THE STUDENTS' MOTIVATION IN ONLINE ENGLISH LEARNING IN NEW NORMAL ERA

THESIS

NUR RANSYAH HAMDANI
4619107004

To Fulfill One of The Requirements for Obtaining Master's Degree

ENGLISH EDUCATION DEPARTMENT
GRADUATE PROGRAM
BOSOWA UNIVERSITY
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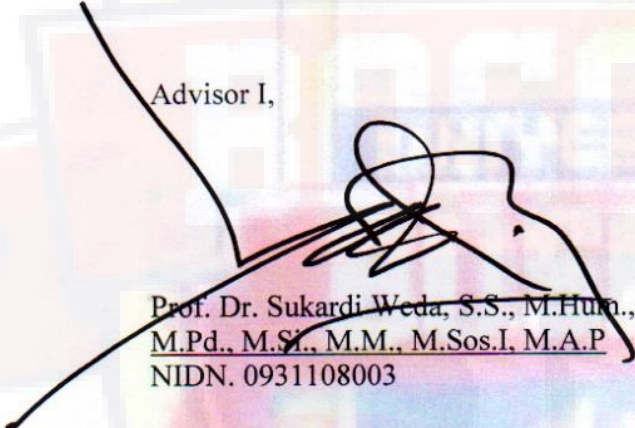4619107004

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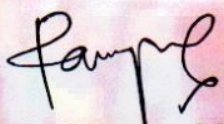4. Program Study : Magister Pendidikan Bahasa Inggris

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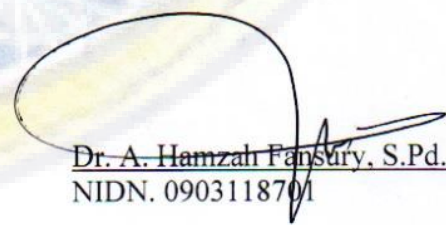
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ABSTRACT

Nur Ransyah Hamdani. 2023. An analysis on the students' motivation in online English laerning in New Normal Era. Graduate Program, English Education Department. Bosowa University. Supervised by Sukardi Weda andRampeng.

The purpose of this study was (1) to find out the level of the students' motivation in online English learning in New Normal Era. (2) To analysis the factors that influence the students' motivation in online English learning in New Normal Era. (3) To find out whether or not the implementation of English online learning fulfills the principle of effective teaching and learning. The research was designed by Mixed Method. The students of Class XI TESHA Department of SMK Negeri 3 Makassar were chosen by the researcher as sample which consists of 30 students. In collecting data, the researcher used interview and questionnaire. From the result it can be show that most of the students has moderate degree motivation in joining English Online learning in New Normal Era. Second, there are three factors that influence the students' motivation in English online learning, they are learning ability, learning tools and facility and students' goals. Third, the most of the students was interested to implementation of English online learning.

Keywords: Motivation, Online Learning, Covid-19 Pandemic

ABSTRAK

Nur Ransyah Hamdani. 2023. Motivasi siswa dalam belajar Bahasa Inggris online di Era Normal Baru. Disupervisi oleh Sukardi Weda dan Rampeng.

Tujuan dari penelitian ini adalah untuk menganalisis bagaimana siswa belajar bahasa inggris secara online di Era Normal Baru, beralih dari proses belajar dan mengajar tatap muka langsung menjadi kelas daring. Untuk mencapai tujuan tersebut, penulis merancang 3 tujuan penelitian : (1) Untuk mengetahui tingkat motivasi siswa dalam belajar bahasa Inggris via online di Era Normal Baru, (2) menganalisis faktor-faktor yang mempengaruhi motivasi belajar siswa Bahasa Inggris via online di Era Normal Baru, dan (3) untuk mengetahui terlaksana atau tidaknya pembelajaran bahasa Inggris online memenuhi prinsip belajar mengajar yang efektif. Penelitian ini menggunakan metode campuran dan di lakukan di SMK Negeri 3 Makassar kelas XI (Sebelas) jurusan TESHA (Teknik Energi Surya, Hidro dan Angin). Data dikumpulkan dari 30 siswa. Dalam mengumpulkan data, peneliti mengamati, wawancara siswa dan kuesioner. Dari hasil tersebut dapat diketahui bahwa sebagian besar siswa memiliki motivasi tinggi dalam mengikuti pembelajaran Bahasa Inggris secara online di Era Normal Baru. Kedua, ada tiga faktor yang mempengaruhi motivasi siswa dalam pembelajaran bahasa Inggris daring, yaitu kemampuan belajar, sarana dan fasilitas belajar, dan tujuan siswa. Ketiga, sebagian siswa tertarik dalam penerapan pembelajaran online bahasa Inggris.

Kata kunci : Motivasi, Belajar Online, Covid-19

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Realizing that this thesis still needs to be improved, therefore the constructive critism and Suggestion will be highly appreciated. Finally, willingly the researcher prays may all our efforts are blessed by Allah SWT. Aamiin.

I dedicate this thesis to the English Education Department of Graduate Program, Bosowa University, and hope it is beneficial for the campus. Above all, to the Great Almighty, My knowledge and wisdom, for His countless love. May He always bless us.

Makassar, February 2023
The Researcher

Nur Ransyah Hamdani

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CHAPTER I

INTRODUCTION

This chapter consists of background of the research, problem statement, objectives, significance and the scope of the research.

1.1 Background

In the last of 2019, the world has been infected by a new virus from Wuhan, China named Corona Virus (Covid-19). Based on the data of World Health Organization (WHO), this virus has been spread in 192 countries in the world, including Indonesia. The fast of the virus transmission, make the government should make the rule to block the activity which involved contact from one person to another person. Because this virus, can be transmitted through an infected person to another closest person through the droplets, Ariyanti (2020). The rule impacts all the aspect of this life, such as economic, education, etc.

Education is the most impacted sector by this pandemic. Based on the WHO recommendation, the government made regulation to do online learning or studying from home. The students can't study face to face at school anymore because of the rule. In other world, the process of teaching and learning process at school changed into online learning or distance learning. This condition makes the students shocked because they have to change their studying habit. They used to study with book and whiteboard, and it is changed into using smartphone and internet. The teacher and the students are forced to use online application like

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zoom meeting, WhatsApp, Moodle, and another application to fulfill the learning outcome of each lesson. Those application use in all lesson, including English subject.

English is one of the subjects that need practice to understand in every meeting. It's also known as a subject that are less attractive to the students because it is quite difficult to learn, Khrismaninda & Refnaldi (2021). Now, the students considered learning English is more difficult because they have to learn it via online. The teacher just delivered the material via WhatsApp or zoom meeting after that they are having assignment to be finished without any real practice. Moreover, the learning environment at home makes the students lazier to join the lesson. This condition makes the students' motivation in learning English getting low.

A study has been conducted about the vocational high students' motivation in learning english found that the students think english is very complicated to learn because it has its own language structure which is different with Bahasa Indonesia, Maylani (2020). In other hand, the vocational high students considered English is not a very important subject to learn because it doesn't have any relation with their course. English subject only as additional subject to learn, so it is important for them to know and master.

Based on the researcher observation in some Vocational High Students at Makassar, some students have a problem with their motivation to learn English during this online learning. The students are very hard to understand the material because the teacher only give the material via WhatsApp or google classroom

without explain the material clearly. They also sometimes have zoom meeting, but the student still needs more explanation or practice to understand. Another cause is the students think that studying English via online is very boring because it less attractive.

Motivation is very important part in learning especially English which is known as a foreign language. It needs big motivation to learn. The success and the failure of learning depends on the students' motivation. In learning activities, motivation can be said to be a driving force in students that causes learning activities to occur so that they can achieve the goals set in the lesson, Collins & Amabile (2014). Motivation is needed in the learning process because people who are not motivated to learn cannot carry out learning activities. According to Wright & Brehm (2015) learning motivation is a driving force or encouragement possessed by humans to do a job, namely learning. In conclusion, it can be said that learning motivation is very necessary in teaching and learning process especially English subject which need big effort to understand.

Based on the problem above, the researcher intends to analysis on the students' motivation in online learning during pandemic, the factors that influence the students' motivation in online learning and whether the implementation of English online learning fulfill the principle of effective teaching and learning or not.

1.2 Problem Statement of the Research

Referring to the problem above the researcher formulates the research questions as follows:

1. What is the level of students' motivation in online English learning in New Normal Era?

2. What are the factors that influence the students' motivation in online Englishlearning in New Normal Era?

3. Does the implementation of English online learning fulfill students' interest in learning English?

1.3 Objectives of the Research

Based on the problem statement above, the researcher states the objectives of the research are:

1. To find out the level of the students' motivation in online English learningin New Normal Era.

2. To analysis the factors that influence the students' motivation in online Englishlearning in New Normal Era.

3. To find out whether or not the implementation of English online learning fulfill students' interest in learning English.

1.4 Significance of the Research

The result of this research is expected to have benefits theoretically and alsopractically.

1.4.1 Theoretical Significant

The result of this research is expected to contribute to the development of knowledge and give theoretical insight about motivation to SMK Negeri 3 Makassar to learn English through online learning.

1.4.2 Practical Significant

1. For English Teacher

    The result of this research can be the source of information about the students' motivation in online English learning in New Normal Era. So, they can find out the new application or teaching method in teaching English to make the students more motivated in learning.

2. For students

    The result of this research can give the information about students' motivation in online english learning and can be used to train themselves to be more active in the learning process so it is expected to increase motivation.

3. For Other Researcher

    This research is expected to add insight and knowledge for readers and further researchers, especially regarding students' learning motivation in online learning in New Normal Era.

