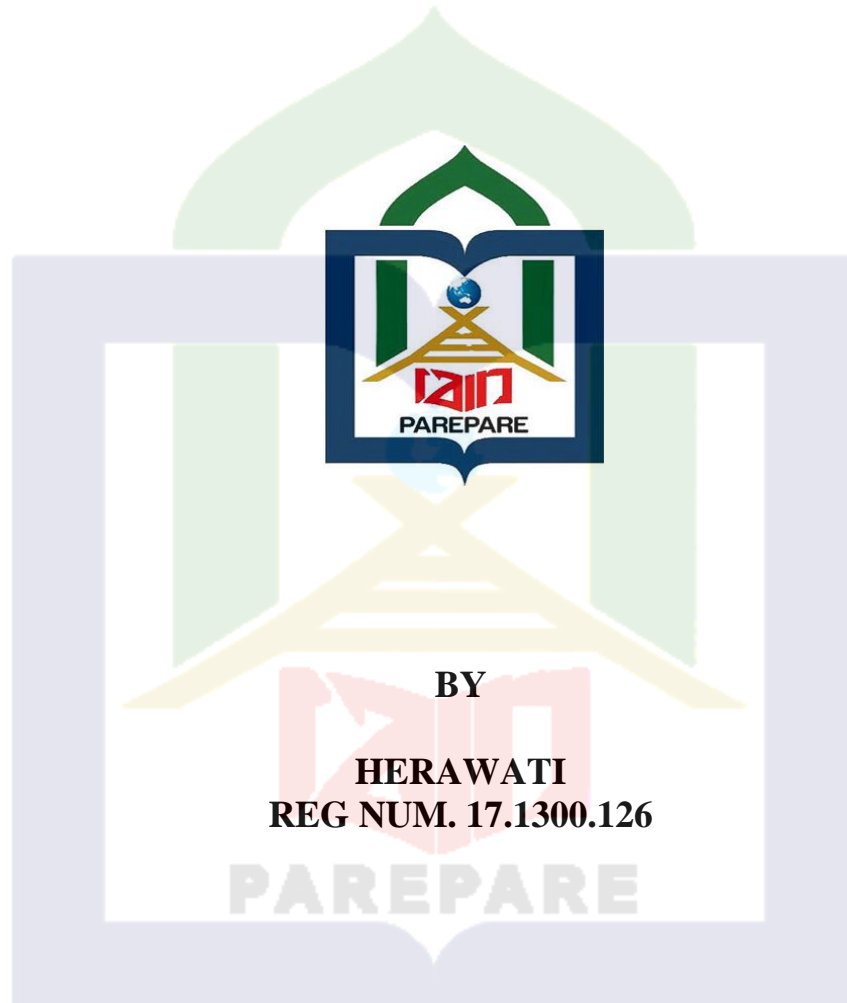**A THESIS**

THE STUDENTS' MOTIVATION IN LEARNING ENGLISH SKILLS THROUGH VIDEO CONFERENCES *(MICROSOFT TEAMS)* AT SMA NEGERI 7 PINRANG

BY

HERAWATI
REG NUM. 17.1300.126

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE

2023

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial Fulfilment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd)

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وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِيْنَ أَمَّا بَعْد

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The Researcher,

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DECLARATION OF THE AUTHENTICITY OF THE THESIS

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Stated this thesis was her own writing and if it can be proved that it was copied, duplicate or complied by any other people, this thesis and the degree that has been gotten would be postponed.

Parepare, 22 August 2022
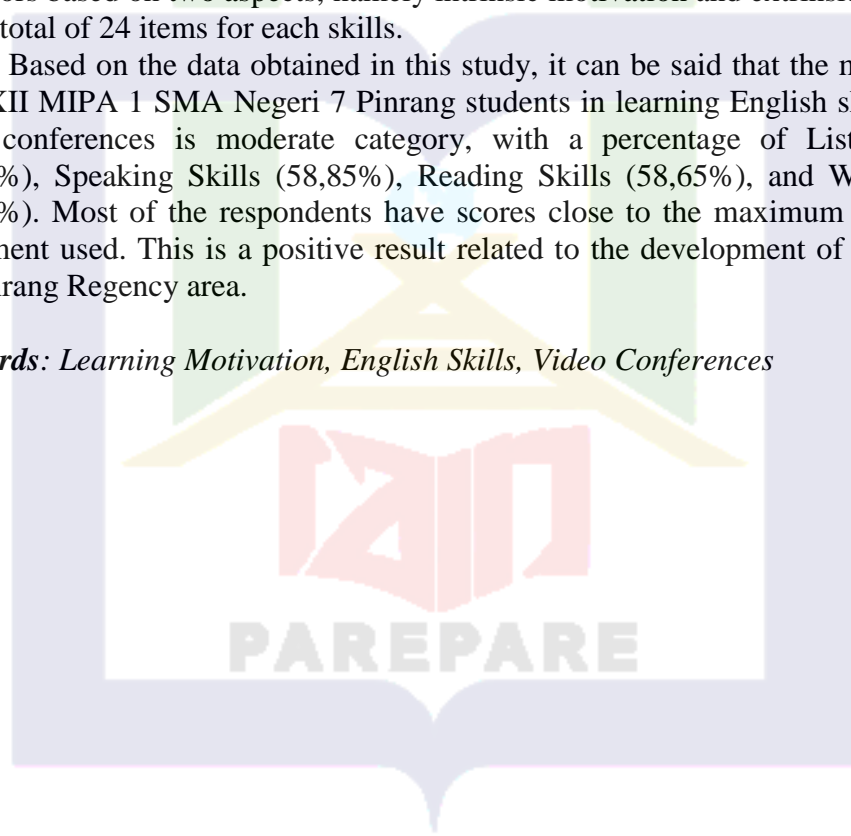The Researcher

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ABSTRACT

Herawati. *The Students' Motivation in Learning English skills Through Video Conferences (Microsoft Teams) at SMA Negeri 7 Pinrang,* (Supervised by Zulfah and Ismail Latif)

This study aims to know the motivation of students of SMA Negeri 7 Pinrang class XII MIPA 1 in learning English skills through video conferences.

This type of research is quantitative research with a survey method. The population in the study was all students of class XII MIPA SMA Negeri 7 Pinrang, totaling 138 students, with a sample of class XII MIPA 1 collecting 35 students. The data collection instrument used in this study was a questionnaire consisting of 6 indicators based on two aspects, namely intrinsic motivation and extrinsic motivation, with a total of 24 items for each skills.

Based on the data obtained in this study, it can be said that the motivation of class XII MIPA 1 SMA Negeri 7 Pinrang students in learning English skills through video conferences is moderate category, with a percentage of Listening skills (60,17%), Speaking Skills (58,85%), Reading Skills (58,65%), and Writing Skills (59,08%). Most of the respondents have scores close to the maximum value of the instrument used. This is a positive result related to the development of education in the Pinrang Regency area.

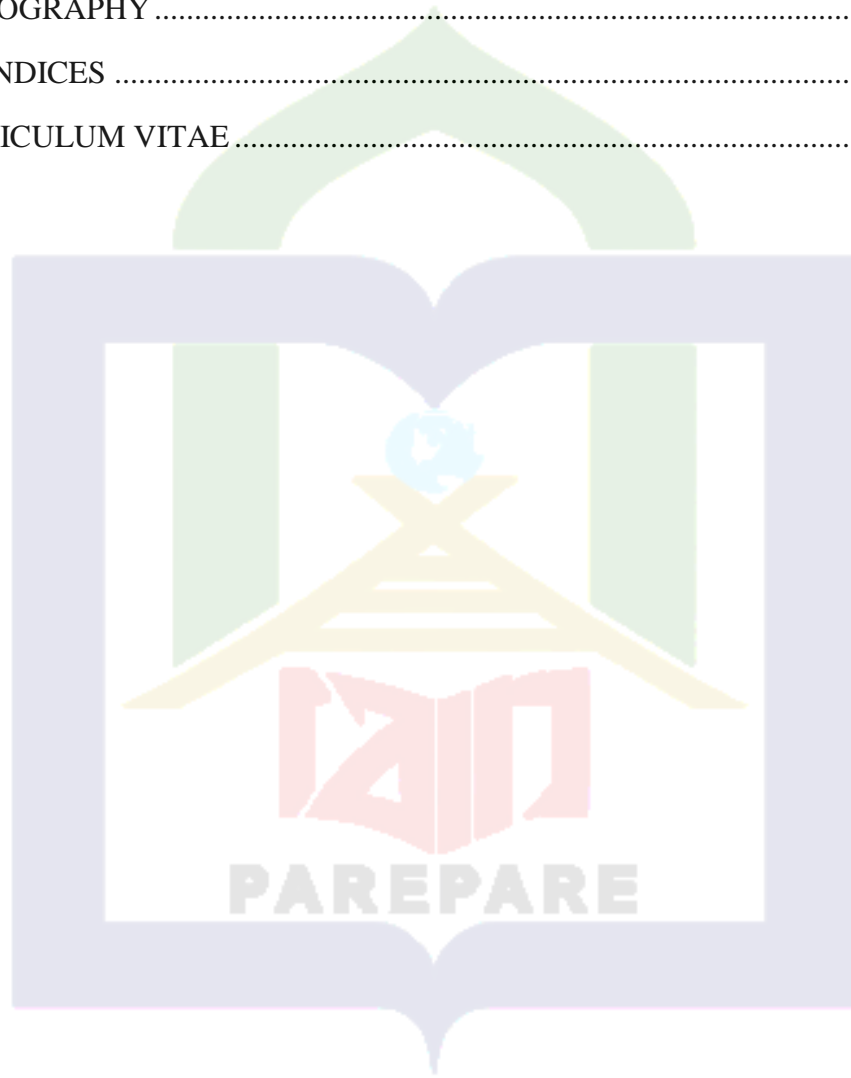*Keywords*: *Learning Motivation, English Skills, Video Conferences*

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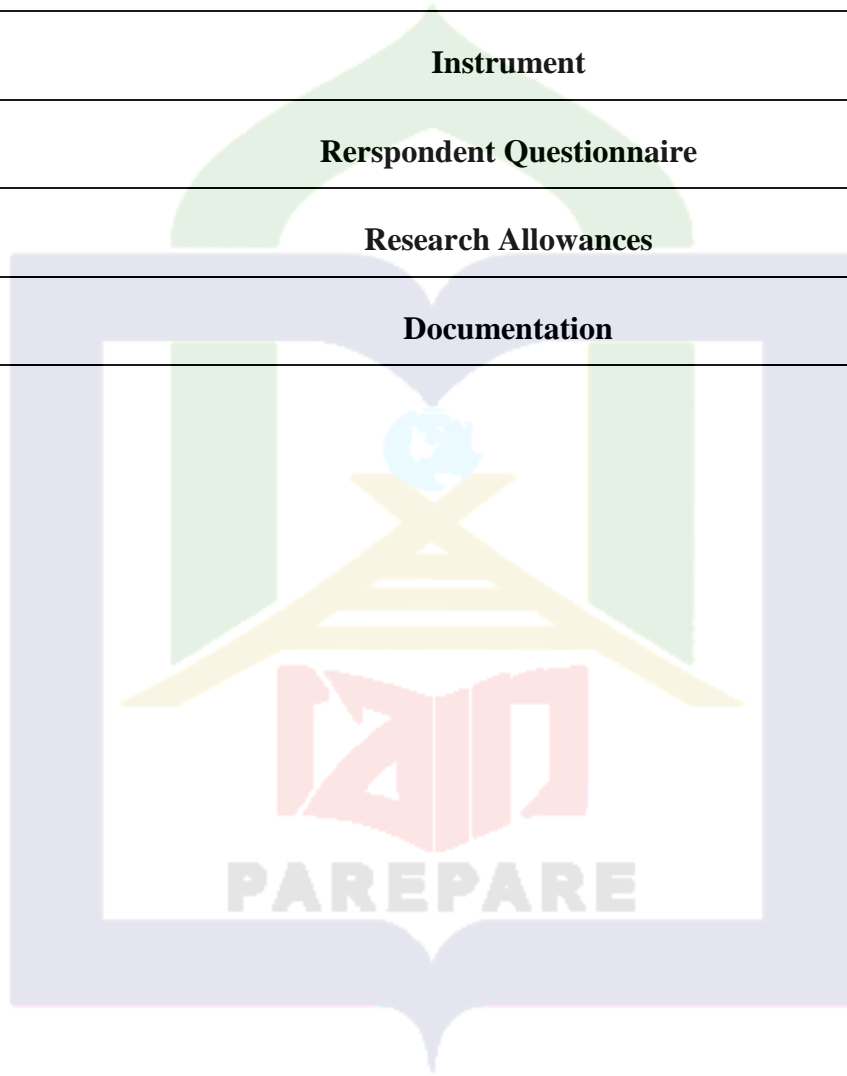
CHAPTER I
INTRODUCTION

A. Background

As an aid to the process of development from birth onwards, human behavior is influenced by a set of potential desires and ideals that work as a driving force in the activities of life. The driving force is what is called motivation. Motivation can be interpreted as a driving force that grows in a person to carry out something to achieve the desired goal. This means that motivation is a change in energy in a person which is characterized by the emergence of feelings and reactions to achieve goals. As stated by Mc. Donald that: Motivation is an energy change within the person characterized by affective arousal and anticipatory goal reaction[1]. Motivation is the basic drive that moves a person to behave[2].

Some psychologists refer to motivation as a hypothetical construct used to explain the desirability, direction, intensity, and persistence of goal-directed behavior. Motivation includes concepts such as the need for achievement, the need for affiliation, habits, and one's curiosity about something.[3] The problem regarding learning motivation is how to arrange for motivation to be increased because in learning activities each student has different levels of motivation to learn. Differences in students' learning motivation can be seen based on the level of student attendance in teaching and learning activities, student activity in participating in learning activities.

According to data released by the English First - English Proficiency Index (EF EPI), it shows that Indonesia ranks 28th out of 63 countries in the world in terms

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[1] Oemar Hamalik, Kurikulum dan Pembelajaran, (Jakarta: PT. Bumi Aksara, 2008), p. 106.

[2] Hamzah B. Uno, Teori Motivasi dan Pengukurannya, (Jakarta: Bumi Aksara, 2011) Cet. Ke 7, p.1

[3] Thomas L. Good & Jere E. Brophy, Educational Psychology: A Realistic Aproach, (New York: Longman,1990), p. 360.

1

of the English proficiency index. The survey involved 750,000 respondents. As many as 52.74% of the Indonesian population have English language skills with an average category. Meanwhile, neighboring countries such as Singapore are in 13th (59.8%) and Malaysia at 12th (59.73%) with English proficiency in the high category.[4] There are various factors that can influence someone to learn English. These factors can be internal, namely factors from within the learner, and external factors, namely factors from outside the learner.

One of the important internal factors is orientation, which refers to the urge to learn English because of goals or needs such as for career advancement, as a means to master other fields of knowledge, or for integrative purposes, namely the need to master English to integrate with the English speaking community. Another internal factor that can affect the motivation to learn English is attitude. Unwillingness to communicate, avoidance of communication as a form of attitude caused by introversion, bad experiences, or because other factors are considered to be able to hinder achievement in the learning process. If a person learning English faces a lot of stressful situations or bad experiences that can cause despair, then that despair can weaken his motivation to learn English. On the other hand, if someone likes or is interested in English, no matter how big the difficulty, it will encourage him to learn English because basically he likes new things and likes challenges. So a person's attitude toward learning English is considered to be able to influence his urge to learn English.

External factors or the learning environment are also considered to be able to influence a person's motivation in learning English. Environmental factors refer to elements outside the learner, such as the opportunities they have to interact, the availability of facilities and infrastructure assistance, existing resources, attention from the teacher, the approach method used by the teacher, and the learning climate

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[4] Jalal, Fasli. "Mahasiswa Indonesia Kurang Pede Berbahasa Inggris.". tempointeraktif.com. 2008

or atmosphere. These elements both individually and collectively are considered to be able to influence one's learning motivation. For example, a cooperative, supportive and comfortable learning climate coupled with the availability of assistance and appropriate methods used by teachers as motivators are very supportive in overcoming student learning motivation.

In connection with these factors, educators play a very important role in increasing learning motivation. Educators must be able to create interesting and fun learning so that students have high learning motivation. It is necessary to have the skills of educators in teaching in accordance with the times and technological advances. The use of learning aids and knowledge of interesting teaching methods is included in the skills of conducting variations in order to create a positive attitude and increase learning motivation in students.

One variation of educators in utilizing technological advances is the use of video conferencing. This technology allows users to communicate virtually without distance limits so that video conferencing can be regarded as a distance learning medium. The types of video conferencing can be found on the Microsoft teams, Zoom application, Google Meet, WhatsApp, and so on.

Video conferencing can help students in the learning process. This media allows students to be more active and not feel bored by displaying various forms of moving images and sounds in the learning process. With this video conference, it will be easier for students to receive information without having to face to face or distance learning processes. All subjects are delivered to students using the help of technology.

Video conferencing is now a tool used in online teaching. However, it is undeniable that video conferencing media certainly has its advantages and disadvantages. One of the disadvantages of using video conferencing is that the quality of the picture and sound depends on the good and bad conditions of the network in an area, so it is not uncommon for students from remote areas to have network problems during the distance learning process. Not only network constraints,

but expensive quotas are also one of the most important obstacles in the distance learning process. Therefore, as users of learning media, we certainly have to find a solution to any shortcomings we face.

Seeing the problems that occur during distance learning, of course students' learning motivation experiences significant changes in the learning process; therefore researchers are interested in researching "The Students' Motivation in Learning English Skills Through Video Conferences *(Microsoft Teams)* at SMA Negeri 7 Pinrang".

