organize and interpret our sensory experience. Because learning and experience built on learning are among the most important determinants of perception.

The researcher see that in the development of the industry revolution 4.0 digital age, many students use the sophistication of the development of

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<sup>5</sup>Candra dewi Wahyu Anggraeni, "Promoting Education 4.0 In English For Survival Class: What Are The Challenges?",( Metathesis, Vol. 2, No. 1, April 2018: Access On May 22 2019), p.12.

<sup>6</sup> Andrej Démuth, *Perception Theories*,( Trnava: Faculty of Philosophy and Arts · Trnava University),p.61.

existing technology only as a tool to exist in social media without utilizing the various features as a learning tool.

Industry Revolution 4.0 is the best way to learn English because it is not too hard to prepare all of the preparation learning English, IR 4.0 provides all of features in this technology for example media specially in software features or learning application.

By look the changes that to reconsider the goals of learning, in particular it identifies the key of students' knowledge about a digital age, and how technology is changing everything, including the context in which they are learn.

Specifically, in this study will look at several factors from the perceptions of the students themselves in responding and facing the era of industrial revolution 4.0 and its impact of their motivation to learn English.

## **B. Problem Identification**

The industry revolution 4.0 affects not only the business, governance and the people, it also affects education as well, and thus the name Education 4.0 came to existence. This is a response to the needs of industry revolution 4.0 where human and technology are aligned to enable new possibilities.

English is one of international language and language of technology, so this is one of important language the student know more also about technology. In this research will analyze about the relation about of industry revolution 4.0 and English.

This is one of point English able to give effect for students to understand about technology in this era industry revolution 4.0 because it's no secret that technology has become more central in our everyday lives than ever before, and this research will present about the students' perspective about this era industry revolution 4.0 and the impact on their motivation to learn English.

### C. Question Research

Based on the background of the research, the problems of the present research are formulated as follows:

1. What is the students' perception towards industry revolution 4.0 digital age?
2. What is the impact of industry revolution 4.0 digital age towards students' English learning motivation?

### D. The Objectives of the Research

The objectives of the research are:

- a. Find out information about the students' perception towards industry revolution 4.0.
- b. Find out information about the impact of industry revolution 4.0 digital age towards students' English learning motivation

### E. The Significances of the Research

This research theoretically can contribute useful information for the four elements of education, as follows:

- a. The Teacher Or Lecturer

This research is expected to give positive effect for the teacher or lecturer to empower their knowledge about the students' perception on industry revolution 4.0 digital age and its impact on English learning motivation of students university at Parepare south Sulawesi.

- b. The Students

The result of this research is also expected to help and to be beneficial to the students in finding out about the industry 4.0 eras and the

effective way or technique to solve their difficulties in developing students' motivation of English learning.

c. The Researcher

It can help the researcher to improve his ability in making a research and enlarge his knowledge especially about English. Therefore, the researcher is an English teacher to be, so it is very useful for her to be creative and be a good teacher.

d. Next Researcher

It is expected that the next researcher to conduct a study on English will gain additional depth from the research. So the researcher hopes this research is useful and can help everybody who needs information related to the title. Beside that, it is aiming to improve the teachers creativity in teaching.

Future research with the similar problem and it will be used by the further researcher as a reference. Besides that, practically, the result of this research can be as information about the students' perception on industry revolution 4.0 and its impact on English learning motivation to the students of Islamic higher education in Parepare south Sulawesi.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter deals with some theories that become the bases for the discussion. The purpose of the chapter is to get the understanding of what the basic principles of the research are, so that the problem stated in the previous chapter can be answered. The discussion will be presented in five headings. They are related to some pertinent idea, some previous related finding, hypothesis, conceptual framework and definition operational variable.

#### **A. Some Pertinent Ideas**

##### **a. Perception**

Perception is the end product of the interaction between stimulus and internal hypotheses, expectations and knowledge of the observer, while motivation and emotions play an important role in this process. Perception is thus influenced by a wide range of individual factors that can lead to an inadequate interpretation.<sup>12</sup> Perception is a cognitive ability. It means that, at the beginning of formation of perception, people who have to determine what would be considered. Awareness will also affect the perception.<sup>13</sup> Our perception is determined by attitudes, emotions and expectation.

Perception is cognitive process by individual to interpret and understand their environment. Cognitive deals with recognition. The activities of cognitive deals with perception, memory, thinking, and problem solving.<sup>14</sup> According to Walgito, perception is a process preceded by the individual though

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<sup>12</sup> Andrej Démuth, *Perception Theories*,( Trnava: Faculty of Philosophy and Arts · Tranava University),p.31.

<sup>13</sup>A. R, Shaleh. *Psikologi Suatu Pengantar Dalam Perspektif Islam*.(Jakarta: Kencana: 2009), p.113-114

<sup>14</sup> Bimo Walgito. *Pengantar Psikologi Umum*, (Yogyakarta. Andi Yogyakarta, 2005).

the senses.<sup>15</sup> Furthermore, Sarwono argues the perceptions can make conclusions about what we see and hear and try to make a best guess. There are three main characteristics that affect our perception of other people.<sup>16</sup> There are three perciever's specific factors that infact on our perception with the object of perception.

A perception, in its essence, is always trying to convince us that something is one way or another. Perception is therefore more or less affirmative and that applies even in cases when it claims that a thing, a characteristic or an event is there or isn't.<sup>17</sup>

To sum up this reflection, we can say that our perception is most likely unique. It is unique in what stimuli we detect, but mainly in how we process them. That explains why, when looking at the same thing, not all of us see it the same way. Other individual determinants of perception are physiological states of a subject. Our perception is influenced by our emotionality, expectations, and personal preferences as well as by current status and current physiological processes.

The perception through the knowledge, expectations, or thoughts. This perception might be going through the mental representations, calculation or reality. Gregory believed that perception is an act of approaching hypothesis formation and testing. The reason of the perception has a function as hypotheses are:

- a. Perception generally allows behavior according to the characteristics of non-sense objects. For example, we respond to certain objects we have

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<sup>15</sup>B, WalgittoPengantar Psikologi Umum. (Yogyakarta: ANDI: 2004)

<sup>16</sup>S. W, Sarwono. Pengantar Psikologi Umum. (Jakarta: Rajawali Pers :2010), p. 86

<sup>17</sup> Andrej Démuth, *Perception Theories*,( Trnava: Faculty of Philosophy and Arts · Tranava University),p.51.



seen as the door even though we can not see the whole part of the door when it was neither shut nor wide open.

- b. It might be ambiguous. For example, the Necker cube can create two perceptions. It became unstable based on the cube the orientation which can suddenly change, or flip. The pattern might be different if we see across its side.
- c. Objects that are impossible unlikely tend to be though as possible. Hollow mask of a face is a good example. The masks are generally considered normal, even when someone knows and feels the actual mask. Unconsciously, we want to reconstruct the face as a necessity.

There are some theories which supported the top-down theory of perception. One of them is constructivist theory. In this theory, perception is an active process of extracting the sensory stimuli, their evaluations, interpretations and organizations from sensory stimuli. It is the final product of the simulation, knowledge, motivation, and emotion of the observer.

There are familiarity, mood and self-concept. The first one is familiarity with the object of perception. The second is mood, Our mood is another important factor that affects the way we perceive others. The last is The self-concept of the perceiver is also a critical determinant of perception. Perception is also influenced by certain characteristics that are specific to the person who is perceived.

There are the factors that influence of perception;

#### a) Characteristics of the Perceiver

Several characteristics of the perceiver can affect perception. When an individual looks at a target and attempts to interpret what he or she, that interpretation is heavily influenced by personal characteristics of individual perceiver. The major characteristics of the perceiver influencing perception are:



- 1) *Attitudes*: The perceiver's attitudes affect perception because the attitude here is a evaluative statements or judgments concerning object, people or value. Reflect how we feel about something.
- 2) *Moods*: Moods can have a strong influence on the way we perceive someone or something. We think differently when we are happy than we do when we are depressed. In addition, we remember information that is consistent with our mood state better than information that is inconsistent with our mood state. When in a positive mood, we form more positive impression of others. When in a negative mood, we tend to evaluate others unfavorably.
- 3) *Motives*: Motive is a word come from Latin “*Movere*” which means move. Unsatisfied needs or motives stimulate individuals and may exert a strong influence on their perceptions. In that case, motive can be interpreted as strength inside individual which encourages or become the force for someone to do something.
- 4) *Attention*: Another factor that can affect social perception is the perceivers' attention. Attention is another important factor which involves the process of making (causing) or effecting perception. It “as process when individual focus or concentrate from all of activities to an object or some objects. It has important role to make perception, this is the first steps to make readiness in order to create perception. If the object is far away from human attention, the object will get different impression.
- 5) *Interest*: Interest as persisting tendency to pay attention and enjoy some activities. Interest has big influence too in perception. When someone has big interest in something he or she will do anything to get it. For instance, she or he will focus, enjoy, has good spirit, etc. In learning something which

is interesting and what one person notices in a situation can differ from what others perceive.

- 6) *Experience*: Experience and knowledge serve as basis for perception. While one's successful experience enhances his/her perceptive ability, failure erodes his/her self confidence. Successful experience also helps perceiver understand stimuli with more accuracy.
- 7) *Cognitive Structure*: Cognitive structure, an individual's pattern of thinking, also affects perception. Cognitive structure refers to the thought pattern of an individual. Some of us tend to perceive physical traits before other traits, while others tend to focus on central traits. Cognitive complexity allows a person to perceive multiple characteristics of another person rather than attending to a few traits.
- 8) *Expectations*: State of anticipation of a particular behavior from a person and can give affect what a person perceives. Expectations can distort our perceptions in that you will see what you expect to see.

b) Characteristics of the Target

Characteristics in the target observed can affect what is felt. Physical appearance plays a big role in our perception of other people or something. But if it is related to giving opinions about something novelty, motion, sound, size, proximity and background and other attributes of a target shape the way we see it then give perception.

c) Characteristics of the Situation

The situation in which the interaction between the perceiver and the target takes place has an influence on the perceiver's impression of the target. The point of factors in the situation about time, work and social.

There are two factors that influence the perception; there are internal and external factors. Internal factors are influenced by the perception from the individual, i.e. physiological, attention and interest.<sup>18</sup> External factors are the characteristic of the environment and the subject involved. It changes a person's view towards surrounding and on people's feeling or acceptance. According to Walgito, external factors are influenced by the perception like consistency of shape, consistency color and consistency of size are described.<sup>19</sup>

#### **b. The Impact of Industry Revolution 4.0**

Industry 4.0 is intensive implementation of industrial practice across different areas of organization's operations and aided by IT systems to facilitate quick decision making for improved productivity and quality.<sup>20</sup> Industry 4.0 is built on four basic points, the production system, integration value chain network, production flow and facilitating SMART Technologies; all these characterizes and distinguishes it from traditional production process.<sup>21</sup>

Industry 4.0 is alter ego named as a learning factory with its pivotal role in helping to develop the creative content, collaborate resources, communicate machine to machine and machine to men, and being innovative by globally aware of the required high and relevant digital literacy to keep pace with the changes in the digital industrial world that offers vast opportunities, for timely demand on crucial precision actions that are required to handle uncertainties.<sup>22</sup>

<sup>18</sup>N.M, Ismail& I.A, Fata.*Posner's Analysis on Indonesian Curriculum 2013.*(The 1st EEIC in conjunction with The 2nd Reciprocal Graduate Research. Syiah Kuala University, Banda Aceh Indonesia: 2016), p.341-345

<sup>19</sup>B, Walgito. *Pengantar Psikologi Umum.*(Yogyakarta: ANDI: 2004)

<sup>20</sup>Dariusz Plinta., *New information technologies in production enterprises, Advanced - industrial engineering, Industry 4.0,* (Bielsko-Biala2016), p. 7

<sup>21</sup>Miroslav Mindas., Slavomir Bednar., *Mass customization in the context of industry 4.0: implications of variety induced complexity, Industry 4.0, Mass customization, Complexity, Demand, Variety, Advanced industrial engineering, Industry 4.0,* (2016), pp.21-39.

