

A THESIS
**THE TEACHERS' EFFORT IN INCREASING STUDENTS'
MOTIVATION IN LEARNING ENGLISH ONLINE AT
MAN 2 PAREPARE**



BY

**SUCI HANAWALI
REG. NUM. 18.1300.013**

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE**

2023

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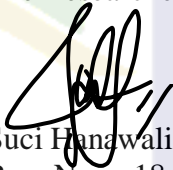
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DECLARATION OF THE RESEARCH AUTHENTICITY

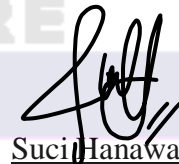
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ABSTRACT

Suci Hanawali. *The Teachers' Effort in Increasing Students' Motivation in Learning English Online at MAN 2 Parepare*. (Supervised by Nurhamdah and Humaeroah)

The Covid-19 pandemic has affected all aspects of life, including in the field of education, so that this education continues to run the effort made is to do online learning. Online learning is not a new thing even before Indonesia was hit by Covid-19 pandemic. Although online learning is not a something new, most of education in Indonesia at the junior (SD/MI, SMP/MTs) and senior high school (SMA/MA, SMK/MAK) level feels this is something new. Various obstacles have been faced by teachers in teaching online, including the problem of the spirit of students who are less motivated. So that, this research purpose to conduct: 1) How is the students' motivation in learning English online?, 2) How is the teachers' effort in increasing students' motivation in learning English online?, 3) What are the obstacles of teachers' in increasing students motivation in learning English online?.

This research is a qualitative research that aims to find out how is the teachers' effort in increasing students' motivation in learning English online at MAN 2 Parepare, spent for a month. The subject of this study were 5 English teachers and 15 students who had done online learning. Technique of data collection by observation, interview and documentation. Technique of data analysis by data reduction, data presentation and conclusion.

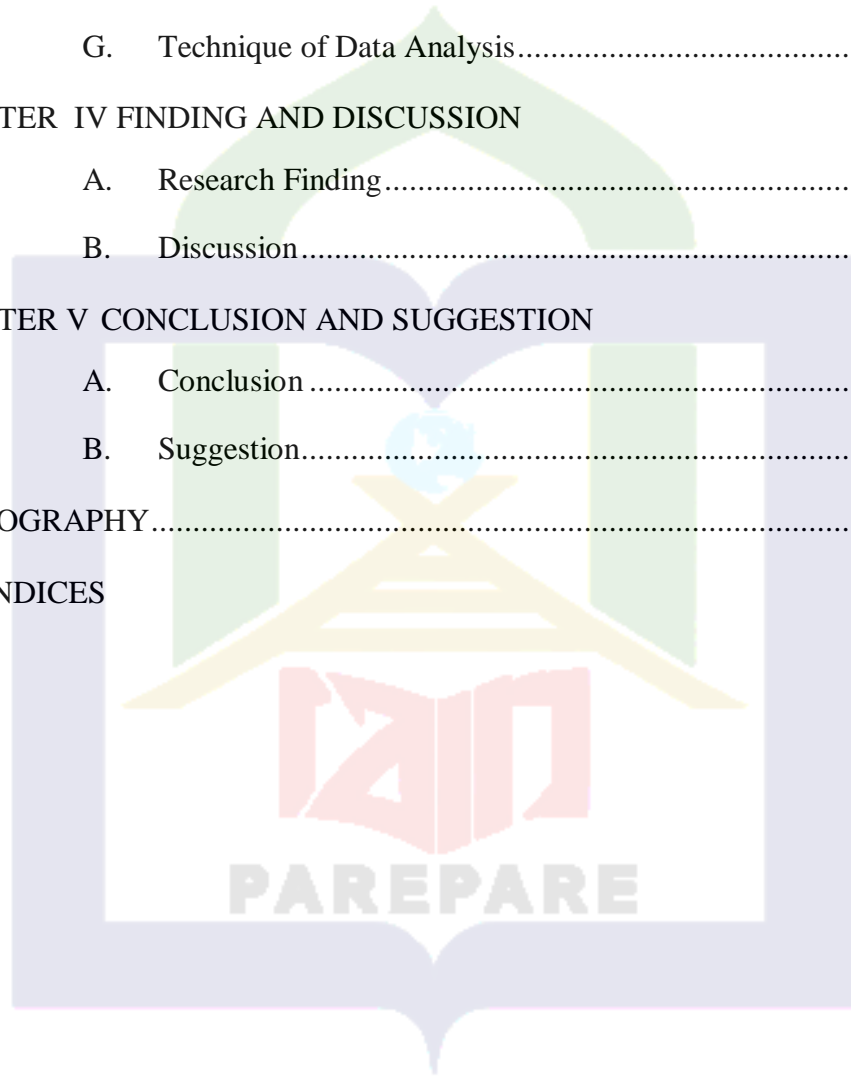
The result of this study indicate that students feel uninterested and find online learning unpleasant and not as interested as konvensional learning.. Therefore, the English teachers seeks to increase students learning motivation by making efforts: 1) Explain the goals and benefits of learning, 2) Giving rewards, 3) Creation of rivals (competition), 4) Provide encouragement and moral messages to students, 5) Guiding learners' learning difficulties, 6) Using methods and media varies, creating their own learning modules tailored to the needs of students. Online learning certainly requires stable network and data quota, but this makes it difficult for teachers to motivate their students to learn and also teacher do not know for sure the actual situation when students do online learning.

Keywords: Teacher's Effort, Student's Motivation, Learning English Online

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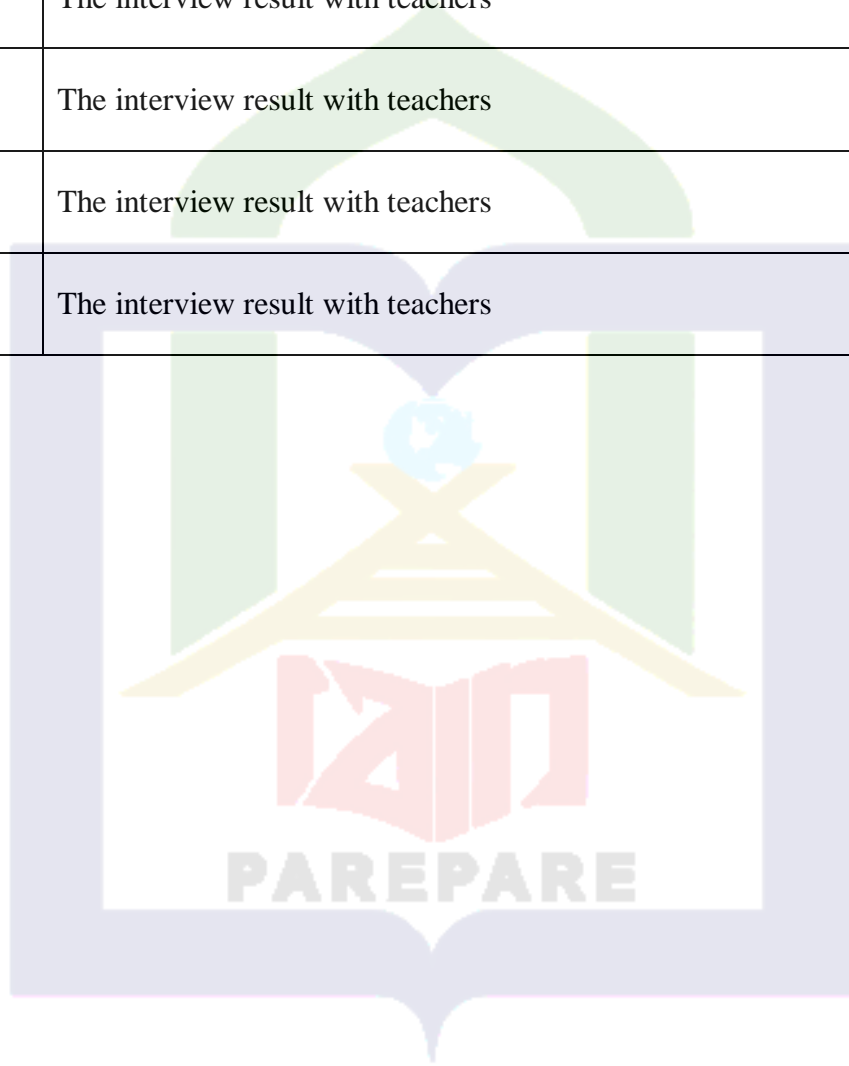
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CHAPTER I INTRODUCTION

A. Background of the Study

Learning is an instinctive need that humans do since they were born. Before doing anything, exactly it is necessary to learn. Especially in this millennial era, it is easy to learn and gain knowledge and can be obtained from anywhere, including through internet or online network.

The Covid-19 pandemic has affected all aspects of life, including in the field of education, so that this education continues to run the effort made is to do online learning. Online learning is a learning system by utilizing the internet network, or commonly referred to as e-learning.

Online learning is not a new thing even before Indonesia was hit by Covid-19 pandemic. Although online learning is not a something new, most of education in Indonesia at the junior (SD/MI, SMP/MTs) and senior high school (SMA/MA, SMK/MAK) level feels this is something new. Despite in theory they are no strangers to online learning, in practice they are new learners Darman Fauzan Dhahir conducted research related to students behavior towards online learning at the Budi Utomo Makassar Foundation which runs junior and senior high school education integrated with islamic boarding school, the teaching and learning process has been conducted online since the beginning of April 2020, state with a sudden change in learning method policies, several student behaviors were discovered. School management policy that required online learning methods couldn't be rejected by students. Inevitably, they finally followed the policy, although some of them had difficulties when registering and/or felt more comfortable with conventional classes

where assignments were fewer in number and time was less stringent¹. So, what the impact of these changes actually effected all aspect of learning system.

In its implementation, of course there are positive and negative impacts and this is a challenge for all education implementers including the main educators of teachers. Stern explained that there were a lot of benefits that we could get from online learning such as convenience, enhanced learning, leveling of the playing field, increasing interaction, innovative teaching, improved administration, maximize physical resources and outreach.²

Both teachers and students certainly have their own obstacles, but who holds control over student success is inseparable from the role of a teacher. Teacher is a person who provides education or knowledge to students with the aim that students are able to understand and practice it in everyday life. While the understanding of the teacher, is an educator who teaches and guides students towards achieving maturity and forming a virtuous Muslim personality, so that there is a balance of happiness in the world and the afterlife.³

A teacher has an obligation to educate his students, this has been stated in the opening of the 1945 Constitution, namely educating the life of the nation. How can teachers educate the nation's children? So the answer is to succeed the teaching and learning process in the classroom by arranging and coordinating classes so that students can easily receive lessons. The problem now is that learning that used to be done face-to-face, now must be switched to via the internet, the teacher's wiggle room

¹ Darman Fauzan Dhahir, *A Qualitative Study on Students Behavior toward Sudden Online Learning Policy*, *Journal of Information Technology and Its Utilization* (Balai Besar Pengembangan SDM dan Penelitian Komunikasi dan Informatika Makassar, Indonesia), p. 22.

² Ade Chandra, *The Use of Virtual-Motivation to Engage Students on Lessons in Online Teaching*, *JELITA: Journal of English Language Teaching and Literature* (STKIP Muhammadiyah Barru, 2021), p. 2.

³ Rifni Asmilasti. et. al., *Teachers' Efforts to Improve Student Motivation in Early Childhood Education Programs Lebah Kecil*, *ARJI : Action Research Journal Indonesia*, (IAI Bunga Bangsa Cirebon, 2020), p. 82.

becomes limited from what used to be in the room now only as big as the screen of the device used and of course this affects the student's psyche in receiving lessons.

Most teachers want classes full of students who have intrinsic motivation but the truth is often not the case. Therefore, teachers must face challenges to arouse students' motivation, arouse their interest, attract and maintain their attention, making sure that students will learn the materials they are expected to learn.⁴

The efforts of teachers as reliable personnel have a vision of realizing the implementation of education in accordance with the principles of professionalism to fulfill the same for each country community in getting quality learning where teachers are responsible for designing and carrying out the process to pursue, evaluate learning outcomes, share tutorials and training and carry out research and community dedication. This makes teachers must have patience and sincerity in facing students in school. When taking lessons from teachers, learners behave differently. Diligent and attentive learners can understand the lessons of the teacher by listening to the teacher's explanation or completing the homework given. In between the explanations that the teacher is giving, there are learners who take advantage of this opportunity to talk about other things jam subject problems and there are also students who daydream.⁵

Various obstacles have been faced by teachers in teaching both conventionally, especially when online, including the problem of the spirit of students who are less motivated. Students whose motivation decreases can be caused by many thing, including the space or learning environment. Esra Meşe a dan Çiğdem Sevilen states

⁴ Slameto, *Belajar dan Faktor-Faktor yang Mempengaruhinya*, Cet."Ke-, Jakarta, PT. Rineka Cipta, 2003, p.173.

⁵ Putri Hanina, *Upaya Guru dalam Mengatasi Kejenuhan Belajar Peserta Didik di Masa Pandemi*, (Universitas Muhammdiyah Cirebon, 2021), p.3792.

that having very few classmates in virtual class makes students feel 'nervous' and decrease their motivation to attend classes.⁶

Online learning has an influence on students' learning motivation. However, the effect here shows a negative relationship between the two variables. This can be seen from the negative regression coefficient value. It can be concluded that if online learning increase, students' learning motivation in learning will decrease.⁷

From interviews conducted with students at MAN 2 Parepare, those in conducting online learning feel difficult and unfamiliar with the online learning system, this is characterized by their feelings when doing online learning who feel ordinary and feel more enjoyable if the learning is done face-to-face. From the problems of these students, of course, there are efforts made by English teachers. From the presented explanations, the researcher is interested in researching more about "The teachers' effort in increasing students' motivation in learning English online at MAN 2 Parepare".

B. Research Questions

Based on the background previously covered, the researcher formulates the research question as follows

1. How is the students' motivation in learning English online?
2. How is the teachers efforts in increasing students' motivation in learning English online?
3. What are the obstacles of teachers in increasing student motivation in learning English online?

B. Objective of the Research

⁶ Esra Meşe and Çiğdem Sevilen, *Factors influencing EFL students' motivation in online learning: A qualitative case study*, Journal of Educational Technology & Online Learning, (Fatih Sultan Mehmet Foundation University, Turkey, 2021), p. 18.

⁷ Hermiza Mardesci, *The Effect of Online Learning on University Students' Learning Motivation*, Jurnal Pendidikan dan Pembelajaran, (Universitas Islam Indragiri, Tembilahan-Riau, Indonesia, 2020), p.46.

Referring in the research question above, the main purposes of this research are to find out the following:

1. To know how is the students' motivation in learning English online
2. To know how is the teachers efforts in increase student motivation in learning English online
3. To know what are the obstacles of teachers in increasing student motivation in learning English online

C. Significance of the Research

It is known that everything done always has benefits, so in this research there are two benefits of it, they are practical benefits and theoritical benefits, as follow:

1. Practical Benefits

- a. The finding of the research will be useful for English teacher as a one of the reference for increasing students motivation
- b. English teacher can aware about how they can minimize the constrain about increasing students motivation, it will make them easy to teach.
- c. Theoretical Benefit

This research gives a contribution for other researchers who are instrested in analizing about the teacher effort increasing students motivation in learning English.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

Regarding the problem of increasing student learning motivation is inseparable from the role of a teacher, both in the process of managing learning specifically and outside the learning process in general (social environment). There have been some previous studies which are related to this study issues

First, the research conducted by Ichtriyas Agustin Afifa with the title *Penurunan Minat dan Motivasi Siswa serta Upaya Guru dalam Meningkatkan Minat dan Motivasi Siswa Pembelajaran PAI Kelas VII Melalui Daring di MTs Negeri 1 Tuban*, this research stated in increasing student interest and motivation include the teacher always providing reinforcement about the importance of studying PAI, giving values to students so that students have enthusiasm, and giving punishment to students.⁸

Second, based on research conducted by Tio Saiful Anif with the title *Analisis Upaya Guru dalam Meningkatkan Motivasi Belajar Siswa Sekolah Menengah Atas Negeri 2 Tambang, 2020*. In his writing, the author focuses on how to analyze the efforts of teachers in improving the learning motivation of high school students in Tambang. With the conclusion of the research which states that the teachers' effort in increasing learning motivation in SMAN 2 Tambang carried out by economics teachers are in good category by giving praise to students and giving group division during learning so that students are excited by the competition in learning.⁹

Third, based on research conducted by Amalia Ramadani with the title *The Role of Fiqh Teachers in Increasing Student Learning Motivation at Madrasah Aliyah*

⁸ Ichtriyas Agustin Afifa, "Penurunan Minat dan Motivasi Siswa serta Upaya Guru dalam Meningkatkan Minat dan Motivasi Siswa Pembelajaran PAI Kelas VII Melalui Daring di MTs Negeri 1 Tuban", *Thesis* (Surabaya: UIN Sunan Ampel, 2021), p. 103.

⁹ Tio Saiful Anif, "Analisis Upaya Guru dalam Meningkatkan Motivasi Belajar Siswa Sekolah Menengah Atas Negeri 2 Tambang", *Thesis* (Riau: UIN Suska, 2020), p. 111.

Negeri 1 Parepare, 2019. In his research, the author states the forms of learning motivation given by Fiqh teachers to their students at MAN 1 Parepare are giving numbers or value, giving praise, creating competition, giving test, dividing tasks, giving punishment and knowing the result.¹⁰

Furthermore, the correlation between the studies above and this to be studied is found in the variable equation regarding the teachers' effort in increasing students' motivation in learning. Tio Saiful Anif and Amalia Ramadani have conducted studies about teachers' effort in increasing students' motivation, while Ichtriyas Agustin Afifa have conducted studies about teachers' effort in increasing students' motivation in online learning. The difference of this study from the previous studies is this research aim to find out the obstacles teachers' face in increasing students' motivation in online learning.

B. Theoretical Review

1. Theory of Teachers' Effort

a. Defenition of Teachers' Effort

An educator has the task of planning guidance and training towards his students. In addition to guidance, a teacher must also conduct training to his students so that they can know the extent to which students understand the intentions and goals of a teacher and can apply them in life.¹¹

Teachers have a duty to encourage, guide, and provide learning facilities for students to achieve their goals, teachers have a responsibility to observe everything that happens in the classroom to help the development of their students.

Educators are adults who are responsible for teaching or teaching to their learners both in their physical and mental development to reach maturity, having to complete

¹⁰ Amalia Ramadani, "Peranan Guru Fiqh dalam Meningkatkan Motivasi Belajar Peserta Didik di Madrasah Aliyah Negeri 1 Parepare", *Thesis* (Parepare: IAIN Parepare, 2019), p. 61.

¹¹ Greis Nova Tajana, *Upaya Guru PKN dalam Menanamkan Nilai-Nilai Pancasila pada Siswa di SMA Agape Sahu Kecamatan Sahu Timur Kabupaten Halmahera Barat*, *Jurnal Sivic Education* (Jurusan PPKn FIS Unima, 2018), p. 10.

their duties as Allah swt creatures, caliphs on the surface of the earth, as social beings and as individuals who can survive on their own.

The teacher should have the following requirements: (a) Be afraid of God Almighty; (b) Knowing their duties and responsibilities; (c) Have a sense of duty to carry out their duties accompanied by a sense of responsibility; (d) Have a sense of responsibility towards students; (e) Continuously improve his knowledge, values and skills; (f) Strengthen good relations with the community and follow the development of society; (g) Fostering values that are upheld by society, nation, and state.¹²

According to Husnul Khotimah, a teacher, in a simple sense, is a person who facilitates the transfer of knowledge from learning resources to students. Meanwhile, the community views teachers as people who carry out education in school or other places. All parties agree that teachers play very important role in developing human resources through education¹³

Effort is one of the a chance or conditions to achieve a certain purpose, effort, reason, effort can also be said to be an activity by leading energy, mind or body to achieve something that is meant to be a goal.

Teacher effort is a teacher activity carried out in order to guide, educate, teach, and transfer knowledge to students in accordance with their abilities and professionalism, so as to achieve something desired or to be achieved.¹⁴

From the statement above, it is concluded that teacher efforts are activities carried out by adults who consciously encourage, guide, and provide learning facilities for students in accordance with their professionalism to achieve the desired goals.

¹² Zulkifli Rusby, *Upaya Guru Mengembangkan Media Visual dalam Proses Pembelajaran Fiqih di MAN Kuok Bangkinang Kabupaten Kampar*, Jurnal Al-Hikmah (Universitas Islam Riau, 2017), p. 21.

¹³ Jamal Ma'mur Asmani, *Great Teacher!*, Cet,"Ke-1, Yogyakarta, DIVA Press, 2016, p. 17

¹⁴ Zulkifli Rusby, *Upaya Guru Mengembangkan Media Visual dalam Proses Pembelajaran Fiqih di MAN Kuok Bangkinang Kabupaten Kampar*, Jurnal Al Hikmah

b. Supporting factors and inhibiting teacher efforts

Online learning can be said to be successful if it has met learning goals, is fun and the material can be absorbed easily by students, and can apply learning in everyday life. However, online learning is often found things that hinder the achievement of learning goals. Here are the factors that support online learning, among others:

- a. The availability of mobile devices for most student guardians following the understanding of how to use them
- b. The availability of mobile devices for most student guardians following the understanding of how to use them
- c. Teachers have more closeness or good relationship with student guardians who are professional in work;
- d. Teachers can better understand the level of parental concern for their children when it comes to learning.

While the factors that hinder online learning include:

- a. Internet quotas in some student guardians are limited, it is because the internet quota purchased is only a little, they (student guardians) prioritize social media (social media)
- b. Unstable networks, as we know that sometimes there are things that make the network unstable as well as weather factors,
- c. Storage capacity on the mobile phones of several small-capacity student guardians so that the use of the Zoom application does not work effectively.
- d. Student learning time along with parent time working;
- e. Delay in submitting student assignment manuscripts; and
- f. The behavior of students who tend to be lazy to learn when at home.
- g. Parents tend to play more of a role in teaching while teachers tend to be facilitators;

h. There are difficulties in ascertaining who is doing student tasks at home.¹⁵

So, it can be concluded that there are several factors, both supporting and inhibiting in online learning that can affect the teachers' effort.

2. Theory of Learning Motivation

a. Definition of learning motivation

Motivation and learning are two things that influence each other. Learning is a relatively permanent change in behavior and potentially occurs as a result of practice or reinforced practice based on the goal of achieving a particular goal.¹⁶ Where the goal in question in this case is that every learning that is carried out there must be an achievement to be achieved, this is the driving factor for someone to learn which previously had to be owned by each individual.

Sudarwan states motivation is defined as strength, drive, need, spirit, pressure, or psychological mechanism that encourages a person or group of people to achieve certain achievements according to what he wants.¹⁷

As stated by Sudarman that in motivation there must be several elements, including enthusiasm, encouragement and needs that become the path to achieving the dream.

Motivation that motivates students to want to achieve their goals. Students learn because they are driven by their mental strength. Mental power is in the form of desire, attention, will, or ideals. Mental strength can be low or high. There are educational psychologists who call the mental power that drives the occurrence of learning as motivation to learn. Motivation is seen as a mental drive that moves and directs human behavior, including learning behavior. In motivation contained the

¹⁵ Muhammad Mastur, *Upaya Guru dalam Melaksanakan Pembelajaran Daring pada Masa Pandemi Covid-19*, *JPMI: Jurnal Pendidikan Madrasah Ibtidaiyah*, (PGMI Universitas Islam Malang, 2020), p.77.

¹⁶ Hamzah B. Uno, *Teori Motivasi dan Pengukurannya Analisis di Bidang Pendidikan*, Cet. Ke-6, Jakarta, Bumi Aksara, 2010, p. 23.

¹⁷ Siti Suprihatin, *Upaya Guru dalam Meningkatkan Motivasi Belajar Siswa*, *Jurnal Pendidikan Ekonomi UM Metro (Pendidikan Ekonomi FKIP Universitas Muhammadiyah Metro, 2015)*, p.74.

desire that activates, moves, channel, and directs the attitudes and behaviors of learning individuals.¹⁸

Learning motivation is an important thing that must be known by a teacher. Knowing and understanding about student learning motivation in students is beneficial for teachers. Arouse, improve, encourage and nurture the spirit of students to be willing to learn until successful. Arouse if students are not excited, increase when the spirit of learning arises drowning, encourage students to be willing to learn and maintain when the spirit is there and strong to achieve learning goals.¹⁹

Motivation to learn is a condition or situation that exists in an individual where there is an urge to do something to achieve a goal. According to McDonald in the Comri motivation is a change of energy in a person characterized by the onset of affective (feelings) and reactions to achieve goals. Thus the emergence of motivation can be characterized by a change in energy in a person either consciously or not. According to Woodwort in Vienna Sanjaya that a motive is a set that can make individuals perform certain activities to achieve goals. Thus motivation is a drive that can produce certain behaviors that are directed towards the achievement or achievement of a particular goal. The behavior or action that a person shows depends on the motive he has as an effort to achieve the goal to be achieved. As expressed by Arden in Vienna Sanjaya that the strength of the weak or the spirit of the effort made by a person to achieve the goal will be determined by the strength of the weak motive that the person has²⁰.

Motivation learning is everything that can motivate learners or individuals to learn. Without the motivation to learn, a learner will not learn and eventually will not

¹⁸ Dimiyanti and Mudjiyono, *Belajar dan Pembelajaran*, Cet,"Ke-1, Jakarta, PT. Rineka Cipta, 1999, p.80.

¹⁹Rifni Asmilasti, *Upaya Guru dalam Meningkatkan Motivasi Belajar Peserta Didik di PAUD Lebah Kecil*, Action Research Journal Indonesia (IAI Bunga Bangsa Cirebon,2020), p.85.

²⁰ Amna Emda, *Kedudukan Motivasi Belajar Siswa dalam Pembelajaran*, Lantanida Journal (Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, 2017), p.175.

achieve success in learning. There are two types of motivation in learning, namely as follows.

