

A THESIS

**STUDENTS' MOTIVATION IN LEARNING ENGLISH
BY USING TEAM QUIZ METHOD AT THE SECOND
GRADE OF SMK PGRI ENREKANG**



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

2023

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GRADE OF SMK PGRI ENREKANG**



**BY
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REG.NUM. 18.1300.113**

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

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English Education Program

Submitted by:

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To

**ENGLISH EDUCATION PROGRAM
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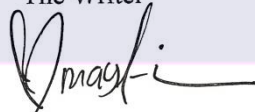
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DECLARATION OF THE RESEARCH AUTHENTICITY

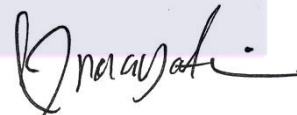
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Stated that thesis was her own writing and if it can be proved that it was copied, duplicated or complied by any other people, this thesis and the degree that has been gotten would be postponed.

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ABSTRACT

IRNAYANTI. *Students Motivation in Learning English by Using Team Quiz Method at the Second Grade of SMK PGRI Enrekang* (Supervised by Nanning and Mujahidah).

Team quiz is a learning activity in groups, each group must be able to responsible for their team's tasks, then discuss and make questions answer quiz between teams. The use of this method makes students active in learning and expected to grow the students' motivation in learning English. The purpose of this study was to find out the level of students' motivation in learning English by using team quiz method at the second grade of SMK PGRI on 2022/2023 academic year.

This type of research is descriptive quantitative research with survey methods. The population of this study were students of class XI at SMK PGRI Enrekang and the sample choosed consist of 40 students. The instrument used in this study was a questionnaire. The data analysis technique used is descriptive statistic.

The results of this study show that the level of students' motivation in learning English by using team quiz method at the second grade of SMK PGRI Enrekang is relatively high. Based on the results of data analysis, there were 0 (0%) students who had a very high level of learning motivation, 33 (82.5%) students who had a high level of learning motivation, 5 (12.5%) students who had a medium level of learning motivation, 2 (5%) students who had a low level of learning motivation, and 0 (0%) students who had a very low level of motivation. The results of mean score obtained value $\bar{x} = 3,69$ on interval distance of 3.41-4.20. So, it was categorized as high motivation.

Keywords : Learning Motivation, Team Quiz.

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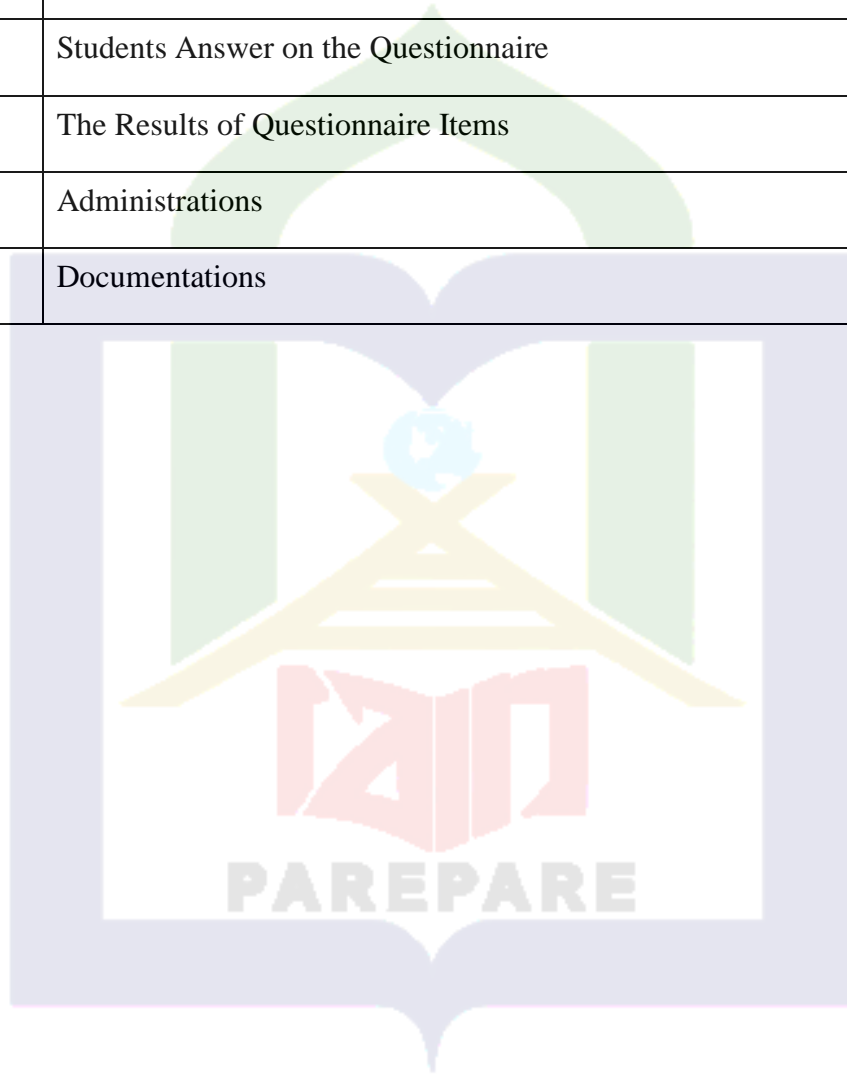
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CHAPTER I

INTRODUCTION

A. Background

Education is a conscious effort to increase the potential of students in the learning process in order to create a quality personality. According to Law No. 20 of 2003, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, intelligence, personality, noble character and skills needed by themselves, society, nation and religion.¹

The learning process must involve students maximally both mentally and physically, not just requiring them to sit, listen, and take notes. Because the success of students in learning is influenced by how the teacher teaches. Student learning outcomes might be as predicted if the teacher can develop a classroom environment that keeps students engaged and easy to learn.

One of the compulsory subjects taught in schools is English. But in the learning process, there are still many problems. The emergence of the negative paradigm that English is a difficult and confusing subject is still a long polemic until now, so it is natural that many students are found who do not like English lessons and seem to avoid them. The psychological condition of students who do not like English will affect students' motivation to learn English and result in low learning outcomes.

A person will succeed in learning if himself has the desire to learn. The desire or urge to learn is called motivation. Motivation is not behavior but a complex internal condition that cannot be observed directly but affects our behavior.² Motivation is one of the factors that supports changes in one's behavior to develop one's abilities and desires for achieving certain goals. Learning motivation is a force

¹ Republik Indonesia, Undang-Undang No. 20 tahun 2003 *Tentang Sistem Pendidikan Nasional dan Wajib Belajar* (Bandung: Cipta Umbara, 2008).

² Syarifan Nurjan, *Psikologi Belajar* (Bandung: Amanah Pustaka, 2009).

or tool to build a strong desire in students to learn actively, creatively, innovatively, and for fun, both in the cognitive, affective, and psychomotor aspects.³

Before the researcher had made pre-observations at SMK PGRI Enrekang, the researcher came and saw how the learning process of teaching English occurred there. During the learning process, some students talk to other students, sleep, play, and do other things outside of their lessons. Then, when the teacher appoints a student and asks a question, the student is unable to provide an answer because the student does not pay attention to the lesson delivered by the teacher, resulting in the subject matter delivered by the teacher not reaching the students. This can be an indication of the low motivation of students to learn English.

Based on the results of short interviews with some students there, they said that they are not interested in learning English because it is considered difficult, they tend to lazy to follow English lesson because of the different sentence structure with the Indonesian language. Therefore, it is important for teachers to able to arouse the motivation of students in school because motivation plays an important role in the learning process.

Based on the explanation by the English teacher at SMK PGRI Enrekang, some students were less interested in taking lessons in class. One of the ways for the teacher to generate student motivation is by involving them in active learning. The teacher then applied one of the learning methods that he hopes can motivate students to actively learn, namely the team quiz method. This learning method has been carried out by the teacher.

Team quiz is a learning method that can increase students interest in learning through question and answer activities between teams.⁴ This method was developed by Melvin Silberman. By applying this method to the learning process, students will be motivated to learn because each team must be responsible for their material in order to get a high score. In learning activities using this method, students are divided

³ Rahmat P. S, *Perkembangan Peserta Didik* (Jakarta: Bumi Aksara, 2018).

⁴ Hisyam Zaini et al, *Strategi Pembelajaran Aktif* (Yogyakarta: Pustaka Insan Madani, 2008).

into several teams, and then students and their team study the material, discuss it, and provide direction to each other, then ask questions to the other team. The material is provided in accordance with the number of teams that have been distributed by the teacher, so that each team can get the opportunity to be a team of questions and answering teams.⁵

Based on the background of the problem above, the researcher is interested in conducting research to discuss these problems in the form of a thesis with the title “Students’ Motivation in Learning English By Using Team Quiz Method at the Second Grade of SMK PGRI Enrekang”.

B. Research Question

Based on the background above, the researcher formulate the research questions how is the level of the students’ motivation in learning English by using the team quiz method in the second grade of SMK PGRI Enrekang?

C. Objective of the Research

Based on the background and research question above, the researcher focus to find out the level of students’ motivation in learning English by using the team quiz method at the second grade of SMK PGRI Enrekang.

D. Significant of the Research

The study is expected to provide several benefits, including:

1. Teacher: This research is expected to help teachers guide their students by providing motivation so that students are actively involved in learning English. In addition, the researcher also hopes that the results of this study can make a positive contribution to all teachers of English.

⁵ Ni Putu Sukma, Sriyanti et al., “Model Pembelajaran Team Quiz Berbantuan Media Gambar Berpengaruh Terhadap Hasil Belajar IPS Siswa Kelas V,” *E-Journal MIMBAR PGSD* 2, no. 1 (2014).

2. Students: The researcher hopes that by applying the team quiz method, all students can be motivated to learn English. And can make all students active in learning and also improve their English learning outcomes.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Finding

The review of previous researchers that underlies this research is based on the relevant writings of previous research results. Several studies that raised the use of the team quiz method and motivation to learn English:

Wiwit Pratiwi et al., with the research title “Applying Quiz Team Methods to Improve Student Activities and Learning Achievements at SMA Al Islam 1 Surakarta”. This research is a Classroom Action Research with non-test data collection techniques (observation, document review, interviews, and questionnaires). Data analysis used descriptive qualitative analysis techniques. The results showed that: the completeness of student activities in cycle 1 using the quiz team learning method was 91.17% with a very good activity category of 35.29% and a good activity category of 55.88%. Quiz team learning method can improve student achievement.⁶

The difference with this research is that this research focuses on examining the level of student motivation in learning by applying the team quiz method, whereas in the research conducted by Wiwit Pratiwi et al., the focus is on increasing student activity and achievement.