<sup>22</sup>S.M Sackey., A. Bester., D. Adams., *Industry 4.0 learning factory didactic design parameters for industrial engineering education in South Africa,* South African Journal of Industrial Engineering, Vol 28(1), (2017), p. 114-124.

The term Industry 4.0 was first publicly introduced in 2011 as “Industrie 4.0” by a group of representatives from different fields (such as business, politics, and academia) under an initiative to enhance the German competitiveness in the manufacturing industry. The German federal government adopted the idea in its High-Tech Strategy for 2020. Subsequently, a Working Group was formed to further advice on the implementation of Industry 4.0.

The word “revolution” denotes abrupt and radical change. Revolutions have occurred throughout history when new technologies and novel ways of perceiving the world trigger a profound change in economic systems and social structures.<sup>23</sup>

The first industrial revolution spanned from about 1760 to around 1840. Triggered by the construction of railroads and the invention of the steamengine, it ushered in mechanical production. It brought the transition from manual work to the first manufacturing processes; mostly in textile industry. An improved quality of life was a main driver of the change.

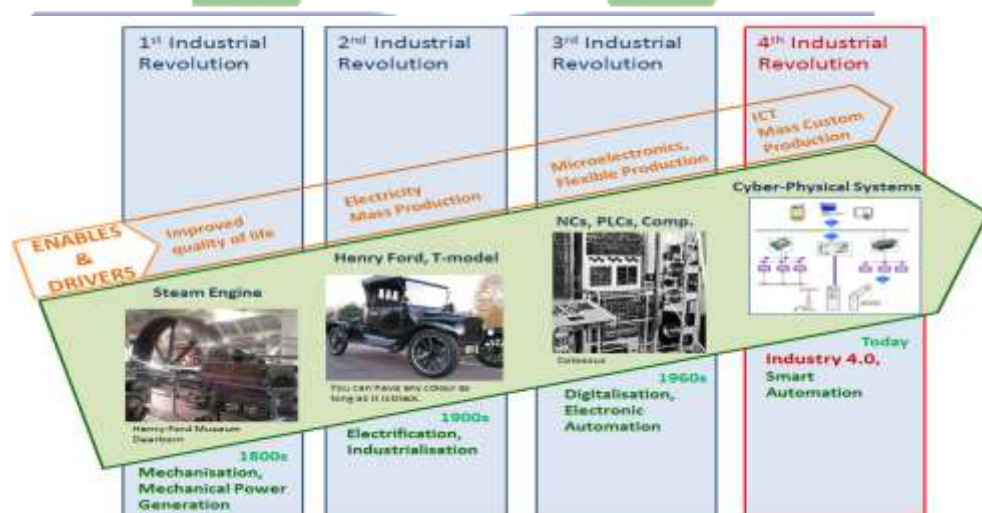
The second industrial revolution, which started in the late 19th century and into the early 20<sup>th</sup> century, made mass production possible, fostered by the advent of electricity and the assembly line. In this era of industrial revolution was triggered by electrification that enabled industrialization and mass production. Often mentioned in this context is a quote of Henry Ford, who said about the Ford T-Model car ‘You can have any colour as long as it is black.’. The quote captures well the introduction of mass production but without the possibility of products’ customization.

The third industrial revolution began in the 1960s. It is usually called the computer or digital revolution because it was catalyzed by the development of

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<sup>23</sup>Klaus Schwab, “*The Fourth Industrial Revolution*”,(World Economic Forum:Switzerland 2016).p.11

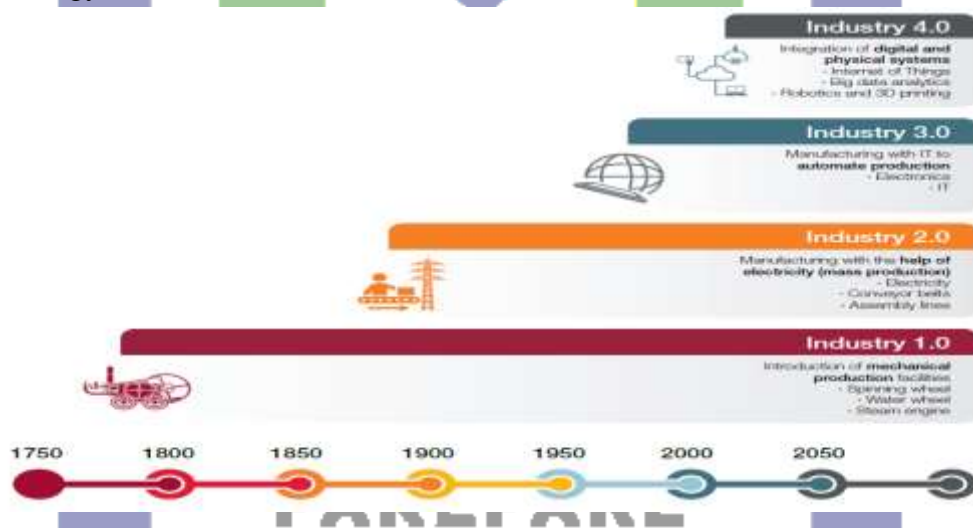
semiconductors, mainframe computing (1960s), personal computing (1970s and 80s) and the internet (1990s). This era of industrial revolution is characterized by the digitalization with introduction of microelectronics and automation. In manufacturing this facilitates flexible production, where a variety of products is manufactured on flexible production lines with programmable machines. Such production systems however still do not have flexibility concerning production quantity. This is the figure of through the industrial revolutions.



Today we are in the fourth industrial revolution that was triggered by the development of Information and Communications Technologies (ICT). Its technological basis is smart automation of cyber-physical systems with decentralized control and advanced connectivity (IoT functionalities). The consequence of this new technology for industrial production systems is reorganization of classical hierarchical automation systems to self-organizing

cyber physical production system that allows flexible mass custom production and flexibility in production quantity.<sup>24</sup>

In Germany, there are discussions about “Industry 4.0”, a term coined at the Hannover Fair in 2011 to describe how this will revolutionize the organization of global value chains. By enabling “smart factories”, the fourth industrial revolution creates a world in which virtual and physical systems of manufacturing globally cooperate with each other in a flexible way. This enables the absolute customization of products and the creation of new operating models.<sup>25</sup> This is the figure of Industrial revolutions have always been driven by innovations in technology.



The scale and breadth of the unfolding technological revolution will usher in economic, social and cultural changes of such phenomenal proportions that they are almost impossible to envisage.

<sup>24</sup>Andreja Rojko, “Industry 4.0 Concept: Background and Overview”, ECPE European Center for Power Electronics e.V., Nuremberg, Germany, iJIM – Vol. 11, No. 5, 2017, (Access On March 31 2019)

<sup>25</sup>Klaus Schwab, “The Fourth Industrial Revolution”,( World Economic Forum: Switzerland 2016).p.12



This describes and analyses the potential impact of the fourth industrial revolution on the economy, business, governments and countries, society and individuals.<sup>26</sup>

#### 1) Economy

The fourth industrial revolution will have a monumental impact on the global economy, so vast and multifaceted that it makes it hard to disentangle one particular effect from the next.

The impact that the fourth industrial revolution will have on economic growth is an issue that divides economists. On one side, the techno pessimists argue that the critical contributions of the digital revolution have already been made and that their impact on productivity is almost over. In the opposite camp, techno-optimists claim that technology and innovation are at an inflection point and will soon unleash a surge in productivity and higher economic growth.<sup>27</sup>

#### 2) Skill

In the foreseeable future, low-risk jobs in terms of automation will be those that require social and creative skills; in particular, decision-making under uncertainty and the development of novel ideas.

In such a rapidly evolving working environment, the ability to anticipate future employment trends and needs in terms of the knowledge and skills required to adapt becomes even more critical for all stakeholders. These

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<sup>26</sup>Klaus Schwab, "The Fourth Industrial Revolution",(World Economic Forum: Switzerland 2016).p.32

<sup>27</sup>Klaus Schwab, "The Fourth Industrial Revolution",(World Economic Forum: Switzerland 2016).p.32

trends vary by industry and geography, and so it is important to understand the industry and country-specific outcomes of the fourth industrial revolution.<sup>28</sup>

### 3) The Nature of Work

Today, the on-demand economy is fundamentally altering our relationship with work and the social fabric in which it is embedded. More employers are using the “human cloud” to get things done. Professional activities are dissected into precise assignments and discrete projects and then thrown into a virtual cloud of aspiring workers located anywhere in the world. This is the new on-demand economy, where providers of labour are no longer employees in the traditional sense but rather independent workers who perform specific tasks.<sup>29</sup>

For the people who are in the cloud, the main advantages reside in the freedom (to work or not) and the unrivalled mobility that they enjoy by belonging to a global virtual network. Some independent workers see this as offering the ideal combination of a lot of freedom, less stress and greater job satisfaction. Although the human cloud is in its infancy, there is already substantial anecdotal evidence that it entails silent off shoring (silent because human cloud platforms are not listed and do not have to disclose their data).

The challenge we face is to come up with new forms of social and employment contracts that suit the changing workforce and the evolving nature of work. We must limit the downside of the human cloud in terms of possible exploitation, while neither curtailing the growth of the labor market nor preventing people from working in the manner they choose.

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<sup>28</sup>Klaus Schwab, “The Fourth Industrial Revolution”,(World Economic Forum: Switzerland 2016).p.43

<sup>29</sup>Klaus Schwab, “The Fourth Industrial Revolution”,(World Economic Forum: Switzerland 2016).p.49



#### 4) National and Global

The disruptive changes brought by the fourth industrial revolution are redefining how public institutions and organizations operate. This is particularly important as it occurs at a time when governments should be essential partners in shaping the transition to new scientific, technological, economic and societal frameworks.

The digital age undermined many of the barriers that used to protect public authority, rendering governments much less efficient or effective as the governed, or the public, became better informed and increasingly demanding in their expectations.

As in previous industrial revolutions, regulation will play a decisive role in the adaptation and diffusion of new technologies. However, governments will be forced to change their approach when it comes to the creation, revision and enforcement of regulation. In the “old world”, decision-makers had enough time to study a specific issue and then create the necessary response or appropriate regulatory framework.

Many of the technological advances we currently see are not properly accounted for in the current regulatory framework and might even disrupt the social contract that governments have established with their citizens.<sup>30</sup>

Industry revolution 4.0 is very closely connected with the digital environment and the exchange of information. Moreover, as Industry revolution 4.0 changes the job market and the skills and competencies that are demanded, another key concept to face this era is higher education for people.

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<sup>30</sup>Klaus Schwab, “The Fourth Industrial Revolution”,( World Economic Forum: Switzerland 2016).p.66

### c. Industrial Revolution 4.0 and English Education

Alex Gray states “Change won’t wait for us: business leaders, educators and governments all need to be proactive in up-skilling and retraining people so everyone can benefit from the Fourth Industrial Revolution”. So, we have the obligation to create the models and contexts to allow it to happen, otherwise we will have a generation with no skills shortage for the new demands of the labor market and that will become a big problem to society.<sup>31</sup>

IR 4.0 demands changes in the contents of not only technical education, but also education in general. Across disciplines, new emphasis will have to be given on certain skills and new contents have to be added. So, new educational programs will have to be developed to meet changing demands. In the era of IR 4.0, jobs that require creativity are likely to stay. Irrespective of discipline, Education 4.0 must be able to produce highly creative graduates with the ability to think critically. Graduates must be innovative and entrepreneurial, and have cognitive flexibility to deal with complexity.

IR 4.0 will see profound changes in business models across the sectors. To cope with the quicker cycles of disruptive changes, one has to make lifelong learning a permanent part of professional life. This may, in turn, need new ways of recognising and certifying work-place based learning. This will require new partnership between educational institution and industry.

Some experts suggest that there will be a need for compressed undergraduate study programs, supplemented by practice and subsequent in-depth studies. Some even tend to suggest that fixed degree programs, as we know today, may not be effective.

Universities, therefore, will need to re-think the way academic programs will be structured in the future. To recognize more flexible, practice-

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<sup>31</sup>Gray, A. (2016). *The 10 skills you need to thrive in the Fourth Industrial Revolution*. Retrieved from <https://www.weforum.org/agenda/2016/01/the-10-skills-you-need-to-thrive-in-the-fourth-industrial-revolution/>. (Access On 4 April 2019).

oriented, competency based learning, new systems of accreditation/certification will be necessary.