B. Research Question

Based on the background above, the researcher formulates the research question as follows:

1. What is students' motivation in learning English listening skills Through Video Converences?
2. What is students' motivation in learning English speaking skills Through Video Converences?
3. What is students' motivation in learning English reading skills Through Video Converences?
4. What is students' motivation in learning English writing skills Through Video Converences?

C. Objective of the Research

1. To describe students' motivation in learning English listening skills through Video Converences
2. To describe students' motivation in learning English speaking skills through Video Converences
3. To describe students' motivation in learning English reading skills

through Video Converences

4. To describe students' motivation in learning English writing Skills through Video Converences

D. Significances of the Research

Based on the research objectives that have been described previously, the benefits of this research are expected to enable the public to know the motivation of students in learning English skills through video conferencing, provide knowledge and information to educators/prospective educators to be able to have variety in teaching and provide encouragement to students to improve students' learning motivation, adding insight to students regarding the use of video conferencing as a distance learning medium, as well as consideration in determining appropriate learning methods and media to develop students' knowledge and learning motivation in the distance learning process.

The results of the research are expected to be an experience in developing self-ability and can be used to improve the ability of further research to be better.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

There are several research findings which are related to this research, some of them are described below:

Research from Arrizqi Ramadhan, entitled "Analysis of the Online Learning Process of English through Video Conferences for Students (Case Study of Class Management Student 64. IC.04 Campus Bekasi Cut Mutia University of Bina Sarana Informatika". This research discusses the problems that exist in class 64.1C.04 Students majoring in Management at the University of Bina Sarana Informatics, Bekasi Cut Mutia campus in the online learning process of English using video conferencing. Based on the results of research that has been carried out, it can be concluded that online English learning can be carried out by expectations by paying attention to appropriate teaching methods and thoroughness in delivering the material, especially in English, where not all students have speaking and listening skills that are good enough to digest the material presented. Furthermore, a stable internet connection will also facilitate the learning process. In addition, the provision of an internet quota by the government which is not limited by certain applications is also very helpful in the learning process using this video conference. And lastly, the importance of student awareness not to be negligent and waste time to always follow every online learning.[1]

Research from Yoice Silitonga and Eminency D V, entitled "Comparative Analysis of Teaching and Learning Quality Between Face to Face and Video Conference Methods". Based on the results of this study, it can be seen that the Face

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[1]Arrizqi Ramadhan., 2021, "Analisis Proses Pembelajaran Online Bahasa Inggris Melalui Video Conference pada Mahasiswa (Studi Kasus Mahasiswa Jurusan Manajemen Kelas 64.1C.04 Kampus Bekasi Cut Mutia Universitas Bina Sarana Informatika)" Retrieved from https://akrabjuara.com/index.php/akrabjuara/article/view/1423 (accessed on 14 January 2022). p. 184

to Face Teaching and learning method which has a "good" value further improves the quality of education at Inderalaya University compared to the video conferencing method which has a "sufficient" value. This is also supported by the percentage of lecturers attending teaching with this method reaching 70% to 90%. In addition, the audience also believes that the use of the E-learning method of teaching and learning with video conferencing has several negative impacts, for example, impaired eye and bone health due to being in front of a computer/laptop for too long, and the lack of friendship that can be established between students and lecturers, as well as among these students. However, the audience also believes that the development of the E-learning method with video conferencing at UNSRI is necessary because the use of this method also has a positive impact, for example, lecture materials can be obtained by students and lecturers from various faculties/universities by using video conferencing without being hindered by place and place. time, and also the use of this method is effective if the lecturer is unable to attend the class for some reason and the material can still be conveyed to the students via video conference.[2]

Research from Muthia Farida and Yasyir Fahmi Mubaraq, entitled "WhatsApp Video Conference: Alternatives for Learning Speaking in Online English Classes". Based on the results of this study, it can be seen that the gap in the Internet network in certain areas and the low level of digital literacy make educators and students unprepared and do not have access to educational technology and become an obstacle to effective and efficient online speaking learning. The Whatsapp application and its video conferencing feature that can accommodate up to 8 people make this application an alternative that can answer these challenges. In addition, the tools are practical, easy to use, and minimum data consumption makes many educators and students choose it as an online learning tool. Various implications for learning Speaking using Whatsapp Video Conference have been given so that educators can

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[2]Yoice Silitonga, Eminency D V., "Analisa Perbandingan Kualitas Belajar - Mengajar Antara Metode Face to Face dan Video Conference" Retrieved from https://ejournal.unsri.ac.id/index.php/jsi/article/view/1270 (accessed on 14 January 2022). p.485

optimize their use for learning effectiveness and efficiency.[3]

Research from Herni Ari Subekti et al, entitled "Utilization of Video Conferences as Interactive Learning Media in Productive Subjects in Vocational High Schools". This study contains the use of video conference learning media in productive subject learning activities which previously at SMKN 2 Prabumulih did not use interactive media when learning was carried out, and therefore students were less interested in participating in the learning, therefore researchers wanted to examine the role of video conferencing. as an interactive medium to attract students' interest in learning so that learning does not feel boring. This study discusses the effectiveness of teaching media in the form of video conferencing which is considered more interactive among other online media. Learning using video conferencing media can create interactions between teachers and students even though they are not in the same place. Video conference teaching media are also able to display the material being discussed so that students can listen and observe what is being explained by the educator.[4]

Research from Nattaya Emeralda Ekawardhana, entitled "Learning Effectiveness by Using Video Conferences Media". Based on the results of this study, it can be seen that the process of using video conferencing media in the Basic Chinese 2 course at Widya Kartika University has been going quite well. Although the learning outcomes of students are good, the teaching methods of educators must be more varied so that students can be more active. In addition, students felt that the use of video conferencing media was good enough, but they felt one negative thing, namely an unstable or intermittent internet connection during the learning process.

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[3]Muthia Farida, Yasyir Fahmi Mubaraq., 2020, "WhatsApp Video Conference: Alternatif untuk Pembelajaran Speaking Pada Kelas Bahasa Inggris Daring" Retrieved from https://prosiding.iahntp.ac.id/index.php/seminar-nasional/article/view/106 (accessed on 14 January 2022). p. 193

[4]Herni Ari Subekti, et al., 2020, "Pemanfaatan Video Conference Sebagai Media Pembelajaran Interaktif Pada Mata Pelajaran Produktif di Sekolah Menengah Kejuruan" Retrieved from https://jurnal.univpgri-palembang.ac.id/index.php/Prosidingpps/article/download/3855/3593, (accessed on 26 August 2021). p.435.

The average percentage of student learning outcomes is 90% and the average percentage of student activity is 72%, so the use of video conferencing media in the Basic Chinese 2 course at Widya Kartika University can be said to be very effective.[5]

Based on five previous research above,the difference between this research and some of the previous research is the place,but the focus object of this research is The Students' Motivation In Learning English Skills Through Video Conferences.

B. Some Pertinent Ideas

1. Motivation in Learning English

Basically motivation is a conscious effort to move, direct and maintain a person's behavior so that they are encouraged to act to do something so as to achieve certain results or goals. There are two approaches used to review and understand motivation are: (1). Motivation is seen as a process. Knowledge of this process can help teachers explain observed behavior and predict the behavior of others. (2). Determine the characteristics of this process based on a person's behavioral cues.[6] The term motivation comes from the Latin word movere, which means motion or encouragement to move and it can be called a motive which is defined as the power contained within the individual, which causes the individual to act in order to achieve a goal.

Motivation to learn English is a psychic mover that exists within and/or outside the individual student in generating English learning activities, to ensure the smooth running of his learning activities, as well as directing his learning activities to the goals to be achieved in learning through a psychic drive from within. self

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[5]Nattaya Emeralda Ekawardhana., 2020, "Efektivitas Pembelajaran dengan Menggunakan Media Video Conference" Retrieved from https://ojs.widyakartika.ac.id/index.php/sniter/article/view/218 (accessed on 14 January 2022). p. A-9-5

[6]Oemar Hamalik, Kurikulum dan Pembelajaran (Jakarta: Bumi Aksara, 2010). p.106

(internal) and outside (external).[7] Students' learning motivation is believed to be an element of learning that determines student learning success. Several research results on motivation in foreign language learning show that students' motivation in learning a foreign language is the main driver that leads to the success of learning a foreign language. Meanwhile, Ellis stated that motivation in learning English cannot be separated from two things; namely the attitudes and affective conditions of students that can directly affect the efforts made by students in learning English. These affective attitudes and conditions are the driving factors that encourage students to give more effort to learning so that the goals of learning English can be achieved.[8]

Based on the opinions of the experts above, motivation to learn English can be said as the overall driving force in students that gives rise to English learning activities, which ensures the continuity of learning activities and which provides direction to learning activities, so that the desired goals can be achieved.

a. Kinds of Motivation

Muhibbin Syah in educational psychology distinguishes motivation into two kinds:[9]

1) Intrinsic motivation is motivation that comes from within itself. In learning motivation is closely related to a person's sense of pleasure and enthusiasm for the lessons given. Intrinsic motivation arises from within students without any coercion that comes from outside.

2) Extrinsic motivation is motivation that arises thanks to encouragement from

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[7]Rhepon, S. Upaya Meningkatkan Motivasi Belajar Bahasa Inggris Melalui Media Brosur Bimbingan Belajar dan Diskusi Kelompok Pada Siswa SMP. Pesikopedaogis, 2014. p. 30-38.

[8]Ellis, N.C. Second language acquisition. The Routledge Handbook of Second Language Acquisition, 2013. p.193.

[9]Muhibbin Syah, Psikologi Pendidikan Dalam Pndekatan Baru (Bandung: Rosda Karya, 2017). p. 137

outside a person. One of the stimuli that come from outside is the motivation given by the teacher to his students, professional teachers must be able to hold a meaningful teaching and learning process for their students.

In intrinsic motivation, there are several strategies to build student motivation, including: connecting learning objectives with the goals to be achieved by students, giving students freedom to expand the scope of material according to students' wishes and needs, giving students the right to have sufficient time to do assignments properly. utilizing school facilities, providing opportunities to present or communicate the results of their work or opinions, giving praise and appreciation for each student's efforts in answering questions or presenting the results of discussions.

In addition to intrinsic motivation, extrinsic motivation also has strategies to increase extrinsic learning motivation, including giving tests at the end of each discussion of certain topics and immediately correcting and returning student work. At the end of the assessment, it is better to give constructive comments so that students who read it can foster enthusiasm to learn more. Basically, learning success is not based on a high number of numbers because each student has his or her own uniqueness, so it is not only based on students who achieve high scores, the teacher gives appreciation. Every student's courage in answering and presenting their work must be appreciated so that students' learning motivation is higher in carrying out learning.

McDonald (in Hamalik) Motivation is an energy change in a person's personality which is characterized by the emergence of affective and reactions to achieve goals. This formulation contains three interrelated elements as follows:

1) Motivation starts from a change in personal energy. Changes in motivation arise

from changes in certain neurophysiological systems in the human organism.

2) Motivation is characterized by the emergence of feelings (affective arousal). First it is a psychological tension, then an emotional state. This emotional atmosphere gives rise to patterned behavior. These changes may or may not be noticed.

3) Motivation is characterized by reactions to achieve goals. Motivated individuals hold responses that are directed towards a goal. The response serves to reduce tension caused by changes in energy in him. Each response is a step towards achieving the goal.[10]

b. Components of Learning Motivation

Dimiyati in Kompre explains that there are three main components in motivation, namely:[11]

1). Needs

Needs occur when the individual feels there is an imbalance between what he has and what he expects. For example, a student, he needs good learning outcomes. Therefore, these students change their ways of learning.

2). Push

Encouragement is the mental strength to carry out activities in order to meet expectations or achieve goals. This goal-oriented drive is at the core of motivation.

3) Purpose

Goals are things that an individual wants to achieve. Biggs and Teller

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[10]Oemar Hamalik, Psikologi Belajar dan Mengajar (Bandung: Sinar Baru Algensindo, 2012).p. 133-134.

[11]Kompri, Motivasi Pembelajaran Prespektif Guru dan Siswa (Bandung: Rosda Karya, 2015) p.310.

say that these goals will direct behavior in this case learning behavior.

c. The Principles of Learning Motivation

From the various theories of motivation that have developed, Keller in Kompre has compiled a set of motivational principles that can be applied in the learning process, which is referred to as the ARCS (Attentioan, Relevance, Convidence, Starisfaction) model, namely:[12]

1) Attentioan

The attention of students arises because it is driven by curiosity. Therefore, this curiosity needs to be stimulated, so that students will pay attention during the learning process.

2) Relevance

Relevance indicates a relationship between learning materials and the needs and conditions of students. Students' motivation will be maintained if they consider that what is learned meets personal needs and ensures that learning is meaningful and in accordance with the needs and learning objectives of students.

3) Confidence

Feeling competent or capable, is the potential to be able to interact positively with the environment. The principle that applies in this case is that motivation will increase as the expectation of success increases.

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[12]Kompri, Motivasi Pembelajaran Prespektif Guru dan Siswa (Bandung: Rosda Karya, 2015) p.310.

4) Starisfaction

Success in achieving a goal will result in satisfaction. Satisfaction due to achieving goals is influenced by the consequences received, both from within and outside the individual.[13]

d. Learning Motivation Function

Motivation is an important element in the learning process. The presence or absence of motivation in students will determine whether students will be actively involved in the process of fostering behavior or being passive and not caring. Of course, these two conditions will produce different learning outcomes. A child will be motivated to do something when he feels a need. This need creates a state of imbalance. The imbalance is perceived as a sense of dissatisfaction. When these needs are met, have been satisfied, activity decreases or disappears until new needs arise again. Generating needs and feelings of dissatisfaction is not enough and must be given a way that must be taken to meet the dissatisfaction. A person's needs are constantly changing during his life. Something interesting and wanted at one time, no longer ignored at other times.[14] Furthermore, according to Nasution, motivation has three functions, namely:[15]

1) Encouraging humans to act, so as a mover or motor that releases energy.

2) Determine the direction of action, namely towards the goal to be achieved.

3) Selecting actions, namely determining what actions must be carried out that

[13]Kompri, Motivasi Pembelajaran Prespektif Guru dan Siswa (Bandung: Rosda Karya, 2015) p.310.

[14]S. Nasution, Didaktik Asas-Asas Mengajar (Jakarta: Bumi Aksara, 2011). p. 73-74

[15]S. Nasution, Didaktik Asas-Asas Mengajar, (Jakarta: Bumi Aksara, 2011). p. 76-77

are harmonious in order to achieve that goal, by setting aside the bolts that are not useful for that goal. A person who is really determined to win in a game will not spend his time playing cards, because it is not in accordance with the goal.

Furthermore, according to Oemar Hamalik, the function of motivation in learning activities are:[16]

1) Motivation starts from a change in personal energy. Changes in motivation arise from certain changes in the neurophysiological system in the human organism, for example due to changes in the digestive system, hunger motives arise. But there are also unknown energy changes.

2) Motivation is characterized by the emergence of feelings (affective arousal). First it is a psychological tension, then an emotional state. This emotional atmosphere gives rise to patterned behavior. This change may or may not be possible, we can only see it in action. One is involved in a discussion. Because he feels interested in the matter to be discussed, his voice will rise and his words will flow smoothly and quickly.

3) Motivation is characterized by reactions to achieve goals. Motivated individuals make responses that are directed towards a goal. These responses serve to reduce the tension caused by the energy changes in him. Each response is a step towards achieving the goal, for example, person A wants to get a prize so he will study, ask questions, read books, and take tests. That is why every human being needs motivation,

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[16]Oemar Hamalik, Psikologi Belajar dan Mengajar, (Bandung: Sinar Baru Algensindo, 2012). p.159.

especially in life.

Motivation and learning are two things that influence each other. Students will study hard if they have the motivation to learn. In the learning process, motivation is needed. According to Hamalik, motivation really determines the level of success or failure of student learning actions.[17] Learning without motivation allows students to have difficulty succeeding. Someone who does not have motivation in learning, will not be able to carry out learning activities properly.

Based on the explanations that have been put forward by these experts, it can be concluded that the function of motivation in learning at least functions as follows: moving students to act in a certain way; direct. Motivation directs student behavior towards a goal; and selecting actions that are not useful or not useful in order to achieve the expected goals.

e. Factors Affecting Learning Motivation

The emergence of strong or weak motivation can be caused by external or internal stimuli. Therefore, in general we can distinguish into two motives, namely: Intrinsic motivation and extrinsic motivation. Intrinsic motivation is a motive that arises from within a person without stimulation or help from others. While extrinsic motivation is the motivation caused by stimuli from outside the student.[18] According to Nasution, the motivation of children to learn is caused by two things, namely:[19]

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[17]Kompri, Motivasi Pembelajaran Prespektif Guru dan Siswa, (Bandung: Rosda Karya, 2015) p. 231

[18]Abu Ahmadi dan Joko Prasetya, Strategi Belajar Mengajar (Bandung: Pustaka Setia, 2011), p.109 - 110.

[19]S. Nasution, Didaktik Asas-Asas Mengajar (Jakarta: Bumi Aksara, 2011). p. 77

1) Students learn because they are driven by the desire to know; In the first case he is driven by a desire by intrinsic motivation, namely wanting to achieve the goals contained in the act of learning.

2) Students learn to get good grades, go to class and get a diploma. Conversely, if someone learns to seek rewards in the form of numbers, prizes, diplomas, and so on, he is driven by extrinsic motivation, therefore those goals lie outside the act.