- 1) Extrinsic motivation, namely the motivation to do something due to external influences. Extrinsic motivation arises when external incentives or influences from outside the learner, for example: demands, rewards, or punishments. Factors that affect motivation externally are: a) task characteristics; b) incentives; c) teacher's behavior; and d) learning arrangements. For example, a learner learns to face an exam because the lesson is a graduation requirement.
- 2) Intrinsic motivation, which is internal motivation from within to do something, for example, learners study natural sciences because he likes the lesson.

Motivation affects the success rate or failure of learning, and in general learning without motivation will be difficult to succeed. Therefore, learning must be adjusted to the needs, urges, motives, interests possessed by students. The use of motivation in teaching not only complements the learning element, but also becomes a factor that determines effective learning. Motivating is not just encouraging or commanding someone to do something, but an art that involves various abilities in recognizing and managing the emotions of oneself and others.

Motivation is a condition that gives rise to behavior, directs behavior, or maintains the intensity of behavior. Motivation to learn can be done by increasing attention (attention), relevance (relevance), confidence (confidence), and satisfaction (satisfaction) of students in learning. Relevance is related to the relationship between learning and the needs and conditions of learners. The needs of such learners may be related to personal needs for achievement, having power, and the need to be affiliated. Learners can also have an instrumental motive, namely the desire to succeed in a task that is a step to achieve more success. Students will also be

motivated in learning, if the learning goals to be achieved are in accordance with the values embraced by students and groups.²¹

Based on some of these understandings, it can be concluded that learning motivation is behavior and factors that influence learners to behave in accordance with the learning process they experience. Motivation to learn the overall driving force in students that give rise to learning activities, which ensures the continuity of learning activities and provides direction to learning activities so that the learning goals desired by students can be achieved. Motivation that causes students to do learning activities can arise from within themselves or from outside themselves.²²

3. Function of learning motivation

The essence of a person's motivation is willing to do in accordance with the goals they want to achieve, as well as students who have a motive to learn so that he gets good knowledge and grades later. In this regard there are three functions of motivation:

- 1) Encourage humans to do, so as a mover or motor that releases energy. Motivation in this case is the driving force in every activity that will be done.
- 2) Determine the direction of action, namely in the direction of the goal to be achieved. Thus motivation can provide directions and activities that must be done in accordance with the formulation of the goal.
- 3) Selecting actions, namely determining what actions must be done that are compatible to achieve the goal, by setting aside actions that are not beneficial to the goal. A student who will face the exam in hopes of passing, will certainly do learning activities and will not spend his time playing cards or reading comics, because it is not compatible with the purpose.

²¹Ridwan Abdullah Sani, Inovasi Pembelajaran, Cet,"Ke-4, PT Bumi Aksara,2016, p.50

²²Donni Juni Priansa, Pengembangan Strategi & Model Pembelajaran, Cet,"Ke-1, CV Pustaka Setia, 2017, p.111

In addition, there are also other functions. Motivation can serve as a driver of effort and achievement. A person makes an effort because of motivation. The existence of good motivation in learning will lead to good results. In other words, with diligent effort and mainly based on motivation, then someone who learns it will be able to give birth to good achievements. The intensity of a student's motivation will greatly determine the level of achievement of his learning achievements.²³

4. Strategies of growth learning motivation

Motivation to learn as intrinsic motivation is generally permanent, predicted to make a small contribution to learning success. Therefore, every learner should establish himself and have a strong learning motivation.

The importance of the role of motivation in the learning process needs to be understood by educators in order to be able to carry out various forms of action or assistance to students. Motivation is formulated as an encouragement, both due to factors from inside and outside the learner, to achieve certain goals to meet or satisfy a need. In the context of learning, the need is related to the need to acquire knowledge. Behavioristic theory describes motivation as a function of stimulation and response, while when studied using cognitive theory, motivation is a function of psychological dynamics that is more complicated, involving the student's frame of mind to various aspects of behavior.

Based on the source of the cause motivation is categorized into intrinsic and extrinsic motivation. Sources of intrinsic motivation are challenge, curiosity, control, and fantasy, while extrinsic motivation arises because there is a desire from the outside. Extrinsically motivated individuals will participate to produce certain outcomes such as rewards, praise from teachers or avoid punishment.

In the learning process, learners' learning motivation can be analogous to fuel to drive the engine. Adequate learning motivation will encourage learners to behave

²³ Sardiman, *Interaksi dan Motivasi Belajar-Mengajar*, Cet,"Ke-19, Jakarta, PT. RajaGrafindo Persada, 2011, p.86

actively to excel in the classroom, but motivation that is too strong can actually negatively affect the effectiveness of learners' learning efforts.

The role of teachers in managing student learning motivation is very important and can be done through various learning activities based on the introduction of teachers to students individually. In learning, actually lecturers and teachers have strategies to provide (build) learning motivation for their students or students. The problem is, not all teachers and lecturers always motivate students to learn. Only teachers and professional lecturers are always motivating their students. Thus, teachers and lecturers need to understand strategies to provide learning motivation for their learners.

There are several strategies that can be used by teachers to cultivate student motivation, as explained below.

- 1) Explain the goals and benefits of learning to learners.

At the beginning of learning, a teacher should first explain the goals and benefits that will be achieved to his learners. If students understand the purpose and benefits of the material they learn, the greater the motivation for learning that grows in their learners.

- 2) Giving enforcement.

Teachers need to provide enforcement in the form of praise (rewards) for each success of their learners. This will spur their enthusiasm to be able to study harder or at least maintain their achievements. In addition, students who have not achieved optimally will be motivated to be able to achieve their achievements higher.

- 3) Creation of rivals (competition)

Teachers need to create healthy competition or competition among their learners to improve their learning achievements and strive to improve the achievements that have been achieved before. Of course, the competition is controlled by the teacher concerned.

- 4) Giving punishment.

Mutually agreed punishment (constructive) is given to students who make mistakes or do not fulfill their duties and responsibilities during the teaching and learning process. This punishment is given in the hope that the student will change themselves and try to spur their learning motivation.

5) Encourage learners to learn.

Teachers need to pay maximum attention to learners so that students have the right learning habits (effective) for themselves. Explanation of the benefits of learning and the materials it learns for the future of learners is important to build student learning motivation.

6) Giving moral messages in learning.

For professional teachers, not only duty and responsibility as agents transfer of knowledge only. Teachers need to realize that students need input in the form of moral messages and the importance of the material they learn for their future.

7) Guiding learners' learning difficulties.

Teachers work closely with study guardians to try to help learning difficulties for their learners; in this case, learners are actively required to consult with teachers and guardians of their studies. Likewise, the study guardian (class guardian), needs to play a role to help the learning difficulties of his learners. In fact, it is necessary to identify the difficulties and needs of its learners.

8) Using methods and media varies.

Teachers need to implement methods and media that vary in their learning because it will be able to eliminate saturation and vice versa can increase the passion of their learners in following learning.

It should be realized that among the various types of learning motivation that exists, intrinsic motivation must be absolutely owned by a learner. This is very much needed because its existence is more stable in an effort to achieve a goal, compared to extrinsic motivation.

Some tips to increase high learning motivation for learners:

- a) Grow ego-involvement (self-awareness) in the classroom (learning) by writing down goals or expectations, why should you learn? Thus, then every time we will give up then remember what was our original goal.
- b) Remember about "how heavy it is today for parents some tips to increase high learning motivation for learners to pay for school", and "the heavier the competition in finding a job in the future".
- c) Make yourself happy when studying (school) by looking for more grades or benefits from the faithful subjects followed (maybe judging from the aspects of the teacher, the method, the content, or friends).
- d) Strive to overcome difficulties in learning (a.l. with the homeroom teacher, other seniors, friends); Make the difficulty a challenge, and don't let it go, or even run away from learning difficulties..
- e) Make a study schedule and complete tasks during study.
- f) Create a pleasant (contemplative) atmosphere before and are learning.
- g) Get used to re-sharing the learning materials.
- h) Create yourself to produce something that excels.

Efforts to increase student learning motivation require certain conditions that prioritize the involvement and activeness of learners in learning. As far as possible learners need to be encouraged to be able to organize their own learning and use interpersonal interactions with friends and teachers to develop cognitive / intellectual abilities and social abilities. In addition, parents' involvement in learning learners needs to be worked on, both in the form of attention and guidance to children at home and individual and collective participation in the school and its activities.²⁴

According to Oemar Hamalik, the way teachers can move or arouse their students' learning motivations, are as follows:

- 1) Givin numbers

²⁴Tritjahjo Danny Soesilo, *Teori dan Pendekatan Belajar*, Cet,"Ke-1, Yogyakarta, Penerbit Ombak, 2015, p

Generally, every student wants to know the results of his work, namely in the form of numbers given by the teacher. Students who get good numbers, will encourage their learning motivation to be greater. Conversely, students get less numbers, may cause frustration or can also be a driver to learn better.

2) Praise

Giving praise to students for things that have been done successfully is of great benefit as a driver of learning. Praise causes satisfaction and pleasure.

3) Gift

This method can also be done by teachers within certain limits, such as giving prizes at the end of the year to students who get or show good learning results, giving prizes to the winners of competitions or sports matches.

4) Group work

In group work where doing cooperation in learning, each member of the group participates, sometimes the feeling of maintaining the good name of the group becomes a strong driver in the act of learning.

5) Competition

Both group work and competition provide social motives to students. Hany alone individual competition will cause bad influences, such as: breakdown of friendship relations, fights, opposition, intergroup learning intergroups.

6) Goals and level of aspiration

From the family will encourage student activities.

7) Sarcasm

This is by inviting students who get less learning results. Within certain limits sarcasm can encourage customs activities for the sake of their good name, but on the other hand it can cause the opposite, because students feel themselves insulted, thus causing conflict between students and teachers.

8) Valuation

Continuous assessment will encourage students to learn, because every child has a tendency to get good results. In addition, students always get challenges

and problems that must be faced and solved, thus encouraging them to learn more thoroughly and carefully.

9) Works of tourism and excursions

This method can increase learning motivation because in this activity will get direct and meaningful experience for him. In addition, because the object to be visited is an object that interests him. Free atmosphere, apart from the attachment of large classrooms, the benefits to relieve existing tensions, so that learning activities can be done more fun

10) Educational films

Every student enjoys watching movies. The image and content of the film story is more attractive to students' attention and interest in learning. The students get a new experience that is a meaningful story unit.

11) Learn over the radio

Listening to the radio is more productive than listening to a teacher's lecture. Radio is an important tool to encourage student learning motivation. However, radio cannot replace the position of teachers in teaching. There are still many ways that teachers can use to arouse and maintain student learning motivation. But more importantly, the motivation that arises from within the student himself such as the encouragement of need, awareness of goals, and also the teacher's own person is an example that can stimulate their motivation.²⁵

5. Types of motivation

Woodworth in Purwanto, classifies / divides the motives into three groups, namely:

- 1) Natural needs, i.e. motives related to the needs of the inside of the body.

²⁵ Oemar Hamalik, *Proses Belajar Mengajar*, Cet,"Ke-9, Jakarta, PT Bumi Aksara, 2009, p. 166.

- 2) Emergency motives, namely motives that arise if the situation demands the emergence of rapid and strong action activities from us. In this case it arises due to the presence of ransangan from the outside.
- 3) Objective motives, namely motives that are directed / directed at a certain object or purpose around us. This motive arises because of the impulse from within.

Sumadi Suryabrata also distinguishes motifs into two, namely extrinsic motifs and intrinsic motives:

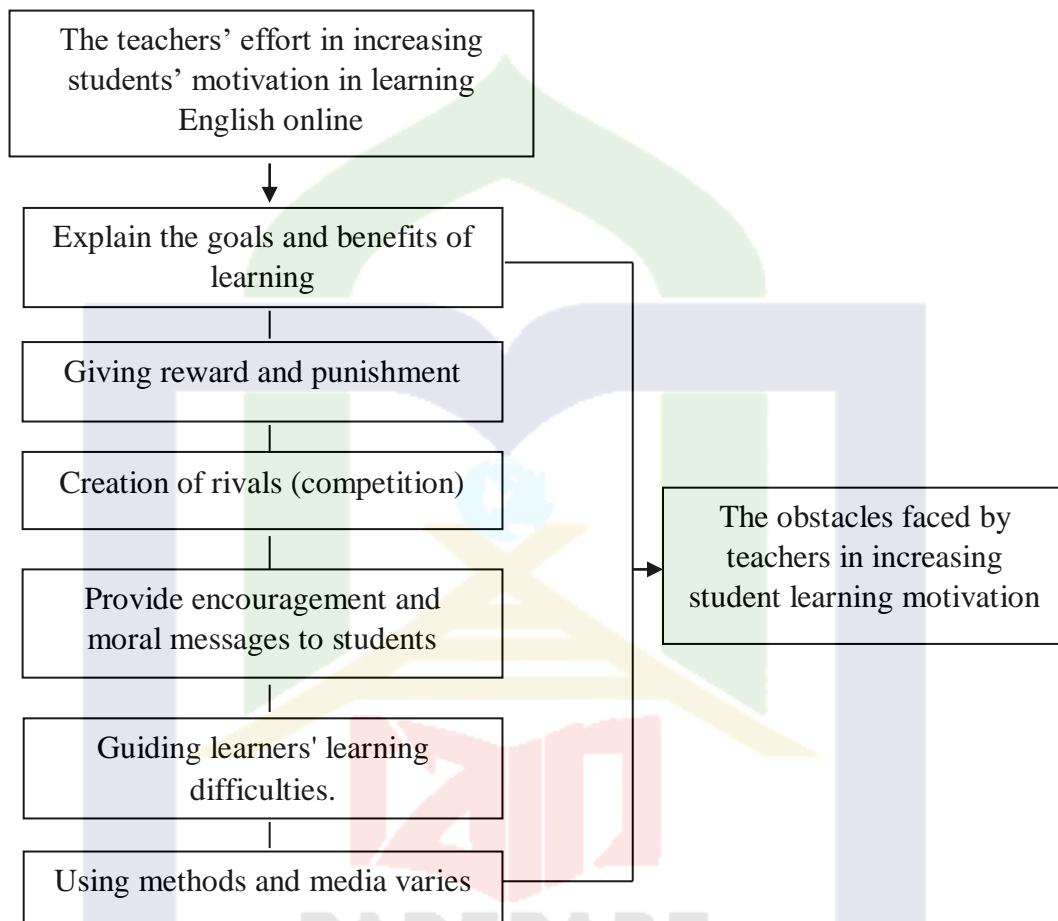
- 1) Extrinsic motives, namely motives that function because of the presence of warsangan from the outside, for example people study hard because they are told that soon there is an exam, people read something because they are told that it must be done before he can apply for a job, and so on.
- 2) Intrinsic motives, namely motives whose functioning does not need to be aroused from the outside. Indeed from within the individual himself there has been that impulse. For example, people who like to read no one should encourage him to have found his own books to read, people who are diligent and responsible do not have to wait for the command to have learned as well as possible.²⁶

C. Conceptual Framework

The frame of mind is a coherent picture of relationship patterns and variables that is a complete picture of the focus of research. The frame of mind is usually put forward in the form of a scheme or image. A good frame of mind will theoretically clarify the link between the variables to be studied. So, theoretically it is necessary to explain the relationship between independent and dependent variables.

²⁶ Kompri, *Motivasi Pembelajaran Perspektif Guru dan Siswa*, Cet,"Ke-1, Bandung, PT. remaja Rosdakarya, 2015, p.6

In this case the researcher describes the relationship of several concepts whose direction is to answer the formulation of the problem, in order to be easier to understand then the researcher describes in the form of a chart as follows:



From the chart above, it can be known that the framework this study is to find out how's teachers' efforts in increasing student motivation in learning English online. Teacher effort is a teacher activity carried out in order to guide, educate, teach, and transfer knowledge to students in accordance with their abilities and professionalism, so as to achieve something desired or to be achieved, as well as there are several things that teacher able to do to growth the students learning motivastion as follow: Explain the goals and benefits of learning to learners, giving reward and

punishment, creation of rivals (competition), provide encouragement and moral messages to students, guiding learners' learning difficulties and using methods and media varies. Hereafter, the teacher in carrying out these efforts certainly has its on obstacles in increasing students' learning motivation in learning English online.



CHAPTER III

METHODOLOGY OF THE RESEARCH

In the writing of this thesis, the research method used refers to the guidelines of the authors of scientific papers published by IAIN Parepare, without neglecting other methodological books.

A. Type of Research

By referring to the focus of the problem studied, this study uses qualitative descriptive research, using a phenomenology research approach about teacher efforts in improving students' motivation to learn English online at MAN 2 Parepare with observation, interview and documentation methods.

B. Location and Duration of the Research

The researcher conducted this study at MAN 2 Parepare. In this research, the researcher spend for 30 days including of the analyzing data.

C. Subject of the Research

The subject of this study were all of 5 English teachers and 15 students who have participated in online learning. Trough purposive sampling, the researcher deliberately selects individuals to study and understand the essence of the phenomenon, namely those who have done online learning.

D. Data Types and Sources

The type of data used in this study is a type of qualitative research data, where qualitative data is a research procedure that produces descriptive data in the form of speech or actions from the subject being observed. Then the data is outlined, analyzed, and discussed to answer the proble m.

The data sources used in this study are twofold, namely primary data and sequester data.

1. Primary Data

Primary data is data generated or collected by researchers from their data sources. In this study, the primary data was English teachers and students at MAN 2 Parepare.

2. Secondary Data

Secondary data is data obtained or collected by researchers from existing sources. The data referred to in this proposal are school regulations, vision and mission, number of learners, and relevant documents and other media such as literature and the internet.

E. Technique of Data Collection

Data collection techniques are the most strategic step in research, because the main purpose of research is to obtain data. Researchers are directly involved in the location to obtain concrete data related to this study. The techniques used in data collection in this preparation are:

The techniques used to collect this research data, namely:

1. Observation

Observation is defined as a process of seeing, observing, and observing and "recording" behavior systematically for a specific purpose. Observation is an activity of finding data that can be used to provide a conclusion or diagnosis.²⁷ In this study, the researcher conducted direct observation at the research location, with the aim to observing problem related about the teachers' effort in increasing students' motivation in learning English online.

2. Interview

An interview is a face-to-face question and answer activity between the interviewer and the interviewee about the problem being studied, where the interviewer intends to obtain the perception, attitude, and mindset of the interviewee who is relevant to the problem being studied.²⁸ The researcher conducted a more in-depth investigation using structured interviews with students and teachers. Each of the informants was interviewed using the same nterview guidelines but developed

²⁷Haris Herdiansyah, *Wawancara, Observasi, dan Focus Group*, Cet,"Ke-1, Jakarta, PT. RAJAGRAFINDO PERSADA, 2013, p.132.

²⁸Imam Gunawan, *Metode Penelitian Kualitatif Teori dan Praktik*, Cet,"Ke-4, Jakarta, PT. Bumi Aksara, 2016, p.162.

based on need. Interview with students conducted in order to gain a description about their learning motivation and also conducted an interview with teachers to obtain about their effort and their problem in increasing students' motivation in learning English online.

3. Documentation

This method is a way of collecting data that produces important records related to the problem being examined, so that complete data will be obtained, valid and not based on estimates.²⁹ In this study, the researcher used documentation to find out how many English teachers were in MAN 2 Parepare as well as a list of names of students' who had done online learning.

F. Data Validity Test

Testing validity and reliability in qualitative research is called the examination of the validity of data. The formulation of data validity examination concerns the criteria for degrees of trust (credibility), reliability (transferability), dependability (dependability), and certainty (confirmability). Credibility test (credibility) or confidence test of research data is presented by researchers so that the results of the research conducted are not in doubt. Transferability test is a test that states the level of research ability can be transferred in other situations. Dependability or reliability is research if research conducted by others with the same research process will get the same results. Confirmability means testing the results of research that is associated with the process that has been done.³⁰ But the main thing is to test the credibility of the data. The credibility test is carried out by:

1. Credibility test using reference materials

The nature of this study the researcher attached documentation evidence during the study. The documentation is in the form of interview guidelines, observation results and instrument sheets carried out by researchers

²⁹ Basrowi, *Memahami Penelitian Kualitatif*, Cet,"Ke-1, Jakarta, PT. Rineka Cipta, 2008, p.158.

³⁰ Sumasno Hadi, *Pemeriksaan keabsahan data penelitian kualitatif pada skripsi*, Universitas Lambung Mangkurat, 2016, p. 74.

2. Member check

Researchers conduct member checks by showing the results of data collection to the data giver after making observations and interviews with him and are asked to sign interview and observation guidelines to make them more authentic

G. Technique of Data Analysis

Data analysis is the process of preparing transcripts and other materials that have been collected. This means that researchers can perfect the understanding of the data to then present it to others more clearly about what has been found or obtained in the field. Data analysis will later draw conclusions of a special nature or depart from the truth at an event or data indicated the same as the phenomenon concerned. In more detail, the data analysis technique used has three stages, namely data reduction, data presentation and data verification³¹, namely:

1. Data Reduction

This data reduction means focusing the analysis according to the needs and arranged systematically. The data reduction at this step can provide an overview in detail, and after that proceed to the next step to be presented with easier to understand the description.

Meanwhile, at this step, what the researcher does is to examine the overall data collected from the field through interviews, namely about the teacher's efforts in increasing the motivation to learn English students online, so that things can be found from the object under study. From the results of the interview, it is then in the transcript of the word word. This transcript is then the reduction researcher to select relevant and appropriate data that can answer the formulation of the research problem. Meanwhile, data that is not related to research problems is reduced or

³¹ Ali Purnamasari and Eksatya Aldila, *Kemampuan Komunikasi Matematis Siswa SMP pada Topik Penyajian Data di Pondok Pesantren*, Jurnal Pendidikan Matematika (Institut Pendidikan Indonesia, Garut, Indonesia, 2021), p.211

discarded. Therefore, data reduction means sorting, sharpening, and categorizing data from research results that are not relevant for disposal and making it easier for researchers to draw conclusions.

2. Data presentation

The next step after the data is reduced is the data display or data. The presentation of quality data is presented in the form of narrative text. Presentations can also take the form of matrixes, diagrams, tables and charts. The most commonly used in qualitative research are narrative text data. Data presentation is done by grouping data according to their respective sub-chapters. Data that has been obtained from interview results from written sources and library sources.

The presentation of data in qualitative research is with narrative texts. The data display will make it easier to understand what happened, the data in this study will be presented in the form of narrative text which is an explanation of the results of the efforts of English teachers in increasing student learning motivation. Research data will be presented per indicator

3. Conclusion

The conclusions drawn should be able to answer the formulation of this research problem that has been formulated at the beginning. At this stage, in addition to answering the formulation of research problems, new findings that have never existed are also revealed. The findings can be in the form of a description or description of an object that is studied and analyzed empirically, and needs to be further researched regarding its veracity.

In this step, the researcher analyzes data from the reduction results and presentation data to draw conclusions. In this activity, researchers seek to show data that is accurate and objective and not engineered at all.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

This chapter discusses the results of research related to the efforts made by English teachers in increasing student motivation in learning English online at MAN 2 Parepare. This study was conducted for a month, from 01 October 2022 to 31 October 2022 at MAN 2 Parepare. To obtain data, researchers conducted interviews with related informants, namely English teachers and students who had done online learning. At the time of conducting the interview, the researcher creates interview guidelines that fall into a structured type of interview, then the researcher uses Indonesian and local language to create and establish good communication with informants actively and well.

Based on research that researchers have conducted for a month, researchers have known how students' learning motivation is in conducting online learning from the results of interviews conducted with students at MAN 2 Parepare. In addition, researchers also know the efforts made by teachers and the obstacles they face when teaching English online. The following is the discussion:

1. The students' motivation in learning english online

From the results of interviews that researchers conducted with 15 informants, namely students of MAN 2 Parepare who had conducted online learning, data were obtained regarding student learning motivation, as follows:

a. Students' feeling

Regarding students' feelings in online learning, each student has a different answer, including some who answer unpleasantly, for example, and even bored because it is not as interesting as face-to-face lessons. Based on this, the researcher conducted an interview with the following results:

Table 1.1 The interviews result with students

Question	Informan				
Bagaimana perasaan Anda ketika sedang melakukan pembelajaran daring?	Informan 1 Tidak menyenangkan	Informan 2 Suntuk, kak	Informan 3 Tidak semenarik pelajaran tatap muka, jadi bosan	Informan 4 Biasa saja	Informan 5 Tidak menyenangkan
	Informan 6 Bagus	Informan 7 Campur aduk, kak	Informan 8 Membosankan	Informan 9 Perasaannya relative	Informan 10 Biasa saja
	Informan 11 Perasaanku selama belajar daring itu biasa saja	Informan 12 Kurasa tidak menyenangkan	Informan 13 Tidak seperti pembelajaran tatap muka kak, tidak seru	Informan 14 Tidak menyenangkan	Informan 15 Tidak menyenangkan pembelajaran online kak

From the results of interviews with students above, it is stated that there are 6 people out of 15 people who state that they feel online learning is unpleasant. While some others stated that they were bored, even felt tired and ordinary when doing online learning due to several reasons stated, With description X = Question, Y = Student, as follows:

Table 1.2 The interviews result with students

Num.	Question & Answer
1.	<p>X: Mengapa Anda merasa pembelajaran daring demikian?</p> <p>Y1: Karena harus beli data kemudian kan itu data pakai uang kak, jadi itu termasuk kendalaku kak. Kemudian karena jauh juga itu penjual data jika mau kesana</p> <p>Y2: Tergantung gurunya juga kalau gurunya mengajar hanya masuk memberikan materi, kirim dan kerjakan, seperti itu membuat turun minat belajar saya seperti seperti bilang oh nanti saja dikerja karena juga gurunya santai soal ini jadi seperti itu membuat motivasi belajarku menrun jadinya</p> <p>Y3: Karena kak, guru saja menerangkan karena jika di dalam kelas itu kami dapat bercanda sedikit bisa ketawa-ketawa sama teman sedangkan jika pembelajaran dilakukan daring itu tidak ada, perasaan jadi sepi sekali tidak ada semangat, jika terus-terusan fokus ke guru saja yang hanya menjelaskan kemudian memberi pertanyaan seperti itu. Sedangkan jika dikelas tatap muka biasanya kami bisa bercandaki bersama guru</p> <p>Y4: Karena kan dirumahji kak. Tidak ada keluasan dalam belajar bersama teman, guru jadi saya merasa cepat bosan kalau dirumah apalagi hanya melalui handphone</p> <p>Y5: Karena kan kak waktu daring biasa juga habis kuota ta, jaringan juga rata-rata kan ini daring to via wa ji jadi otomatis power point terus ji kak kalo mauki ulangan lewat zoomki</p> <p>Y6: Karena to sebenarnya tidak bagus bagaimana ji tapi menurutku kan anak asramaka saya kak jadi menurutku itu lebih kayak ku suka online karena kayak ini pas online juga kayak per sesi jadi setiap kalo kosong sesi bisa lagi pulang ke rumah begitu jadi ya ku suka ji kak tapi kalo sekarang ya nda trlluku sukami kak karena kayak full baru bikin capek tapiya bagaimana juga anuta pelajarki jadi harusmi dijalani</p>

<p>Y7: Karena menurut saya bisaka tangkap pelajaran kalau dijelaskan secara langsung tidak mudahka menangkap pelajaran kalo sekedar di share-dishare tanpa adanya penerangan materi</p> <p>78: Karena tidak ditau bilang bagaimana lebih lengkapnya ini apa-apa. Dijelaskanki memang misalnya kayak lewat zoom atau dikasihkanki semacam vidio tapi kalau mauki kayak melakukan interaksi langsung sama guru kayak rada sulit begitu jadi kasih malaski juga melakukan kerja-kerjaan tugas</p> <p>Y9: Karena tergantung dari caranya guru ajarki. Misalnya ada guru yang memang hanya langsung memberikan soal, ada juga guru na kasihkanki dulu pemahaman sebelum memberikan soal</p> <p>Y10: Karena dirumahji juga tidak kemana-mana, tidak perlumi pakai seragam jadi perasaanku biasaji kalu belajar daring</p> <p>Y11: Karena to kak daring itu berbeda skali sama tatap muka jadi tidak menarik begitu</p> <p>Y12: Tidak menyenangkan pembelajaran daring kak karena terbataski interaksi ta sama teman-teman begitu kak e</p> <p>Y13: Karena terbataski ketemu teman-teman ta, guru ta juga kalau mengajar nda sama kalau dalam kelaski bisa bicara langsung, bertanya juga</p> <p>Y14: Karena materinya langsung saja dikirim ke grup tanpa penjelasan yang detail jadi kadang tidak semangatka kak</p> <p>Y15: Karena tidak se seru tatap muka kalau belajar apalagi bahasa inggris</p>
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From the results of the interview above, it shows that there are students who are disturbed or uncomfortable with unstable networks or inadequate quotas, uncomfortable learning atmosphere and conditions because they are at home and the way teachers provide teaching that is not in accordance with the way students learn. Although there are those who like online learning because they feel freer in managing their study and rest time.

b. The activeness

Regarding student activity in english learning online classes, each student has a variety of answers including some who answer always active and some said non-active for different reasons.