To respond to the needs of IR 4.0, universities must continue to play their role as test beds for educating the future generation and innovation. But close collaboration with industry and stakeholders will be ever more important to implement Education 4.0.

To be effective and efficient in such efforts, it will be important to have technology roadmaps for the main economic /industrial sectors of the country. Such technology roadmaps will provide the direction for the educational transformation which may have two main components: transform education across disciplines in terms of content, delivery, management, and devise special education/degree programs to develop technical manpower to support IR 4.0.<sup>32</sup>

Language learning is a natural response to communicative needs (productive and/or receptive). Therefore, in classroom teacher should try to ensure that learners are always aware of the communicative value of what they are learning.<sup>33</sup>

The fact that English that gains more important status and pervasive power in the current global situation, where almost all people are now expected to have “the ability to express [themselves] clearly and appropriately”.<sup>34</sup>

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<sup>32</sup>Abdul Haseb, *Higher education in the era of IR 4*, Higher education in the era of IR 4.0%20%20 New Straits Times%20%20 Malaysia General Business Sports and Lifestyle News.htm,(Access On 20 March 2019)

<sup>33</sup>William T. Littlewood, *Foreign and Second Language Learning: Language-Acquisition Research and Implications for the Classroom*(New York: Cambridge University Press, 1989), p.97.

<sup>34</sup> Al-Mahrooqi, R. *English Communication Skills: How Are They Taught at Schools and Universities in Oman? English Language Teaching*, 5, (2012). p.125.

As for English language, the development of the language in postcolonial countries and the fact that English is the language of the United States, the centre of economy, politics, military power and mainstream culture, give rather an adequate explanation on how English, then, becomes the most-desired language many people wished to master. The prevalent influence of English in the global contexts had affected how most people perceive the language by getting them to believe that English plays such a vital role in their lives by acting as “a gateway to education, employment, and economic and social practices.”<sup>35</sup> By mastering the language, it is believed that one can get a better opportunity and access to education and employment while at the same time raise their competitiveness in the global markets. This, as a consequence, leads many governments in EFL countries to acknowledge the needs to equip their people with the knowledge and ability of the language.

#### **d. Motivation in the Learning Process**

Motivation is some kinds of internal drive which pushes someone to do things in order to achieve something. This definition is introduced in some theories, the most widely known are motivation to learn, to work, and get achievement.

A cognitive view of motivation includes factors, such as the need for exploration, activity, stimulation, new knowledge, and ego enhancement. A motivation is a state of a cognitive arousal which provokes a „decision to act“ as a result of which there is „sustained intellectual and/or physical effort“ so that the person can achieve some „previously set a goal“.<sup>36</sup>

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<sup>35</sup> Guo, Y., & Beckett, G. H. The Hegemony of English as a Global Language: Reclaiming Local Knowledge and Culture in China, *40(1), Convergence*, (2007). p.119.

<sup>36</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (England: Longman, 2001), 3rd Ed., p. 51.

Motivation is one of the important factors that influence English learning achievement. Maintaining a high level of motivation during a period of language learning is one of the best ways to make the whole process more successful.

That will be analyzed in this research is motivation to learn, it is a kind of internal and external drive which pushed students who are studying about something to improve their attitude, generally is influenced some supporting factors, they are:<sup>37</sup>

- a. Desire to success
- b. There is pushing of study
- c. There are necessities in study
- d. There is expectation in future
- e. Appreciation in the learning process
- f. There are attractive activities in the teaching learning process
- g. Good learning environment

Motivation is one of the important factors that influence English learning achievement. Maintaining a high level of motivation during a period of language learning is one of the best ways to make the whole process more successful. As each student is motivated in different ways, the teacher has to find the right balance of incentives to succeed and disincentives to fail, encouragement, and the right environment to learn.

#### 1) Types of Motivation

There are two types of motivation. They are extrinsic and intrinsic motivation.

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<sup>37</sup> Hamzah B. Uno, *Teori Motivasi & Pengukurannya (Analisis di Bidang Pendidikan)*, (Jakarta: Penerbit Bumi Aksara, 2008), P.23.

(a) Extrinsic Motivation

Extrinsic motivation is learning activity that occurs from the encouragement and someone's need that absolutely not related to the activities of their own learning.<sup>38</sup>

Extrinsic motivation itself is basically a behavior that is driven by external forces of the individual. Individual motivated extrinsically if that individual chooses an easy task, routine, simple and predictable, working to get prize, depending on help of others, less confident to express their opinions, and using external criteria in determining success and failure.<sup>39</sup>

Extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome. Extrinsic motivation thus contrasts with intrinsic motivation, which refers to doing an activity simply for the enjoyment of the activity itself, rather than its instrumental value.

(b) Intrinsic Motivation

Each of us is motivated by needs. Our most basic needs are inborn, having evolved over tens of thousands of years. According to Maslow the underlying of human behavior are basic needs that can be arranged in a hierarchy. The lowest level are physiological need (food, drink, sleep, cloth, shelter, etc), the next level are safety needs (stability, low safe from fear, etc), love and belongness

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<sup>38</sup>Martinis Yamin ,*Profesionalisme Guru denim plementasi KTSP*, (Jakarta: Gaung Persada Press, 2008), p. 163.

<sup>39</sup> M. Nur Ghufron dan Rini Risnawati, *Teori-TeoriPsikologi*, (Jakarta: ArRuzz Media 2010), p.84.

needs, self-esteem needs (achievement, competence, recognition, etc), and the most upper level are self-actualization needs.

Students are motivated to do a task are influenced by their intrinsic motivation and extrinsic motivation. Intrinsic motivation is an activity of initiated and continued learning, based on the appreciation of the need and encouragement that is absolutely related to the activation of learning.

Intrinsic motivation is an activity of initiated and continued learning, based on the appreciation of the need and encouragement that is absolutely related to the activation of learning.<sup>40</sup> The importance factor in intrinsic motivation are enjoyment that shown when carrying out their duties without any compulsion.

The existence of intrinsic motivation influenced by some factors, they are:

(1) Challenge

People are best motivated when they are working toward personally meaningful goals whose attainment requires activity at a continuously optimal (intermediate) level of difficulty.

(2) Recognition

Learners feel satisfaction when others recognize and appreciate their accomplishments.

(3) Curiosity

Something in the physical environment attracts the learner's attention or there is an optimal level of discrepancy between

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<sup>40</sup>Martinis Yamin, *Profesionalisme Guru dan Implementasi KTSP*, (Jakarta: GaungPersada Press, 2008), p.163-164.



present knowledge or skills and what these could be if the learner engaged in some activities.

(4) Control

People have a basic tendency to want to control what happens to them.

(5) Fantasy

Learners use mental images of things and situations that are not actually present to stimulate their behavior.

(6) Competition

Learners feel satisfaction by comparing their performance favorably to that of others.

(7) Cooperation

Learners feel satisfaction by helping others achieve their goals.

2) The Function of Motivation

The function of motivation includes the following:

- a) Encourage the emergence of behavior or act. Without motivation there will not be an act as learning.
- b) Motivation serves as a director. It means that motivation drives to an act of achieving desire.
- c) Motivation as the activator. This is like the engine that drives a car. The size of motivation will determine the speed of a job.
- d) The theory of motivation is closely linked to the concept of learning. A lot of need is obtained from culture; need for achievement, need for affiliation, and need for power. When someone needs is very urgent then they will try hard to motivate



himself. Motivation is a crucial aspect in teaching learning process. Without motivation, students cannot do the best.

The motivation that brings students to the task of learning English can be affected and influenced by the attitude of a number of people. It is worth considering what and who these are since they form of the world around students“ feeling and engagement with the learning process.<sup>41</sup>

(a) The Society People Live In

Outside any classroom there are attitudes to language learning and the English language in particular. How important is Learning of English considered to be in the society.

(b) Significant Others

From the culture of the world around students, their attitude to language learning will be greatly affected by the influence of people who are close to them. The attitude of parents and older siblings will be crucial. The attitude of student’s peers also crucial. If they are critical of the subject or the activity, the student’s own motivation may suffer. If they are enthusiasm learners, they may take the student along with them.

(c) The Teacher

Clearly a major factor in the continuance of student’s motivation.

(d) The Method

It is vital both teacher and students have some confidence in the way teaching and learning take place. When either loses this confidence, motivation can be disastrously affected, but when both

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<sup>41</sup> Jeremy Harmer, *The Practice of English Language Teaching*, p.51-52

are comfortable with the method being used, success is much more likely.

## B. Some Previous Related Finding

Some researchers had conducted a few studies and found related result of the research as follow:

Faizah Abd Majid in his journal entitle A Comparative Study on the Current TESL Curriculum: Identifying a Match for Industry Revolution (IR) 4.0 found that. This paper examines TESL curriculum and how the curriculum relates to the training of the super skills needed in Industry Revolution 4.0 (IR 4.0). In addressing the relevance of the curriculum, a discussion on the super skills needed for IR 4.0, IR characteristics and components will be briefly provided. In order to elicit relevant findings, document analysis was central in the research instrumentation. Additionally, a structured interview with five TESL lecturers from the universities was conducted. All of the lecturers are female aged between 30 and 35 years old. They were interviewed separately and the main purpose of the structured interview is to elicit information on how the programme develops the ten super skills in terms of the discipline courses offered, its methods of delivery and assessment. The findings that address the strengths and rooms for improvement in the current TESL programmed curriculum in meeting the need of IR 4.0 could benefit policy makers, curriculum developer and TESL trainers.<sup>42</sup>

Anealka Aziz Hussin, in his journal entitle Education 4.0 Made Simple: Ideas For Teaching concluded that Almost everyone is talking about the 4th Industrial Revolution (4IR). The 4IR wave is so strong that change is

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<sup>42</sup>Faizah Abd Majid, "A Comparative Study on the Current TESL Curriculum: Identifying a Match for Industry Revolution (IR) 4.0". International Journal of Applied Linguistics & English Literature Vol: 7, Published: November 01, 2018 (Accessed on March 22. 2019).

inevitable, including within the education setting, making Education 4.0 the famous buzzword among educationists today. Education 4.0 is a respond to the needs of IR4.0 where human and technology are aligned to enable new possibilities. the sample in this study are the students in Malaysia and the present tertiary students aged between 18 to 23 years old and they belong to the Generation -Z (Gen Z) who are so revolutionized by technology. The learning preference of the Gen Z students is different students from the previous generation as they are more hands-on and directly involved in the learning process. The students are required to perform a self-analysis of their strengths and weaknesses and determine the top three professional attributes that will get them hired by employers. An application called Mentimeters, an interactive presentation software (<https://www.mentimeter.com>) is used to elicit responses from the students. Students must go to Mentimeters Voting (<https://www.menti.com/>) to type the three professional attributes that will get them hired by employers. The conclusion of this research explain that the changes that take place in Education 4.0 really describes the learning preference of the Gen Z students. Based on the sharing session above, it is not impossible for a language course to adapt to the changes that are brought by the IR4.0 wave. It is about time for class instructors to consider integrating more current technologies in their teaching methodology.<sup>43</sup>

Chairul Anwar, Antomi Saregar, Uswatun Hasanah, Widayanti, their journal entitle *The Effectiveness of Islamic Religious Education in the Universities: The Effects on the Students' Characters in the Era of Industry 4.0* found that the character building is not only done in a formal education

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<sup>43</sup>Anealka Aziz Hussin, "Education 4.0 Made Simple: Ideas For Teaching", International Journal of Education & Literacy Studies, Vol: 6, Published: July 31, 2018 (Accessed on March 22 2019).