Based on this explanation, students' learning motivation is basically influenced by two factors, namely: intrinsic factors (factors that are driven from within the individual) and extrinsic factors (factors that are driven outside of oneself or encouragement from the individual's environment). In line with this explanation, according to Oemar Hamalik, there are several factors that influence motivation, both intrinsic motivation and extrinsic motivation, including:[20]

1) The level of student awareness of the needs that encourage behavior/deeds and awareness of the learning objectives to be achieved.

2) The attitude of the teacher towards the class, the teacher who is wise and always stimulates students to act towards a clear and meaningful goal for the class.

3) The influence of student groups. If the influence of the group is too strong then the motivation is more likely to be extrinsic.

4) The class atmosphere also affects the emergence of certain characteristics on student learning motivation.

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[20]Oemar Hamalik, Kurikulum dan Pembelajaran, (Jakarta: Bumi Aksara) p.121

These factors must be considered by teachers in an effort to increase student learning motivation, because these four factors cannot be separated from one another, all are interrelated, if one of them is not fulfilled, then the teaching and learning process will not run well.

f. Characteristics of Learning Motivation

The learning motivation of a student will be illustrated through certain characteristics. Thus, many experts try to express the characteristics of learning motivation. Sardiman AM., formulating the motivation that exists in each person has the following characteristics:[21]

1) Diligent in facing the task (can work continuously for a long time, never stop before finishing).

2) Tenacious in facing difficulties (not easily discouraged) does not require external encouragement to perform as well as possible (not quickly satisfied with the achievements he has achieved).

3) Show interest in various problems.

4) Prefer to work independently.

5) Get bored quickly on routine tasks (things that are mechanical, just repetitive, so less effective.

6) Can defend his opinion (if you are sure of something).

7) It is not easy to let go of what you believe in.

8) Enjoy finding and solving problems.

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[21]Sardiman Am, Interaksi dan Motivasi Belajar Mengajar (Jakarta: Rajawali Peerss, 2012), p. 83

The motivation that exists in each student in learning has the following characteristics:[22]

1) There is a desire and desire to succeed

2) There is encouragement and need in learning

3) There are hopes and aspirations for the future

4) There is an appreciation in learning

5) There are interesting activities in learning.

If someone has the characteristics as above, it means that someone has a high enough motivation to learn. The characteristics of learning motivation as above will be very important in supporting the learning process. Based on the description above, it can be concluded that the characteristics of high learning motivation that arise can be seen from the perseverance in him in doing the task, not giving up when facing difficulties, being interested in various problems and solving them, happy to work independently, bored with routine tasks, can defend opinions. , and it's not easy to let go of what you believe in. The characteristics of learning motivation can be measured by a strong determination in students to learn and succeed. Learning motivation can also be encouraged by the presence of rewards, interesting activities, and a conducive environment for learning.

Learning is a combination element that is composed of human elements, materials, facilities, equipment, and procedures that influence each other to achieve learning objectives.[23]

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[22]Hamzah B. Uno, Teori Motivasi dan Pengukurannya : Anilisis di Bidang Pendidikan (Jakarta: Bumi Aksara, 2012). p.23

[23]Oemar Hamalik, Kurikulum dan Pembelajaran, (Jakarta: PT.Bumi Aksara, 2003) p. 57

In the learning process there will be interaction between students and their environment. Thus, the learning process does not only occur between teachers and students but also with other sources such as media and materials.

Language is a tool to express meaning that is realized through language words and vocabulary. Thus, language plays an important role in human life. Language can also be said to be a unifier of the nation because with the presence of language a person can communicate with other people, be it from the same region or from outside other regions.

Language is not really a science[24], it is a communication skill. Language is not just a sound that can be digested empirically. It is also rich in non-empirical meanings.[25] Language is a system or rather (is a sound system, a grammatical system, a meaning system). And that variation in language use is often systematic, too.[26]

From some definitions above, it can be concluded that language is a communication tool used by humans to convey messages from the sender of the message to the recipient. Learning language does not grow by itself, but requires interaction with others. Children who grow up and are isolated from their social environment will not develop their language. Therefore it is better when children are still in the growth stage, the intensity of communication with children is increased. Then humans can produce various sounds. These sounds are developed into meaningful symbols.

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[24]Yuhaitno, Keajaiban Belajar, (Pontianak: Pustaka Jenius Publishing, 2010). p. 90

[25]A Chaedar Alwasilah, Filsafat Bahasa dan Pendidikan, (Bandung: PT. Remaja Rosdakarya, 2008). p. 14

[26]Linda Thomas & Shan Wareing, Bahasa, Masyarakat, dan kekuasaan, (Yogyakarta: Pustaka Pelajar, 2007). p. 17

English is a means of verbal and written communication. While communicating is understanding and expressing information, thoughts, feelings, and developing science, technology, and culture.

In English lessons, there are four basic skills that must be learned by all students, including:[27]

1. Listening

   Listening is a skill that is still neglected until now because this skill lacks material in the form of textbooks and other means such as recordings that are traded to support the teacher's task in listening lessons to be used in English.

2. Speaking

   The main purpose of speaking ability is to convey messages to others, namely being able to communicate in a language. The first goal can be achieved through activities, while the second goal can be achieved through development exercises.

3. Writing

   Writing skill is considered the most difficult skill compared to other language skills. If a student uses a second language orally, a native speaker can understand and accept imperfect pronunciation. However, if the learner uses the second language in writing, native speakers who read it will be harder to judge writing that has many spelling or grammatical errors.

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[27]Kasihani K. E. Suyanto, English For Young Learning, (Jakarta: P.T Bumi Aksara, 2010). p. 23

4. Reading

Reading is an activity that is very complicated or complex because it depends on the language skills of the learner and the level of the offer. The purpose of someone reading is to understand or understand the content of the message contained in a reading as efficiently as possible. Reading activity involves the skills of recognizing a text and drawing a conclusion about the meaning of words using unfamiliar vocabulary items.

Thus a person can have the ability to learn any language, including learning English as a foreign language.

2. Video conference in learning media

In the development of communication technology the needs of users of communication services are getting higher. In conveying ideas and opinions, not only audio but also visuals are needed. Therefore, communication is needed that can transmit audio-visual such as video conferences.

Video conferences use audio and video telecommunications to make it easier for people who are in different places at the same time to hold or carry out important meetings or online learning processes. Video conferences can also help students send documents while learning is in progress, and can also share information that can be displayed on computers and whiteboards.

Video conferences are a synchronous model for the interactive transfer of voice, video, and data between two or more groups or people.[28] The benefits of video

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[28]Wiesemes, R., & Wang, R. (2010). Video conferencing for opening classroom doors in initial teacher education: Sociocultural processes of mimicking and improvisation. In Seminar. net (Vol. 6, No. 1), p.29.

conferences are that communication is more effective and fast, efficient in terms of time, distance, effort, and also cost.[29] The benefits of video conferences are improving communication, collaboration and communication flow to be better and more effective where information can be shared more quickly, as well as being efficient in terms of time, cost, and distance.

Besides to being able to establish direct interaction between students and teachers, this media can display teaching materials to be taught on the display menu, so that the displayed material can be seen by participants. This will make it easier for students to listen to the teacher when explaining, not just listening but students are able to observe the material. The use of video conferencing is also able to help educators to assess the progress and activity of students directly.

In using video conferences, students may encounter some problems because they require quite expensive internet fees. This media also has a certain duration in its operation such as the zoom application. However, there are other video conferences that are not limited by time such as the Google Meet application. Another obstacle that may occur is an unstable signal that causes the conference to falter.[30]

In the world of education, video conferencing gives students the freedom to carry out a two-way learning process online. Likewise, instructors and teachers from around the world can carry out learning in remote areas. Students from various networks and foundations can gather to share knowledge together. Students can

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[29]Herni Ari Subekti, et al., 2020, "Pemanfaatan Video Conference Sebagai Media Pembelajaran Interaktif Pada Mata Pelajaran Produktif di Sekolah Menengah Kejuruan" Retrieved from https://jurnal.univpgri-palembang.ac.id/index.php/Prosidingpps/article/download/3855/3593, (accessed on 26 August 2021). p.433.

[30]Prigel Nadifatah, 2020, "Artikel Review Media Video Conference" Retrieved from https://www.researchgate.net/publication/341232921_Artikel_Review_Media_Video_Conference, (accessed on 26 August 2021).

investigate, share, check and send data and thoughts with different friends. Through video conferencing students can communicate with other people from all parts of the world and can visit zoos, historical centers to learn. Small schools can leverage video conferencing innovations to collect assets and host courses (such as unknown dialects) that cannot be advertised.[31]

According to Gough, video conference types are divided into 3 categories, as follows:[32]

1) Personal Video Conferences

Personal video conferences use the term personal because this call is usually only between two people. A video call is at least a communication between two or more people who have audio and moving video images using a computer, a dedicated video telephone, or both.

2) Business Video Conferences

Business video conferences have the same solution as Personal Video Conferences, but with the addition of several features:

    a) Ability to engage multiple people on video calls

    b) Collaboration features

    c) Document sharing capabilities

    d) Improved presentation skills

    e) Whiteboard skills

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[31]Ramdan Hidayat, 2020, "Pembangunan Aplikasi Pembelajaran Berbasis Video conference Menggunakan Api Web Real Time Communication Untuk Media Pembelajaran Di Smk Santana 2 Cibatu Garut", Retrieved from https://elibrary.unikom.ac.id/id/eprint/2892/, . (accessed on 27 August 2021).

[32]Gough, M. Video conferencing over IP configure, secure, and troubleshoot. Rockland, MA: Syngress. 2006, p. 4-5

f) Additional bandwidth requirements

g) Additional cost

Business Video Conference are specifically designed to meet the needs of business meetings and group collaboration, not our personal needs to collaborate with family and friends.

3) Web Video Conferencing

Web Video Conferences are specially designed to transmit video calls within a web page or classroom type environment. The use of web video conferencing can be found at meetings between learning classes, which are widely used today to support the effectiveness of distance learning.

a. Video conferencing has many advantages, including:[33]

1) Improve and expand a communication, collaboration and information flow.

2) Communication becomes better and more effective, in which information can be shared more quickly.

3) Making the communication process efficient, both in terms of time, cost, and distance.

4) Enabling meetings that are not possible due to high travel costs, and increasing access to learning.

5) Filling gaps in learning services, increasing training productivity.

6) Make it easier for teachers to deliver material in online learning.

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[33]Rustaman, A. H. (2020). Efektivitas Penggunaan Aplikasi Daring, Video Conference Dan Sosial Media Pada Mata Kuliah Komputer Grafis 1 Di Masa Pandemi Covid-19. Jurnal Ilmu Sosial dan Pendidikan, 4(3), 557-562.

b. The disadvantages of video conferencing are:

    1) Unable to access the material at any time.

    2) Inflexible dependence on technology.

    3) The use of internet quota that tends to be wasteful.

c. Application of the Use of Video Conference

       The use of web-based video conferences are an effort to optimize the distance learning system. The existence of this media will allow the video conferences system to be used as a facility for developing the existing learning management system. This service will also allow students who have joined the learning management system to communicate directly with each other through a network with the teacher.

       Video conferencing itself can be the most effective distance learning tool. Because in its application video conferencing has an aspect to see through pictures and interact on each computer, so we can pay attention to what each participant is doing and control if someone doesn't pay attention while learning is in progress, while in the speaking aspect, it can be heard with a loud voice. Interaction between users during the conference.

       In the application of video conferences, the display menu provided by each application that provides video conference features will of course be different. Therefore, some users still have a lot to learn in the use of video conference features.

d. Kinds of video conferences

1) Microsoft Team

Microsoft Teams is an application or platform from Microsoft that allows you and your team to communicate, collaborate, and perform all activities from one place. . This application is integrated directly with Office in Microsoft 365, so it will more easily manage from schedule to files sent. The Microsoft Team application can help run remote learning that is applied to every school.

The advantages and disadvantages of Microsoft Team that need to be known are:

a) Advantages of Microsoft Team

(1) It's easy to start a meeting

(2) Easy to share files and collaborate

(3) Improve performance

(4) Versatile communication tool

(5) Attractive features and functionality

(6) Very easy to organize meetings

(7) Recorder available

(8) Integration with other devices

(9) All-in-one platform.

b) Disadvantages of Microsoft Team

(1) The file structure is quite confusing. This happens when multiple users want to know where a file is and go through the folder structure to find it. But the way files are stored in Teams is very confusing. So everything uploaded to the conversation is dumped into the root folder of the channel.

(2) Large bandwidth. Microsoft Teams can be said to have greater bandwidth usage than other sharing/conference applications.

The word media comes from Latin, which is the plural form of the word medium. The word medium can be interpreted as an intermediary or introduction to the occurrence of communication from the sender to the receiver.[34] In other words, it can be explained that the media is a tool used to convey information. In relation to learning, the media is defined as an intermediary or tool used in the teaching and learning process so that the material presented can be well received by students.

Heinich and colleagues, put forward the term medium as an intermediary that delivers information between the source and the recipient. If the media carries messages or information with instructional purposes or contains teaching purposes, then the media is called learning media.[35]

Media is a tool or advice used to convey messages from communicators to audiences. There are several psychologists who view that in communication between humans, the most dominant media in communicating are the human senses such as eyes and ears. Processed by the human mind to control and determine its attitude

[34]Daryanto, Media Pembelajaran (Yogyakarta,2010). p. 4

[35]Arief S. Sadiman, Media Pembelajaran (Pengertian, Pengembangan, Pemanfaatannya).2009. p.5

towards something, before it is expressed in action.[36]

From these various opinions, it can be concluded that the media is a tool used to convey messages from the sender to the recipient of the message.

The word learning is a translation of the English term, namely "instruction" which is defined as an interactive process between teachers and students that takes place dynamically. This is different from the term "teaching". Teaching has the connotation of a learning and teaching process that takes place in one direction from teacher to student. In this case, only teachers play an active role in teaching, while students are passive, while in the learning process, teachers do not only "teach" but "learn" students to want to learn. The teacher's task is not only to convey information, but also to diagnose learning difficulties, select teaching materials, develop and use various types of media and learning resources, and motivate students to want to learn.[37] It can be concluded that teaching is part of learning activities. In this learning activity, the task of the teacher is broader than teaching activities.

Another understanding of learning is the effort made by the learner with the aim of helping students learn easily. The important components that determine the effectiveness of the learning process are teachers, students, materials, methods, media, and situations.[38] From this understanding it can be concluded that learning is an interaction between educators and students who can bring information or knowledge.

At a glance, we can see that learning media is an intermediary used in learning activities. Media in the perspective of education is a very strategic instrument in

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[36]Hafied Cangara, Buku Pengatar Ilmu Komunikasi. 2006. p. 119

[37]Rayandra Asyhar, Keatif Mengembangkan Media Pembelajaran. (Jakarta,2012) p. 6-7

[38]Rayandra Asyhar, Keatif Mengembangkan Media Pembelajaran. (Jakarta,2012) p. 9

determining the success of the teaching and learning process. Because its existence can directly provide its dynamics for students.

According to Suprapto et al., stated that learning media is an effective tool that can be used by teachers to achieve the desired goals.[39] Learning media includes all the resources needed to communicate in learning so that the form can be in the form of hardware such as computers, televisions, projectors, and software used on the hardware.

In addition, there are also those who argue that "learning media includes hardware and software".[40] Hardware are tools that can deliver messages such as computers, television, and so on. While software is program content that contains messages such as information contained in books and other printed materials, stories contained in films or materials presented. In the form of charts, graphs, diagrams, and so on.

From some opinions above, it can be concluded that learning media are all tools that can be used to convey messages from the sender to the recipient of the message in a planned manner so that there is a conducive and learning environment.

The use of learning media in the learning process is very helpful for students in expanding the horizons of the learning material provided. Students will gain various experiences during the learning process which are very useful for students in dealing with various tasks and responsibilities of various kinds, both in education, in the family and in the community.[41]

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[39]Mahfud Shalahuddin, Media Pendidikan Agama (Bandung : Bina Islam, 1986). p. 4

[40]Wina Sanjaya, Perencanaan Dan Desain Sistem Pembelajaran (Jakarta: Kencana, 2008). p.206

[41]Hafied Cangara, Buku Pengatar Ilmu Komunikasi. (2006) p.120

Learning media can enhance the learning process of students in teaching, which in turn is expected to enhance the learning outcomes achieved. There are several reasons why teaching media can enhance student learning processes. The first reason relates to the benefits of teaching media in the student learning process, among others:

1. Teaching will attract more students' attention so that it can foster learning motivation,

2. Teaching materials will be clearer in meaning so that they can be better understood by students, and allow students to master teaching objectives better.

3. Teaching methods will be more varied, not merely verbal communication through closing words by the teacher, so that students do not get bored, and the teacher does not run out of energy, especially if the teacher teaches every hour,

4. Students do more learning activities, because they do not only listen to the teacher's description, but also other activities such as observing, doing, demonstrating and others.

The second reason why the use of teaching media can enhance teaching and learning processes and outcomes is related to the level of students' thinking. The level of human thinking follows the stages of development, starting from simple thinking to abstract thinking, starting from simple thinking to complex thinking. The use of teaching media is closely related to the stages of thinking because through teaching

media abstract things can be concreted, and complex can be simplified.[42] It can be concluded that the existence of learning media can help a teaching and learning process take place both inside and outside the classroom.