Table 1.3 The interviews result with students

Question	Informan				
Apakah Anda selalu aktif dalam mengikuti kegiatan belajar daring bahasa - Inggris?	Informan 1 Aktif kak, selalu ikut mengisi absen dan kirim tugas	Informan 2 Aktif, saya selalu menyimak materi atau cari tahu sebelumnya materi dari google atau bertanya kepada teman	Informan 3 Tidak, karena biasanya guru langsung mengirim tugas meskipun sebelumnya sudah dijelaskan cara kerjanya	Informan 4 Tidak aktif kak, karena susah belajar daringnya apalagi ini bahasa inggris	Informan 5 Aktif, tugas-tugas saya semuanya selalu masuk dan saya tidak pernah absent
	Informan 6 Aktif kak, karena nilai-nilai bagus	Informan 7 Iya, kadang-kadang	Informan 8 Kalau selama daring saya selalu aktif. Bentuk keaktifanku seperti aktif mengikuti zoom, aktif menjawab serta memberi pertanyaan	Informan 9 Aktif, selalu menjawab pertanyaan menggunakan bahasa Inggris	Informan 10 Tidak terlalu aktif karena masalah jaringan itu kak, biasanya tidak ada kuota internet, biasa juga jaringan yang memang jelek

	Informan 11 Aktif kak	Informan 12 Aktif kak, semua mata pelajaran ku usahakan aktif	Informan 13 Iya biasanya kak	Informan 14 Tidak kak	Informan 15 Selalu aktif di kelas online
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From the results of interviews related to their activeness in participating in online English learning, it is known that 11 out of 15 students answered actively in participating in online learning marked by their craft in filling out absences, doing assignments and taking zoom classes as well as giving and answering questions during learning. But 4 of them claimed to be inactive on the grounds that the way teachers taught was inappropriate or constrained by the internet network. One form of student activity is by actively answering questions given by the teacher, researchers conduct interviews related to this problem. With description X = Question, Y= Student, as follows:

Table 1.4 The interviews result with students

Num.	Question & Answer
1.	<p>X : Apakah anda selalu antusias dalam menjawab pertanyaan yang diberikan guru?</p> <p>Y1 : Kadang, kadang biasa dikirim tugasnya ke grup</p> <p>Y2 : Tergantung kalau sudah paham materi baru tahu baru semangat jawab begini tapi kalau misal tidak tahu sama tidak mengerti penjelasannya terus tidak semangat . Biasa guru kalo menjelaskan secara daring kirim kayak motivasi belajar ee dari youtube misalnya kayak bantuan kirim dari youtube ada bilang disini bisa dilihat diyoutube ee ini linknya kayak menggantikan untuk menjelaskan nah ini kadang misal tidak ada penjelasannya dikirim saja tugas terus kita cari di google jadi kita kayak bosan, tidak detail penjelasannya</p>

Y3 : Tidak, karena biasa kurang paham tapi biasa langsung na jawabmi teman-teman jadi lewatmi

Y4 :Tidak kak, karena tidak paham

Y5 : Iye, kalo ada pertanyaanj grup na masukkan ibu selaluji sa jawab kalo zoom juga kadangja bertanya kalo tidak mengerika

Y6 : Sering sekali, saat daring sampai sekarang, sering kalau ada pertanyaan ku jawab karena menurutku itu pertanyaan, keaktifan masuk sekali ke nilai guru-guru jadi aktifka kak

Y7 : Iya kak

Y8 : Kalau guru kasih pertanyaan setelah menjelaskan materi, kalau adaji itu apa-apa, misalnya na kasihkanki dulu pdf kak sebelumnya bertanya iya biasaji bertanya tapi kalo tidak ya tidak paham kak apalagi jaringan itu tidak selamanya mendukung

Y9 : Selaluji kak

Y10 : Tidak. Tidak mengerti tidak paham kalau lewat HP kak

Y11: aktif kak

Y12: Tidak kak, kalau tidak mengerti jadi kuabaikan saja

Y13: Tidak kak, karena tidak paham

Y14: Tidak kak, susahka paham biasa jadi kalau menjawab pertanyaan tidak jka saya

Y15: Tidak selalu kak

Based on the result of the interviews above, students stated that 7 of them were enthusiastic in answering questions while the others stated that they would only be active in answering teacher questions if they already understood the material being studied.

c. The seriousness

The seriousness of students in learning means that they also have the motivation to learn. With regard to the seriousness of student learning, researchers have conducted interviews in which their answers vary with reason.

Table 1.5 The interviews result with students

Question	Informan				
Pada saat pembelajaran daring, apakah Anda selalu memperhatikan ketika guru menjelaskan materi?	Informan 1 Iya, saya selalu memperhatikan	Informan 2 Kadang memperhatikan, kadang tidak	Informan 3 Kadang-kadang	Informan 4 Iya, saya memperhatikan materi	Informan 5 Selalu, hanya jarang bertanya saja ketika pembelajaran daring
	Informan 6 Jujurly, kadang iya kadang tidak	Informan 7 Iya, saya memperhatikan	Informan 8 Kadang-kadang saja, kak	Informan 9 Selalu	Informan 10 Tidak. Saya tidak mengerti jika hanya melalui handphone

	Informan 11	Informan 12	Informan 13	Informan 14	Informan 15
	Aktif kak	Aktif kak, semua mata pelajaran ku usahakan aktif	Iya biasanya kak	Tidak kak	Iye kak

From the results of the students' answers above, it shows that 9 out of 15 students always pay attention to the teacher's typing explaining English material, while 4 people answer only occasionally pay attention and 2 others say no. On the grounds that they do not understand the material well if the teacher explains the material through a mobile phone. This is naturally the case because the existence of this online learning system is a new thing for them. Then, as for their reasons with description X = Question, Y= Teachers, as follows:

Table 1.6 The interviews result with students

Num.	Question & Answer
1.	<p>X : Mengapa Anda merasa perlu untuk memperhatikan pelajaran tersebut?</p> <p>Y1 : Kayak dipertahankan itu nilai-nilai,karena kapan tidak dipertahankan nilai kayak kecewa nanti orang tua</p> <p>Y2 : Kembali lagi kalau misal ada lagi motivasinya dari cita-cita blang harus ini sama ada juga teman-teman yang lebih mudah dari kita bilang dia bisa bahasa inggris kenapa saya tidak jadi kayak termotivasi lagi, bangun lagi semangat baru bilang harus mengerti ini</p> <p>Y3 :Karena biasa belum pernah didapat itu materi jadi harus diperhatikan karena kan biasa ada materinya pernahmi dipelajari cuman mungkin lebih tingkatnya sedikit kalo ini yang diperhatikan belum pernahpi dikasihki materi jadi itu haruspi diperhatikan</p>

Y4 : Karena supaya mengerti itu pelajaran

Y5 : Karena semua mata pelajaran itu penting kak, apalagi bahasa inggris itu susah susah gampang jadi harupi perhatikan sekali i

Y6 : Karena tujuanku itu di SMA ini mauka bagus nilaiku karena kayak niatku memang untuk belajar supaya bagus sekali nialiku supaya perguruan tinggiku nanti ini lebih bagus kedepannya, tidak mauka malas-malas kayak dipondok

Y7 : Karena kalo diperhatikan mungkin lebih paham dan kalo pahamki tergantung dari nilai juga untuk kelulusan

Y8 : Karena kalo tidak diperhatikan i kak, tidak dipaham dan tidak ditau juga nanti jawab soal-soal

Y9 : Karena dari saya pribadi kan rencana saya mau melanjutkan kuliah tadriss bahasa inggris jadi saya termotivasi untuk serius belajar bahasa inggris lebih dalam lagi

Y10 : Kalo memperhatikan tidak ji kak tapi ya tetap ka harus belajar meskipun daring dan nilai dikejar kak

Y 11: Ya itu tadi kubilang kak, mauka kalau bagus nilaiku apalagi bahas inggris

Y12: Supaya mengertiki jadi kalau ada tugas bisa ku kerjakan

Y13: Supaya ada ku mengerti kak tapi itu biasa susahka paham kak apalagi kalau pakai bahasa inggris guruku menjelaskan jadi tidak mengerti ka

Y14: Karena bersahaka supaya paham kak, itupun masih selalu ja tidak paham karena online kak

Y15: Supaya bisaki paham dan menjawab soal nantinya

From the results of the interview above, students stated that the reason they should pay attention to English lessons is because their grades are always good. The student also stated that this is a form of competition with friends, besides that one of the students also stated that he only noticed if the material had never been studied before. And also the student stated that he wants to continue his study in the field of English so this lesson must be considered.

d. The difficulties

The decreased student learning motivation is certainly caused by the obstacles that students themselves face, therefore researchers conduct interviews with students as follows:

Table 17 The interviews result with students

Question	Informan				
Apakah ada kendala yang Anda hadapi ketika pembelajaran daring?	Informan 1 Ada, karena selama pembelajaran daring dilakukan dirumah sehingga ketika pagi saya yang juga harus membantu orang tua seperti menyapu	Informan 2 Banyak, seperti mengantuk, suntk dan rasa bosan	Informan 3 Saya hanya terkendala pada jaringan	Informan 4 Ada, seperti saya yang tidak paham jika pembelajaran yang melalui handphone	Informan 5 Saya hanya terkendala pada jaringan yang buruk
	Informan 6 Kendal saya karena	Informan 7 Ada. Ada kendala	Informan 8 Banyak. Kalau dalam	Informan 9 Ada. Datang dari gurunya	Informan 10 Saya susah

	rumah saya jauh dari sekolah yang dimana terkadang guru meminta untuk pertemuan bagi yang kurang mengerti guru	jaringan, kurang berkomunikasi dengan guru maupun teman-teman yang baru	pembelajaran bahasa inggris saya terkendala jaringan, kemudian dalam bahasan bahasa inggris perlu jelas pronouncati onnya jadi saya kesulitan	yang menggunakan aksen yang susah dipahami	paham jika melalui handphone, terlebih dengan pemahaman saya yang rendah pada mata pelajaran bahasa inggris
	Informan 11 Selama daring itu kendalanya seperti jaringan ta lag-lag i kak jadi loading-loading apalagi rumahku ta sering hilang jaringannya	Informan 12 Ada kak Kendalaku itu ya kadangka bosan kerjakan tugas kak, apalagi kalau tugasnya bikin video kayak nda semangat kerena belajar sendiriki dirumah tidak kayak tatap muka	Informan 13 Iya ada. Susahka paham kak, tidak terlalu minatka juga bahasa inggris kah tidak mengeti apa artinya, kalau diucap juga beda sama yang ditulisan	Informan 14 Ada kak. Pertama itu jaringan loading-loading kak, baru saya juga kusuka kalau belajar sam-sama tapi karena online jadi terbatas ka kak	Informan 15 Ada kak Kesulitanku itu jaringan yang tidak stabil juga apalagi ini bahasa inggris jadi agak susah dipahami

From the results of the students' answers, they were constrained by poor networking. Some of them have difficulty managing time because of their learning at

home, some have difficulty managing their feelings when learning and even admit to being unmotivated because the student has a low understanding of English subjects.

2. The teachers' efforts in increasing students' motivation in learning english online

After knowing how students' learning motivation is in online learning, researchers interviewed English teachers at MAN 2 Parepare to find out what efforts were being made to increase student learning motivation in online English learning.

a. Explain the goals and benefit of learning

Stimulating student learning motivation can be done by providing students with explanations about the benefits and learning objectives so that students can pay close attention to the material to be studied. In connection with this the researcher interviewed english teachers at MAN 2 Parepare, as follows:

Tabel 2.1 The interviews result with teachers

Question	Informan				
Apakah bapak/ibu selalu menjelaskan manfaat dan tujuan pembelajaran bahasa inggris ketika daring?	Informan 1	Informan 2	Informan 3	Informan 4	Informan 5
	Iya. Biasanya sih sebelum masuk ke materi ya. Jadi biasanya memulai kelas disampaikan memang materinya lalu apa tujuan pembelajaran hari ini	Iya, diberikan sebelum pembelajar-ran dimulai	Tidak selalu, namum disetiap chapter saja	Iya, diawal pembelajar-an	Iya, selalu diberikan diawal pembelajar-an

From the results of the teachers' answers, it is known that they always convey the goals and benefits of learning that will be learned before starting class. Then, as

for how to convey the benefits and objectives of this learning, every teacher certainly conveys it orally or in writing. With description X = Question, Y= Teacher.

Table. 2.2 The interviews result with teachers

Num.	Question & Answer
1.	<p>X : Seperti apa bapak/ibu memberikan penjelasan terkait tujuan dan manfaat pembelajaran? Apakah melalui lisan atau tertulis baik menggunakan ppt ataukah papan tulis?</p> <p>Y1 : Kalau selama online dulu kan aktifnya melali wa jadi hitungannya itu tertuils dulu nanti biasanya ada materinya menggunakan voice note tapi biasanya penjelasan lebih banyak menggunakan lisan</p> <p>Y2: Diberikan secara lisan motivasinya, dijelaskan manfaatnya ini tujuannya ini</p> <p>Y3 : Diberikan secara lisan motivasinya</p> <p>Y4 : lisan, kadang juga tertulis lewat grup WA atau di ppt</p> <p>Y5 : untuk penyampaian terkait tujuan dan manfaat pembelajaran itu cukup disampaikan secara lisan saja</p>

b. Giving reward and punishment

A student's passion or motivation for learning can grow if there is a strong motive or desire from the student's personal self. By stimulating that when students succeed they will get rewards and those who violate will receive punishment, students will be enthusiastic and willing to learn. In this regard researchers have conducted interviews, as follows:

Table 2.3 The interviews result with teachers

Question	Informan				
Apakah bapak/ibu memberikan apresiasi atau hadiah kepada peserta didik Anda?	Informan 1 E selama online tetap ada apresiasi, apresiasi itu bisa berupa pujian ke anak-anak	Informan 2 Iya, diberikan apresiasi	Informan 3 Diberikan	Informan 4 Iya, utamanya mereka yang bisa vocal dalam proses belajar mengajar	Informan 5 Tenru diberikan, karena penting untung siswa

It is known that teachers have rewarded their students by giving appreciation in the form of praise to students. Then, what kind of achievements students make in order to be appreciated are. With description X = Question, Y= Teacher, as follows:

Table 2.4 The interviews result with teachers

Num.	Question & Answer
1.	<p>X : Pada saat pencapaian seperti apa yang dilakukan siswa sehingga ia berhak diapresiasi?</p> <p>Y1 : Pada saat mereka aktif di kelas, mengerjakan tugas, menjawab pertanyaan</p> <p>Y2: Ketika dia dalam proses pembelajaran mengikutinya dengan baik, seperti itu</p> <p>Y3 : Ketika siswa mampu mengerti dan memberi contoh materi tersebut</p> <p>Y4 : Ketika mereka memahami materi pelajaran serta mereka dapat merespon dengan positif</p>

Y5 : pada saat siswa itu mampu mengerjakan tugas-tugasnya, aktif, serta ada respon yang dia berikan terkait pelajaran yang dipelajari.
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From the results of the interview above, it states that students will be appreciated when they are able to be active in class, answer the questions given and there is feedback and positive responses from students. Then, what kind of gift the teacher gives, the researcher conducts an interview. With description X = Question, Y= Teacher, as follows:

Table 2.5 The interviews result with teachers

Num.	Question & Answer
1.	<p>X : Apresiasi atau hadiah seperti apa yang Anda berikan? Apakah berupa poin atau hadiah fisik?</p> <p>Y1 : Emm biasanya begitu kalau langsung berarti di kasih pujian dulu, kalau poin ya berdasarkan hasil kerjanya dia dan partisipasinya dia selama dikelas</p> <p>Y2: Bentuk ucapan saja, seperti selamat atas pemncapaiannya ya</p> <p>Y3 : Untuk daring itu karena tidak tatap muka jadi hanya berupa poin</p> <p>Y4 : Diberikan poin</p> <p>Y5 : Hanya poin</p>

Because learning is carried out only through the internet so that teachers cannot interact directly, therefore teachers only give points from the results of their work.

As for punishment, from the results of interviews conducted by researchers that because of the learning carried out online, this cannot be done. The teacher only gives reprimands or additional tasks by being given a period of time so that thus the

students still continue to study and do their assignments. With description X = Question, Y= Teacher.

Table 2.6 The interviews result with teachers

Num.	Question & Answer
1.	<p>X : Apakah bapak/ibu selalu memberikan hukuman kepada peserta didik Anda ketika melakukan kesalahan atau pelanggaran?</p> <p>Y1 : Tidak sih kalau hukuman. Em kalau tidak kerja tugas ya paling untuk dia melengkapi tugasnya lagi semua tapi kalau saya setaunya jangka waktu untuk kumpul tugas itu ada kalau tidak kumpul tugas pada saat itu ya sudah tidak ada berarti ya poinnya sudah berkurang begitu tidak ada nilai di tugas tersebut</p> <p>Y2: Cuma diberikan motivasi, teguran supaya jangan terulang lagi dan mengerjakan tugasnya</p> <p>Y3 : Tidak menghukum</p> <p>Y4 : Tidak, diberikan saja teguran, peringatan</p> <p>Y5 : Tidak ada hukuman, hanya tidak ada nilai jika tidak mengerjakan tugas misalnya</p>

c. Creation of rivals (competition)

Regarding the competition given by the teacher, they have various answers, with description X = Question, Y= Teacher, namely:

Table 2.7 The interviews result with teachers

Num.	Question & Answer
1.	<p>X : Apakah bapak/ibu selalu menciptakan kompetisi atau persaingan diantara peserta didik Anda?</p>

<p>Y1 : Iyaaa, kita bikin biasanya sih berupa kayak kuis, yang kayak begitu-begitu</p> <p>Y2: Iya</p> <p>Y3 : Iya, biasanya</p> <p>Y4 : Iya</p> <p>Y5 : Tentunya, tetapi itu tidak sama seperti ketika tatap muka</p>

From the results of the interview above, the teacher said that competitions and competitions are still carried out in the form of quizzes but the giving is certainly not the same as during face-to-face learning. Then, included in the competition, namely dividing students into groups and given snatching questions, the following interviews were conducted with teachers, with description X = Question, Y= Teacher, as follow:

Table 2.8 The interviews result with teachers

Num.	Question & Answer
1.	<p>X : Apakah bapak/ibu membagi siswa dalam beberapa kelompok untuk melakukan diskusi dan memberikan pertanyaan rebutan?</p> <p>Y1 : Kalau selama online itu susah, untuk melakukan memberikan pertanyaan secara rebutan itu susah biasanya ditanya saja satu-satu atau misalnya siapa yang mau menjawab seperti itu, kalau kelompok iya kalau untk pengerjaan tugas kelompok</p> <p>Y2: Iya,biasanya</p> <p>Y3 : Iya</p>

Y4 : Kadang-kadang saja
Y5 : Selama online sih tidak, karena susah

So, based on the results of the interview above, it is stated that the teacher divides the students in groups and gives snatch questions but some find it difficult in terms of giving snatch questions but there is still a group division only for group assignments.

d. Provide encouragement and moral messages to students

Providing motivation including encouragement and moral messages is certainly something that needs to be done, important because considering that this learning is carried out online. The following are the results of interviews with English teachers, with description X = Question, Y= Teacher.

Table 2.9 The interviews result with teachers

Num.	Question & Answer
1.	<p>X : Apakah bapak/ibu selalu memberikan dorongan atau perhatian yang maksimal kepada peserta didik anda?</p> <p>Y1 : Ya, kita usahalan selalu</p> <p>Y2: Iya</p> <p>Y3 : Iya, selalu</p> <p>Y4 : Iya</p> <p>Y5 : Tentunya diberikan</p>

2.	<p>X : Berupa apa dorongan atau perhatian yang bapak/ibu berikan ketika pembelajaran daring?</p> <p>Y1 : Biasanya kalau ada siswa yang tiba-tiba tidak berpartisipasi di kelas seperti biasanya, biasanya kita tanya kenapa cari tahu alasannya, kemudian kita beri pembimbingan, beri motivasi termasuk siswa-siswa yang jarang ikut kelas</p> <p>Y2 : Biasanya pada saat sebelum belajar diberikan dorongan, motivasi sehingga siswa dapat menerima pelajaran dengan baik</p> <p>Y3 : Memberikan motivasi, menyemangati misal tidak ada seseorang yang bisa tanpa melalui proses</p> <p>Y4 : Harus lebih banyak belajar, cari referensi, melakukan praktik-praktik</p> <p>Y5 : Diberi motivasi, jangan menyerah belajar, cari tahu kendalanya siswa, gitu sih</p>
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The results of the interview above stated that teachers have given encouragement and moral messages to students. By discriminating the motivation at the beginning of learning so that students can receive learning well. Later, the first informant stated that the encouragement was given to students who were suddenly inactive or rarely attended classes. The encouragement can also be in the form of encouraging and paying attention to the student's own constraints.

e. Guiding learners' learning difficulties

The attention given is like guiding when learning difficulties are a good motivation for students. In this regard, the researcher conducted the interview, with description X = Question, Y= Teacher, as follows:

Table 2.10 The interviews result with teachers

Num.	Question & Answer
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1.	<p>X : Apakah bapak/ibu senantiasa melakukan bimbingan kepada siswa yang kesulitan belajar?</p> <p>Y1 : Iya</p> <p>Y2: Iya</p> <p>Y3 : Iya biasanya</p> <p>Y4 : Dilakukan bimbingan</p> <p>Y5 : Iya</p>
2.	<p>X : Bimbingan seperti apa yang bapak/ibu berikan kepada siswa?</p> <p>Y1: Kalau dikelas pasti ditanya dulu secara menyeluruh, kalau untuk personal yang memang kelihatannya tertinggal ya kita kasih bimbingan secara pribadi Dilihat juga dari partisipasinya, hasil kerjanya dari dia dikelas bagaimana</p> <p>Y2: Bimbingan tersendiri, jadi disampaikan setelah pembelajaran. Diatanyai kepada siswa yang bersangkutan dimana kesulitannya dan diberikanlah bimbingan</p> <p>Y3 : Menjelaskan secara detail sehingga siswa tersebut mampu memahami sehingga tujuan pembelajaran dapat tercapai</p> <p>Y4 : Reinforcement, diingatkan siswa untuk semangat terus</p> <p>Y5 : Bimbingan seperti membantu mereka memahami apa yang kurang mereka pahami dari pembelajaran tersebut. Saya sudah tahu karakter dari setiap siswa jadi mudah untuk mengetahui apakah ia butuh bimbingan atau tidak</p>

From the results of the interview above, it is true that English teachers provide guidance to students who have learning difficulties. As for the provision of guidance, the informant stated that the provision of guidance was given personally by questioning the location of the difficulties and given a detailed understanding and reinforcement.

f. Using method and media varies

The efforts that teachers can make so that students are motivated are to use varied methods and media, related to this the researcher conducts interviews, with description X = Question, Y= Teacher, as follows:

Table 2.11 The interviews result with teachers

Num.	Question & Answer
1.	<p>X : Apakah bapak/ibu selalu menggunakan metode dan media yang bervariasi dalam pembelajaran daring?</p> <p>Y1 : Iya</p> <p>Y2: Iya</p> <p>Y3 : Iya</p> <p>Y4 : Iya</p> <p>Y5 : Iya</p>
2.	<p>X : Metode dan media apa yang anda gunakan?</p> <p>Y1 : Banyak, kalau misalnya metode kadang selama online di kasih video bahan ajar, biasa tidak diberi lagi penjelasan karena video itu sudah dijelaskan. Kemudian kadang pakai platform-platform yang langsung online misal zoom, google meet, metode lainnya yaitu melalui tugas-tugas diskusi yang dilakukan secara berkelompok</p> <p>Y2 : Seperti menggunakan hp, zoom</p>

<p>Y3 : Kadang saya memberikan metode ceramah, diskusi atau melatih siswa untuk dapat speak up dalam kelas</p> <p>Y4 : Elective method, biasa juga melihat kondisi siswa dan disesuaikan jam belajarnya</p> <p>Y5 : Karena selama daring saya punya waktu yang banyak maka saya membuat semacam modul sebagai media, bahan ajar yang saya gunakan. Ini sibuatkan materi yang merujuk dari buku, dari internet seperti itu.</p>
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From the results of the interview above, it is stated that teachers use various media and methods in online learning. The methods and media used are adjusted to the conditions, namely because they are carried out online, teachers usually provide learning videos so that teachers no longer need to provide explanation, the lecture method is also still used with exercises so that students want to speak. The 4th informant uses the elective method and the 5th informant uses media that the teacher designed himself to make it easier for students to learn.