1.5 Scope of the Research

This research is limited in analyzing the students' motivation in online learning in New Normal Era, the factors that influence the students' motivation in online learning and the implementation of English online learning from To find out whether or not the implementation of English online learning fulfill t h e students' interest in learning English.

1.6 Operational Definition of Key Terms

To prevent the interpretation especially related to the terms used on this

study, operational definitions of variables was formulated as follows:

1. Analysis is an activity in determining the quality of the test instrument, including its validity, reliability, items difficulty, and items discrimination.

2. Motivations is an impulse that shapes a process or actions taken by a person to achieve a certain goal. So that with this impulse the students can carry out an activity that called learning.

3. Students' motivation in online learning English is something that working on the students to achieve their target in learning English which is affected by internal or external factors. In this study discusses the level of students' motivation, the factors that influence the students' motivation and implementation of english online learning to learn class XI TESHA Department students at SMK Negeri 3 Makassar. As for students who have good learning motivation in following the learning process can viewed from two kinds of motivation. The first is intrinsic motivation and extrinsic motivation.

4. Online Learning is The teacher and the students use online application like zoom meeting, WhatsApp, Moodle, and another application to fulfill the learning outcome of each lesson. Those application use in all lesson, including English subject.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with some previous related findings, some pertinent ideas, and conceptual framework.

2.1 Previous Related

Manalu (2021) focuses research on students' motivation in English learning during the covid-19 pandemic. In this study, the data collection instrument used questionnaires and interviews which the writer distributed using Google Form. The data sources in this study were taken by eleventh grade students of SMA Negeri 8 Medan. There were twenty students who had filled out the questionnaire sheet and twenty students who had answered the interview sheet. Findings from data analysis, there are two types of student learning motivation, namely internal motivation and external motivation. Most students said that learning motivation is with students trying to do their own work, learning on their own initiative, assuming that learning is important for them, learning to develop their skills, concentrating when studying in crowded places, such as learning to use videos, room conditions determine their passion for learning and more enthusiasm for achieving high scores. On the other hand, giving praise, appreciation and small gifts to students can increase motivation in student learning activities. The writer suggests that teachers and parents continue to provide motivation and support to students during their learning process so that their learning activities can take place well during this online learning.

Ikhwan and Andriyanti (2021) conducted research to find out students' motivation to acquire English as a foreign language through virtual learning in the midst of Covid-19 Pandemic. It involved 202 students spread throughout Indonesia. Data were collected by means of motivation questionnaires adopted from the Situational Motivation Scale (SIMS) of students' motivation, i.e., instrumental motivation and integral motivation. The data were analyzed with descriptive statistics and Pearson's Correlation on SPSS22. The result shows that the students have a low level of motivation both for integrative and instrumental motivation to acquire English. The statistical calculation reveals that there is a correlation between the students' motivation and virtual learning activity as shown by the level of significance 0,000<0,05 with the coefficient Pearson's correlation of 0,282. There is no correlation between the students' motivation and the Covid-19 Pandemic as depicted by Pearson's correlation of 0,062 with the significant level of 0,382>0,05. The research implies a need for a more innovative instructional design for virtual language learning to better improve students' motivation to learn English during the Covid-19 pandemic.

From all the previous research above, this research has similarity and differences with these researches. The similarity is all of them investigate about the students' motivation in English learning during Covid-19. The difference is this research will describe about the level of the student' motivation, the factor that influence the students' motivation and the effectiveness of English online learning in New Normal Era.

2.2 Some Pertinent Ideas

2.2.1 Motivation

2.2.1.1 Definition of Motivation

From all the previous research above, this research has similarity and differences with these researches. The similarity is all of them investigate about the students' motivation in English learning during Covid-19. The difference is this research will describe about the level of the student' motivation, the factor that influence the students' motivation and the effectiveness of English online learning in New Normal Era.

Palmer (2007) states that student motivation as an essential that is necessary for the quality of education. How we do know when students are motivated? They pay attention, they begin working on tasks immediately, they ask questions and volunteer answer, and they appear happy and eager. If students show a good attitude in the learning process, it can be said that the students have motivated. In addition, According to Haque, et al (2014) stated that motivation is a way of creating a high level of enthusiasm to reach organizational goals, and this situation is accommodated by satisfying some individual needs. In other words, motivation is the steps to make someone act according to their needs to achieve the desired goal.

Based on the explanations above, it can be concluded that motivation is an impulse that shapes a process or actions taken by a person to achieve a certain goal.

2.2.1.2 Kinds of Motivation

Motivation can be divided into various categories. The following are some of the major ways in which motivation is categorized motivation there are intrinsic motivation and extrinsic motivation.

1. Intrinsic Motivation

   According to Ryan and Deci (2000) intrinsic suggest that for learners who are intrinsically motivated, their learning will be high. In another hand, intrinsic motivation comes from inside of students' person. In addition, according to Noels, et al (2000) stated that there are three types of intrinsic motivation.

   a. Knowledge

   Knowledge can be defined as motivation for learning L2, exploring new ideas, and developing knowledge.

   b. Accomplishment

   Accomplishment refers to the attempt to master a task or to achieve a goal.

   c. Stimulation

   d. Stimulation is related to motivation based on stimulation or performing the task, such as aesthetic appreciation, fun, or excitement.

   Based on the explanations above, intrinsic motivation is a motivation that arises from within a person without requiring external stimulation.

2. Extrinsic Motivation

   Ryan and Deci (2000) extrinsic motivation refers to environmental energizers like money, food, recognition, and etc, which guide behavior so as to attain a goal. It is driven by the desire for reward from the outside. On other hand,

this motivation focuses outside of people such as family and environment. Sardiman in Ulfa (2014) motives that are actives and function because of there is an external stimulant. The motivation that comes from family, school, environment and friends are extrinsic motivation.

In addition, according to Gardner and Lambert in Wahyudi (2017) there are two kinds of motivation based on the purpose, they are instrumental and integrative motivation.

a. Instrumental Motivation

Instrumental motivation suggests and implies that a learner learns the language in support of a purpose relating to occupation or further useful motive. Instrumental goals, such as career promotion or furthering a career, reading technical material, translation, good job, position, and status.

b. Integrative Motivation

According to Gardner (2000), integrative motivation plays an essential role in successful language learning. When the learners' attitudes and motivation towards the target culture are positive, the second language learner' easily becomes a part of the second language culture. Integrative motivation means learning the language with the intention of participating in the culture of its people. Culture is to identify with and to make learners become a part of that society. In integrative motivation, students need to be attracted by the culture of a target language community.

Based on the explanations above, it can be concluded that there are kinds of motivation in learning such as intrinsic that come from inside students' person

and extrinsic come from outside of students' person.

2.2.1.3 Indicators of the Level of Students' Motivation to Learn

According to Maulana and Pranitasari (2020) in knowing the level of learning motivation in students, there are several indicators of student learning motivation including:

1. Persistence in learning

2. Interest and persistence in learning

3. Resilient in the face of adversity

4. Independent in learning

5. The desire to be successful in learning

6. Reward / praise / appreciation

Meanwhile, according to Sardiman, Interaksi dan Motivasi Belajar Mengajar (2016) stated that indicators of learning motivation that come from within students are as follows:

1. Diligent in facing assignments, meaning that students can do their work diligently, look for references, and check the completeness of the assignments they are doing.

2. Resilient in facing difficulties, meaning that students never give up in the face of the difficulties they face.

3. Shows interest in various problems and tries to find solutions to problems.

4. He prefers to work independently, which means he is responsible for his duties.

5. Quickly bored with routine tasks or mechanical, repetitive and less

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creative, meaning that students are less interested in monotonous learning.

6. Can defend their opinion, meaning that students are firm in arguin

7. It is not easy to let go of what he believes in, meaning that he believes in what he knows and does.

Furthermore, according to Uno (2011) stated that learning motivation indicators can be classified as follows:

1. The desire and desire to succeed

2. There are an encouragement and need in learning

3. The existence of hopes and dreams for the future

4. There is an appreciation in learning

5. The existence of activities that are interesting in learning

6. The existence of a conducive learning environment, allowing a student to learn well.

Based on the explanations above, there are several indicators of students' motivation in learning. In other word, Indicators of students' motivation are kinds of the students who are motivated.

2.2.1.4 Factors that Influence Students Motivation

In motivate the students to learn, there are several elements that influence the students. According to Dimyati and Mudjiono in Rahmawati (2016:18) stated that there are several elements that affect learning motivation, namely:

1. The Goal of Aspirations of Students

Aspirations of students to become someone will strengthen the enthusiasm for learning and direct the students to learn.

2. Learning Ability

Learning Ability includes several psychological aspects contained in students. For example observation, attention, memory, intellect, and fantasy. In this learning ability, so that the development of students' thinking becomes a measure. Students at the level of development of concrete thinking (real) not the same as students who think operationally (based on observation related to the ability of reason). Students who have high learning, usually more motivated in learning, because the students are more often to get successful and because of it will strengthen their motivation.

3. Students Physical and Spiritual Conditions

Students' condition which includes physical and spiritual condition can affect motivation to learn. Students who are sick, hungry students' emotional condition will interfere with concentration or attention students learning.

4. Environmental Condition of Students

Students' environment can be in the form of natural conditions, environment place of residence or family, social circle or friend peers, and community life. It's environmentally safe, peaceful, orderly, and beautiful, so the learning spirit and motivation are easily reinforced. According to Prasetya et al in Rahmayanti (2013) the social environment can be distinguished into two, namely the primary social environment is the environment social where there is a close relationship and know each other between one and another for example this environment is the environment of family, peers, and teacher. Secondary social environment, namely the social environment is the local community's life and

surroundings.

5   Dynamic Elements of Learning

Dynamic elements in learning are those elements its existence in the learning process is unstable, sometimes weak and even completely disappeared. Dynamic elements on students related to the condition of students who have attended, will, and thought that undergo change by experience life provided by the students' environment.