C. Conceptual Framework

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┌─────────────────────┐
│  Video Conferences  │
└─────────────────────┘
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│ Learning English Skills │
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  ┌────────┼────────────────┬──────────────┐
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┌──────────┐ ┌──────────┐ ┌──────────┐ ┌──────────┐
│Listening │ │ Speaking │ │ Reading  │ │ Writing  │
│  Skills  │ │  Skills  │ │  Skills  │ │  Skills  │
└──────────┘ └──────────┘ └──────────┘ └──────────┘
           │
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┌─────────────────────┐
│ Students' Motivation │
└─────────────────────┘
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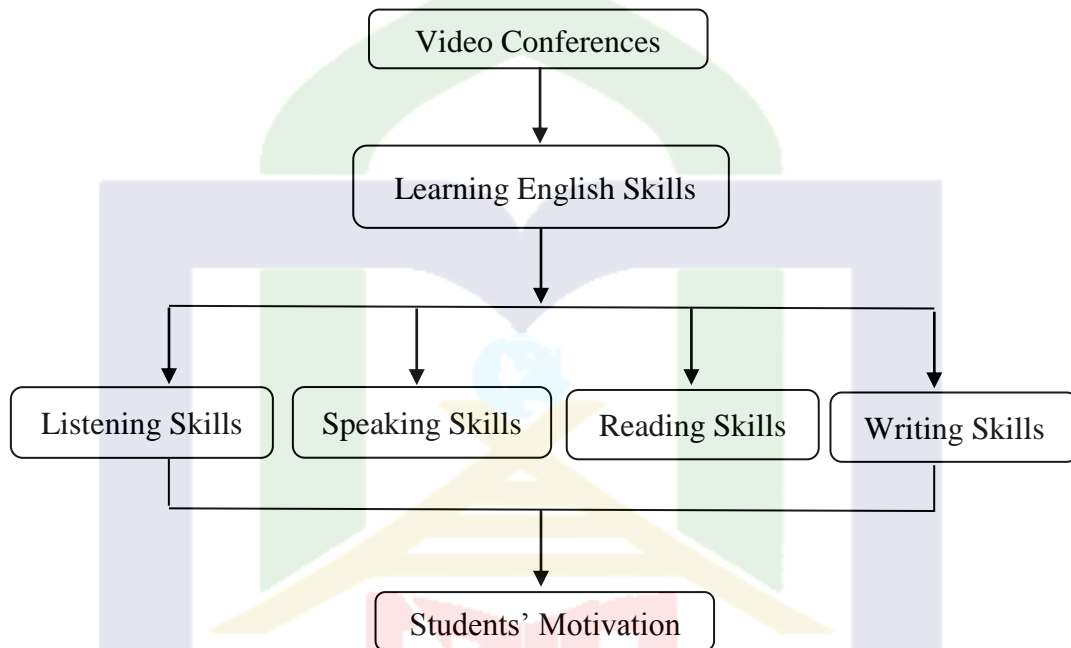
This diagram illustrates the use of video conferencing in English skills learning activities which include listening skills, speaking skills, reading skills, and writing skills. After doing learning using video conferencing will get the results of how the students' motivation in learning English skills through video conferences.

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[42]Nana Sudjana Dan Ahmad Rivai, Media Pengajaran (Bandung: Sinar Baru Algensindo,2009). p.2

RESEARCH METHOD

The research method used in this discussion is by the guidelines; this research describes this research as follows.

A. Research Method

Based on the approach and the type of data used, this study used a survey method with a quantitative approach (quantitative research). Zen Amiruddin argues that quantitative research is research conducted by collecting data and using a structured list of questions (questionnaires) that are compiled based on the variables studied to obtain quantitative data results.[1] Quantitative research is research that relies on data collection. The data is in the form of numbers from the results of the measurement results. Statistics have a very important role in quantitative research as a tool to analyze each answer to a problem.

B. Location and Duration of the Research

The researcher will conduct this research on students of SMA Negeri 7 pinrang (Jl. Poros Pinrang-Pare KM 8, Manarang, sub-district of Mattiro Bulu, Reg. Pinrang, South Sulawesi). Researchers conducted research at that location because that location they had used the video conferences feature through the Microsoft Teams application in learning English skills. This research was conducted with research permission for approximately one month.

C. Population and Sample

The population in this study were all class XII MIPA SMA Negeri 7 Pinrang whith a total of 138 students. From the entire population, the researchers took samples from the students of class XII MIPA 1 SMA Negeri 7 Pinrang, whith amounted 35 students.

D. Instrument and Procedure of Collecting Data

The research instrument used in this study was a questionnaire. The

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[1]Zen Amiruddin, "Statistik Pendidikan", (yogyakarta: teras, 2010), p. 1.

questionnaire is a list of questions on a particular topic given to the subject, either individually or in groups to obtain certain information[2]. The questionnaire items in this study were used to collect data on the analysis of student's motivation in learning English skills through video conferences.

The development of this instrument is based on a theoretical framework that has been prepared and further developed into indicators. The indicators are then translated into questionnaire items.[3]

Table 1. Learning motivation indicator

No	Indicator	Grille	No. Items	Total
1	Intrinsic factor	- the presence of desire and desire to succeed; - the existence of encouragement and need in learning; - there are hopes and dreams for the future.	2, 3, 4, 6, 7 10, 17, 18*, 22, 23, 24	11
2	Extrinsic Factor	- there is an appreciation in learning; - there are interesting activities in learning; - the existence of a conducive learning situation, thus enabling students to learn well.	1, 5, 8*, 9, 11, 12*, 13, 14*, 15*, 16, 19, 20, 21*	13
The total number of item				24

*: negative value item number.

[2]Ibnu Hadjar. Dasar-Dasar Metodologi Penelitian Kuantitatif dalam Pendidikan, Jakarta. PT Raja grafindo Persada, 1999., p. 180.

[3] Hamzah B. Uno, Teori Motivasi dan Pengukurannya, (Jakarta: Bumi Aksara, 2008), Cet. ke-3, p.31

The instrument used in this study is intended to produce accurate data by using a Likert scale, with the following scoring:[4]

Table 2. Answer Alternative Score

Answer Alternative Score	Positive Statement Score	Negative Statement Score
Strongly agree	4	0
Agree	3	1
Doubtful	2	2
Disagree	1	3
Strongly disagree	0	4

In this study, researchers used quantitatively to analyze the data. The first researcher gave an understanding to the class XII MIPA 1 SMA Negeri 1 Pinrang to find out the students' motivation in learning English skills using video conferencing and would take information in the form of a report to find out the motivation to learn English using video conferencing.

E. Technique of Data Analysis

The data analysis technique used in this study is descriptive analysis. Descriptive analysis is used to describe or summarize the results of research on students' motivation in learning English skills through video conferences. To calculate the percentage of respondent's answer data, the researcher uses the formula proposed by Sudijono in Pangaribuan, namely:[5]

$$P\,(\%) = \frac{F}{N} \times 100\%$$

Where :   P   = the percentage sought

　　　　　　F = total frequency of answers

[4]Sugiyono. "Metode Penelitian Kuantitatif Kualitatif dan R & D". Bandung: Alfabeta. 2018. p.152

[5]Pangaribuan. Teknik Penusunan Instrumen Penelitian. Yogyakarta: Pustaka Pelajar. 2013. p.7

N   = total of samples

To determine the conclusion of the criteria for each variable, the researcher compared it with the criteria that the researcher had modified based on the number of questionnaire questions. So the score criteria for student learning motivation are as follows:[6]

1. Minimum score, if all items get a score of $1 = 0 \times 24 = 0$ score

2. Maximum score, if all items get a score of $5 = 4 \times 24 = 96$ score

3. The minimum score in percent becomes $= \frac{0}{96} \times 100\% = 0\%$

4. Range $= 100\% - 0\% = 100\%$

5. Interval length $= \frac{range}{category} = \frac{100\%}{5} = 20\%$

So the results of modifications that have been adjusted from the 24 existing statements and 5 categories of questionnaire statements, the modified results of the questionnaire score are obtained as follows:

Table 3. Modification of the Questionnaire Score

No	Interval	Category
1	81% - 100%	Very high
2	61% - 80%	High
3	41% - 60%	Moderate
4	21% - 40%	Low
5	0% - 20%	Very low

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[6] Riduwan. Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula, (Bandung: Alfabeta), 2011. p.89

CHAPTER IV
FINDINGS AND DISCUSSION

This chapter consists of the findings and discussion. The research findings are the answers to the problem formulations formulated in the first chapter. This section provides information about the results of the data collected through a questionnaire which is discussed in the section below.

A. Findings

This chapter covers the results of research on the motivation of class XII MIPA 1 students at SMA Negeri 7 Pinrang in learning English skills through video conferences. The intended research results relate to the main issues contained in the problem formulation, namely a description of students' motivation in learning English skills through video conferences. The presentation is translated from the Description of research data and discussion of research results. The results of student motivation research are presented as follows:

1. Students' motivation in learning Listening Skills through video conferences

Data from the variable motivation of class XII MIPA 1 SMA Negeri 7 Pinrang in learning Listening skills through video conferences are presented in the form of a table of mean score learning motivation and a category table for the number of students who have very high motivation to very low motivation.

The calculation of the mean score of learning motivation can be seen in full in the table below:

Table 4. Results of the motivational questionnaire to learn

Listening skills

No	Indicator	Sub Indicators	Persentase (%)	Category
1	Intrinsic Motivation	- the presence of desire and desire to succeed; - the existence of encouragement and need in learning; - there are hopes and dreams for the future.	67,13%	High
2	Extrinsic Motivation	- there is an appreciation in learning; - there are interesting activities in learning; - the existence of a conducive learning situation, thus enabling students to learn well.	58,89%	Moderate
Total average (%)			**60,17%**	**Moderate**

Based on the table above, it can be seen that students' intrinsic motivation is categorized as high with a percentage of 67,13% and students' extrinsic motivation is categorized as moderate with a percentage of 58,89%. Overall, the average number of students in class X11 Mipa 1 at SMAN 7 Pinrang learning listening skills through video conferencing is 60,17% in the moderate category.

Then to find out the number of students who have very high to very

low motivation, the category table can be arranged as follows:

Table 5. Variable categorization of motivation to learn Listening skill

No	Category	Frequency	Percentage
1	Very high	0	0%
2	High	20	57%
3	Moderate	15	42%
4	Low	0	0%
5	Very low	0	0%

From the table above it can be seen that of the 35 students there were no students who had very high motivation with a percentage of 0% and there were 20 students who had high motivation with a percentage of 57%, there were 15 students who had moderate motivation with a percentage of 42%, and there were no students who have low and very low motivation with a percentage of 0% each.

2. Motivation in learning Speaking Skills

Data from the variable motivation of class XII MIPA 1 SMA Negeri 7 Pinrang in learning Listening skills through video conferences are presented in the form of a table of mean score learning motivation and a category table for the number of students who have very high motivation to very low motivation.

The calculation of the mean score of learning motivation can be seen in full in the table below:

Table 6. Results of the motivational questionnaire to learn

Speaking skills

No	Indicator	Sub Indicators	Persentase (%)	Category
1	Intrinsic Motivation	- the presence of desire and desire to succeed; - the existence of encouragement and need in learning; - there are hopes and dreams for the future.	65,50%	High
2	Extrinsic Motivation	- there is an appreciation in learning; - there are interesting activities in learning; - the existence of a conducive learning situation, thus enabling students to learn well.	57,63%	Moderate
Total average (%)			58,85%	Moderate

Based on the table above, it can be seen that students' intrinsic motivation is categorized as high with a percentage of 65,50% and students' extrinsic motivation is categorized as moderate with a percentage of 57,63%. Overall, the average number of students in class X11 Mipa 1 at SMAN 7 Pinrang in learning Speaking skills through video conferencing is 58,85% in the moderate category.

Then to find out the number of students who have very high to very low motivation, the category table can be arranged as follows:

Table 7. Variable categorization of motivation to learn Speaking skills

No	Category	Frequency	Percentage
1	Very high	0	0%
2	High	19	54%
3	Moderate	16	45%
4	Low	0	0%
5	Very low	0	0%

From the data above it can be seen that of the 35 students there were no students who had very high motivation with a percentage of 0% and there were 19 students who had high motivation with a percentage of 54%, there were 16 students who had moderate motivation with a percentage of 45%, and there were no students who have low and very low motivation with a percentage of 0% each.

3. Motivation in learning Reading Skills

Data from the variable motivation of class XII MIPA 1 SMA Negeri 7 Pinrang in learning Listening skills through video conferences are presented in the form of a table of mean score learning motivation and a category table for the number of students who have very high motivation to very low motivation.

The calculation of the mean score of learning motivation can be seen in full in the table below:

Table 8. Results of the motivational questionnaire to learn

Reading skills

No	Indicator	Sub Indicators	Persentase (%)	Category
1	Intrinsic Motivation	- the presence of desire and desire to succeed; - the existence of encouragement and need in learning; - there are hopes and dreams for the future.	65,44%	High
2	Extrinsic Motivation	- there is an appreciation in learning; - there are interesting activities in learning; - the existence of a conducive learning situation, thus enabling students to learn well.	57,69%	Moderate
Total average (%)			58,65%	Moderate

Based on the table above, it can be seen that students' intrinsic motivation is categorized as high with a percentage of 65,44% and students' extrinsic motivation is categorized as moderate with a percentage of 57,69%. Overall, the average number of students in class X11 Mipa 1 at SMAN 7 Pinrang learning reading skills through video conferencing is 58,65% in the moderate category.

Then to find out the number of students who have very high to very

low motivation, the category table can be arranged as follows:

Table 9. Variable categorization of learning motivation Reading skills

No	Category	Frequency	Percentage
1	Very high	0	0%
2	High	14	40%
3	Moderate	21	60%
4	Low	0	0%
5	Very low	0	0%

From the data above it can be seen that of the 35 students there were no students who had very high motivation with a percentage of 0% and there were 14 students who had high motivation with a percentage of 40%, there were 21 students who had moderate motivation with a percentage of 60%, and there were no students who have low and very low motivation with a percentage of 0% each.

4. Motivation in learning Writing Skills

Data from the variable motivation of class XII MIPA 1 SMA Negeri 7 Pinrang in learning Listening skills through video conferences are presented in the form of a table of mean score learning motivation and a category table for the number of students who have very high motivation to very low motivation.

The calculation of the mean score of learning motivation can be seen in full in the table below:

Table 10. Results of the motivational questionnaire to learn

Writing skills

No	Indicator	Sub Indicators	Persentase (%)	Category
1	Intrinsic Motivation	- the presence of desire and desire to succeed; - the existence of encouragement and need in learning; - there are hopes and dreams for the future.	66,03%	High
2	Extrinsic Motivation	- there is an appreciation in learning; - there are interesting activities in learning; - the existence of a conducive learning situation, thus enabling students to learn well.	57,74%	Moderate
	Total average (%)		59,08%	Moderate

Based on the table above, it can be seen that students' intrinsic motivation is categorized as high with a percentage of 66,03% and students' extrinsic motivation is categorized as moderate with a percentage of 57,74%. Overall, the average number of students in class X11 Mipa 1 at SMAN 7 Pinrang in learning writing skills through video conferencing is 59,08% in the moderate category.

Then to find out the number of students who have very high to very

low motivation, the category table can be arranged as follows:

Table 11. Variable categorization of motivation to learn writing skills

No	Category	Frequency	Percentage
1	Very high	0	0%
2	High	16	45%
3	Moderate	19	54%
4	Low	0	0%
5	Very low	0	0%

From the data above it can be seen that of the 35 students, there were no students who had very high motivation with a percentage of 0% and there were 16 students who had high motivation with a percentage of 45%, there were 19 students who had moderate motivation with a percentage of 54%, and there were no students who have low and very low motivation with a percentage of 0% each.

B. Discussion

Based on the results of the analysis of research data, a discussion of the results of the research is carried out as follows:

1. **Motivation of Class XII MIPA 1 SMA Negeri 7 Pinrang in learning Listening skills through video conferences**

    The results of this study indicate that students in class XII MIPA 1 SMA Negeri 7 Pinrang have moderate motivation with a percentage score of 60,17% in learning listening skills through video conferences. Where Listening skills are the initial language skills possessed by humans. This skill forms the basis of the other three language skills, namely speaking, reading, and writing. Johnson defines listening as the ability to understand and respond

effectively to verbal communication.[1] Thus it can be said that listening requires an understanding of the communication conveyed, especially in distance learning via video conferences.

According to Watson and Smeltzer in Nunan, "Intrinsic factors in students such as attention, motivation, interest, and knowledge about the topic being heard are signs of success in listening".[2] In learning activities, to be able to improve students' listening skills, several internal factors need to be explored, namely factors that exist within the students themselves such as attention, motivation, interest, and knowledge about the topic of the information to be provided.

One of these intrinsic factors is motivation. In motivation, there is also intrinsic motivation and extrinsic motivation. Where is intrinsic motivation, namely the desire and desire to succeed, the encouragement and need for learning, and the hopes and aspirations of the future.[3] In the results of this study, the intrinsic motivation of class XII MIPA 1 students at SMA Negeri 7 Pinrang has high motivation with a percentage score of 63,13% in learning listening skills through video conferences. While the extrinsic motivation of class XII MIPA 1 SMA Negeri 7 Pinrang has moderate motivation with a percentage of 58,89% in learning listening skills. So teachers need to optimize students' desire to learn English to be more enthusiastic and active in achieving success in learning English, especially in English skills.

In this study using 35 samples where there were no students who had very high motivation with a percentage of 0% and there were 20 students who

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[1]BizMove Management Training Institute, "How to Improve Your Listening skills Effective Strategies for Enhancing Your Active Listening skills" Retrieved from http://www.bizmove.com/books/how-to-improve-your-listening-skills.htm, (accessed on 28 November 2022)

[2]David Nunan, Second Language Teaching & Learning, (Boston: Heinle & Heinle Publisher, 2005), p.207

[3]Hamzah B. Uno, Teori Motivasi dan Pengukurannya, (Jakarta: Bumi Aksara, 2011) Cet. Ke 7, p.10

had high motivation with a percentage of 57%, there were 15 students who had moderate motivation with a percentage of 42%, and there were no students who have low and very low motivation with a percentage of 0% each. This shows that students who have high motivation will try harder than someone who has low motivation. But motivation is not behavior. It is a complex internal process that cannot be observed directly but can be understood through the hard work of students in doing something.