Yola Sapri, with the research title “The Influence of Active Learning Strategy Type Quiz Team and Learning Motivation on Mathematics Learning Outcomes at SMPN 25 Padang”. This study used a quantitative research method with a quasi-experimental design. The results showed that the active learning strategy of quiz team

⁶ Wiwit Pratiwi et al, “Applying Quiz Team Methods to Improve Student Activities and Learning Achievements at sma Al Islam 1 Surakarta,” *Jurnal Pendidikan Kimia* 6, no. 1 (2016).

type and students' learning motivation on mathematics learning outcomes at SMPN 25 Padang had a positive and significant effect.⁷

The difference with this research is that this research uses a descriptive quantitative survey method. In addition, the location of this study with previous research is also different, so even though the focus of the research is the same on learning motivation, the results obtained after researching are not necessarily the same.

Ajeng Puri Lukyta Sari, with the research title “Implementation of the Reward System in the Quiz Team Method on the Learning Motivation of Students Class V at SDN Sambiroto 01 Semarang”. This research is a quantitative research with Pre-experimental research design in the form of One Group Pretest-Posttest Design. Data was collected by distributing learning motivation questionnaires. The results showed that applying the reward system in the quiz team method could increase the average value of students' learning motivation by 38% from 51,051 to 88,795.⁸

The difference with this research is that the research conducted by Ajeng applied the reward system in the team quiz method as a way to motivate students to learn, while this research focuses only on applying the team quiz method in learning without giving rewards.

Based on the previous research described above, this research is more focused on students' motivation to learn English using the team quiz method. The thing that distinguishes this research from previous research is that this research will be conducted at SMK PGRI Enrekang, and the problem study will only focus on students' motivation to learn English by using the team quiz method. In previous research examining the increase in activity and learning achievement, influence, and the applying of reward system to motivate students. Therefore, this research can be

⁷ Yola Sapri, “Pengaruh Strategi Belajar Aktif Tipe Team Quiz Dan Motivasi Belajar Terhadap Hasil Belajar Matematika Di SMPN 25 Padang,” *Jurnal Pendidikan Dan Keguruan* 2, no. 1 (2022).

⁸ Ajeng Puri Lukyta Sari, “Implementation of the Reward System in the Team Quiz Method on the Learning Motivation of Students Class V at SDN Sambiroto 01 Semarang,” *Jurnal Sekolah PGSD FIP UNIMED* 3, no. 1 (2018).

said to be something new because the researcher only focus on the problem of students' motivation to learn English using team quiz method at SMK PGRI Enrekang.

B. Some Pertinent Ideas

1. The Concept of Learning Motivation

a. Definition of Motivation

According to Hamdu et al., motivation is a conscious effort to motivate, demonstrate and maintain behavior to act as a force while doing something to achieve certain results or goals.⁹ Meanwhile, according to Kompri, motivation is a person's inner urge to act in a certain way in accordance with their planned goals.¹⁰ So, motivation can determine the next steps that must be taken if you want to achieve your goals.

According to Elliot and Covington, motivation gives the reasons for people's actions, desires, and needs. Motivation can also be defined as one's direction toward behavior or as what causes a person to want to repeat a behavior and vice versa.¹¹ Narayan (2006) said that motivation is the reason behind one's actions or behaviors. Motivation is the reason underlying behavior (Guay et al., 2010). Broussard and Garisson defined motivation as the attribute that moves us to do or not do something.¹²

⁹ Hamdu et al, "Pengaruh Motivasi Belajar Siswa Terhadap Prestasi Belajar IPA Di Sekolah Dasar," *Jurnal Penelitian Pendidikan* 12, no. 1 (2011).

¹⁰ Kompri, *Motivasi Pembelajaran Perspektif Guru Dan Siswa* (Bandung: PT. Remaja Rosdakarya, 2015).

¹¹ Elliot & A. J. Covington, "Approach and Avoidance Motivation," *Educational Psychology Review* 13, no. 2 (2001).

¹² Garisson & Broussard, "The Relationship Between Classroom Motivation and Academic Achievement in Elementary School-Aged Children," *Family and Consumer Sciences Research Journal* 33, no. 2 (2004).

Based on the above opinion, it can be concluded that motivation is an encouragement that makes a person take a certain action as the next step to achieving desired goals.

b. Definition of Learning

Uno explains that learning is a process of effort that an individual undertakes to obtain an overall change in behavior as a result of the individual's own experience in interaction with its environment. According to Sardiman, learning is an effort to master the material of science which is part of the activity towards the formation of an integral personality.¹³

According to Suyono and Hariyanto (2012:9), learning is an activity or process to acquire knowledge, improve skills, improve behavior, attitudes and personalities. Learning in humans is a process that produces changes in knowledge, skills, values, which are constant or permanent. Change can be an improvement to what has already been learned (Winkel, 2012).

Based on some of the above understandings, it can be concluded that learning is the process of a person in understanding new knowledge so that he experiences a change from the unknown to the knowing.

c. Definition of Learning Motivation

According to Sardiman, learning motivation is a non-intellectual psychological factor. Its distinctive role is in terms of growing passion, feeling happy and being eager to learn.¹⁴ McDonough stated that the motivation of the students is one of the most important factors influencing their success or failure in learning the language. According to him, the success or failure of students in

¹³ A.M. Sardiman, *Interaksi Dan Motivasi Belajar Mengajar* (Jakarta: Raja Grafindo Persada, 2007).

¹⁴ Rudi dan Cepi Riyana Susilana, *Media Pembelajaran: Hakikat, Pengembangan, Pemanfaatan Dan Penilaian* (Bandung: CV. Wacana Prima, 2009).

learning languages depends on each individual's motivation.¹⁵ This statement is supported by Lifrieri (2005: 4), who argues that when we ask about factors that influence a person's level of success in doing something, including learning a language, one of them is motivation. So, students with high motivation will learn better than students with low motivation.

Motivation is divided into two types, namely intrinsic and extrinsic motivation. Intrinsic motivation is a form of learning drive that comes from within a person, while extrinsic motivation is a learning drive that comes from outside a person's self (Hapsari, 2005). Examples of intrinsic motivation can be the form of the desire to be the best at something or to get the highest score, while extrinsic motivation includes praise, reward, and competition.

Based on the description, it can be concluded that learning motivation is an impulse that arises from outside and from within the individual (student), which leads to learning activities to achieve certain goals.

d. Types of Learning Motivation

In terms of the type of motivation, experts divide learning motivation into two, namely:

1) Intrinsic Motivation

Intrinsic motivation is motivation that comes from the students themselves without any external stimulation. This motivation includes: (a) cognitive to know, understand, and problem solve. (b) having dreams and goals. (c) achieve good learning outcomes through self-respect. (d) give yourself a praise for being satisfied.

2) Extrinsic Motivation

Extrinsic motivation is motivation that comes from outside the student, such as giving a praise, advice, gifts from teacher, competition between students,

¹⁵ McDonough S., *Psychology in Foreign Language Teaching* (London: George Allen & Unwin, 1983).

and punishment. Things that want to be fulfilled in extrinsic learning motivation, namely: (a) learn because it's a duty (b) learn because to avoid punishment (c) learn because want to get a prize (d) learn to get a praise. If there are students who are less motivated to learn, then the extrinsic motivation is needed.

e. The Role of Motivation in Learning

Motivation is very necessary for learning. A student who has the motivation to learn within them will be able to obtain good learning outcomes and vice versa. In other words, with this motivation, students will always determine the intensity of their learning efforts.¹⁶ This opinion is supported by the opinion of Hamzah B. Uno, who states that there are several important roles of motivation in learning, namely:¹⁷

1) The role of motivation in determining learning reinforcement

Motivation can play a role in strengthening learning if a student who is learning is faced with a problem that requires solving and can only be solved with the help of things he has been through.

2) The role of motivation in clarifying learning objectives

The role of motivation in clarifying learning objectives is closely related to the meaningfulness of learning. Students will be interested in learning something if at least some of what is learned can be known or enjoyed by students.

3) Motivation determines perseverance in learning

A student who has been motivated to learn something will try to learn it well and diligently, in the hope of getting good results. Therefore, it

¹⁶ Ripho Delzy Perkasa & Nuriza Dora, "The Influence of Motivation and The Implementation of Active Learning Team Quiz As a Learning Method on Learning Outcome of Economics Students in SMA Negeri 1 Lubuk Alung Kabupaten Padang Pariaman," *Journal Tarbiyah* 29, no. 1 (2022).

¹⁷ Hamzah B. Uno, *Teori Motivasi Dan Pengukurannya* (Jakarta: Bumi Aksara, 2015).

appears that motivation to learn causes a person to study hard. On the other hand, if someone lacks or does not have the motivation to learn, he or she will not last long in learning. Children will be easily tempted to do other things and not study. That means that motivation is very influential on resilience and perseverance in learning.

According to Sardiman (2001: 75), some of the functions of motivation are as follows: 1) It allows students to do something (become movers) from every activity that is carried out. 2) Guidelines in determining where the desired goals are and the actions of students, in this case with this learning motivation, they have clear goals in various aspects of their lives, namely towards the goals to be achieved. Thus, motivation can provide direction for activities that must be carried out following the formulation of its objectives. 3) Ability to conduct a selection of attitudes, namely determining what actions and steps must be taken following existing rules to achieve goals by setting aside actions that are beneficial for these goals.

f. Indicator of Motivation

According to Hamzah B. Uno, learning motivation is divided into two categories, internal motivation (intrinsic) and external motivation (extrinsic). This type of learning motivation will be used as an aspect in the making of instruments. Hamzah reveals there are several indicators that support the learning motivation, namely as follows:¹⁸

1) Internal Motivation

a) There is a desire to succeed

Students who are motivated to learn are characterized by a strong desire to achieve well in school. Students' learning achievements can be seen in the students' ability to master the subject matter and gain high value in

¹⁸ Hamzah B. Uno, *Teori Motivasi dan Pengukurannya* (Jakarta: Bumi Aksara, 2015).

their learning outcomes. In addition, students will also be actively involved and strive as much as possible for their learning success.

The explanation is supported by Djamarah's opinion, which reveals that the desire to learn means that in the student himself there is indeed a motivation to learn, so it is certain that the outcome will be better than students who have no desire to learn.¹⁹

b) There is a drive and a need for learning

Students' learning motivation is characterized by inward impulses or students' interest in school learning activities. Students who are interested in lessons will follow learning activities with pleasure, so that they will consider that learning is a necessity.