6   Teachers Effort to Teach Students

The effort is how the teacher prepares themselves in teaching students starting from mastery of the material, how to convey it, interesting students' attention, and organize classroom discipline.

In addition, according to Sadirman (2016: 17) stated that motivation can arise due to internal factors and external factors, such as:

1   Internal factors

Internal factors are divided into two factors, namely physical factors and psychological factors. Physical factors are factors that influence the body and appearance of an individual. This physical function includes nutrition, nutrition, and health of the five senses. Meanwhile, psychological factors are the aspects that encourage or hinder student learning activities. This factor relates to the spiritual condition of students.

2   External factors

External factors are divided into two factors, namely social and non-social factors. Social factors are factors that come from humans around the student's

environment such as teachers, parents, friends, neighbors, and others. Meanwhile, non-social factors are factors that come from physical conditions around students such as weather conditions, place conditions, and conditions of learning facilities.

Based on the explanations above, the factors that can influence students' motivation are the aspiration of students, learning ability of students, how are students physical and spiritual condition, environmental condition of students, element dynamic of learning and also the strategy of the teacher to motivate the students in learning.

Online Learning

2.2.2 Online Learning

2.2.2.1 Definition of Online Learning

According to Rossett (2002), Online Learning has many promises, but it requires commitment and resources and must be done correctly. Doing it right means that online learning material must be properly designed, with learners and learning in focus and that adequate support must be provided. Ring and Mathieux (2002) suggest that online learning must have high authenticity (students must learn in the context of the workplace), high interactivity, and high collaboration.

Khan (1997) defines online instruction as an innovative approach to convey instruction to a remote audience, using the Web as a medium. Online learning, however, involves more than just presentation and delivery of material using the Web: students and the learning process must be the focus of online learning. Carliner (1999) defines online learning as an educational material presented on a computer.

According to Ally (2008, p7) Online Learning as the use of the Internet to access learning materials; to interact with content, instructors, and other students; and to get support during the learning process, to gain knowledge, to build personal meaning, and to grow from learning experiences.

According to Collins (2002), Online Learning is defined as the creation and proliferation of personal computers, the globalization of other human ideas and actions, and the use of technology in exchanging ideas and providing access to more people. Audio, video, computer, and network technologies are often combined to create diverse instructional delivery systems. The basic method for uniting distance learning instructors with remote students is networking.

Thomson (2010) found that online learning is also suitable for gifted students because the approach is more individualized and more student centered. Overall, most studies of the effectiveness of internet and internet-based language learning materials highlight the findings that they create a new, conducive and encouraging environment for students.

Dabbagh and Ritland (2005:15) said that online learning is an open learning environment and distributed pedagogic tools, the internet, network-based technology, to facilitate learning and build knowledge through action and interaction. Online learning is learning that can be done any where and anytime, depending on the needs of human resources (instructors, lecturers, instructors, and students) who carry out these online learning activities.

All terms imply that students are far from tutors or instructors, that students use several forms of technology (usually computers) to access learning

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materials, that students use technology to interact with teachers or instructors and with other students, and that some form of support is given to learners.

To sum up, Online Learning is learning done electronically using the computer and network-based media. Online learning is also known as electronic learning, e-learning, online learning, internet-based learning, virtual learning, or web-based learning.

2.2.2.2 Form of Online Learning

According to Hardjito (2002), there are three forms of online learning as the basis for developing learning systems by utilizing the internet, namely:

1 Web Course

Web Course is the use of the internet for learning purposes, all teaching materials, discussions, consultations, assignments, exercises, and examinations are fully delivered via the internet.

2 Web-Centric Course

Web-Centric Course is learning with some learning materials and exercises delivered through the internet while examinations and some consultations, discussions, and exercises are conducted face to face.

3 Web-Enhanced Course

Web-Enhanced Course is the use of the internet for education to support the improvement of the quality of teaching and learning activities in the classroom, in this form the main learning activities are face-to-face activities in class. The role of the internet in the Web-Enhanced Course is to provide very rich

resources by giving addresses or making connections to various suitable learning resources that can be accessed online, to increase the quantity and expand communication opportunities between teachers and students reciprocally.

According to Kaye (2003), the form of online learning as follows:

1 Web Supported Online Learning

Web Supported Online Learning is done face-to-face and supported by the use of websites that contain summaries, learning objectives, learning materials, assignments, and short tests.

2 Blended or mixed Online Learning

Blended or mixed Online Learning that is part of the learning process is done face-to-face and partly done online.

3 Fully Online Learning format

Fully online Learning format which is the entire learning process carried out online including face-to-face meetings between educators and students which are also conducted online, teleconference technology is usually an option.

2.2.2.3 Characteristics of Online Learning

The following are the characteristics of Online Learning proposed by Rudi and Riyana (2007):

a. The students' capture of learning material does not depend on the instructor/teacher, because students construct their own knowledge through teaching materials delivered through the website interface;

b. The source of knowledge is everywhere and can be easily accessed by everyone. This is due to the global nature of Internet media and can be

accessed by anyone connected to it;

c. Teachers / educational institutions function as mediators / mentors;

d. Restructuring is needed for education system, curriculum, and management policies that can support the utilization of Information and Communication Technology for optimal education.

The four characteristics above are the things that distinguish online learning from conventional learning activities. In online learning students' capture of learning material is no longer dependent on instructors/instructors, because students build their own knowledge through teaching materials delivered through online learning. In online learning too, knowledge sources are spread every where and can be easily accessed by everyone.

2.2.2.4 Advantages and Disadvantage of Online Learning

The advantages of online learning are providing flexibility, interactivity, speed, visualization through various advantages of each media Sudjana (2005: 253). According to L. Tjokro (2009: 187), Online learning has many advantages, namely:

a. It is easier to absorb, meaning that it uses multimedia facilities in the form of images, text, animation, sound, and also videos.

b. Much more effective in costs, meaning that there is no need for an instructor, no need for a minimum audience, anywhere, and so on.

c. Much more concise, meaning that it does not contain a lot of class formalities, directly into a subject, subjects that fit your needs.

d. Available in 24 hours per day, meaning that mastery in a material depends

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on enthusiasm and also the absorption of students, can be monitored, can be tested by e-test.

The disadvantages of Online Learning described by Nursalam (2008: 140) include the following:

a. The lack of interaction between learners and students or also even between students themselves.

b. This tendency can ignore academic aspects as well as social aspects and vice versa make the growth of aspects of business or also commercial.

c. The teaching and learning process tends towards training rather than education itself.

d. Changing a learning role from the original masters of conventional learning techniques is now also required to be able to know the learning techniques using ICT (information, communication, and also technology).

e. Not all internet facilities are available in all places.

f. The lack of a human resource that understands the internet

g. Lack of mastery in computer languages.

h. Access on an adequate computer can be a problem for students.

i. These students may be frustrated if they cannot access graphics, images, and videos because of in adequate equipment (software and hardware).

j. Availability of an infrastructure that can be fulfilled.

k. This information varies in quality and also accuracy so guidance and also question features are needed.

l. These students can feel isolated.

2.2.2.5 Obstacles of Online Learning

Obstacles in the implementation of online learning, are Effendi (2005):

a. Investigation

Although online learning can ultimately save on education costs, it requires a very large investment at the outset.

b. Culture

The use of online learning requires a culture of independent learning and the habit of learning or the following learning through computers.

c. Technology and infrastructure

Online learning requires computer devices, reliable networks, and the right technology.

d. Material design

Submission of material through e-learning needs to be packaged in a learner-centric form. Currently, there are very few instructional designers who are experienced in making an adequate package of e-learning lessons.

2.2.2.6 Benefits of Online Learning

Simmons (2002) stated that gradually, many organizations have adopted online learning as the main delivery method for training employees. Although the use of online learning systems is relatively expensive, a huge benefit can be drawn from these strategies for both students and educators. In Asynchronous Online Learning, students can access subject matter at any time, while Synchronous Online learning enables real-time interaction between students and instructors, Ally (2007). Students can use the internet to access new and relevant material and

can communicate with educators in the field they are studying. Thus, students can learn or access subject material without being limited in time and place, allow real interaction with educators and other students and can contextualize learning.

For educators also get the same benefits that can be done learning at any time and from anywhere, can update material that can be immediately known by students, direct students to information according to their needs, and if designed appropriately can be used to determine needs and levels students' expertise and provide appropriate material to students to be selected in order to achieve the desired outcome.

2.2.3 The Effectiveness of Learning

2.2.3.1 The Definition of Learning Effectiveness

In the large Indonesian dictionary Hasan (2005) effectiveness comes from the word effective which means it has an effect, influence or consequence. It can be interpreted as an activity that provides satisfactory results. It can also be said that effectiveness is the link between the stated goals and results with the results achieved. Meanwhile, according to Mulyasa (2011), effectiveness is how an organization manages to get and utilize resources in an effort to realize operational goals. So that, effectiveness learning can be interpreted as the extent to which learning achieved its planned goals.

An effort is said to be effective if the effort reaches its goal. Creating effective learning conditions is important for teachers to do, this is because effective learning can help students improve their expected abilities in accordance with instructional goals to be achieved. Effective learning is not only seen from

the evaluation results achieved by the students, but is also able to provide good understanding, persistence, discipline, enthusiasm and a sense of pleasure while learning.

Meanwhile, the understanding of learning in general is the functioning of all five senses so that it can record everything that is experienced. Learning is a change in a person's behavior or appearance in the presence of a process of activities that run normally either through reading, observing, listening, imitating and soon. Another opinion says that learning is a process or activity that is not only something that has a goal or result, learning is also not only about remembering something, but learning is experiencing something so that it can give an impression Hamalik (2001). Meanwhile, Purwanto (2006) argued that learning is something that can cause a person to experience changes for the better or for the worse. Thus, learning has a very broad meaning, so that every human being experiences a learning process in his life.