2. **Motivation of Class XII MIPA 1 SMA Negeri 7 Pinrang in learning Speaking skills through video conferences**

The results of this study indicate that students of class XII MIPA 1 SMA Negeri 7 Pinrang have moderate motivation with a percentage score of 58,85% in learning Speaking skills through video conferences. Where speaking skills are a basic skill of conveying messages to others and being able to communicate in a language. Speaking is considered the most important skill for students in Indonesia. This is because formal classes in Indonesia place more emphasis on students reading and writing.[4] Speaking skills can be achieved through activities as well as through development exercises. In distance learning through video conferencing, speaking skill learning can be done by conducting discussion activities in the learning class. This can increase students' motivation in learning speaking skills.

Given their lack of language, especially in English skills, students must have the motivation to improve their ability in Speaking. Motivation is considered a key factor for achieving success in a language, it can help students learn speaking skills in an EFL setting.[5] Motivation is divided into

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[4]Amrullah, Ahmad (2015). "Developing language games to teach speaking skill for indonesian senior high school learners" Retrieved from https://jurnal.iainkediri.ac.id/index.php/jeels/article/download/94/96, (accessed on 28 November 2022)

[5]Ali & Savas (2017). "Motivation to speak english : A self determination theory perspective" (PSAA Vol.53) Retrieved from https://files.eric.ed.gov/fulltext/EJ1153672.pdf (accessed on 28 November 2022)

two kinds, namely intrinsic motivation and extrinsic motivation. Where intrinsic motivation is the desire and desire to succeed, the encouragement and need for learning, as well as the hopes and aspirations of the future while extrinsic motivation is the existence of rewards in learning, the existence of interesting activities in learning, and the existence of a conducive learning situation, so that enable students to learn well.[6]

The results of this study, the intrinsic motivation of class XII MIPA 1 students at SMA Negeri 7 Pinrang has high motivation with a percentage score of 63,50% in learning Speaking skills through video conferences. While the extrinsic motivation of class XII MIPA 1 SMA Negeri 7 Pinrang has moderate motivation with a percentage score of 57,63% in learning Speaking skills through video conferences. So teachers need to optimize students' desire to learn English to be more enthusiastic and active in achieving success in learning English, especially in English skills.

In this study using 35 samples where there were no students who had very high motivation with a percentage of 0% and there were 19 students who had high motivation with a percentage of 54%, there were 16 students who had moderate motivation with a percentage of 45%, and there were no students who have low and very low motivation with a percentage of 0% each. This shows that students who have high motivation will try harder than someone who has low motivation. But motivation is not behavior. It is a complex internal process that cannot be observed directly but can be understood through the hard work of students in doing something.

3. **Motivation of class XII MIPA 1 SMA Negeri 7 Pinrang in learning reading skills through video conferences**

The results of this study indicate that students in class XII MIPA 1 SMA Negeri 7 Pinrang have moderate motivation with a percentage score of

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[6]Hamzah B. Uno, Teori Motivasi dan Pengukurannya, (Jakarta: Bumi Aksara, 2011) Cet. Ke 7, p.10

58,65% in learning reading skills through video conferences. Where reading is one of the four skills in the language. Reading is an activity to understand some information in written language. Reading consists of two related processes, word recognition, and comprehension.[7] Word comprehension refers to the process of understanding how written symbols fit into spoken language and comprehension refers to the process of making sense of words, sentences, and connected texts.

In reading skills learning activities through video conferences, motivation is one of the driving factors for achieving success in learning reading skills. Motivation is an important condition of learning. This refers to efforts to involve students so that they will get the learning objectives. Sardiman divides motivation into 2 types, namely: 1) intrinsic motivation Intrinsic motivation is the motivation that comes from within students. Without stimulants from outside students, students will learn on their own. 2) extrinsic motivation Motivation that comes from outside the student is called extrinsic motivation. Students must be stimulated to learn the material by something such as a reward. This type of motivation is necessary to create good conditions for learning. The root of student reading difficulties is the mental attitude of students, they may not like reading.[8]

The results of this study, the intrinsic motivation of class XII MIPA 1 students at SMA Negeri 7 Pinrang has high motivation with a percentage score of 65,44% in learning reading skills through video conferences. While the extrinsic motivation of class XII MIPA 1 SMA Negeri 7 Pinrang has moderate motivation with a percentage score of 57,69% in learning reading skills through video conferences. So teachers need to optimize students' desire to learn English to be more enthusiastic and active in achieving success in

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[7]Pang, E.S, A. Muaka. E. B. Bernbardt, M. L. Kamil, (2003). Teaching Reading, Education Practice12, PDF book. p.6

[8]Sardiman. 2007. Interaksi dan Motivasi Belajar Mengajar. Jakarta : Raja Grafindo Persada. p.89

learning English, especially in English skills.

In this study using 35 samples where there were no students who had very high motivation with a percentage of 0% and there were 14 students who had high motivation with a percentage of 40%, there were 21 students who had moderate motivation with a percentage of 60%, and there were no students who have low and very low motivation with a percentage of 0% each. This shows that students who have high motivation will try harder than someone who has low motivation. But motivation is not behavior. It is a complex internal process that cannot be observed directly but can be understood through the hard work of students in doing something.

4. **Motivation of class XII MIPA 1 SMA Negeri 7 Pinrang in learning writing skills through video conferences**

The results of this study indicate that students in class XII MIPA 1 SMA Negeri 7 Pinrang have moderate motivation with a percentage score of 59,08% in learning writing skills through video conferences. Where writing is the last language skill mastered by language learners after listening, speaking, and reading skills. Compared to the other three language skills, writing is often considered the most difficult skill to master. This is because the ability to write requires mastery of various linguistic elements and elements outside the language itself which will become the content of the writing.[9] In distance learning through video conferencing, the development of writing skills is carried out by giving essay assignments and then collecting them in a group that has been provided.

In writing skills learning activities through video conferences, motivation is one of the driving factors for achieving success in learning reading skills. Motivation is an effort to use the deepest desire to achieve

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[9] Iskandarwassid & Sunendar, D. (2008). Strategi Pembelajaran Bahasa. Bandung: Remaja Rosdakarya. p.248

goals, help initiative, act effectively, and survive in the face of failure.[10] Motivation basically consists of intrinsic motivation and extrinsic motivation. Where intrinsic motivation is the desire and desire to succeed, the encouragement and need for learning, as well as the hopes and aspirations of the future while extrinsic motivation is the existence of rewards in learning, the existence of interesting activities in learning, and the existence of a conducive learning situation, so that enable students to learn well.[11]

The results of this study, the intrinsic motivation of class XII MIPA 1 students at SMA Negeri 7 Pinrang has high motivation with a percentage score of 66,03% in learning writing skills through video conferences. Meanwhile, the extrinsic motivation of class XII MIPA 1 students at SMA Negeri 7 Pinrang has moderate motivation with a percentage score of 57,74% in learning writing skills through video conferences. So teachers need to optimize students' desire to learn English to be more enthusiastic and active in achieving success in learning English, especially in English skills.

In this study using 35 samples where there were no students who had very high motivation with a percentage of 0% and there were 16 students who had high motivation with a percentage of 45%, there were 19 students who had moderate motivation with a percentage of 54%, and there were no students who have low and very low motivation with a percentage of 0% each. This shows that students who have high motivation will try harder than someone who has low motivation. But motivation is not behavior. It is a complex internal process that cannot be observed directly but can be understood through the hard work of students in doing something.

Based on the discussion above, Irwanto classifies motivation as follows:[12]

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[10] Lasa. (2005). Panduan Menerbitkan Buku untuk Penulis Pemula. Yogyakarta: Alinea. p.114
[11] Hamzah B. Uno, Teori Motivasi dan Pengukurannya, (Jakarta: Bumi Aksara, 2011) Cet. Ke 7, p.10
[12] Irwanto. Motivasi dan Pengukuran Perilaku. Jakarta: PT Rineka Cipta. 2008. p.79

1. High motivation

   Motivation is said to be strong if a person in his daily activities has positive expectations, has high expectations, and has high confidence that he is able to solve the problems faced on time.

2. Moderate motivation

   Motivation is said to be moderate if humans have positive desires, have high expectations, but have low confidence that they can socialize and are able to solve the problems they face.

3. Low motivation

   Motivation is said to be weak when inside humans have low hopes and beliefs, that they can achieve. For example, for someone, the drive and desire to learn new knowledge and skills is the quality of their lives and fills their spare time to make it more productive and useful.

This shows that class XII MIPA 1 SMA Negeri 7 Pinrang has "moderate" motivation with a percentage score of 59.19% in learning English skills through video conferencing (Microsoft teams), has positive desires, and high expectations, but has low confidence. That he can socialize and be able to solve the problems faced. This is consistent with the results of research where students' intrinsic motivation is higher than their extrinsic motivation. Thus it can be said that video conferencing has support motivation to learn English skills and "moderate" motivation possessed by students can be said to be more inclined to "high" motivation than "low" motivation.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research that has been done, several conclusions can be drawn, namely:

1. The motivation of class XII MIPA 1 SMA Negeri 7 Pinrang in learning listening skills through video conferencing is moderate motivation with a percentage score of 60,17%. Where intrinsic motivation is 67,13% in the high category and extrinsic motivation is 57,89% in the moderate category.

2. The motivation of class XII MIPA 1 SMA Negeri 7 Pinrang in learning speaking skills through video conferencing is moderate motivation with a percentage score of 58,85%. Where intrinsic motivation is 65,50% in the high category and extrinsic motivation is 57,63% in the moderate category.

3. The motivation of class XII MIPA 1 SMA Negeri 7 Pinrang in learning reading skills through video conferencing is moderate motivation with a percentage score of 58,65%. Where intrinsic motivation is 65,44% in the high category and extrinsic motivation is 57,69% in the moderate category.

4. The motivation of class XII MIPA 1 SMA Negeri 7 Pinrang in learning writing skills through video conferencing is moderate motivation with a percentage score of 59,08%. Where is intrinsic motivation 66,03% in the high category and extrinsic motivation is 57.74% in the moderate category.

B. Suggestion

Based on the conclusions above, the authors make the following suggestions to teachers, students, and other writers who are interested in knowing students' motivation in learning English skills through video conferencing:

1. Teachers tend to pay more attention to those who still have moderate motivation in learning their students' English skills through video conferencing (Microsoft Teams) and are more able to build students' external motivation by paying attention to the teaching methods provided.

2. Students are better able to increase learning motivation to be more active in the distance learning process via video conferencing (Micrososft Teams)

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APPENDICES
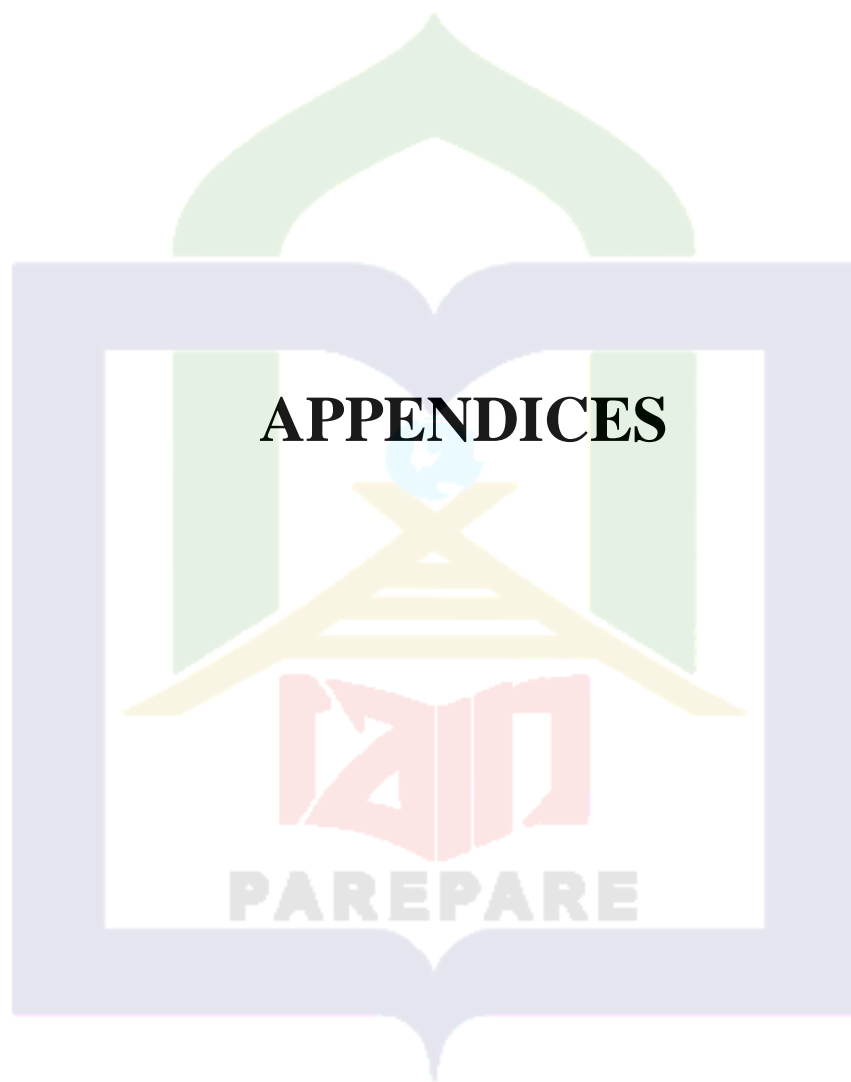
APPENDIX 1. Frequency Distribution of Respondents' Values

1. Listening Skills

No	Respondent	Nilai Butir Soal																								Jumlah
1	A. Annisa Dewi Syahrani	3	2	3	3	3	4	3	3	2	3	3	2	2	2	3	3	3	2	4	4	2	3	3	3	68
2	Ahmad Afif	3	2	2	3	3	4	2	2	2	3	4	4	2	2	2	2	0	2	4	4	1	4	1	4	62
3	Alma Dwi Fadilah	3	3	3	2	3	3	4	2	2	3	3	1	3	2	1	3	3	2	3	4	2	4	2	3	64
4	Amanda Fatma Bengawan	3	3	3	3	3	3	2	3	2	2	2	3	2	3	1	3	1	1	3	3	1	3	2	2	57
5	Andi Ahmad Farid Junaid	3	3	2	3	3	4	3	4	3	4	3	2	2	2	2	1	1	4	4	4	3	2	2	4	68
6	Andi Awliyaulmumtiah M	2	2	3	4	3	4	3	3	2	3	2	0	4	1	2	2	3	2	3	3	0	4	2	3	60
7	Andi Azzahrah	3	2	2	3	4	4	3	1	3	3	3	1	2	3	3	1	1	3	2	1	2	4	2	3	59
8	Anugrah Ramadani	2	3	2	3	2	4	2	2	2	4	2	2	2	2	2	1	1	2	2	3	1	4	3	3	56
9	Aprianti	3	3	3	4	4	4	4	3	3	3	3	3	1	1	3	2	1	3	3	3	2	4	3	3	69
10	Dewi Nur Alizah	3	2	3	3	1	4	2	4	1	3	1	1	1	4	1	3	3	1	2	3	1	3	3	4	57
11	Dian Anugrah	3	2	2	3	3	4	2	2	2	3	4	4	2	2	2	2	0	2	4	4	1	4	1	4	62
12	Dwi Hartanto	3	3	2	2	3	3	1	3	3	3	1	3	1	1	2	3	1	3	3	3	1	3	1	3	55
13	Filzah Fadhilah	3	3	3	3	4	4	3	3	3	4	3	1	3	0	2	3	1	3	3	3	1	4	3	3	66
14	Firman B Arifin	2	2	3	2	3	4	2	2	2	3	2	2	2	2	2	2	0	2	4	4	2	3	2	3	57
15	Hasni	3	2	2	2	3	3	3	2	2	3	2	1	3	2	1	3	1	2	3	4	0	2	3	3	55
16	Innah Ramadhani	4	3	2	3	3	4	4	2	3	4	3	1	2	2	2	2	2	3	4	4	2	3	3	3	68
17	Jafhaidar Aulia	4	3	3	3	3	4	3	3	3	3	2	3	1	2	2	2	1	3	3	4	0	4	2	3	64
18	Laksamana Ryandika A	3	2	2	3	1	3	2	3	1	3	3	1	2	2	1	3	2	3	2	3	2	4	2	2	55
19	Muhammad Angga	3	2	1	3	4	4	2	2	1	3	1	4	3	2	2	3	3	1	4	4	1	3	2	2	60
20	Muhammad Rafly	3	2	3	3	1	4	2	4	1	3	1	1	1	4	1	3	3	1	2	3	1	3	3	4	57
21	Muhammad Zainuridha	3	2	2	3	4	4	4	1	3	3	3	1	2	3	3	1	1	3	2	1	2	4	2	3	60
22	Nur Annisa	2	2	3	4	3	4	3	3	3	3	2	0	4	2	2	3	3	2	3	3	0	4	2	3	63
23	Nur Eni Wulandari	3	3	2	2	3	3	1	3	3	3	1	3	1	1	2	3	1	3	3	3	1	3	1	3	55
24	Nurafni Hamka	4	2	2	2	3	3	3	2	2	3	2	1	3	2	1	3	1	2	3	4	0	2	3	3	56
25	Nur Hazisa	3	3	2	2	3	3	2	3	3	3	1	1	1	1	2	3	1	3	3	3	1	3	1	3	54
26	Nurinayah	2	2	3	2	3	4	2	2	2	3	2	2	2	2	2	2	0	2	4	4	2	3	2	3	57
27	Nurul Widya Sam	3	3	2	3	3	3	2	2	2	3	2	2	2	2	2	2	2	2	2	3	1	3	2	2	55
28	Refiliana Sari	3	3	3	3	3	3	2	3	2	2	2	3	2	3	1	3	1	1	3	3	1	3	2	2	57
29	Rezky Maulya Syam	2	2	3	3	2	3	3	4	2	3	2	1	2	1	3	2	2	1	4	3	2	3	3	4	60
30	Riswan	2	3	2	3	2	4	2	2	2	4	2	2	2	2	2	1	1	2	2	3	1	4	4	4	58
31	Rizkayanti	3	3	3	2	3	4	3	2	2	3	3	1	3	2	1	3	3	2	3	3	0	3	2	3	60
32	Shofiyyah	4	4	2	4	4	4	4	2	3	4	4	0	2	2	2	2	2	2	4	4	2	2	2	3	68
33	Ulul Azmi Novianti	4	3	2	3	3	4	4	2	3	4	3	1	2	2	2	2	2	3	4	4	2	3	3	3	68
34	Wanda Wulandari	3	3	3	3	3	4	3	3	2	3	3	2	2	3	2	2	1	3	3	4	2	3	2	3	65
35	Widya Anugrah	1	0	2	2	1	3	2	2	1	3	3	0	3	2	2	3	4	1	2	4	1	4	3	2	51
		Jumlah																								2106