According to Djamarah, motivation is closely related to the need for learning. The inevitable need of students is the desire to master a number of sciences, therefore students need to learn. Sardiman also said that motivation arises from the presence of a need as well as from an interest, so that interest is the primary tool of motivation.

c) There are hopes and dreams for the future

Students who have a learning motivation are characterized by the presence of their hopes and aspirations for the future. Students have a clear vision and goals for their future. In addition, students also have high expectations that their ideals can be achieved. The expectations that students have can increase the student's learning motivation.

Sardiman reveals that students who have intrinsic motivation will have the goal of becoming educated, knowledgeable, and experts in a particular field of study. The only way to reach the goal is to learn, without learning it is impossible to acquire knowledge and its not possible to become an expert.

¹⁹ Bahri Djamarah, *Psikologi Belajar* (Jakarta: Rineka Cipta, 2011).

2) External Motivation

a) There is an appreciation in learning

In terms of growing learning motivation in students, one of the things that teachers or parents can do is to show appreciation for student learning success. The prize can be a small gift or a compliment to the student. With this reward, the student will feel that what he did was right and will do again.

Djamarah (2011:160), argues that the gift is to give something else to others so that appreciation for memories. In the world of education, gifts can be use as a motivational tool. Rewards can be given to high-performing children, one champion, and so on. In addition, compliments spoken at the right time can be use as a motivation tool. Praise is a positive reinforcement and at the same time a good motivation.

b) There are interesting activities in learning

Raising student motivation is not easy. Students should be given new and exciting activities in learning to teach at school. With this exciting activity, students feel more and excited about learning.

Surya explained that teachers are required to be able to improve the quality of learning for students through such learning activities. Varied teaching methods can make students happier and more enthusiastic about learning, thus providing better learning outcomes.²⁰

c) There is a conducive learning environment

In cultivating the motivation of students to learn, support is needed from the outside, that is environment. Students need concentration in learning so that a comfortable and conducive learning environment should be prioritized. In addition, accessories that support the learning process both at school and at home can also affect students in learning.

²⁰ M. Surya, *Psikologi Belajar Dan Pengajaran* (Bandung: Pustaka Bani Quraisy, 2004).

Surya (2004:79), argues that a conducive environment is that can support the learning process effectively. The learning process will be effective supported with good means.

2. The Concept of Team Quiz Method

a. Definition of Team Quiz

Team quiz is a learning method developed by Melvin Silberman, which is a question and answer activity between groups. In this learning activity, there will be a learning process that is not boring because of communication and discussion from one group to another.²¹ According to Dalvi (in Siregar 2018:12), the team quiz method is a form of active learning method in the form of games that can increase students activity in the learning process. If the learning process is carried out with games, it is easier for students to understand the material presented by the teacher and can influence student learning motivation.

According to Melvin Silberman, the team quiz is an active learning method in which students are divided into three teams. Each student on the team is responsible for preparing a short answer quiz, and the rest of the team takes the time to check notes.²² With this academic competition, competence between groups is created, students will be motivated to study with high enthusiasm in order to get high scores in the competition. The learning process using the team quiz method leads to student centeredness, thus enabling students to be more involved and active in learning in class.

Team quiz is one of the learning techniques that can generate motivation, enthusiasm and critical thinking patterns of students.²³ In team quizzes, all

²¹ Ayu Love Diana, "Kemampuan Komunikasi Siswa Pada Penerapan Pembelajaran Aktif," *Jurnal Ilmiah Pendidikan Matematika Unesa* 3, no. 3 (2014).

²² Melvin Silberman, *Active Learning: 101 Active Learning Strategy* (Bandung: Nuansa Cendekia, 2013).

²³ Hisyam Zaini et al., *Strategi Pembelajaran Aktif* (Yogyakarta: Pustaka Insan Madani, 2008).

students are actively involved in thinking and are enthusiastic during learning. Active involvement of students in the learning process can make learning condition enjoyable. The choice of this learning method is an involves students actively learning in a team game, which is expected to increase students learning motivation.

The researcher can conclude that the team quiz is a learning method in which students are divided into three groups and all members together study the material given by the teacher, then discuss the material, give each other directions, and give each other questions and answers.

b. Steps For the Implementation of the Team Quiz Method

According to Silberman, the steps of the team quiz learning method are as follows:

- 1) Divide students into three teams
- 2) Explain the lesson format and start presenting the material. Limit in 10 minutes.
- 3) Instruct team A to prepare a short answer quiz. Quiz will be ready in 5 minutes. Teams B and C use this time to check the records.
- 4) Team A gives quizzes to team B members. If Team B cannot answer a question, Team C answers immediately.
- 5) Team A forwards the following questions to team C members and repeats the process.
- 6) When the quiz is over, move on to the second part of the lesson and make Team B the quiz leader.
- 7) When team B completes the quiz, move on to the third segment of the lesson and make team C the quiz leader.

c. Advantages and Disadvantages

Istarani stated that the team quiz method has advantages and disadvantages,²⁴ which are as follows:

1) Advantages

- a) The existence of a quiz will make students interested in following the lesson
- b) Train students to be able to make quiz questions well
- c) Can increase the spirit of competition among students
- d) Train to be responsible for each task
- e) Can increase the seriousness of students
- f) Inviting students to be fully involved in learning
- g) Increase students' enthusiasm and interest in learning

2) Disadvantages

- a) The distribution of material for each different team also makes understanding of the material only for students on that team.
- b) In the question and answer session, only certain students who were excited to calm down the quiz answered, there were other students who didn't want to answer because they were afraid and there were also those who didn't know the answer because they didn't pay attention to the delivery of material by other groups.
- c) The questions asked by other groups are sometimes out of material, so the teacher needs to control the course of the quiz. In addition, the noise in the quiz becomes a very significant obstacle for the teacher.²⁵

²⁴ Istarani, *58 Model Pembelajaran Inovatif* (Medan: Media Persada, 2012).

²⁵ Imas Layung Purnama, et al., "Kemampuan Komunikasi Matematic Siswa Ditinjau Melalui Model Pembelajaran Kooperatif Tipe Complete Sentence Dan Team Quiz," *Jurnal Pendidikan*, 2018.

3. Learning English

English is an international language that is widely used to communicate between nations. Therefore, English is considered important in the development of science and technology. So English is a necessity for students to be able to communicate in various situations. The purpose of teaching language is to enable students to use the language itself in communication. To carry out communication, other components are needed such as mastery of vocabulary, grammar, and pronunciation.

English is generally taught as a foreign language in Indonesia. The term foreign language in the field of language teaching is different from the second language. A foreign language is a language that is not used as a means of communication in a particular country, while a second language is the main language but is one of the languages used in general. The first language or the so-called mother tongue is the language used by children when communicating with their mother when she begins to learn to speak. A child who is raised in an English-speaking community will make English his mother tongue. If the child is raised in a community environment that speaks a certain regional language, for example the Bugis language, the child uses the regional language as his mother tongue.²⁶

The education curriculum in Indonesia has implemented English as one of the compulsory subjects which has been given from elementary school level to university level. Good English skills will certainly be a competitive asset for students, both in the field of education and work. There are problems behind the implementation of English language learning in Indonesia at various levels of education, namely:

- a. Most of science and technology is written in English or other languages.

²⁶ Ahmad Izzan, *Metode Pembelajaran Bahasa Inggris* (Bandung: Humaniora, n.d.).

- b. Today's society has no boundaries in the fields of technology, transportation and information so that creating a global society is one of the considerations in using English to be taught at all levels of education.²⁷

In learning English, the goal is for students to be able to communicate orally and in writing fluently and in accordance with the social context. Competence in English includes skills in listening, reading, speaking, and writing.

a. Speaking

Speaking is the ability to convey intentions, ideas and thoughts to others by using spoken language so that these intentions can be understood by others.

b. Reading

Reading is the ability to understand what you are reading. Reading is a process to get the message conveyed by the author through the medium of words or written language.

c. Listening

Listening is the ability to accurately receive and interpret information in the communication process. Without the ability to listen effectively, messages are easily misunderstood.

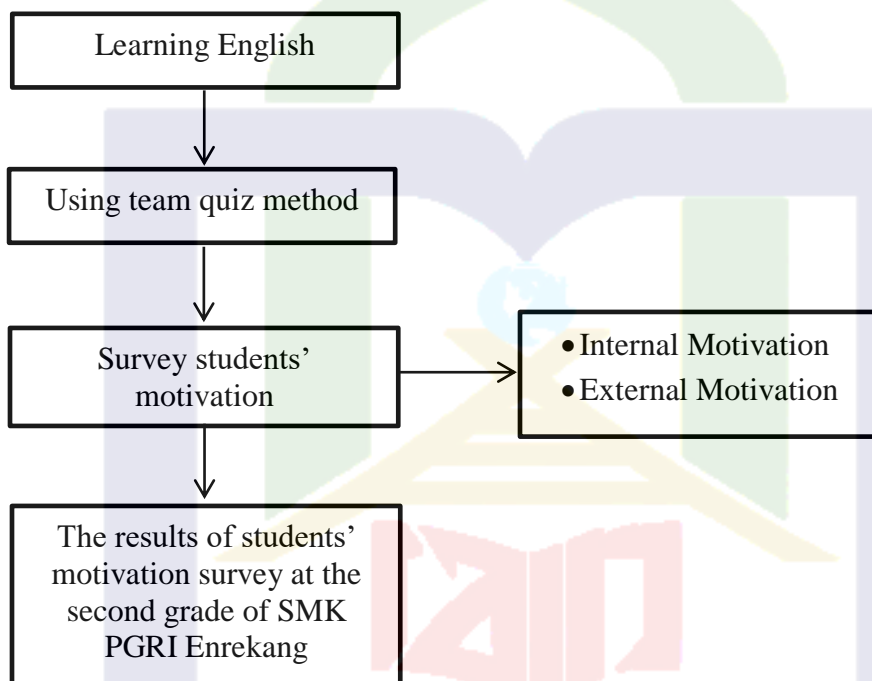
d. Writing

Writing is the skill of expressing ideas in written form. Writing is a productive and expressive activity so writers must have the ability to use vocabulary, writing, and language structure.

²⁷ Imam Santoso, "Pembelajaran Bahasa Asing Di Indonesia Antara Globalisasi Dan Hegemoni," *Jurnal Bahasa Dan Sastra* 14, no. 1 (2014): 3.