(educational institution), but non-formal education (parents, friends, and organization) also gives a big impact to the students. In facing the era of Industry 4.0, the character building from parents, educational institutions and government are needed. This research used a qualitative descriptive method is intended to sharpen the data obtained to obtain objective and rational generalization to decide what appropriate strategic steps to describe the impact of Islamic religious education on the universities students' character in Lampung. The subject of this research was the sixth-semester students of Physics Study Program in Islamic university (Universitas Islam NegeriRadenIntan Lampung) and non-Islamic university (Universitas Lampung). Sources of data used in this study were: a survey, interview, and literature study. The conclusion of this research is Information and technology have become the basis of the unlimited data and human life in the era of Industry 4.0. These positive and negative impacts are necessary for strengthening the characters, so that science is not value-free and there is no statement that human as a robot with no conscience. Islamic religious education in public universities (non-Islamic university) and Islamic universities is not the only to foster the students' character development, but there are several factors that are also needed for character building, namely parents, friends, organization, and the environment.<sup>44</sup>

Influence Factor of Tertiary Students' Employability Awareness Adjust Industry 4.0 by Chun-Mei Chou, Chien-Hua Shen, Hsi-Chi Hsiao, Tsu-Chguan Shen. This study aims to analyze the correlation among tertiary students' career planning, e-recruiting adoption acceptance, and employability awareness in

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<sup>44</sup>Chairul Anwar, dkk, "The Effectiveness of Islamic Religious Education in the Universities: The Effects on the Students' Characters in the Era of Industry 4.0", *Tadris: Journal of Education And Teacher Training*, Pulished: June 29 2018 (Accessed on March 22 2019).

Taiwan. Tertiary students' perceived career planning includes four factors, namely, self-appraisal, job expectancy, goal selection, and problem solving. E-recruiting adoption acceptance includes four factors, namely, playfulness, ease of use, effectiveness, and usefulness. This study employed a structural equation modeling (SEM) to analyze the relationships between tertiary students' perceived career planning, e-recruiting adoption, and employability awareness. This study treated tertiary students as the population, and adopted random sampling and cluster sampling for a survey. A total of 621 valid samples were collected. The participants responded to a 5-point Likert-type scale for each factor. The findings of this study demonstrate that "goal selection" and "problem solving" of tertiary students' "career planning" significantly influence "employability awareness". E-recruiting technology users' use intentions depend on their attitudes toward e-recruiting adoption acceptance. Administrators of tertiary should create tertiary students' career planning that encourage students to continually contemplate on goal selection approaches, and through problem solving and goal selection, energize tertiary students' active promotions of personal adaptability for e-recruiting technology adoption and continuous employability learning.<sup>45</sup>

Industrial Revolution 4.0 and Education by Aida Aryani Shahroom and Norhayati Hussin. The purpose of this paper is to discuss what happen to education system in the era of Industrial revolution 4.0 (IR 4.0). the conclusion that To deal with Industry 4.0 transformation challenges, an organization need to have a successful strategy. The developing of technologies such as big data and AI will replace most of the processes. The next generation are more

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<sup>45</sup>Chun-Mei Chou, dkk., "Influence Factor of Tertiary Students' Employability Awareness Adjust Industry 4.0" , International Journal of Psychology and Educational Studies, Available online 30.09.2017, (Access On April 13 2019)

attracted to the use of smart phones and the apps. Computerized interruptions are going on each and every day. We have to save our centre qualities, moral standards and Malaysian way of life as we grasp the Fourth Industrial Revolution. Advancement among Malaysian colleges is key aggressive factor of Digital Transformation in IR 4.0. Advanced education pioneers should abuse the potential open doors carried by the IR 4.0 with much obligation and astuteness, by giving computerized administration to their foundations. Advances delivered in the 4th IR if wrongly utilized could undoubtedly lead us adrift from our way of life, centre qualities and character that Malaysia is glad for. In this manner, it is essential for Malaysia to give a Code of Ethics and Responsible Conduct to control organizations and people in their investigation of these 4th IR advances.<sup>46</sup>

The 4.0 Industrial Revolution Affecting Higher Education Organizations' Operation In Vietnam by Huynh Van Thai and M. A Le Thi Kim Anh. The study results showed that there were 150 persons who are the managers of higher education organization in Vietnam who interviewed and answered about 13 questions. Data collected from March 2016 to March 2017 for higher education organizations in Vietnam. The paper had been analyzed KMO test, Cronbach's Alpha and the result of KMO analysis which used for multiple regression analysis. Managers' responses measured through an adapted questionnaire on a 5-point Likert scale (Conventions: 1: Completely disagree, 2: Disagree, 3: Normal; 4: Agree; 5: completely agree). The conclusion of this study is the 4.0 Industrial Revolution is a combination of the achievements of the previous three industrial revolutions in the digital world.

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<sup>46</sup>Aida Aryani Shahroom and Norhayati Hussin, "Industrial Revolution 4.0 and Education", International Journal of Academic Research in Business and Social Sciences Vol. 8 , No. 9, Published Online: 13 October 2018,(Access On April 14 2019)



People can easily get information and learn the way they want. This revolution will change the workforce in the future.<sup>47</sup>

Management of Islamic Higher Education In The 4<sup>th</sup> Industrial Revolution by Husni and Yosep Farhan Dafik. This paper tries to explore the concept of fourth industrial era in relation to the dilemma faced by PTAI between supporting or rejecting fourth industrial era, as well as strategies that need to be developed by PTAI in the face of fourth industrial era, especially in the context of competition and competition. The conclusion of this research is In addressing fourth industrial era and liberalization of higher education, PTAI needs to take an open and positive attitude. Although the challenges that are being and will be faced by PTAI will be even greater, but the agenda of fourth industrial era and liberalization of higher education, including PTAI, has become a fact that cannot be rejected. Because rejecting something that has been generally accepted (in the case of fourth industrial era and liberalization of higher education accepted through the GATS agreement), is tantamount to isolating oneself from a wider association, both at national, regional and international levels. The strategy that needs to be developed by PTAI is how PTAI can stay focused and continue to strengthen its comparative advantages, strengthen its education vision and mission, improve the curriculum, increase productivity orientation, develop international classes, and develop human resources, so that PTAI is not only exist within the framework of the GATS agreement, but also able to compete, both with national and international Higher Education.<sup>48</sup>

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<sup>47</sup>Huynh Van Thai and M. A Le Thi Kim Anh, "The 4.0 Industrial Revolution Affecting Higher Education Organizations' Operation In Vietnam", International Journal of Management Technology Vol.4, No 2, Pulished: October 2017, (Access On April 14 2019).

<sup>48</sup>Husni and Yosep Farhan Dafik, "Management Of Islamic Higher Education In The 4th Industrial Revolution", International Journal of Educational Studies, Vol. 15, No. 2, published:2018, (Access On April 14 2019).

Based on the cited research findings, the researcher concludes that industry revolution 4.0 able to impact in education especially higher education in the world not just in the school but also in the university. The fourth industrial revolution has become a major topic worldwide. The era of Industry 4.0 stimulates the advancement of science and technology, the era of Industry 4.0 gets rapid response worldwide and Indonesia is no exception.

From the all of the results above, the researchers in the world from Europe to Indonesia have had more attention to influence raised in this regarding era about the relationship of the industrial revolution 4.0 and education. But researcher have not found a more specific study to discuss the effect of industrial revolution 4.0 and student motivation especially in English learning. So the researcher proposes the study about the students' motivation in English learning.

### **C. Hypothesis**

Based on the related literature, the researcher formulates hypothesis as follows:

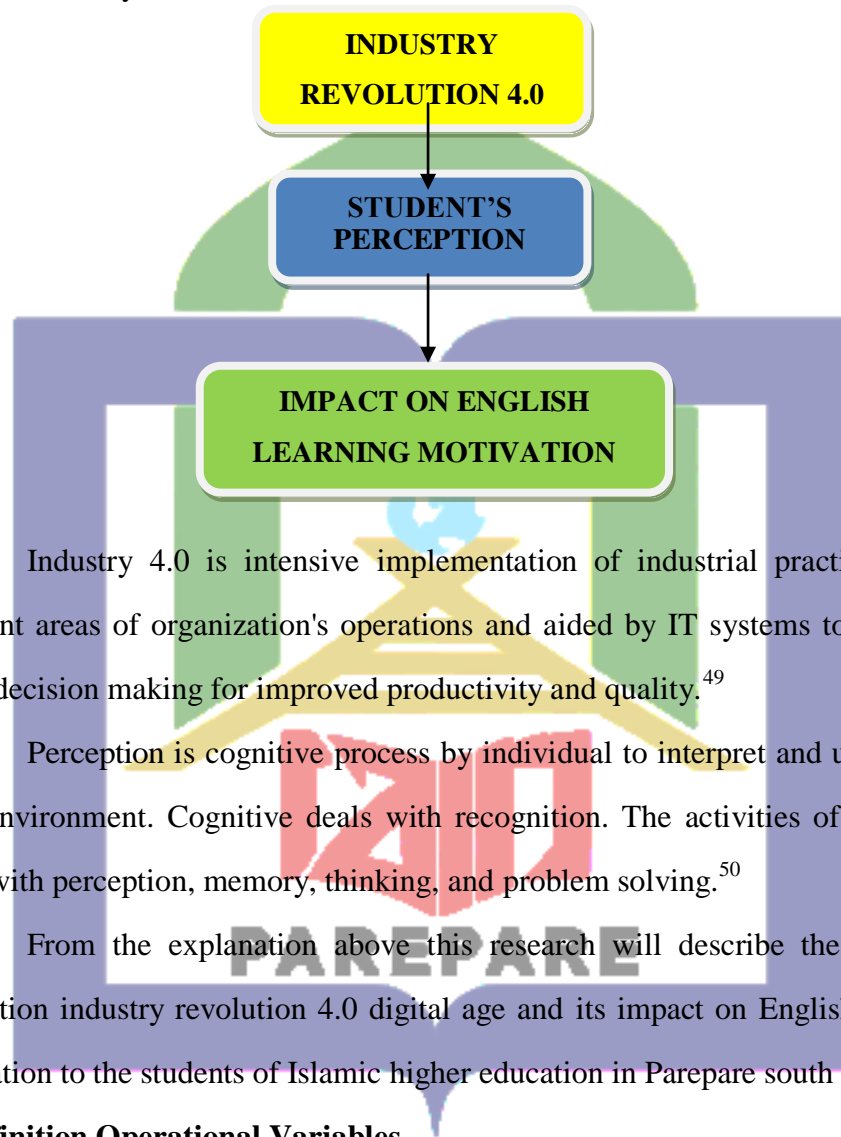
$H_0$ : There is no a significant correlation between the students perception on industry revolution 4.0 and its impact on English learning motivation of students university at Parepare south Sulawesi.

$H_a$ : There is a significant correlation between the students' perception on industry revolution 4.0 and its impact on English learning motivation of students university at Parepare south Sulawesi.



#### D. Conceptual Framework

The conceptual framework of this research can be illustrated diagrammatically as follows:



Industry 4.0 is intensive implementation of industrial practice across different areas of organization's operations and aided by IT systems to facilitate quick decision making for improved productivity and quality.<sup>49</sup>

Perception is cognitive process by individual to interpret and understand their environment. Cognitive deals with recognition. The activities of cognitive deals with perception, memory, thinking, and problem solving.<sup>50</sup>

From the explanation above this research will describe the students' perception industry revolution 4.0 digital age and its impact on English learning motivation to the students of Islamic higher education in Parepare south Sulawesi.

#### E. Definition Operational Variables

The students' perception in this research means that, the researcher would like to identify the students' opinion and idea about industry revolution 4.0.

<sup>49</sup>Dariusz Plinta., *New information technologies in production enterprises, Advanced - industrial engineering, Industry 4.0*, (Bielsko-Biala2016), p. 7

<sup>50</sup> Bimo Walgito. *Pengantar Psikologi Umum*, (Yogyakarta. Andi Yogyakarta, 2005).

Furthermore, the researcher also digs information in order to the students motivation on English learning in this digital era.

There are two variables involve in this research, they are independent variable and dependent variable. The independent variable is the students' perception on industry revolution 4.0 and dependent variable is English learning motivation.

