

A THESIS

**STUDENTS' MOTIVATION IN ONLINE ENGLISH LEARNING
DURING PANDEMIC (COVID-19) AT SMKN 3 PINRANG**



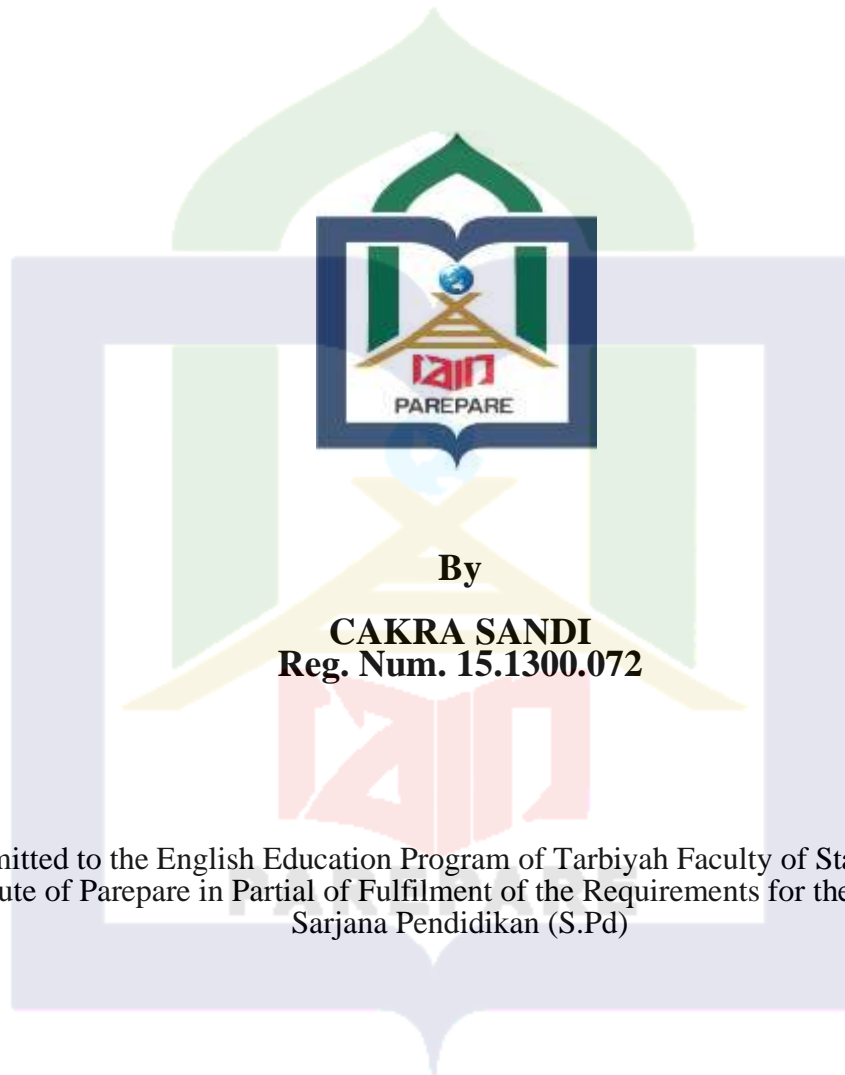
By
CAKRA SANDI
Reg. Num. 15.1300.072

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2021

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

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iii

ENDORSEMENT OF CONSULTANT COMMISSION

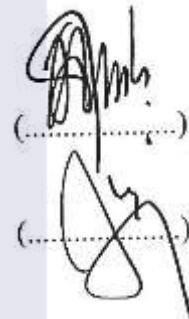
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May the Almighty Allah SWT, Always bless us now and forever. Aamiin.

Parepare, 15th June 2021

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DECLARATION ON THE AUTHENTICITY OF THE THESIS

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Stated this thesis was his own writing and if it can be proved that it's copied, duplicated or compiled by any other people, this thesis and the degree that has been gotten would be postponed.

Parepare, 15th June 2021

The Researcher,



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ABSTRACT

Cakra Sandi. *Students' Motivation in Online English Learning during Pandemic (Covid-19) at SMKN 3 Pinrang* (Supervised by Nurhamdah and Ismail Latief)

This study was aimed to identify students' intrinsic and extrinsic motivation in Online English learning during pandemic (Covid-19) at SMKN 3 Pinrang. The research design in this research was survey research with a quantitative approach. The sample was taken from the second grade of SMKN 3 Pinrang that consists of 40 students. The method of sampling that used in this research is simple random sampling.

Based on the calculation, the result of the data showed that intrinsic motivation has a score of 51% and extrinsic motivation has a score of 49 %. After we got the score of intrinsic and extrinsic motivation, the researcher calculated the Overall mean from value intrinsic, we got the overall mean = 3.3 and Overall Mean = 3.2 from value extrinsic. The data above shows a balanced rating of motivation level with the interpretation of a moderate degree of Motivation.

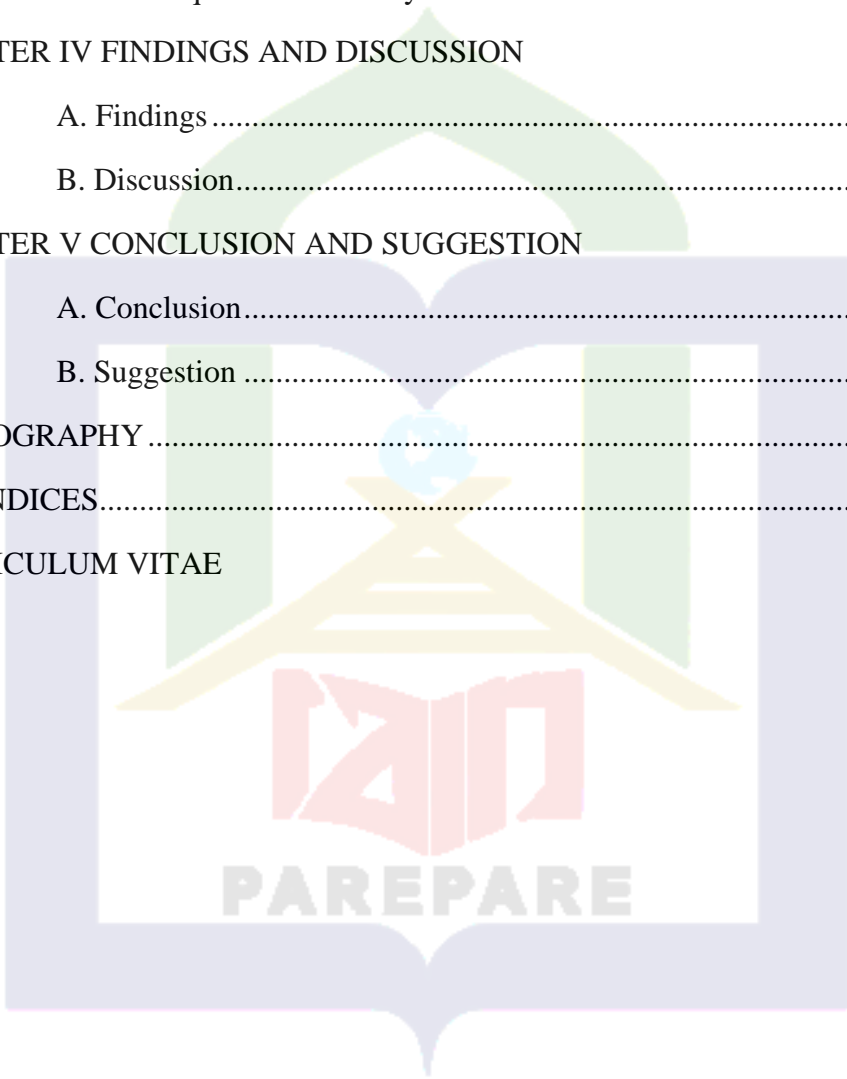
The finding showed that the students in SMKN 3 Pinrang have enough high intrinsic motivation in learning English. This is not dissimilar to the outcomes of extrinsic motivation. This is passably for the student and teacher in the teaching-learning process and needs to be improved. Because motivation is one of the important things which is affecting students' attitude and achievement. In this finding, the students have a good motivation, so it will be useful for the teacher to bring the student to be successful in learning English.

Keywords: *Motivation, Intrinsic, Extrinsic, Pandemic (Covid-19)*

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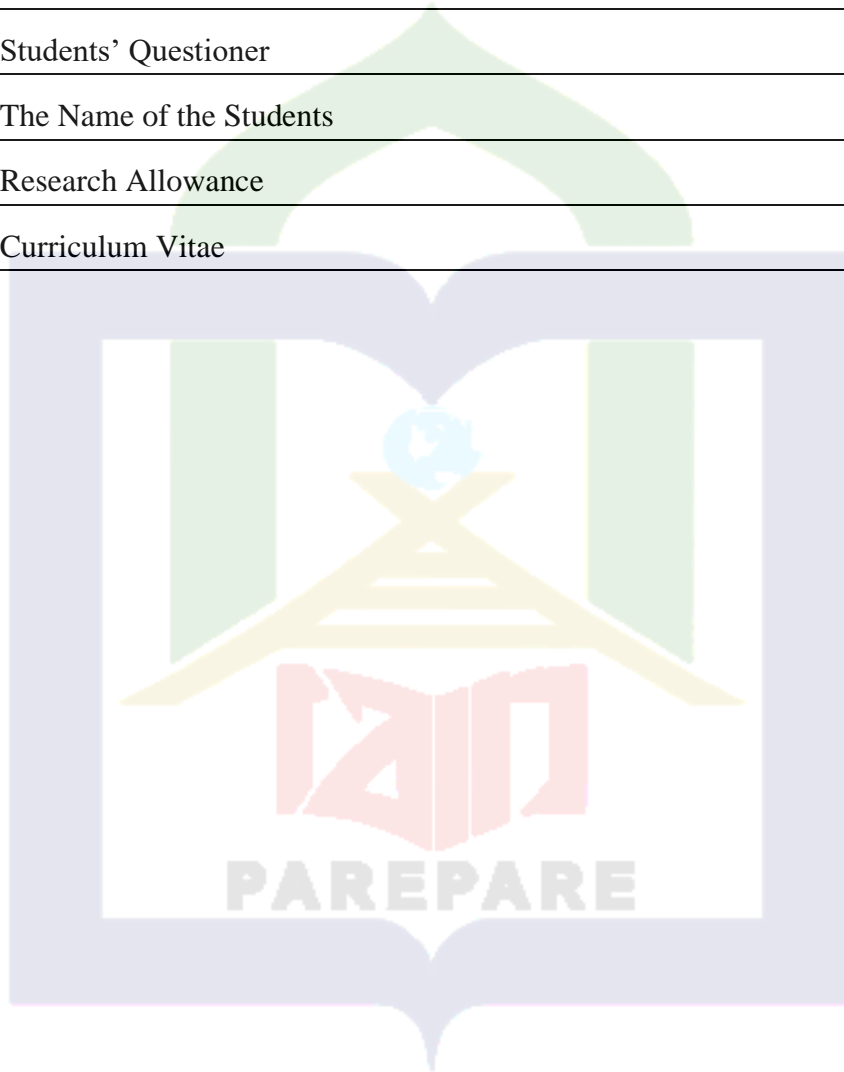


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CHAPTER I

INTRODUCTION

A. Background

In 2020, because of the emergence and spread of the Covid-19 virus which was initially popular in Wuhan, China in late 2019, education around the world has undergone massive changes¹. People across the world have criticized China for its non-transparency and interruption in getting the disease people. Covid-19 is wreaking havoc on the lives of individuals and the structure of many nations around the world. In the case of Covid-19 outbreaks, lockdown is one method of reducing contact with others and thus reducing the risk of Covid-19 spreading.

The world is facing unprecedented international health and socio-economic crisis caused by the Covid-19 epidemic. Recently, Indonesia has seen the effects of the virus on the education sector. Ministries in various countries have taken steps to ensure that internet-based learning is available in every school and university. As we all know, due to the impact of Covid-19, education today is very different from that of the past. Some local governments have decided to implement a policy to dismiss students and start implementing online learning methods. This government policy has begun to bear fruit in several Indonesian provinces, and it is being replicated in other provinces.

Nadiem Anwar Makarim, Minister of Education and Culture issued Circular No. 4 of 2020 on Emergency Coronavirus Education Implementation (Covid-19). One of which emphasized that online learning (distance) has been carried out to provide students with meaningful learning experiences, without being burdened by

¹Onyema, Edeh Michael, et al. "Impact of Coronavirus pandemic on education." *Journal of Education and Practice* 11.13 (2020): 108-121. (<https://bit.ly/2OyXDAA>) (Accessed February 22, 2021)

the demands of completing all curriculum achievements for the classroom and the university. Online/distance learning focuses on increasing students' understanding of coronavirus and the outbreak of Covid-19. Learning activities and tasks may vary between students according to their interests and conditions, including in terms of gaps in access/learning facilities at home.

The aim of this online learning is to increase awareness and the process of stopping the spread of viruses through direct interaction between people. The transition from face to face learning to online classes has forced different parties to be able to do so online so that the learning system continues to run smoothly. But apparently, this system did not work as effectively as we had imagined. In fact, all parties experienced difficulties, not just students, parents, teachers, and the government.

In a time of crisis, distance education is the method of remote training without frequent face-to-face tutor communication. Emergency remote learning (ERL) is a temporary shift of instructional delivery to an alternate delivery model due to crisis circumstances. At one point are courses presented completely online, never meet the teacher or fellow student face-to-face, and may take online tutorials rather, interact with the teacher by social media or learning management system (LMS) and learn from texts as well as online resources.

Emergency remote learning (ERL) is intended as a temporary shift from normal modes of learning. When learning becomes remote (or distant), the situation takes what is meant to be face-to-face teaching and turns it into digital education. Emergency remote learning may be in the form of online lessons, radio, or mixed learning solutions when a crisis happens that requires schools to close. Because of

the Covid-19 virus pandemic, the majority of the world is currently dealing with emergency remote learning.

However, while the learning process continues to run normally through the network, there are a number of issues that arise as concerns and obstacles in the online learning process. Some of the problems that arise from both students and lecturers include: 1) The online learning process cannot function optimally because material delivery via online media is less effective than face-to-face, particularly in subjects that require complex formula explanation and derivation, such as mathematics, chemistry, physics, and so on; 2) There is a lack of adequate network, particularly for students living in rural areas, making access to learning materials and online learning difficult; 3) Many complaints from students who believe that online learning is too difficult for them because that the teacher gave too many assignments; 4) the number of complaints from students about the high costs of preparing data quotas in online learning; 5) learning in each meeting is sometimes incomplete due to space and time constraints, preventing many student questions from being answered; 6) Limited online learning resources, particularly for those in lower socioeconomic groups who lack access to laptops and Android phones; 7) Education personnel's limitations in adopting distance learning methods, which have been used infrequently in the past; and 8) the limitations of students' parents in terms of preparing learning facilities, particularly the learning environment that occurs in their homes.²

Learning motivation, on above understanding, can be defined as an encouragement and willingness to engage in learning activities. The importance of motivation to learn in improving the quality of the process and learning outcomes

²Wahyuddin,*et al.*, Analysis of Motivation and How The Students Learn in Pandemic, *Pedagogia : Jurnal Pendidikan.Umsida.ac.id*. 2020. (<https://bit.ly/3kSjYvz>) (Accessed 2021 Feb 22).

cannot be overstated. During a pandemic, many students' habits change because online learning. Students are bored with online learning that has lasted almost a year. Based on the explanation above, the researcher is interested in learning more about students' motivation in senior high school during the pandemic.

Does online learning during the pandemic period reduce students' learning motivation, particularly in English subjects, or conversely, so that the researcher raises the title of the research "Students' Motivation in Online English Learning during Pandemic (Covid-19) at SMKN 3 Pinrang."

In this study, the researcher decided on SMKN 3 Pinrang as the subject because the researchers were informed of the learning difficulties students experienced during the pandemic time on the basis of the results of observations. The researcher is interested in knowing how the students' motivation to learn English during this pandemic.