C. The Conceptual Framework

According to Uma Sekaran in Sugiyono, the framework is a conceptual model of how theory relates to various factors that have been identified as important problems.²⁸ From the description above, it can be concluded that the frame of mind is an outline or brief description that shows the relationship between variables in a study. The conceptual framework for this research is as follows:



One of the things that are very important for students to have in learning English is motivation, because motivation is useful as a driving force for students to achieve a goal in the learning process. Motivation can be divided into two categories, intrinsic and extrinsic motivation. Intrinsic motivation is the encouragement that comes from within the students, while extrinsic motivation is the encouragement that comes from outside the students.

²⁸ Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kualitatif, Kuantitatif, dan R&D)* (Bandung: Alfabeta, 2016).

Students motivation in learning English influences attitudes, so it is describe students behavior when participating in the English learning. However, the attitude shown by students in class XI at SMK PGRI Enrekang during the learning process is they are not interested in learning, students are less active, and feel bored. Therefore, the teacher tries to generate student learning motivation by applying one of the learning methods, namely the team quiz. This method is carried out by dividing students into several teams and then between teams giving quizzes to each other, so there is a questions and answers process between students in teams. By applying this method, it is hoped that it can grow students' interest and motivation to take part in the learning English process.

So, the researcher is interested to knowing the level of students' motivation by using team quiz method in learning English. This research using an instrument in the form of a questionnaire. The questionnaire is a statement or question that can reveal intrinsic and extrinsic motivation on students learning motivation. By answering this statement or question, it will be known the level of students' motivation in learning English by using team quiz method at the second grade of SMK PGRI Enrekang.

CHAPTER III

METHODOLOGY OF RESEARCH

A. Research Design

The type of research in this study is use descriptive quantitative research using survey methods. Descriptive quantitative research is research aim at describing a situation that occurs in accordance with the actual situation.²⁹ The researcher chooses quantitative descriptive research because the problem solving procedure in this method is to describe the object of research at the present time based on the facts as they are. In this study, researchers describe the level of students' motivation when applying the team quiz method as a method of learning English.

This research method use a survey method. Suvey research is the kind of research that does not make changes (without treatment) to the variables studied.³⁰ So in this study, the researchers distributed questionnaires to students as respondents to obtain quantitative data about their level of learning motivation.

B. Location and Duration of the Research

The research was conducted at the second grade of SMK PGRI Enrekang and the research time is two months. The researcher chose the research location because there had never been any research on the problems of student learning motivation there. Based on the initial observations, the researcher saw students doing other activities during the English learning process such as they were secretly playing smartphone, some students looking sleepy, and some discussing with their classmates outside the subject matter.

²⁹ Kurniawan A., *Metodologi Penelitian Pendidikan* (Bandung: PT. Remaja Rosdakarya, 2018).

³⁰ Effendi & Tukiran S., *Metode Penelitian Survey* (Jakarta: LP3ES, 2012).

Based on the results of short interviews conducted by researchers with several class XI students at SMK PGRI Enrekang, they said that they were very bored when learning English because they did not understand what the teacher explained, especially English is a foreign language. Their teachers still teach using the conventional method, namely teacher centered. There are no activities in the classroom that make students motivated to learn, they only hear the teacher's explanation and then are asked to solve problems and collect answers, that task is used as an assessment.

Based on a brief interview with the English teacher there, the teacher had used one of the learning methods, it is team quiz method. Using a varied learning method can attract students' attention and get them actively involved in learning, which can trigger the student motivation. Then it attracted the attention of researchers to conduct research on student learning motivation using the team quiz method at SMK PGRI Enrekang.

C. Population and Sample

1. Population

The population used in this study were all class XI students at SMK PGRI Enrekang for the 2022-2023 academic year. The population is the whole object as a data source that has certain characteristics in a study, so the purpose of holding a population is so that the researcher can determine the size of the sample taken from members of the population.

In this study, the researcher chose the population of class XI students at SMK PGRI Enrekang because they were intermediaries for classes X and XII. Grade X students have only applied learning using the Team Quiz method several times, while grade XII students must focus on the graduation exam. Therefore, this research conducted on a population consist of class XI at SMK PGRI Enrekang.

Table 3.1 The Total of Students in the Class XI SMK PGRI Enrekang

No.	Class	Total of Students
1	XI OTKP	22
2	XI RPL	20
3	XI AK	18
4	XI TKJ 1	20
5	XI TKJ 2	19
Total		99

Based on the table above, the population in this study used students of class XI at SMK PGRI Enrekang which has 99 students.

2. Sample

The sampling technique in this study is Cluster Random Sampling, which is a way of taking samples by selecting directly from the population and the opportunity for each population to become a sample is very large. The researcher chose this sampling technique because the members of the population in this study were considered homogeneous because the samples taken were class XI students of SMK PGRI Enrekang. In this study, the researchers only chose two classes as samples, namely class XI OTKP and XI RPL consist 42 students. The researcher chose this class because it was recommended directly by the teacher there, because this class is the class that most often uses the team quiz method in the learning process. At the time of the study, there were two students in class XI OTKP were not present, bringing the total sample is 40 students.

D. Procedure of Collecting Data

The data collection technique in this research is by distributing questionnaires, which are a set of written statements to respondents and then doing it. This questionnaire aims to obtain data on students' learning motivation when learning English.

The preparation of the student learning motivation questionnaire uses six criteria, namely: having the desire to succeed, having the drive and need for learning, future hopes and aspirations, appreciating learning, interesting in learning activities, and having a conducive learning environment (Hamzah Uno, 2011: 23).

Table 3.2 Instrument Development Of Learning Motivation

Variable	Indicator	Number of Item	Total of Questions
Learning Motivation (internal)	1. There is a desire to succeed	1,2,3,4,5,6,7	7
	2. There is encouragement and need in learning	8,9,10,11	4
	3. There are hopes and aspirations for the future	12,13,14	3
Learning Motivation (external)	4. There is an appreciation in learning	15,16,16,18	4
	5. There are interesting activities in learning	19,20,21,22	4
	6. There are a conducive learning environment	23,24,25	3
Total Questions			25 items

E. Definition of Operational Variable

There are two variables in this research, namely the dependent and independent variables. The dependent variable is students' motivation and independent variable is team quiz method.

1. Students' Motivation

Motivation is the encouragement that moves someone to do something in order to achieve the desired goal, while learning motivation is the desire or encouragement of students to learn. Students learning motivation can come from within the students (internal) and from outside the students (external). Internal motivation arises from within students without coercion from other people, while external motivation arises as a result of influences from outside students. Motivation to learn can be classified as low or high. If students' learning motivation is high, students will show high enthusiasm for carrying out learning activities. If students' learning motivation is low, students will show bad learning attitudes such as not caring and getting bored quickly with learning.

2. Team Quiz Method

Team quiz is one of the learning methods that involves students fully so the students can be active in the learning process. This method is carried out by dividing students into several teams and then between teams giving quiz to each other. This method is an effort to increase student activity in class, so it is not only teacher centered. Making students active in learning can increase their motivation, when students are motivated to learn it will also improve their learning outcomes. The team quiz method has been applied at SMK PGRI Enrekang on learning English, so the researcher will conduct a survey of students' motivation in learning English using this method.

F. The Instrument of Research

The instrument used in this research is a questionnaire. Researchers chose to use a questionnaire because questionnaires are useful for measuring factual variables and for obtaining information relevant to research objectives. This questionnaire will be given by the researcher to the respondents to find out the results of the level of student learning motivation by using the team quiz method. Questionnaires are a number of written questions that are used to obtain information from respondents, in the sense of reports about their personalities or things they know.³¹ In this study, a closed questionnaire is used, namely a questionnaire whose questions are accompanied by a choice of answers that have been determined by the researcher.

The questionnaire used by the researcher is a motivational questionnaire given to students to determine their level of motivation. The response format given refers to the Likert scale, which is one of the scales used to regulate a person's attitude towards a particular object. This Likert scale is expressed in the form of a statement to be assessed by the respondents, whether the statement is supported or rejected through a certain range of values. The statements submitted are divided into two categories, namely positive statements and negative statements.³² The answer category referred to in this Likert scale consists of five choices and has been arranged by the researcher, for example strongly agree (SS), agree (S), uncertain (RR), disagree (TS), and strongly disagree (STS).³³

Table 3.3 Likert Scale Measurement

Answer	Score	
	Positive (+)	Negative (-)
Strongly Agree (SS)	5	1

³¹ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, Edisi V (Jakarta: Rineka Cipta, 2002).

³² Suharsimi Arikunto, *Manajemen Penelitian* (Jakarta: Rineka Cipta, 2013).

³³ M. Sukardi, *Metodologi Penelitian Pendidikan Kompetensi Dan Praktiknya* (Jakarta: Bumi Aksara, 2005).

Answer	Score	
	Positive (+)	Negative (-)
Agree (S)	4	2
Uncertain (RR)	3	3
Disagree (TS)	2	4
Strongly Disagree (STS)	1	5

G. Technique of Data Analysis

The technique of data analysis used in this research is quantitative analysis using the descriptive statistics. The quantitative data were obtained from calculating respondent's answer to find the average value and percentage of students' answers to the statement on the questionnaire. After that, the researcher describe it based on the results obtained.

An analysis of the data obtained from the questionnaire can be based on the average score of the respondents' answer, then the score collected can be categorized as an interval scale. The use of the interval distance formula to determine the benchmark level of students' learning motivation. To determine the interval distance, the following formula is used:

$$\begin{aligned}
 \text{interval distance} &= \frac{\text{highest score} - \text{lowest score}}{\text{total of class interval}} \\
 &= \frac{5-1}{5} \\
 &= 0,8
 \end{aligned}$$

The result are formulated in the following table:

Table 3.4 The Category Of Respondent's Answer to the Statement Indicator

Score Mean Interval	Category
4,21 - 5,0	Strongly Agree (ST)
3,41 - 4,2	Agree (S)
2,61 - 3,4	Uncertain (RR)
1,81 - 2,6	Disagree (TS)
1,0 - 1,8	Strongly disagree (STS)

(Source: Ratna Sari Sitompul, 2018)

Table 3.5 Category Of Students' Motivation Level To Learn English

Score Mean Interval	Category
4,21 - 5,0	Very high
3,41 - 4,2	High
2,61 - 3,4	Medium
1,81 - 2,6	Low
1,0 - 1,8	Very low

(Source: Ratna Sari Sitompul, 2018)

To find the percentage of learning motivation categories, use the following formula:

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

Where:

P= Percentage

F= Frequency

N= Total number of sample.³⁴

³⁴ Sudijono Anas, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 2008).