3. The teachers' obstacles in increasing student motivation in learning English online

From the efforts that teachers have made, of course there are obstacles they face in conveying motivation to students. So the researcher conducted an interview related to this, with description X = Question, Y= Teacher, as follows:

Table 3.1 The interviews result with teachers

Num.	Question & Answer
1.	X : Hal apa saja yang menjadi tantangan atau kendala bapak/ibu guru dalam memberikan motivasi kepada siswa melalui pembelajaran online agar siswa termotivasi untuk mengikuti pembelajaran?

Y1 : Kalau motivasi karena kita tidak melihat orangnya langsung, kita tidak tahu kesehariannya secara langsung karena ya kita ketemu hanya pada saat kelas tersebut

Y2: Biasanya itu kalau siswa jauh jangkauannya sehingga sulit untuk mengulang jika siswa yang tidak pegang hp, apalagi ini bahasa inggris yah jadi perlu tetap disemangati siswa tetapi karena terbatas jadi susah

Y3 : Kadang tidak seluruh siswa dapat mengikuti pembelajaran daring karena terkendala jaringan kemudian ketika mmberikan tugas siswa tidak mengerjakan

Y4 : Tidak semua siswa adalah siswa yang punya HP, tidak semua bisa berada dalam jaringan karena siswa berada di wilayah yang jaringannya susah

Y5 : Kadang kalau mau diadakan zoom karena siswa kebanyakan berada di daerah jadi jaringannya tidak stabil dan mengingat bahwa mayoritas siswa disini adalah ekonomi menengah kebawah jadi tidak bisa dipaksakan kecuali yang ada usahanya seperti keluar kampung, atau ada yang bahkan naik ke gunung

From the results of the interview above, teachers have difficulty in terms of networking and limitations in this case the condition of students who are not all within the reach of a stable internet network, even those who do not have smartphones. The teacher also admitted that it was difficult to provide motivation

because they did not know the situation and condition of the students when conducting online learning.

B. Discussion

1. The students' motivation in learning english online

Based on the research conducted, researchers found factors that influence student learning motivation, namely as follows:

- a. The students' feeling. Based on the results of interviews conducted with students, they feel that online learning is unpleasant, for example, ordinary and boring. This is because online learning is not like in-person classes but also because of unstable networks. Although one of the students felt that online learning was good because he could more freely divide his time.
- b. The activeness. Based on the results of interviews with students, it is known that some of these students have been active in participating in online learning, marked by their craft in filling out absences, doing assignments and taking zoom classes as well as giving and answering questions during learning. But some of them claimed to be inactive on the grounds that the way teachers taught was inappropriate or constrained by the internet network.
- c. The seriousness. Based on the results of interviews with students, it is known that half of the students always pay attention to the teacher's typing explaining English material, while half of them only occasionally pay attention. On the grounds that they do not understand the material well if the teacher explains the material through a mobile phone.
- d. The difficulties. From the results of interviews with students, on average, they are constrained by poor networking. Some of them have difficulty managing time because of their learning at home, some have difficulty managing their feelings when learning and even admit to being

unmotivated because the student has a low understanding of English subjects.

Online learning means a learning system that is implemented through the internet that can be accessed anytime and anywhere. Education is still mandatory even with the new learning system, including online learning. In its implementation, of course, there are challenges from all parties to education. Both teachers and students, have their own difficulties.

Based on the results of research conducted by researchers, it was found that the student was bored and felt unpleasant because it was different from face-to-face learning. The lack of interaction with teachers and their peers, makes them unable to do online learning and the way teachers provide instruction also affects students' motivation in learning. This is in line with the statement students were less motivated, and there was also a significant increase in online assignments. Therefore, most of the student respondents expected more conventional learning models. On the other hand, educators felt fatigued and burnout. To overcome these challenges, educators needed creativity³²

Then, the activeness and seriousness of the students learning is influenced by the student's own learning motivation. When students have high learning motivation, they will actively and seriously participate in learning. In this study, half of the students stated that they are sometimes active and serious about participating in online learning. Those who are serious about participating in learning are motivated because they want to get good grades, namely by trying to always be active and serious so that they understand what is being learned. Then another reason is that he will only seriously pay attention to the lesson if the lesson has never been learned. There are also those who state that he needs to pay attention to English lessons because he is interested and will continue his studies in the field of English.

³² Hermanto Yustinus Budi, Veronika Agustini Srimulyani, *The Challenges of Online Learning During the Covid-19 Pandemic*, Jurnal Pendidikan Dan Pengajaran, (Departement of Management, Darma Cendika Catholic University, Surabaya, 2021), p. 52.

From the description above, researchers found relevance to the previous theory that there are two types of motivation, namely intrinsic motivation and extrinsic motivation. Students who are serious about participating in learning on the grounds that they want to get good grades and because the material studied is material that has not been obtained before is included in the extrinsic motivation, which means that it is external factors that require them to be serious and actively learn. As for the student stating that he needs to be serious in English lessons because he will continue his studies in the field means that he is driven by intrinsic motivation, which means that the desire or motivation comes from within himself, because he likes English lessons so he is interested in learning it more until he is about to go to college.

There are two types of motivation in learning, namely as follows.

- 1) Extrinsic motivation, namely the motivation to do something due to external influences. Extrinsic motivation arises when external incentives or influences from outside the learner, for example: demands, rewards, or punishments. Factors that affect motivation externally are: a) task characteristics; b) incentives; c) teacher's behavior; and d) learning arrangements. For example, a learner learns to face an exam because the lesson is a graduation requirement.
- 2) Intrinsic motivation, which is internal motivation from within to do something, for example, learners study natural sciences because he likes the lesson³³

Based on the results of the research above, the difficulties experienced by students also vary. The difficulty is also caused by the intrinsic and extrinsic factors of the student. Students with difficulty regulating their feelings or moods and also students with a low interest in English lessons mean that they are lacking in terms of intrinsic motivation. Students with difficulty due to networking, means influenced by extrinsic motivation. With an online learning system that requires students to learn

³³ Ridwan Abdullah Sani, Inovasi Pembelajaran, Cet,"Ke-4, PT Bumi Aksara,2016, p.50

via the internet, while these students live in areas where the internet network is unstable, making it difficult when doing online learning. This is in line with one journal that states that research data shows that most students access the internet using cellular services, while a small part of them use WiFi services. According to BPS data (2019) as of 2018 there are 66.13% of Sulawesi island areas with cellular services with strong signal reception strength, 27.22% of areas with weak signal reception strength, and 6.64% of areas that are still not reached by cellular services³⁴. So it is natural that these students are constrained by the network, because the area where they live is inadequate for a stable network.

Based on the results of the data above, it was found that there are similarities in the results of research in previous research by Ichtriyas Agustin Afifa, namely: 1) Student interest and motivation in learning PAI is still relatively low, this is due to the lack of readiness of students who are not disciplined in participating in online learning, and not all parents have the same time, willingness, awareness, finally not all students have the same enthusiasm in maximizing online learning. The methods used by PAI teachers in teaching online are also less varied and it is not uncommon for teachers to only give assignments without explaining the material taught. Meanwhile, the difference is in the difficulty of students in accessing learning due to unstable networks.

2. The teachers efforts in increasing students motivation in learning English online

Based on research data, found several effort made by English teachers at MAN 2 Parepare to increase students' motivation in learning English online, as follow:

- a. Explain the goals and benefit of learning. Based on the results of interviews conducted with English teachers, it is stated that they always convey the

³⁴ Firman, Sari Rahayu Rahman, *Pembelajaran Online di Tengah Pandemi Covid-19*, Indonesian Journal of Educational Science (IJES), (Prodi Pendidikan Biologi, FKIP, Universitas Sulawesi Barat, 2020), p. 83.

benefits and objectives of the learning carried out before the learning begins. Teachers convey the purpose and benefits of this learning through oral, because they use whatsapp groups so that teachers convey through voice notes. One of the teachers stated that the delivery is also sometimes through writing, namely in power point.

- b. Giving reward and punishment. Based on the results of interviews conducted with English teachers, it is stated that they give appreciation to students. Students will be appreciated when they are able to be active in class, answer the questions given and there is feedback and positive responses from students, the form of gifts given is in the form of points. The provision of punishment during online is not carried out because learning is only through the network but the teacher still gives reprimands or additional tasks with a period of time so that students still continue to study and do their assignments.
- c. Creation of rivals (competition). Based on the results of the interviews conducted, the teacher said that competitions and competitions are still carried out in the form of quizzes but the giving is certainly not the same as during face-to-face learning. Later, teachers divided the students in groups and gave snatch questions but some found it difficult in terms of giving snatch questions but there was still a division of the group for group assignments only.
- d. Provide encouragement and moral messages to students. Based on the results of the interviews conducted, it is stated that teachers have given encouragement and moral messages to students. By discriminating the motivation at the beginning of learning so that students can receive learning well. Then, the encouragement is given to students who are suddenly inactive or rarely attend classes. The encouragement can also be in the form of encouraging and paying attention to the student's own constraints.
- e. Guiding learners' learning difficulties. Based on the results of interviews conducted by English teachers providing guidance to students who have

learning difficulties. As for the provision of guidance, the teacher stated that the provision of guidance was given personally by questioning the location of the difficulties and given a detailed understanding and reinforcement was given.

- f. Using method and media varies. Based on the results of interviews conducted with English teachers, it is stated that teachers use varied media and methods in online learning. The methods and media used are adjusted to the conditions, namely because they are carried out online, teachers usually provide learning videos so that teachers no longer need to provide explanation, the lecture method is also still used with exercises so that students want to speak. The 4th informant uses the elective method and the 5th informant uses media that the teacher designed himself to make it easier for students to learn.

Learning motivation is a mental state when a person feels enthusiastic and willing to learn, this will be owned if someone has a motive or goal to be achieved. Online learning is a new thing to do effectively, therefore teachers need to be extra extra to foster student learning motivation. To obtain optimal learning outcomes, teachers are required to be creative in generating student learning motivation.

From the results of the research above, data was found that teachers make efforts to increase student learning motivation, namely by explaining the goals and benefits of learning to students. By providing an explanation at the beginning of learning, students can understand the purpose and purpose of their learning that day. Because the learning is carried out online, before class starts, students can first find out the material they will learn later. The clearer what the student will achieve, the clearer the motive he wants to achieve and where they will go. This is supported by the theory that at the beginning of learning, a teacher should first explain the goals and benefits to be achieved to his students. If students understand the purpose and

benefits of the material they are studying, the greater the motivation to learn that grows in their students³⁵.

Giving gifts made by English teachers during online is appreciation in the form of points to students who are active in the classroom. Those who are always able to answer questions and provide feedback on each material studied can be appreciated. With teachers giving more points to students, it will create a sense of competitiveness for other students to want to learn more. Giving appreciation can also add an impression of self-esteem to the students themselves. There is some impact if students are given appreciation in the form of praise, namely as mentioned by Oemar Hamalik, Giving praise to students for things that have been done successfully is of benefit as a driver of learning. Compliments generate a sense of satisfaction and pleasure³⁶.

From the data from the interviews, it shows that giving punishment when online learning is difficult because of the learning process carried out online. However, the teacher still gives reprimands and additional tasks so that students continue to learn and this is done by giving a period of time, if the student does not do it until the collection time comes, they will not be given a grade for it. This kind of punishment is not because the teacher is angry and dislikes the students, but it is a form of teacher's attention to make the students willing to learn. This data is in line with research that states that online learning conditions require students to study at home. The role of the teacher to accompany and educate students cannot be achieved properly. Teachers also cannot perform direct actions such as giving compliments, gifts, punishments, reprimands, and giving advice. In fact, these actions can actually

³⁵ Tritjahjo Danny Soesilo, *Teori dan Pendekatan Belajar*, Cet,"Ke-1, Yogyakarta, Penerbit Ombak, 2015, p.65

³⁶ Oemar Hamalik, *Proses Belajar Mengajar*, Cet,"Ke-9, Jakarta, PT Bumi Aksara, 2009, p. 166.

strengthen students' intrinsic motivation³⁷. Therefore, the provision of punishment cannot be carried out due to limited interaction between teachers and students.

Healthy competition can foster a good influence on the success of the student learning process. Through competition, students will try to be serious in obtaining the results they aspire to. Therefore, teachers must design learning that allows students to compete both between groups and between individuals. The interview data stated that the teacher gave snatch questions but was not as effective as when learning offline, as for group competitions, namely tasks that were carried out in groups. As in one of the journals that states competitive competitions, whether individual or group, can be a means to increase learning motivation. Because sometimes if there are rivals, students will become more enthusiastic in achieving the best results³⁸

The encouragement and moral message given by the teacher is a small thing that has a huge impact on the continuity of student learning. The teacher who gives maximum encouragement to his learners will lead the student to feel that he is very valuable then it is important for him to study hard, just as it is to give a moral message that influences his mind that how important he is to learn. In line with the theory in the review of the theory that for professional teachers, it is not only responsible and responsible as an agent of knowledge transfer. Teachers need to realize that students need to provide input in the form of moral messages and the importance of the material they study for their future³⁹. Then it is important for the teacher to explain what the moral message of the studied material is.

The data from the study shows that the efforts made by the teacher are to provide tutoring for students who have learning difficulties, the teacher states that the provision of guidance is given personally by questioning the location of the

³⁷ Agus Wahyudi, Yulianti , Studi Komparasi: Motivasi Belajar Siswa Pada Pembelajaran Daring dan Luring di UPT SDN X Gresik, *Journal Basicedu* (Universitas Nahdlatul Ulama Surabaya, 2021), P. 4296.

³⁸ Siti Suprihatin, Upaya Guru Dalam Meningkatkan Motivasi Belajar Siswa, *Jurnal Pendidikan Ekonomi UM Metro* (Pendidikan Ekonomi FKIP Universitas Muhammadiyah Metro, 2015), p. 80.

³⁹ Hamalik, *Proses Belajar Mengajar*, p. 166.

difficulties and given a detailed understanding and given reinforcement A pleasant learning climate, not threatening, encouraging and optimistic attitude for students in learning, tends to encourage someone to be interested in learning. Given that learning is carried out online, the environment in which they study will affect students so if the teacher can make students comfortable and try to understand the condition of the students then it can arouse student learning motivation. The data from this study is in line with the theory of growth of learning motivation which states that teachers in collaboration with study guardians seek to help learning difficulties for their students; In this case, learners are actively required to consult their teachers and guardians of study. Likewise, the study teacher (homeroom teacher), needs to play a role in helping the learning difficulties of his students. In fact, it is necessary to identify the difficulties and needs of its learners⁴⁰.

The next effort for teachers to make is to use various methods and media. Because the learning is carried out online so that the teacher delivers the material by sending learning videos to students. As for one of the teachers stated that he strives to create his own learning modules that are tailored to the needs of students, the amount of time spent at home makes it necessary for teachers to think about what can be done so that students are comfortable in online learning. The data of this study is supported by the opinion that teachers should be able to present information interestingly, and unfamiliar to students. Something information that is conveyed with a new technique, with good packaging supported by tools in the form of means or media that have never been known by students before so that it attracts attention for them to learn⁴¹. Meanwhile, in this study, one of the teachers has made efforts by presenting an English learning module which means that the teacher is able to innovate so that learning runs and student learning motivation increases.

⁴⁰ Oemar Hamalik, *Proses Belajar Mengajar*, Cet."Ke-9, Jakarta, PT Bumi Aksara, 2009, p. 166.

⁴¹ Siti Suprihatin, Upaya Guru Dalam Meningkatkan Motivasi Belajar Siswa, *Jurnal Pendidikan Ekonomi UM Metro (Pendidikan Ekonomi FKIP Universitas Muhammadiyah Metro, 2015)*, p. 80.

By making various efforts as above, students will feel the importance of doing learning and their learning motivation can increase. In online learning, teachers must be able to design and design light and effective online learning, by utilizing appropriate online tools or media and in accordance with the material taught. Although online learning will provide wider opportunities in exploring the material to be taught, as educators, they must be able to choose and limit the extent of the scope of the material and understand the conditions or learning environment of students. So, based on data on the efforts made by English teachers in increasing student learning motivation in online English learning is quite optimal.

Based on the results of the data above, it was found that there were similarities and differences in the results of the research in the three previous studies. that are:

Research conducted by Ichtrias Agustin Afifa, namely teachers provide reinforcement to students the importance of studying religion (Qur'dits, Aqidah Akhak, SKI, Fiqih), provide additional grades (rewards) for students who actively participate in online learning, and provide punishment to students who do not do assignments so that students have a deterrent⁴²

Research conducted by Tio Saiful Hanif, namely the teacher's efforts in increasing the learning motivation of students of State High School 2 Mines, has been carried out by economics teachers, namely by giving praise to students in the form of applause and thumbs up. Economics teachers provide group division at the time of learning and give grabbing questions that make students excited by the competition in learning⁴³

⁴² Ichtrias Agustin Afifa, "Penurunan Minat dan Motivasi Siswa serta Upaya Guru dalam Meningkatkan Minat dan Motivasi Siswa Pembelajaran PAI Kelas VII Melalui Daring di MTs Negeri 1 Tuban", *Thesis* (Surabaya: UIN Sunan Ampel, 2021)

⁴³ Tio Saiful Anif, "Analisis Upaya Guru dalam Meningkatkan Motivasi Belajar Siswa Sekolah Menengah Atas Negeri 2 Tambang", *Thesis* (Riau: UIN Suska, 2020),

Research conducted by Amalia Ramadani, namely, giving numbers/values, giving praise, creating competitions, repeating, dividing tasks, giving punishments, and giving prizes⁴⁴.

Meanwhile, in this study, teachers at MAN 2 also made several efforts as the results of the data above, namely: 1) Explain the goals and benefit of learning, 2) Giving rewards, 3) Creation of rivals (competition), 4) Provide encouragement and moral messages to students, 5) Guiding learners' learning difficulties, 6) Using methods and media varies, creating their own learning modules based on the needs of students.

3. The obstacles of teachers in increasing students' motivation in learning English online

Teachers are people who have a great responsibility to help their students develop into good human beings. As a result, the teacher can be seen as a second parent for each students. In the field of education, teachers play crucial role in the educational system, particularly during teaching and learning activities since students essentially need the role of teacher to assist them.

A challenge for teachers is when this online learning is implemented. Not only students feel the difficulty, but the teacher feels the same way. Based on the data of interviews with English teachers, it shows that they have difficulties in terms of unstable networks and there are even students who do not yet have smartphones. Obstacles like this are things that cannot be forced, therefore in carrying out this online teaching and learning process, teachers are aware of the condition of students.

This is related to one of the studies on teacher constraints in providing motivation when learning online, namely as follows:

⁴⁴ Amalia Ramadani, "Peranan Guru Fiqih dalam Meningkatkan Motivasi Belajar Peserta Didik di Madrasah Aliyah Negeri 1 Parepare", *Thesis* (Parepare: IAIN Parepare, 2019), p. 61.

- a. Internet quotas in some student guardians are limited, it is because the internet quota purchased is only a little, they (student guardians) prioritize social media (social media)
- b. Unstable networks, as we know that sometimes there are things that make the network unstable as well as weather factors..
- c. Storage capacity on the mobile phones of several small-capacity student guardians so that the use of the Zoom application does not work effectively.
- d. Student learning time along with parent time working;
- e. Delay in submitting student assignment manuscripts; and
- f. The behavior of students who tend to be lazy to learn when at home.
- g. Parents tend to play more of a role in teaching while teachers tend to be facilitators;
- h. There are difficulties in ascertaining who is doing student tasks at home⁴⁵

The role of the teacher is not only as a mediator to transfer knowledge but as a guide and example for his students. In this online learning, teachers are required to be maximal in striving for the running of learning despite the fact that they find it difficult to provide motivation to their students because they do not know exactly what the student's situation is when learning takes place. The teacher only understands that the student also certainly strives for this because there are teachers who have known the student for a long time so they know how the characteristics of the student are. When the students suddenly do not actively participate in learning, what the teacher does is find the students, question and provide solutions.

So, from the discussion above, it is known that the difficulty faced by English teachers in providing motivation to students is the instability of the internet network and the limitations of students in this case unstable networks and even students who do not have smartphones.

⁴⁵ Mastur, *Upaya Guru dalam Melaksanakan Pembelajaran Daring pada Masa Pandemi Covid-19*, *JPMI: Jurnal Pendidikan Madrasah Ibtidaiyah*, p.77.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

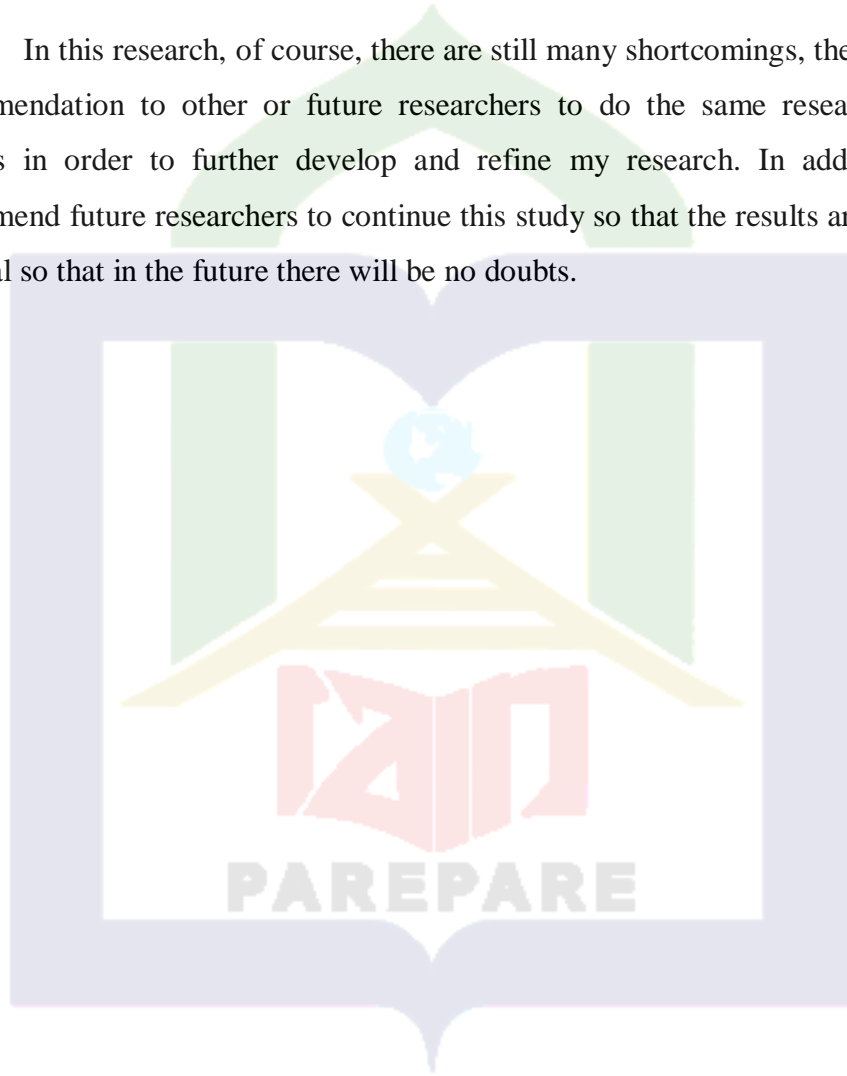
Based on the results of the research that has been described in this thesis which discusses Teacher Efforts in Increasing Student Learning Motivation in online learning in English online. From the results of the study the researcher concluded that:

1. Students' learning motivation in doing English learning is influenced by intrinsic motivation and extrinsic motivation. In conducting online learning, students feel ordinary and unpleasant because they think that conventional classes are more fun than online. Students who are serious about participating in learning reason that they want to get good grades and because the material studied is material that has not been obtained before, it is the external motivation, which means that it is external factors that require them to be serious and active in learning. As for the student stating that he needs to be serious in English lessons because he will continue his studies in the field means that he is driven by intrinsic motivation, which means that the desire or motivation comes from within himself, because he likes English lessons so he is interested in learning it more until aka.
2. The teacher's efforts in increasing student learning motivation in conducting online English learning have been maximized. There are several efforts that English teachers at MAN 2 Parepare have made, namely: 1) Explain the goals and benefits of learning, 2) Giving rewards, 3) Creation of rivals (competition), 4) Provide encouragement and moral messages to students, 5) Guiding learners' learning difficulties, 6) Using methods and media varies, creating their own learning modules based on the needs of students.

3. The obstacles of teachers in increasing students' motivation in learning English online are unstable internet network and limited students in this case unstable network even students who do not have smartphones.

B. Suggestion

In this research, of course, there are still many shortcomings, therefore I give recommendation to other or future researchers to do the same research in other schools in order to further develop and refine my research. In addition, I also recommend future researchers to continue this study so that the results are more clear and real so that in the future there will be no doubts.