Based on initial observations of research in the field that researcher found the form of assignments given by the teacher to students through an online system using a WhatsApp group consisting of teachers and students. Learning materials are delivered by the teacher in the online learning process. After giving the material the teacher gives assignments from the module and students send assignments that have been given to the WhatsApp group. While the test and assessor method for students, teachers use the Google form in the assessment to measure the level of students' ability to understand the lessons given through online methods.

B. Research Question

Base on the background above, the researcher would like to state the problem as follows:

1. How is the students' intrinsic motivation in Online English learning during pandemic (Covid-19) at SMKN 3 Pinrang?
2. How is the students' extrinsic motivation in Online English learning during pandemic (Covid-19) at SMKN 3 Pinrang?

C. Objective of the Research

Based on the research question of the research above the objective of this research are:

1. To identify students' intrinsic motivation in Online English learning during pandemic (Covid-19) at SMKN 3 Pinrang.
2. To identify students' extrinsic motivation in Online English learning during pandemic (Covid-19) at SMKN 3 Pinrang.

D. Significance of the Research

The result of this research is expected to be useful information for English lecturers, students, and researchers.

1. The Teachers

The result can be used feedback to improve his or her teaching to improve the students' motivation in Online English learning during pandemic (Covid-19). So, they will get good achievement in online English subject.

2. The students

The result of this research will give information about their intrinsic and extrinsic motivation that affects their online English learning during pandemic (Covid-19). When they know the importance of motivation in their learning, they would build their motivation by themselves. So, their English will be achieved well.

3. The researchers

The results of the study can be used as reference material for future researchers related to motivation and online English learning during pandemics. The next researcher also obtained basic data based on this research.



CHAPTER II

REVIEW AND RELATED LITERATURE

This part covers some previous research findings and some pertinent ideas.

A. The Previous Research Findings

Related to this research, some previous studies are similar or in line with this study. Some of them are:

The previous study has been done by Putu Subakthiasih and Ayu Vina Widiadnya entitled “An Analysis of Students’ Motivation in Studying English During Covid-19 Pandemic”. This study focuses to investigate students’ motivation in studying English during Covid-19 Pandemic, whether they had intrinsic or extrinsic motivation. The result of this study shows that the total mean score of intrinsic motivation is higher than the total mean score of extrinsic motivation $4.20 > 3.39$. It means that first semester of English students at Faculty of Foreign Language, Mahasaraswati Denpasar University had the higher intrinsic motivation than extrinsic motivation in learning English during Covid-19 Pandemic. In other words, the motivation to learn English that comes from inside students was higher than the motivation comes from outside students.³

The second research was conducted by Samsul Susilawati and Triyo Supriyatno entitled "Online Learning Through WhatsApp Group in Improving Learning Motivation in the Era and Post Pandemic COVID -19". The purpose of this study is to find out the online learning process in the middle and post-pandemic Covid-19. The result of this research was with online learning using WhatsApp shows that there is a correlation between the two variables of 0.776 it shows that there is a correlation between the pretest-posttest, the significance was $0.00 < 0.05$

³Subakthiasih, Putu, and I. Gusti Ayu Vina Widiadnya Putri. "An Analysis of Students’ Motivation in Studying English During Covid-19 Pandemic." *Linguistic, English Education and Art (LEEA) Journal* 4.1 (2020): 126-141. (<https://bit.ly/3c13kGc>) (Accessed February, 23, 2021)

then H0 was accepted. It further confirms that there is a significant increase in student learning outcomes before and after using WhatsApp. The results of the analysis and discussion can be concluded that there is an increase in online learning in the era and post-pandemic Covid-19 by using WhatsApp to increase learning motivation.⁴

Another supporting finding is a research conducted by Afif Ikhwanul M and Fitriana H entitled "Online Learning during Pandemic: Students' Motivation, Challenges, and Alternatives". The present study was aimed to investigate the students' challenges, motivations, and alternatives. It was a descriptive qualitative research case study by gathering students' responses using questionnaire and interview with 10 students who joined KSP (short course) English Syntax using WhatsApp group at English Education Study Program of UIN Mataram in July 2020. The results showed that students' motivations were increasing scores in remedy class (90%) and gaining more science understanding (10%). The challenges faced by students during the online course were poor internet connection (50%), simultaneous agendas (30%), limited WhatsApp feature (10%), and anxiety (10%). Regarding challenges, students did alternatives such as preparing phone credits (30%), praying for the end of the pandemic (10%), learning extensively (10%), searching for the best place to get an internet signal (20%), setting alarm (10%), and creating on-going motivation (20%). The research showed that online mode learning needed adequate

⁴Susilawati, Samsul, and Triyo Supriyatno. "Online learning through WhatsApp group in improving learning motivation in the era and post pandemic COVID-19." *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan* 5.6 (2020): 852-859. (<https://bit.ly/3uZviuF>) (Accessed February, 23, 2020).

preparations mentally, physically, and financially to back up their learning deficiency.⁵

The research to be carried out by the writer is different from previous research on the object of research and research methods. Previous research discussed the state of online learning during the Covid-19 pandemic and did not specifically discuss student motivation in learning English during the pandemic. From all previous studies, it seems that during the Covid-19 pandemic, many obstacles were faced. Therefore, researcher interests to know students' motivation during online learning which has been going on for one year. The researcher expects that the research result can give a contribution to teachers and understand students' motivation to learn during this pandemic.

B. Some Pertinent Ideas

1. Motivation

Motivation is one of the psychological factors influence students in learning process. Motivation appears when someone has a huge desire to achieve and usually comes from inside. For example, someone studies hard because he or she wanted to be number one; it means that he or she has a motive to be a better student than others Harmer said that "Motivation is some kind of internal drive which pushes someone to do things in order to achieve something".⁶ It means that motivation is a person's desire to make the necessary effort to achieve a goal. Lai defines motivation as the attribute that moves us to do or not to do something, motivation is the reason for

⁵Muslimin, Afif Ikhwanul, and Fitriana Harintama. "Online Learning during Pandemic: Students' Motivation, Challenges, and Alternatives." *Loquen: English Studies Journal* 13.2 (2020): 60-68. (<https://bit.ly/2Ptvc4r>) (Accessed February, 23, 2021)

⁶ J. Harmer, *The Practice of English Language Teaching*, New York: Longman. (2001).p.84

underlying behavior.⁷ Motivation is an internal desire that refers to derive behavior to which pushes someone to do things in order to achieve goals and directs the individual activities.

In learning activity, motivation in any kind of dimension plays an important role that influences the success of learning activity. Even though it is important, but motivation is not the only factor in the success of learning activities. Richard et al state that motivation has a significant role in learning process.⁸ Students who have higher motivation will get a better opportunity to succeed in their learning activity than the lower one. Motivation is necessary but not a sufficient condition for learning. If a person is not motivated, he or she will not expand the psychological energy necessary to acquire responses; he or she will avoid the learning situations that will produce the desired changes. But even though motivation holds an important role in learning activities, it is not the most important one because teaching-learning process will still happen even though with low motivation; it will only decrease learning achievement. Ur states that there are some other characteristics of motivated learners, those are:⁹

- a. Positive task orientation. The learner is willing to tackle tasks and challenges and has confidence in his or her success.
- b. Ego-involvement. The learner finds it important to succeed in learning in order to maintain and promote his or her own positive) self-image.

⁷ Lai R. E, Motivation: A Literature Review, *Always Learning*. Liz, Frank. “Do You Want to Increase Your Intrinsic Motivation?: 2009). p.4 www.artipot.com.

⁸ Ryan & Deci, *Intrinsic and Extrinsic Motivation*. Classic Definitions and New Directions. Educational Psychology. (2000).p. 45.

⁹Penny. Ur, *A Course in Language Teaching*. New York: Cambridge University Press. 1996.

- c. Need or achievement. The learner has a need to achieve, overcome difficulties, and succeed in what he or she sets out to do.
- d. High aspiration. The learner is ambitious, goes for demanding challenges, high proficiency, top grades.
- e. Goal orientation. The learner is very aware of the goals of learning, or of specific learning activities, and directs his or her efforts toward achieving.
- f. Perseverance. The learner consistently invests a high level of effort in learning and is not discouraged by setbacks or apparent lack of progress.
- g. Tolerance of ambiguity. The learner is not disturbed or frustrated by situations involving a temporary lack of understanding or confusion; he or she can live with these patiently, in the confidence that understanding will come later.

2. Kinds of Motivation

Motivation is commonly thought of as an inner drive, impulse, and emotion or desires that move one to a particular action. Motivation plays important role in language learning.¹⁰ Motivation can make someone has a practical reason why he or she has to do something. Motivation can be divided into two kinds, intrinsic motivation (the urge to engage in the learning activity for its own sake) and extrinsic motivation (motivation that is derived from external incentives). Both of these have an important part to play in classroom motivation, and both are at least partially accessible to teacher influence.

¹⁰Brown, H. Douglas. Teaching by Principles. An Interactive Approach to Language Pedagogy. Second Edition. New York: Pearson Education. (2000). p. 152

1. Intrinsic Motivation

The motivation that comes from the individual itself is called intrinsic motivation. “Intrinsic motivation comes from within the individual. It means that motivation is a desire which comes from inside to do something. Santrock said that intrinsic motivation involves the internal motivation to do something for its own sake.¹¹ For example, another student may study hard for a test because he or she enjoys the content of the course. So, intrinsic motivation is the natural tendency to seek out challenges as we pursue personal interests and exercise capabilities. The statement above shows that motivation will be active or has a function and does not need to stimulate from the outside because every person has the drive to do something.

According to Berliner and Gage, intrinsic motivation can be found in four components; interest, needs, hobby and goal.¹² Those four components will be described as follows:

a. Interest

Students with an interest in a subject tend to pay attention to it. They feel it makes a difference to them. They want to become fully aware of its characters. Interest is the factor that determines an attitude in working or studying actively. The learning process will run well if the students have an interest. The students will study regularly or effectively and they will be successful if they have high interest. Students enjoy dealing with the subject they learn because he or she believes it can lead them to success. In teaching-learning process, the teachers should not only

¹¹W, J. Santrock, *Educational Psychology*, (New York: Mc-Graw Hill. 2004). p. 418

¹² N.L. Gage & David C. Berliner, *Educational Psychology*, (Boston: Houghton Mifflin Company, 1984), P. 374

transfer the knowledge to the students, but they should also increase their interest in learning in order that they want to learn harder. It could be concluded that interest is one of the components that can motivate someone in achieving something.

b. Need

Need is a condition of tension in an organism resulting from deprivation of something required for survival well-being, or personal fulfillment of a substance, state, or any other thing. It means that need is a circumstance in which something is necessary. In his book, Harmer stated the term “need” is used to denote some interfered common characteristics of the motivational basis for the behavior of an individual. It means that in observing individuals in different situations, we sometimes note consistencies in their behavior. Someone usually does anything they can due to their need, and the things they do refer to their independence.

While Sandra and Npland divide the characteristics of the three types of needs are:

- 1) Need for achievement Involves a strong desire to succeed in attaining goals, not only realistic ones but also challenging ones.
- 2) Need for affiliation People high in this need seek to be liked by others and to be held in high regard by those around them.
- 3) Need for power Power is not about reaching a goal but about having control over other people. People high in this need.

c. Hobby

A hobby is an activity which is done for pleasure and it is usually something that people really enjoy do it. Hobby usually did for pleasure during someone’s free time. That means hobby refers to like or pleasure doing something for wasting time.

d. Goal

The researcher state that motivation is closely bound up with a person's desire to achieve a goal. The learner is very aware of the goals of learning activities and directs his or her efforts towards achieving them. All people have goals in their life. Before they do what they wanted to do they have decided on a goal first. For example; the students work hard for his or her paper because they wanted to achieve their goals. Almost all people have goals in every activity that they want to do in their daily life. The goal can lead someone to do or avoid something related to the goal itself.

In teaching and learning activities, the students have to know and decide their purposes in learning, because it can be a great motivation for them. If the students know the appropriate purposes, they will prepare everything that can help them to achieve everything they want.

2. Extrinsic Motivation

Extrinsic motivation is a kind of motivation that comes from the outside which also pushes someone to achieve the goal. Extrinsic motivation is that which derives from the influence of some kind of external incentive, as distinct from the wish to learn for its own sake or interest in tasks. Extrinsic motivation will be active if there is stimulation from outside. An example: a student studying, because he or she knows that tomorrow there will be a test, by hoping that he or she could get a good value.

We can find many sources of motivation, but actually, motivation only has two big sources, the first source comes from within the individual itself or known as intrinsic motivation and the second is extrinsic motivation, which appears from the outer side of and give some influences to the individual like give incentives, social

pressure or punishment. Gage and Berliner stated that extrinsic motivation comes from three basic elements; those are teachers, parents, and environments. The concept of the three basic elements would be described as follows:

a. Teachers

A major factor in continuing a student's motivation is the teachers. Teachers have an important role in learning activity because they will be the student's parents as long as they stay at school. The teachers are not only a person who transfers the knowledge to the students, but also as a motivator who can support the students in the learning activity. Teachers should not only give the knowledge to the students but they should also increase the students' interest in learning in order to make the students study harder and have a higher motivation in learning.

b. Parents

Students who are encouraged by their parents will try new things and try to give high performance to get rewards from their parents. As a result, they will get better achievement. According to Harmer, "Parents' attitude to language learning will be greatly affected by the influence of people who are close to them. The attitude of parents and older siblings will be crucial". The role of parents, especially in learning activity is really crucial because they are the main role model for their children.

c. Environment

A student who has higher motivation in learning and though by a qualified teacher is not always guaranteed to study or get success well, but there is still another factor that can motivate the student in order to study hard that is the environment.

To sum up, there are two kinds of motivation in the learning activities. Those come from the internal derives of students which called intrinsic motivation and the other

one is motivation that comes from external which called external motivation. Both of those motivations play an important role in learning.

3. Factors Affecting Students Motivation

According to Elliot there are six factors affecting students' motivation¹³.

1) Anxiety

Anxious students may have difficulty in learning in the first place, they may have difficulty in using or transferring the knowledge they have, and they have difficulty demonstrating their knowledge on testing. It is associated with feelings of uneasiness, frustration, self-doubt, apprehension, or worry.

2) Curiosity and interest

Curiosity is a cognitively based emotion that occurs when a student recognizes a conflict between what she or he believes to be true about the world and what turns out actually to be true. A relaxed atmosphere, freedom to explore, and acceptance of the unusual inspire it. Interest is similar and related to curiosity. It is an enduring characteristic expressed by a relationship between a person and a particular activity or object. Interest occurs when student's needs, capacities, and skills are a good match for the demands offered by the particular activity.

3) Locus of control

It can be defined as a personality trait that concerns whatever people attribute responsibility for their own failure of success to internal factors or external factors. A person with an internal locus of control is one who believes that success or failure is due to his or her own efforts or abilities. On the other hand, someone with an

¹³Elliot et al., Educational Psychology: Effective Teaching, Effective Learning, 3rd edition. United States of America: Mc Graw Hill Companies (2000). p. 366

external locus of control is more likely to believe the other factors such as luck, task difficulty, or other people's actions cause success or failure.

4) Learned helplessness

According to Elliot et al, three components have particular relevance for the classroom namely:

- (a) Failures to initiate action, the students who have experienced learned helplessness tend not to try to learn new material (Passive).
- (b) Failure to learn, even when new directions are given to these students, they still learn nothing from them.
- (c) Emotional problems seem to accompany learned helplessness, frustration, depression, and incompetence occurs frequently.

5) Self-efficacy

It refers to person's beliefs in their own capabilities to exert control over the aspect of their lives, these beliefs are the product of one's performances, vicarious experiences, verbal persuasion from others, and emotional arousal. Students' that are lack of sense of efficiency tend to focus their attention and efforts on the demands of the task and minimized potential difficulties.