In general, the understanding of learning is the process of interaction between students and educators or teachers and learning resources in a learning environment which includes teachers and students who exchange information. In essence, the learning process cannot be separated from three things, namely educators, students, and learning resources used in the learning process.

The definition of learning according to Sanjaya (2011) is a complex system whose success can be seen from two aspects, namely the product aspect and the process aspect. Learning success seen from the product side is the success of students regarding the results obtained by ignoring the learning process.

Rohmawati (2015) argues that learning is a system or process of learning that learners are planned, implemented and evaluated systematically so that learners can achieve learning goals effectively and efficiently.

According to Miarso (2004) the effectiveness of learning is one of the standards for the quality of education and is often measured by the achievement of goals, or it can also be interpreted as the accuracy in managing a situation, doing the right things. Meanwhile, Supardi (2011) argued that effective learning is a combination composed of human beings, materials, facilities, equipment and procedures directed to change student behavior in a positive and better way according to the potential and differences that students have to achieve predetermined learning goals.

Learning effectiveness is a measure of the success of an interaction process between students and between students and teachers in educational situations to achieve learning objectives. The effectiveness of learning can be seen from student activities during learning, student responses to learning and student mastery of concepts. To achieve an effective and efficient learning concept, it is necessary to have a reciprocal relationship between students and teachers to achieve a common goal, besides that it must also be adapted to the conditions of the school environment, facilities and infrastructure, as well as the learning media needed to help achieve all aspects of students' development.

Christianingsih (2012) argued that the effective learning when students are actively involved in organizing and determining information (knowledge). Students are not only passively accepting the knowledge given by the teacher.

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These learning outcomes not only increase students' understanding, but also improve students' thinking skills. The effectiveness of learning in question is the extent to which learning succeed in making students achieve learning objectives that can be seen from their learning completeness.

According to Suryosubroto (2009), it is necessary to pay attention to the implementation of effective teaching,i.e.:

1. The consistency of learning activities with the curriculum is een from the aspects, learning objectives, teaching materials, teaching tools used, and evaluation strategies.

2. The implementation of learning activities includes: presenting tools (resources and learning equipment), conditioning teaching and learning activities, using the available time for teaching and learning activities effectively, student learning motivation, mastering learning materials to be conveyed, activating students in teaching and learning activities, carry out interactive communication to students, carry out learning assessments.

Learning requires careful planning, making learning tools, choosing strategies, media, techniques, learning models, and evaluating learning, all of which are mutually sustainable. It is necessary to use effective and innovative learning models so that learning can be more varied and run smoothly. The use of the learning model is also adjusted to the material to be taught so that the suitability between the two and all components becomes appropriate.

The variety of teaching methods is a characteristic of being effective when the teacher teaches. Professional teachers are characterized by mastery of a

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number of methods and being able to apply them. The job is declared effective if it really facilitates students to learn to master the expected competencies. One indicator of learning effectiveness is the level of achievement of learning objectives. Learning objectives are achieved optimally, it can be said that learning reaches its effectiveness. In addition, active student involvement shows the efficiency of learning. The teaching and learning process is said to be effective if the learning can achieve the expected goals and students can absorb the subject matter and practice it.

Learning methods and strategies are now experiencing a shift leading to a shift in the educational paradigm. This affects the function of educators as facilitators, mediators and motivators in the learning process. The teacher has always been considered the center of learning, but now it has turned into students as learning itself. One of the reasons is the rapid progress of information technology requires a paradigm shift in the learning process carried out by all students. Students are required to have good mastery of Information and Communication Technology (ICT), so that students can follow the development of science that moves very fast. From some of the terms above it can be concluded that the effectiveness of learning is the ability to achieve learning goals that have been set appropriately and well and using the right equipment.

To create an effective way of learning requires hard work from a teacher. Therefore, according to Slamento (2010) to improve effective learning methods, teachers need to pay attention to the following points:

1. Internal Conditions

Internal conditions, namely situations that exist within the students themselves, such as health, security, peace, and so on. Students can learn best if their internal needs can be met.

2. External conditions

External conditions are conditions that exist outside the human person, for example the cleanliness of the house, lighting, and other environmental conditions.

3. Learning strategy

Efficient learning can be achieved if you can use appropriate learning strategies. Learning strategies are needed to be able to achieve maximum results.

Apart from hard work and a teacher, effective learning is also influenced by other aspects. According to Suryosubroto (2009), in order for the implementation of teaching to be effective, it is necessary to pay attention to the following matters:

1. The consistency of teaching and learning activities with the curriculum is seen from these aspects:
a) Purpose of teaching
b) Teaching materials provided
c) Teaching tools used
d) The evaluation or assessment strategy used

Implementation of the teaching and learning process, including:

a) Conditioning student learning activities

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b) Provides tools, resources and supplies

c) Using the time available for teaching and learning effectively

d) Student's motivation to study

e) Mastering the lesson material to be delivered

f) Enabling students in the teaching and learning process

g) Carry out communication or teaching and learning interactions

h) Providing teaching and learning assistance and guidance to students

i) Carry out process assessments and student learning out comes

j) Generalizing learning outcomes and follow-up

Based on the above opinion, thus effective learning is accompanied by proper teaching, the learning process is expected to be able to produce students who have independent personal characteristics and effective students.

2.2.3.2 Learning Effectiveness Indicators

According to Slavin (2018), there are four indicators that we can use to measure the effectiveness of a lesson. The four indicators, namely:

1. Quality of teaching

The quality of teaching is the extent to which the presentation of information or the ability to help students easily learn the material. The quality of teaching can be seen from the learning process and results. The learning process is seen from the suitability between teacher activities and student activities with the learning steps used. While the learning outcomes are seen from the students' learning completeness. According to Suryosubroto (2009) learning is said to be complete if there are at least 85% of students who achieve absorption, namely $\geq$

KKM (Minimum Completeness Criteria).

2. The right level of teaching

The appropriate level of teaching can be seen from the extent to which the teacher ensures that students are ready to learn a new lesson, meaning the skills and knowledge needed to learn it but have not yet acquired the lesson. The appropriate level of teaching is seen from students' learning readiness. According to the Slamento (2010), the readiness of students can be seen from 3 aspects, namely:

a. Physical, mental, and emotional conditions.

b. Needs, motives, and goals

c. Skills, knowledge, and other understandings that have been learned

The appropriate level of teaching is said to be effective when students are ready to take part in learning, seen from the criteria of student readiness at least good.

3. Incentive

Intensive is the extent to which the teacher ensures that students are motivated to do teaching tasks and to learn the material that is being presented. Incentives are seen from teacher activities in providing motivation to students. Slamento (2010) stated that there are four things that teachers can do in providing motivation to students, namely:

a. Generating encouragement for students to learn

b. Explain in concrete terms to students what can be done at the end of teaching

c. Providing rewards for achievements so that it can stimulate to achieve better achievements in the future

d. Give good study habits

Incentives are said to be effective if the teacher's efforts in providing motivation are maximal, seen from the minimum teacher incentive criteria

4. Time

Learning can be said to be effective if students can complete learning in accordance with the specified time allocation. Student activities related to the use of student time include the following aspects:

a. Preparation for early learning

b. Receiving material

c. Train one's own abilities

d. Developing material that has been studied

e. Closing

Time is said to be effective if students use the maximum time, seen from the criteria for using a minimum of good student time.

2.3 Conceptual Framework

The conceptual framework of this research is as follows:
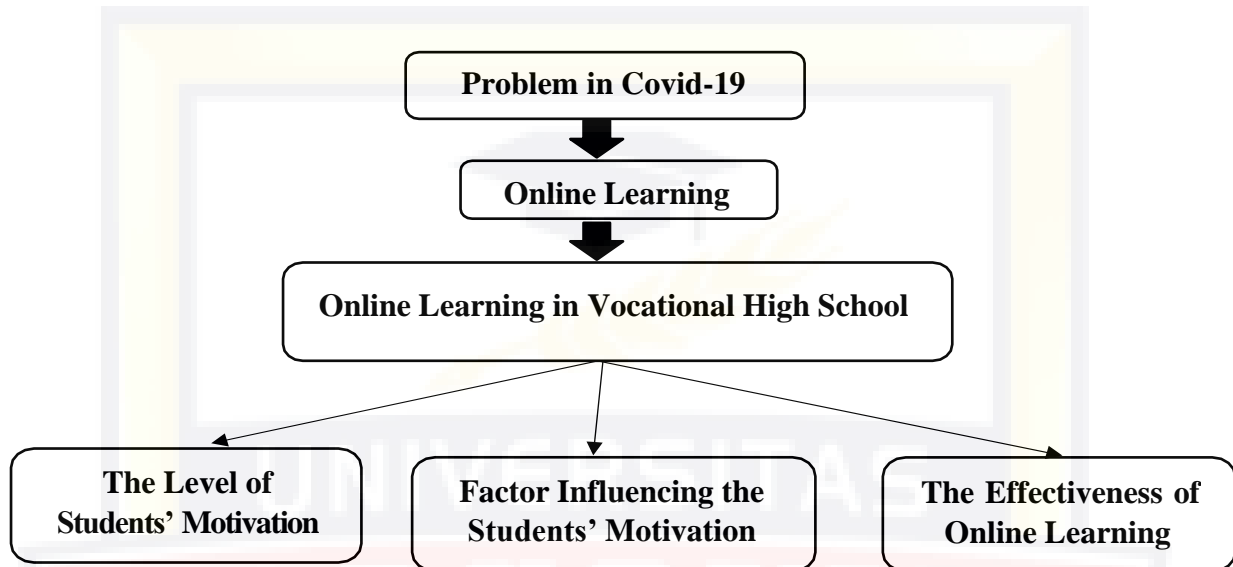
Figure II.1 Conceptual Framework

The background of this research is the condition of Covid-19 Pandemic which forces teaching and learning process via online. The implementation of online learning raises many impacts, one of them is the low of the students' motivation in online English learning especially the vocational high students. Based on the problem, this research will do analysis about the level of students' motivation, factor influencing the students' motivation and the effectiveness of online learning among vocational high students.