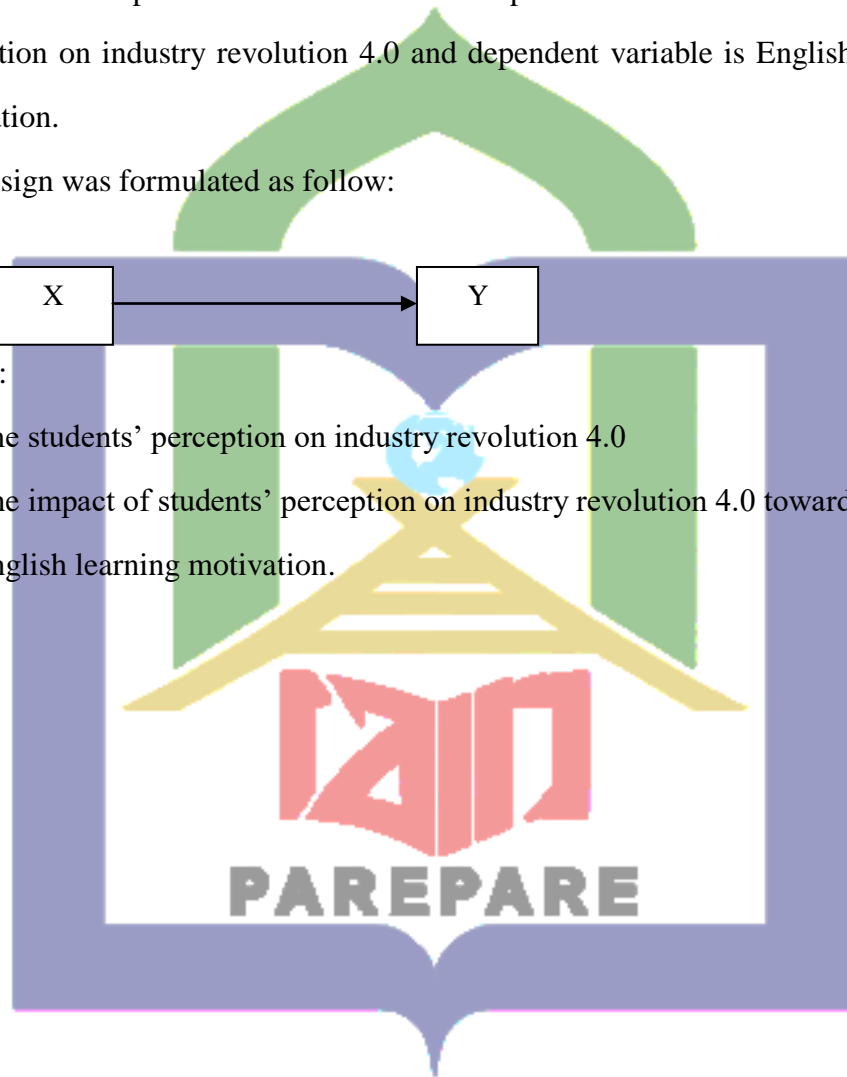
The design was formulated as follow:



Where:

X = The students' perception on industry revolution 4.0

Y = The impact of students' perception on industry revolution 4.0 towards English learning motivation.



## CHAPTER III

### METHODOLOGY OF THE RESEARCH

This chapter presents the discussion of the research method. This is presented in eight headings. They are the research design, location and time of the research, population and sample of the research, instrument of the research, procedure of collecting data, technique of data analysis, test of validity and reliability of data and test normality of data.

#### A. Research Design

The research design of a study outlines the basic approach that researchers use to answer their research question. To meet the aims and objectives of the study it is important that the researcher selects the most appropriate design for achieving the aims of the study.

The quantitative research approach arises from the belief that human phenomena and variables in human behavior can be studied objectively and so this approach has been chosen as an appropriate research method. Quantitative research uses a fixed design that organizes in advance the research question and a detailed method of data collection and analysis. It aims at describing the students' perception on industry revolution 4.0 and its impact on English learning motivation to the students of Islamic higher Education in Parepare south Sulawesi.

This research was a descriptive quantitative research because this study and method is compatible to analyzed and described the data. There are several types of studies that may be classified as descriptive design with the type of correlational study. This research also can be defined into correlational research. Correlation studies are concerned with determining the extent of relationship between variables. They enable one to measure the extend to which variations in one variable are associated with variations in determined through the use of the

coefficient correlation.

In this case, the researcher wanted to correlate between students' perception on industry revolution 4.0 and students' motivation in English learning. It is usually used to correlate two variables based on its correlation coefficient value and useful to describe and find out the significance of the correlation between those variables. There are three possible results of correlational study: a positive correlation, a negative correlation, and no correlation.

### **B. Location and Time of Research**

The locations of this research at Islamic university in south Sulawesi include that State Islamic Institute of Parepare and Muhammadiyah University. The duration of this research done two months because need several times to collect and analyze the data.

### **C. Population and sample**

The populations in this research are two universities of Parepare in south Sulawesi there are State Islamic Institute of Parepare and Muhammadiyah University of Parepare.

Stating the number of population, in this study the selected population focuses on first semester students because researcher see that the development of learning system of student learning systems in the early semester is presented with modern technology, practical and easy to understand. By the explanation that this research examined the students perspective from Muhammadiyah University of Parepare and IAIN Parepare .

The population of this study is as follows, for the state Islamic institute (IAIN) Parepare consist of 4 faculties the students of the first semester in the academic year 2019/2020 are 1851 students and in Muhammadiyah University

Parepare consists of 6 faculties the students of the first semester in the academic year 2019/2020 are 1352 students.

Sampling method is used to determining the questionnaire in this research. The sampling size is determined by using the following Slovin's formula:

$$n = N / ( 1 + N e^2 )$$

Where :

N : Population

e : The Error of Sampling = 15%

n : Sample Size

1. Sample of IAIN Parepare

$$n = \frac{N}{(1 + Ne^2)}$$

$$n = \frac{1851}{(1 + 1851(0,15)^2)}$$

$$n = \frac{1851}{(1 + 1851(0,0225))}$$

$$n = \frac{1851}{41,67}$$

$$n = 44,49$$

2. Sample of Muhammadiyah University

$$n = \frac{N}{(1 + Ne^2)}$$

$$n = \frac{1352}{(1 + 1352(0,15)^2)}$$

$$n = \frac{1352}{(1 + 1352(0,0225))}$$

$$n = \frac{1352}{31,42}$$

$$n = 43,02$$

The research used random sampling to ensure that a proper proportional representation of population subgroups has studied English. The students are from a mix of faculty backgrounds and including that their study program. The research took 87 students from IAIN Parepare there are 44 students and the students from Muhammadiyah University there are 43 students.

#### **D. Instrument of the Research**

Sugiyono stated that research method is the scientific way to get the data for the purpose and the utility of something.<sup>51</sup> To get the data, the researcher used two techniques of collecting data, they were observation and questionnaire.

##### 1. Observation

In this observation, the subject of the observation was students of Islamic higher education who implemented IT. The observation was done by the researcher at IAIN Parepare and Muhammadiyah University. The researcher did the observation by going to campus directly. The observation had purpose to find out how the implementation industry revolution 4.0 in learning and its impact on English learning motivation to the students.

##### 2. Questionnaire

Questionnaire is a number of questions which is used to gain the information from the respondents that deals with their personality report (statement), or everything they know.<sup>52</sup>

<sup>51</sup>Sugiyono. *Metode Penelitian Kuantitatif Kualitatif dan R & D*. (Bandung: Alfabeta; 2013), p. 2

<sup>52</sup>Suharsimi Arikunto, *Prosedur Penelitian, Suatu Pendekatan Praktek*, (Jakarta: PT. Rineka Cipta, 2013), p. 151.

The questionnaire is a well-established tool within social science research for acquiring information on participant social characteristics, present and past behavior, standards of behavior or attitudes and their beliefs and reasons for action with respect to the topic under investigation.<sup>53</sup>

The questionnaires consist of several statements. This questionnaire uses Likert Scale in order to determine the point of each statement. The scale that will be used is from 1 to 4, which indicated: 1. Strongly Disagree 2. Disagree 3. Agree 4. Strongly Agree. This likert scale using a scale from 1 to 4 is to eliminate the ambiguity of neutral answer. This scale makes the answer clear. The questionnaire consisted of 26 multiple choice questions.

#### **E. Procedure of Collecting Data**

There are some procedures for collecting data in this study. The first steps, researcher prepares the instruments of the research. The instruments are students' perception test and students' motivation test. Before instruments are going to be tested to the subject of the research, researcher will check the content of the instruments by consulting with three lecturer who teaches the researcher.

Secondly, the researcher will make try out to measure the validity by using Pearson product moment. For reability, the researcher uses the Alpha Cronbach formula by using SPSS 16.

After the preparation finished, researcher did the third steps for testing the instruments to 87 students in Muhammadiyah University of Parepare and IAIN Parepare as the subject of this study.

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<sup>53</sup> Bird, D.K, "The use of Questionnaire for Acquiring Information on Public Perception of Natural Hazards and risk Mitigation a Review of Current Knowledge and Practice", (Sydney : Natural Hazards and Earth System Sciences,2009), p.1308.



The next steps, researcher collected all the data. The last, scores imported to SPSS for statistical analysis and conduct a correlation between two variables, then correlation between variables will be estimated.

#### F. Technique of Data Analysis

The researcher was collected data and fed them into the SPSS statistical software in order to analyze the information utilizing an ANOVA transcript.

The result of the questionnaire was analyzed to determine the changes, if any, in perception of students in regard to the industry revolution 4.0 and its impact of English learning motivation.

The data that obtained in this research are related to data of test results and data from Questionnaire. The data that was got from the field, then, was analysis in descriptive analysis to be able to prove the real situation. The researcher used the procedural as follow:

Table 3.1 Scoring the students' responses by using Rating Scale

Positive Statement		Negative Statement	
Category	Score	Category	Score
Strongly agree	4	Strongly disagree	4
Agree	3	Disagree	3
Disagree	2	Agree	2
Strongly disagree	1	Strongly agree	1

To analyze the data of this research, the researcher used the formula of SPSS statistic 16 to calculate data based on the students' responses that was related of the questionnaire.

To classify the data of the students' scores as follow:

Table 3.2 Classification of the students' scores

NO	SCORE	CLASSIFICATION
1	33 – 52	Positive
2	13 – 32	Negative

### G. Test of Validity And Reliability of Data

To examine the validity of the questionnaires, this research used the product moment correlation formula with a rough number ( $r_{xy}$ ) by using SPSS, because the data consists of variables X (The students' perception on industry revolution 4.0) and Y (The students' motivation in English learning), to find out the index of validity is done by correlating these two variables. The criteria of test if  $r_h > r_t$  with a significance level of 0.05 then the measuring instrument is valid but if  $r_h < r_t$  the instrument is invalid.

To test the reliability by using the Alpha Cronbach formula because the data measured is in the form of data with a Likers scale. Alpha Cronbach is a coefficient of reliability that reflects how well the items in a series are positively related to each other. Alpha Cronbach was calculated in the mean inter correlation limit between items that measured concepts.

### H. Test Normality of the Data

To know whether the sample is normal or non-normal, it is necessary to test the sample distribution which called normality test. The normality test is aimed to test the hypothesis test. The result of normality test related to the statements of hypothesis test namely:

(H<sub>0</sub>)= The Null Hypothesis

The sample has a normal distribution when the significance value is greater than 0.05 (sig > 0,05).

(H<sub>a</sub>)= The Alternative Hypothesis

The sample is not normally distributed when the significance value is less than 0,05 (sig < 0,05).

In order to test the normality of sample distribution, this research uses Kolmogorov-Smirnov statistical test as follow:

Table 3.7 One-Sample Kolmogorov-Smirnov Test

### One-Sample Kolmogorov-Smirnov Test

		The Students' Perception On Industry Revolution 4.0	The Students' Motivation In English Learning
N		44	44
Normal Parameters <sup>a</sup>	Mean	41.52	42.23
Most Extreme Differences	Std. Deviation	4.201	6.573
	Absolute	.183	.145
	Positive	.098	.069
	Negative	-.183	-.145
Kolmogorov-Smirnov Z		1.213	.964
Asymp. Sig. (2-tailed)		.105	.311

- a. Test distribution is Normal.  
b. Calculated from data.

Based on the table above, the researcher can conclude that:

1. Significant value of The Students' Perception On Industry Revolution 4.0 = 0,105 > 0,05. It means that the sample is normally distributed.
2. Significant value of The Students' Motivation In English Learning = 0,311 > 0,05. It means that the sample is also normally distribute.