4. Online learning

Online learning requires a learning mechanism that uses electronics as a learning medium. According to Onno W Purba, online learning is a type of information technology applied in the field of education in the form of virtual schools.¹⁴ In online learning technology, all teaching and learning processes that usually take place in the classroom are done live but virtual at the same time as a

¹⁴Hartanto, Antonius Aditya, and Onno W. Purbo. "Buku pintar internet teknologi e-learning berbasis PHP dan MySQL." *Jakarta: Penerbit PT Elex Media Komputindo Kelompok Gramedia* (2002).

teacher teaches in front of a computer in one place, while students take lessons from other computers in different locations. Course materials can be accessed free of charge in the form of files that can be downloaded, while interactive teachers and students in the form of assignments or discussions can be carried out intensively in the form of discussion forums and emails.

The above explanation demonstrates that the basic principle of online learning is to have new classes similar to traditional classes in existing schools. The creation of a virtual institution must therefore prove fruitful that are more or less the same as the goal of creating a traditional educational institution. In other words, online learning is a form of traditional learning as defined in a digital format through internet technology.

According to Cisco, online learning is the delivery of information, communication, education, and online training. Online learning offers a range of resources that can improve the value of conventional learning (conventional learning models, textbook studies, CD-ROMs, and computer-based training) so that they can adapt to the challenges of the development of globalization.¹⁵ Online learning demands changes in the management of learning. If, in ordinary learning, management is done more so that the instructor can present the material or learning materials directly, and how students can easily consume learning materials, then online learning management focuses on how students can learn knowledge on the subject. Management is therefore geared towards the learning process.

A similar statement was made by Nada Dabbagh and Brenda Bannan-Ritland, who explained that today's technological advancements, particularly in the field of

¹⁵Irmawati, Dewi. "Penerapan E-Learning Sebagai Media Pembelajaran Dalam Meningkatkan Mutu Pendidikan." *MANAJEMEN INFORMATIKA* 2.1 (2010).

the Internet, have fundamentally transformed conventional face-to-face learning (direct instruction) into individualized learning (individual learning) through online learning.¹⁶ One of the benefits of online learning is that materials offered to students can be accessed at any time and from anywhere, as well as materials that can be enriched or fitted with a range of learning tools, including multimedia that can be assisted by teachers. The online learning system makes it easy for teachers and students since learning can be done anywhere and at any time.

5. The Advantages of Online learning

According to L. Tjokro the advantages from the implementation of Online Learning or E-Learning as cited in Indrakusuma and Putri as follows:

- a) Easier to grasp so that multimedia facilities in image, text, animation, sound as well as videos can be used in online learning.
- b) A lot more cost-effective, meaning that there is no need for a minimum audience, that online learning doesn't always have a teacher, that it can take place anywhere, etc.
- c) Much more succinct, meaning that in learning Online Learning does not contain many class formalities, directly into a subject, subjects as needed.
- d) 24 hours a day, meaning that mastery in the material depends on the enthusiasm and also the absorption of students, can be monitored, can be tested by e-test.

¹⁶Dabbagh, Nada & Bannan-Ritland, Brenda. "Online learning, concepts, strategies, and application". *Upper Saddle River*, (N.J: Pearson Education, 2005). (https://www.academia.edu/5400768/N_Dabbagh_and_B_Bannan_Ritland_Online_Learning_Concepts_Strategies_and_Application) (Accessed 23 December 2020)

6. The Disadvantages of Online Learning

According to Nursalam as cited in Indrakusuma and Putri there are disadvantages from the application of Online Learning as follows:

- a) Lack of contact between the teacher and the student, or even between the students themselves.
- b) This tendency can ignore the academic aspects or also social aspects and also otherwise make the growth of a business or commercial aspects.
- c) The teaching and learning process tends towards training rather than education itself.
- d) It is now also important to shift the position of the instructor from the initial mastery of traditional learning techniques in order to be able to learn ICT-based learning techniques (information, communication, and technology).
- e) Not all internet services are available in all areas.
- f) The absence of a human resource that knows the Internet.
- g) Computer language mastery deficiency.
- h) Students have trouble accessing a suitable computer.
- i) Students may be frustrated if they are unable to access graphics, images, and videos due to a lack of equipment (software and hardware).
- j) Availability of an infrastructure that can be completed.
- k) Information varies in quality and accuracy, so guidance and questioning of features are needed.
- l) Students may feel isolated.

7. The Characteristics of Online Learning

There are several characteristics of online learning as follows:

1. In online learning students no longer need a special place and time to study, but students can learn anywhere and anytime according to the opportunities each student has individually.
2. In the learning process students no longer only have access to textbooks and other printed learning resources, but to digital information sources, which can be accessed through cyberspace.
3. Students and teachers can enhance classroom learning improve classroom learning by accessing information from a unity of sources (databases, libraries, special interest groups), communicating via computer with other students or with experts in special subject areas, and exchanging information/data .
4. Teachers and students can access electronic documents to enrich their learning. Students can actively participate because online learning provides an interactive learning environment. Students can connect electronic information to their projects and papers, making it a "living" document with a hypertext button.
5. Because computers have the ability to send information on a variety of media (print, video, and sound and music recordings) computers have become libraries without limits. As students can communicate quickly with text, images, sound, data and video can change the role of teacher and student.
6. Online learning allows teachers to be geographically separated from students, they can learn with other students in classrooms throughout the world.

8. The Types of Online Learning

According to Haughey, there are three possibilities in the development of internet-based learning systems, namely as follows;

1. *Web course*, is the use of the internet for educational purposes, in which students and instructors are completely separate and there is no need for face-to-face contact. All teaching materials, discussions, consultations, assignments, exercises, exams, and other learning activities are fully delivered via the internet. In other words this learning model uses a distance system.
2. *Web centric course*, is the use of the internet that combines distance learning and face-to-face (conventional). Some material is delivered via the internet, and some through face-to-face. Its functions are complementary. In this model the instructor can give instructions to students to learn the material through the web that has been made. Students are also given directions to look for other sources from relevant websites. In the face-to-face session, students and instructors discuss more about the findings of the material that has been learned through the internet.
3. *Web enhanced course*, is the use of the internet to support the improvement of the quality of learning carried out in class. The function of the internet is to provide enrichment and communication between students and teachers, fellow students, group members, or students with other sources. Therefore, the role of the instructor is to master the technique of finding information on the internet, guiding students to find and find sites that are relevant to learning materials, present material through the web that is interesting and desirable, serving guidance and interesting web communication and interest, providing guidance and communication via the internet, and other skills needed.

The development of online learning is not merely about online subject matter, but it must be communicative and interesting. The subject matter is designed as if students learn in front of the teacher through a computer screen that is connected through the internet network. To be able to produce interesting and attractive online learning, Onno W Purba requires three things that must be fulfilled in online learning design, which are "simple, personal, and fast".

9. Learning Problems in Pandemic Times

The first problem is the understanding on the subject materials. For example, the content of reading material delivered online may not be understood by all students. This is because the material content is presented in the e-book form which is presented step chapter, teaching materials in the PowerPoint form, and in video form. Students may be able to understand these materials, but it is not comprehensive. Students understand the material based on their own interpretation or their point of view. This is evidenced by the number of students who then phone directly to the teacher to ask for further explanation about the material that had been presented online.

The second problem is the teacher's ability to use technology in online learning. Not all teachers are capable of operating computers or gadgets to use in online learning activities. In some research results, there are some teachers who are able to use computers, but in operating them to support teaching, their abilities are still limited.

The third problem is the limitation in the learning controlling. Teachers are limited in conducting the control during online learning. This is caused by the absence of a discussion forum menu in the application used. Even if the menu exists, many students do not use it well. Another phenomenon, some students fill the

attendance list at the beginning, but after that, they are no longer active until the end of the learning, and some students even leave the online class to do other activities without being controlled by the teacher. This means that some students are not fully active from the beginning to the end of the lesson. However, it should also not be ignored at all; many students really keep active until the end of learning.

From the students' factors, some problems students felt in online learning during the Covid-19 Pandemic for listening material are found. The difficulties and problems faced by students are presented as follows.

The first problem, some students do not have devices such as gadgets or computers as online learning media, if any, they belong to their parents. to study online, a student often has to take turns using it with his parent. Another student sometimes gets a turn to use the device after his parent goes home after work. some of the students' parents go home at night, whereas students' online learning schedules generally start in the morning until noon.

The second problem, some students are less enthusiastic to participate in online learning even though they are supported by adequate facilities, such as computers, androids, and the availability of an internet network. They are less concerned about the importance of EFL literacy and task submission.

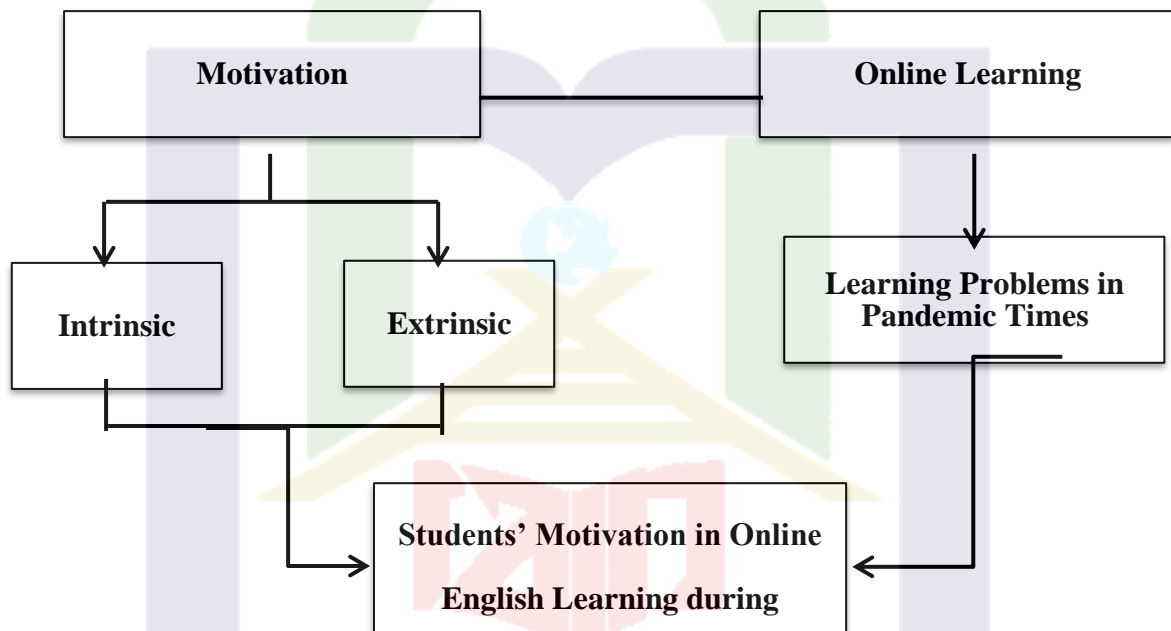
The third problem is that a number of students live in areas that do not have internet access. They cannot receive lesson materials and assignments delivered by teachers via the internet network. In addition, the duration of online learning that has been going on for months has caused students bored and lazy.

Apart from teachers and students, parents also experience problems with this online learning. The condition of the students' parents also affects the implementation of online learning. They generally work outside the home, such as

working in government sectors, private sectors, and self-employed fields, so that they can hardly Monitor, guide and assist their children in learning to solve the difficulties they face. In addition, some parents complain that online learning adds to their expenses, namely internet costs.

C. Conceptual Framework

The conceptual framework is underlying this research given in the following diagram.



Based on the conceptual framework design, giving a point of diagram which research looking for how students' motivation in online English learning during pandemic (Covid-19).

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used a quantitative approach. Aliaga and Gunderson describe that quantitative research is explaining the phenomena by collecting numerical data that are analyzed using mathematically based methods. The design of this research is survey. The survey was method for gathering data ranging from physical counts and frequencies to attitudes and opinions.

B. Location and Duration

This research conducted at the Senior Vocational High School (SMKN) 3 Pinrang by focusing on the students' Motivation in online learning English and the 2 grade as the research respondents. Then, the duration of this research would about one month.

C. Population and Sample

1. Population

A population is defined as all members of any well-defined class of people, events, or objects. The other definition, Population is any group of individuals who have same characteristic. The populations in this research are the student from SMKN 3 Pinrang. The number populations of students are 304 students.

Table 3.1. Population

NO	CLASSES	STUDENTS
1	TKJ 1	32
2	TKR 1	30
3	TKR 2	30
4	TITL 1	30
5	TITL 2	30
6	TITL 3	30
7	MM 1	30
8	AK 1	31
9	AK 2	30
10	AP 1	31
Total		304

2. Sample

A sample is a subset of the individuals in a population; there is typically data available for individuals in samples.¹ So the sample conclusion is part of the population that is the object of research

The method of sampling that used in this research is Simple random sampling. Simple random sampling is the basic sampling technique to select a sample from the population. Whole individual of the population have an equal chance to be included as the sample. Every possible sample of a given size has the same chance of selection.² It means that in simple random sampling, everyone in the population has an equal probability of being

¹Bret Hanlon and Bret Larget. *Samples and Populations*. University of Wisconsin: Madison. 2011). p. 7

²Valerie J. Easton and John H. McColl's. *Statistics Glossary v1.1 STEPS* Retrieved on March 21th,2021 <http://www.stats.gla.ac.uk/steps/glossary/sampling.html>

chosen. As a result, by using Simple random sampling, the researcher decided the sample of the research on this research are student 2nd grade from Senior high school Pinrang. The researcher will choose 40 students from the 2nd classes' representatives.

D. Procedure of Data Collection

In this research, the researcher will do some processes to collect the data.

1. The researcher prepared the questionnaire.
2. The researcher gave the questionnaire (Google form) to the respondents.
3. The researcher calculated the result of the research.
4. The researcher analyzed the data obtained
5. The researcher concluded the students' Motivation in the online English Learning during pandemic (Covid-19) of SMKN 3 Pinrang.

E. Operational Definition

1. Motivation

Motivation is a driving force that propels people to achieve their objectives. Where motivation is one factor that is very influential in achieving the target language. It involves an amount of energy from students to engage in action, to do more effort, and to always persist in action. Without motivation, a person has no desire to learn the target language. In the learning environment, motivation must be taken seriously because it plays a critical role in improving the quality of the process and learning outcomes.

2. Online Learning

Online learning refers to the use of information and communication technology that makes it possible to access online learning or teaching resources. Online learning is the use of technology and information in various educational

processes to improve and support learning in higher education institutions and includes the usage of information and communication technology as a complement to the traditional classroom, online learning or mixing the two modes. Through online learning, the material provided to students can be accessed anytime and from anywhere, in addition to getting material that can be enriched or equipped with a variety of supporting learning resources including multimedia that can be supported by teachers.

3. Pandemic Covid-19

COVID-19 is a disease caused by the infection of the SARS-CoV-2 virus, first verified in Wuhan city, in the Hubei province of China in December 2019. The infection has a predominantly respiratory transmission and is transmitted through large droplets or aerosols, and less commonly by contact with infected surfaces or fomites. According to Morens Coronavirus disease 2019 (COVID-19) is the third coronavirus infection in two decades that was originally described in Asia, after severe acute respiratory syndrome (SARS) and the Middle East respiratory syndrome (MERS).

F. Instrument of the Research

Research instruments are tools that are used to collect data. To get the data needed, the researcher used a questionnaire as the instrument. For this research, the researcher will use close-ended questions that allow for more uniformity of responses and are easy to answer, code, and analyze. One of the most popular formats of close-ended questions is the Likert scale question in which students or teachers are asked to select one of several categories by circling or checking their response. Likert scale is a psychometric scale commonly involved in research that employs questionnaires. In terms of the other data characteristics, the writer used the Likert scale. Each

response is given a number for example strongly disagreed = 1, disagree = 2, uncertain = 3, agree = 4, and strongly agree = 5. The purpose of using this instrument is to determine students' motivation in online English learning at senior high school Pinrang during the pandemic (covid-19). The researcher adopts and modifies the instrument that has been tested by the Reliability and validity of the instrument. Indicator of Intrinsic motivation: Interest, Need, Hobby, and Goal. Extrinsic Motivation: Teacher, Parent, and Environment.³

Table 3.2 the Indicators of Questions

The Indicators of Questions

Variable	Dimension	Indicator	Item Number	
			Positive	Negative
Motivation	Intrinsic	Interest	1, 2, 5	3, 4, 6
		Need	7, 8, 9	10, 11
		Hobby	12, 15	13, 14, 16
		Goal	18, 19	17, 20
	Extrinsic	Teacher	21, 22,26,27	23, 24, 25
		Parent	28,29,31,33	30,30,34
		Environment	36, 38	35,37, 39,40

(Source: Quinn in Adila Jefiza : 2017)

The research instrument was similar to that used in earlier studies, but the situation and conditions were different. This instrument has been updated to reflect the current pandemic (Covid-19). The adoption of this instrument aims to achieve equivalence between the original instrument and the newly adopted instrument.