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APPENDICES

Appendix 01 : Instrument

	KEMENTRIAN AGAMA INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE FAKULTAS TARBIYAH Jl.Amal Bakti No.8 Soreang 911331 Telepon (0421)21307, Faksimile (0421)2404
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 Judul penelitian : The Teachers' Effort in Increasing Students' Motivation in Learning English Online at MAN 2 Parepare

INTERVIEW GUIDE

A. Grid of Students' Structured Interview

No.	Aspect	Indikator	Item Number	Total Item
1.	To find out the students' motivation in learning english online	Students' feeling	1,2,3,4,5	5
		The activeness	6,7,8	3
		The seriousness	9,10	2
		The difficulties	11,12,13,14	4
Total Item				14

B. Grid of Teachers' Structured Interview

No.	Aspect of interview	Indikator	Item number	Total item
1.	To find out the teachers efforts in increase student motivation in learning English online	Explain the goals an benefit of learning	1,2,3,4,5	5
		Giving reward	6,7,8,9	4
		Giving Punishment	10,11	2
		Creation of rivals	12,13,14,15,16	5
		Provide encouragement	17,18,19,20	4
		Giving moral massages	21,22,23	3
		Guiding learners' learning difficulties	24,25,25,27	4
		Using method and media	28,29, 30	3
2.	To find out the teachers obstacle in increasing student motivation in learning English online	Teachers' obstacles 31,32,33,34		4
Total Item				34

Students' Structured Interview Guide

I. IDENTITAS RESPONDEN

Nama :

Kelas :

Hari/Tanggal :

II. PERTANYAAN

1. Bagaimana perasaan Anda ketika sedang melakukan pembelajaran daring?
2. Mengapa Anda merasa pembelajaran daring demikian?
3. Apakah guru bahasa inggris Anda membuat enjoy dan merasa termotivasi ketika pembelajaran bahasa inggris secara daring?
4. Apa yang membuat Anda termotivasi ketika melakukan pembelajaran daring?
5. Bagaimana guru bahasa inggris Anda memberikan motivasi dalam pembelajaran online?
6. Apakah Anda selalu aktif dalam mengikuti kegiatan belajar daring bahasa inggris?
7. Bagaimana bentuk keaktifan Anda ketika pembelajaran online?
8. Apakah Anda selalu antusias dalam menjawab pertanyaan yang diberikan guru?
9. Pada saat pembelajaran daring, apakah Anda selalu memperhatikan ketika guru menjelaskan materi?
10. Mengapa Anda merasa perlu untuk memerhatikan pelajaran tersebut?
11. Apakah ada kendala yang Anda hadapi ketika pembelajaran daring?
12. Dimana letak kesulitan/kendala Anda ketika belajar bahasa inggris secara daring?
13. Apakah Anda berusaha mengatasi kendala tersebut?
14. Bagaimana Anda atau guru Anda berusaha agar pembelajaran dapat berjalan baik?

Teachers' Structured Interview Guide

I. IDENTITAS RESPONDEN

Nama :

NIP :

Hari/Tanggal :

II. PERTANYAAN

1. Apakah ibu selalu menjelaskan manfaat dan tujuan pembelajaran bahasa inggris ketika daring?
2. Kapan Anda menjelaskan hal tersebut?
3. Seperti apa bapak/ibu memberikan penjelasan terkait tujuan dan manfaat pembelajaran? Apakah melalui lisan atau tertulis baik menggunakan ppt ataukah papan tulis?
4. Apakah Anda selalu mengulang-ulang memberikan penjelasan terkait tujuan pembelajaran?
5. Seperti apa kalimat yang Anda sampaikan terkait hal ini?
6. Apakah bapak/ibu memberikan apresiasi atau hadiah kepada peserta didik Anda?
7. Pada saat pencapaian seperti apa yang dilakukan siswa sehingga ia berhak diapresiasi?
8. Apresiasi atau hadiah seperti apa yang Anda berikan? Apakah berupa poin atau hadiah fisik?
9. Apakah bapak/ibu memberikan pujian kepada siswa berupa jempol dan tepuk tangan?
10. Apakah bapak/ibu selalu memberikan hukuman kepada peserta didik Anda ketika melakukan kesalahan atau pelanggaran?
11. Apakah bapak/ibu memberikan tugas tambahan dan menyuruh membuat rangkuman bagi siswa melanggar?

12. Apakah bapak/ibu selalu menciptakan kompetisi atau persaingan diantara peserta didik Anda?
13. Apakah bapak/ibu membagi siswa dalam beberapa kelompok untuk melakukan diskusi dan memberikan pertanyaan rebutan?
14. Apakah Anda memberi tahu siswa nilai yang diperoleh ketika selesai mengerjakan suatu tugas?
15. Apakah Anda melakukan ini ditiap pembelajaran?
16. Bagaimana pendapat Anda mengenai persaingan yang Anda berikan ke peserta didik Anda?
17. Apakah bapak/ibu selalu memberikan dorongan atau perhatian yang maksimal kepada peserta didik Anda?
18. Pada saat seperti apa biasanya Anda memberikan dorongan atau perhatian ini kepada siswa?
19. Berupa apa dorongan atau perhatian yang bapak/ibu berikan ketika pembelajaran daring?
20. Apakah Anda hanya memberikannya kepada siswa yang dirasa membutuhkan atau Anda menanyai secara menyeluruh?
21. Apakah bapak/ibu selalu memberikan pesan-pesan moral dalam pembelajarannya?
22. Apakah Anda melakukannya diakhir atau diawal pembelajaran?
23. Bagaimana Anda memberikan pesan-pesan moral ini?
24. Apakah bapak/ibu senantiasa melakukan bimbingan kepada siswa yang kesulitan belajar?
25. Apakah Anda hanya melakukan bimbingan kepada siswa yang dirasa kesulitan atau Anda menanyai secara menyeluruh?
26. Bimbingan seperti apa yang bapak/ibu berikan kepada siswa?
27. Apakah Anda melakukan ini berkerjasama dengan orang tua siswa?
28. Apakah bapak/ibu selalu menggunakan metode dan media yang bervariasi dalam pembelajaran daring?

29. Metode atau media apa yang Anda gunakan?
30. Apakah Anda melakukannya ditiap pertemuan?
31. Apakah bapak/ibu merasa kesulitan melakukan pengajaran secara daring?
32. Hal apa saja yang menjadi tantangan atau kendala bapak/ibu guru dalam memberikan motivasi kepada siswa melalui pembelajaran online agar siswa termotivasi untuk mengikuti pembelajaran?
33. Mengapa Anda merasa kesulitan terkait hal tersebut?
34. Bagaimana upaya Anda mengatasi kesulitan tersebut?

Setelah mencermati pedoman wawancara dalam penelitian penyelesaian mahasiswa sesuai dengan judul tersebut, maka pada dasarnya dipandang telah memenuhi kelayakan untuk digunakan dalam penelitian yang bersangkutan.

Parepare, 19 September 2022

Mengetahui,

Pembimbing Utama

Pembimbing Pendamping



Hj. Nurhamdah, S.Ag.,M.Pd.

Humaeroah, M.Pd.

NIP. 197311161998032007

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**VALIDASI INSTRUMEN PENELITIAN PENULISAN
 SKRIPSI**

Nama : Suci Hanawali
 Nim/Prodi : 18.1300.013/ PBI
 Fakultas : Tarbiyah
 Judul penelitian : The Teachers' Effort in Increasing Students' Motivation in Learning English Online at MAN 2 Parepare

OBSEVATION GUIDE

A. Observation Cheklist Guide

No.	Indikator	Observation Activity	Yes	No
1.	The teacher explains the goals and benefits of learning	Learning Process		
2.	The teacher gives praise for the students' success on their learning	Learning Process		
3.	The taecher try to creat healthy competition among their students	Learning Process		
4.	The teacher give punishment that	Learning Process		

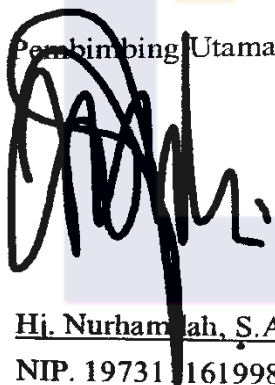
	educate their students			
5.	The teacher try to give moral messages about the importance of the material being studied for their future	Learning Process		
6.	The teacher always helps students who have difficulty working with their parents	Learning Process		
7.	The teacher tries to use a variety of method to eliminate stidents boredom	Learning Process		

Setelah mencermati pedoman observasi dalam penelitian penyelesaian mahasiswa sesuai dengan judul tersebut, maka pada dasarnya dipandang telah memenuhi kelayakan untuk digunakan dalam penelitian yang bersangkutan.

Parepare, 19 September 2022

Mengetahui,

Pembimbing Utama



H. Nurhamidah, S.Ag., M.Pd.
NIP. 197311161998032007

Pembimbing
Pendamping



Hurnacroah, M.Pd.
NIDN. 2021089101

Appendix 01 : Students' Interview Transkrip

No. Wawancara : 1
 Narasumber / Status : Husnul Hulqiyah / Siswa
 Penanya : Suci Hanawali
 Perihal : Motivasi belajar siswa bahasa inggris secara online
 Tipe Wawancara : Wawancara terstruktur
 Hari / Tanggal : Senin / 03 oktober 2022
 Waktu : 10.45
 Lokasi : Depan perpustakaan MAN 2 Parepare

Inisial

Transkrip

SH : Bagaimana perasaan anda ketika melakukan pembelajaran daring?
 HH : Mengapa anda merasa pembelajaran daring demikian?
 HH : Tidak menyenangkan kak
 SH : Karena harus beli data baru kan itu data pakai uang kak, jadi itu termasuk kendalaku kak. Baru tok kak jauh juga itu penjual data kalau mau ketempatnya
 SH : Apakah guru bahasa inggris anda membuat enjoy dan merasa termotivasi ketika pembelajaran bahasa inggris secara daring?
 HH : Apa yang membuat anda termotivasi ketika melakukan pembelajaran daring?
 HH : Bagaimana guru bahasa inggris anda memberikan motivasi dalam pembelajaran online?
 HH : Kadang iya kadang tidak, kayak santaiji kak
 SH : Kan waktu kelas 9, waktu masih Corona kan disitu haruski rajin kirim tugas karena mau berakhir. jadi harus orang aktif kak, karena nilai juga kak mau dipertahankan kak, kapan tidak dipertahankan menurun i kak
 SH : Ada kayak bilang semangat belajar ya anak-anak, selamat mengerjakan
 SH : Apakah Anda selalu aktif dalam mengikuti kegiatan belajar daring bahasa inggris?
 HH : Bagaimana bentuk keaktifan Anda ketika pembelajaran online?
 HH : Apakah Anda selalu antusias dalam menjawab pertanyaan yang diberikan guru?
 HH : Aktif kak

Aktif isi absen sama kirim tugas

SH : Kadang, kadang biasa dikirim tugasnya ke grup
: Pada saat pembelajaran daring, apakah Anda selalu memperhatikan ketika guru menjelaskan materi?

HH : Mengapa Anda merasa perlu untuk memerhatikan pelajaran tersebut?
: Iya

Kayak dipertahankan itu nilai-nilai, karena kapan tidak dipertahankan nilai kayak kecewa nanti orang tua
SH : Apakah ada kendala yang Anda hadapi ketika pembelajaran daring?

Dimana letak kesulitan/kendala Anda ketika belajar bahasa inggris secara daring?
HH : Apakah Anda berusaha mengatasi kendala tersebut?
: Ada, Kan itu daring kan kerja dirumah kak, kan disitu banyak sekali kendala karena dirumahki itu juga haruski bantu orang tuata menyapu, kayak susah juga karena pagi mulai pagiki juga kerja dirumah

Karena ini bahasa bukan bahasa ta kak jadi biasa susah ka langsung paham kak jadi ku pelajari ulangpi lagi itu materi kak supaya paham dan tidak ketinggalan
SH : Bagaimana Anda atau guru Anda berusaha agar pembelajaran dapat berjalan baik?

HH : Iye berusaha semaksimal mungkin. Biasa bilang mak, mauka dulu belajar nanti pi sebentar selesaipi tugasku baru ku lanjut pekerjaan

No. Wawancara : 2
Narasumber / Status : Nurul Aini Anugrah / Siswa
Penanya : Suci Hanawali
Perihal : Motivasi belajar siswa bahasa inggris secara online
Tipe Wawancara : Wawancara terstruktur
Hari / Tanggal : Senin / 03 oktober 2022
Waktu : 11.10
Lokasi : Depan perpustakaan MAN 2 Parepare

Inisial

Transkrip

SH : Bagaimana perasaan anda ketika melakukan pembelajaran daring?

Mengapa anda merasa pembelajaran daring demikian?

NA : Suntuk kak

Kayak kalau misal, tergantung gurunya juga kalau gurunya mengajar kasih masuk saja materi kirim baru suruh kerja, kayak na kasih turun minat belajar ta bilang oh nanti dikerjakan karena begitu juga gurunya jadi kayak menurun i motivasi ta belajar

SH : Apakah guru bahasa inggris anda membuat enjoy dan merasa termotivasi ketika pembelajaran bahasa inggris secara daring?

Apakah yang membuat anda termotivasi ketika melakukan pembelajaran daring?

Bagaimana guru bahasa inggris anda memberikan motivasi dalam pembelajaran online?

NA : Iya, kayak blajarnya santai tapi tetap harus tetap stor tugas hafalan kayak enjoyji kak

Karena cita-cita kak, supaya nilai-nilai hasilta nanti bagus

SH : Dengan ucapan-ucapan semangat belajar saja kak, pesan-pesan
Apakah Anda selalu aktif dalam mengikuti kegiatan belajar daring bahasa inggris?

Bagaimana bentuk keaktifan Anda ketika pembelajaran online?

NA : Apakah Anda selalu antusias dalam menjawab pertanyaan yang diberikan guru?
Aktif

Nyimak materi, kalau misalnya ada tidak kutau cari tahu ada di google atau tanya teman

Tergantung kalau sudah paham materi baru tahu baru semangat jawab begini tapi kalau misal tidak tahu sama tidak mengerti penjelasannya terus tidak semangat

Biasa guru kalo menjelaskan guru secara daring kirim kayak motivasi belajar ee dari youtube misalnya kayak bantuan kirim dari youtube ada bilang disini bisa dilihat diyoutube ee ini linknya kayak menggantikan untuk menjelaskan nah ini kadang misal tidak ada penjelasannya dikirim saja tugas terus kita cari di google jadi kita kayak bosan, tidak detail penjelasannya

SH : Pada saat pembelajaran daring, apakah Anda selalu memperhatikan ketika guru menjelaskan materi?

Mengapa Anda merasa perlu untuk memerhatikan pelajaran tersebut?

NA : Tidak selalu kak

Kembali lagi kalau misal ada lagi motivasinya dari cita-cita blang harus ini sama ada juga teman-teman yang lebih mudah dari kita bilang dia bisa bahasa inggris kenapa saya tidak jadi kayak termotivasi lagi, bangun lagi semangat baru bilang harus mengerti ini

SH : Apakah ada kendala yang Anda hadapi ketika pembelajaran daring?

Dimana letak kesulitan/kendala Anda ketika belajar bahasa inggris secara daring?

Apakah Anda berusaha mengatasi kendala tersebut?

NA : Banyak, kayak menagntuk, suntuk, bosan

Ada kak, susahka paham dan bukan cuma bahasa inggris kak, selama daring itu tidak semangatka

Ya mau tidak mau tetapka belajar kak, kadang-kadang liat di youtube juga penjelasannya supaya pahamka

SH : Bagaimana Anda atau guru Anda berusaha agar pembelajaran dapat berjalan baik?

NA : Stor tugas tepat waktu, list absen terus misal bertanya guru di jawab

No. Wawancara : 3
 Narasumber / Status : Suci Maharani / Siswa
 Penanya : Suci Hanawali
 Perihal : Motivasi belajar siswa bahasa inggris secara online
 Tipe Wawancara : Wawancara terstruktur
 Hari / Tanggal : Senin / 03 oktober 2022
 Waktu : 11.26
 Lokasi : Depan perpustakaan MAN 2 Parepare

Inisial **Transkrip**

SH : Bagaimana perasaan anda ketika melakukan pembelajaran daring?

Mengapa anda merasa pembelajaran daring demikian?

SM : Tidak semenarik pelajaran tatap muka jadi bosan

Karena kak toh guru saja menerangkan karena kalo dikelas itu bisaki bercanda sedikit bis ketawa-ketawa sama teman sedangkan kalo daring itu tidak ada, kayak sepi skali, fokus ke guru saja baru menjelaskan guru, kasih pertanyaan begitu. Kalo dikelas itu biasa kayak bercandaki sama guru juga begitu

SH : Apakah guru bahasa inggris anda membuat enjoy dan merasa termotivasi ketika pembelajaran bahasa inggris secara daring?

Apa yang membuat anda termotivasi ketika melakukan pembelajaran daring?

Bagaimana guru bahasa inggris anada memberikan motivasi dalam pembelajaran online?

SM : Iye kak

Termotivasi untuk belajar bahasa inggris kak? Kayak na ceritakanki tentang asiknya belajar bahasa inggris walaupun tidak secara langsung tatap muka

Dijelaskan ki dengan rinci materinya

SH : Apakah Anda selalu aktif dalam mengikuti kegiatan belajar daring bahasa inggris?

Bagaimana bentuk keaktifan Anda ketika pembelajaran online?

SM : Apakah Anda selalu antusias dalam menjawab pertanyaan yang diberikan guru?
Tidak aktif kak, biasa kak jamnya itu biasa kayak tugasji saja na kirimkan ki cuman sebelumnya na jelaskan ki cara kerjanya
Palingan isi absen saja kak

Tidak, karena biasa kurang paham tapi biasa langsung na jawabmi teman-teman jadi lewatmi

SH : Pada saat pembelajaran daring, apakah Anda selalu memperhatikan ketika guru menjelaskan materi?

SM : Mengapa Anda merasa perlu untuk memerhatikan pelajaran tersebut?
Tidak selalu kak

SH : Biasanya kalau memerhatikanka karena
Apakah ada kendala yang Anda hadapi ketika pembelajaran daring?

Dimana letak kesulitan/kendala Anda ketika belajar bahasa inggris secara daring?

SM : Apakah Anda berusaha mengatasi kendala tersebut?
Ada kak

Jaringanji kak

SH : Beli kuota kak
Bagaimana Anda atau guru Anda berusaha agar pembelajaran dapat berjalan baik?
SM : Setor tugas kak, isi daftar hadir juga

No. Wawancara : 4
 Narasumber / Status : Syarmila Syarif / Siswa
 Penanya : Suci Hanawali
 Perihal : Motivasi belajar siswa bahasa inggris secara online
 Tipe Wawancara : Wawancara terstruktur
 Hari / Tanggal : Senin / 03 oktober 2022
 Waktu : 11.36
 Lokasi : Depan perpustakaan MAN 2 Parepare

Inisial**Transkrip**

- SH : Bagaimana perasaan anda ketika melakukan pembelajaran daring?
 Mengapa anda merasa pembelajaran daring demikian?
- SS : Biasa sajadi
 Karena dirumahji juga kak. Tidak ada keluasan dalam belajar bersama teman, guru jadi saya merasa cepat bosan kalau dirumah apalagi hanya melalui hp
- SH : Apakah guru bahasa inggris anda membuat enjoy dan merasa termotivasi ketika pembelajaran bahasa inggris secara daring?
 Apa yang membuat anda termotivasi ketika melakukan pembelajaran daring?
 Bagaimana guru bahasa inggris anada memberikan motivasi dalam pembelajaran online?
- SS : Iye
 Karena mau tidak mau haruski belajar kak, meskipun daring
 Dikasihki saja tugas kak, pembelajaran youtube
- SH : Apakah Anda selalu aktif dalam mengikuti kegiatan belajar daring bahasa inggris?
 Bagaimana bentuk keaktifan Anda ketika pembelajaran online?
 Apakah Anda selalu antusias dalam menjawab pertanyaan yang diberikan guru?
- SS : Tidakjji, karena susah belajar daringnya apalagi ini bahasa inggris
 Aktifja saja isi absen kalau saya kak
 Tidak, karena susah paham jadi biasa juga terjawabmi dari teman-teman jadi menyimakma saja
- SH : Pada saat pembelajaran daring, apakah Anda selalu memperhatikan ketika guru

menjelaskan materi?

SS : Mengapa Anda merasa perlu untuk memerhatikan pelajaran tersebut?
 SS : Iye kak

SH : Karena supaya dimengerti itu pelajaran
 SH : Apakah ada kendala yang Anda hadapi ketika pembelajaran daring?

Dimana letak kesulitan/kendala Anda ketika belajar bahasa inggris secara daring?

SS : Apakah Anda berusaha mengatasi kendala tersebut?
 SS : Ada kak, seperti saya yang tidak paham jika pembelajaran yang melalui handphone

SH : Ku pelajari kembali itu materi kak
 SH : Bagaimana Anda atau guru Anda berusaha agar pembelajaran dapat berjalan baik?
 SS : Rajinka saja setor tugas kak, ku usahakan tepat waktu

No. Wawancara : 5
 Narasumber / Status : Nurisna / Siswa
 Penanya : Suci Hanawali
 Perihal : Motivasi belajar siswa bahasa inggris secara online
 Tipe Wawancara : Wawancara terstruktur
 Hari / Tanggal : Selasa / 04 oktober 2022
 Waktu : 10.49
 Lokasi : Ruang kelasXII MIA 1 MAN 2 Parepare

Inisial **Transkrip**

SH : Bagaimana perasaan anda ketika melakukan pembelajaran daring?

Mengapa anda merasa pembelajaran daring demikian?

N : Tidak menyenangkan

Karena kan kak waktu daring biasa juga habis kuota ta, jaringan juga rata-rata kan ini daring to via wa ji jadi otomatis power point terus ji kak kalo mauki ulangan lewat zoomki

SH : Apakah guru bahasa inggris anda membuat enjoy dan merasa termotivasi ketika pembelajaran bahasa inggris secara daring?

Apa yang membuat anda termotivasi ketika melakukan pembelajaran daring?

- Bagaimana guru bahasa inggris anada memberikan motivasi dalam pembelajaran online?
- N : Termotivasi ji kak karena na kasih jki penjelasan ditiap materinya meskipun via WA nanti mauki ulangan dikasihki lagi penjelasan melalui zoom
- Karena itu dikasih jki penjelasan materinya kak
- Dikasih tauki kalau harus rajin selalu belajar meskipun daring
- SH : Apakah Anda selalu aktif dalam mengikuti kegiatan belajar daring bahasa inggris?
- Bagaimana bentuk keaktifan Anda ketika pembelajaran online?
- Apakah Anda selalu antusias dalam menjawab pertanyaan yang diberikan guru?
- N : Aktif kak
- Selalu masuk tugasku, tidak pernahka alfa, tidak pernahka bolos
- Iye, kalau ada pertanyaanji grup na masukkan ibu selaluji sa jawab kalo zoom juga kadangja bertanya kalo tidak mengertika
- SH : Pada saat pembelajaran daring, apakah Anda selalu memperhatikan ketika guru menjelaskan materi?
- Mengapa Anda merasa perlu untuk memerhatikan pelajaran tersebut?
- N : Selalu kak, cuma jarangja memang bertanya karena kelas tatap muka saja jarangka bertanya apalagi daring
- Karena semua mata pelajaran itu penting kak, apalagi bahasa inggris itu susah susah gampang jadi harupi perhatikan sekali i
- SH : Apakah ada kendala yang Anda hadapi ketika pembelajaran daring?
- Dimana letak kesulitan/kendala Anda ketika belajar bahasa inggris secara daring?
- Apakah Anda berusaha mengatasi kendala tersebut?
- N : Ituji kak, jaringan jeljar
- Susah kak karena biasaka malu-malu kumpultugas apalagi itu yang harus e pa dipraktekkan, biasa na suruhki bikin vidio pakai bahasa inggris begitu andai didalam kelas tidak malu jki kak apalagi ini daring belum semuaki kenal temanta
- Iya, minta hotspot sama orang karena merasa rugika kalau tidak sa ikuti pembelajaran e kak
- SH : Bagaimana Anda atau guru Anda berusaha agar pembelajaran dapat berjalan baik?

N : Kan kebetulan saya sebagai ketua kelas jadi otomatis ditelfon i, bicaraka sama orang tuanya, kasi info bilang andai itu temanku tidak masuk i to na suruhka mamanya chat i dimana anakku sekarang, kalo bolos i nanti dimarahai mamanya, sebelum pelajaran juga setiap jam segini

No. Wawancara : 6
 Narasumber / Status : Qimmah Ulya Muchtar/ Siswa
 Penanya : Suci Hanawali
 Perihal : Motivasi belajar siswa bahasa inggris secara online
 Tipe Wawancara : Wawancara terstruktur
 Hari / Tanggal : Selasa / 4 oktober 2022
 Waktu : 11.09
 Lokasi : Depan perpustakaan MAN 2 Parepare

Inisial

Transkrip

SH : Bagaimana perasaan anda ketika melakukan pembelajaran daring?

Mengapa anda merasa pembelajaran daring demikian?

QU : Bagus

Karena to sebenarnya tidak bagus bagaimana ji tapi menurutku kan anak asramaka saya kak jadi menurutku itu lebih kayak ku suka online karena kayak ini pas online juga kayak per sesi jadi setiap kalo kosong sesi bisa lagi pulang ke rumah begitu jadi ya ku suka ji kak tapi kalo sekarang ya nda trlluku sukami kak karena kayak full baru bikin capek tapiya bagaimana juga anuta pelajarki jadi harusmi dijalani

SH : Apakah guru bahasa inggris anda membuat enjoy dan merasa termotivasi ketika pembelajaran bahasa inggris secara daring?

Apa yang membuat anda termotivasi ketika melakukan pembelajaran daring?

Bagaimana guru bahasa inggris anada memberikan motivasi dalam pembelajaran online?

QU : Iye kak, karena rajinji kasihki tugas pas online

Kalo semangat tidak terlalu semangat bagaimanaji karena jujurly karena tidak terlalu akrabki sama temanta karena baruki masu sekolah tapi tidak ditau bilang bagaimana wujud aslinya difoto tapi kalo menyenangkan mungkin karena lebih asyik dirumah dari pada di sekolah

Selama daring cuma kayak nabilang semangat kerja tugas

SH : Apakah Anda selalu aktif dalam mengikuti kegiatan belajar daring bahasa inggris?