After getting the result of the normality test, researcher is going to analyze whether there is correlation between two variables or not by determining the coefficient of correlation. The variable of students' perception on industry revolution 4.0 refers to independent variable (X) and students' motivation in English learning refers to dependent variable (Y). For the correlation analysis those variables, researcher uses Pearson Product Moment Coefficient. Pearson Product Moment Coefficient can be used to measure correlation between students' perception on industry revolution 4.0 and students' motivation in English learning. Pearson correlation coefficient is appropriate to variables of the ratio or interval type and it is also assumes that each set of scores is normally distribute. The coefficient correlation or "r" which indicates the stenght or weakness the relationship of those variables.

The interpretation for calculating correlation coefficients are the value of +1 is obtained for perfect positive correlation, a value of -1 for perfect negative correlation, and a value of zero for no correlation at all.

The formula used as follow:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Where :

$r$  = Person  $r$  correlation coefficient

$N$  = Number of respondent

$X$  = students' score in students' perception on industry revolution 4.0

$Y$  = students' score in students' motivation in English learning

$\Sigma x$  = sum of  $x$  scores

$\Sigma y$  = sum of  $y$  scores

$\Sigma x^2$  = sum of squared  $x$  scores

$\Sigma y^2$  = sum of squared  $y$  scores

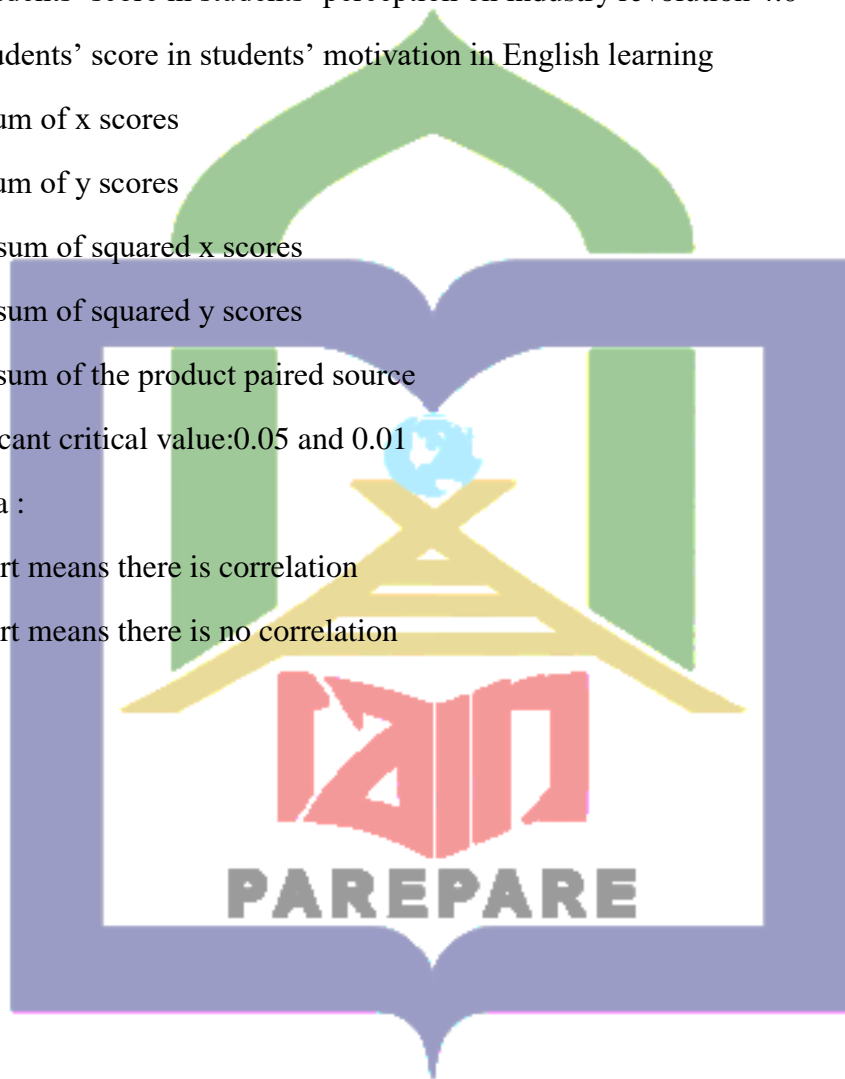
$\Sigma xy$  = sum of the product paired source

Significant critical value: 0.05 and 0.01

Criteria :

If  $r_o > r_t$  means there is correlation

If  $r_o < r_t$  means there is no correlation



## CHAPTER IV

### FINDINGS AND DISCUSSIONS

This chapter consist of findings and discussion. The findings deals with the students score obtained through questionnaires about students' perception and students' motivation. The discussion deals with the explanation that have been resumed of the data based on the theory in the chapter II.

#### A. Findings

This part describes general findings of data gained by researcher during the research. To find out the answer of the research question in the previous chapter, the researcher divides in six parts. First the students' score of perception on industry revolution 4.0, the second the category of students' perception on industry revolution 4.0, the third the questionnaires item in students' perception on industry revolution 4.0, next the students' motivation in English learning, next the questionnaires item in students' motivation in English learning and the last significance test about students' perception on industry revolution 4.0 and its impact in English learning motivation of students. The findings as follow:

#### 1. The students' perception on industry revolution 4.0 digital age.

The data shows that students' positive and negative perception on the industry revolution 4.0. The researcher divides into three parts, as a below;

##### a. The students score of students' perception

- 1) Table 4.1 The Analysis of Students' Perception On Industry Revolution 4.0.

NO.	ITEMS	SCORE	CATEGORY
1	Highest Score	48	Positive
2	Lowest Score	28	Negative
3	Mean	40,89	Positive
4	Median	41	Positive
5	Modus	44	Positive

The table showed that the students' perception on industry revolution is positive, the data of the students' mean score is 40,89 in positive category. Then the high score is 48 in positive category, the lowest score 28 in negative category perception, median score 41 in positive category and modus score is 44 in positive category.

2) Table 4.2 The Classification of Students' Perception On Industry Revolution 4.0.

NO	CATEGORY	FREQUENCY	PERCENTAGES
1	POSITIVE	83	95,40 %
2	NEGATIVE	4	4.60 %

The table showed that generally, the students' perception on industry revolution is positive, in the data there are 83 respondents or 95,40% the students' in positive category. Then out of the 4 respondents or 4,60% the students in negative category.

**b. The Category Of Students' Perception On Industry Revolution 4.0**

The students' perception on the questionnaires the researcher divides into four categories from economy, social, the nature of work and education systems. The researcher got data as follows:

1) Economic

a) Table 4.3 The Analysis of Students' Perception on Industry Revolution 4.0 in economic system.

ECONOMY			
NO.	ITEMS	SCORE	CATEGORY
1	Highest Score	12	Positive
2	Lowest Score	7	Negative
3	Mean	9,75	Positive



4	Median	10	Positive
5	Modus	10	Positive

In the table shows that the mean score of students' perception in economic category is positive, the data of the students' the mean score is 9,75 in positive category. Then the high score is 12 in category positive, the lowest score is 7 in negative category, median score 10 in positive category and modus score is 10 in positive category.

b) Table 4.4 The Classification of Students' Perception on Industry Revolution 4.0 in economic system.

<b>ECONOMY</b>			
<b>NO</b>	<b>CATEGORY</b>	<b>FREQUENCY</b>	<b>PERCENTAGES</b>
1	POSITIVE	82	94,25 %
2	NEGATIVE	5	5,75 %

The table showed that generally, the students' perception on industry revolution is positive, in the data there are 83 respondents or 95,40% the students' in positive category. Then out of the 4 respondents or 4,60% the students in negative category.

2) Social

a) Table 4.5 The Analysis of Students' Perception on Industry Revolution 4.0 in social system.

<b>SOCIAL</b>			
<b>NO.</b>	<b>ITEMS</b>	<b>SCORE</b>	<b>CATEGORY</b>
1	Highest Score	16	Positive
2	Lowest Score	8	Negative
3	Mean	12,37	Positive
4	Median	12	Positive
5	Modus	12	Positive

In the table shows that the mean score of students' perception in social category is positive, the data of the students' the mean score is 12,37 in positive category. Then the high score is 16 in category positive, the lowest score is 8 in negative category, median score 12 in positive category and modus score is 12 in positive category.

b) Table 4.6 The Classification of Students' Perception on Industry Revolution 4.0 in social system.

SOCIAL			
NO	CATEGORY	FREQUENCY	PERCENTAGES
1	POSITIVE	79	90,80 %
2	NEGATIVE	8	9,20 %

The table showed that generally, the students' perception on industry revolution is positive, in the data there are 79 respondents or 90,80% the students' in positive category. Then out of the 8 respondents or 9,20% the students in negative category.

3) The Nature Of Work

a) Table 4.7 The Analysis of Students' Perception on Industry Revolution 4.0 in The Nature Of Work.

THE NATURE OF WORK			
NO.	ITEMS	SCORE	CATEGORY
1	Highest Score	12	Positive
2	Lowest Score	5	Negative
3	Mean	9,05	Positive
4	Median	9	Positive
5	Modus	9	Positive

In the table shows that the mean score of students' perception in the nature of work category is positive, the data of the students' the mean score is 9,05 in positive category. Then the high score is 12 in category positive, the lowest score is 5 in negative category, median score 9 in positive category and modus score is 9 in positive category.

b) Table 4.8 The Classification of Students' Perception on Industry Revolution 4.0 in The Nature Of Work.

<b>THE NATURE OF WORK</b>			
<b>NO</b>	<b>CATEGORY</b>	<b>FREQUENCY</b>	<b>PERCENTAGES</b>
1	POSITIVE	75	86,20%
2	NEGATIVE	12	13,80%

The table showed that generally, the students' perception on industry revolution is positive, in the data there are 75 respondents or 86,20% the students' in positive category. Then out of the 12 respondents or 13,80% the students in negative category.

4) Education

a) Table 4.9 The Analysis of Students' Perception on Industry Revolution 4.0 in Education.

<b>EDUCATION</b>			
<b>NO.</b>	<b>ITEMS</b>	<b>SCORE</b>	<b>CATEGORY</b>
1	Highest Score	15	Positive
2	Lowest Score	5	Negative
3	Mean	9,72	Positive
4	Median	10	Positive
5	Modus	10	Positive

In the table shows that the mean score of students' perception in education category is positive, the data of the students' the mean score is 9,72 in positive category. Then the high score is 15 in category positive, the lowest score is 5 in negative category, median score 10 in positive category and modus score is 10 in positive category.

b) Table 4.10 The Classification of Students' Perception on Industry Revolution 4.0 in Education.

EDUCATION			
NO	CATEGORY	FREQUENCY	PERCENTAGES
1	POSITIVE	83	95,40%
2	NEGATIVE	4	4.60%

The table showed that generally, the students' perception on industry revolution is positive, in the data there are 83 respondents or 95,40% the students' in positive category. Then out of the 4 respondents or 4,60% the students in negative category.

## 2. The Questionnaires Item In Students' Perception On Industry Revolution 4.0

This part shows the classification of 13 items of questionnaire on the students' perception on industry revolution 4.0, the data as below:

Table 4.11 Analysis of Questionnaires Item Number 1

(The industry revolution 4.0 can be interpreted as a form of change in human system)

ITEM 1		
CATEGORY	F	P
POSITIVE	79	90,8
NEGATIVE	8	9,2

The table 4.11 shows that by the first item in the questionnaires about the industry revolution 4.0 can be interpreted as a form of change in human system, by 87 students there are 79 or 90,8% students has positive respond about that and 8 or 9,2% students has negative respond about that.

Table 4.12 Analysis of Questionnaires Item Number 2

(The industry revolution 4.0 was an increase in technological system to the digitalization era)

<b>ITEM 2</b>		
<b>CATEGORY</b>	<b>F</b>	<b>P</b>
POSITIVE	81	93,1
NEGATIVE	6	6,9

The table 4.12 shows that by the second item in the questionnaires about the industry revolution 4.0 was an increase in technological system to the digitalization era, by 87 students there are 81 or 93,1% students has positive respond about that and 6 or 6,9% students has negative respond about that.