CHAPTER III

RESEARCH METHOD

This part deals with the research design, research site and participant, instrument of the research, procedure of data collection, and techniques of data analysis.

3.1 Research Design

The research used a mixed method research as a method to determine the students' motivation in online English learning the Covid-19 Pandemic. Creswell in Sugiyono's book states that "Mixed Methods Research is an approach to inquiry that combines or associated both qualitative and quantitative from research". Method This study aims to obtain more data comprehensive, valid, reliable, and objective quantitative.

In this study, the researcher applied the Mixed method as the research methodology. Then in presenting the result of the research, the writer analysis the student's motivation in online English learning and gives a clear reason for deciding it.

3.2 Research Research Site and Participant

1. Research Site

The site of this research took place in SMK Negeri 3 Makassar, that location at Bonto Te'ne Street, No.6, Mannuruki, Tamalate district, Makassar, South Sulawesi 90221

2. Population and Sample

The population of this research was the students of class XI TESHA (Teknik energi Surya, Hidro Dan Angin/ Solar, Hydro And Wind Energy Engineering) Department of SMK Negeri 3 Makassar who did the online learning during the grade one in the academic year 2021/2022. In this research, the number of samples using by the research were 30 students from Class XI TESHA Department students by using random sampling at SMK Negeri 3 Makassar.

3.3 Instrument of the Research

There are three kinds of instrument that the researcher employed to obtain the data related to this research. They are observation, motivation questionnaire and interview.

1. Observation

Creswell (2012) proposes that observation is a process of gathering open ended, firsthand information by observing the research site. In this research, observation is undertaken to gain a holistic view on what is going on in the students' motivation. The observation focused on students' motivation in online English learning during Covid-19 Pandemic.

2. The Students' Motivation Questionnaire

To find out the level of the students' questionnaire, the researcher used questionnaire in gaining the data. The questionnaire consist of 20 items which covers the intrinsic and extrinsic motivation based on the previous theory. The researcher adopted the questionnaire from Gardner's Attitude and Motivation cited in Jefiza (2011). The Blue Print of intrinsic and extrinsic motivation are presented

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as below:

Table III.1 Blue Print of Motivation Questionnaire

Motivation Types	Items
Intrinsic Motivation	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Extrinsic Motivation	11, 12, 13,14,15, 16,17, 18, 19, 20

The questionnaire used Likert Scale that consist of five options. Each number notes certain measurement such as: 5 = Strongly Agree (SA), 4 = Agree (A), 3 = Neutral (N), 2 = disagree (D) and 1 = strongly disagree (SD). The scale is formulated as a five-point, Likert-type instrument based on the table below:

Table III.2 Likert Scale Rating

Optional	Score	
	Intrinsic Motivation	Extrinsic Motivation
Strongly Agree	5	5
Agree	4	4
Neutral	3	3
Disagree	2	2
Strongly Disagree	1	1

The beginning part of the questionnaire consisted of questions on demographic information of participants. The reliability and validity measures of the questionnaire are as revealed in table 3.3.

Table III.3 Reliability Statistics

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.471	.481	20

The measurement used to measure reliability and validity measures with alpha method was obtained Cronbach's Alpha 0.471 where this value is bigger than 0.361. This means that the questionnaire in all items is reliable and valid.

3. Interview

There were two types of interviews in this research. The first, interview about the students' motivation in online English learning. The researcher interviewed to know the factors that influence the student's motivation in online English learning. The question consisted of 5 items, which cover the internal and external factor that influence someone motivation. The second, interview about the effectiveness of online English learning in New Normal Era. The question also consisted of 5 items, which cover the point about the indicators of effective teaching and learning process.

3.4 Technique of Collecting Data

Data collection techniques that used in this research were interviews and questionnaires. The following explained the data collection techniques that used by the researcher as follows:

1. Questionnaire

The questionnaire about the students' motivation in online English learning in New Normal Era distributed to the students in the vocational high school that had been selected by the researcher. The researcher chosen 30 students from the school randomly as the to fill the questionnaire.

2. Interview

The interview about the factor that influence the students' motivation in English learning and implementation of English online learning fulfill students' interest in learning English, asked to the students. The students chosen randomly as much as 3 students that had high motivation and low motivation from the 30 samples in Class XI TESHA Department Students at SMK Negeri 3 Makassar.

3.5 Technique of Data Analysis

After the researcher collected the data, the researcher analyzed the data. Data analysis was in quantitative research and qualitatif research.

1. Quantitative Research Analysis

Quantitative research involved summarizing data dependably and accurately. The validity, reliability, normality, multicollinearity, heteroscedasticity test was processed by using SPSS versi 17.22 Software because this program has a high statistical ability and the data management system in the graphical environment use simple descriptive menus and dialog boxes so making it easy to understand how the operation (Sugiyanto, 2012). Furthermore, the data obtained from the questionnaire was presented in the form of tables to determine the

students' motivation in online English learning in New Normal Era.

The analytical method used in this research is Descriptive Analysis Percentage. This percentage descriptive is processed by frequency divided by the number of respondents and multiplied by 100 percent, as stated by Sudjana (2001: 129) are as follow :

P = f/N x 100%

Description :

P = Percentage

F = Frequency

N = Number of Respondents

100% = Constant Number

The data obtained from questionnaires was analyzed statistically by using the Statistical Package for the Social Science (SPSS) version 17.22 for windows.

a. Scoring the Students' Response towards the Questionnaire

The score of the students' response was classified by using Likert Scale as shown in the following table.

Table III.4 Likert Scale

Optional	Score	
	Intrinsic Motivation	**Extrinsic Motivation**
Strongly Agree	5	5
Agree	4	4
Neutral	3	3
Disagree	2	2
Strongly Disagree	1	1

b. Classifying the Students' Response towards the Questionnaire

This research employed 20 statements. It consisted of 10 statements of intrinsic motivation and 10 statements of extrinsic motivation.

1. If respondent answers all the intrinsic motivation with strongly agree along with ten extrinsic motivation ones with strongly disagree, the students got 5.0 score.

2. The one who answer all intrinsic motivation statements with strongly agree along with ten extrinsic motivation statements with strongly agree, the students got 1.0 score.

Table III.5 **Level of Students Motivation**

No.	Mean Range	Interpretation
1	4,3-5,0	Very high
2	3,5-4,2	High
3	2,7-3,4	Moderate
4	1,9-2,6	Low
5	1,0-1,8	Very low

Source : Sukardi (2013:150)

2. Quantitative Research Analysis

In this research, the researcher used qualitative data analysis technique. Ary (2010) stated that the data analysis of qualitative research can be broken down into four stages; they are Coding, Data Reduction, Data Display, and Drawing Conclusion or Interpretation. Those can be explained as follows:

1. Coding

The first stage in analyzing qualitative data here involves coding. Coding is analogous to getting ready for data provided. The first step in coding is referred to as open coding, preliminary coding, or provisional coding. The most common approach is to read and reread all the data and sort them by looking for units of meaning-words, phrases, and sentence to make it easy to be learned. In this stage, after get the data the researcher collected the data. After all data are collected the researcher places all units having the same coding together. It will be easier to read the data. In short, by coding the all data we gathered, we can underline the significant data that are appropriate with our topic of research. So, it will be easier read the data.

2. Data Reduction

The second step of data analysis is data reduction. It is the process of reducing the data occurring repeatedly. Reducing the data means summarizing, choosing the main thing, focusing on the important things, finding the topic and the form'. In this stage, after the researcher get the data from interview with the students, the irrelevant data is reduced and the needed data is included.

3. Data Display

After data reduction the next step in analyzing data is Data Display. It is process of displaying data in the form of table or essay so what it gets more understandable. In this research, the researcher will use essay in displaying the data, because it is most common data display used in mixed research.

4. Conclusion

In this last step data analysis that is conclusion. Here, the researcher begins to see what is the data. The researcher examines all entries with the same code and then merges these categories and finding the connection among the categories. Then, it continues to tell the stories and to make connection among stories. Finally, the researcher can get the result and conclusion of the research.

CHAPTER IV

FINDING AND DISCUSSIONS

This chapter deals with the research findings and discussion. The findings and discuss presented the data about the level of students motivation in learning English in New Normal Era, the factors that influence the students motivation and implementation of English online learning fulfill the students' interest in learning english.

4.1 Findings

This research was conducted on Class XI TESHA Department students at SMK Negeri 3 Makassar. The research was carried out by giving questionnaires and interview to students in Class XI TESHA Department students, with the aim of finding out the level of students motivation in learning English in New Normal Era, the factors that influence the students motivation and implementation of English online learning fulfill the students' interest in learning English at SMK Negeri 3 Makassar.

4.1.1 The level of students' motivation in learning English in New Normal Era

In gathering the data about the level of students' motivation in learning English in New Normal Era, the researcher distributed motivation questionnaire to the 30 samples in Class XI TESHA Department students at SMK Negeri 3 Makassar.

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1. Questionnaire

Giving questionnaire to students was conducted on 17 January 2023, research delivered questionnaire contained students' motivation in learning English in New Normal Era.

The data has been collected, is analyzed with the aim of being able to draw conclusions well.