³Virginia Nichols Quinn, *Applying Psychology*, (Singapore: McGraw-Hill Book Co, 1985)

G. Technique of Data Analysis

In this research, the researcher will collect the data by using questionnaires Scala Likert type's questions. This research is about students' Motivation which was known as attitudinal information. Likert scale in response will give a number (e.g., strongly disagreed = 1, disagree = 2, uncertain = 3, agree = 4, and strongly agree = 5.) and these numbers are treated. To analyze the data, the researcher will apply the steps as follows:

1. The researcher collected the main data (item score/responses).
2. The researcher arranged the collect score into the distribution of frequency of score table.
3. The researcher calculated the data
4. The researcher interpreted the analysis result.
5. The researcher will draw the conclusion.

Table 3.3 The scale likert below:

Optional	Score	
	Intrinsic Motivation	Extrinsic Motivation
Strongly agree	5	5
Agree	4	4
Uncertain	3	3
Disagree	2	2
Strongly disagreed	1	1

A five-point Likert scale used to measure the level of subjects' learning motivation. Such scale used in the questionnaire to specify the level of the agreement or disagreement based on the following criteria:

Mean Range	Interpretation
3,68 - 5,00	High degree of Motivation
2,34 - 3,67	Moderate degree of Motivation
1,00 - 2,33	Low degree of Motivation

The researcher determines the percentage of both intrinsic and extrinsic motivation by the following formula:

$$P = \frac{f_x}{N} \times 100\%$$

When:

P = percentage of intrinsic/extrinsic

motivation f = frequency of

intrinsic/extrinsic motivation N= total

of score from questionnaire

In analyzing the students' response or overall mean, the writer used formula:

$$X = \frac{\sum X}{N}$$

Where,

X = Mean Score

$\sum x$ = The sum of the all

score N= the Total

Number of sample.⁴

⁴Sukardi, Methodology penelitian pendidikan kompetensi dan praktiknya, (Jakarta: PT. Bumi Aksara, 2004), p. 88.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two sections, namely the finding of the research and discussions of the research. The finding designed to answer the research problem, Students' Motivation in Online English Learning during Pandemic (Covid-19) at SMKN 3 Pinrang. The discussion section deals with the explanation and interpretation of the findings.

A. Findings

The researcher distributed the questionnaire to the students in Vocational High School (SMKN) 3 Pinrang. The questionnaires were distributed to the second-grade students of SMKN 3 Pinrang from May 15 to 30, 2021. The questionnaire aims to know the student's intrinsic motivation and the students' extrinsic motivation. In this research, the researcher takes a score for the student's intrinsic motivation by using 20 items questionnaire that was question number 1 up to number 20. For the students' extrinsic motivation by using 20 items questionnaire that was question number 21 up to number 40. The questionnaire was distributed to the second-grade students of SMKN 3 Pinrang from May 15 to 30, 2021.

As many as 40 students gave responses to this questionnaire. Students only choose in the box provided in Google Form. In this questionnaire, the questions are presented in Indonesian so that in presenting this data, the researcher translates the questions into English.

1. The Result from the Questionnaire of Students' Intrinsic Motivation

From the result of the students' respond, we can see the result of counting respond in percentage from the questionnaire of students' intrinsic motivation the table:

Table 4.1 The Result from the Questionnaire of Students' Item 1-6 indicator interest in intrinsic motivation

The Number of Statement	SA	A	U	D	SD	Indicator	%
1	3%	65%	8%	25%	0%	Interest	29%
2	0%	43%	25%	33%	0%		
3	5%	48%	13%	35%	0%		
4	10%	48%	8%	33%	3%		
5	0%	15%	30%	50%	5%		
6	10%	30%	15%	45%	0%		

Table 4.1 show the results of questionnaire item 1 to 6 indicators of interest, which reveal that 29% of students are interested in learning English online during pandemic. Students are interested in studying English in a regular or effective. It can be seen in the students' responses to item 1, "I appreciate learning English while online learning," where 65% of 40 students responded Agree.

Table 4.2 The Result from the Questionnaire of Students' Item 1-6 indicator need in intrinsic motivation

The Number of Statement	SA	A	U	D	SD	Indicator	%
7	13%	68%	15%	5%	0%	Need	26%
8	28%	65%	8%	0%	0%		

9	15%	63%	18%	5%	0%		
10	0%	8%	15%	68%	10%		
11	3%	38%	30%	30%	0%		

Table 4.2 shows the results of the questionnaire items 7 to 11 indicators of needs, which reveal that 26% of students need English learning and they continue to study even though online during pandemic. During Pandemic, students' need for learning English will encourage them to engage in online learning activities. Students' needs in English learning can be seen in the statement item 7, "In my opinion, improving English language skills during a pandemic means reflecting self-improvement" percentage of 68% of students answered agree with the statement.

Table 4.3 The Result from the Questionnaire of Students' Item 1-6 indicator hobby in intrinsic motivation

The Number of Statement	SA	A	U	D	SD	Indicator	%
12	0%	18%	33%	50%	0%	Hobby	23%
13	0%	38%	0%	63%	0%		
14	5%	53%	13%	35%	0%		
15	0%	53%	13%	35%	0%		
16	0%	30%	18%	53%	0%		

Table 4.3 shows the results of the questionnaire items 12 to 16 indicator of hobby, revealing that 23% of students enjoy and make learning one of their preferred activities, with students listening to English music as one of their preferred activities when learning English. They made it a hobby and also practice their listening and comprehension skills in English. It can be seen in the students' responses to item 15, "During online learning at home, students spend their time listening to English

music/songs instead of Indonesian music/songs to overcome boredom in learning" and 53% of students answered agree with the statement.

Table 4.4 The Result from the Questionnaire of Students' Item 1-6 indicator goal in intrinsic motivation

The Number of Statement	SA	A	U	D	SD	Indicator	%
17	8%	65%	28%	0%	0%	Goal	22%
18	35%	48%	18%	0%	0%		
19	8%	70%	20%	3%	0%		
20	0%	20%	25%	55%	0%		

Table 4.4 shows the results of the questionnaire items 17 to 20 indicators goal, which reveal a 22%. During the pandemic, students attempt to learn English through online learning. Learning English provides many benefits for them so that it raises their motivation in learning. It can be seen in the students' responses to statement item 19: "Mastering English they will be able to keep up with technological advances and feel its impact during online learning." In teaching and learning activities, the students have to know and decide their purposes in learning, because it can be a great motivation for them. If the students know the appropriate purposes, they will prepare everything that can help them to achieve everything they want.

2. The Result from the Questionnaire of Students' Extrinsic Motivation

From the result of the students' respond, we can see the result of counting respond in percentage from the questionnaire of students' extrinsic motivation the table:

Table 4.5 The Result from the Questionnaire of Students' Item 1-6 indicator Teacher in Extrinsic Motivation

The Number of Statement	SA	A	U	D	SD	Indicator	%
21	0%	45%	15%	38%	3%	Teacher	35%
22	0%	43%	8%	48%	3%		
23	33%	50%	13%	5%	0%		
24	0%	40%	30%	30%	0%		
25	0%	50%	25%	25%	0%		
26	0%	20%	40%	40%	0%		
27	0%	38%	35%	28%	0%		

Table 4.5 shows the results of the questionnaire items 21 to 27 teacher indicators show 35%. Teachers are expected to come up with creative ideas for online learning so that students are not bored. In addition, teachers have a responsibility to assess and appreciate the spirit of student learning. Giving value is one form of motivation that is very effective to improve learning achievement. The provision of values can arouse students' enthusiasm for learning. Students learn to have the main goal to achieve high scores. When the teacher gives praise, advice, encouragement, rewards, and punishment, imitating something turns out to greatly influence students' learning motivation.

Table 4.6 The Result from the Questionnaire of Students' Item 1-6 indicator Parent in Extrinsic Motivation

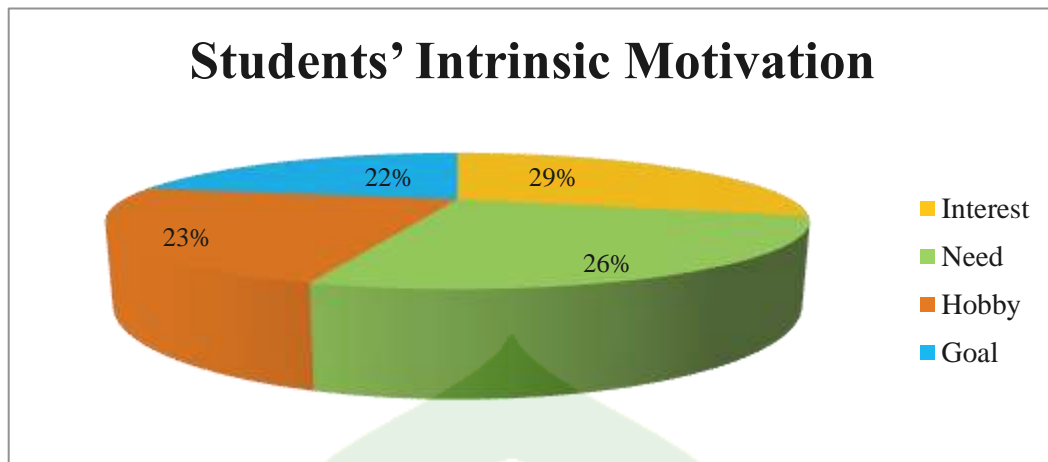
The Number of Statement	SA	A	U	D	SD	Indicator	%
28	0%	0%	10%	90%	0%	Parent	35%
29	0%	53%	35%	13%	0%		
30	0%	33%	20%	48%	0%		
31	3%	58%	33%	8%	0%		
32	5%	88%	5%	3%	0%		
33	0%	25%	3%	73%	0%		
34	5%	63%	13%	20%	0%		

Table 4.6 shows the results of a questionnaire from 28 to 34 indicators of parents showing 35%. Parents have a role in determining student achievement, namely by providing support and attention. The support provided is in the form of facilities needed in the learning process and attention to motivate students in improving their learning achievement. Based on the questionnaire results, it was found that most of the students did not get much support from their parents. This can be seen in the percentage of indicator results that parents are the same as teachers by 35%. The role of parents in online learning during this pandemic period should be more because students spend more time at home. According to Harmer, "Parents" attitude to language learning will be greatly affected by the influence of people who are close to them. The attitude of parents and older siblings will be crucial.

Table 4.7 The Result from the Questionnaire of Students' Item 1-6 indicator Environment in Extrinsic Motivation

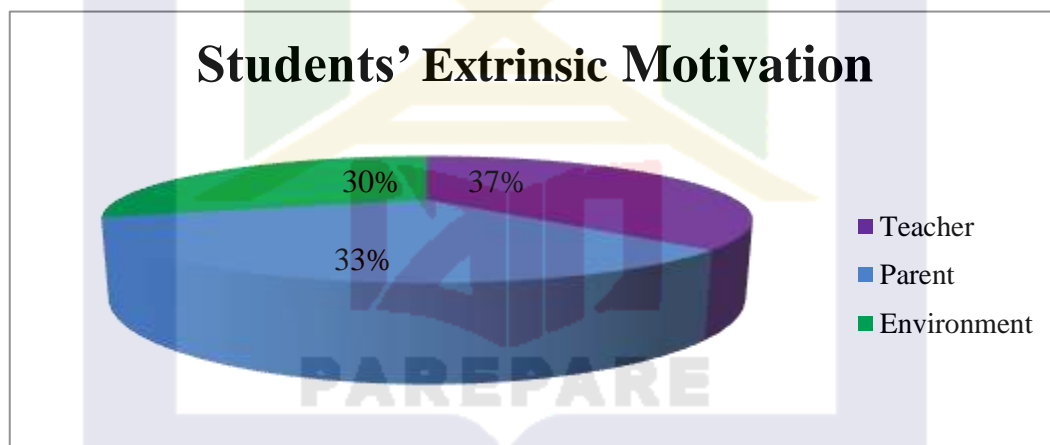
The Number of Statement	SA	A	U	D	SD	Indicator	%
35	0%	40%	50%	10%	0%	Environment	30%
36	0%	18%	10%	73%	0%		
37	0%	70%	3%	28%	0%		
38	0%	55%	28%	15%	3%		
39	8%	45%	15%	33%	0%		
40	8%	43%	30%	20%	0%		

Table 4.7 shows the results of a questionnaire of 35 to 40 Environmental indicators showing 30%. One of the important indicators of extrinsic motivation is the environment. The environment can be in the form of family, community, and school environments. The environment affects the social relations, learning, and psychology of students. For this reason, the student learning environment during this pandemic should be something that must be considered to improve the ability of students in the learning process. A student who has high learning motivation and even though by a qualified teacher does not always guarantee to learn or succeed well, especially during online learning. Based on the results of the questionnaire obtained, it can be concluded that students' learning conditions during the COVID-19 pandemic are in quite a good condition, allowing for effective learning. The learning conditions referred to in this case include attitudes, health, sense of security, parental support, association, teachers, learning conditions, and learning facilities owned.



The Figure 2. Percentage of intrinsic Motivation during Pandemic

The Figure 2 of the results of the Intrinsic Motivation for learning English students of Vocational High School (SMKN) 3 Pinrang. Based on the data above, Intrinsic Motivation has four indicators there are Interest has a score of 29%, Need has a score of 26%, Hobby has a score of 23% and last, Goal has a score of 22%.



The Figure 3. Percentage of Extrinsic Motivation during Pandemic

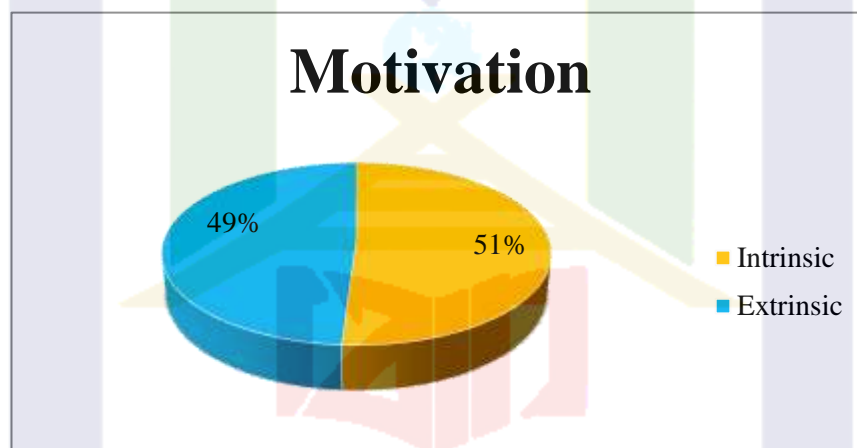
Figure 3 of the results of the extrinsic Motivation for learning English students of Vocational High School (SMKN) 3 Pinrang during Pandemic Covid-19. Based on the data above, Intrinsic Motivation has three indicators there are Teacher has a score of 35%, Parent has a score of 35%, and last, Environment has a score of 30%.

The researcher calculates the students' intrinsic motivation by including the total score from the questionnaire number 1-20 (*see the data in appendices*) into the formula as follows:

$$P = \frac{2614}{5148} \times 100 \% = 51\%$$

The researcher calculates the students' extrinsic motivation by including the total score from the questionnaire number 21-40 (*see the data in appendices*) into the formula as follows:

$$P = \frac{2534}{5148} \times 100 \% = 49\%$$



The Figure 1. Percentage of Motivation

The Figure 1 shows the result of intrinsic and extrinsic motivation during pandemic Covid-19. From these data, it showed that intrinsic motivation has a score of 51% and extrinsic motivation has a score of 49 %.