Bagaimana bentuk keaktifan Anda ketika pembelajaran online?

Apakah Anda selalu antusias dalam menjawab pertanyaan yang diberikan guru?

QU : Aktifji kak karena bagus nilaiku

Inikan sekretariska juga kak jadi otomatis saya kadangka buat absen, saya absen dan itu intinya haruska lebih deluan bangun dari pada teman-temanku karena saya to contoh jka dari teman sekelasku kak karena saya disini sekretaris

Selalu, saat daring sampai sekarang, sering kalau ada pertanyaan ku jawab karena menurutku itu pertanyaan, keaktifan masuk sekali ke nilai guru-guru jadi aktifka kak

SH : Pada saat pembelajaran daring, apakah Anda selalu memperhatikan ketika guru menjelaskan materi?

Mengapa Anda merasa perlu untuk memerhatikan pelajaran tersebut?

QU : Jujurly, kadang tidak kadang iya karena misalnya mauka tiba-tiba keluar sama keluargaku kak jadi kayak bilangka nantipi deh tapi kalo selesaimi itu baru kayak ku perhatikanmi kak, ke pelajari baik-baik

Karena tujuanku itu di SMA ini mauka bagus nilaiku karena kayak niatku memang untuk belajar supaya bagus sekali nialiku supaya perguruan tinggiku nanti ini lebih bagus kedepannya, tidak mauka malas-malas kayak di pondok

SH : Apakah ada kendala yang Anda hadapi ketika pembelajaran daring?

Dimana letak kesulitan/kendala Anda ketika belajar bahasa inggris secara daring?

Apakah Anda berusaha mengatasi kendala tersebut?

QU : Kendalaku itu jauh rumahku dan biasa itu ada pertemuan-pertemuan misalnya ini Miss yang bilang kalo tidak mengerti silakan kesekolah diajari jadi itu kayak kendala sekali padahal itu mau sekaligus juga tahu ini bahasa inggris, terkendala juga kak

Kalo bicaranya, pronouncationnya susah karena kan tidak secara langsung kayak diketik sama dibaca kalau bahasa inggriskan beda kak

Tidak, tapi biasaji karena ini selama daring ada juga ekskul ku kak jadi kayak bimbelka kak bahasa inggris

SH : Bagaimana Anda atau guru Anda berusaha agar pembelajaran dapat berjalan baik?

QU : Dulu ini ada temanku yang kayak jarang sekali masuk dan ini wali kelasku kayak capekmi jga dan ternyata ada kendalanya disitumi kayak berusahaki supaya rajin i

belajar, dihubungi orangtuanya bilang apa memang kendalanya ini anak sehingga tidak bisa masuk belajar jadi adami alasannya kak biasa krena hpnya na pinjam kakaknya kah, kakaknya juga bekerja melalui HP

No. Wawancara : 7
 Narasumber / Status : Bonita Dewi Purnama/ Siswa
 Penanya : Suci Hanawali
 Perihal : Motivasi belajar siswa bahasa inggris secara online
 Tipe Wawancara : Wawancara terstruktur
 Hari / Tanggal : Kamis / 6 oktober 2022
 Waktu : 10.39
 Lokasi : Depan perpustakaan MAN 2 Parepare

Inisial

Transkrip

- SH : Bagaimana perasaan anda ketika melakukan pembelajaran daring?
 Mengapa anda merasa pembelajaran daring demikian?
- BD : Campur aduk kak
 Karena menurut saya bisaka tangkap pelajaran kalau dijelaskan secara langsung tidak mudahka menangkap pelajaran kalo sekedar di share-dishare tanpa adanya penerangan materi
- SH : Apakah guru bahasa inggris anda membuat enjoy dan merasa termotivasi ketika pembelajaran bahasa inggris secara daring?
 Apa yang membuat anda termotivasi ketika melakukan pembelajaran daring?
 Bagaimana guru bahasa inggris anada memberikan motivasi dalam pembelajaran online?
- BD : Enjoy
 Kayak banyak hal yang bisa diakses dari internet jaringan-jaringan luar e pembelajaran-pelmbelajaran luar yang tidak bisa didapat di sekolah atau materi yang tidak dipaparkan langsung sama guru
 Kayak bilang pintar-pintar saja cari informasi dari luar kalo ada pelajaran yang tidak dimengerti atau bertanyaki
- SH : Apakah Anda selalu aktif dalam mengikuti kegiatan belajar daring bahasa inggris?
 Bagaimana bentuk keaktifan Anda ketika pembelajaran online?

Apakah Anda selalu antusias dalam menjawab pertanyaan yang diberikan guru?
BD : Iya, kadang-kadang

Bentuk keaktifan ku, e disaat adanya guru aktifka berkegiatan ikutka isi kelas, meramaikan kelas

Iya kak
SH : Pada saat pembelajaran daring, apakah Anda selalu memperhatikan ketika guru menjelaskan materi?

Mengapa Anda merasa perlu untuk memerhatikan pelajaran tersebut?
BD : Iya

Karena kalo diperhatikan mungkin lebih paham dan kalo pahamki tergantung dari nilai juga untuk kelulusan
SH : Apakah ada kendala yang Anda hadapi ketika pembelajaran daring?

Dimana letak kesulitan/kendala Anda ketika belajar bahasa inggris secara daring?

Apakah Anda berusaha mengatasi kendala tersebut?
BD : Ada. Ada kendlajaringan, kurang berkomunikasi dengan guru atau teman yang belum dikenal

Kendala saya cara penyebutannya atau pronouncationnya

Berusaha sambil bertanya-tanya dengan guru atau teman-teman yang paham
SH : Bagaimana Anda atau guru Anda berusaha agar pembelajaran dapat berjalan baik?
BD : Mengaktfkan suasana kelas yang garing

No. Wawancara : 8
Narasumber / Status : Rizka Nurul Fauzia / Siswa
Penanya : Suci Hanawali
Perihal : Motivasi belajar siswa bahasa inggris secara online
Tipe Wawancara : Wawancara terstruktur
Hari / Tanggal : Kamis / 6 oktober 2022
Waktu : 10.50
Lokasi : Depan perpustakaan MAN 2 Parepare

Inisial

Transkrip

- SH : Bagaimana perasaan anda ketika melakukan pembelajaran daring?
 Mengapa anda merasa pembelajaran daring demikian?
- RN : Sebenarnya selama sistem pembelajaran daring itu kak yang dirasa to membosankan
 karena tidak ditau bilang bagaimana lebih lengkapnya ini apa-apa. Dijelaskanki memang misalnya kayak lewat zoom atau dikasihkanki semacam vidio tapi kalau mauki kayak melakukan interaksi langsung sama guru kayak rada sulit begitu jadi kasih malaski juga melakukan kerja-kerjaan tugas
- SH : Apakah guru bahasa inggris anda membuat enjoy dan merasa termotivasi ketika pembelajaran bahasa inggris secara daring?
 Apa yang membuat anda termotivasi ketika melakukan pembelajaran daring?
 Bagaimana guru bahasa inggris anada memberikan motivasi dalam pembelajaran online?
- RN : Jujur karena didalam pelajaran bahasa inggris karena guru bahasa inggris itu wali kelas sendiri terus I love English too, ku sukaji juga belajar bahasa inggris jadi selama proses belajar mengajar bahasa inggris enjoy
 kalau selama daring wali kelas itu kasihkanki motivasi itu kayak bilang ayo sudah semester berapami ini kalian masih santai-santai, kejar semua pelajaran, maumi lagi ujian orang kayak na kasihkanki motivasi begitu. Selaluji juga zoomki sama baru na kasihkanki motivasi dalam zoom
- SH : Apakah Anda selalu aktif dalam mengikuti kegiatan belajar daring bahasa inggris?
 Bagaimana bentuk keaktifan Anda ketika pembelajaran online?
- RN : Apakah Anda selalu antusias dalam menjawab pertanyaan yang diberikan guru?
 Kalau dalam proses belajar daring itu aktifka kak
 Bentuk keaktifannya itu bisa kayak aktifka ikut zoom kak, terus aktifka menjawab serta memberikan pertanyaan
 Antusias kak
- SH : Pada saat pembelajaran daring, apakah Anda selalu memperhatikan ketika guru menjelaskan materi?
 Mengapa Anda merasa perlu untuk memerhatikan pelajaran tersebut?
- RN : Kalau guru menjelaskan materi, kalau adaji itu apa-apa, misalnya na kasihkanki

dulu pdf kak sebelumnya menjelaskan iya bisaji diperhatikan tapi kalo kayak bicara terusji kak apalagi jaringan itu tidak selamanya mendukung jadi kalo satu kalimi loading kadang-kadang nda ditaumi apa sambungannya itu anue kayak putus jadi kalo adaji pdf na kasihkan ki adaji materi-materi baru bisa lebih

Karena kalo tidak diperhatikan i kak, tidak dipaham dan tidak ditau juga nanti jawab soal-soal

SH : Apakah ada kendala yang Anda hadapi ketika pembelajaran daring?

Dimana letak kesulitan/kendala Anda ketika belajar bahasa inggris secara daring?

Apakah Anda berusaha mengatasi kendala tersebut?

RN : Banyak sekali kalau permasalahan kendala

Kalau dalam proses belajar bahasa inggris itu,kalo selama daring itu bisa jaringannya atau kendala apalagi pas daring itu masih hpku itu yang full memorinya, terus jaringan terus juga kan bahasa inggris itu kalau proses belajar bahasa inggris itu pronouncationnya itu kak kalo salah didengar salah arti ki juga jadi apa lagi kalo nge lag-nge lag mi jaringan kak jadi nda ditau apa betul itu na bilang guru

Kalau dari orang tua itu berusaha, kayak na anukanki wifi. Kadang juga kalau selesaimi materi diminta sama guru bilang apa tadi itu judulnya materi yang dibahas selama zoom baru na kasihkan mki baru dicarimi juga materinya

SH : Bagaimana Anda atau guru Anda berusaha agar pembelajaran dapat berjalan baik?

RN : kalau guru-guru itu biasanya supaya tetap berjalan ki itu pelajaran biasanya kalo terkendala di zoom i tetap lanjutki juga di wa dikasihkan ki materi dan yang mau bertanya sialakan lempar pertanyaannya di grup whatsapp saja terus dijawabmi juga didalam grup

No. Wawancara : 9
 Narasumber / Status : Muhammad Aprillah AS / Siswa
 Penanya : Suci Hanawali
 Perihal : Motivasi belajar siswa bahasa inggris secara online
 Tipe Wawancara : Wawancara terstruktur
 Hari / Tanggal : Kamis / 6 oktober 2022
 Waktu : 11.02
 Lokasi : Depan perpustakaan MAN 2 Parepare

- | Inisial | Transkrip |
|----------------|--|
| SH | <p>Bagaimana perasaan anda ketika melakukan pembelajaran daring?</p> <p>Mengapa anda merasa pembelajaran daring demikian?</p> |
| MA | <p>Perasaannya relative sih kak</p> <p>Karena tergantung dari caranya guru ajarki. Misalnya ada guru yang memang hanya langsung memberikan soal, ada juga guru na kasihkanki dulu pemahaman sebelum memberikan soal</p> |
| SH | <p>Apakah guru bahasa inggris anda membuat enjoy dan merasa termotivasi ketika pembelajaran bahasa inggris secara daring?</p> <p>Apa yang membuat anda termotivasi ketika melakukan pembelajaran daring?</p> <p>Bagaimana guru bahasa inggris anada memberikan motivasi dalam pembelajaran online?</p> |
| MA | <p>Enjoy sih kak</p> <p>Orang tua dan cita-cita</p> <p>Caranya memberikan motivasi itu dengan memberikan gambaran masa depan yag baik supaya termotivasi karena meskipun daring habruskiberusaha perbaiki nilai ta kak</p> |
| SH | <p>Apakah Anda selalu aktif dalam mengikuti kegiatan belajar daring bahasa inggris?</p> <p>Bagaimana bentuk keaktifan Anda ketika pembelajaran online?</p> |
| MA | <p>Apakah Anda selalu antusias dalam menjawab pertanyaan yang diberikan guru?</p> <p>Aktif</p> <p>Menjawab pertanyaan yang diberikan guru dalam bahasa inggris. makasudnya kak misal kalo bertanya menggunakan bahasa inggris dijawab juga pakai bahasa inggris walaupun di combine</p> |
| SH | <p>Iya</p> <p>Pada saat pembelajaran daring, apakah Anda selalu memperhatikan ketika guru menjelaskan materi?</p> |
| MA | <p>Mengapa Anda merasa perlu untuk memerhatikan pelajaran tersebut?</p> <p>Iya</p> |

Karena dari saya pribadi kan rencana saya mau melanjutkan kuliah tadaris bahasa inggris jadi saya termotivasi untuk serius belajar bahasa inggris lebih dalam lagi

SH : Apakah ada kendala yang Anda hadapi ketika pembelajaran daring?

Dimana letak kesulitan/kendala Anda ketika belajar bahasa inggris secara daring?

Apakah Anda berusaha mengatasi kendala tersebut?

MA : Ada, dari gurunya sendiri kan guru itu memiliki aksan yang berbeda-beda ada guru yang menggunakan aksan british dan salah satunya guru yang kalo berbicara bahasa inggris menggunakan aksan british sehingga kurang dipahami

Biasa ada beberapa kosakata yang kurang dipahami dan tidak mengizinkan untuk melihat kamus

Iya. Dengan cara melatih pronouncation mendengar dari sumber lain

SH : Bagaimana Anda atau guru Anda berusaha agar pembelajaran dapat berjalan baik?

MA : Dengan cara guru biasanya membagi kelompok dan itu biasanya kelompoknya memiliki ketua kelompok yang me manage kelompoknya masing-masing sehingga kelas bisa terkendali dan cukup berjalan baik.

No. Wawancara	: 10
Narasumber / Status	: Husni / Siswa
Penanya	: Suci Hanawali
Perihal	: Motivasi belajar siswa bahasa inggris secara online
Tipe Wawancara	: Wawancara terstruktur
Hari / Tanggal	: Jumat / 7 Oktober 2022
Waktu	: 11.02
Lokasi	: Ruang kelas XII MIA 1 MAN 2 Parepare

Inisial **Transkrip**

SH : Bagaimana perasaan anda ketika melakukan pembelajaran daring?

Mengapa anda merasa pembelajaran daring demikian?

H : Tidak bagus kak

Karena biasa kalau disuruhki kirim tugas biasa jaringan tidak stabil

SH : Apakah guru bahasa inggris anda membuat enjoy dan merasa termotivasi ketika pembelajaran bahasa inggris secara daring?

Apa yang membuat anda termotivasi ketika melakukan pembelajaran daring?

- Bagaimana guru bahasa inggris anada memberikan motivasi dalam pembelajaran online?
- H : Tidak, tidak paham kalau lewat HP
- Karena ada pandemic jadi mau tidak mau belajar daring
- Biasa diawal-awal pembelajaran dikasihki ucapan kayak semangatki belajar pakai bahasa inggris
- SH : Apakah Anda selalu aktif dalam mengikuti kegiatan belajar daring bahasa inggris?
- Bagaimana bentuk keaktifan Anda ketika pembelajaran online?
- Apakah Anda selalu antusias dalam menjawab pertanyaan yang diberikan guru?
- H : Tidak terlalu aktif karena masalah jaringan itu kak biasa tidaka ada kuota biasa juga jringan memang jelek
- Paling isi absen saja kak di grup, biasa masukji sebentar kak tapi tidak terlalu karena tidak stabil jaringan
- Tidak. Tidak mengerti tidak paham kalau lewat HP
- SH : Pada saat pembelajaran daring, apakah Anda selalu memperhatikan ketika guru menjelaskan materi?
- Mengapa Anda merasa perlu untuk memerhatikan pelajaran tersebut?
- H : Kalo memperhatikan tidak ji kak tapi ya tetap ka harus belajar meskipun daring dan nilai dikejar
- Diperhatikan supaya bisaki jawab pertanyaan dan mengerti
- SH : Apakah ada kendala yang Anda hadapi ketika pembelajaran daring?
- Dimana letak kesulitan/kendala Anda ketika belajar bahasa inggris secara daring?
- Apakah Anda berusaha mengatasi kendala tersebut?
- H : Kuota ji kak, jaringan tidak stabil
- Susah dipahami kak, apalagi rendah saya pahamanku kalau bahasa inggris
- Berusaha semaksimal mungkin
- SH : Bagaimana Anda atau guru Anda berusaha agar pembelajaran dapat berjalan baik?
- H : Berusaha guruku kasihki motivasi terus saya menyimakma dan berusaha pahami apa yang diajarkan kak

No. Wawancara : 11
 Narasumber / Status : Kahila Najwa Azzahra/ Siswa
 Penanya : Suci Hanawali
 Perihal : Motivasi belajar siswa bahasa inggris secara online
 Tipe Wawancara : Wawancara terstruktur
 Hari / Tanggal : Jumat / 27 Januari 2023
 Waktu : 09.12
 Lokasi : MAN 2 Paepare

Inisial**Transkrip**

SH : Bagaimana perasaan anda ketika melakukan pembelajaran daring?

Mengapa anda merasa pembelajaran daring demikian?

KN : Perasaanku selama belajar daring itu biasa saja

SH : Karena to kak daring itu berbeda skali sama tatap muka jadi tidak menarik begitu
 Apakah guru bahasa inggris anda membuat enjoy dan merasa termotivasi ketika pembelajaran bahasa inggris secara daring?

Apa yang membuat anda termotivasi ketika melakukan pembelajaran daring?

Bagaimana guru bahasa inggris anda memberikan motivasi dalam pembelajaran online?

KN : Iye kak

Karena mauka supaya nilaiku masuk terus jadi haruska ikuti pembelajaran meskipun daring

SH : Guru bahasa inggrisku itu memberikan motivasi berupa semangat ya anak-anak, dorongan supaya mauki belajar, bilang juga sialakan bertanya kalau tidak mengerti
 Apakah Anda selalu aktif dalam mengikuti kegiatan belajar daring bahasa inggris?

Bagaimana bentuk keaktifan Anda ketika pembelajaran online?

KN : Apakah Anda selalu antusias dalam menjawab pertanyaan yang diberikan guru?
 Aktif kak

Dalam pembelajaran bahasa inggris itu ku usahakan selalu aktif kak, karena menurutku ini bahasa inggris penting dan salah satu mata pelajaran favoritku jadi aktifka bertanya biasa

- Antusias kak
- SH : Pada saat pembelajaran daring, apakah Anda selalu memperhatikan ketika guru menjelaskan materi?
- Mengapa Anda merasa perlu untuk memerhatikan pelajaran tersebut?
- KN : Kalau daring itu banyakan mengirim video pembelajaran kak, jadi aktif
- Ya itu tadi kubilang kak, mauka kalau bagus nilaiku apalagi bahas inggris
- SH : Apakah ada kendala yang Anda hadapi ketika pembelajaran daring?
- Dimana letak kesulitan/kendala Anda ketika belajar bahasa inggris secara daring?
- Apakah Anda berusaha mengatasi kendala tersebut?
- KN : Selama daring itu kendalanya seperti jaringan ta lag-lag i kak jadi loading-loading apalagi rumahku ta sering hilang jaringannya
- Belajar bahasa inggris itu terkendalaka dibagian ketika ada soal yang sebelumnya guru tidak jelskan secara rinci kak
- Biasa kayak pergika ma wifi kak supaya lancer jaringanku jadi bisama cari-cari materi yang berkaitan dan ku pelajari
- SH : Bagaimana Anda atau guru Anda berusaha agar pembelajaran dapat berjalan baik?
- KN : Supaya berjalan baik itu saya memperhatikan pelajaran, berusaha menjawab kalau ada pertanyaan sama kehadiranku ku pertahankan
- No. Wawancara : 12
 Narasumber / Status : Muh. Zuhuri / Siswa
 Penanya : Suci Hanawali
 Perihal : Motivasi belajar siswa bahasa inggris secara online
 Tipe Wawancara : Wawancara terstruktur
 Hari / Tanggal : Jumat / 27 Januari 2023
 Waktu : 09.50
 Lokasi : MAN 2 Paepare

Inisial**Transkrip**

- SH : Bagaimana perasaan anda ketika melakukan pembelajaran daring?
- Mengapa anda merasa pembelajaran daring demikian?
- MZ : Kurasa tidak menyenangkan

Tidak menyenangkan pembelajaran daring kak karena terbataski interaksi ta sama teman-teman begitu kak e

SH : Apakah guru bahasa inggris anda membuat enjoy dan merasa termotivasi ketika pembelajaran bahasa inggris secara daring?

Apa yang membuat anda termotivasi ketika melakukan pembelajaran daring?

Bagaimana guru bahasa inggris anada memberikan motivasi dalam pembelajaran online?

MZ : Enjoy kak, santai sekali

Kan pembelajaran daring itu dikasih tauki guru ta kalau yang mengumpulkan lebih cepat dan rajin mengisi absen dikasihki nilai lebih kak jadi itu saya mau supaya nilaiku bagus terus

Ya dikasihki semangat bilang rajin belajar ya anak-anak, bisaki cari materi ta melalui internet jadi tidak alasan untuk belajar cuma itu saya kak kadang jam alas belajar online

SH : Apakah Anda selalu aktif dalam mengikuti kegiatan belajar daring bahasa inggris?

Bagaimana bentuk keaktifan Anda ketika pembelajaran online?

Apakah Anda selalu antusias dalam menjawab pertanyaan yang diberikan guru?

MZ : Aktif kak, semua mata pelajaran ku usahakan aktif

Aktif isi absen, mengumpulkan tugas juga

Tidak kak, kalau tidak mengerti jadi kuabaikan saja

SH : Pada saat pembelajaran daring, apakah Anda selalu memperhatikan ketika guru menjelaskan materi?

Mengapa Anda merasa perlu untuk memerhatikan pelajaran tersebut?

MZ : Iye kak

Supaya mengertiki kak jadi kalau ada tugas bisa ku kerjakan

SH : Apakah ada kendala yang Anda hadapi ketika pembelajaran daring?

Dimana letak kesulitan/kendala Anda ketika belajar bahasa inggris secara daring?

Apakah Anda berusaha mengatasi kendala tersebut?

MZ : Ada kak

Kendalaku itu ya kadangkala bosan kerjakan tugas kak, apalagi kalau tugasnya bikin

video kayak nda semangat kerena belajar sendiriki dirumah tidak kayak tatap muka

Ya ku usahakan kerjakan i kak meskipun nda maksimal

SH : Bagaimana Anda atau guru Anda berusaha agar pembelajaran dapat berjalan baik?

MZ : Kalau dari saya ku usahakan selalu kerjakan dan kumpul tugas kak, isi absen juga dan berkabar kalau misal tidak bisaka mengikuti kelas

No. Wawancara : 13
 Narasumber / Status : Risma / Siswa
 Penanya : Suci Hanawali
 Perihal : Motivasi belajar siswa bahasa inggris secara online
 Tipe Wawancara : Wawancara terstruktur
 Hari / Tanggal : Jumat / 27 Januari 2023
 Waktu : 10.01
 Lokasi : MAN 2 Paepare

Inisial

Transkrip

SH : Bagaimana perasaan anda ketika melakukan pembelajaran daring?

Mengapa anda merasa pembelajaran daring demikian?

R : Tidak seperti pembelajaran tatap muka kak, tidak seru

Karena terbataski ketemu teman-teman ta, guru ta juga kalau mengajar nda sama kalau dalam kelaski bisa bicara langsung, bertanya juga

SH : Apakah guru bahasa inggris anda membuat enjoy dan merasa termotivasi ketika pembelajaran bahasa inggris secara daring?

Apa yang membuat anda termotivasi ketika melakukan pembelajaran daring?

Bagaimana guru bahasa inggris anada memberikan motivasi dalam pembelajaran online?

R : Termotivasi ji kak

Karena mau tidak mau haruski belajar meskipun daring i dan guru juga bersahami kasihki video pembelajaran biasa juga zoom

Dikasihki semangat saja kak, suruh cari tau sendiri materi dan banyak-banyak mengulang materi

SH : Apakah Anda selalu aktif dalam mengikuti kegiatan belajar daring bahasa inggris?

Bagaimana bentuk keaktifan Anda ketika pembelajaran online?

R : Apakah Anda selalu antusias dalam menjawab pertanyaan yang diberikan guru?
: Iya biasanya kak

Aktif ka ikut zoom kak tapi biasa jelek jaringanku

SH : Tidak kak karena tidak paham
: Pada saat pembelajaran daring, apakah Anda selalu memperhatikan ketika guru menjelaskan materi?

R : Mengapa Anda merasa perlu untuk memerhatikan pelajaran tersebut?
: Iya kak, selalu

SH : Supaya ada ku mengerti kak tapi itu biasa susahka paham kak apalagi kalau pakai bahasa inggris guruku menjelaskan jadi tidak mengerti ka
: Apakah ada kendala yang Anda hadapi ketika pembelajaran daring?

Dimana letak kesulitan/kendala Anda ketika belajar bahasa inggris secara daring?

Apakah Anda berusaha mengatasi kendala tersebut?
Iya ada

Susahka paham kak, tidak terlalu minatka juga bahasa inggris kah tidak mengeti apa artinya, kalau diucap juga beda sama yang ditulisan

SH : Ya carika bahan materi yang serupa baru kupelajari kak, ku usahakan selalu masuk tugasku
: Bagaimana Anda atau guru Anda berusaha agar pembelajaran dapat berjalan baik?
Guruku itu seringki na ingatkan supaya betul-betul belajar jadi saya ku usahakan juga pahami apa yang dijelaskan dibantu penjelasan yang ku cari sendiri di google kak

No. Wawancara : 14
Narasumber / Status : Rahmat Hidayat/ Siswa
Penanya : Suci Hanawali
Perihal : Motivasi belajar siswa bahasa inggris secara online
Tipe Wawancara : Wawancara terstruktur
Hari / Tanggal : Jumat / 27 Januari 2023
Waktu : 15.30
Lokasi : MAN 2 Paepare

Dimana letak kesulitan/kendala Anda ketika belajar bahasa inggris secara daring?