2. Validity and Reability

a) Validity

Validity testing used to know instrument which is valid or not, validity testing this research used data were 30 students with rtable= 0,361 at significance level 5%. If item correlation coefficient value less than table then the item was invalid. The results of validity test calculation can be seen below :

Table IV.1 **The result of valid and reliable items items**

Item-Total Statistics

Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted	Total
p1	70.23	26.047	0.084	.660	0.467	Valid
p2	70.33	24.299	0.282	.788	0.432	Valid
p3	70.23	23.151	0.288	.790	0.422	Valid
p4	70.33	24.575	0.269	.694	0.436	Valid
p5	70.10	23.817	0.287	.790	0.427	Valid
p6	69.63	26.378	0.048	.675	0.472	Valid
p7	70.10	26.024	0.011	.765	0.486	Valid
p8	70.10	23.266	0.356	.872	0.412	Valid
p9	70.27	26.892	-.061	.510	0.494	Valid
p10	70.20	24.372	0.222	.873	0.441	Valid
p11	70.40	24.386	0.177	.844	0.450	Valid
p12	70.23	25.495	0.086	.582	0.469	Valid
p13	70.30	26.148	0.010	.781	0.484	Valid

p14	69.93	24.271	0.253	.662	0.435	Valid
p15	70.33	25.333	0.078	.583	0.472	Valid
p16	69.83	25.799	0.118	.732	0.462	Valid
p17	70.57	26.875	-.042	.818	0.486	Valid
p18	69.90	23.403	0.353	.845	0.414	Valid
p19	70.67	25.747	0.041	.432	0.479	Valid
p20	71.03	25.206	0.023	.898	0.494	Valid

Table IV.2 The result of validity

No.	Statement	Correct item - Total correlation	Rtable	Result
1	I study English online as well as face-to-face because English is my favorite subject *(Saya belajar bahasa Inggris online maupun tatap muka karena bahasa Inggris adalah mata pelajaran favorit saya)*	0.084	0,361	Valid
2	During the Covid-19 pandemic online classes, I spent time at home learning English online because I like technology and want to understand English more deeply *(Selama kelas online pandemi Covid-19, saya menghabiskan waktu di rumah belajar Bahasa Inggris online karena saya menyukai teknologi dan ingin memahami bahasa Inggris lebih dalam)*	0.282	0,361	Valid
3	I like learning English through online learning because it can be done flexibly, wherever and whenever I want to study during the Covid-19 pandemic *(Saya suka belajar bahasa Inggris melalui pembelajaran online karena bisa dilakukan secara fleksibel, di mana saja dan kapan pun saya ingin belajar selama pandemi Covid-19)*	0.288	0,361	Valid
4	I am motivated to learn English online as well as face-to-face because English is my favorite subject *(Saya termotivasi untuk belajar bahasa Inggris online maupun tatap muka karena bahasa Inggris adalah mata*	0.269	0,361	Valid

No	Item	r hitung	r tabel	Keterangan
	pelajaran favorit saya)			
5	I am motivated to learn English online during the Covid-19 pandemic because I want my English skill to continue to improve *(Saya termotivasi untuk belajar bahasa Inggris online di masa pandemi Covid-19 ini karena saya ingin kemampuan bahasa Inggris saya terus meningkat)*	0.287	0,361	Valid
6	I Learn English in order to improve my English language skill. *(Saya belajar bahasa Inggris untuk meningkatkan kemampuan bahasa Inggris saya.)*	0.048	0,361	Valid
7	Learning English will allow me to be more at ease with EnglishSpeakers *(Belajar bahasa Inggris akan membuat saya lebih nyaman dengan Penutur Bahasa Inggris)*	0.011	0,361	Valid
8	Learning English allows me to participate more freely in the activities of other cultural groups *(Belajar bahasa Inggris memungkinkan saya untuk berpartisipasi lebih bebas dalam kegiatan kelompok budaya lain)*	0.356	0,361	Valid
9	I learn English because it is something that I always want to do *(Saya belajar bahasa Inggris karena itu adalah sesuatu yang selalu ingin saya lakukan)*	-.061	0,361	Valid
10	I study English because I enjoy learning it *(Saya belajar bahasa Inggris karena saya senang Mempelajarinya)*	0.222	0,361	Valid
11	I am motivated to learn English through E-Learning during this Covid-19 pandemic because my family will be happy if my English scores are good on report cards *(Saya termotivasi untuk belajar bahasa Inggris melalui E- Learning selama pandemi Covid-19 ini karena keluarga saya akan senang jika nilai bahasa*	0.177	0,361	Valid

	Inggris saya bagus di raport.)			
12	I am motivated to learn English online so I can get good grades on the report card *(Saya termotivasi untuk belajar Bahasa Inggris online sehingga saya bisa mendapatkan nilai bagus di raport).*	0.086	0,361	Valid
13	I am excited to take online English lessons because it can help improve my ability to use technology and speak English which is very important for my future career *(Saya senang mengikuti les bahasa Inggris online karena dapat membantu meningkatkan kemampuan saya dalam menggunakan teknologi dan berbicara bahasa Inggris yang sangat penting untuk karir masa depan saya)*	0.010	0,361	Valid
14	I am motivated to learn English online because English will help me when I continue my studies to college *(Saya termotivasi untuk belajar bahasa Inggris online karena bahasa Inggris akan membantu saya ketika saya melanjutkan studi ke perguruan tinggi)*	0.253	0,361	Valid
15	I am motivated to learn English online because I think every student who is good at English at school will definitely be admired by other students and teachers at school *(Saya termotivasi untuk belajar bahasa inggris online karena menurut saya setiap siswa yang jago bahasa inggris di sekolah pasti akan dikagumi oleh siswa dan guru lain di sekolah)*	0.078	0,361	Valid
16	Learning English is useful in getting a good job. *(Belajar Bahasa inggris berguna untuk mendapatkan pekerjaan yang baik)*	0.118	0,361	Valid
17	I learn English because I need it to further my studies overseas. *(Saya belajar bahasa Inggris karena saya membutuhkannya untuk melanjutkan studi saya di luar negeri)*	-.042	0,361	Valid
18	I study English because I want to do well in my examination. *(Saya belajar bahasa Inggris karena saya*	0.353	0,361	Valid

	ingin berhasil dalam ujian saya)			
19	I study English in order to please my family. *(Saya belajar bahasa Inggris untuk menyenangkan keluarga saya)*	0.041	0,361	Valid
20	I feel that no one is really educated unless he is fluent in English language. *(Saya merasa bahwa tidak ada orang yang benar-benar berpendidikan kecuali dia fasih berbahasa Inggris)*	0.023	0,361	Valid

Meanwhile, to recapitulation data the result calculation *SPSS v22* could be seen this under table.

Table IV.3 The total statement valid and invalid

Item Quistionnaire	Valid	Total
Intrinsic Motivation	1,2,3,4,5,6,7,8,9,10,	10
Extrinsic Motivation	11,12,13,14,15,16,17,18,19,20,	10
Total	20	20

Based on the table above, it could be showed that statements questionnaire who valid was 20 statements.

b) **Reability**

The result of reability test calculations could be seen in the table below :

Table IV.4 The result of reability items

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.471	.481	20

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Table IV.5 **Descriptive Statistics of The level of students'**

Descriptive Statistics

Items	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
p1	30	2	3	5	3.70	.119	.651	.424	.385	.427	-.609	.833
p2	30	3	2	5	3.60	.141	.770	.593	.369	.427	-.441	.833
p3	30	3	2	5	3.70	.187	1.022	1.045	.037	.427	-1.251	.833
p4	30	3	2	5	3.60	.132	.724	.524	.210	.427	-.234	.833
p5	30	3	2	5	3.83	.160	.874	.764	-.319	.427	-.474	.833
p6	30	2	3	5	4.30	.109	.596	.355	-.189	.427	-.482	.833
p7	30	3	2	5	3.83	.173	.950	.902	-.163	.427	-1.040	.833
p8	30	4	1	5	3.83	.160	.874	.764	-1.315	.427	3.010	.833
p9	30	3	2	5	3.67	.146	.802	.644	.270	.427	-.653	.833
p10	30	4	1	5	3.73	.159	.868	.754	-.786	.427	2.009	.833
p11	30	3	2	5	3.53	.178	.973	.947	-.100	.427	-.877	.833
p12	30	4	1	5	3.70	.160	.877	.769	-.993	.427	2.041	.833
p13	30	3	2	5	3.63	.162	.890	.792	-.118	.427	-.590	.833
p14	30	3	2	5	4.00	.152	.830	.690	-.387	.427	-.483	.833
p15	30	4	1	5	3.60	.177	.968	.938	-.303	.427	.386	.833
p16	30	2	3	5	4.10	.121	.662	.438	-.107	.427	-.557	.833
p17	30	3	2	5	3.37	.122	.669	.447	.897	.427	.769	.833
p18	30	2	3	5	4.03	.155	.850	.723	-.066	.427	-1.633	.833
p19	30	4	1	5	3.27	.172	.944	.892	-.055	.427	.190	.833
p20	30	4	1	5	2.90	.227	1.242	1.541	-.030	.427	-.879	.833
Valid N (listwise)	30											

To illustrate the general tendency of The level of students' motivation in learning English in New Normal Era, it is required the determination of the mean, standard deviation, maximum, minimum, skewness, and kurtosis of the effectiveness of online learning. Descriptive statistics (min, max, mean, standard deviation, skewness, and kurtosis for students' motivation are displayed in Table 4.5. As seen in Table 4.5, students' responses ranged in five points on the scale. The results of the study shows that the students achieved a mean of .370 and SD =

.651 for student's intrinsic motivation number 1. The participants achieved a mean of 3.60 and SD = .770 for student's intrinsic motivation number 2. The students achieved a mean of 3.70 and SD = .1.022 for student's intrinsic motivation number 3. The students achieved a mean of 3.60 and SD = .724 for student's intrinsic motivation number 4. The students achieved a mean of 3.83 and SD = .874 for student's intrinsic motivation number 5. The students achieved a mean of 4.30 and SD = .596 for student's intrinsic motivation number 6. The students achieved a mean of 3.83 and SD = .950 for student's intrinsic motivation number 7. The students achieved a mean of 3.83 and SD = .874 for student's intrinsic motivation number 8. The students achieved a mean of 3.67 and SD = .802 for student's intrinsic motivation number 9 and The students achieved a mean of 3.73 and SD = .868 for student's intrinsic motivation number 10. The normal distribution can be seen for all scales in this study as reflected by skewness and kurtosis value as presented in Table 4.5. The item's skewness and kurtosis values are mostly in the range -1 and +1. Univariate normality is considered to be supported according to the ± 2 thresholds for the slope and kurtosis suggested by Kunnan in Peng (2013).