CHAPTER IV

FINDING AND DISCUSSION

This chapter contains a description of research results on the level of learning motivation of students using the team quiz method in class XI SMK PGRI Enrekang. The research is only aimed at students of classes XI RPL and XI OTKP, and the total number of respondents is 40 students.

A. Findings

Based on the results of the completion of the questionnaire carried out by 40 respondents from Class XI SMK PGRI Enrekang, the following will be shown as a description of the questionnaire results against the level of student learning motivation using the Team Quiz method:

1. Analysis Questionnaire

Data obtained from the results of the dissemination of questionnaires to 40 students of Class XI SMK PGRI Enrekang. A total of six indicators of learning motivation are used to obtain answers from students of class XI at SMK PGRI Enrekang. Indicators are structured as the researchers' benchmarks for taking data from students and then researchers sum up the number of students' answer frequencies to each statement that is composed in the questionnaire.

In the study, the researchers ranked a total of 25 statements, with each statement point having a different assessment. The researchers used positive and negative statements on a likert scale. The value for a positive statement on the strongly agree answer is 5, the agree response value is 4, the medium answer value is 3, the disagree answer value is 2, and the strongly disagree answer rating is 1. In the case of a negative statement, the strongly agree answer is 1, the agree answer is 2, the medium answer is 3, the disagree answer is 4, and the strongly disagree answer is 5.

The following is the results data obtained from distributing the English learning motivation questionnaire:

Table 4.1 The Result Of Questionnaire Analysis

No.	Respondent	Total Score	Mean Score
1.	AS	94	3,76
2.	AFF	97	3,88
3.	J	91	3,64
4.	MGF	93	3,72
5.	MAA	98	3,92
6.	MD	97	3,88
7.	MH	102	4,08
8.	MZA	90	3,6
9.	NAB	95	3,8
10.	R	99	3,96
11.	RW	97	3,88
12.	RH	100	4
13.	RF	92	3,68
14.	RK	83	3,32
15.	RS	94	3,76
16.	RR	98	3,92
17.	SL	103	4,12
18.	SAA	99	3,96
19.	SV	102	4,08
20.	SR	90	3,6
21.	AAR	83	3,32
22.	AS	93	3,72
23.	DI	92	3,68

No.	Respondent	Total Score	Mean Score
24.	HL	94	3,76
25.	JS	82	3,28
26.	MA	63	2,52
27.	NA	92	3,68
28.	NAZ	104	4,16
29.	NS	75	3
30.	NAF	90	3,6
31.	NF	92	3,68
32.	RA	89	3,56
33.	RM	95	3,8
34.	RIS	100	4
35.	RMA	87	3,48
36.	SH	105	4,2
37.	SU	91	3,64
38.	SY	63	2,52
39.	WY	102	4,08
40.	AK	82	3,28
TOTAL		3688	3,69

Based on the table above, the results of mean score obtained is 3.69. If seen in Table 3.5, the result of mean score 3.69 is at an interval of 3.41-4.20. so, the students' motivation in learning English by using team quiz method is categorized as high.

2. The Categories of Respondents' Answer to the Statement Indicator

Based on the data obtained from 40 respondents, 25 statements have been compiled and there are six indicators, namely: 1) having a desire to succeed, 2) there are drive and need for learning, 3) there are hopes and dreams for the future, 4) there

is appreciation in learning, 5) there are interesting activities in learning, 6) a conducive learning environment. Based on the results of the calculation of the questionnaire items that have been distributed to the respondents, the analysis of the indicator score of the statement of learning motivation using the team quiz method obtained the following results which are presented in table 4.2 and graph 4.1.

Table 4.2 The Results of the Descriptive Analysis of the Categories Students Answer to the Statement Indicators

Indikator	Mean Score	Percentage	Category
1	3,78	75,64%	High
2	3,76	75,13%	High
3	3,60	72,33%	High
4	3,11	62,25%	Medium
5	3,73	74,63%	High
6	4,16	83,17%	High

(Source: Microsoft Excel)

Based on the category of respondents' answers with an interval scale (Table 3.4), the mean score in Table 4.2 shows that the results of respondents answer to internal motivation includes indicator number one, namely have a desire to succeed, tends to be in the "high" category. Indicator number two, namely have encouragement and needs in learning tend to be in the "high" category. Indicator number three, namely there are hopes and dreams in the "high" category. The external motivation indicators include indicator number four, namely there are appreciation in learning in the "medium" category. Indicator number five, namely there are interesting activities in learning in the "high" category. Indicator number six, namely there are a conducive learning environment in the "high" category.

3. The Category of Students' Motivation Level

The learning motivation of class XI students at SMK PGRI Enrekang which has been collected from the results of distributing questionnaires, is calculated based on the average results of data collection by researchers then summarized into five category, namely: very high, high, medium, low, and very low, then data loaded as below:

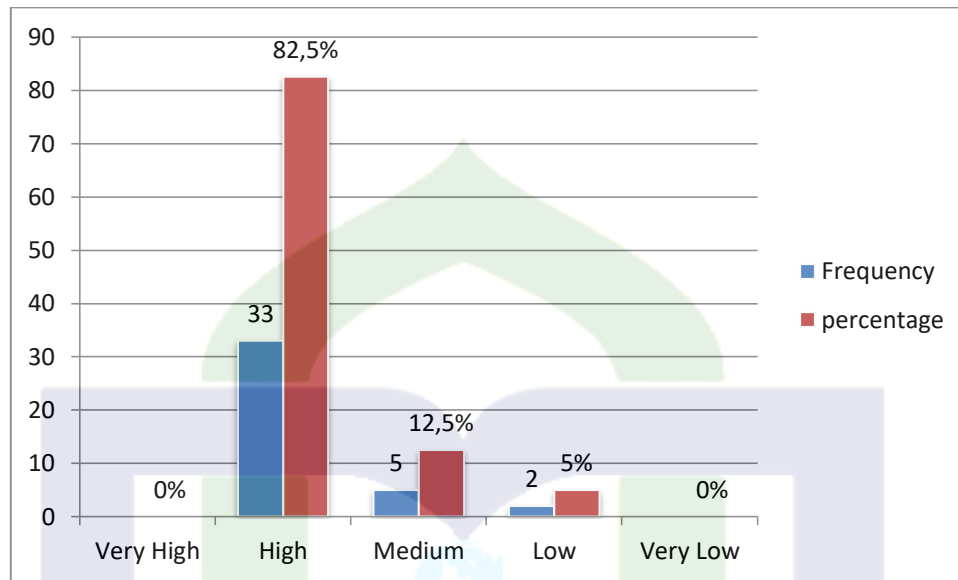
Table 4.3 Categorization of Students' Motivation Levels in Learn English at class XI SMK PGRI Enrekang.

Score Mean Interval	Category	Frequency	Percentage
4,21 – 5,0	Very High	-	-
3,41 – 4,2	High	33	82,5%
2,61 – 3,4	Medium	5	12,5%
1,81 – 2,6	Low	2	5%
1,0 – 1,8	Very low	-	-
	Total	40	100%

(Source: Microsoft Exel)

Table 4.3 shows that the level of student motivation in class XI is in the “high” category. The affirmation is based on the results of the percentage of the “high” category which gets a greater number of frequent answers compared to the other categories. A total of 33 students got a percentage of 82.5% with a high level of learning motivation, 5 students got a percentage of 12.5% with a medium level of learning motivation and 2 students got a percentage of 5% with a low level of learning motivation. Based on the data obtained, no students were found showing the criteria of “very high” and “very low”. The results obtained make the level of learning motivation of class XI students at SMK PGRI Enrekang contained in the graph below:

Graph 4.1 Histogram of Learning Motivation Levels of Class XI Students of SMK PGRI Enrekang



Based on the results in the tables and graphs show:

- There are 0 student (0%), who have a very high level of learning motivation.
- There are 33 students (82.5%), who have a high level of learning motivation.
- There are 5 students (12.5%), who have a medium level of learning motivation.
- There are 2 students (5%), who have a low level of learning motivation.
- There are 0 student (0%), who have a very low level of learning motivation.

Based on the results of the tables and graphs, it can be concluded that the level of students' learning motivation by using the team quiz method is in the high category with a percentage of 82.5%.

Table 4.4 The Results of Internal and External Motivation

Motivation	Mean	Percentage	Category
Internal	3,74	74,8%	High
External	3,62	72,5%	High

It means that the higher dominant motivation is internal motivation. This internal motivation is influenced by the students desire to be successful in learning English by using the Team quiz method, the encouragement and need for learning, and there are hopes for the future.

B. Discussion

1. Learning Motivation Level of Students at Class XI SMK PGRI Enrekang

The problem described in this study is the level of students' motivation in learning English by using team quiz method on the indicator of internal and external motivation. Internal motivation includes indicators: 1) there is a desire to succeed, 2) there is encouragement and need in learning, 3) there are hopes and aspirations for the future. While external motivation includes indicators: 4) there is appreciation in learning, 5) there are interesting activities in learning, 6) there is a conducive learning environment.

Data were obtained from respondents consist of 40 students, selected using a sampling technique, namely simple random sampling. To collect data, researchers used a research instrument in the form of a questionnaire. This questionnaire consists of 25 statements grouped into 14 statement items for internal motivation and 11 statement items for external motivation. Data obtained through questionnaires can be analyzed using statistics with a quantification process, using a scoring according to a Likert scale (table 3.2).

After obtaining quantitative data, calculations were carried out on the respondents' answers to obtain the average score of the respondents' answers on each

item of the questionnaire statement. Then classify the categories of students' motivation to learn English by using the team quiz method based on the interval scale stated by Sitompul (2018), based on the average score of the respondents' answers. Predetermined interval distances are used to determine the category classification of students' learning motivation levels by using a team quiz and to calculate percentages.

The description of the research results regarding the level of learning motivation students by using team quiz method of class XI at SMK PGRI Enrekang found that the level of student learning motivation was in the high category. This answer is obtained from the acquisition of data that has been collected by researchers using a research instrument in the form of a closed questionnaire. The level of learning motivation can be seen after 40 students filled out the given questionnaire. Based on the results of the questionnaire, the answers were 33 students with a percentage of 82.5% included in the high category, 5 students with a percentage of 12.5% included in the medium category, and 2 students with a percentage of 5% included in the low category. The mean score of the questionnaire analysis was $\bar{x} = 3,69$, so that the category of learning motivation by using the team quiz method with an interval scale was in the high category. Based on the data obtained, the researchers were able to share information regarding the level of learning motivation found in class XI students of SMK PGRI Enrekang for the 2022/2023 academic year which is included in the high category.