Overall Mean of Intrinsic and extrinsic motivation:

Intrinsic motivation:

$$X = \frac{\sum X}{N}$$

$$\bar{X} = \frac{65,3}{20} = 3.3$$

Extrinsic motivation:

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{63,4}{20} = 3.2$$



Table 4.8 Overall Mean From Intrinsic Motivation Value:

OPTION	SCORE	Q1			Q2			Q3			Q4			Q5			Q6			Q7		
		F	%	X	F	%	X	F	%	X	F	%	X	F	%	X	F	%	X	F	%	X
SA	5	1	3	5	0	0	0	2	5	10	4	10	20	0	0	0	4	10	20	5	13	25
A	4	26	65	104	17	43	68	19	48	76	19	48	76	6	15	24	12	30	48	27	68	108
U	3	3	8	9	10	25	30	5	13	15	3	8	9	12	30	36	6	15	18	6	15	18
D	2	10	25	20	13	33	26	14	35	28	13	33	26	20	50	40	18	45	36	2	5	4
SD	1	0	0	0	0	0	0	0	0	0	1	3	1	2	5	2	0	0	0	0	0	0
TOTAL		40	100	138	40	100	124	40	100	129	40	100	132	40	100	102	40	100	122	40	100	155
Mean		3,5			3,1			3,2			3,3			2,6			3,1			3,9		

Q8			Q9			Q10			Q11			Q12			Q13			Q14			Q15		
F	%	X	F	%	X	F	%	X	F	%	X	F	%	X	F	%	X	F	%	X	F	%	X
11	28	55	6	15	30	0	0	0	1	3	5	0	0	0	0	0	0	2	5	10	0	0	0
26	65	104	25	63	100	3	8	12	15	38	60	7	18	28	15	38	60	25	63	100	21	53	84
3	8	9	7	18	21	6	15	18	12	30	36	13	33	39	0	0	0	5	13	15	5	13	15
0	0	0	2	5	4	27	68	54	12	30	24	20	50	40	25	63	50	8	20	16	14	35	28
0	0	0	0	0	0	4	10	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
40	100	168	40	100	155	40	100	88	40	100	125	40	100	107	40	100	110	40	100	141	40	100	127
4,2			3,9			2,2			3,1			2,7			2,8			3,5			3,2		

Overallmean = 3,3

Q16			Q17			Q18			Q19			Q20		
F	%	X	F	%	X	F	%	X	F	%	X	F	%	X
0	0	0	3	8	15	14	35	70	3	8	15	0	0	0
12	30	48	26	65	104	19	48	76	28	70	112	8	20	32
7	18	21	11	28	33	7	18	21	8	20	24	10	25	30
21	53	42	0	0	0	0	0	0	1	3	2	22	55	44
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
40	100	111	40	100	152	40	100	167	40	100	153	40	100	106
2,8			3,8			4,2			3,8			2,7		

Table 4.9 Overall Mean From Extrinsic Motivation Value:

OPTION	SCORE	Q21			Q22			Q23			Q24			Q25			Q26			Q27			
		F	%	X	F	%	X	F	%	X	F	%	X	F	%	X	F	%	X	F	%	X	
SA	5	0	0	0	0	0	0	13	33	65	0	0	0	0	0	0	0	0	0	0	0	0	0
A	4	18	45	72	17	43	68	20	50	80	16	40	64	20	50	80	8	20	32	15	38	60	
U	3	6	15	18	3	8	9	5	13	15	12	30	36	10	25	30	16	40	48	14	35	42	
D	2	15	38	30	19	48	38	2	5	4	12	30	24	10	25	20	16	40	32	11	28	22	
SD	1	1	3	1	1	3	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL		40	100	121	40	100	116	40	100	164	40	100	124	40	100	130	40	100	112	40	100	124	
Mean		3,0			2,9			4,1			3,1			3,3			2,8			3,1			

Q28			Q29			Q30			Q31			Q32			Q33			Q34			Q35		
F	%	X	F	%	X	F	%	X	F	%	X	F	%	X	F	%	X	F	%	X	F	%	X
0	0	0	0	0	0	0	0	0	1	3	5	2	5	10	0	0	0	2	5	10	0	0	0
0	0	0	21	53	84	13	33	52	23	58	92	35	88	140	10	25	40	25	63	100	16	40	64
4	10	12	14	35	42	8	20	24	13	33	39	2	5	6	1	3	3	5	13	15	20	50	60
36	90	72	5	13	10	19	48	38	3	8	6	1	3	2	29	73	58	8	20	16	4	10	8
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
40	100	84	40	100	136	40	100	114	40	100	142	40	100	158	40	100	101	40	100	141	40	100	132
2,1			3,4			2,9			3,6			4,0			2,5			3,5			3,3		

Overallmean = 3,2

Q36			Q37			Q38			Q39			Q40		
F	%	X	F	%	X	F	%	X	F	%	X	F	%	X
0	0	0	0	0	0	0	0	0	3	8	15	3	8	15
7	18	28	28	70	112	22	55	88	18	45	72	17	43	68
4	10	12	1	3	3	11	28	33	6	15	18	12	30	36
29	73	58	11	28	22	6	15	12	13	33	26	8	20	16
0	0	0	0	0	0	1	3	1	0	0	0	0	0	0
40	100	98	40	100	137	40	100	134	40	100	131	40	100	135
2,5			3,4			3,4			3,3			3,4		

The calculation showed that intrinsic motivation has a score of 51% and extrinsic motivation has a score of 49 %. After we got the score of intrinsic and extrinsic motivation, the researcher calculated the Overall mean from value intrinsic, we got the overall mean = 3.3 and Overall Mean = 3.2 from value extrinsic. The data above shows a balanced rating of motivation level with the interpretation of a moderate degree of Motivation.

B. Discussion

The discussion was about student motivation in online English Learning during Pandemic covid-19. Based on the research findings, several points can be discussed. The overall results reveal that students are a moderate degree of Motivation to learn online English during pandemic covid-19.

1. Students' Intrinsic Motivation

Based on the presentation of the data above, most of the students answer strongly agree and agree with the questions from the questionnaire. It provides the information that most of the students have motivation in online learning English during pandemic covid-19 by their intrinsic motivation. Harmer stated that intrinsic motivation comes from within the individual. Intrinsic motivation to learn students is in the category of a moderate degree of Motivation with a mean value of 3.3. Student motivation is seen from indicators of interest in online English learning, need for learning, hobby or desire to succeed, and the existence of student goals or aspirations for the future, students learn independently because of their desires and have an optimistic attitude in learning.

Of the four indicators of intrinsic motivation, the indicator of interest and enthusiasm for learning English during the pandemic was an indicator that

makes a major contribution to the formation of student motivation in learning. Based on interest, students continue to learn optimally even during this pandemic. This is following what was revealed by the previous researcher Harintama that learning with an interest in learning can foster learning motivation in students so that they experience changes to find out what they are learning.

Although there are many obstacles faced by students in online learning during the pandemic, student motivation to learn is at a moderate level. This gives a fairly positive meaning which means that although the learning process is carried out online that is limited by space and time, the obstacles faced can be minimized with the spirit of interest and curiosity of students in learning English.

Berliner and Gage stated students with an interest in a subject tend to pay attention to it. They feel it makes a difference to them. They want to become fully aware of its characters. Interest is the factor that determines an attitude in working or studying actively. The students will study regularly or effectively and they will be successful if they have high interest. Students enjoy dealing with the subject they learn because he or she believes it can lead them to success.

Intrinsic motivation of students during a pandemic that has been more than one year resulted in a decrease in motivation. in a previous study conducted by Putu and Ayu, they found that intrinsic motivation was a very high motivation with a mean score of 4.20. While the results obtained in this study showed different results. The students' second grade are lacking in finding English learning goals during the pandemic. This is because learning that should be

mostly done in vocational schools is practical learning activities, but it cannot be done so that students are not less effective in learning.

2. Students' Extrinsic Motivation

The findings of the data provide the information that there is an external factor that motivates the students in learning English. The students learn English because of some outside factors. Harmer states that extrinsic motivation is the result of any number of outside factors, for example, the need to pass an exam, the hope of financial reward, or the possibility of future travel. Two it is showed that some of the students in Vocational High school (SMKN) 3 Pinrang motivated by their external desire.

Some factors influence student extrinsic motivation. Firstly, students in SMKN 3 Pinrang motivated to learn English because of their goals such as they want to get a good score in the final exam, they want to get a reward from the teacher, they want to get a good job and they may want to continue their study overseas. Secondly, the students have external sources such as the Parent that the students live with. In Indonesia, English is a second language that is though in school. Some students may feel that they did not use English in their daily communication with their society and Environment. So, the students learning English just a lesson which is though in their school.

From the calculation of the students' extrinsic motivation, the researcher finds the percentage that 49% and overall mean = 3.2 for students' extrinsic motivation. It showed that some students of SMKN 3 Pinrang have a Moderate degree of Motivation or enough good extrinsic motivation in learning English. This is not dissimilar to the outcomes of intrinsic motivation. That is, it has a

strong relationship in influencing students' learning motivation when they are learning online.

According to Lai, extrinsic motivation is influenced by external variables such as academic requirements or rewards and punishments. As a result of extrinsic motivation, a language learner is urged to complete a task or participate in a classroom activity primarily because doing so would result in some sort of reward or profit. In an educational program, it is claimed that intrinsic motivation is more powerful than extrinsic motivation. Intrinsic motivation is considered to result in better learning outcomes than extrinsic motivation. However, in an EFL program, most of the language learners engaging in learning activities are driven by external motivations.

Putu and Ayu in their research state that, there are some factors that influence the student extrinsic motivation such as students were motivated to learn English because they want to achieve their goals, for example, they want to get a good score in the final exam, they want to get a good job during Covid-19 Pandemic and they may want to continue their study overseas. Furthermore, the students want English teachers to have good methods and personalities in the teaching and learning process during the Covid-19 Pandemic.

In this research, there are three indicators in extrinsic motivation, Parent, Teacher, and Environment. Indicators of parents and teachers have a percentage of 35% which is quite high in supporting students' extrinsic motivation during online learning.

From the explanation about intrinsic motivation and extrinsic motivation, it is clearly showed that students in Vocational High School (SMKN) 3 Pinrang have higher intrinsic motivation in learning English than extrinsic motivation. It

means that they study English because they want to improve their English language skills. In addition, they learn English because they enjoy learning, they will more easy to join with other cultural groups in other country and they will more easy to communicate with an English speaker. So, they can get a lot of information easily. It was in line with Emaliana's finding which stated that the students have high instrumental motivation in learning English because they need English for graduation (certificate and title) and higher studies and they think English can make them more knowledgeable.

This finding showed that the students in SMKN 3 Pinrang have enough high intrinsic motivation in learning English. This is not dissimilar to the outcomes of extrinsic motivation. This is passably for the student and teacher in the teaching-learning process and needs to be improved. Because motivation is one of the important things which is affecting students' attitude and achievement. In this finding, the students have a good motivation, so it will be useful for the teacher to bring the student to be successful in learning English.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two selections the conclusion and suggestion of the research. The conclusion deal with the conclusion gotten based on the finding and discussion of the research and the suggestion deal with some ideas given by the researcher.

A. Conclusions

Based on the findings of the study, the researcher gave a conclusions:

1. Students' Intrinsic Motivation

From the calculation from the questionnaire, the researcher found that students' intrinsic motivation to learn students is in the category of a moderate degree of Motivation with a score of 51% and a mean value of 3.3. This score give the information that the students in SMKN 3 Pinrang have good intrinsic motivation. Student motivation is seen from indicators of interest in online English learning, need for learning, hobby or desire to succeed, and the existence of student goals or aspirations for the future, students learn independently because of their desires and have an optimistic attitude in learning.

2. Students' Extrinsic Motivation

From the calculation of the students' extrinsic motivation, the researcher finds the percentage that 49% and overall mean = 3.2 for students' extrinsic motivation. It showed that some students of SMKN 3 Pinrang have a Moderate degree of Motivation or enough good extrinsic motivation in learning English. This is not dissimilar to the outcomes of intrinsic

motivation. That is, it has a strong relationship in influencing students' learning motivation when they are learning online.

B. Suggestion

From the result of this research, the researcher recommended some suggestion to improve the students' motivation in learning English.

1. Researcher hopes the students will keep improving their motivation in learning English. The students should practice English and make it as habit especially in pandemic time. The most important one is they must have a big desire to learn English. Their parents also give the positive encouragement to their children to learn harder and give an understanding that English is one of important language in this era and their future.
2. For the teachers in SMKN 3 Pinrang From this finding showed that students in SMKN 3 Pinrang have passably good motivation in learning English. The teacher must build the students' motivation in every time they learn. It can be doing by improve their method or strategies in teaching English. In teaching and learning, teacher are hoped to be creative to create a good atmosphere in teaching. The teacher should stimulate motivation in learning and should let students like learning and find academic activities satisfied, so they can be more active and better progress in learning English especially in pandemic time.
3. For the future researchers it is expected to future researcher to conduct the same research on wider area. This thesis will give some contributions and information for future researcher. So it will be more advantages and beneficial to the development of English education.

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APPENDICES





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN)
PAREPARE
FAKULTAS TARBIYAH**

Jl. Amal Bakti No. 8 Soreang 911331, Telepon (0421)21307, Faksimile (0421) 2404

**VALIDASI INSTRUMEN PENELITIAN PENULISAN
SKRIPSI**

NAMA MAHASISWA : CAKRA SANDI
NIM/JURUSAN : 15.1300.072/PBI
FAKULTAS : TARBIYAH
JUDUL : STUDENTS' MOTIVATION IN ONLINE ENGLISH LEARNING DURING PANDEMIC (COVID-19) AT VOCATIONAL HIGH SCHOOL (SMKN) 3 PINRANG

Instrumen Penelitian

1. Angket

Dalam penelitian ini, peneliti akan menggunakan angket yang dilengkapi dengan instruksi dan instrumen sebagai berikut:

I. Identitas Responden

Nama :

Sekolah :

Kelas :

II. Petunjuk Pengisian

Pilihlah jawaban yang tepat pada salah satu kolom jawaban yang telah disediakan.

Jawablah sesuai dengan kondisimu selama pembelajaran online di masa pandemic (Covid-19).