2. Speaking Skills

No	Respondent	Nilai Butir Soal																								Jumlah
1	A. Annisa Dewi Syahrani	3	3	3	3	4	4	3	3	2	3	3	2	2	2	3	3	3	2	4	4	1	3	2	3	68
2	Ahmad Afif	3	1	2	2	3	4	3	2	2	2	1	1	1	3	4	4	3	2	3	4	4	2	0	1	57
3	Alma Dwi Fadilah	3	2	3	3	3	4	3	2	2	3	3	1	3	2	1	3	3	2	3	4	2	4	2	3	64
4	Amanda Fatma Bengawan	1	2	3	3	3	3	2	3	1	2	2	1	2	3	1	3	2	2	3	3	1	3	2	2	53
5	Andi Ahmad Farid Junaid	3	3	3	3	3	4	2	4	3	4	2	0	2	4	1	1	1	4	4	4	4	3	2	3	67
6	Andi Awliyaulmumtiah M	2	1	3	3	3	3	3	3	2	3	1	0	3	2	1	3	3	2	3	3	2	4	2	3	58
7	Andi Azzahrah	3	2	2	3	3	4	3	2	3	3	3	1	2	3	3	1	1	3	2	3	2	4	2	3	61
8	Anugrah Ramadani	3	3	3	2	2	3	3	2	3	3	2	2	2	2	2	1	2	3	3	3	2	4	2	3	60
9	Aprianti	3	3	3	3	3	4	4	3	3	3	3	3	1	1	3	1	1	3	3	3	2	3	3	3	65
10	Dewi Nur Alizah	1	1	1	3	1	4	2	3	1	3	1	1	3	3	1	3	3	1	2	3	1	3	2	3	50
11	Dian Anugrah	3	1	2	2	3	4	3	2	2	2	1	1	1	3	4	4	3	2	3	4	4	2	0	1	57
12	Dwi Hartanto	3	3	1	2	3	3	3	2	3	3	2	1	2	3	2	3	2	3	3	3	1	3	2	3	59
13	Filzah Fadhilah	3	2	3	3	3	4	3	3	3	4	2	1	2	0	1	3	1	3	3	3	1	4	3	4	62
14	Firman B Arifin	2	2	2	2	2	4	2	2	2	2	2	2	2	2	2	2	2	2	4	4	2	3	2	2	55
15	Hasni	2	2	3	2	2	4	3	3	2	3	2	2	3	2	1	3	2	3	2	3	1	3	3	3	59
16	Innah Ramadhani	3	3	3	3	3	4	3	3	3	3	3	1	2	1	2	2	1	3	3	3	2	3	3	4	64
17	Jafhaidar Aulia	3	3	3	3	3	4	2	3	3	3	2	1	3	2	1	3	1	3	3	4	1	4	2	3	63
18	Laksamana Ryandika A	2	2	2	2	2	3	3	2	2	3	3	1	2	2	1	3	2	2	2	3	2	4	2	2	54
19	Muhammad Angga	3	3	1	3	2	4	2	2	1	3	2	1	4	2	2	2	3	2	4	4	1	3	2	2	58
20	Muhammad Rafly	1	1	1	3	1	4	2	3	1	3	1	1	3	3	1	3	3	1	2	3	1	3	2	3	50
21	Muhammad Zainuridha	3	2	2	3	3	4	3	2	3	3	3	1	2	3	3	1	1	3	2	3	2	4	2	3	61
22	Nur Annisa	2	1	3	3	3	3	3	3	2	3	2	0	3	2	1	2	2	1	3	3	1	4	2	3	55
23	Nur Eni Wulandari	3	3	1	2	3	3	3	2	3	3	2	1	2	3	2	3	2	3	3	3	1	3	2	3	59
24	Nurafni Hamka	2	2	3	2	2	4	3	3	2	3	2	2	3	2	1	3	2	3	2	3	1	3	3	3	59
25	Nur Hazisa	3	3	1	2	3	3	3	2	3	3	2	1	2	1	2	3	2	3	3	3	1	3	2	3	57
26	Nurinayah	2	2	2	2	2	4	2	2	2	2	2	2	2	2	2	2	2	2	4	4	2	3	2	2	55
27	Nurul Widya Sam	2	2	2	2	2	3	2	2	2	3	2	2	2	2	2	2	2	2	2	3	2	3	2	2	52
28	Refiliana Sari	1	2	3	3	3	3	2	3	1	2	2	1	2	3	1	3	2	2	3	3	1	3	2	2	53
29	Rezky Maulya Syam	2	3	2	4	3	3	4	3	2	3	3	0	3	1	2	3	2	1	4	4	1	3	2	3	61
30	Riswan	3	3	3	2	2	3	3	2	3	3	2	2	2	2	2	1	2	3	3	3	2	4	2	3	60
31	Rizkayanti	3	2	2	2	2	4	3	2	3	3	3	1	3	2	2	2	2	2	3	3	1	4	2	3	59
32	Shofiyyah	2	3	2	3	2	4	3	2	2	2	4	2	2	2	2	2	2	2	4	4	2	4	4	2	63
33	Ulul Azmi Novianti	3	3	3	3	3	4	3	3	3	3	3	1	2	1	2	2	1	3	3	3	2	3	3	4	64
34	Wanda Wulandari	3	3	3	3	2	4	3	3	2	3	3	2	2	3	3	1	1	3	3	4	2	3	2	3	64
35	Widya Anugrah	2	1	2	2	1	3	3	2	1	3	4	0	2	2	2	3	3	1	2	4	3	3	3	2	54
		Jumlah																								2060

3. Reading Skills

No	Respondent	Nilai Butir Soal																								Jumlah
1	A. Annisa Dewi Syahrani	3	2	2	2	2	4	3	3	2	3	3	1	2	2	1	2	2	2	3	4	1	3	2	3	57
2	Ahmad Afif	2	2	0	3	2	1	3	3	4	3	2	1	2	2	1	4	3	2	1	0	3	2	3	4	53
3	Alma Dwi Fadilah	3	3	3	2	3	3	4	2	2	3	3	1	3	2	2	3	3	2	3	4	2	4	2	3	65
4	Amanda Fatma Bengawan	2	2	3	3	2	1	2	3	1	2	2	2	2	3	1	3	2	2	3	3	1	2	2	2	51
5	Andi Ahmad Farid Junaid	3	3	2	3	2	4	2	4	4	4	2	2	2	4	3	0	2	2	4	4	2	3	2	3	66
6	Andi Awliyaulmumtiah M	2	2	3	3	2	4	3	3	2	4	2	1	3	2	2	2	3	2	3	3	2	4	2	4	63
7	Andi Azzahrah	3	2	2	3	3	3	3	3	2	3	2	3	2	3	3	1	2	3	2	3	2	4	2	3	62
8	Anugrah Ramadani	2	2	2	3	2	4	2	3	3	3	3	2	2	2	2	1	2	3	2	3	2	3	2	3	58
9	Aprianti	3	3	3	3	3	4	3	3	3	3	3	3	1	1	3	1	1	3	3	3	2	3	3	3	64
10	Dewi Nur Alizah	1	1	2	3	2	3	3	4	2	3	1	1	3	3	1	3	3	1	1	3	1	3	2	3	53
11	Dian Anugrah	2	2	0	3	2	1	3	3	4	3	2	1	2	2	1	4	3	2	1	0	3	2	3	4	53
12	Dwi Hartanto	3	3	2	2	3	3	3	1	2	3	3	1	3	1	2	3	2	2	3	3	1	3	2	4	58
13	Filzah Fadhilah	3	3	3	3	3	4	3	3	2	4	2	1	2	0	1	3	1	3	3	3	1	4	3	3	61
14	Firman B Arifin	2	2	2	2	2	4	2	2	2	2	2	2	2	2	2	2	2	2	4	4	2	3	2	2	55
15	Hasni	3	2	2	2	2	3	3	2	2	3	2	2	3	2	2	3	2	2	2	3	1	4	3	2	57
16	Innah Ramadhani	3	3	3	3	3	4	3	3	3	3	3	2	2	2	1	2	2	3	4	4	2	3	3	4	68
17	Jafhaidar Aulia	4	4	4	3	3	4	2	3	2	4	4	2	2	2	0	3	2	3	4	4	1	4	2	4	70
18	Laksamana Ryandika A	3	2	2	2	2	3	2	2	2	3	3	1	2	2	2	2	2	2	2	3	2	4	2	2	54
19	Muhammad Angga	3	2	1	3	4	4	2	2	1	3	1	4	3	2	2	3	3	1	3	3	1	3	2	2	58
20	Muhammad Rafly	1	1	2	3	2	3	3	4	2	3	1	1	3	3	1	3	3	1	1	3	1	3	2	3	53
21	Muhammad Zainuridha	3	2	2	3	3	3	3	3	2	3	2	3	2	3	3	1	2	3	2	3	2	4	2	3	62
22	Nur Annisa	2	2	3	3	3	3	2	3	1	3	2	1	3	2	2	3	2	2	3	3	1	4	2	3	58
23	Nur Eni Wulandari	3	3	2	2	3	3	3	1	2	3	3	1	3	1	3	3	2	2	3	3	1	3	2	4	59
24	Nurafni Hamka	3	2	2	2	2	3	3	2	2	3	2	2	3	2	2	3	2	2	2	3	1	4	3	2	57
25	Nur Hazisa	3	3	2	2	3	3	3	1	2	3	3	1	3	1	2	3	2	2	3	3	1	3	3	3	58
26	Nurinayah	2	2	2	2	2	4	2	2	2	2	2	2	2	2	2	2	2	2	4	4	2	3	2	2	55
27	Nurul Widya Sam	2	2	2	3	2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	3	2	3	2	2	52
28	Refiliana Sari	2	2	3	3	2	1	2	3	1	2	2	2	2	3	1	3	2	2	3	3	1	2	2	2	51
29	Rezky Maulya Syam	3	2	3	3	3	4	2	1	3	4	3	0	2	1	0	3	3	1	4	4	1	2	3	4	59
30	Riswan	2	2	2	3	2	4	2	3	3	3	3	2	2	2	2	1	2	3	2	3	2	3	2	3	58
31	Rizkayanti	2	2	2	2	3	4	3	2	2	3	3	1	3	2	2	2	2	3	3	3	2	3	2	4	60
32	Shofiyyah	2	4	2	2	2	4	2	2	3	4	3	2	2	2	2	2	2	2	3	3	3	3	2	2	60
33	Ulul Azmi Novianti	3	3	3	3	3	4	3	3	3	3	3	2	2	2	3	2	2	3	4	4	2	3	3	4	70
34	Wanda Wulandari	3	3	3	3	2	4	3	3	2	3	2	3	2	3	2	2	1	3	3	4	2	3	2	3	64
35	Widya Anugrah	2	1	2	2	1	3	2	2	1	3	3	1	2	2	1	3	2	1	2	4	3	3	3	2	51
		Jumlah																								2053

VIII

4. Writing Skills

No	Respondent	Nilai Butir Soal																								Jumlah
1	A. Annisa Dewi Syahrani	3	3	3	3	3	4	3	3	3	3	3	2	2	2	1	3	3	2	3	4	2	3	2	4	67
2	Ahmad Afif	4	2	1	0	1	2	3	0	3	2	1	4	1	2	1	4	3	2	1	0	3	2	3	4	49
3	Alma Dwi Fadilah	3	3	3	2	3	3	4	2	2	4	3	1	2	2	2	2	2	2	3	4	2	4	2	3	63
4	Amanda Fatma Bengawan	2	1	3	3	3	3	2	3	2	2	2	2	2	3	1	3	2	2	3	3	1	2	2	2	54
5	Andi Ahmad Farid Junaid	3	3	2	3	3	4	3	4	3	4	2	2	2	4	4	0	0	4	4	4	2	3	2	3	68
6	Andi Awliyaulmumtiah M	2	2	3	3	3	4	2	3	2	3	1	2	3	2	2	2	3	2	3	3	1	4	2	3	60
7	Andi Azzahrah	4	3	2	3	3	4	2	3	2	3	2	3	1	4	4	1	1	3	2	3	2	4	2	3	64
8	Anugrah Ramadani	2	3	3	2	3	3	3	3	3	3	3	3	1	2	2	2	1	3	2	4	1	4	2	3	61
9	Aprianti	3	3	3	3	3	4	3	3	3	3	3	3	1	1	3	1	1	3	3	3	2	3	3	3	64
10	Dewi Nur Alizah	2	2	3	3	2	3	3	3	1	3	1	1	3	3	1	3	3	1	3	3	1	3	3	3	57
11	Dian Anugrah	4	2	1	0	1	2	3	0	3	2	1	4	1	2	1	4	3	2	1	0	3	2	3	4	49
12	Dwi Hartanto	3	3	3	1	3	3	3	1	3	3	2	1	3	1	2	1	1	3	3	3	1	3	3	3	56
13	Filzah Fadhilah	3	3	3	3	3	4	3	3	2	4	2	1	3	1	2	3	1	3	3	3	1	3	3	3	63
14	Firman B Arifin	2	2	2	2	2	4	2	2	2	3	2	2	2	2	2	2	2	2	4	4	2	2	2	2	55
15	Hasni	2	3	3	3	2	3	3	2	2	3	2	2	2	2	1	3	2	2	2	3	2	3	3	3	58
16	Innah Ramadhani	3	3	3	3	3	4	3	3	3	3	3	2	2	3	3	2	2	3	3	3	2	3	3	3	68
17	Jafhaidar Aulia	4	4	4	2	3	4	3	3	4	4	3	1	3	2	2	3	2	3	4	4	1	4	2	4	73
18	Laksamana Ryandika A	2	2	2	2	3	3	3	2	2	2	2	2	2	2	2	2	2	2	2	3	2	4	2	2	54
19	Muhammad Angga	2	2	2	3	2	4	2	2	1	2	2	0	3	2	2	2	3	3	3	3	3	2	2	2	54
20	Muhammad Rafly	2	2	3	3	2	3	3	3	1	3	1	1	3	3	1	3	3	1	3	3	1	3	3	3	57
21	Muhammad Zainuridha	4	3	2	3	3	4	2	3	2	3	2	3	1	3	3	1	1	3	2	3	2	4	2	3	62
22	Nur Annisa	2	2	3	3	3	3	2	3	2	3	2	1	3	2	2	3	3	2	3	3	1	4	2	3	60
23	Nur Eni Wulandari	3	3	3	1	3	3	3	1	3	3	2	1	3	1	2	1	1	3	3	3	1	3	3	3	56
24	Nurafni Hamka	2	3	3	3	2	3	3	2	2	3	2	2	2	2	1	3	2	2	2	3	2	3	3	3	58
25	Nur Hazisa	3	3	3	2	3	3	3	1	3	3	2	1	3	1	2	1	1	3	3	3	1	3	3	3	57
26	Nurinayah	2	2	2	2	2	4	2	2	2	3	2	2	2	2	2	2	2	2	4	4	2	2	2	2	55
27	Nurul Widya Sam	3	3	3	2	2	3	2	2	3	3	2	2	2	2	2	2	2	2	2	3	2	3	2	2	56
28	Refiliana Sari	2	1	3	3	3	3	2	3	2	2	2	2	2	3	1	3	2	2	3	3	1	2	2	2	54
29	Rezky Maulya Syam	3	3	2	3	3	4	3	2	3	3	3	2	3	1	2	4	3	2	4	4	1	2	3	4	67
30	Riswan	2	3	3	2	3	3	3	3	3	3	3	3	1	2	2	2	1	3	2	4	1	4	2	3	61
31	Rizkayanti	2	2	2	2	2	4	3	2	2	3	2	2	3	3	2	2	2	2	3	3	1	3	2	3	57
32	Shofiyyah	2	3	2	2	2	3	2	2	2	2	3	2	2	1	2	3	2	1	2	2	1	2	2	2	49
33	Ulul Azmi Novianti	3	3	3	3	3	4	3	3	3	3	3	2	2	3	3	2	2	3	3	3	2	3	3	3	68
34	Wanda Wulandari	3	3	3	3	2	4	2	3	2	4	2	3	2	3	2	2	1	2	3	4	2	3	2	3	63
35	Widya Anugrah	2	1	2	2	1	3	2	2	1	3	1	3	2	2	2	2	1	2	2	4	3	3	3	2	51
		Jumlah																								2068

IX

APPENDIX 2. INSTRUMENT

<table>
<tr>
<td rowspan="2">PAREPARE</td>
<td>KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH
Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404 PO Box909 Parepare 91100,website: www.iainpare.ac.id, email: mail@iainpare.ac.id</td>
</tr>
<tr>
<td>VALIDASI INSTRUMEN PENELITIAN SKRIPSI</td>
</tr>
</table>

NAMA MAHASISWA : HERAWATI

NIM   : 17.1300.126

FAKULTAS/PRODI   : TARBIYAH/PENDIDIKAN BAHASA INGGRIS

JUDUL   : THE STUDENTS' MOTIVATION IN LEARNING ENGLISH SKILLS THROUGH VIDEO CONFERENCE *(MICROSOFT TEAMS)* AT SMA NEGERI 7 PINRANG

Based on the Research, the researcher will use the instrument below:

1. Questionnaire

The questionnaire is a list of questions sent to respondents, either directly or indirectly, to get more information about the analysis of students' motivation in learning English skills through video conferences. The questionnaire in research is in the form of questions or statements that can be answered according to its form to informants.