Apakah Anda berusaha mengatasi kendala tersebut?

RH : Ada kak

Pertama itu jaringan loading-loading kak, baru saya juga kusuka kalau belajar sama-sama tapi karena online jadi terbatas ka kak

Pastinya kak, pergika biasa sambung wifi terus ku carimi materiku bias paham ka kak

SH : Bagaimana Anda atau guru Anda berusaha agar pembelajaran dapat berjalan baik?

RH : Ku dengarkan apa yang dijelaskan ketika guru menjelaskan sama ku usahakan ikutpelajaran dari awal sampai selesai

No. Wawancara : 15
 Narasumber / Status : Putri Arista Arif/ Siswa
 Penanya : Suci Hanawali
 Perihal : Motivasi belajar siswa bahasa inggris secara online
 Tipe Wawancara : Wawancara terstruktur
 Hari / Tanggal : Jumat / 27 Januari 2023
 Waktu : 15.42
 Lokasi : MAN 2 Paepare

Inisial

Transkrip

SH : Bagaimana perasaan anda ketika melakukan pembelajaran daring?

Mengapa anda merasa pembelajaran daring demikian?

PA : Tidak menyenangkan pembelajaran online kak

Karena tidak se seru tatap muka kalau belajar apalagi bahasa inggris

SH : Apakah guru bahasa inggris anda membuat enjoy dan merasa termotivasi ketika pembelajaran bahasa inggris secara daring?

Apa yang membuat anda termotivasi ketika melakukan pembelajaran daring?

Bagaimana guru bahasa inggris anada memberikan motivasi dalam pembelajaran online?

PA : Enjoy kak

Termotivasi ka kak karena untuk mempertahankan nilaiku

Paling bilang saja semangat ya anak-anak meskipun daringki tetap harus diperhatikan pelajarannya

SH : Apakah Anda selalu aktif dalam mengikuti kegiatan belajar daring bahasa inggris?

Bagaimana bentuk keaktifan Anda ketika pembelajaran online?

PA : Apakah Anda selalu antusias dalam menjawab pertanyaan yang diberikan guru?
Selalu aktif di kelas online

Aktif isi absen kak, biasaka juga bertanya

SH : Tidak selalu kak
Pada saat pembelajaran daring, apakah Anda selalu memperhatikan ketika guru menjelaskan materi?

PA : Mengapa Anda merasa perlu untuk memerhatikan pelajaran tersebut?
Iye kak

SH : Supaya bisaki paham dan menjawab soal nantinya
Apakah ada kendala yang Anda hadapi ketika pembelajaran daring?

Dimana letak kesulitan/kendala Anda ketika belajar bahasa inggris secara daring?

PA : Apakah Anda berusaha mengatasi kendala tersebut?
Ada kak

Kesulitanku itu jaringan yang tidak stabil juga apalagi ini bahasa inggris jadi agak susah dipahami

SH : Berusaha dengan cara browsing-browsing materi yang berkaitan biar lebih paham
Bagaimana Anda atau guru Anda berusaha agar pembelajaran dapat berjalan baik?
Guru selalu member motivasi dengan member semangat agar tetap belajar meskipun dalam kondisi pandemic

Appendix 03 : Teachers' Interview Transkrip

No. Wawancara : 1
 Narasumber / Status : Lucy Pausia / Guru Bahasa Inggris
 Penanya : Suci Hanawali
 Perihal : Upaya dan kendala guru dalam meningkatkan motivasi belajar siswa
 Tipe Wawancara : Wawancara terstruktur
 Hari / Tanggal : Selasa / 4 Oktober 2022
 Waktu : 11.54
 Lokasi : Ruang guru MAN 2 Parepare

Inisial

Transkrip

- SH : Apakah ibu selalu menjelaskan manfaat dan tujuan pembelajaran bahasa inggris ketika daring?
- Kapan Anda menjelaskan hal tersebut?
- Seperti apa bapak/ibu memberikan penjelasan terkait tujuan dan manfaat pembelajaran? Apakah melalui lisan atau tertulis baik menggunakan ppt ataukah papan tulis?
- Apakah Anda selalu mengulang-ulang memberikan penjelasan terkait tujuan pembelajaran?
- Seperti apa kalimat yang Anda sampaikan terkait hal ini?
- LP : Iya
- Biasanya sih sebelum masuk ke materi ya. Jadi biasanya memulai kelas disampaikan memang materinya lalu apa tujuan pembelajaran hari ini
- Kalau selama online dulu kan aktifnya melali wa jadi hitungannya itu tertuils dulu nanti biasanya ada materinya menggunakan voice note tapi biasanya penjelasan lebih banyak menggunakan lisan
- Tidak mengulang-ulang sih, biasanya setiap kali masuk ee di kasih tahu tujuan pembelajarannya di kasih tahu
- Ya biasa dikasih tahu, misalnya hari ini pembelajarannya mengenai ini atau misalnya masih melanjutkan materi yang lalu berarti kita masih membahas yang ini, kemudian mengulang, yang lalu belajarnya ini, ini, ini kemudian jelaskan emm sekarang kit masih membahas materi ini jadi tujuan pembelajaran hari ini kita

- akan membahas misalnya kalau sudah mulai masuk ke contoh lah ya struktur teks kita menjelaskan kenapa harus mempelajari struktur teks ini
- SH : Apakah bapak/ibu memberikan apresiasi atau hadiah kepada peserta didik Anda?
- Pada saat pencapaian seperti apa yang dilakukan siswa sehingga ia berhak diapresiasi?
- Apresiasi atau hadiah seperti apa yang Anda berikan? Apakah berupa poin atau hadiah fisik?
- Apakah bapak/ibu memberikan pujian kepada siswa berupa jempol dan tepuk tangan?
- LP : E selama online tetap ada apresiasi, apresiasi itu bisa berupa pujian ke anak-anak
- Pada saat mereka aktif di kelas, mengerjakan tugas, menjawab pertanyaan
- Emm biasanya begitu kalau langsung berarti di kasih pujian dulu, kalau poin ya berdasarkan hasil kerjanya dia dan partisipasinya dia selama dikelas
- SH : Apakah bapak/ibu selalu memberikan hukuman kepada peserta didik Anda ketika melakukan kesalahan atau pelanggaran?
- Apakah bapak/ibu memberikan tugas tambahan dan menyuruh membuat rangkuman bagi siswa melanggar?
- LP : Tidak sih kalau hukuman
- Em kalau tidak kerja tugas ya paling untuk dia melengkapi tugasnya lagi semua tapi kalau saya setaunya jangka waktu untuk kumpul tugas itu ada kalau tidak kumpul tugas pada saat itu ya sudah tidak ada berarti ya poinnya sudah berkurang begitu tidak ada nilai di tugas
- SH : Apakah bapak/ibu selalu menciptakan kompetisi atau persaingan diantara peserta didik Anda?
- Apakah bapak/ibu membagi siswa dalam beberapa kelompok untuk melakukan diskusi dan memberikan pertanyaan rebutan?
- Apakah Anda memberi tahu siswa nilai yang diperoleh ketika selesai mengerjakan suatu tugas?
- Apakah Anda melakukan ini ditiap pembelajaran?
- Bagaimana pendapat Anda mengenai persaingan yang Anda berikan ke peserta didik Anda?
- LP : Iyaaa, kita bikin biasanya sih berupa kayak kuis, yang kayak begitu-begitu

Kalau selama online itu susah, untuk melakukan memberikan pertanyaan secara rebutan itu susah biasanya ditanya saja satu-satu atau misalnya siapa yang mau menjawab seperti itu, kalau kelompok iya kalau untuk pengerjaan tugaskelompok ada

Iya

SH : Apakah bapak/ibu selalu memberikan dorongan atau perhatian yang maksimal kepada peserta didik Anda?

Pada saat seperti apa biasanya Anda memberikan dorongan atau perhatian ini kepada siswa?

Berupa apa dorongan atau perhatian yang bapak/ibu berikan ketika pembelajaran daring?

Apakah Anda hanya memberikannya kepada siswa yang dirasa membutuhkan atau Anda menanyai secara menyeluruh?

LP : Iya, kita usahakan selalu

Biasanya kalau ada siswa yang tiba-tiba tidak berpartisipasi di kelas seperti biasanya, biasanya kita tanya kenapa cari tahu alasannya, kemudian kita beri pembimbingan, beri motivasi termasuk siswa-siswa yang jarang ikut kelas

Selama daring itu dihubungi secara personal, kenapa ditanyakan ada apa walaupun misal dia ada kendala tugas atau misal tidak mengerti, dibimbing sendiri seperti itu

Saya bertanya secara menyeluruh, kita selalu tahu siswa-siswa yang butuh perhatian khusus itu ada

SH : Apakah bapak/ibu selalu memberikan pesan-pesan moral dalam pembelajarannya?

Apakah Anda melakukannya diakhir atau diawal pembelajaran?

Bagaimana Anda memberikan pesan-pesan moral ini?

LP : Iya

Tergantung, melihat situasi pembelajaran, kalau diawal sudah misal tidak terkontrol, ada yang tidak perhatikan biasanya di kasih pesan moral disitu, kalau diawal lancar biasanya di beri pada akhir pembelajaran sebelum ditutup

Ya dihubungkan dengan pelajaran pada saat itu. Misalnya dia membahas soal misalnya teks ya kita kasih pesan-pesan bagaimana memperhtikan pelajarannya, apayang bisa didapat dari misalnya membaca misalnya teks-teks yang kita kasih,

apa yang bisa dia dapatkan pesan moralnya
 SH : Apakah bapak/ibu senantiasa melakukan bimbingan kepada siswa yang kesulitan belajar?

Apakah Anda hanya melakukan bimbingan kepada siswa yang dirasa kesulitan atau Anda menanyai secara menyeluruh?

Bimbingan seperti apa yang bapak/ibu berikan kepada siswa?

Apakah Anda melakukan ini berkerjasama dengan orang tua siswa?
 LP : Iya

Ditanyai secara menyeluruh

Kalau dikelas pasti ditanya dulu secara menyeluruh, kalau untuk personal yang memang kelihatannya tertinggal ya kita kasih bimbingan secara pribadi. Dilihat dari partisipasinya, hasil kerjanya dari dia dikelas

Kalau yang berhubungan dengan orang tuanya itu biasanya guru kelasnya kalau guru mata pelajaran kalau di kasih tugas individu atau lanjutan pengayaan itu berhubungan dengan wali kelas, nanti wali kelasnya berhubungan dengan wali kelasnya, supaya terjadi kesinambungan

SH : Apakah bapak/ibu selalu menggunakan metode dan media yang bervariasi dalam pembelajaran daring?

Metode atau media apa yang Anda gunakan?

Apakah Anda melakukannya ditiap pertemuan?
 LP : Iya

Banyak, kalau misalnya metode kadang selama online di kasih video bahan ajar, bias a tidak diberi lagi penjelasan karena video itu sudah dijelaskan. Kemudian kadang pakai platfor-platform yang langsung online misal zoom, gooogle meet, metode lainnya yaitu melaluitugas-tugas diskusi yang dilakukan secara berkelompok

Iya

SH : Apakah bapak/ibu merasa kesulitan melakukan pengajaran secara daring?

Hal apa saja yang menjadi tantangan atau kendala bapak/ibu guru dalam memberikan motivasi kepada siswa melalui pembelajaran online agar siswa termotivasi untuk mengikuti pembelajaran?

Mengapa Anda merasa kesulitan terkait hal tersebut?

Bagaimana upaya Anda agar mengatasi kesulitan tersebut?

LP : Tentu kesulitan

Kalau motivasi karena kita tidak melihat orangnya langsung, kita tidak tahu kesehariannya secara langsung karena ya kita ketemu hanya pada saat kelas tersebut.

Ya karena daring itu banyak tantangannya ya karena pokoknya offline itu lebih mudah terkontrol dibanding

Ya kalau waktu itu untuk memberikan motivasi, saya sering-sering mencari dicari pada saat kelas, sering-sering ditegur, disapa supaya anak-anak jadi merasa diperhatikan, merasa punya anadil dalam kelas juga bisa dilihat prilakunya

No. Wawancara : 2
 Narasumber / Status : Hj. Hasna / Guru Bahasa Inggris
 Penanya : Suci Hanawali
 Perihal : Upaya dan kendala guru dalam meningkatkan motivasi belajar siswa
 Tipe Wawancara : Wawancara terstruktur
 Hari / Tanggal : Jumat / 7 Oktober 2022
 Waktu : 09.43
 Lokasi : Ruang guru MAN 2 Parepare

Inisial

Transkrip

SH : Apakah ibu selalu menjelaskan manfaat dan tujuan pembelajaran bahasa inggris ketika daring?

Kapan Anda menjelaskan hal tersebut?

Seperti apa bapak/ibu memberikan penjelasan terkait tujuan dan manfaat pembelajaran? Apakah melalui lisan atau tertulis baik menggunakan ppt ataukah papan tulis?

Apakah Anda selalu mengulang-ulang memberikan penjelasan terkait tujuan pembelajaran?

H : Iya
Seperti apa kalimat yang Anda sampaikan terkait hal ini?

Sebelum pembelajaran dimulai, diberikan motivasi kepada siswa

Diberikan secara lisan motivasinya

Iya

SH : Seperti anak-anak harus belajar yang serius lagi sehingga semua apa yang diinginkan itu insyaAllah bisa tercapai
Apakah bapak/ibu memberikan apresiasi atau hadiah kepada peserta didik Anda?

Pada saat pencapaian seperti apa yang dilakukan siswa sehingga ia berhak diapresiasi?

Apresiasi atau hadiah seperti apa yang Anda berikan? Apakah berupa poin atau hadiah fisik?

Apakah bapak/ibu memberikan pujian kepada siswa berupa jempol dan tepuk tangan

H : Iya, diberikan apresiasi

Ketika dia dalam proses pembelajaran mengikutinya dengan baik, seperti itu

Bentuk ucapan saja, seperti selamat atas pemncapaiannya ya

SH : Iya, jempol dan tepuk tangan juga
Apakah bapak/ibu selalu memberikan hukuman kepada peserta didik Anda ketika melakukan kesalahan atau pelanggaran?

Apakah bapak/ibu memberikan tugas tambahan dan menyuruh membuat rangkuman bagi siswa melanggar?

H : Cuma diberikan motivasi, teguran supaya jangan terulang lagi
Bagi siswa yang biasanya melanggar itu, tidak diberikan hukuman Cuma diberikan saja semacam tugas tambahan

SH : Apakah bapak/ibu selalu menciptakan kompetisi atau persaingan diantara peserta didik Anda?

Apakah bapak/ibu membagi siswa dalam beberapa kelompok untuk melakukan diskusi dan memberikan pertanyaan rebutan?

Apakah Anda memberi tahu siswa nilai yang diperoleh ketika selesai mengerjakan suatu tugas?

Apakah Anda melakukan ini ditiap pembelajaran?

Bagaimana pendapat Anda mengenai persaingan yang Anda berikan ke peserta didik Anda?

H : Iya, biasanya

Iya, seperti itu

Iya, nilainya akan disampaikan

Menurut saya, tentu diberikan motivasi yang secara manual untuk bagaimana supaya mereka memunyai visi dan misi dalam bersaing secara sehat diantara teman-temannya

SH : Apakah bapak/ibu selalu memberikan dorongan atau perhatian yang maksimal kepada peserta didik Anda?

Pada saat seperti apa biasanya Anda memberikan dorongan atau perhatian ini kepada siswa?

Berupa apa dorongan atau perhatian yang bapak/ibu berikan ketika pembelajaran daring?

Apakah Anda hanya memberikannya kepada siswa yang dirasa membutuhkan atau Anda menanyai secara menyeluruh?

H : Iya

Biasanya pada saat sebelum belajar diberikan dorongan, motivasi sehingga siswa dapat menerima pelajaran dengan baik

Penyampaian saja

Secara menyeluruh

SH : Apakah bapak/ibu selalu memberikan pesan-pesan moral dalam pembelajarannya?

Apakah Anda melakukannya diakhir atau diawal pembelajaran?

Bagaimana Anda memberikan pesan-pesan moral ini?

H : Iya biasanya

Kadang diawal kadang juga ketika masih ada waktu diakhir pembelajaran

Menyampaikan bahwa siswa harus selalu ber positif thinking

SH : Apakah bapak/ibu senantiasa melakukan bimbingan kepada siswa yang kesulitan belajar?

Apakah Anda hanya melakukan bimbingan kepada siswa yang dirasa kesulitan atau Anda menanyai secara menyeluruh?

Bimbingan seperti apa yang bapak/ibu berikan kepada siswa?

H : Apakah Anda melakukan ini berkerjasama dengan orang tua siswa?
Iya

Kadang yang terkhusus saja, yang kesulitan

SH : Bimbingan tersendiri. Disampaikan setelah pembelajaran
Apakah bapak/ibu selalu menggunakan metode dan media yang bervariasi dalam pembelajaran daring?

Metode atau media apa yang Anda gunakan?

H : Apakah Anda melakukannya ditiap pertemuan?
Iya

Seperti menggunakan HP, zoom

SH : Iya, beda materi beda metode
Apakah bapak/ibu merasa kesulitan melakukan pengajaran secara daring?

Hal apa saja yang menjadi tantangan atau kendala bapak/ibu guru dalam memberikan motivasi kepada siswa melalui pembelajaran online agar siswa termotivasi untuk mengikuti pembelajaran?

Mengapa Anda merasa kesulitan terkait hal tersebut?

H : Bagaimana upaya Anda agar mengatasi kesulitan tersebut?
Sulit kalau daring

Biasanya itu kalau siswa jauh jangkauannya sehingga sulit untuk mengulang jika siswa yang tidak pegang HP

Ya itu, karena tidak maksimal siswa dalam menerima materi kalau daring

No. Wawancara : 3
 Narasumber / Status : Sunarti, S.Pd.I / Guru Bahasa Inggris
 Penanya : Suci Hanawali
 Perihal : Upaya dan kendala guru dalam meningkatkan motivasi belajar siswa
 Tipe Wawancara : Wawancara terstruktur
 Hari / Tanggal : Jumat / 7 Oktober 2022
 Waktu : 10.31
 Lokasi : Asrama putri MAN 2 Parepare

Inisial

Transkrip

SH : Apakah ibu selalu menjelaskan manfaat dan tujuan pembelajaran bahasa Inggris ketika daring?

Kapan Anda menjelaskan hal tersebut?

Seperti apa bapak/ibu memberikan penjelasan terkait tujuan dan manfaat pembelajaran? Apakah melalui lisan atau tertulis baik menggunakan PPT ataukah papan tulis?

Apakah Anda selalu mengulang-ulang memberikan penjelasan terkait tujuan pembelajaran?

S : Seperti apa kalimat yang Anda sampaikan terkait hal ini?
 Tidak selalu, namun disetiap chapter

Diaawal pembelajaran

Secara lisan

Tidak, hanya sekali

Misalnya materi suggestion, siswa mampu memberi saran kepada responden yang lain

SH : Apakah bapak/ibu memberikan apresiasi atau hadiah kepada peserta didik Anda?

Pada saat pencapaian seperti apa yang dilakukan siswa sehingga ia berhak diapresiasi?

Apresiasi atau hadiah seperti apa yang Anda berikan? Apakah berupa poin atau hadiah fisik?

Apakah bapak/ibu memberikan pujian kepada siswa berupa jempol dan tepuk tangan?

S : Iya

Ketika siswa mampu mengerti dan memberi contoh materi tersebut

Diberikan poin

Of course

SH : Apakah bapak/ibu selalu memberikan hukuman kepada peserta didik Anda ketika melakukan kesalahan atau pelanggaran?

Apakah bapak/ibu memberikan tugas tambahan dan menyuruh membuat rangkuman bagi siswa melanggar?

S : Tidak menghukum

Kadang

SH : Apakah bapak/ibu selalu menciptakan kompetisi atau persaingan diantara peserta didik Anda?

Apakah bapak/ibu membagi siswa dalam beberapa kelompok untuk melakukan diskusi dan memberikan pertanyaan rebutan?

Apakah Anda memberi tahu siswa nilai yang diperoleh ketika selesai mengerjakan suatu tugas?

Apakah Anda melakukan ini ditiap pembelajaran?

Bagaimana pendapat Anda mengenai persaingan yang Anda berikan ke peserta didik Anda?

S : Iya, biasanya

Biasa iya tapi kalau selama daring itu susah untuk melakukannya karena siswa tidak bisa bertatap muka sama temannya yang lain

Iya

Tidak ditiap pembelajaran, hanya menyesuaikan sama materi

SH : Menurut saya, siswa yang lain termotivasi dengan temannya yang mampu
: Apakah bapak/ibu selalu memberikan dorongan atau perhatian yang maksimal kepada peserta didik Anda?

Pada saat seperti apa biasanya Anda memberikan dorongan atau perhatian ini kepada siswa?

Berupa apa dorongan atau perhatian yang bapak/ibu berikan ketika pembelajaran daring?

S : Apakah Anda hanya memberikannya kepada siswa yang dirasa membutuhkan atau Anda menanyai secara menyeluruh?
: Iya, selalu

Ketika siswa terlihat down, tidak mampu mengerjakan tugas-tugas

Memberikan motivasi, menyemangati misal tidak ada seseorang yang bisa tanpa melalui proses

SH : Iya menyeluruh
: Apakah bapak/ibu selalu memberikan pesan-pesan moral dalam pembelajarannya?

Apakah Anda melakukannya diakhir atau diawal pembelajaran?

S : Bagaimana Anda memberikan pesan-pesan moral ini?
: Iya

Terkadang diawal, terkadang diakhir

SH : Disesuaikan sama materinya saja baru disimpulkan menjadi pesan apa yang ada didalamnya
: Apakah bapak/ibu senantiasa melakukan bimbingan kepada siswa yang kesulitan belajar?

Apakah Anda hanya melakukan bimbingan kepada siswa yang dirasa kesulitan atau Anda menanyai secara menyeluruh?

Bimbingan seperti apa yang bapak/ibu berikan kepada siswa?

S : Apakah Anda melakukan ini berkerjasama dengan orang tua siswa?

Iya
Semua

Menjelaskan secara detail sehingga siswa tersebut mampu memahami sehingga tujuan pembelajaran dapat tercapai

SH : Tidak sih
Apakah bapak/ibu selalu menggunakan metode dan media yang bervariasi dalam pembelajaran daring?

Metode atau media apa yang Anda gunakan?

S : Apakah Anda melakukannya di tiap pertemuan?
Iya

Kadang saya memberikan metode ceramah, diskusi atau melatih siswa untuk dapat speak up dalam

SH : Iya
Apakah bapak/ibu merasa kesulitan melakukan pengajaran secara daring?

Hal apa saja yang menjadi tantangan atau kendala bapak/ibu guru dalam memberikan motivasi kepada siswa melalui pembelajaran online agar siswa termotivasi untuk mengikuti pembelajaran?

Mengapa Anda merasa kesulitan terkait hal tersebut?

S : Bagaimana upaya Anda agar mengatasi kesulitan tersebut?
Iya, karena system ini baru dilaksanakan dan tiba-tiba

Ya karena siswa itu tidak semuanya mampu dan belum terbiasa belajar daring

Kadang tidak seluruh siswa dapat mengikuti pembelajaran daring karena terkendala jaringan kemudian ketika memberikan tugas siswa tidak mengerjakan

Kembali memberikan apresiasi kepada siswa yang temannya lebih mampu sehingga siswa yang lain merasa bahwa wah ketika kita aktif belajar kitadapat hadiah lah misalnya baik berupa value atau yang

No. Wawancara : 4

Narasumber / Status : Seniwati / Guru Bahasa Inggris
 Penanya : Suci Hanawali
 Perihal : Upaya dan kendala guru dalam meningkatkan motivasi belajar siswa
 Tipe Wawancara : Wawancara terstruktur
 Hari / Tanggal : Rabu / 5 Oktober 2022
 Waktu : 11.33
 Lokasi : Kantin MAN 2 Parepare

Inisial**Transkrip**

SH : Apakah ibu selalu menjelaskan manfaat dan tujuan pembelajaran bahasa inggris ketika daring?

Kapan Anda menjelaskan hal tersebut?

Seperti apa bapak/ibu memberikan penjelasan terkait tujuan dan manfaat pembelajaran? Apakah melalui lisan atau tertulis baik menggunakan ppt ataukah papan tulis?

Apakah Anda selalu mengulang-ulang memberikan penjelasan terkait tujuan pembelajaran?

Seperti apa kalimat yang Anda sampaikan terkait hal ini?

HS : Iya

Di awal pembelajaran

Lisan, kadang tertulis

Tida, jadi diharap sudah paham apa tujuannya sebelum belajar

Di sesuaikan saja sama RPP

SH : Apakah bapak/ibu memberikan apresiasi atau hadiah kepada peserta didik Anda?

Pada saat pencapaian seperti apa yang dilakukan siswa sehingga ia berhak diapresiasi?

Apresiasi atau hadiah seperti apa yang Anda berikan? Apakah berupa poin atau hadiah fisik?

Apakah bapak/ibu memberikan pujian kepada siswa berupa jempol dan tepuk

tangan?

HS : Iya, utamanya mereka yang bisa vocal dalam proses belajar mengajar

Ketika mereka mampu memahami materi pelajaran serta mereka merespon dengan positif

Hanya berupa poin

Iya

SH : Apakah bapak/ibu selalu memberikan hukuman kepada peserta didik Anda ketika melakukan kesalahan atau pelanggaran?

Apakah bapak/ibu memberikan tugas tambahan dan menyuruh membuat rangkuman bagi siswa melanggar?

HS : Tidak, diberikan saja teguran, peringatan

Kadang-kadang saja

SH : Apakah bapak/ibu selalu menciptakan kompetisi atau persaingan diantara peserta didik Anda?

Apakah bapak/ibu membagi siswa dalam beberapa kelompok untuk melakukan diskusi dan memberikan pertanyaan rebutan?

Apakah Anda memberi tahu siswa nilai yang diperoleh ketika selesai mengerjakan suatu tugas?

Apakah Anda melakukan ini ditiap pembelajaran?