III. Keterangan Jawaban

SS = Sangat Setuju

K = Kadang Setuju

S = Setuju

T = Tidak Setuju

RR = Ragu-Ragu

IV. Pernyataan-pernyataan

The Indicators of Questions

Variable	Dimension	Indicator	Item Number	
			Positive	Negative
Motivation	Intrinsic	Interest	1, 2, 5	3, 4, 6
		Need	7, 8, 9	10, 11
		Hobby	12, 15	13, 14, 16
		Goal	18, 19	17, 20
	Extrinsic	Teacher	21, 22,26,27	23, 24, 25
		Parent	28,29,31,33	30,30,34
		Environment	36, 38	35,37, 39,40

(Source: Quinn in Adila Jefiza : 2017)

No.	Statements	Jawaban				
		SS	S	RR	K	T
1.	Saya senang mengikuti pembelajaran bahasa Inggris selama Pembelajaran Online.					
2.	Ketika Guru meminta saya untuk menirukan percakapan bahasa Inggris yang dicontohkan melalui video singkat atau zoom, saya tertarik					

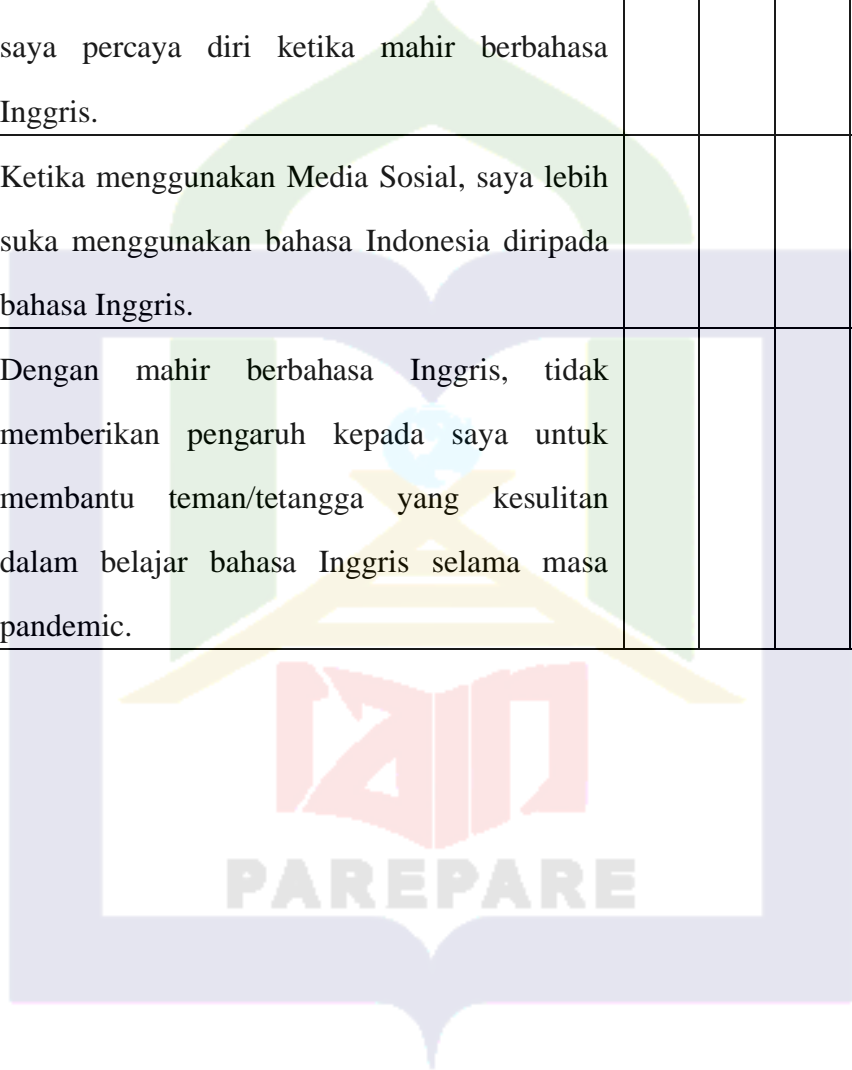
	menirukannya.					
3.	Pembelajaran bahasa Inggris selama Pandemic merupakan salah pelajaran yang sulit					
4.	Ketika saya mendapatkan PR dari guru bahasa Inggris, Saya selalu jawaban dari teman atau internet selama pembelajaran online.					
5.	Saya menikmati (enjoy) ketika pembelajaran bahasa Inggris dibandingkan dengan pembelajaran lainnya selama pandemi.					
6.	Pemberian Materi Bahasa Inggris Secara online selama pandemic ini sangat membosankan.					
7.	Menurut saya, meningkatnya kemampuan berbahasa Inggris selama masa pandemic berarti mencerminkan kemajuan diri.					
8.	Saya ingin mendapatkan nilai A atau Sempurna setiap pembelajaran Bahasa Inggris meskipun pembelajaran dilakukan secara online.					
9.	Belajar bahasa Inggris penting bagi saya karena akan berguna dalam mendapatkan pekerjaan yang baik dimasa depan.					
10.	Saya tidak merasa sedih jika hasil ulangan/ujian bahasa Inggris selama pandemic ini buruk.					

11.	Siswa yang pandai dalam pembelajaran bahasa Inggris tidak akan disukai teman.					
12.	Selama masa pembelajaran Online, Saya suka berbicara dalam bahasa Inggris ketika berkomunikasi dengan guru dan teman.					
13.	Saya tidak menonton film atau video berbahasa Inggris yang biasanya diberikan selama pembelajaran bahasa Inggris					
14.	Saya tidak suka mengulang kembali pembelajaran bahasa Inggris selama pembelajaran online di rumah.					
15.	Selama pembelajaran online di rumah, Saya Suka mendengar music/lagu berbahasa Inggris daripada music/lagu Indonesia.					
16.	Saya tidak suka menggunakan bahasa Inggris ketika menggunakan Media Sosial.					
17.	Selama masa pandemic ini, Saya mempelajari Bahasa Inggris tanpa target apapun.					
18.	Saat nilai Ulangan/ujian saya jelek, saya akan memperbaiki pada kesempatan berikutnya.					
19.	Dengan menguasai Bahasa Inggris saya bisa mengikuti kemajuan Teknologi. Dan saya bias merasakan dampaknya selama pembelajaran online.					

20.	Saya memiliki inisiatif untuk mengerjakan setiap latihan tanpa disuruh oleh guru selama masa pandemic ini.					
21	Saya dapat menerima penjelasan materi dari bahasa Inggris Guru dengan baik melalui Online Learning					
22	Guru saya sering memberikan penghargaan (nilai atau pujian) ketika mengajar bahasa Inggris selama pembelajaran Online.					
23	Saya mengerjakan Tugas/PR bahasa Inggris karena takut dihukum atau mendapat nilai jelek					
24	Selama masa pandemic, Guru saya mengajar bahasa Inggris tidak Kreatif.					
25	Saya merasa tegang dan cemas selama pembelajaran bahasa inggris online di masa pandemic ini					
26	Pembelajar online yang dilakukan guru selama pandemic memiliki metode mengajar yang variatif, kreatif dan Inovativ.					
27	Guru bahasa Inggris saya selalu ceria dan memberikan energy Positif ketika mengajar secara online					
28	Orang Tua saya memberika buku bahasa Inggris untuk meningkatkan kualitas bahasa Inggris saya selama masa pandemic.					

29	Orang tua saya berharap saya mampu meningkatkan kualitas belajar dan berbicara bahasa Inggris selama masa pandemic.					
30	Orang Tua saya tidak peduli dengan nilai pembelajaran saya selama pembelajaran online salah satunya pembelajaran Bahasa Inggris.					
31	Orang Tua saya bangga dengan saya jika nilai belajar saya, salah satunya bahasa Inggris sangat memuaskan (nilai tinggi).					
32	Saat menonton TV, Orang tua saya memindahkan Channel TV ketika saya sedang menonton Channel TV berbahasa Inggris.					
33	Orang tua saya meminta saya untuk mengikuti kursus bahasa Inggris.					
34	Selama masa Pandemic, Orang Tua saya tidak memberikan hadiah ketika nilai belajar saya salah satunya bahasa Inggris mendapat nilai yang bagus.					
35	Belajar Bahasa Inggris Online tidak membantu saya untuk berfikir terbuka dan bersosialisasi dengan lingkungan bahkan selama pandemic ini.					
36	Saya berpartisipasi dalam kelompok belajar bahasa Inggris di lingkungan Sekitar selama masa pandemic ini.					

37	Selama masa pandemic ini, saya tidak ikut berpartisipasi dalam kelompok pembelajaran bahasa inggris dilingkungan sekolah.					
38	Ketika saya bergaul dengan masyarakat sekita, saya percaya diri ketika mahir berbahasa Inggris.					
39	Ketika menggunakan Media Sosial, saya lebih suka menggunakan bahasa Indonesia diripada bahasa Inggris.					
40	Dengan mahir berbahasa Inggris, tidak memberikan pengaruh kepada saya untuk membantu teman/tetangga yang kesulitan dalam belajar bahasa Inggris selama masa pandemic.					



Tabel. The result of respondents' answering

	No	ITEM QUESTIONER																																							Jmlh				
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39		40			
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Jmlh	138	124	129	132	102	122	155	168	155	88	125	107	110	141	127	111	154	167	153	106	121	116	164	124	130	112	124	84	136	114	142	158	101	141	132	98	137	134	131	135					

STUDENTS' MOTIVATION IN ONLINE ENGLISH LEARNING DURING PANDEMIC (COVID-19) AT SMKN 3 PINRANG (Motivasi Belajar Bahasa Inggris Selama Pandemi COVID-19)

40 jawaban

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20462021 STUDENTS' MOTIVATION IN ONLINE ENGLISH LEARNING DURING PANDEMIC (COVID-19) AT SMKN 3 PINRANG (Motivasi Belajar Bahasa Inggris Selama Pandemi COVID-19)

Nama Siswa
40 jawaban

- Astriana
- Erina
- AIDI, PURTA DIGTA
- Nurfadilah
- Reski Anpar
- MUSDALIFAH
- Samedar
- ANISA
- Lukman

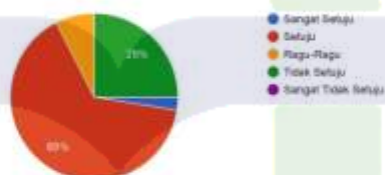
3062021

STUDENT'S MOTIVATION IN ONLINE ENGLISH LEARNING DURING PANDEMIC (COVID-19) AT SMK 3 PINRANG (Motivasi Belajar Bahasa Inggris Selama Pandemi COVID-19)



1. Saya senang mengikuti pembelajaran Online selama pandemik termasuk pembelajaran bahasa Inggris

40 jawaban



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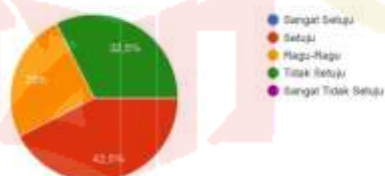
323

3062021

STUDENT'S MOTIVATION IN ONLINE ENGLISH LEARNING DURING PANDEMIC (COVID-19) AT SMK 3 PINRANG (Motivasi Belajar Bahasa Inggris Selama Pandemi COVID-19)

2. Ketika Guru meminta saya untuk menirukan percakapan bahasa Inggris yang dicontohkan melalui video singkat atau zoom, saya tertarik menirukannya.

40 jawaban

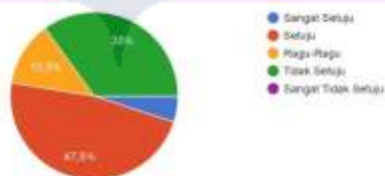


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423

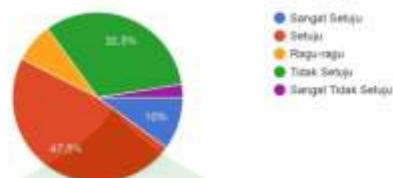
3. Pembelajaran bahasa Inggris selama Pandemi merupakan salah satu pelajaran yang sulit.

40 jawaban



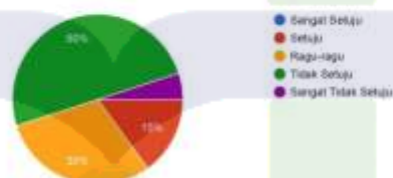
4. Ketika saya mendapatkan PR dari guru bahasa Inggris, Saya selalu jawaban dari teman atau internet selama pembelajaran online.

40 jawaban



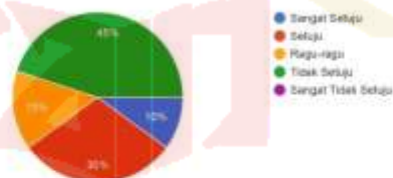
5. Saya menikmati (enjoy) ketika pembelajaran bahasa Inggris dibandingkan dengan pembelajaran lainnya selama pandemi.

40 jawaban



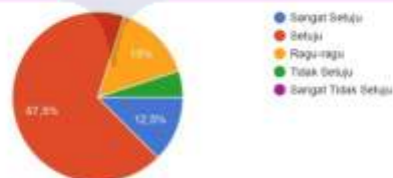
6. Pemberian Materi Bahasa Inggris Secara online selama pandemic ini sangat membosankan.

40 jawaban



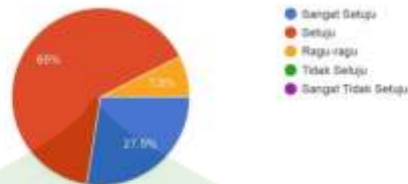
7. Menurut saya, meningkatnya kemampuan berbahasa Inggris selama masa pandemic berarti mencerminkan kemajuan diri.

40 jawaban



8. Saya ingin mendapatkan nilai A atau Sempurna setiap pembelajaran Bahasa Inggris meskipun pembelajaran dilakukan secara online.

40 jawaban



9. Belajar bahasa Inggris penting bagi saya karena akan berguna dalam mendapatkan pekerjaan yang baik dimasa depan.

40 jawaban



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7/23

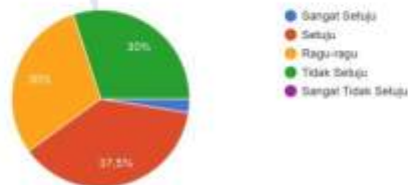
10. Saya tidak merasa sedih jika hasil ulangan/ujian bahasa Inggris selama pandemic ini buruk.

40 jawaban



11. Siswa yang pandai dalam pembelajaran bahasa Inggris tidak akan disukai teman.

40 jawaban

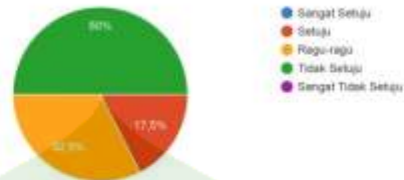


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8/23

12. Selama masa pembelajaran Online, Saya suka berbicara dalam bahasa Inggris ketika berkomunikasi dengan guru dan teman.

40 jawaban



13. Saya tidak menonton film atau video berbahasa Inggris yang biasanya diberikan selama pembelajaran bahasa Inggris

40 jawaban

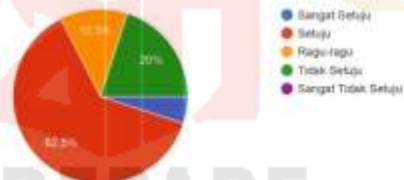


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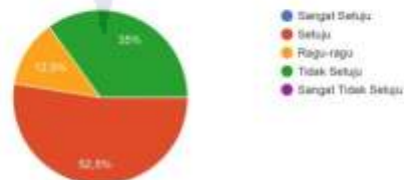
14. Saya tidak suka mengulang kembali pembelajaran bahasa Inggris selama pembelajaran online di rumah.

40 jawaban



15. Selama pembelajaran online di rumah, Saya Suka mendengar music/lagu berbahasa Inggris daripada music/lagu Indonesia.

40 jawaban

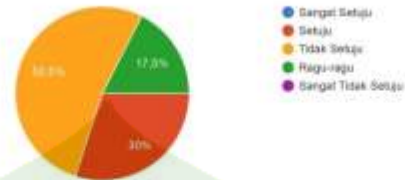


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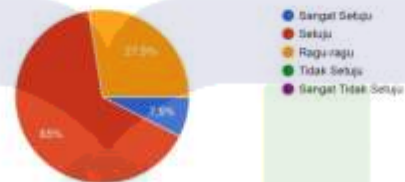
16. Saya tidak suka menggunakan bahasa Inggris ketika menggunakan Media Sosial.

40 jawaban



17. Selama masa pandemic ini, Saya mempelajari Bahasa Inggris tanpa target apapun.

40 jawaban

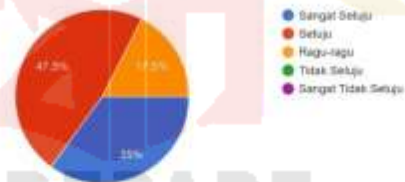


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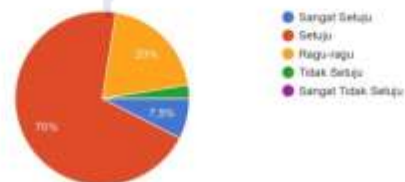
18. Saat nilai Ulangan/tujian saya jelek, saya akan memperbaiki pada kesempatan berikutnya.

40 jawaban



19. Dengan menguasai Bahasa Inggris saya bisa mengikuti kemajuan Teknologi. Dan saya bias merasakan dampaknya selama pembelajaran online.