Table 4.13 Analysis of Questionnaires Item Number 3

(The industry revolution 4.0 is triggering a profound change in the economic, education and social structures of society)

<b>ITEM 3</b>		
<b>CATEGORY</b>	<b>F</b>	<b>P</b>
POSITIVE	84	96,56
NEGATIVE	3	3,44

The table 4.13 shows that by the third item in the questionnaires about the industry revolution 4.0 is triggering a profound change in the economic, education and social structures of society, by 87 students there are 84 or

96,56% students has positive respond about that and 3 or 3,44% students has negative respond about that.

Table 4.14 Analysis of Questionnaires Item Number 4

(The industry revolution 4.0 makes human life more practical with all internet access (Online))

ITEM 4		
CATEGORY	F	P
POSITIVE	76	87,36
NEGATIVE	11	12,64

The table 4.14 shows that by the item number four in the questionnaires about the industry revolution 4.0 makes human life more practical with all internet access (Online), by 87 students there are 76 or 87,36% students has positive respond about that and 11 or 12,64% students has negative respond about that.

Table 4.15 Analysis of Questionnaires Item Number 5

(The industry revolution 4.0 demands students to be more productive in their self-development)

ITEM 5		
CATEGORY	F	P
POSITIVE	75	86,2
NEGATIVE	12	13,8

The table 4.15 shows that by the item number five in the questionnaires about the industry revolution 4.0 demands students to be more productive in their self-development, by 87 students there are 75 or 86,2%

students has positive respond about that and 12 or 13,8% students has negative respond about that.

Table 4.16 Analysis of Questionnaires Item Number 6

(The information of various things is easily obtained in the era of the industry revolution 4.0)

ITEM 6		
CATEGORY	F	P
POSITIVE	82	94,25
NEGATIVE	5	5,75

The table 4.16 shows that by the item number six in the questionnaires about the information of various things is easily obtained in the era of the industry revolution 4.0, by 87 students there are 82 or 94,25% students has positive respond about that and 5 or 5,75% students has negative respond about that.

Table 4.17 Analysis of Questionnaires Item Number 7

(The era of the industry revolution 4.0 with the ease of obtaining information make people more easily trust hoax news)

ITEM 7		
CATEGORY	F	P
POSITIVE	54	62,07
NEGATIVE	33	37,93

The table 4.17 shows that by the item number seven in the questionnaires about in the era of the industry revolution 4.0 with the ease of obtaining information make people more easily trust hoax news, by 87 students there are 54 or 62,07% students has positive respond about that and 33 or 37,93% students has negative respond about that.

Table 4.18 Analysis of Questionnaires Item Number 8

(The industry revolution 4.0 is the reformation of the era disruption in the field of education)

<b>ITEM 8</b>		
<b>CATEGORY</b>	<b>F</b>	<b>P</b>
POSITIVE	76	87,36
NEGATIVE	11	12,64

The table 4.18 shows that by the item number eight in the questionnaires about the industry revolution 4.0 is the reformation of the era disruption in the field of education, by 87 students there are 76 or 87,36% students has positive respond about that and 11 or 12,64% students has negative respond about that.

Table 4.19 Analysis of Questionnaires Item Number 9

(The industry revolution 4.0 is able to provide more promising career opportunities with large jobs)

<b>ITEM 9</b>		
<b>CATEGORY</b>	<b>F</b>	<b>P</b>
POSITIVE	59	67,82
NEGATIVE	28	32,18

The table 4.19 shows that by the item number nine in the questionnaires about the industry revolution 4.0 is able to provide more promising career opportunities with large jobs, by 87 students there are 59 or 67,82% students has positive respond about that and 28 or 32,18% students has negative respond about that.



Table 4.20 Analysis of Questionnaires Item Number 10

(The industry revolution 4.0 with its technological sophistication could raise a high unemployment risk)

<b>ITEM 10</b>		
<b>CATEGORY</b>	<b>F</b>	<b>P</b>
POSITIVE	54	62,07
NEGATIVE	33	37,93

The table 4.20 shows that by the item number ten in the questionnaires about the industry revolution 4.0 with its technological sophistication could raise a high unemployment risk, by 87 students there are 54 or 62,07% students has positive respond about that and 33 or 37,93% students has negative respond about that.

Table 4.21 Analysis of Questionnaires Item Number 11

(The industry revolution 4.0 is a challenge for students facing strict employment with the sophistication of technology)

<b>ITEM 11</b>		
<b>CATEGORY</b>	<b>F</b>	<b>P</b>
POSITIVE	81	93,1
NEGATIVE	6	6,9

The table 4.21 shows that by the item number eleven in the questionnaires about the industry revolution 4.0 is a challenge for students facing strict employment with the sophistication of technology, by 87 students there are 81 or 93,1% students has positive respond about that and 6 or 6,9% students has negative respond about that.

Table 4.22 Analysis of Questionnaires Item Number 12

(The industry revolution 4.0 is a problem solving with the ease of obtaining services in various agencies or shopping with the application and Internet access)

ITEM 12		
CATEGORY	F	P
POSITIVE	75	86,2
NEGATIVE	12	13,8

The table 4.22 shows that by the item number twelve in the questionnaires about the industry revolution 4.0 is a problem solving with the ease of obtaining services in various agencies or shopping with the application and Internet access, by 87 students there are 75 or 86,2% students has positive respond about that and 12 or 13,8% students has negative respond about that.

Table 4.23 Analysis of Questionnaires Item Number 13

(The industry revolution 4.0 increases the ego of every individual because it is more active in cyberspace with various applications of social media)

ITEM 13		
CATEGORY	F	P
POSITIVE	68	78,16
NEGATIVE	19	21,84

The table 4.23 shows that by the item number thirteen in the questionnaires about the industry revolution 4.0 increases the ego of every individual because it is more active in cyberspace with various application of social media, by 87 students there are 68 or 78,16% students has positive respond about that and 19 or 21,84% students has negative respond about that.

### 3. The Students' Motivation in English Learning.

The questionnaire shows that students' had high and low responded in students' motivation in English learning. The data as below:

a. Table 4.24 The Analysis of Students' Motivation In English Learning

NO.	ITEMS	SCORE	CATEGORY
1	Highest Score	52	High
2	Lowest Score	25	Low
3	Mean	41,38	High
4	Median	42	High
5	Modus	40	High

The table showed that the students' motivation in English learning is high, the data of the students' mean score is 41,38 in category high. Then out of the high score in the data of students' motivation is 52 in high category, then the lowest score 25 in low category. median score is 42 in high category and modus score is 40 in high category.

b. Table 4.25 The Classification of Students' Motivation In English Learning

NO	CATEGORY	FREQUENCY	PERCENTAGES
1	HIGH	81	93,10 %
2	LOW	6	6,90 %

The table showed that generally, the students' perception on industry revolution is positive, in the data there are 81 respondents or 93,10% the students' in high category. Then out of the 6 respondents or 6,90% the students in low category.

#### 4. The Questionnaires Item In Students' Motivation In English Learning

This part shows the classification of 13 items of questionnaire on the students' perception on industry revolution 4.0, the data as below:

Table 4.26 Analysis of Questionnaires Item Number 1

(The students learn English because it is an international language)

ITEM 1		
CATEGORY	F	P
HIGH	79	90,80
LOW	8	9,20

The table 4.26 shows that by the item number one in the questionnaires about the students learn English because it is an international language, by 87 students there are 79 or 90,80% students has positive respond about that and 8 or 9,20% students has negative respond about that.

Table 4.27 Analysis of Questionnaires Item Number 2

(The students enjoyed learning English because English is a technology language)

ITEM 2		
CATEGORY	F	P
HIGH	81	93,1
LOW	6	6,9

The table 4.27 shows that by the item number two in the questionnaires about the students enjoyed learning English because English is a technology language, by 87 students there are 81 or 93,1% students has positive respond about that and 6 or 6,9% students has negative respond about that.

Table 4.28 Analysis of Questionnaires Item Number 3

(The students learn English because it is one of the courses of necessity)

<b>ITEM 3</b>		
<b>CATEGORY</b>	<b>F</b>	<b>P</b>
HIGH	84	96,56
LOW	3	3,44

The table 4.28 shows that by the item number three in the questionnaires about the students learn English because it is one of the courses of necessity, by 87 students there are 84 or 96,56% students has positive respond about that and 3 or 3,44% students has negative respond about that.

Table 4.29 Analysis of Questionnaires Item Number 4

(The students found difficult to learn English)

<b>ITEM 4</b>		
<b>CATEGORY</b>	<b>F</b>	<b>P</b>
HIGH	83	95,4
LOW	4	4,6

The table 4.29 shows that by the item number four in the questionnaires about the students found difficult to learn English, by 87 students there are 83 or 95,4% students has positive respond about that and 4 or 4,6% students has negative respond about that.

Table 4.30 Analysis of Questionnaires Item Number 5

(The students sure that the English knowledge can support their career in the future)

<b>ITEM 5</b>		
<b>CATEGORY</b>	<b>F</b>	<b>P</b>
HIGH	72	82,76
LOW	15	17,24

The table 4.30 shows that by the item number five in the questionnaires about the students sure that the English knowledge can support their career in the future, by 87 students there are 72 or 82,76% students has positive respond about that and 15 or 17,24% students has negative respond about that.

Table 4.31 Analysis of Questionnaires Item Number 6

(The students sure that with the knowledge of English we are able to easily understand the wide range of applications on every technological development)

<b>ITEM 6</b>		
<b>CATEGORY</b>	<b>F</b>	<b>P</b>
HIGH	72	82,76
LOW	15	17,24

The table 4.31 shows that by the item number six in the questionnaires about the students sure that with the knowledge of English we are able to easily understand the wide range of applications on every technological development, by 87 students there are 72 or 82,76% students has positive respond about that and 15 or 17,24% students has negative respond about that.

Table 4.32 Analysis of Questionnaires Item Number 7

(The students are interested in learning English because it is also the global economic language used)

<b>ITEM 7</b>		
<b>CATEGORY</b>	<b>F</b>	<b>P</b>
HIGH	76	87,36
LOW	11	12,64

The table 4.32 shows that by the item number seven in the questionnaires about the students are interested in learning English because it is

also the global economic language used, by 87 students there are 76 or 87,36% students has positive respond about that and 11 or 12,64% students has negative respond about that.

Table 4.33 Analysis of Questionnaires Item Number 8

(The students feel excited in learn English because it follows the times)

<b>ITEM 8</b>		
<b>CATEGORY</b>	<b>F</b>	<b>P</b>
HIGH	75	86,2
LOW	12	13,8

The table 4.33 shows that by the item number eight in the questionnaires about the students feel excited in learn English because it follows the times, by 87 students there are 75 or 86,2% students has positive respond about that and 21 or 13,8% students has negative respond about that.

Table 4.34 Analysis of Questionnaires Item Number 9

(The English knowledge they can communicate with people in different countries)

<b>ITEM 9</b>		
<b>CATEGORY</b>	<b>F</b>	<b>P</b>
HIGH	67	77,01
LOW	20	22,99

The table 4.34 shows that by the item number nine in the questionnaires about the English knowledge they can communicate with people in different countries, by 87 students there are 67 or 77,01% students has positive respond about that and 20 or 22,99% students has negative respond about that.

Table 4.35 Analysis of Questionnaires Item Number 10

(The students learn English to know speak English and look more confident)

<b>ITEM 10</b>		
<b>CATEGORY</b>	<b>F</b>	<b>P</b>
HIGH	73	83,9
LOW	14	16,1

The table 4.35 shows that by the item number ten in the questionnaires about the students learn English to know speak English and look more confident, by 87 students there are 73 or 83,9% students has positive respond about that and 14 or 16,1% students has negative respond about that.

Table 4.36 Analysis of Questionnaires Item Number 11

(The students are passionate in learning English to pursue study abroad)

<b>ITEM 11</b>		
<b>CATEGORY</b>	<b>F</b>	<b>P</b>
HIGH	68	78,16
LOW	19	21,84

The table 4.36 shows that by the item number eleven in the questionnaires about the students are passionate in learning English to pursue study abroad, by 87 students there are 68 or 78,16% students has positive respond about that and 19 or 21,84% students has negative respond about that.