For example, if the questionnaire is closed, how to answer it is enough to put a check list (√) in the column. Meanwhile, if the questionnaire is open, how to answer it is by filling in the answers in the available column.

X

QUESTIONNAIRE

"THE STUDENTS' MOTIVATION IN LEARNING ENGLISH SKILLS THROUGH VIDEO CONFERENCE *(MICROSOFT TEAMS)* AT SMA NEGERI 7 PNRANG"

A. Petunjuk Umum

1. Angket ini bersifat ilmiah, tidak ada tujuan lain.

2. Jawablah pertanyaan ini dengan jujur.

3. Berilah tanda check list pada jawaban anda.

B. Biodata responden (penjawab pertanyaan)

1. Nama   :

2. Kelas   :

1. Questionnaire for Listening skills

No.	Pernyataan	Sangat setuju	Setuju	Ragu-ragu	Tidak setuju	Sangat tidak setuju
1	Saya merasa senang belajar listening skills menggunakan video conference.					
2	Saya sangat bersemangat untuk mengikuti pelajaran listening melalui video conference					

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3	Pemanfaatan video conference dalam kegiatan belajar listening mendorong saya untuk belajar secara mandiri.					
4	Pendidik mendorong saya untuk aktif bertanya.					
5	Pendidik menjalin hubungan komunikasi yang baik dengan peserta didik pada saat menggunakan video conference.					
6	Saya giat belajar agar cita-cita saya tercapai					
7	Saya sangat memperhatikan pelajaran selama menggunakan video conference agar mencapai nilai yang memuaskan.					
8	Pendidik tidak memberikan apresiasi kepada peserta didik yang mendapatkan nilai tertinggi.					
9	Saya merasa lebih mudah dan fokus untuk belajar					

	litening dengan menggunakan video conference.					
10	Saya berusaha belajar dengan baik agar mendapat nilai tertinggi terutama dalam pelajaran listening skills.					
11	Saya dapat memahami pembelajaran listening dengan baik karena audio di video conference sangat jernih.					
12	Video conference membuat pembelajaran menjadi tidak efektif karena kurangnya interaksi antara peserta didik dan pendidik.					
13	Video conference membuat waktu belajar dikelas lebih sempit.					
14	Saya tidak pernah merasa puas dengan nilai yang diberikan kepada saya.					

15	Penggunaan video conference membuat pembelajaran listening tidak tersampaikan dengan baik oleh pendidik.					
16	Penggunaan video conference membuat pembelajaran listening kurang dipahami oleh siswa.					
17	Saya merasa malas mengerjakan tugas yang diberikan oleh pendidik melalui video conference.					
18	Saya tidak tertarik belajar dengan video conference.					
19	Saya mendapat pujian dari guru dan teman-teman, jika saya mendapatkan nilai yang baik					
20	Saya mendapat pujian dari orang tua, jika saya mendapatkan nilai yang baik					
21	Presentasi menggunakan					

No.		Sangat setuju	Setuju	Ragu-ragu	Tidak setuju	Sangat tidak setuju
	video conference lebih sulit dari pada presentasi di dalam kelas.					
22	Saya belajar listening, karena menurut saya listening akan sangat berguna di masa depan.					
23	Setelah kelas selesai saya akan mempelajari kembali materi yang telah diajarkan.					
24	Jika pendidik melontarkan pertanyaan, yang dapat menjawabnya akan diberikan nilai tambahan, maka saya berusaha untuk dapat menjawab pertanyaan tersebut.					

2. Questionnaire for Speaking skills

No.	Pernyataan	Sangat setuju	Setuju	Ragu-ragu	Tidak setuju	Sangat tidak setuju
1	Saya merasa senang belajar speaking menggunakan					

	video conference.					
2	Saya sangat bersemangat untuk mengikuti pelajaran speaking melalui video conference					
3	Pemanfaatan video conference dalam kegiatan belajar speaking mendorong saya untuk belajar secara mandiri.					
4	Pendidik mendorong saya untuk aktif bertanya.					
5	Pendidik menjalin hubungan komunikasi yang baik dengan peserta didik pada saat menggunakan video conference.					
6	Saya giat belajar agar cita-cita saya tercapai					
7	Saya sangat memperhatikan pelajaran selama menggunakan video conference agar mencapai nilai yang memuaskan.					

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8	Pendidik tidak memberikan apresiasi kepada peserta didik yang mendapatkan nilai tertinggi.					
9	Saya merasa lebih mudah dan fokus untuk belajar speaking dengan menggunakan video conference.					
10	Saya berusaha belajar dengan baik agar mendapat nilai tertinggi terutama dalam pelajaran speaking skills.					
11	Saya dapat memahami pembelajaran speaking dengan baik karena audio di video conference sangat jernih.					
12	Video conference membuat pembelajaran menjadi tidak efektif karena kurangnya interaksi antara peserta didik dan pendidik.					

13	Video conference membuat waktu belajar dikelas lebih sempit.					
14	Saya tidak pernah merasa puas dengan nilai diberikan kepada saya.					
15	Penggunaan video conference membuat pembelajaran speaking tidak tersampaikan dengan baik oleh pedidik.					
16	Penggunaan video conference membuat pelajaran speaking kurang dipahami oleh siswa.					
17	Saya merasa malas mengerjakan tugas yang diberikan oleh pendidik melalui video conference.					
18	Saya tidak tertarik belajar dengan video conference.					
19	Saya mendapat pujian dari guru dan teman-teman, jika saya mendapatkan nilai yang baik					

20	Saya pendapat pujian dari orang tua, jika mendapatkan nilai yang baik					
21	Presentasi menggunakan video conference lebih sulit dari pada presentasi di dalam kelas.					
22	Saya belajar speaking, karena menurut saya speaking akan sangat berguna di masa depan.					
23	Setelah kelas selesai saya akan mempelajari kembali materi yang telah diajarkan.					
24	Jika pendidik melontarkan pertanyaan, yang dapat menjawabnya akan diberikan nilai tambahan, maka saya berusaha untuk dapat menjawab pertanyaan tersebut.					

3. Questionnaire for Reading skills

No.	Pernyataan	Sangat setuju	Setuju	Ragu-ragu	Tidak setuju	Sangat tidak setuju
1	Saya merasa senang belajar reading skills menggunakan video conference.					
2	Saya sangat besemangat untuk mengikuti pelajaran reading melalui video conference					
3	Pemanfaatan video conference dalam kegiatan belajar reading mendorong saya untuk belajar secara mandiri.					
4	Pendidik mendorong saya untuk aktif bertanya.					
5	Pendidik menjalin hubungan komunikasi yang baik dengan peserta didik pada saat menggunakan video conference.					
6	Saya giat belajar agar cita-					

	cita saya tercapai					
7	Saya sangat memperhatikan pelajaran selama menggunakan video conference.					
8	Pendidik tidak memberikan apresiasi kepada peserta didik yang mendapatkan nilai tertinggi.					
9	Saya merasa lebih mudah dan fokus untuk belajar reading dengan menggunakan video conference.					
10	Saya berusaha belajar dengan baik agar mendapat nilai tertinggi terutama dalam pelajaran reading skills.					
11	Saya dapat memahami pembelajaran reading dengan baik karena tampilanZmateri dalam video conference sangat bagus.					

12	Video conference membuat pembelajaran menjadi tidak efektif karena kurangnya interaksi antara peserta didik dan pendidik.					
13	Video conference membuat waktu belajar dikelas lebih sempit.					
14	Saya tidak pernah merasa puas dengan nilai yang diberikan kepada saya.					
15	Penggunaan video conference membuat pembelajaran reading tidak tersampaikan dengan baik oleh guru.					
16	Penggunaan video conference membuat pembelajaran reading kurang dipahami oleh siswa.					
17	Saya merasa malas mengerjakan tugas yang yang diberikan oleh pendidik melalui video conference.					

18	Saya tidak tertarik belajar dengan video conference.					
19	Saya mendapat pujian dari guru dan teman-teman, jika mendapatkan nilai yang baik					
20	Saya mendapat pujian dari orang tua, jika mendapatkan nilai yang baik					
21	Presentasi menggunakan video conference lebih sulit dari pada presentasi di dalam kelas.					
22	Saya belajar speaking, karena menurut saya speaking akan sangat berguna di masa depan.					
23	Setelah kelas selesai saya akan mempelajari kembali materi yang telah diajarkan.					
24	Jika pendidik melontarkan pertanyaan, yang dapat menjawabnya akan diberikan nilai tambahan, maka saya berusaha untuk					

No.	Pernyataan	dapat menjawab pertanyaan tersebut.				

4. Questionnaire for Writing skills

No.	Pernyataan	Sangat setuju	setuju	Ragu-ragu	Tidak setuju	Sangat tidak setuju
1	Saya merasa senang belajar writing skills menggunakan video conference.					
2	Saya sanagt bersemangat untuk mengikuti pelajaran writing melalui video conference					
3	Pemanfaatan video conference dalam kegiatan belajar writing mendorong saya untuk belajar secara mandiri.					
4	Pendidik mendorong saya untuk aktif bertanya.					
5	Pendidik menjalin hubungan komunikasi yang baik dengan peserta didik pada					

	saat menggunakan video conference.					
6	Saya giat belajar agar cita-cita saya tercapai					
7	Saya sangat memperhatikan pelajaran selama menggunakan video conference.					
8	Pendidik tidak memberikan apresiasi kepada peserta didik yang mendapatkan nilai tertinggi.					
9	Saya merasa lebih mudah dan fokus untuk belajar writing dengan menggunakan video conference.					
10	Saya berusaha belajar dengan baik agar mendapat nilai tertinggi terutama dalam pelajaran writing skills.					
11	Saya dapat memahami pembelajaran writing dengan baik karena tampilan					

	materi dalam video conference sangat bagus.					
12	Video conference membuat pembelajaran menjadi tidak efektif karena kurangnya interaksi antara peserta didik dan pendidik.					
13	Video conference membuat waktu belajar dikelas lebih sempit.					
14	Saya tidak pernah merasa puas dengan nilai yang diberikan kepada saya.					
15	Penggunaan video conference membuat pembelajaran writing tidak tersampaikan dengan baik oleh guru.					
16	Penggunaan video conference membuat pembelajaran writing kurang dipahami oleh siswa.					
17	Saya merasa malas mengerjakan tugas yang diberikan oleh pendidik					

	melalui video conference.					
18	Saya tidak tertarik belajar dengan video conference.					
19	Saya mendapat pujian dari guru dan teman-teman, jika saya mendapatkan nilai yang baik					
20	Saya mendapat pujian dari orang tua, jika saya mendapatkan nilai yang baik					
21	Presentasi menggunakan video conference lebih sulit dari pada presentasi di dalam kelas.					
22	Saya belajar speaking, karena menurut saya speaking akan sangat berguna di masa depan.					
23	Setelah kelas selesai saya akan mempelajari kembali materi yang telah diajarkan.					
24	Jika pendidik melontarkan pertanyaan, yang dapat menjawabnya akan diberikan nilai tambahan,					

maka saya berusaha untuk dapat menjawab pertanyaan tersebut.					

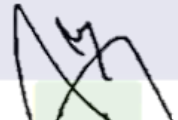**☺ Terima Kasih Atas Partisipasi Anda ☺**
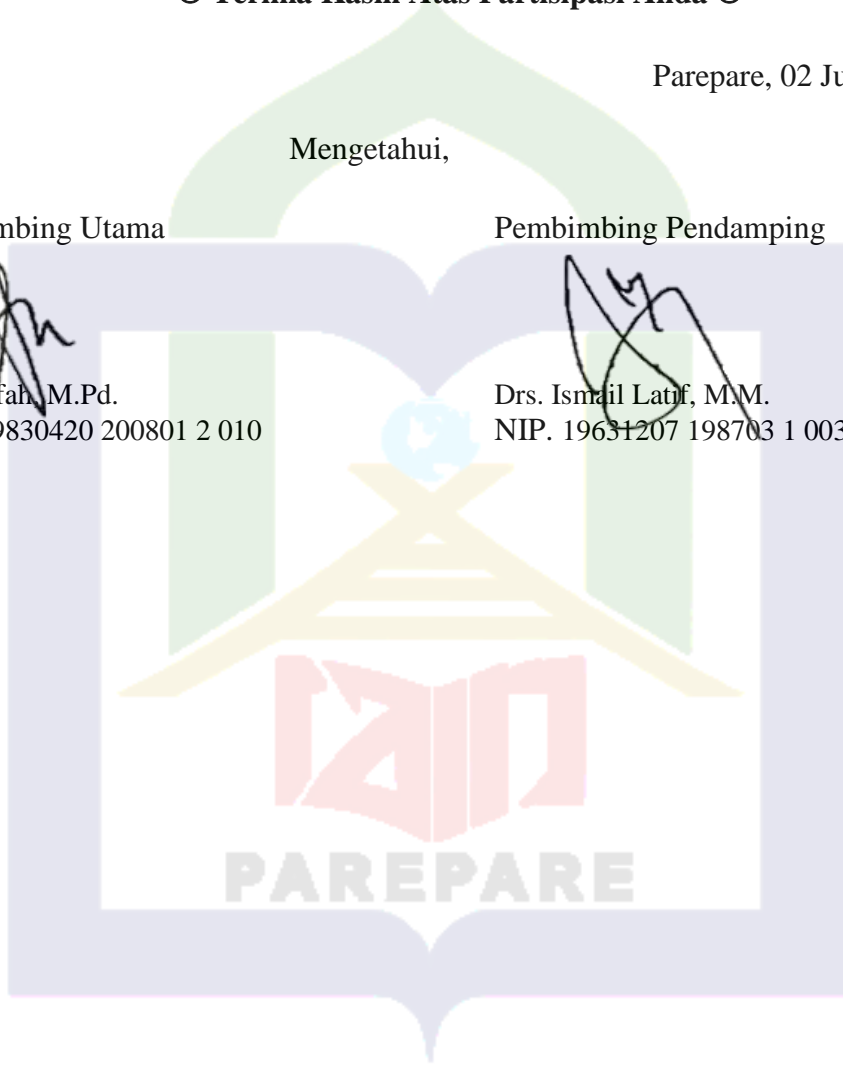
Parepare, 02 Juli 2022

Mengetahui,

Pembimbing Utama

Pembimbing Pendamping

Dr. Zulfah, M.Pd.
NIP. 19830420 200801 2 010

Drs. Ismail Latif, M.M.
NIP. 19631207 198703 1 003

APPENDIX 3. RESPONDENT QUESTIONNAIRE

VALIDASI INSTRUMEN PENELITIAN SKRIPSI

QUESTIONNAIRE

"THE STUDENTS' MOTIVATION IN LEARNING ENGLISH SKILLS THROUGH VIDEO CONFERENCE AT SMA NEGERI 7 PNRANG"

A. Petunjuk Umum

1. Angket ini bersifat ilmiah, tidak ada tujuan lain.

2. Jawablah pertanyaan ini dengan jujur.

3. Berilah tanda check list pada jawaban anda.

B. Biodata responden (penjawab pertanyaan)

1. Nama   : A. Annisa Dewi Syahrani

2. Kelas   : XII mipa 1

*Questionnaire for Listening skills

No.	Pernyataan	Sangat setuju	Setuju	Ragu-ragu	Tidak setuju	Sangat tidak setuju
1	Saya merasa senang belajar listening skills menggunakan video conference.		✓			
2	Saya sangat bersemangat untuk mengikuti pelajaran listening melalui video conference			✓		
3	Pemanfaatan video conference dalam kegiatan belajar listening mendorong saya untuk belajar secara mandiri.	✓				

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4	Pendidik mendorong saya untuk aktif bertanya.		✓		
5	Pendidik menjalin hubungan komunikasi yang baik dengan peserta didik pada saat menggunakan video conference.		✓		
6	Saya giat belajar agar cita-cita saya tercapai	✓			
7	Saya sangat memperhatikan pelajaran selama menggunakan video conference agar mencapai nilai yang memuaskan.		✓		
8	Pendidik tidak memberikan apresiasi kepada peserta didik yang mendapatkan nilai tertinggi.				✓
9	Saya merasa lebih mudah dan fokus untuk belajar litening dengan menggunakan video conference.			✓	
10	Saya berusaha belajar dengan baik agar mendapat nilai tertinggi terutama dalam pelajaran listening skills.	✓			
11	Saya dapat memahami pembelajaran listening dengan baik karena audio di video conference sangat jernih.	✓			
12	Video conference membuat pembelajaran menjadi tidak efektif karena kurangnya interaksi antara peserta didik dan pendidik.			✓	
13	Video conference membuat waktu belajar dikelas lebih sempit.			✓	
14	Saya tidak pernah merasa puas dengan nilai yang diberikan kepada saya.			✓	