40 jawaban

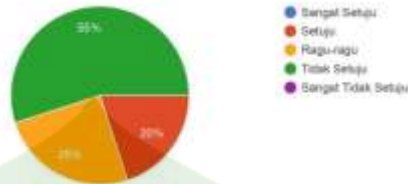


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12/23

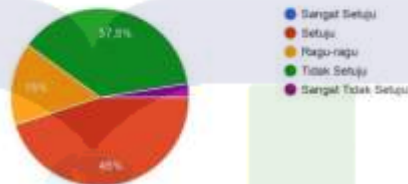
20. Saya memiliki inisiatif untuk mengerjakan setiap latihan tanpa disuruh oleh guru selama masa pandemic ini.

40 jawaban



21. Saya dapat menerima penjelasan materi dari bahasa Inggris Guru dengan baik Selama Pembelajaran Online

40 jawaban

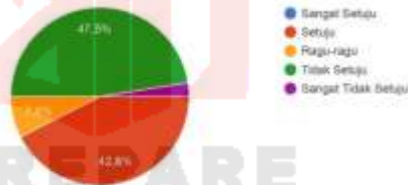


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1322

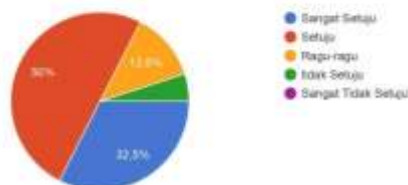
22. Guru saya sering memberikan penghargaan (nilai atau pujian) ketika mengajar bahasa Inggris selama pembelajaran Online.

40 jawaban



23. Saya mengerjakan Tugas/PR bahasa Inggris karena takut dihukum atau mendapat nilai jelek.

40 jawaban

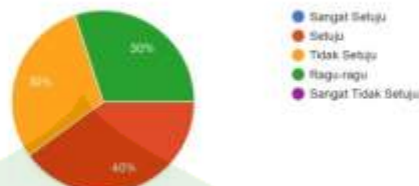


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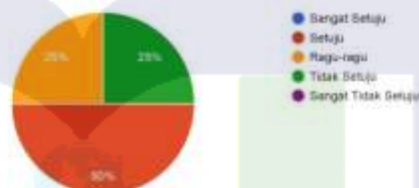
24. Selama masa pandemic, Guru saya mengajar bahasa Inggris tidak Kreatif dan menyenangkan.

40 jawaban



25. Saya merasa tegang dan cemas selama pembelajaran bahasa Inggris online di masa pandemic ini.

40 jawaban

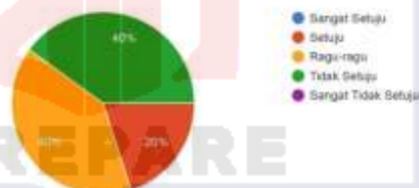


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15/23

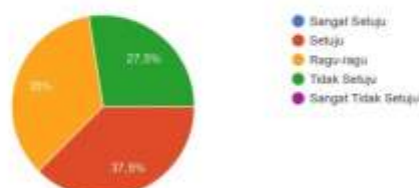
26. Pembelajaran online yang dilakukan guru selama pandemic memiliki metode mengajar yang variatif, kreatif dan inovatif.

40 jawaban



27. Guru bahasa Inggris saya selalu ceria dan memberikan energy Positif ketika mengajar secara online.

40 jawaban

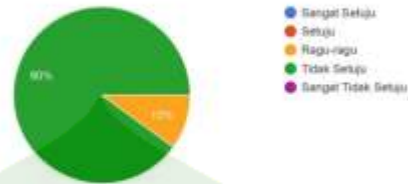


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16/23

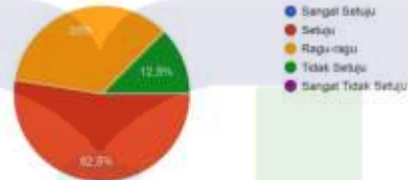
28. Orang Tua saya memberikan buku bahasa Inggris untuk meningkatkan kualitas bahasa Inggris saya selama masa pandemic.

40 jawaban



29. Orang tua saya berharap saya mampu meningkatkan kualitas belajar dan berbicara bahasa Inggris selama masa pandemic.

40 jawaban



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17/23

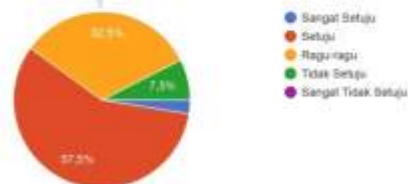
30. Orang Tua saya tidak peduli dengan nilai pembelajaran saya selama pembelajaran online salah satunya pembelajaran Bahasa Inggris.

40 jawaban



31. Orang Tua saya bangga dengan saya jika nilai belajar saya, salah satunya bahasa Inggris sangat memuaskan (nilai tinggi).

40 jawaban

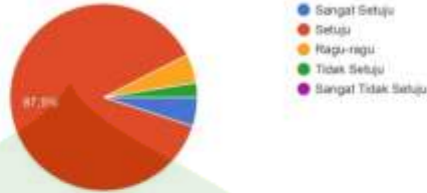


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18/23

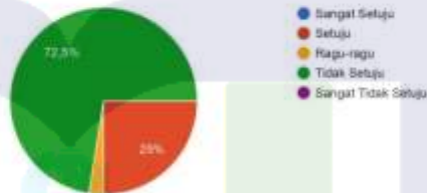
32. Saat menonton TV, Orang tua saya memindahkan Channel TV ketika saya sedang menonton Channel TV berbahasa Inggris.

40 jawaban



33. Orang tua saya meminta saya untuk mengikuti kursus bahasa Inggris.

40 jawaban



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18/23

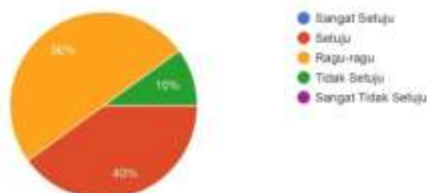
34. Selama masa Pandemi, Orang Tua saya tidak memberikan hadiah ketika nilai belajar saya salah satunya bahasa Inggris mendapat nilai yang bagus.

40 jawaban



35. Belajar Bahasa Inggris Online tidak membantu saya untuk berfikir terbuka dan bersosialisasi dengan lingkungan bahkan selama pandemic ini.

40 jawaban

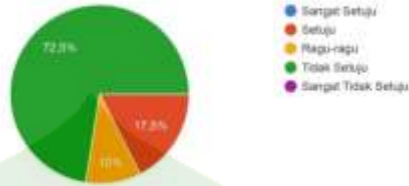


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20/23

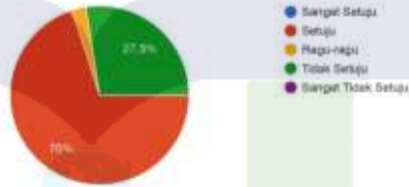
36. Saya berpartisipasi dalam kelompok belajar bahasa Inggris di lingkungan Sekitar selama masa pandemic ini.

40 jawaban



37. Selama masa pandemic ini, saya tidak ikut berpartisipasi dalam kelompok pembelajaran bahasa Inggris di lingkungan sekolah.

40 jawaban



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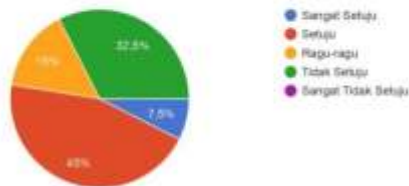
38. Ketika saya bergaul dengan masyarakat sekitar, saya percaya diri ketika mahir berbahasa Inggris.

40 jawaban



39. Ketika menggunakan Media Sosial, saya lebih suka menggunakan bahasa Indonesia daripada bahasa Inggris.

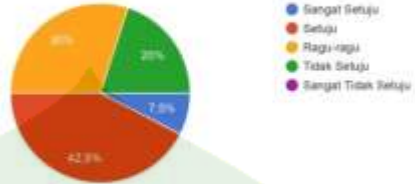
40 jawaban



https://docs.google.com/forms/d/1J3C4R0Qr/vwvqvT5wTQUS_eEteqY_2R4zQdu/viewanalytics

40. Dengan mahir berbahasa Inggris, tidak memberikan pengaruh kepada saya untuk membantu teman/tetangga yang kesulitan dalam belajar bahasa Inggris selama masa pandemic.

-40 jawaban



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20/21



STUDENTS' MOTIVATION IN ONLINE ENGLISH LEARNING DURING PANDEMIC (COVID-19) AT SMKN 3 PINRANG (Motivasi Belajar Bahasa Inggris Selama Pandemi COVID-19)

Pilihlah jawaban yang tepat pada salah satu kolom jawaban yang telah disediakan. Jawablah sesuai dengan kondisimu selama pembelajaran online di masa pandemic (Covid-19).

Nama Siswa *

Iswan

Kelas *

XI TITL 1

1. Saya senang mengikuti pembelajaran Online selama pandemik termasuk pembelajaran bahasa Inggris *

- Sangat Setuju
- Setuju
- Ragu-Ragu
- Tidak Setuju
- Sangat Tidak Setuju

2. Ketika Guru meminta saya untuk menirukan percakapan bahasa Inggris yang dicontohkan melalui video singkat atau zoom, saya tertarik menirukannya. *

- Sangat Setuju
- Setuju
- Ragu-Ragu
- Tidak Setuju
- Sangat Tidak Setuju

3. Pembelajaran bahasa Inggris selama Pandemic merupakan salah satu pelajaran yang sulit. *

- Sangat Setuju
- Setuju
- Ragu-Ragu
- Tidak Setuju
- Sangat Tidak Setuju

4. Ketika saya mendapatkan PR dari guru bahasa Inggris, Saya selalu jawaban dari teman atau internet selama pembelajaran online. *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

5. Saya menikmati (enjoy) ketika pembelajaran bahasa Inggris dibandingkan dengan pembelajaran lainnya selama pandemi. *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

6. Pemberian Materi Bahasa Inggris Secara online selama pandemic ini sangat membosankan. *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

7. Menurut saya, meningkatnya kemampuan berbahasa Inggris selama masa pandemic berarti mencerminkan kemajuan diri. *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

8. Saya ingin mendapatkan nilai A atau Sempurna setiap pembelajaran Bahasa Inggris meskipun pembelajaran dilakukan secara online. *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

9. Belajar bahasa Inggris penting bagi saya karena akan berguna dalam mendapatkan pekerjaan yang baik dimasa depan. *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

10. Saya tidak merasa sedih jika hasil ulangan/ujian bahasa Inggris selama pandemic ini buruk. *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

11. Siswa yang pandai dalam pembelajaran bahasa Inggris tidak akan disukai teman. *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

12. Selama masa pembelajaran Online, Saya suka berbicara dalam bahasa Inggris ketika berkomunikasi dengan guru dan teman. *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

13. Saya tidak menonton film atau video berbahasa Inggris yang biasanya diberikan selama pembelajaran bahasa Inggris *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

14. Saya tidak suka mengulang kembali pembelajaran bahasa Inggris selama pembelajaran online di rumah. *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

15. Selama pembelajaran online di rumah, Saya Suka mendengar music/lagu berbahasa Inggris daripada music/lagu Indonesia. *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

16. Saya tidak suka menggunakan bahasa Inggris ketika menggunakan Media Sosial. *

- Sangat Setuju
- Setuju
- Tidak Setuju
- Ragu-ragu
- Sangat Tidak Setuju

17. Selama masa pandemic ini, Saya mempelajari Bahasa Inggris tanpa target apapun. *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

18. Saat nilai Ulangan/Ujian saya jelek, saya akan memperbaiki pada kesempatan berikutnya. *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

19. Dengan menguasai Bahasa Inggris saya bisa mengikuti kemajuan Teknologi. Dan saya bias merasakan dampaknya selama pembelajaran online. *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

20. Saya memiliki inisiatif untuk mengerjakan setiap latihan tanpa disuruh oleh guru selama masa pandemic ini. *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

21. Saya dapat menerima penjelasan materi dari bahasa Inggris Guru dengan baik Selama Pembelajaran Online *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

22. Guru saya sering memberikan penghargaan (nilai atau pujian) ketika mengajar bahasa Inggris selama pembelajaran Online. *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

23. Saya mengerjakan Tugas/PR bahasa Inggris karena takut dihukum atau mendapat nilai jelek.

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

24. Selama masa pandemic, Guru saya mengajar bahasa Inggris tidak Kreatif dan menyenangkan. *

- Sangat Setuju
- Setuju
- Tidak Setuju
- Ragu-ragu
- Sangat Tidak Setuju

25. Saya merasa tegang dan cemas selama pembelajaran bahasa Inggris online di masa pandemic ini. *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

26. Pembelajaran online yang dilakukan guru selama pandemic memiliki metode mengajar yang variatif, kreatif dan inovatif. *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

27. Guru bahasa Inggris saya selalu ceria dan memberikan energy Positif ketika mengajar secara online. *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

26. Orang Tua saya memberika buku bahasa Inggris untuk meningkatkan kualitas bahasa Inggris saya selama masa pandemic. *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

29. Orang tua saya berharap saya mampu meningkatkan kualitas belajar dan berbicara bahasa Inggris selama masa pandemic. *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

30. Orang Tua saya tidak peduli dengan nilai pembelajaran saya selama pembelajaran online salah satunya pembelajaran Bahasa Inggris. *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

31. Orang Tua saya bangga dengan saya jika nilai belajar saya, salah satunya bahasa Inggris sangat memuaskan (nilai tinggi). *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

32. Saat menonton TV, Orang tua saya memindahkan Channel TV ketika saya sedang menonton Channel TV berbahasa Inggris. *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

33. Orang tua saya meminta saya untuk mengikuti kursus bahasa Inggris. *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

34. Selama masa Pandemi, Orang Tua saya tidak memberikan hadiah ketika nilai belajar saya salah satunya bahasa Inggris mendapat nilai yang bagus. *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

35. Belajar Bahasa Inggris Online tidak membantu saya untuk berfikir terbuka dan bersosialisasi dengan lingkungan bahkan selama pandemic ini. *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

36. Saya berpartisipasi dalam kelompok belajar bahasa Inggris di lingkungan Sekitar selama masa pandemic ini. *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

37. Selama masa pandemic ini, saya tidak ikut berpartisipasi dalam kelompok pembelajaran bahasa Inggris di lingkungan sekolah. *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

38. Ketika saya bergaul dengan masyarakat sekitar, saya percaya diri ketika mahir berbahasa Inggris. *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

39. Ketika menggunakan Media Sosial, saya lebih suka menggunakan bahasa Indonesia daripada bahasa Inggris. *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

40. Dengan mahir berbahasa Inggris, tidak memberikan pengaruh kepada saya untuk membantu teman/tetangga yang kesulitan dalam belajar bahasa Inggris selama masa pandemic. *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

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STUDENTS' MOTIVATION IN ONLINE ENGLISH LEARNING DURING PANDEMIC (COVID-19) AT SMKN 3 PINRANG (Motivasi Belajar Bahasa Inggris Selama Pandemi COVID-19)

Pilihlah jawaban yang tepat pada salah satu kolom jawaban yang telah disediakan. Jawablah sesuai dengan kondisimu selama pembelajaran online di masa pandemic (Covid-19).