Table 4.37 Analysis of Questionnaires Item Number 12

(The students love to learn English because most of the English-speaking friends have a broad social world)

ITEM 12		
CATEGORY	F	P
HIGH	63	72,41
LOW	24	27,59

The table 4.37 shows that by the item number twelve in the questionnaires about the students love to learn English because most of the English-speaking friends have a broad social world, by 87 students there are 63 or 72,41% students has positive respond about that and 24 or 27,59% students has negative respond about that.

Table 4.38 Analysis of Questionnaires Item Number 13

(The students learn English to improve the quality of them self in order to be able to follow and replenish greater employment opportunities)

ITEM 13		
CATEGORY	F	P
HIGH	82	94,25
LOW	5	5,75

The table 4.38 shows that by the item number thirteen in the questionnaires about the students learn English to improve the quality of them self in order to be able to follow and replenish greater employment opportunities, by 87 students there are 82 or 94,25% students has positive respond about that and 5 or 5,75% students has negative respond about that.

## 5. The Significance Test of Students' Perception on Industry Revolution 4.0 and Its Impact on Students' Motivation in English Learning.

- 1) The Calculation of Pearson Product Moment Correlation Using SPSS 16 Program

Table 4.39 Analysis of Correlation Test

		STUDENTS' PERCEPTION	STUDENTS' MOTIVATION
STUDENTS' PERCEPTION	Pearson Correlation	1	.496**
	Sig. (2-tailed)		.000
	N	87	87
STUDENTS' MOTIVATION	Pearson Correlation	.496**	1
	Sig. (2-tailed)	.000	
	N	87	87

\*\* . Correlation is significant at the 0.01 level (2-tailed).

To find out if these two variables has relation, the table above that carried out the correlation test product moment shows that the value of  $r_h$  is 0,496 then the value of  $r_t$  in significance 5% (0,05) = 0,2108, because the value of  $r_h \geq r_t$  ( $0,496 \geq 0,2108$ ) the conclusion is  $H_a$  accepted and  $H_o$  rejected, meaning there is a significant influence between student perception variables (X) and students' motivation in English learning (Y).

- 2) Pearson Product Moment

The correlation analysis those variables, researcher uses Pearson Product Moment Coefficient. Pearson Product Moment Coefficient can be used to measure correlation between students' perception on industry revolution 4.0 and students' motivation in English learning. Pearson correlation coefficient is appropriate to variables of the ratio or interval type and it is also assumes that each set of scores is normally distribute. The coefficient correlation or "r" which indicates the stenght or weakness the

relationship of those variables. To know clearly the value of Pearson Product Moment Coefficient as follow:

Table 4.40: Pearson Product Moment

Variable	Rvalue	Rtable		Df=n-2
		5%	1%	
X-Y	0,496	5%	1%	85
		0,2108	0,2748	

Based on the calculation by using SPSS 16 Program, it was found that Rvalue = 0,496 was higher than Rtable = 5% (0,2108) or 1% (0,2748) at df = 85. Then Rvalue was consulted with the table of interpretation coefficient correlation as follow:

Table 4.41: The Interpretation of Coefficient Correlation R.

Interval Coefficient	Level of Correlation
0,80 – 1,000	Very Strong
0,60 – 0,800	Strong
0,40 – 0,600	Moderate
0,20 – 0,400	Weak
0,00 – 0,200	Very Weak (No Correlation)

Therefore, coefficient correlation Rvalue = 0,496 was categorized into moderate correlation. It meant that there was a significant positive correlation between the students' perception on industry revolution 4.0 and the students' motivation in English learning.

## B. Discussion

The following discussion showed that the analysis of students' perceptions about industry revolution 4.0 and its impact in English learning motivation.

The industry revolution 4.0 is an essential foundation for our modern life. According to the literature, scientists and researchers industry 4.0 is built on four basic points, the production system, integration value chain network, production flow and facilitating SMART Technologies; all these characterizes and distinguishes it from traditional production process.<sup>90</sup> The integration of the Internet of Things (IoT) and the Internet of Services (IoS) in the manufacturing process has initiated the fourth industrial revolution.<sup>91</sup>

By the explanation above that industry revolution 4.0 gives big impact in human life. The industry revolution 4.0 era has been marked by rapid changes in several areas on economy, social, the nature of work and education. In this part the first discussion is about the students' perception on industry revolution 4.0. By the description data above the students give their perception about industry revolution 4.0. The findings displayed data regarding student perception. The researcher showed that the perception related assessment was divided into two categories i.e. positive categories and negative categories.

From the results of the data analysis that has been conducted by researchers, in this research can be noted that each student has a separate perception related to the Industrial Revolution of 4.0. On existing data shows that not all students have a positive view of the application of the 4.0 Industrial

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<sup>90</sup> MiroslavMindas., SlavomirBednar., Mass customization in the context of industry 4.0: implications of variety induced complexity, Industry 4.0, Mass customization, Complexity, Demand, Variety, Advanced industrial engineering, Industry 4.0, (2016), p.21-39.

<sup>91</sup> Kagermann, H., W. Wahlster and J. Helbig, eds., Recommendations for implementing the strategic initiative Industrie 4.0: *Final report of the Industrie 4.0 Working Group.*(2013), p.5.

Revolution. Some of them actually have negative perception and think that with this new era students have to be more active in fighting in their self-esteem than with existing technology.

The students realize that industry revolution 4.0 gave big changes in their life, easy to get information access about anything, everything is online, and the main point is educational system cannot improve without IT. Since students are considered as digital natives and people nowadays live in a technology and media-driven environment, they are expected to be familiar with skills related to information, media, and technology such as accessing and evaluating information, using and managing information, analyzing media, creating media products, and applying technology effectively.

Motivation is some kinds of internal drive which pushes someone to do things in order to achieve something. This definition is introduced in some theories, the most widely known are motivation to learn, to work, and get achievement.

Related to the motivation to learn English students, from the data shown in the findings section, researchers found that if viewing from the mean score then it can be known that the average student is motivated to learn English. However, to see more specific data researchers explain that in each item of the questionnaires being shared it can be found that not all students have the same views and motivation in learning English. It can be a reference so that every student has their own motivation to motivate them to learn English.

The findings consistent with Aida Aryani Shahroom and Norhayati Hussin in their research about Industrial Revolution 4.0 and Education. The purpose of the paper is to discuss what happen to education system in the era of Industrial revolution 4.0 (IR 4.0). the conclusion that To deal with Industry 4.0

transformation challenges, an organisation need to have a successful strategy. The next generation are more attracted to the use of smartphones and the apps. Computerized interruptions are going on each and every day. We have to save our centre qualities, moral standards.<sup>92</sup>

The last discussion is about the impact of students' perception on industry revolution 4.0 and its impact on students' motivation in English learning. By the data calculation of students' perception on industry revolution 4.0 and the students' motivation in English learning, the researcher found that students understand about the importance of learning English is not only as one of subject in the course but also the language that is important to know. They believe that English is one of success key to face the industry revolution 4.0.

The findings suggest that the use of digital technologies for educational purposes would be acceptable for the students who are highly or moderately dependent on digital technologies in their personal and social lives. It was expected that students with high digital competence would have positive perceptions and intentions regarding the use digital technologies in their formal learning, since their competence would make the use of digital technologies easy for them. Past studies have shown that the perceived ease of use of a technology can positively influence individual perceptions and use of that technology.

The findings consistent with Huynh Van Thai and M. A Le Thi Kim Anh in their research about The 4.0 Industrial Revolution Affecting Higher Education Organizations' Operation In Vietnam. The conclusion of this study is the 4.0 Industrial Revolution is a combination of the achievements of the previous three

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<sup>92</sup> Aida AryaniShahroom and NorhayatiHussin," *Industrial Revolution 4.0 and Education*", International Journal of Academic Research in Business and Social Sciences Vol. 8 , No. 9, Published Online: 13 October 2018,(Access On April 14 2019)

industrial revolutions in the digital world. People can easily get information and learn the way they want. This revolution will change the workforce in the future.<sup>93</sup>



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<sup>93</sup>Huynh Van Thai and M. A Le Thi Kim Anh, “*The 4.0 Industrial Revolution Affecting Higher Education Organizations’ Operation In Vietnam*”,*International Journal of Management Technology*Vol.4, No 2,Pulished: October 2017,(Access On April 14 2019).

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. Conclusion

Based on the findings and discussion in the previous chapter about a perception on industry revolution 4.0 digital age and its impact on English learning motivation to the students of higher education in Parepare south Sulawesi, the researcher puts forward the following conclusion;

1. The students had supportive that the fourth industrial revolution, or industry 4.0, has recently become an important topic. Information and technology have become the basis of the unlimited data and human life in the era of Industry Revolution 4.0. The researcher got conclusion that in economy related to the student's perception of the industry revolution 4.0, researcher able to conclude that industry revolution 4.0 is giving a major change in the economic sector that it can be seen from how students understand that the industry revolution 4.0 making human life become more practical with all Internet access (Online) not only online shopping but also easier service in based on application.

Then in the social sector based on the student's perception of the industry revolution 4.0, researcher able to conclude that students understand the Industrial Revolution 4.0 can be interpreted as a form of change in human life, this can be seen from one of the advantages of the Industry Revolution 4.0 is the ease to access information but also makes people more easily to believe hoax news and increase the ego of each individual because it is more active in social media with various social media apps.



Next in the nature of work specially in a job competition according to student perception that in the industrial Revolution 4.0 with its technological sophistication can increase the risk of high unemployment it is a challenge for students to face strict employment with technological sophistication.

The last in education focus in the field of student perception education about the 4.0 industry revolution is the reformation of the era disruption in the field of education because of the ease in accessing information in this era so that students are required to be more Productive in their self-development.

2. This research has discussed that motivation is an influential factor in learning. Then related to the student perception of the industry Revolution 4.0 and its impact on students motivation in English learning motivation can be concluded that the industry revolution 4.0 is giving motivation to students to learn English because industry revolution 4.0 era gave easy process in learning English everywhere by using technology, website or application in smart phone. In addition, students also realize that in the era of the industry revolution 4.0 there are high work competition. But with English knowledge able to support their career and future work.

The researcher concluded that the fourth industrial revolution, or industry 4.0, has recently become an important topic for the world of education. Education 4.0 is a new paradigm in educational context in which it focuses on the innovation and maximizes the use of information, internet, and technology. This new paradigm is currently promoted in many subjects, including English subjects in Study Program of University. Industry revolution 4.0 era brings many impacts and implications. As a student they have to control

and maximize using technology in learning, beside that the students have to know that English is one language of technology has important role.

## **B. Suggestion**

Based on the discussion and conclusion above, the researcher put forward the following suggestions:

### 1. For the students

Researcher hopes the students will keep their motivation in learning English. The students should practice English and make it as habit. The most important one is they must have a big desire to learn English and understand that English is one important language in era.

### 2. For the future researcher

It is expected to future researcher to conduct the same research on wider area. This thesis will give some contributions and information for future researcher. So it will be more advantages and beneficial to the development of English education.

Maybe the biggest limitation of this study and its research approach is the way of the data, and method analysis of the data suggest many aspects of the present study could be revised by future research.

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## CURRICULUM VITAE



Uswatun Hasanah, was born on March 31, 1995 in Pinrang, South Sulawesi. She is the first child in her family, she has two sisters. Her father name is Muh. Nurdin and her mother is Hj. St. Rahmah. Her educational background, she began her study on 1999 at TK (Raudatul Atfal) DDI Awang – awang and graduated on 2000, then she continued her study at elementary school at MI DDI Awang – awang on 2006 after graduating, she continued her study at junior high school at Islamic Boarding School MTs DDI Lil Banat Parepare and graduated on 2009 then she continued her study again at SMAN 1 Mattiro Sompe (SMAN 3 Pinrang) and graduated on 2012. And on 2012 her registered at State Islamic College of Parepare (STAIN) In the same year she continued her study in STAIN Parepare, she took four years for degree (S1) in English Departement of Tarbiyah Faculty at State Islamic College (STAIN) Parepare and graduated on 2016. Her research in S1 is about *“The Ability of The Students to Differentiate Between Demonstrative Pronoun And Demonstrative Adjective in The Simple Sentences At SMAN 3 Pinrang”*. Then on 2017 she registered at Post Graduate State Islamic Institute (IAIN Parepare) to continued her study in Magister Program (S2) in English Department of Tarbiyah Faculty.