Based on the research results obtained, the high or low learning motivation of students by using the team quiz method at the second grade of SMK PGRI Enrekang can be measured from the indicators of learning motivation stated by Hamzah Uno (2015), namely:

a. There is a Desire to Success

This indicator tends to be in the high category with a mean score of 3.78 with a percentage of 75.64%. Students have a strong desire to succeed in mastering the material and getting high grade in their learning activities, this can be seen

from the questionnaire items "I reread the textbook to help me understand the material" in the agree category ($\bar{x} = 4.15$), "I feel satisfied when I get good grades" is in the agree category ($\bar{x} = 4.30$), "I like reading the other books than textbooks" is in the high category ($\bar{x} = 3.48$). This can then be indicated that class XI students at SMK PGRI Enrekang have high achievement motives when studying using the team quiz method. The desire to get high scores is one of the internal factors that motivate students to study. The results of this study are in line with the results of Long's research (2013) which concluded that students who have high learning motivation will show a positive attitude in learning and teachers must take steps to arouse student learning motivation.

b. There is Encouragement and Need in Learning

This indicator tends to be in the high category with a mean score of 3.76 with a percentage of 75.13%. Students who are motivated in learning will participate in learning activities with pleasure, so that these students perceive that learning is a necessity and not just an obligation. A need that cannot be avoided by students is the desire to master a number of knowledge. Students will not feel embarrassed to ask if there is a lesson they do not understand or there are difficulties they are experiencing. This can be seen from the questionnaire item "I'm not shy about asking questions when I'm having trouble learning" is in the agree category ($\bar{x} = 3.83$). In addition, students also look for information related to subject matter from various sources on the internet, this is in accordance with the item "I'm looking for information related to the material from various sources on the internet" is categorized as agree ($\bar{x} = 3.78$). This can be indicated that class XI students at SMK PGRI Enrekang are motivated to learn English with the team quiz method because they learn with pleasure and are aware of the importance of learning. Students who have high learning motivation show a good attitude in the form of being diligent in carrying out learning activities. Students' awareness to learn

because learning is a necessity is an internal factor that motivates students to learn. The results of this study Bakar (2014) concluded that motivation as an internal factor can only be activated by the students themselves, but the stimulus can be started from outside which usually comes from the teacher.

c. There are Hopes and Aspirations for the Future

This indicator tends to be in the high category with a mean score of 3.60 with a percentage of 72.33%. This can be seen from students who have an overview and goals regarding their hopes for the future, such as students who study hard even though there are no exams, students still study so that they get good grades and have many achievements. However, the reality is that not all students in class XI have the business to achieve their hopes and dreams. This is in accordance with the students' answers to the questioner item "I study hard even though there is no exam" which is in the agree category ($\bar{x} = 3.48$). However, in class XI students of SMK PGRI Enrekang, not all students have the business to achieve their hopes and dreams. Many of them are forced to study if there is coercion from their parents, this can be seen from the students' answers to the questioner item "I study hard only when I'm with my parents" in the agree category ($\bar{x} = 3.55$). This can be indicated that when learning English by using the team quiz method students are motivated to learn because they have to compete with other groups to get high scores, so they will continue to study even though there are no exams.

d. There is Appreciation in Learning

This indicator tends to be in the medium category with a mean score of 3.11 with a percentage of 62.25%. Verbal statements or other forms of appreciation for good behavior or learning outcomes are one way to increase learning motivation. This can be seen from the attitude of students who are enthusiastic about learning so that they get praise from the teacher because they get good

grades. Emda (2017) concluded that the emergence of motivation is not solely from the students themselves but the teacher must be involved to motivate student learning. One of the things that teachers can do to motivate students is to give praise or prizes, according to the students' answers to the questionnaire item "I study hard so the teacher gives praise" in the agree category ($\bar{x} = 3.45$). Then, not all students care about the praise given to them. They think that praise is normal, so it doesn't affect their learning motivation. This can be indicated that the use of the team quiz method in learning English has no effect on the learning motivation of some students when viewed from the factor of giving praise to students.

e. There are Interesting Activities in Learning

This indicator tends to be in the high category with a mean score of 3.73 with a percentage of 74.63%. The interesting thing that the teacher does to motivate his students is to use the team quiz method, students feel happy with this method because they study in groups with their friends. This can be seen from the students' answers to the questionnaire item "I'm happy if I learn by using the team quiz method" with the agree category ($\bar{x} = 3.45$), "It's easier for me to understand lessons by studying in group" with agree category ($\bar{x} = 3.55$). However, some students answered that they did not agree with this statement, not all students wanted to study in groups. Mulyasa (2009) explained that learning using the team quiz method can increase students' interest in learning because designed learning can activate students. Students who have an interest in learning will have high motivation to succeed in learning.

f. There is a Conducive Learning Environment

This indicator tends to be in the high category with a mean score of 4.16 with a percentage of 88.17%. A conducive learning environment is one of the

driving factors for student learning, thus students are able to get appropriate assistance in overcoming difficulties or problems in learning. This can be seen from students who feel comfortable in a calm atmosphere, and conversely it will be difficult to learn if conditions are noisy. This is in accordance with the students' answers to the questionnaire item "it is easier for me to learn if the atmosphere is calm" in the strongly agree category ($\bar{x} = 4.53$). This can be indicated that students are motivated to learn if the environment is supported by a calm learning atmosphere. The use of the team quiz method in class will make students focus on their respective tasks between teams so that it will not make the classroom environment noisy or noisy.

The results of this study seem to be different from the researchers' initial allegations, initially the researchers suspected that class XI students at SMK PGRI Enrekang for the 2022/2023 academic year had low learning motivation. Based on the results of interviews with the English teacher there, the information obtained is that students have a low desire to learn and are more fun playing gadgets. But after the researchers conducted the research, the results obtained were that students had high learning motivation. The cause of the difference between the researchers' initial assumptions and the results of the research was that the students gave answers to the questionnaire with the origin of giving answers that agreed without following the actual reality experienced by students.

The results of this study are in line with research conducted by Muhammad Yusup that after the application of the team quiz method the motivation of students is high. In applying the team quiz method, students are enthusiastic and enthusiastic in participating in learning activities, this can be seen from the students who work together in making observations, discussing with their groups, and critically listening to each other's questions and answers between groups.³⁵ The background of the

³⁵ Muhammad Yusup et al., "Strategi Metode Team Quiz Terhadap Motivasi Belajar dan Karakter Disiplin Dalam Pembelajaran Pendidikan Agama Islam dan Budi Pekerti", *Jurnal Annual Conference on Islamic Education and Social Sains* 1, no.2 (2019).

research results is because the application of the team quiz method makes learning activities fun. Students participate more actively in learning and do not feel bored even though there is a question and answer process through quizzes. With this quiz question and answer competition, competition between groups is created, students will always try to study with high motivation so they can get high scores in inter-team competition. So the application of the team quiz method can make students active and serious in learning. When students are serious in learning, the student is motivated.³⁶

According to Dharis and Maryono (2019), the team quiz method can increase student learning motivation because it's done in fun way through teamwork. Student learning activities in the classroom can be realize when there is interaction between students. Boredom often makes students lazy and unmotivated to learn, so efforts to activate students are making them interact with each other through the application of the team quiz method in learning English.

Based on the observations and the results of the research, the advantage of the team quiz method is carried out in teams so that students are more motivated to study together while the disadvantage is that is requires a lot of time to apply it in classroom. The results of students high learning motivation after applying this method are that students enjoy learning English in teams and motivated to compete with each other between teams in order to obtain the highest score.

³⁶ Ismail Darimi et al., "Metode Team Quiz Dapat Meningkatkan Minat Belajar Siswa SDN 13 Jaya", *Jurnal Pendidikan Guru Sekolah Dasar Fakultas Keguruan dan Ilmu Pendidikan Universitas Riau* 7, no.2 (2018).

CHAPTER V

CLOSING

A. Conclusion

Based on the research results obtained by researchers, the following conclusions can be drawn:

1. The learning motivation of students at the second grade of SMK PGRI Enrekang by using team quiz method is the high category. This condition can be seen from the data obtained from 40 respondents, there were 33 students getting a percentage of 82.5% on the criteria of high motivation, 5 students getting a percentage of 12.5% on the criteria of medium motivation, and 2 students getting a percentage of 5% on the criteria of low motivation.
2. The results of mean score of the questionnaire analysis was $\bar{x} = 3,69$, so that the category of learning motivation by using the team quiz method with an interval scale was in the high category. Based on the data obtained, the researchers were able to share information regarding the level of learning motivation found in students at the second grade of SMK PGRI Enrekang for the 2022/2023 academic year which is included in the high category.

B. Suggestion

The following are some suggestions that are in accordance with the results of the study, namely:

1. Teacher

Teachers should assist students in increasing learning motivation through methods that are more interesting and able to handle students while in the learning process so the students don't always play gadgets if they are not related to the lesson.

2. Students

Students should remain motivated to take part in learning English even though they consider English to be a difficult subject.

2. Other Researchers

To other researchers, if they want to do research on the same topic and research subject, when making observations, researchers should be able to observe students while attending lessons, so that researchers will get satisfactory results in accordance with the results of interviews that have been conducted with the school. The results obtained can complement the relevant data in this study.