Nama Siswa *

Asriana

Kelas *

XI TITL 1

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1/22

1. Saya senang mengikuti pembelajaran Online selama pandemik temaksud pembelajaran bahasa Inggris *

- Sangat Setuju
- Setuju
- Ragu-Ragu
- Tidak Setuju
- Sangat Tidak Setuju

2. Ketika Guru meminta saya untuk menirukan percakapan bahasa Inggris yang dicontohkan melalui video singkat atau zoom, saya tertarik menirukannya. *

- Sangat Setuju
- Setuju
- Ragu-Ragu
- Tidak Setuju
- Sangat Tidak Setuju

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2/22

3. Pembelajaran bahasa Inggris selama Pandemic merupakan salah satu pelajaran yang sulit. *

- Sangat Setuju
- Setuju
- Ragu-Ragu
- Tidak Setuju
- Sangat Tidak Setuju

4. Ketika saya mendapatkan PR dari guru bahasa Inggris, Saya selalu jawaban dari teman atau internet selama pembelajaran online. *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

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3/22

5. Saya menikmati (enjoy) ketika pembelajaran bahasa Inggris dibandingkan dengan pembelajaran lainnya selama pandemi. *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

6. Pemberian Materi Bahasa Inggris Secara online selama pandemic ini sangat membosankan. *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

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4/22

7. Menurut saya, meningkatnya kemampuan berbahasa Inggris selama masa pandemic berarti mencerminkan kemajuan diri. *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

8. Saya ingin mendapatkan nilai A atau Sempurna setiap pembelajaran Bahasa Inggris meskipun pembelajaran dilakukan secara online. *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

https://docs.google.com/forms/d/1J3GdRDjMwvkn73w7QU3_gEJqjY_2H2QdRzJw8t8response=AC1YDRjRqY_jpMf8kvc7AcLuska8FVUjUjVEkxTM-gjCR2574y0X3hQ9Qy86wOz

9/22

9. Belajar bahasa Inggris penting bagi saya karena akan berguna dalam mendapatkan pekerjaan yang baik dimasa depan. *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

10. Saya tidak merasa sedih jika hasil ulangan/ujian bahasa Inggris selama pandemic ini buruk. *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

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9/22

11. Siswa yang pandai dalam pembelajaran bahasa Inggris tidak akan disukai teman. *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

12. Selama masa pembelajaran Online, Saya suka berbicara dalam bahasa Inggris ketika berkomunikasi dengan guru dan teman.

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

13. Saya tidak menonton film atau video berbahasa Inggris yang biasanya diberikan selama pembelajaran bahasa Inggris *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

14. Saya tidak suka mengulang kembali pembelajaran bahasa Inggris selama pembelajaran online di rumah. *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

15. Selama pembelajaran online di rumah, Saya Suka mendengar music/lagu berbahasa Inggris daripada music/lagu Indonesia. *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

16. Saya tidak suka menggunakan bahasa Inggris ketika menggunakan Media Sosial. *

- Sangat Setuju
- Setuju
- Tidak Setuju
- Ragu-ragu
- Sangat Tidak Setuju

17. Selama masa pandemic ini, Saya mempelajari Bahasa Inggris tanpa target apapun. *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

18. Saat nilai Ulangan/Ujian saya jelek, saya akan memperbaiki pada kesempatan berikutnya. *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

19. Dengan menguasai Bahasa Inggris saya bisa mengikuti kemajuan Teknologi. Dan saya bias merasakan dampaknya selama pembelajaran online. *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

20. Saya memiliki inisiatif untuk mengerjakan setiap latihan tanpa disuruh oleh guru selama masa pandemic ini. *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

https://docs.google.com/forms/d/1J3CpR0pVlwrcpV75w7QU3_dEkuY_2NzOdt9Jed9Ihresponse=ACYDBH8BY_8pwM5evg7AciLckx8VLUHUVExk7M-uCB2574y050H29Qy66dLc

11/22

21. Saya dapat menerima penjelasan materi dari bahasa Inggris Guru dengan baik Selama Pembelajaran Online. *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

22. Guru saya sering memberikan penghargaan (nilai atau pujian) ketika mengajar bahasa Inggris selama pembelajaran Online. *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

https://docs.google.com/forms/d/1J3CpR0pVlwrcpV75w7QU3_dEkuY_2NzOdt9Jed9Ihresponse=ACYDBH8BY_8pwM5evg7AciLckx8VLUHUVExk7M-uCB2574y050H29Qy66dLc

12/22

23. Saya mengerjakan Tugas/PR bahasa Inggris karena takut dihukum atau mendapat nilai jelek.

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

24. Selama masa pandemic, Guru saya mengajar bahasa Inggris tidak Kreatif dan menyenangkan. *

- Sangat Setuju
- Setuju
- Tidak Setuju
- Ragu-ragu
- Sangat Tidak Setuju

https://docs.google.com/forms/d/1J3CpRCpVwvorpT5w7QU3_dEkuY_2NzOdt9Jcled9Iresponse=ACYDBH8y_Bp4M5evg7AclLokx9VLUvEki7M-uCB2574y050H29Qy96xLU

13/22

25. Saya merasa tegang dan cemas selama pembelajaran bahasa Inggris online di masa pandemic ini. *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

26. Pembelajaran online yang dilakukan guru selama pandemic memiliki metode mengajar yang variatif, kreatif dan Inovatif. *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

https://docs.google.com/forms/d/1J3CpRCpVwvorpT5w7QU3_dEkuY_2NzOdt9Jcled9Iresponse=ACYDBH8y_Bp4M5evg7AclLokx9VLUvEki7M-uCB2574y050H29Qy96xLU

14/22

30/6/2021 STUDENTS' MOTIVATION IN ONLINE ENGLISH LEARNING DURING PANDEMIC (COVID-19) AT IBNU 3 PIRANG (Motivasi Belajar Bahasa Inggris Selama Pandemi COVID-19)

27. Guru bahasa Inggris saya selalu ceria dan memberikan energy Positif ketika mengajar secara online. *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

28. Orang Tua saya memberika buku bahasa Inggris untuk meningkatkan kualitas bahasa Inggris saya selama masa pandemic. *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

https://docs.google.com/forms/d/1J3CzR0pK/ncopy/1Se7QULj_EkxjY_NzQzRjoid#response=ACYDBn@sqY_7qzMS4vg7AcLukzEFLXUVEsrd7M_LJCB2574yD3KHQ9Qy6bOLz

16/22

30/6/2021 STUDENTS' MOTIVATION IN ONLINE ENGLISH LEARNING DURING PANDEMIC (COVID-19) AT IBNU 3 PIRANG (Motivasi Belajar Bahasa Inggris Selama Pandemi COVID-19)

29. Orang tua saya berharap saya mampu meningkatkan kualitas belajar dan berbicara bahasa Inggris selama masa pandemic. *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

30. Orang Tua saya tidak peduli dengan nilai pembelajaran saya selama pembelajaran online salah satunya pembelajaran Bahasa Inggris. *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

https://docs.google.com/forms/d/1J3CzR0pK/ncopy/1Se7QULj_EkxjY_NzQzRjoid#response=ACYDBn@sqY_7qzMS4vg7AcLukzEFLXUVEsrd7M_LJCB2574yD3KHQ9Qy6bOLz

16/22

31. Orang Tua saya bangga dengan saya jika nilai belajar saya, salah satunya bahasa Inggris sangat memuaskan (nilai tinggi). *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

32. Saat menonton TV, Orang tua saya memindahkan Channel TV ketika saya sedang menonton Channel TV berbahasa Inggris. *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

33. Orang tua saya meminta saya untuk mengikuti kursus bahasa Inggris. *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

34. Selama masa Pandemi, Orang Tua saya tidak memberikan hadiah ketika nilai belajar saya salah satunya bahasa Inggris mendapat nilai yang bagus. *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

35. Belajar Bahasa Inggris Online tidak membantu saya untuk berfikir terbuka dan bersosialisasi dengan lingkungan bahkan selama pandemic ini. *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

36. Saya berpartisipasi dalam kelompok belajar bahasa Inggris di lingkungan Sekitar selama masa pandemic ini. *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

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15/22

37. Selama masa pandemic ini, saya tidak ikut berpartisipasi dalam kelompok pembelajaran bahasa Inggris di lingkungan sekolah. *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

38. Ketika saya bergaul dengan masyarakat sekitar, saya percaya diri ketika mahir berbahasa Inggris. *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

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20/22

39. Ketika menggunakan Media Sosial, saya lebih suka menggunakan bahasa Indonesia daripada bahasa Inggris. *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

40. Dengan mahir berbahasa Inggris, tidak memberikan pengaruh kepada saya untuk membantu teman/tetangga yang kesulitan dalam belajar bahasa Inggris selama masa pandemic. *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

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DAFTAR NILAI T.A. 2020/2021						
NO	NAMA	NILAI RAPORT		NILAI AKHIR	PREDIKAT	KET.
		PENGETAHUAN	KETERAMPILAN			
1	ABDUL RAHMAN	75	75	75	B	TUNTAS
2	AJDIL PUTRA DIGTA	85	85	85	A-	TUNTAS
3	ANDIKA SAPUTRA	80	80	80	B+	TUNTAS
4	ASRIANA	86	85	85.5	A-	TUNTAS
5	ERLINA	82	82	82	B+	
6	FATUR RAHMAN	70	70	70	B-	
7	FIRDAUS RAHIPAH	70	70	70	B-	
8	HAERIL BAHRI	78	78	78	B	TUNTAS
9	HARDIANSANSA	75	75	75	B	
10	INDRA RUKMANA	79	79	79	B	TUNTAS
11	IRDAYANTI	85	85	85	A-	TUNTAS
12	IRSAN	75	75	75	B	TUNTAS
13	ISWAN	82	82	82	B+	TUNTAS
14	KARMILA	85	85	85	A-	TUNTAS
15	LUKMAN	75	75	75	B	TUNTAS
16	MUH. ADMIN LUKMAN	65	65	65	C+	TUNTAS
17	MUHAMMAD FIRMAN	80	80	80	B+	TUNTAS
18	MUH.YASIR	83	83	83	B+	TUNTAS
19	MUHAMMAD YUSUF	75	75	75	B	TUNTAS
20	NURHALIZAH	85	85	85	A-	TUNTAS
21	RISWANDI	70	70	70	B-	TUNTAS
22	SAMSIDAR	85	85	85	A-	
23	SURYA NURDI SAPUTRA	70	70	70	B-	TUNTAS
24	SYAHRIL RAMADHAN	78	78	78	B	TUNTAS
25	SYAHRERAMADAN	84	84	84	B	TUNTAS
26	TAUFIK WJAYA	70	70	70	B-	TUNTAS
27	USMAT UL ILHAM	82	82	82	B+	TUNTAS
28	WAHYU	78	78	78	B	TUNTAS
29	YUSRIL	65	65	65	C+	TUNTAS

PINRA 10 DESEMBER 2020

NO	NAMA	NILAI RAPORT		NILAI AKHIR	PREDIKAT	KET.
		PENGETAHUAN	KETERAMPILAN			
1	ANDI DINI ARIANI TONAN	70	70	70	B-	TUNTAS
2	ANDINI	70	70	70	B-	TUNTAS
3	ANISA	78	78	78	B	TUNTAS
4	ERNAWATI AYU	85	84	84.5	A-	TUNTAS
5	FATUR RAHMAN			0		
6	FERDIANSYAH			0		
7	FIKRIYAH NAFIDA ADRIA			0		
8	FITRA	82	80	81	B+	TUNTAS
9	FITRANI			0		
10	GUNTUR	80	80	80	B+	TUNTAS
11	HANIFA	87	87	87	A-	TUNTAS
12	HARLANK FADILLAH	70	70	70	B-	TUNTAS
13	ILHAM	85	85	85	A-	TUNTAS
14	ILHAM HADY	87	87	87	A-	TUNTAS
15	IRMAYANTI	83	83	83	B+	TUNTAS
16	ISDAYANTI	78	78	78	B	TUNTAS
17	M. RIJAL ABDILLAH S	80	80	80	B+	TUNTAS
18	M. SUKRI	83	83	83	B+	TUNTAS
19	M. IKBAL	85	85	85	A-	TUNTAS
20	MAULANA	80	79	79.5	B+	TUNTAS
21	MUH. IBRAHIM	79	79	79	B	TUNTAS
22	MUHAMMAD SYAFFI			0		
23	MUSDALIFAH	85	85	85	A-	TUNTAS
24	NUR ASMI BASRI	84	82	83	B+	TUNTAS
25	NURFADILLAH	88	88	88	A-	TUNTAS
26	NURFATANADILLAH	85	84	84.5	A-	TUNTAS
27	NURULI ISWANJA	85	85	85	A-	TUNTAS
28	RAHMAWATI	78	78	78	B	TUNTAS
29	RASTI	70	70	70	B-	TUNTAS
30	RESKI ARIPAI	87	87	87	A-	TUNTAS
31	RIKA AMELIA SWAHRIR	83	83	83	B+	TUNTAS
32	SISKAWATI S	80	80	80	B+	TUNTAS
33	SRI FRIDAYANI	85	85	85	A-	TUNTAS
34	SRI RAHMADI SHAFAT	85	84	84.5	A-	TUNTAS
35	ZAKILA EKA PERTIWI	84	83	83.5	B+	TUNTAS

PINRANG, 10 DESEMBER 2020
GURU MATA PELAJARAN



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 : 503/0200/PENELITIAN/DPMPPTSP/05/2021

Tentang

REKOMENDASI PENELITIAN

- Menimbang** : bahwa berdasarkan penelitian terhadap permohonan yang diterima tanggal 05-05-2021 atas nama CAKRA SANDI, 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 : 0368/R/T.Teknis/DPMPPTSP/05/2021, Tanggal : 06-05-2021
 2. Berita Acara Pemeriksaan (BAP) Nomor : 0192/BAP/PENELITIAN/DPMPPTSP/05/2021, Tanggal : 06-05-2021

MEMUTUSKAN

- Menetapkan** :
- KESATU** : Memberikan Rekomendasi Penelitian kepada :
1. Nama Lembaga : INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
 2. Alamat Lembaga : JL. AMAL BAKTI NO. 8 SOREANG
 3. Nama Peneliti : CAKRA SANDI
 4. Judul Penelitian : STUDENTS' MOTIVATION IN ONLINE ENGLISH LEARNING DURING PANDEMIC (COVID-19) AT SMKN 3 PINRANG
 5. Jangka waktu Penelitian : 1 Bulan
 6. Sasaran/target Penelitian : SISWA SMKN 3 PINRANG
 7. Lokasi Penelitian : Kecamatan Mattiro Bulu
- KEDUA** : Rekomendasi Penelitian ini berlaku selama 6 (enam) bulan atau paling lambat tanggal 06-11-2021.
- KETIGA** : Peneliti wajib menaati 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 07 Mei 2021



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,-





PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
CABANG DINAS PENDIDIKAN WILAYAH X
SMK NEGERI 3 PINRANG

Alamat : Jalan Poros Pinrang-Parepare KM.13 Desa Pananrang Kec. Mattiro Bulu Tlp/Fax : (0421) 3910003
E-mail: smknegeri3pinrang@gmail.com

SURAT KETERANGAN

Nomor : 421.5/078/UPT SMKN.3/PRG/DISDIK

Yang bertanda tangan di bawah ini, Plt Kepala SMK Negeri 3 Pinrang, menerangkan bahwa:

Nama	: CAKRA SANDI
Nomor Pokok	: 15.1300.072
Program Study	: English Education
Fakultas	: Tarbiyah
Pekerjaan	: Mahasiswa (S1) IAIN PAREPARE
Alamat	: Bulu Pinrang

Benar telah melaksanakan penelitian berdasarkan surat Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Pinrang Nomor : 0192/BAP/PENELITIAN/DPMP/TSP/05/2021, terhitung mulai tanggal 06 Mei 2021 s/d 7 Juni 2021. Dengan judul penelitian

"STUDENTS' MOTIVATION IN ONLINE ENGLISH LEARNING DURING PANDEMIC (COVID-19) AT SMKN3 PINRANG"

Demikian surat keterangan ini dibuat dengan sebenarnya dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

PAREPARE

Pinrang, 8 Juni 2021

Plt. Kepala Sekolah



Des. S U P U

NIP. 19650601 199512 1 0056

CURICULUM VITAE

Name : Cakra Sandi
Birthday : 13.Okober.1997
Gender : Male
Religion : Islam
Citizenship : Indonesia
Status : Student
Address : Pinrang
Telephone : 089654207965
Email : cakrarisna23@gmai.com



He was born from a couple Darussalam & Mulyati in Pinrang. He has 3 brothers. He is the second child in his family.

EDUCATION

FORMAL :

1. 2004 –2010 **SDN NEGERI 81 BULU**
2. 2010 – 2012 **SMP NEGERI 8 PINRANG**
3. 2012 – 2015 **SMK NEGERI 3 PINRANG**
4. 2015 – 2019 **IAIN PAREPARE**

He has completed his skripsi in the title “Students motivation in online English learning during pandemic (COVID 19) at SMKN 3 PINRANG