The students achieved a mean of 3.53 and SD = .973 for student's extrinsic motivation number 11. The students achieved a mean of 3.70 and SD = .877 for student's extrinsic motivation number 12. The students achieved a mean of 3.63 and SD = .890 for student's extrinsic motivation number 13. The students achieved a mean of 4.00 and SD = .830 for student's extrinsic motivation number 14. The students achieved a mean of 3.60 and SD = .968 for student's extrinsic

motivation number 15. The students achieved a mean of 4.10 and SD = .662 for

student's extrinsic motivation number 16. The students achieved a mean of 3.37

and SD = .669 for student's extrinsic motivation number 17. The students

achieved a mean of 4.03 and SD = .850 for student's extrinsic motivation number

18. The students achieved a mean of 3.27 and SD = .944 for student's extrinsic

motivation number 19. The students achieved a mean of 2.90 and SD = .1.242 for

student's extrinsic motivation number 20. The normal distribution can be seen for

all scales in this study as reflected by skewness and kurtosis value as presented in

Table 4.5. The item's skewness and kurtosis values are mostly in the range -1 and

+1. Univariate normality is considered to be supported according to the ± 2

thresholds for the slope and kurtosis suggested by Kunnan in Peng (2013).

In gathering the data about the students' motivation, the researcher

distributed motivation questionnaire to the 30 samples in a vocational high school.

Then, the researcher analyzed and classified the data into some categories, they

are very low, low, moderate, high and very high motivation. The result of the

students' motivation can be seen in the following table:

Table IV.6 **The Percentage of the students' level motivation Classification**

Range	Classification	Frequency	Percentage (%)
4,3-5,0	Very high	2	6,67 %
3,5-4,2	High	28	93,33
2,7-3,4	Moderate	0	0
1,9-2,6	Low	0	0
1,0-1,8	Very low	0	0
Total		30	100

The students' motivation questionnaire had administered to the 30 students to know the students' level motivation in online English learning in New Normal Era. Based on Table 4.6, there are 2 (6,67%) of students are classified into a very high level of motivation, 28 (93,33%) of students are classified into the High level of motivation, and none of them classified into the Moderate, Low and very low level of motivation. From the data, it can be said that most of the students were ready to learn English via online classes.

The researcher distributed the questionnaire to the participating students to measure their motivation when doing English online learning, which consisted of 10 items. It consisted of 5 items related to intrinsic motivation and 5 items related to extrinsic motivation. Table 4.7 below explained the level of the students' motivation in general.

Table IV.7 **The Level of Students Motivation**

Aspect	N	Mean Score	Interpretation
Motivation	30	3.7	High

Table 4.7 reveals the student's mean score in motivation is 3.7 which is categorized as a high of motivation. It can be said that the students had motivation in doing online English learning.

The following table presented the result of the questionnaire along with the five statements items regardless of intrinsic motivation, their mean scores, and their corresponding motivation level. They would be used as the foundation of further interpretation.

Table IV.8 **The Students' Intrinsic Motivation**

No.	Statements	Mean	Rating of Motivational Level
1	I study English online as well as face-to-face because English is my favorite subject.	3.70	High
2	During the Covid-19 pandemic online classes, I spent time at home learning English online because I like technology and want to understand English more deeply.	3.60	High
3	I like learning English through online learning because it can be done flexibly, wherever and whenever I want to study during the Covid-19 pandemic.	3.70	High
4	I am motivated to learn English online as well as face-to-face because English is my favorite subject.	3.60	High
5	I am motivated to learn English online during the Covid-19 pandemic because I want my English skill to continue to improve.	3.83	High
6	I Learn English in order to improve my English language skill.	4.30	Very High
7	Learning English will allow me to be more at ease with English Speakers.	3.83	High
8	Learning English allows me to participate more freely in the activities of other cultural groups.	3.83	High
9	I learn English because it is something that I always want to do	3.67	High

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10	I study English because I enjoy learning it.	3.73	High
	Total	3,78	High

Table 4.8 from the table above showed the level of intrinsic motivation. These data revealed that the total mean for intrinsic motivation was high in the motivational level rating. The total score was 3.78. From statement number 1 (*I study English online as well as face-to-face because English is my favorite subject.*) showed the mean 3.70, it's mean the students have high rating of motivational level. statement number 2 (*During the Covid-19 pandemic online classes, I spent time at home learning English online because I like technology and want to understand English more deeply*) showed the mean 3.60, it's mean the students have high rating of motivational level. statement number 3 (*I like learning English through online learning because it can be done flexibly, wherever and whenever I want to study during the Covid-19 pandemic*), showed the mean 3.70, it's mean the students have high rating of motivational level. statement number 4 (*I am motivated to learn English online as well as face-to-face because English is my favorite subject*), showed the mean 3.60, it's mean the students have high rating of motivational level. Statement number 5 (*I am motivated to learn English online during the Covid-19 pandemic because I want my English skill to continue to improve.*) showed the mean 3.83, it's mean the students have high rating of motivational level. Statement number 6 (*I Learn English in order to improve my English language skill*) showed the mean 4.30, it's mean the students have very high rating of motivational level. Statement number 7 (*Learning English will allow me to be more at ease with English*

Speakers) showed the mean 3.83, it's mean the students have high rating of motivational level. Statement number 8 (*Learning English allows me to participate more freely in the activities of other cultural groups*) showed the mean 3.83, it's mean the students have high rating of motivational level. Statement number 9 (*I learn English because it is something that I always want to do*) showed the mean 3.67, it's mean the students have high rating of motivational level, and the statement number 10 (*I study English because I enjoy learning it*) showed the mean 3.78, it's mean the students have high rating of motivational level.

The next discussion showed the table of students' level extrinsic motivation in online English learning.

Table IV.9 **The Students' Extrinsic Motivation**

No.	Statements	Mean	Rating of Motivational Level
1	I am motivated to learn English through E-Learning during this Covid-19 pandemic because my family will be happy if my English scores are good on report cards.	3.53	High
2	I am motivated to learn English online so I can get good grades on the report card.	3.70	High
3	I am excited to take online English lessons because it can help improve my ability to use technology and speak English which is very important for my future career.	3.63	High
4	I am motivated to learn English online because English will help me when I continue my studies to college.	4.00	High

5	I am motivated to learn English online because I think every student who is good at English at school will definitely be admired by other students and teachers at school.	3.60	High
6	Learning English is useful in getting a good job.	4.10	High
7	I learn English because I need it to further my studies overseas.	3.37	Moderate
8	I study English because I want to do well in my examination.	4.03	High
9	I study English in order to please my family.	3.27	Moderate
10	I feel that no one is really educated unless he is fluent in English language.	2.90	Moderate
	Total	3,61	High

Table 4.9 from the table above showed the level of extrinsic motivation. These data revealed that the total mean for extrinsic motivation was high in the motivational level rating. The total score was 3.61. From statement number 1 (*I am motivated to learn English through E-Learning during this Covid-19 pandemic because my family will be happy if my English scores are good on report cards*) showed the mean 3.53, it's mean the students have high rating of motivational level. statement number 2 (*I am motivated to learn English online so I can get good grades on the report card*) showed the mean 3.70, it's mean the students have high rating of motivational level. statement number 3 (*I am excited to take online English lessons because it can help improve my ability to use technology and speak English which is very important for my future career*), showed the mean 3.63, it's mean the students have high rating of motivational level. statement number 4 (*I am motivated to learn English online because*

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English will help me when I continue my studies to college), showed the mean 4.00, it's mean the students have high rating of motivational level. Statement number 5 (*I am motivated to learn English online because I think every student who is good at English at school will definitely be admired by other students and teachers at school*) showed the mean 3.60, it's mean the students have very high rating of motivational level. Statement number 6 (*Learning English is useful in getting a good job*) showed the mean 4.10, it's mean the students have high rating of motivational level.Statement number 7 (*I learn English because I need it to further my studies overseas*) showed the mean 3.37, it's mean the students have moderate rating of motivational level. Statement number 8 (*I study English because I want to do well in my examination*) showed the mean 4.03, it's mean the students have high rating of motivational level. Statement number 9 (*I study English in order to please my family*) showed the mean 3.67, it's mean the students have moderate rating of motivational level, and the statement number 10 (*I feel that no one is really educated unless he is fluent in English language.*) showed the mean 2.90, it's mean the students have moderate rating of motivational level.

c) Data Analysis

a. Intrinsic Motivation

Table IV.10: I study English online as well as face-to-face because English is my favorite subject.