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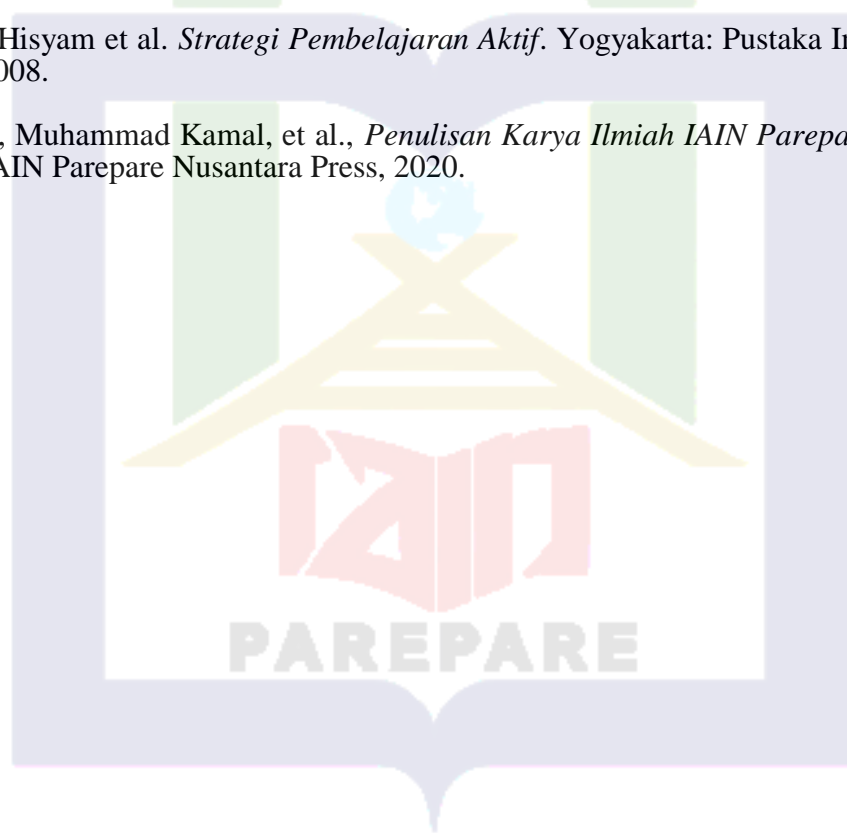
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Appendix 1:

Research Instrument

	KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUTE AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH Jl. Amal Bakti No.8 Soreang 91131 Telp. (0421) 21307
	RESEARCH INSTRUMENT

NAME : IRNAYANTI
REG. NUMBER : 18.1300.113
FACULTY : TARBIYAH
STUDY PROGRAM : PENDIDIKAN BAHASA INGGRIS
RESEARCH TITLE : STUDENTS' MOTIVATION IN LEARNING
ENGLISH BY USING TEAM QUIZ METHOD AT
THE SECOND GRADE OF SMK PGRI ENREKANG

I. Respondent Identity

Name :

Class :

II. Instructions for Filling Out the Questionnaire

- Before you fill out this questions, write down your identity honestly.
- Please read all questions carefully before give your answer.
- Put a tick (✓) on one of the answers (SS, ST, RG, TS, STS) that you think is correct and according to the actual situation.

III. Information

SS : Strongly Agree

S : Agree

RR : Uncertain

TS : Disagree

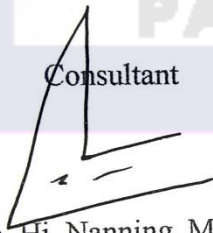

STS : Strongly Disagree

No	Statement	Answer				
		SS	S	RR	TS	STS
1.	I reread the textbook to help me understand the material					
2.	I open the book when I'm about to take an exam					
3.	I like reading the other books than textbooks					
4.	When I get a bad grade, I feel sad					
5.	I feel satisfied when I get good grades					
6.	I don't give up easily when I have difficulties					
7.	When I get a bad score, I immediately give up					
8.	I will ask a lot of questions if I don't understand the material					
9.	I am looking for information related to the material from various sources on the internet					
10.	I'm lazy to look for learning material information from other sources					
11.	I'm not shy about asking questions when I'm having trouble learning					
12.	I study hard even though there is no exam					
13.	I study hard only when I'm with my parents					
14.	I diligently practice questions to help me achieve my goals					
15.	I get a reward when I get good grades					

No	Statement	Answer				
		SS	S	RR	TS	STS
16.	I study hard so that the teacher gives praise					
17.	I'm excited to learn when my parents punish me for bad grades					
18.	I become lazy when I get punished by my parents when I get bad grades					
19.	I'm happy if I learn to use interesting media					
20.	It is easier for me to understand lessons by studying online					
21.	I am interested in the existence of quizzes in learning					
22.	I am not interested if there is a quiz in learning					
23.	It's easier for me to learn if the atmosphere is comfortable and calm					
24.	I can't study well when it's noisy					
25.	I'm more interested in learning in groups					

Parepare, 03 April 2023

Approved by:

<p>Consultant</p>  <p><u>Dra. Hj. Nanning, M. Pd.</u> NIP. 19680523 200003 2 005</p>	<p>Co-Consultant</p>  <p><u>Dr. Mujahidah, M. Pd.</u> NIP. 19790412 200801 2 020</p>
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Appendix 2:

Students' Answer on the Questionnaire

Learning Motivation Questionnaire

➤ Respondent Identity

Name : *fathan*

Class : *X1 RPL*

➤ Instructions for filling out the questionnaire

- Before you fill out this questions, write down your identity honestly.
- Please read all questions carefully before give your answer.
- Put a tick (✓) on one of the answers (SS, ST, RG, TS, STS) that you think is correct and according to the actual situation.

➤ Information

SS : Strongly Agree

S : Agree

RR : Uncertain

TS : Disagree

STS: Strongly Disagree

No.	Statement	Answer					
		SS	S	RR	TS	STS	
1.	I reread the textbook to help me understand the material	✓					5
2.	I open the book when I'm about to take an exam				✓		4
3.	I like reading the other books than textbooks	✓					5
4.	When I get a bad grade, I feel sad				✓		2
5.	I feel satisfied when I get good grades	✓					5
6.	I don't give up easily when I have difficulties		✓				4

No.	Statement	Answer					
		SS	S	RR	TS	STS	
7.	When I get a bad score, I immediately give up				✓		4
8.	I will ask a lot of questions if I don't understand the material		✓				4
9.	I am looking for information related to the material from various sources on the internet	✓					5
10.	I'm lazy to look for learning material information from other sources				✓		4
11.	I'm not shy about asking questions when I'm having trouble learning			✓			3
12.	I study hard even though there is no exam			✓			3
13.	I study hard only when I'm with my parents		✓				2
14.	I diligently practice questions to help me achieve my goals	✓					5
15.	I get a reward when I get good grades				✓		2
16.	I study hard so that the teacher gives praise				✓		4
17.	I'm excited to learn when my parents punish me for bad grades				✓		2
18.	I become lazy when I get punished by my parents when I get bad grades				✓		4
19.	I'm happy if I learn by using Team Quiz method			✓			4
20.	It is easier for me to understand lessons by studying with group		✓				4
21.	I am interested in the existence of quizzes in learning	✓					4
22.	I am not interested if there is a quiz in learning				✓		4

No.	Statement	Answer				
		SS	S	RR	TS	STS
23.	It's easier for me to learn if the atmosphere is comfortable and calm	✓				
24.	I can't study well when it's noisy	✓				
25.	I'm more interested in learning in groups		✓			

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5
9



Learning Motivation Questionnaire

➤ Respondent Identity

Name : Dwi iriani

Class : XI 0TK0

➤ Instructions for filling out the questionnaire

- Before you fill out this questions, write down your identity honestly.
- Please read all questions carefully before give your answer.
- Put a tick (✓) on one of the answers (SS, ST, RG, TS, STS) that you think is correct and according to the actual situation.

➤ Information

SS : Strongly Agree

S : Agree

RR : Uncertain

TS : Disagree

STS: Strongly Disagree

No.	Statement	Answer					
		SS	S	RR	TS	STS	
1.	I reread the textbook to help me understand the material			✓			3
2.	I open the book when I'm about to take an exam					✓	5
3.	I like reading the other books than textbooks		✓				4
4.	When I get a bad grade, I feel sad		✓				4
5.	I feel satisfied when I get good grades	✓					5
6.	I don't give up easily when I have difficulties					✓	1

No.	Statement	Answer					
		SS	S	RR	TS	STS	
7.	When I get a bad score, I immediately give up					✓	5
8.	I will ask a lot of questions if I don't understand the material		✓				4
9.	I am looking for information related to the material from various sources on the internet		✓				4
10.	I'm lazy to look for learning material information from other sources				✓		4
11.	I'm not shy about asking questions when I'm having trouble learning		✓				4
12.	I study hard even though there is no exam			✓			3
13.	I study hard only when I'm with my parents				✓		4
14.	I diligently practice questions to help me achieve my goals		✓				4
15.	I get a reward when I get good grades		✓				4
16.	I study hard so that the teacher gives praise		✓				2
17.	I'm excited to learn when my parents punish me for bad grades				✓		2
18.	I become lazy when I get punished by my parents when I get bad grades				✓		4
19.	I'm happy if I learn by using Team Quiz method		✓				4
20.	It is easier for me to understand lessons by studying with group		✓				4
21.	I am interested in the existence of quizzes in learning		✓				4
22.	I am not interested if there is a quiz in learning		✓				2

No.	Statement	Answer					
		SS	S	RR	TS	STS	
23.	It's easier for me to learn if the atmosphere is comfortable and calm		✓				4
24.	I can't study well when it's noisy		✓				4
25.	I'm more interested in learning in groups		✓				4



Appendix 3:

The Results of Questionnaire Items

Respondent	Number of Statement																									Total	Mean	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25			
1-AS	4	4	4	2	5	4	4	4	5	4	4	3	3	4	3	4	2	3	4	4	4	4	4	4	4	94	3.76	
2-AFF	5	4	5	2	5	4	4	4	5	4	3	3	2	5	2	4	2	4	4	4	4	4	5	5	4	97	3.88	
3-J	5	4	4	4	5	4	1	4	3	4	4	4	4	4	4	4	2	1	3	5	2	3	5	4	4	91	3.64	
4-MGF	4	3	4	4	5	4	4	3	3	4	5	3	4	4	2	4	3	3	4	2	4	4	5	4	4	93	3.72	
5-MAA	5	4	5	2	5	4	4	5	4	4	4	5	3	5	4	4	2	2	3	5	3	4	4	4	4	98	3.92	
6-MD	5	3	3	4	5	4	5	4	4	3	4	3	5	3	2	4	4	4	4	3	4	4	4	5	4	97	3.88	
7-MH	5	5	5	2	5	4	5	3	5	4	3	4	4	4	2	4	1	5	5	4	5	4	5	5	4	102	4.08	
8-MZA	4	2	3	3	5	4	4	3	3	4	3	4	4	4	2	4	2	4	4	4	4	4	4	4	4	90	3.6	
9-NAB	4	5	3	4	5	5	4	4	5	5	4	3	4	4	1	3	3	5	4	1	3	5	5	5	1	95	3.8	
10-R	5	5	4	3	4	2	4	5	4	4	3	4	4	4	3	4	4	4	4	4	4	4	3	5	5	4	99	3.96
11-RW	5	5	4	5	2	4	4	4	4	4	4	4	4	4	4	4	2	4	4	2	4	4	5	5	2	97	3.88	
12-RH	5	5	4	4	5	4	4	4	4	4	4	5	4	4	4	4	2	4	4	2	4	4	5	5	2	100	4	
13-RF	5	2	3	4	5	4	5	3	3	2	3	2	4	4	2	4	2	5	4	4	4	4	5	5	4	92	3.68	
14-RK	2	4	4	4	5	4	1	4	3	1	5	4	3	4	4	2	2	4	4	4	2	2	5	2	4	83	3.32	
15-RS	5	4	4	4	5	4	4	5	4	4	4	4	3	4	2	4	2	4	2	2	4	4	5	5	2	94	3.76	
16-RR	4	3	5	5	5	4	1	1	5	4	4	4	4	4	2	4	4	5	5	4	4	4	5	4	4	98	3.92	
17-SL	5	4	5	5	5	5	2	5	5	4	5	5	1	5	5	4	2	3	3	5	5	3	5	2	5	103	4.12	
18-SAA	5	5	4	4	5	4	4	4	4	4	4	4	4	4	4	4	2	4	4	2	4	4	5	5	2	99	3.96	
19-SV	2	2	5	5	5	4	5	5	4	4	4	2	4	4	2	5	2	5	5	4	5	5	5	5	4	102	4.08	
20-SR	5	4	4	2	3	5	4	4	4	4	4	4	4	4	4	2	2	4	4	4	2	2	5	2	4	90	3.6	