XXX

No	Pernyataan					
15	Penggunaan video conference membuat pembelajaran listening tidak tersampaikan dengan baik oleh pendidik.				✓	
16	Penggunaan video conference membuat pembelajaran listening kurang dipahami oleh siswa.		✓			
17	Saya merasa malas mengerjakan tugas yang diberikan oleh pendidik melalui video conference.		✓			
18	Saya tidak tertarik belajar dengan video conference.			✓		
19	Saya mendapat pujian dari guru dan teman-teman, jika saya mendapatkan nilai yang baik	✓				
20	Saya mendapat pujian dari orang tua, jika saya mendapatkan nilai yang baik	✓				
21	Presentasi menggunakan video conference lebih sulit dari pada presentasi di dalam kelas.			✓		
22	Saya belajar listening, karena menurut saya listening akan sangat berguna di masa depan.		✓			
23	Setelah kelas selesai saya akan mempelajari kembali materi yang telah diajarkan.		✓			
24	Jika pendidik melontarkan pertanyaan, yang dapat menjawabnya akan diberikan nilai tambahan, maka saya berusaha untuk dapat menjawab pertanyaan tersebut.		✓			

* Questionnaire for Speaking skills

No.	Pernyataan	Sangat setuju	Setuju	Ragu-ragu	Tidak setuju	Sangat tidak setuju
1	Saya merasa senang belajar speaking menggunakan video conference.		✓			
2	Saya sangat bersemangat untuk mengikuti pelajaran speaking melalui video conference		✓			
3	Pemanfaatan video conference dalam kegiatan belajar speaking mendorong saya untuk belajar secara mandiri.		✓			
4	Pendidik mendorong saya untuk aktif bertanya.		✓			
5	Pendidik menjalin hubungan komunikasi yang baik dengan peserta didik pada saat menggunakan video conference.	✓				
6	Saya giat belajar agar cita-cita saya tercapai	✓				
7	Saya sangat memperhatikan pelajaran selama menggunakan video conference agar mencapai nilai yang memuaskan.		✓			
8	Pendidik tidak memberikan apresiasi kepada peserta didik yang mendapatkan nilai tertinggi.				✓	
9	Saya merasa lebih mudah dan fokus untuk belajar speaking dengan menggunakan video conference.			✓		
10	Saya berusaha belajar dengan baik agar mendapat nilai tertinggi terutama dalam pelajaran speaking skills.		✓			

11	Saya dapat memahami pembelajaran speaking dengan baik karena audio di video conference sangat jernih.		✓			
12	Video conference membuat pembelajaran menjadi tidak efektif karena kurangnya interaksi antara peserta didik dan pendidik.			✓		
13	Video conference membuat waktu belajar dikelas lebih sempit.			✓		
14	Saya tidak pernah merasa puas dengan nilai diberikan kepada saya.			✓		
15	Penggunaan video conference membuat pembelajaran speaking tidak tersampaikan dengan baik oleh pedidik.		✓			
16	Penggunaan video conference membuat pelajaran speaking kurang dipahami oleh siswa.		✓			
17	Saya merasa malas mengerjakan tugas yang diberikan oleh pendidik melalui video conference.		✓			
18	Saya tidak tertarik belajar dengan video conference.			✓		
19	Saya mendapat pujian dari guru dan teman-teman, jika saya mendapatkan nilai yang baik	✓				
20	Saya pendapat pujian dari orang tua, jika mendapatkan nilai yang baik	✓				
21	Presentasi menggunakan video conference lebih sulit dari pada presentasi di dalam kelas.			✓		

22	Saya belajar speaking, karena menurut saya speaking akan sangat berguna di masa depan.		✓			
23	Setelah kelas selesai saya akan mempelajari kembali materi yang telah diajarkan.			✓		
24	Jika pendidik melontarkan pertanyaan, yang dapat menjawabnya akan diberikan nilai tambahan, maka saya berusaha untuk dapat menjawab pertanyaan tersebut.		✓			

* Questionnaire for Reading skills

No.	Pernyataan	Sangat setuju	Setuju	Ragu-ragu	Tidak setuju	Sangat tidak setuju
1	Saya merasa senang belajar reading skills menggunakan video conference.		✓			
2	Saya sangat besemangat untuk mengikuti pelajaran reading melalui video conference			✓		
3	Pemanfaatan video conference dalam kegiatan belajar reading mendorong saya untuk belajar secara mandiri.		✓			
4	Pendidik mendorong saya untuk aktif bertanya.		✓			
5	Pendidik menjalin hubungan komunikasi yang baik dengan peserta didik pada saat menggunakan video conference.		✓			
6	Saya giat belajar agar cita-cita saya tercapai	✓				
7	Saya sangat memperhatikan pelajaran selama menggunakan video conference.		✓			

8	Pendidik tidak memberikan apresiasi kepada peserta didik yang mendapatkan nilai tertinggi.				✓	
9	Saya merasa lebih mudah dan fokus untuk belajar reading dengan menggunakan video conference.			✓		
10	Saya berusaha belajar dengan baik agar mendapat nilai tertinggi terutama dalam pelajaran reading skills.		✓			
11	Saya dapat memahami pembelajaran reading dengan baik karena tampilanZmateri dalam video conference sangat bagus.		✓			
12	Video conference membuat pembelajaran menjadi tidak efektif karena kurangnya interaksi antara peserta didik dan pendidik.		✓			
13	Video conference membuat waktu belajar dikelas lebih sempit.			✓		
14	Saya tidak pernah merasa puas dengan nilai yang diberikan kepada saya.			✓		
15	Penggunaan video conference membuat pembelajaran reading tidak tersampaikan dengan baik oleh guru.		✓			
16	Penggunaan video conference membuat pembelajaran reading kurang dipahami oleh siswa.			✓		
17	Saya merasa malas mengerjakan tugas yang yang diberikan oleh pendidik melalui video conference.			✓		

18	Saya tidak tertarik belajar dengan video conference.			✓		
19	Saya mendapat pujian dari guru dan teman-teman, jika mendapatkan nilai yang baik		✓			
20	Saya mendapat pujian dari orang tua, jika mendapatkan nilai yang baik	✓				
21	Presentasi menggunakan video conference lebih sulit dari pada presentasi di dalam kelas.		✓			
22	Saya belajar speaking, karena menurut saya speaking akan sangat berguna di masa depan.		✓			
23	Setelah kelas selesai saya akan mempelajari kembali materi yang telah diajarkan.			✓		
24	Jika pendidik melontarkan pertanyaan, yang dapat menjawabnya akan diberikan nilai tambahan, maka saya berusaha untuk dapat menjawab pertanyaan tersebut.		✓			

* Questionnaire for Writing skills

No.	Pernyataan	Sangat setuju	setuju	Ragu-ragu	Tidak setuju	Sangat tidak setuju
1	Saya merasa senang belajar writing skills menggunakan video conference.		✓			
2	Saya sanagt bersemangat untuk mengikuti pelajaran writing melalui video conference		✓			

No	Pernyataan					
3	Pemanfaatan video conference dalam kegiatan belajar writing mendorong saya untuk belajar secara mandiri.		✓			
4	Pendidik mendorong saya untuk aktif bertanya.		✓			
5	Pendidik menjalin hubungan komunikasi yang baik dengan peserta didik pada saat menggunakan video conference.		✓			
6	Saya giat belajar agar cita-cita saya tercapai	✓				
7	Saya sangat memperhatikan pelajaran selama menggunakan video conference.		✓			
8	Pendidik tidak memberikan apresiasi kepada peserta didik yang mendapatkan nilai tertinggi.				✓	
9	Saya merasa lebih mudah dan fokus untuk belajar writing dengan menggunakan video conference.		✓			
10	Saya berusaha belajar dengan baik agar mendapat nilai tertinggi terutama dalam pelajaran writing skills.		✓			
11	Saya dapat memahami pembelajaran writing dengan baik karena tampilan materi dalam video conference sangat bagus.		✓			
12	Video conference membuat pembelajaran menjadi tidak efektif karena kurangnya interaksi antara peserta didik dan pendidik.			✓		
13	Video conference membuat waktu belajar dikelas lebih sempit.			✓		

14	Saya tidak pernah merasa puas dengan nilai yang diberikan kepada saya.			✓	
15	Penggunaan video conference membuat pembelajaran writing tidak tersampaikan dengan baik oleh guru.		✓		
16	Penggunaan video conference membuat pembelajaran writing kurang dipahami oleh siswa.		✓		
17	Saya merasa malas mengerjakan tugas yang diberikan oleh pendidik melalui video conference.		✓		
18	Saya tidak tertarik belajar dengan video conference.			✓	
19	Saya mendapat pujian dari guru dan teman-teman, jika saya mendapatkan nilai yang baik		✓		
20	Saya mendapat pujian dari orang tua, jika saya mendapatkan nilai yang baik	✓			
21	Presentasi menggunakan video conference lebih sulit dari pada presentasi di dalam kelas.			✓	
22	Saya belajar speaking, karena menurut saya speaking akan sangat berguna di masa depan.		✓		
23	Setelah kelas selesai saya akan mempelajari kembali materi yang telah diajarkan.			✓	
24	Jika pendidik melontarkan pertanyaan, yang dapat menjawabnya akan diberikan nilai tambahan, maka saya berusaha untuk dapat menjawab pertanyaan tersebut.	✓			

☺ Terima Kasih Atas Partisipasi Anda ☺

XXXVIII

APPENDIX 4. RESEARCH ALLOWAN

KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 2284 TAHUN 2021
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBIYAH

Menimbang	:	a.	Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2021;
		b.	Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
Mengingat	:	1.	Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
		2.	Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
		3.	Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
		4.	Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
		5.	Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
		6.	Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
		7.	Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
		8.	Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
		9.	Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
		10.	Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
Memperhatikan	:	a.	Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025.04.2.307381/2021, tanggal 23 November 2020 tentang DIPA IAIN Parepare Tahun Anggaran 2021;
		b.	Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 140 Tahun 2021, tanggal 15 Februari 2021 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2021.

MEMUTUSKAN

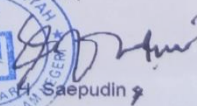|		
Menetapkan	:	**KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2021;**
Kesatu	:	Menunjuk saudara; 1. Dr. Zulfah, M.Pd.
		2. Drs. Ismail Latif, M.M

Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :

Nama	:	Herawati
NIM	:	17.1300.126
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	The Analysis of A Students Motivation In Learning English Through Video Conference at IAIN Parepare

Kedua	:	Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
Ketiga	:	Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
Keempat	:	Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di	:	Parepare
Pada Tanggal	:	27 Agustus 2021

Dekan,

H. Saepudin

XXXIX

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH

Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ 0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B.2761/In.39.5.1/PP.00.9/08/2022
Lampiran : 1 Bundel Proposal Penelitian
H a l : Permohonan Rekomendasi Izin Penelitian

Yth. Kepala Dinas Penanaman Modal dan PTSP
Provinsi Sulawesi Selatan
di,-

    Makassar

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Herawati

Tempat/ Tgl. Lahir : Kaliang, 21 April 2000

NIM : 17.1300.126

Fakultas/ Program Studi : Tarbiyah / Pendidikan Bahasa Inggris

Semester : X (Sepuluh)

Alamat : Kaliang, Kec. Duampanua, Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kab. Pinrang dalam rangka penyusunan skripsi yang berjudul **"The Students'Motivation In Learning English Skills Through Video Conferences At SMA Negeri 7 Pinrang".** Pelaksanaan penelitian ini direncanakan pada bulan Agustus sampai bulan Juli Tahun 2022.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 03 Agustus 2022
Wakil Dekan I,

Bahtiar

Tembusan :

1   Rektor IAIN Parepare
2   Dekan Fakultas Tarbiyah

PEMERINTAH KABUPATEN PINRANG
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
UNIT PELAYANAN TERPADU SATU PINTU
Jl. Jend. Sukawati Nomor 40. Telp/Fax : (0421)921695 Pinrang 91212

KEPUTUSAN KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU KABUPATEN PINRANG
Nomor : 503/0438/PENELITIAN/DPMPTSP/08/2022

Tentang

REKOMENDASI PENELITIAN

Menimbang : bahwa berdasarkan penelitian terhadap permohonan yang diterima tanggal 15-08-2022 atas nama HERAWATI, dianggap telah memenuhi syarat-syarat yang diperlukan sehingga dapat diberikan Rekomendasi Penelitian.

Mengingat :
1. Undang – Undang Nomor 29 Tahun 1959;
2. Undang – Undang Nomor 18 Tahun 2002;
3. Undang – Undang Nomor 25 Tahun 2007;
4. Undang – Undang Nomor 25 Tahun 2009;
5. Undang – Undang Nomor 23 Tahun 2014;
6. Peraturan Presiden RI Nomor 97 Tahun 2014;
7. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 sebagaimana telah diubah dengan Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014;
8. Peraturan Bupati Pinrang Nomor 48 Tahun 2016; dan
9. Peraturan Bupati Pinrang Nomor 38 Tahun 2019.

Memperhatikan :
1. Rekomendasi Tim Teknis PTSP : 1115/R/T.Teknis/DPMPTSP/08/2022, Tanggal : 15-08-2022
2. Berita Acara Pemeriksaan (BAP) Nomor : 0437/BAP/PENELITIAN/DPMPTSP/08/2022, Tanggal : 16-08-2022

M E M U T U S K A N

Menetapkan :

KESATU : Memberikan Rekomendasi Penelitian kepada :
1. Nama Lembaga : INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
2. Alamat Lembaga : JL. AMAL BAKTI NO. 8 SOREANG PAREPARE
3. Nama Peneliti : HERAWATI
4. Judul Penelitian : THE STUDENTS' MOTIVATION IN LEARNING ENGLISH SKILLS THROUGH VIDEO CONFERENCES AT SMA NEGERI 7 PINRANG
5. Jangka waktu Penelitian : 1 Bulan
6. Sasaran/target Penelitian : SISWA KELAS XII IPA 1 SMAN 7 PINRANG
7. Lokasi Penelitian : Kecamatan Mattiro Bulu

KEDUA : Rekomendasi Penelitian ini berlaku selama 6 (enam) bulan atau paling lambat tanggal 15-02-2023.

KETIGA : Peneliti wajib mentaati dan melakukan ketentuan dalam Rekomendasi Penelitian ini serta wajib memberikan laporan hasil penelitian kepada Pemerintah Kabupaten Pinrang melalui Unit PTSP selambat-lambatnya 6 (enam) bulan setelah penelitian dilaksanakan.

KEEMPAT : Keputusan ini mulai berlaku pada tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan, dan akan diadakan perbaikan sebagaimana mestinya.

Diterbitkan di Pinrang Pada Tanggal 16 Agustus 2022

Ditandatangani Secara Elektronik Oleh :
ANDI MIRANI, AP.,M.Si
NIP. 197406031993112001
Kepala Dinas Penanaman Modal dan PTSP
Selaku Kepala Unit PTSP Kabupaten Pinrang

Biaya : Rp 0,-

Balai Sertifikasi Elektronik

CERTIFIED QUALITY MANAGEMENT SYSTEM

ZONA HIJAU

OMBUDSMAN REPUBLIK INDONESIA

Dokumen ini telah ditandatangani secara elektronik menggunakan **sertifikat elektronik** yang diterbitkan BSrE

XLI

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMAN 7 PINRANG

Alamat: Jln. Poros Pinrang Pare Km.8, Bua, Kec. Mattirobulu, Kab. Pinrang.
Kode Pos: 91271, Email: sman7pinrang@gmail.com, Website: sman7pinrang.sch.id, NPSN:40314430

SURAT KETERANGAN PENELITIAN
No: 421.3 / 173- UPT SMA.7/ PRG/ DISDIK

Yang bertandatangan di bawah ini Kepala UPT SMAN 7 Pinrang menerangkan bahwa :

Nama : **HERAWATI**

N I M : 171300126

Jenis Kelamin : PEREMPUAN

Nama Lembaga : Institut Agama Islam Negeri (IAN) Parepare

Program Studi : Bahasa Inggris (S-1)

Benar telah melakukan penelitian dengan judul : *"The Students' Motivation in Learning English Skills Through Video Conferences At SMA Negeri 7 Pinrang."* yang pelaksanaannya dari tanggal *22 Agustus s.d 22 September 2022.*

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.

Pinrang, 27 September 2022
Kepala Sekolah,
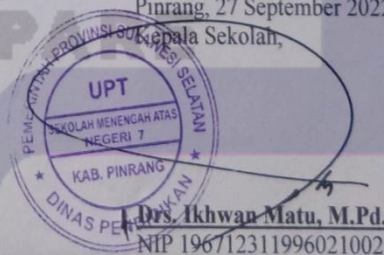
Drs. Ikhwan Matu, M.Pd.
NIP 196712311996021002

XLII

APPENDIX 5. DOCUMENTATION

XLIV

CURRICULUM VITAE

Herawati, the writer was born on April 21st 1999 in Kaliang. She is the third child in her family. She has two brothers and one sister. Her father's name is Mansyur and her mother's name is Siti Aminah . She began her study on 2005 at SDN 32 Duampanua and graduted on 2011. In the same year, she continued her study at SMPN 6 Duampanua and graduated on 2014. In the same year she continued her study at SMAN 1 Pinrang and graduated on 2017. After graduated, she decided to continued her study at State Islamic Collage (STAIN) Parepare, but now become State Islamic Institute (IAIN) Parepare. She took Tarbiyah Faculty and focused on English Education Program. She completed her thesis on 2023 with the tittle **"The Students' Motivation in Learning English Skills Through Video** Conferences *(Microsoft Teams)* **at SMA Negeri 7 Pinrang"**.