Bagaimana pendapat Anda mengenai persaingan yang Anda berikan ke peserta didik Anda?

HS : Iya

Kadang-kadang saja

Iya

Tidak disetiap pertemuan, hanya pada materi tertentu saja

Itu bisa memotivasi siswa untuk lebih menguasai materi, berusaha memahami

SH : Apakah bapak/ibu selalu memberikan dorongan atau perhatian yang maksimal kepada peserta didik Anda?

Pada saat seperti apa biasanya Anda memberikan dorongan atau perhatian ini kepada siswa?

Berupa apa dorongan atau perhatian yang bapak/ibu berikan ketika pembelajaran daring?

Apakah Anda hanya memberikannya kepada siswa yang dirasa membutuhkan atau Anda menanyai secara menyeluruh?

HS : Iya

Pada saat siswa dirasa menurun semangat belajarnya

Harus lebih banyak belajar, cari referensi, melakukan praktik-praktik

Menyeluruh kadang-kadang

SH : Apakah bapak/ibu selalu memberikan pesan-pesan moral dalam pembelajarannya?

Apakah Anda melakukannya diakhir atau diawal pembelajaran?

Bagaimana Anda memberikan pesan-pesan moral ini?

HS : Iya.

Tergantung materinya saja

SH : Apakah bapak/ibu senantiasa melakukan bimbingan kepada siswa yang kesulitan belajar?

Apakah Anda hanya melakukan bimbingan kepada siswa yang dirasa kesulitan atau Anda menanyai secara menyeluruh?

Bimbingan seperti apa yang bapak/ibu berikan kepada siswa?

Apakah Anda melakukan ini berkerjasama dengan orang tua siswa?

HS : Iya

Secara menyeluruh

Reinforcement, diingatkan siswa untuk semangat terus

Kadang-kadang

SH : Apakah bapak/ibu selalu menggunakan metode dan media yang bervariasi dalam pembelajaran daring?

Metode atau media apa yang Anda gunakan?

HS : Apakah Anda melakukannya ditiap pertemuan?
: Iya

Elective method, biasa juga melihat kondisi siswa dan disesuaikan jambelajarnya

SH : Tidak, kadang-kadang saja
: Apakah bapak/ibu merasa kesulitan melakukan pengajaran secara daring?

Hal apa saja yang menjadi tantangan atau kendala bapak/ibu guru dalam memberikan motivasi kepada siswa melalui pembelajaran online agar siswa termotivasi untuk mengikuti pembelajaran?

Mengapa Anda merasa kesulitan terkait hal tersebut?

HS : Bagaimana upaya Anda agar mengatasi kesulitan tersebut?
: Sangat sulit

Tidak semua siswa adalah siswa yang punya HP, tidak semua bisa berada dalam jaringan karena siswa berada di wilayah yang jaringannya susah

Untuk menyampaikan informasi itu sulit, tidak selalu dalam jaringan

Bekerjasama dengan pihak sekolah (stekholder), dicari juga siswa jika mereka tidak ikut pembelajaran

No. Wawancara : 5
Narasumber / Status : Faradilla Salim / Guru Bahasa Inggris
Penanya : Suci Hanawali
Perihal : Upaya dan kendala guru dalam meningkatkan motivasi belajar siswa
Tipe Wawancara : Wawancara terstruktur
Hari / Tanggal : Senin / 10 Oktober 2022
Waktu : 13.07
Lokasi : Ruang guru MAN 2 Parepare

Inisial

Transkrip

SH : Apakah ibu selalu menjelaskan manfaat dan tujuan pembelajaran bahasa inggris ketika daring?

Kapan Anda menjelaskan hal tersebut?

Seperti apa bapak/ibu memberikan penjelasan terkait tujuan dan manfaat pembelajaran? Apakah melalui lisan atau tertulis baik menggunakan ppt ataukah papan tulis?

Apakah Anda selalu mengulang-ulang memberikan penjelasan terkait tujuan pembelajaran?

FS : Seperti apa kalimat yang Anda sampaikan terkait hal ini?
: Iya

Selalu diberikan diawal pembelajaran

Untuk penyampaian terkait tujuan dan manfaat pembelajaran itu cukup disampaikan secara lisan saja

Tidak, cukup diawal saja

SH : Menyesuaikan sama RPPnya yah, tujuan pembelajaran hari itu apa disampaikan
: Apakah bapak/ibu memberikan apresiasi atau hadiah kepada peserta didik Anda?

Pada saat pencapaian seperti apa yang dilakukan siswa sehingga ia berhak diapresiasi?

Apresiasi atau hadiah seperti apa yang Anda berikan? Apakah berupa poin atau hadiah fisik?

Apakah bapak/ibu memberikan pujian kepada siswa berupa jempol dan tepuk tangan?

FS : Tentu diberikan

Pada saat siswa itu mampu mengerjakan tugas-tugasnya, aktif, serta ada respon yang dia berikan terkait pelajaran yang dipelajari

SH : Hanya poin Iya
: Apakah bapak/ibu selalu memberikan hukuman kepada peserta didik Anda ketika melakukan kesalahan atau pelanggaran?

Apakah bapak/ibu memberikan tugas tambahan dan menyuruh membuat rangkuman bagi siswa melanggar?

FS : Tidak ada hukuman, hanya tidaka ada nilai jika tidak mengerjakan tugas misalnya

- Tidak, hanya diberikan waktu saja karena kami mengerti kondisi
- SH : Apakah bapak/ibu selalu menciptakan kompetisi atau persaingan diantara peserta didik Anda?
- Apakah bapak/ibu membagi siswa dalam beberapa kelompok untuk melakukan diskusi dan memberikan pertanyaan rebutan?
- Apakah Anda memberi tahu siswa nilai yang diperoleh ketika selesai mengerjakan suatu tugas?
- Apakah Anda melakukan ini ditiap pembelajaran?
- Bagaimana pendapat Anda mengenai persaingan yang Anda berikan ke peserta didik Anda?
- FS : Tentunya, tapi itu tidak sama seperti ketika tatap muka
- Selama online sih tidak, karena susah
- Iya
- Kadang-kadang saja
- Bagus, karena siswa jadi tertantang untuk mau belajar dan lebih tahu daripada temannya
- SH : Apakah bapak/ibu selalu memberikan dorongan atau perhatian yang maksimal kepada peserta didik Anda?
- Pada saat seperti apa biasanya Anda memberikan dorongan atau perhatian ini kepada siswa?
- Berupa apa dorongan atau perhatian yang bapak/ibu berikan ketika pembelajaran daring?
- Apakah Anda hanya memberikannya kepada siswa yang dirasa membutuhkan atau Anda menanyai secara menyeluruh?
- FS : Tentunya diberikan
- Pada saat kita merasa bahwa oh siswa ini butuh pemahaman, mau diperhatikan lebih
- Diberi motivasi, jangan menyerah belajar, cari tahu kendalanya siswa, gitu sih

SH : Kadang menyeluruh, kadang ditanyai langsung
Apakah bapak/ibu selalu memberikan pesan-pesan moral dalam pembelajarannya?

Apakah Anda melakukannya diakhir atau diawal pembelajaran?

FS : Bagaimana Anda memberikan pesan-pesan moral ini?
iya, biasanya

Diawal saja

SH : Biasanya sih ya mengikut ke materi yah kalau pesan moral dalam cerita misalnya
Apakah bapak/ibu senantiasa melakukan bimbingan kepada siswa yang kesulitan belajar?

Apakah Anda hanya melakukan bimbingan kepada siswa yang dirasa kesulitan atau Anda menanyai secara menyeluruh?

Bimbingan seperti apa yang bapak/ibu berikan kepada siswa?

FS : Apakah Anda melakukan ini berkerjasama dengan orang tua siswa?
Iya

Kadang menyeluruh kadang ditanyai langsung

Bimbingan seperti membantu membantu mereka memahami apa yang mereka kurang pahami dari pembelajaran tersebut. Saya sudah tahu karakter dari setiap siswa jadi mudah untuk mengetahui apakah ia butuh bimbingan atau tidak.

SH : Apakah bapak/ibu selalu menggunakan metode dan media yang bervariasi dalam pembelajaran daring?

Metode atau media apa yang Anda gunakan?

FS : Apakah Anda melakukannya ditiap pertemuan?
Iya

Karena selama daring saya punya waktu yang banyak maka saya membuat semacam modul sebagai media, bahan ajar yang saya gunakan itu dibuatkan materi yang merujuk dari buku, dari internet seperti itu.

Iya,sya menggunakannya ditiap pembelajaran jadi memudahkan siswa

SH : Apakah bapak/ibu merasa kesulitan melakukan pengajaran secara daring?

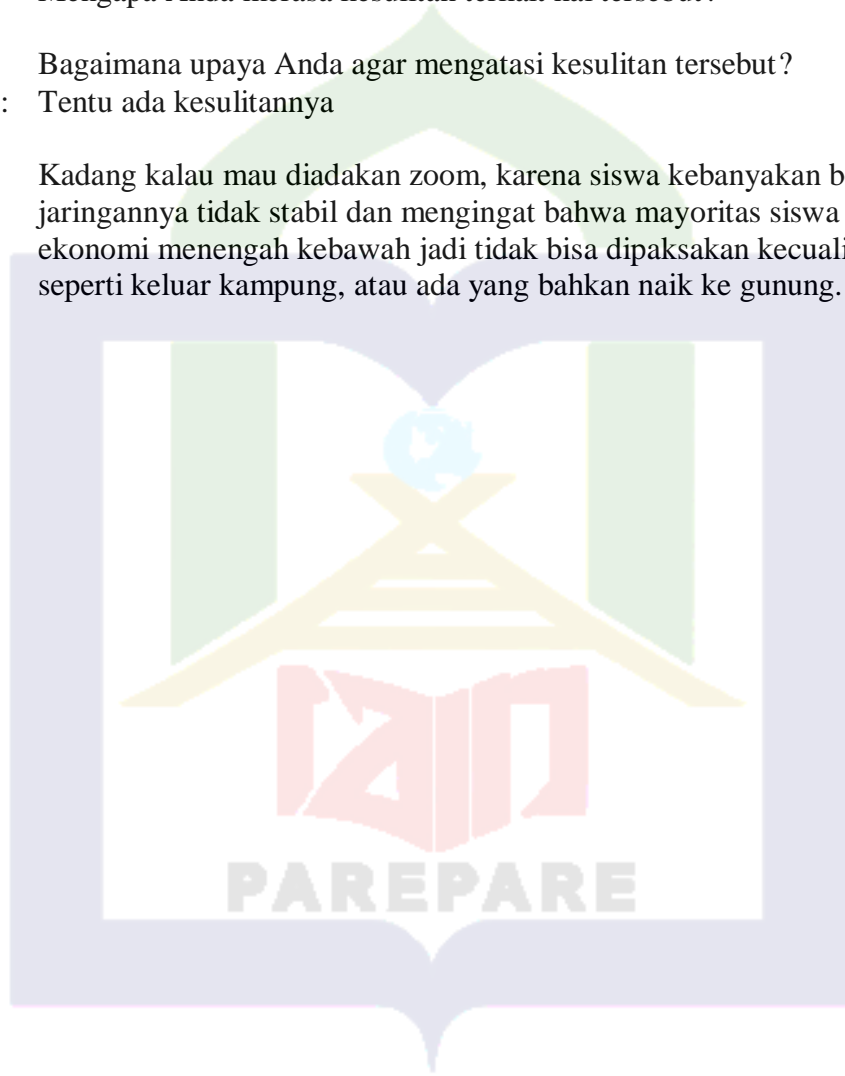
Hal apa saja yang menjadi tantangan atau kendala bapak/ibu guru dalam memberikan motivasi kepada siswa melalui pembelajaran online agar siswa termotivasi untuk mengikuti pembelajaran?

Mengapa Anda merasa kesulitan terkait hal tersebut?

Bagaimana upaya Anda agar mengatasi kesulitan tersebut?

FS : Tentu ada kesulitannya

Kadang kalau mau diadakan zoom, karena siswa kebanyakan berada di daerah jadi jaringannya tidak stabil dan mengingat bahwa mayoritas siswa disini adalah ekonomi menengah kebawah jadi tidak bisa dipaksakan kecuali yang ada usahanya seperti keluar kampung, atau ada yang bahkan naik ke gunung.



Appendix 03 : Administration



**KEPUTUSAN
DEKAN FAKULTAS TARBİYAH
NOMOR : 2287 TAHUN 2021
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE**

- DEKAN FAKULTAS TARBİYAH**
- Menimbang : a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2021;
b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
- Memperhatikan : a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025.04.2.307381/2021, tanggal 23 November 2020 tentang DIPA IAIN Parepare Tahun Anggaran 2021;
b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 140 Tahun 2021, tanggal 15 Februari 2021 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2021.
- MEMUTUSKAN**
- Menetapkan : **KEPUTUSAN DEKAN FAKULTAS TARBİYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2021;**
- Kesatu : Menunjuk saudara; 1. Hj. Nurhamdah, S.Ag., M.Pd.
2. Humaeroah, M.Pd.
Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :
Nama : Suci Hanawali
NIM : 18.1300.013
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Teachers Effort In Increasing Students Motivation In Learning English Online At MAN 2 Parepare
- Kedua : Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
- Ketiga : Segala biaya akibat diterbitkannya surat keputusan ini dihehankan kepada anggaran belanja IAIN Parepare;
- Keempat : Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 27 Agustus 2021





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH

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

Nomor : B. 3986/In.39.5.1/PP.00.9/09/2022
Lampiran : 1 Bundel Proposal Penelitian
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Walikota Parepare
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di,-
Kota Parepare

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Suci Hanawali
Tempat/Tgl. Lahir : Polewali Mandar, 21 Maret 2000
NIM : 18.1300.013
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : XI (Sebelas)
Alamat : Dusun Sappoang, Desa Patampanua, Kec. Matakali,
Kab. Polman, Prov. Sulawesi Barat

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul "**The Teachers' Effort In Increasing Students' Motivation In Learning Online At MAN 2 Parepare**". Pelaksanaan penelitian ini direncanakan pada bulan September sampai bulan Oktober Tahun 2022. Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 21 September 2022

Wakil Dekan I,

Bahliar



Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah



SRN IP0000711

PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jalan Veteran Nomor 28 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmpstp@pareparekota.go.id

REKOMENDASI PENELITIAN

Nomor : 711/IP/DPM-PTSP/9/2022

- Dasar :
1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
 2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
 3. Peraturan Walikota Parepare No. 23 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

MENGIZINKAN

KEPADA
NAMA

: **SUCI HANAWALI**

UNIVERSITAS/ LEMBAGA

: **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

Jurusan

: **PENDIDIKAN BAHASA INGGRIS**

ALAMAT

: **SAPPOANG, KEC. MATAKALI KAB. POLEWALI MANDAR**

UNTUK

: melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **THE TEACHERS EFFORT IN INCREASING STUDENTS MOTIVATION IN LEARNING ONLINE AT MAN 2 PAREPARE**

LOKASI PENELITIAN : **KEMENTERIAN AGAMA KOTA PAREPARE (MAN 2 PAREPARE)**

LAMA PENELITIAN : **01 Oktober 2022 s.d 31 Oktober 2022**

- a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
- b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**
Pada Tanggal: **28 September 2022**

**KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
KOTA PAREPARE**



Hj. ST. RAHMAM AMIR, ST, MM

Pangkat : **Pembina (IV/a)**
NIP : **19741013 200604 2 019**

Biaya : Rp. 0.00

- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1
- Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah
- Dokumen ini telah ditandatangani secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **BSrE**
- Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPSTP Kota Parepare (scan QRCode)



Balai
Sertifikasi
Elektronik





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA PAREPARE
MADRASAH ALIYAH NEGERI 2 KOTA PAREPARE**

Jalan Jenderal Sudirman 80, Kota Parepare
Telepon (0421) 21483; Faksimili (0421) 28179;
Email : man2_parepare@yahoo.co.id

SURAT KETERANGAN PENELITIAN
Nomor : 1189 /Ma.21.16.02/PP.00.6/11/2022

Yang bertanda tangan di bawah ini :

Nama : **Dra.Hj. Martina, M.A.**
NIP. : 19650101 198903 2 005
Pangkat, Golongan : Pembina, IV/a
Jabatan : Kepala MAN 2 Parepare

Menerangkan dengan sesungguhnya bahwa :

Nama : **SUCI HANAWALI**
Tempat/Tgl.Lahir : Polewali, 21 Maret 2000
Pekerjaan : Mahasiswa
NIM : 18.1300.013
Alamat : Sappoang, Kec.Matakali Kab.Polewali
Mandar

Benar telah melakukan penelitian di Madrasah Aliyah Negeri 2 Kota Parepare mulai tanggal 1 Oktober 2022 sampai dengan 31 Oktober 2022, dengan judul **"THE TEACHERS' EFFORT IN INCREASING STUDENTS' MOTIVATION IN LEARNING ENGLISH ONLINE AT MAN 2 PAREPARE."**

Demikian Surat Keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Parepare, 07 November 2022
Kepala Madrasah Aliyah Negeri 2
Kota Parepare



Appendix 03: Interview certificate with English teachers

KETERANGAN WAWANCARA

Yang bertanda tangan di bawah ini:

Nama : Lucy Pausia S.S
 Jabatan : Guru Bahas Inggris
 Waktu : Siang
 Tempat : MAN 2 Parepare

Menerangkan bahwa

Nama : Suci Hanawali
 NIM : 18.1300.013
 Pekerjaan : Mahasiswa
 Fakultas : Tarbiyah
 Prodi : PBI

Benar telah melakukan wawancara dengan saya dalam rangka penyusunan Skripsi yang berjudul "*The Teachers' Effort in Increasing Students' Motivation in Learning English Online in MAN 2 Parepare*".

Demikian keterangan ini saya berikan untuk dipergunakan sebagaimana mestinya.

Parepare, 04 Oktober 2022

Yang diwawancarai,

Lucy Pausia S.S

NIP. 19950425 202012 2 019

KETERANGAN WAWANCARA

Yang bertanda tangan di bawah ini:

Nama : Dra. Hj.Seniwati Arifin

Jabatan : Guru Bahasa Inggris

Waktu : Siang

Tempat : MAN 2 Parepare

Menerangkan bahwa

Nama : Suci Hanawali

NIM : 18.1300.013

Pekerjaan : Mahasiswa

Fakultas : Tarbiyah

Prodi : PBI

Benar telah melakukan wawancara dengan saya dalam rangka penyusunan Skripsi yang berjudul "*The Teachers' Effort in Increasing Students' Motivation in Learning English Online in MAN 2 Parepare*".

Demikian keterangan ini saya berikan untuk dipergunakan sebagaimana mestinya.

Parepare, 12 Oktober 2022

Yang diwawancarai,



Dra. Hj.Seniwati Arifin

NIP. 19660509 199403 2 002

KETERANGAN WAWANCARA

Yang bertanda tangan di bawah ini:

Nama : Hj. Hasna, S.Pd
Jabatan : Guru Bahasa Inggris
Waktu : Siang
Tempat : MAN 2 Parepare

Menerangkan bahwa

Nama : Suci Hanawali
NIM : 18.1300.013
Pekerjaan : Mahasiswa
Fakultas : Tarbiyah
Prodi : PBI

Benar telah melakukan wawancara dengan saya dalam rangka penyusunan Skripsi yang berjudul "*The Teachers' Effort in Increasing Students' Motivation in Learning English Online in MAN 2 Parepare*".

Demikian keterangan ini saya berikan untuk dipergunakan sebagaimana mestinya.

Parepare, 07 Oktober 2022

Yang diwawancarai,



Hj. Hasna, S.Pd.

NIP. 19650222 200312 2 001

KETERANGAN WAWANCARA

Yang bertanda tangan di bawah ini:

Nama : Faradilla Salim, S.Pd.I

Jabatan : Guru Bahasa Inggris

Waktu : Siang

Tempat : MAN 2 Parepare

Menerangkan bahwa

Nama : Suci Hanawali

NIM : 18.1300.013

Pekerjaan : Mahasiswa

Fakultas : Tarbiyah

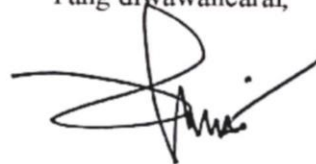
Prodi : PBI

Benar telah melakukan wawancara dengan saya dalam rangka penyusunan Skripsi yang berjudul "*The Teachers' Effort in Increasing Students' Motivation in Learning English Online in MAN 2 Parepare*".

Demikian keterangan ini saya berikan untuk dipergunakan sebagaimana mestinya.

Parepare, 10 Oktober 2022

Yang diwawancarai,



Faradilla Salim, S.Pd.I

NIP.19760409 201411 2 002

KETERANGAN WAWANCARA

Yang bertanda tangan di bawah ini:

Nama : Sunarti, S.Pd.I
Jabatan : Guru tidak tetap
Waktu : Siang
Tempat : Asrama Putri MAN 2 Parepare

Menerangkan bahwa

Nama : Suci Hanawali
NIM : 18.1300.013
Pekerjaan : Mahasiswa
Fakultas : Tarbiyah
Prodi : PBI

Benar telah melakukan wawancara dengan saya dalam rangka penyusunan Skripsi yang berjudul *"The Teachers' Effort in Increasing Students' Motivation in Learning English Online in MAN 2 Parepare"*.

Demikian keterangan ini saya berikan untuk dipergunakan sebagaimana mestinya.

Parepare, 07 Oktober 2022

Yang diwawancarai,



Sunarti, S/Pd.I

Appendix 05: Interview certificate with students**KETERANGAN WAWANCARA**

Yang bertanda tangan di bawah ini:

Nama : Muhammad Aprillah AS

Jabatan : Peserta didik

Waktu : Siang

Tempat : MAN 2 Parepare

Menerangkan bahwa

Nama : Suci Hanawali

NIM : 18.1300.013

Pekerjaan : Mahasiswa

Fakultas : Tarbiyah

Prodi : PBI

Benar telah melakukan wawancara dengan saya dalam rangka penyusunan Skripsi yang berjudul "*The Teachers' Effort in Increasing Students' Motivation in Learning English Online in MAN 2 Parepare*".

Demikian keterangan ini saya berikan untuk dipergunakan sebagaimana mestinya.

Parepare, 06 Oktober 2022

Yang diwawancarai,



Muhammad Aprillah AS

KETERANGAN WAWANCARA

Yang bertanda tangan di bawah ini:

Nama : Qimmah Ulya Muchtar

Jabatan : Peserta didik

Waktu : Siang

Tempat : MAN 2 Parepare

Menerangkan bahwa

Nama : Suci Hanawali

NIM : 18.1300.013

Pekerjaan : Mahasiswa

Fakultas : Tarbiyah

Prodi : PBI

Benar telah melakukan wawancara dengan saya dalam rangka penyusunan Skripsi yang berjudul "*The Teachers' Effort in Increasing Students' Motivation in Learning English Online in MAN 2 Parepare*".

Demikian keterangan ini saya berikan untuk dipergunakan sebagaimana mestinya.

Parepare, 03 Oktober 2022

Yang diwawancarai,



Qimmah Ulya Muchtar

KETERANGAN WAWANCARA

Yang bertanda tangan di bawah ini:

Nama : Bonita Dewi Rukmana

Jabatan : Peserta didik

Waktu : Siang

Tempat : MAN 2 Parepare

Menerangkan bahwa

Nama : Suci Hanawali

NIM : 18.1300.013

Pekerjaan : Mahasiswa

Fakultas : Tarbiyah

Prodi : PBI

Benar telah melakukan wawancara dengan saya dalam rangka penyusunan Skripsi yang berjudul "*The Teachers' Effort in Increasing Students' Motivation in Learning English Online in MAN 2 Parepare*".

Demikian keterangan ini saya berikan untuk dipergunakan sebagaimana mestinya.

Parepare, 06 Oktober 2022

Yang diwawancarai,



Bonita Dewi Rukmana

KETERANGAN WAWANCARA

Yang bertanda tangan di bawah ini:

Nama : Rizka Nurul Fauzia

Jabatan : Peserta didik

Waktu : Siang

Tempat : MAN 2 Parepare

Menerangkan bahwa

Nama : Suci Hanawali

NIM : 18.1300.013

Pekerjaan : Mahasiswa

Fakultas : Tarbiyah

Prodi : PBI

Benar telah melakukan wawancara dengan saya dalam rangka penyusunan Skripsi yang berjudul "*The Teachers' Effort in Increasing Students' Motivation in Learning English Online in MAN 2 Parepare*".

Demikian keterangan ini saya berikan untuk dipergunakan sebagaimana mestinya.

Parepare, 06 Oktober 2022

Yang diwawancarai,



Rizka Nurul Fauzia

KETERANGAN WAWANCARA

Yang bertanda tangan di bawah ini:

Nama : Husnul Hulqiyah

Jabatan : Peserta didik

Waktu : Siang

Tempat : MAN 2 Parepare

Menerangkan bahwa

Nama : Suci Hanawali

NIM : 18.1300.013

Pekerjaan : Mahasiswa

Fakultas : Tarbiyah

Prodi : PBI

Benar telah melakukan wawancara dengan saya dalam rangka penyusunan Skripsi yang berjudul "*The Teachers' Effort in Increasing Students' Motivation in Learning English Online in MAN 2 Parepare*".

Demikian keterangan ini saya berikan untuk dipergunakan sebagaimana mestinya.

Parepare, 03 Oktober 2022

Yang diwawancarai,



Husnul Hulqiyah

Appendix 05: Documentation







CURRICULUM VITAE



Suci Hanawali, the writer was born on Polewali, 21st March 2000. She is the first child from four children in her family, her father's name is Muhammad Usman and her mother's name is Subaedah. Her education background, she began her study on 2006-2007 at TK. Basmalah Patampanua, and graduated on 2007, while at the same year she study in SDN. 020 Rea Barat 2007-2012 and then continued her study in MTs. Fathul Amin Matakali 2012-2015 and MAN 2 Polewali and graduated on 2018. Then continued hers study at Tarbiyah Faculty and focused on English Education program at IAIN Parepare, and completed her study with the title "The Teachers' Effort in Increasing Students' Motivation in Learning English Online at MAN 2 Parepare."