Respondent	Number of Statement																									Total	Mean		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25				
21-AAR	4	3	2	4	5	4	3	3	2	3	3	3	2	2	3	3	3	4	3	1	5	5	5	5	3	83	3.32		
22-AS	4	2	2	4	5	4	5	4	4	3	4	4	3	4	4	3	4	4	4	4	4	3	4	4	3	93	3.72		
23-DI	3	5	4	4	5	1	5	4	4	4	4	3	4	4	4	2	2	4	4	4	4	2	4	4	4	92	3.68		
24-HL	5	2	4	4	5	4	4	3	3	5	4	4	4	3	1	3	1	5	4	4	4	3	5	5	5	94	3.76		
25-JS	3	2	2	4	1	4	4	3	3	4	3	3	4	4	4	2	3	1	4	5	4	3	4	4	4	82	3.28		
26-MA	3	3	3	3	1	1	1	3	3	2	2	3	1	2	2	2	3	3	2	3	3	3	4	4	3	63	2.52		
27-NA	3	5	4	4	5	1	5	4	4	4	4	3	4	4	4	2	2	4	4	4	4	2	4	4	4	92	3.68		
28-NAZ	4	4	3	4	4	4	4	4	4	4	5	4	5	4	2	5	3	4	5	4	4	5	5	5	5	104	4.16		
29-NS	3	3	2	4	2	1	2	2	4	2	4	3	4	4	4	2	2	3	3	3	3	4	2	4	4	4	75	3	
30-NAF	4	2	2	4	1	4	5	4	4	4	4	4	3	4	4	3	4	4	4	4	4	3	4	4	3	90	3.6		
31-NF	5	3	2	4	5	4	4	4	3	3	4	3	4	4	2	4	2	4	4	4	4	4	4	4	4	92	3.68		
32-RA	3	5	4	4	5	1	2	4	4	4	4	3	4	4	4	2	2	4	4	4	4	2	4	4	4	89	3.56		
33-RM	5	5	2	3	5	5	4	4	4	4	4	3	5	4	2	3	2	3	4	5	3	4	4	4	4	95	3.8		
34-RIS	5	5	2	4	4	4	5	5	4	4	5	3	4	4	1	5	3	3	4	5	4	4	4	4	5	100	4		
35-RMA	4	3	4	4	5	3	3	4	3	2	4	3	2	2	3	3	3	4	4	1	5	5	5	5	3	87	3.48		
36-SH	4	5	4	4	4	4	5	5	3	3	5	3	5	5	2	4	3	3	4	5	5	5	5	5	5	105	4.2		
37-SU	4	3	3	4	5	4	3	4	4	4	3	4	4	3	2	4	2	3	4	4	4	4	4	4	4	91	3.64		
38-SY	3	3	2	1	2	1	2	3	3	3	2	3	2	2	2	3	1	2	3	2	3	3	4	4	4	63	2.52		
39-WY	4	4	4	5	5	4	4	3	5	4	4	3	3	4	4	4	4	4	5	4	5	4	4	4	4	102	4.08		
40-AK	4	4	2	2	4	4	2	4	2	4	3	3	3	4	3	3	4	2	4	3	4	3	4	4	3	82	3.28		
TOTAL	166	148	139	146	172	143	145	152	151	145	153	139	142	153	115	138	100	145	155	142	156	144	181	170	148	3688	3.69		
MEAN	4.15	3.7	3.48	3.65	4.3	3.58	3.63	3.8	3.78	3.63	3.83	3.48	3.55	3.83	2.88	3.45	2.5	3.63	3.88	3.55	3.9	3.6	4.53	4.25	3.7				
MEAN	3.78			3.76			3.62			3.11			3.73			4.16													

Respondent	Number of Statement																									Total	Mean
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25		
% (Items)	83	74	70	73	86	72	73	76	76	73	77	70	71	77	58	69	50	73	78	71	78	72	91	85	74		
% (Indicator)	75.64							75.13					72.33				62.25				74.63			83.17			



Appendix 4:

Administrations


**KEPUTUSAN
DEKAN FAKULTAS TARBİYAH
NOMOR : 3089 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.
Menetapkan	:	MEMUTUSKAN KEPUTUSAN DEKAN FAKULTAS TARBİYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2021;
Kesatu	:	Menunjuk saudara; 1. Dra. Hj. Nanning, M.Pd. 2. Mujahidah, M.Pd. Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa : Nama : Inyanti NIM : 18.1300.113 Program Studi : Pendidikan Bahasa Inggris Judul Skripsi : The Effect Of Oral Quizzes In Improving Students' Speaking Skills In English Subject At SMK PGRI Enrekang
Kedua	:	Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
Ketiga	:	Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
Keempat	:	Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 05 Oktober 2021





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH**

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

Nomor : B.1514/In.39/FTAR.01/PP.00.9/04/2023

03 April 2023

Lampiran : 1 Bundel Proposal Penelitian

H a l : Permohonan Rekomendasi Izin Penelitian

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

Makassar

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Imayanti
Tempat/Tgl. Lahir : Cemba, 01 Agustus 2000
NIM : 18.1300.113
Fakultas / Program Studi : Tarbiyah/ Pendidikan Bahasa Inggris
Semester : X (Sepuluh)
Alamat : Dusun Membura, Desa Cemba, Kec. Enrekang,
Kab. Enrekang

Bermaksud akan mengadakan penelitian di wilayah Kab. Pinrang dalam rangka penyusunan skripsi yang berjudul "**Student's Motivation In Learning English By Using Team Quiz Method At The Second Grade Of SMK PGRI Enrekang**". Pelaksanaan penelitian ini direncanakan pada bulan April sampai bulan Mei Tahun 2023.

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

Wassalamu Alaikum Wr. Wb.



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

Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jl. Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936
Website : <http://simap-new.sulselprov.go.id> Email : ptsp@sulselprov.go.id
Makassar 90231

Nomor : **15232/S.01/PTSP/2023** Kepada Yth.
Lampiran : - Bupati Enrekang
Perihal : **Izin penelitian**

di-
Tempat

Berdasarkan surat Wakil Dekan I Fak. Tarbiyah Institut Agama Islam Negeri Parepare Nomor : B/1514/IN.39/FTAR.01/PP.00.9/04/2023 tanggal 03 April 2023 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

Nama : **IRNAYANTI**
Nomor Pokok : **18.1300.113**
Program Studi : **Pendidikan Bahasa Inggris**
Pekerjaan/Lembaga : **Mahasiswa (S1)**
Alamat : **Jl. Amal Bakti No. 8 Soreang, Kota Parepare**

PROVINSI SULAWESI SELATAN

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI, dengan judul :

" STUDENTS' MOTIVATION IN LEARNING ENGLISH BY USING TEAM QUIZ METHOD AT THE SECOND GRADE OF SMK PGRI ENREKANG "

Yang akan dilaksanakan dari : Tgl. **11 April s/d 11 Mei 2023**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada Tanggal 11 April 2023

A.n. GUBERNUR SULAWESI SELATAN
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
SATU PINTU PROVINSI SULAWESI SELATAN



Ir. H. SULKAF S LATIEF, M.M.
Pangkat : **PEMBINA UTAMA MADYA**
Nip : **19630424 198903 1 010**

Tembusan Yth

1. Wakil Dekan I Fak. Tarbiyah Institut Agama Islam Negeri Parepare;
2. *Pertinggal.*



YAYASAN PEMBINA LEMBAGA PENDIDIKAN DASAR DAN MENENGAH
(YPLP DIKASMEN PGRI KABUPATEN ENREKANG)

SEKOLAH MENENGAH KEJURUAN

SMKS PGRI ENREKANG

ALAMAT : JL. HOS. COKROAMINOTO NO. 3 TLP (0420) 21231 ENREKANG 91711

SURAT KETERANGAN

Nomor : 046 / SMK-PGRI/E.12/V/2023

Yang bertanda tangan di bawah ini Kepala SMKS PGRI Enrekang menerangkan bahwa :

Nama : IRNAYANTI
NIM : 18.1300.113
Jurusan : Pendidikan Bahasa Inggris
Alamat : Desa Cempa, Kec. Enrekang, Kab. Enrekang

Benar yang bersangkutan telah melaksanakan penelitian di SMKS PGRI Enrekang dari bulan April 2023 sampai dengan bulan Mei 2023 dengan judul :

“ Students’ Motivation in Learning English By Using Team Quiz Method at the second Grade of SMKS PGRI Enrekang”.

Demikian surat keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Enrekang, 12 Mei 2023

Kepala,



Drs. RUSMAN, M.Pd.

SUL.SENIP. 19641231 199003 1 135

Appendix 5:

Documentations



CURRICULUM VITAE



IRNAYANTI, is the name of the writer of this thesis. She was born on August 1st, 2000 in Cemba Village, Enrekang District, Enrekang Regency, South Sulawesi Province. The writer is the 4th child of 10 siblings, having three sisters and six brothers. Her father's name is Rustan and her mother's name is Rosmiati.

The writer first entered education at SDN 46 Membura in 2006 and graduated in 2012, then continued her education at SMPN 07 Enrekang and graduated in 2015. In the same year, the writer continued her education at SMK PGRI Enrekang with a major Computer and Network Engineering and graduated in 2018. In 2018, the writer was registered as a student at the State Islamic Institute of Parepare (IAIN Parepare), taking the Tarbiyah Faculty and focusing on the English Language Education study program.