No.	Alternative answer	N	F	P
1	Strongly Agree		3	10 %
	Agree		15	50 %
	Neutral		12	40 %
	Disagree		0	0 %

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Strongly Disagree		0	0 %
		30	30	100%

From the table 4:10, showed that 3 of students (10%) choose Strongly agree , 15 of students (50%) choose agree, also 12 students (40%) choose neutral, and 0 of students (0%) choose disagree and strongly Disagree. Based on the data, it can be concluded that the students **Agree** with the statement they study English online as well as face-to-face because English is their favorite subject.

Table IV.11: During the Covid-19 pandemic online classes, I spent time at home learning English online because I like technology and want to understand English more deeply.

No.	Alternative answer	N	F	P
2	Strongly Agree		4	13,3%
	Agree		11	36'7%
	Neutral		14	46'7%
	Disagree		1	3,3%
	Strongly Disagree		0	0 %
		30	30	100%

From the table 4:11, showed that 4 of students (13,3%) choose Strongly agree , 11 of students (36,7%) choose agree, also 14 students (46,7%) choose neutral, 1 of students (3,3%) choose disagree and 0 of students (0%) choose strongly Disagree. Based on the data, it can be concluded that the students **neutral** with the statement during the Covid-19 pandemic online classes, I spent time at home learning English online because I like technology and want to understand English more deeply.

Table IV.12: I like learning English through online learning because it can be done flexibly, wherever and whenever I want to study during the Covid-19 pandemic.

No.	Alternative answer	N	F	P
3	Strongly Agree		9	30%
	Agree		6	20%
	Neutral		12	40%
	Disagree		3	10%
	Strongly Disagree		0	0 %
		30	30	100%

From the table 4:12, showed that 9 of students (30%) choose Strongly agree , 6 of students (20%) choose agree, 12 of students (40%) choose neutral, and 3 of students (10%) choose disagree and 0 of student choose strongly Disagree. Based on the data, it can be concluded that the students **neutral** with the statement I like learning English through online learning because it can be done flexibly, wherever and whenever I want to study during the Covid-19 pandemic.

Table IV.13: I am motivated to learn English online as well as face-to-face because English is my favorite subject.

No.	Alternative answer	N	F	P
4	Strongly Agree		3	10%
	Agree		13	43,3%
	Neutral		13	43,3%
	Disagree		1	3,3%
	Strongly Disagree		0	0 %
		30	30	100%

From the table 4:13, showed that 3 of students (10%) choose Strongly agree , 13 of students (43,3%) choose agree, 13 students (43,3%) choose neutral, 1 of students (3,3%) choose disagree and 0 of student choose strongly Disagree. Based on the data, it can be concluded that the students **Agree** and **Neutral** with the statement I am motivated to learn English online as well as face-to-face because English is my favorite subject.

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Table IV.14: I am motivated to learn English online during the Covid-19 pandemic because I want myEnglish skill to continue to improve.

No.	Alternative answer	N	F	P
5	Strongly Agree		7	23,3%
	Agree		13	43,3%
	Neutral		8	26,7%
	Disagree		2	6,7%
	Strongly Disagree		0	0 %
		30	30	100%

From the table 4:14, showed that 7 of students (23,3%) choose Strongly agree , 13 of students (43,3%) choose agree, 8 of students (26,7%) choose neutral, 2 of students (0%) choose disagree and 0 of student choose strongly Disagree. Based on the data, it can be concluded that the students **Agree** with the statement I am motivated to learn English online during the Covid-19 pandemic because I want myEnglish skill to continue to improve.

Table IV.15: I Learn English in order to improve my English language skill.

No.	Alternative answer	N	F	P
6	Strongly Agree		11	36,7%
	Agree		17	56,7%
	Neutral		2	6,7%
	Disagree		0	0%
	Strongly Disagree		0	0%
		30	30	100%

From the table 4:15, showed that 11 of students (36,7%) choose Strongly agree , 17 of students (56,7%) choose agree, 2 students (6,7%) choose neutral, and 0 of students (0%) choose disagree and strongly Disagree. Based on the data, it can be concluded that the students **Agree** with the statement I Learn English in order to improve my English language skill.

Table IV.16: Learning English will allow me to be more at ease
with EnglishSpeakers.

No.	Alternative answer	N	F	P
7	Strongly Agree		9	30%
	Agree		9	30%
	Neutral		10	33,3%
	Disagree		2	6,7%
	Strongly Disagree		0	0 %
		30	30	100%

From the table 4:16, showed that 9 of students (30%) choose Strongly agree , 9 of students (30%) choose agree, also 10 students (33,3%) choose neutral, 2 of students (6,7%) choose disagree and 0 of students (0%) choose strongly Disagree. Based on the data, it can be concluded that the students **Neutral** with the statement Learning English will allow me to be more at ease with English Speakers.

Table IV.17: Learning English allows me toparticipate more
freely in the activities of other cultural groups.

No.	Alternative answer	N	F	P
8	Strongly Agree		5	16,7%
	Agree		18	60%
	Neutral		5	16,7%
	Disagree		1	3,3%
	Strongly Disagree		1	3,3%
		30	30	100%

From the table 4:17, showed that 5 of students (16,7%) choose Strongly agree , 18 of students (60%) choose agree, 5 of students (40%) choose neutral, 1 of students (3,3%) choose disagree and 0 of students (0%) choose strongly Disagree. Based on the data, it can be concluded that the students **Agree** with the statement Learning English allows me toparticipate more freely in the activities of other cultural groups.

Table IV.18: I learn English because it is something that I always want to do

No.	Alternative answer	N	F	P
9	Strongly Agree		5	16,7%
	Agree		11	36,7%
	Neutral		13	43,3%
	Disagree		1	3,3%
	Strongly Disagree		0	0 %
		30	30	100%

From the table 4:18, showed that 5 of students (16,7%) choose Strongly agree , 11 of students (36,7%) choose agree, 13 students (43,3%) choose neutral, 1 of students (3,3%) choose disagree and 0 of students (0%) choose strongly Disagree. Based on the data, it can be concluded that the students **neutral** with the statement I learn English because it is something that I always want to do

Table IV.19: I study English because I enjoy learning it.

No.	Alternative answer	N	F	P
10	Strongly Agree		5	16,7%
	Agree		14	46,7%
	Neutral		10	33,3%
	Disagree		0	0%
	Strongly Disagree		1	3,3%
		30	30	100%

From the table 4:19, showed that 5 of students (16,7%) choose Strongly agree, 14 of students (46,7%) choose agree, 10 of students (33,3%) choose neutral, 0 of students (0%) choose disagree and 1 of students (3,3%) choose strongly Disagree. Based on the data, it can be concluded that the students **Agree** with the statement I study English because I enjoy learning it.

b. Extrinsic Motivation

Table IV.20: I am motivated to learn English through E-Learning during this Covid-19 pandemic because my family will be happy if my English scores are good on report cards.

No.	Alternative answer	N	F	P
1	Strongly Agree		5	16,7%
	Agree		11	36,7%
	Neutral		9	30%
	Disagree		5	16,7%
	Strongly Disagree		0	0 %
		30	30	100%

From the table 4:20, showed that 5 of students (16,7%) choose Strongly agree , 11 of students (36,7%) choose agree, 9 of students (30%) choose neutral, 5 of students (16,7%) choose disagree and 0 of students (0%) choose strongly Disagree. Based on the data, it can be concluded that the students **Agree** with the statement I am motivated to learn English through E-Learning during this Covid-19 pandemic because my family will be happy if my English scores are good on report cards.

Table IV.21: I am motivated to learn English online so I can get good grades on the report card.

No.	Alternative answer	N	F	P
2	Strongly Agree		4	13,3%
	Agree		16	53,3%
	Neutral		8	26,7%
	Disagree		1	3,3%
	Strongly Disagree		1	3,3%
		30	30	100%

From the table 4:21, showed that 4 of students (13,3%) choose Strongly agree , 16 of students (53,3%) choose agree, 8 of students (26,7%) choose neutral, 1 of students (3,3%) choose disagree and 1 of students (3,3%) choose strongly

Disagree. Based on the data, it can be concluded that the students **Agree** with the statement I am motivated to learn English online so I can get good grades on the report card.

Table IV.22: I am excited to take onlineEnglish lessons because it can help improve my ability to use technology and speak Englishwhich is very important for my future career.

No.	Alternative answer	N	F	P
3	Strongly Agree		5	16,7%
	Agree		12	40%
	Neutral		10	33,3%
	Disagree		3	10%
	Strongly Disagree		0	0 %
		30	30	100%

From the table 4:22, showed that 5 of students (16,7%) choose Strongly agree , 12 of students (40%) choose agree, 10 of students (33,3%) choose neutral, 3 of students (10%) choose disagree and 0 of students (0%) choose strongly Disagree. Based on the data, it can be concluded that the students **Agree** with the statement I am excited to take onlineEnglish lessons because it can help improve my ability to use technology and speak Englishwhich is very important for my future career.

Table IV.23: I am motivated to learn English online because English will help me when I continue my studies to college.

No.	Alternative answer	N	F	P
4	Strongly Agree		9	30%
	Agree		13	43,3%
	Neutral		7	23,3%
	Disagree		1	3,3%
	Strongly Disagree		0	0 %
		30	30	100%

From the table 4:23, showed that 9 of students (30%) choose Strongly

agree , 13 of students (43,3%) choose agree, 7 students (23,3%) choose neutral, 1 of students (3,3%) choose disagree and 0 of students (0%) choose strongly Disagree. Based on the data, it can be concluded that the students **Agree** with the statement I am motivated to learn English online because English will help me when I continue my studies to college.

Table IV.24: I am motivated to learn English online because I think every student who is good at English at school will definitely be admired by other students and teachers at school.

No.	Alternative answer	N	F	P
5	Strongly Agree		6	20%
	Agree		9	30%
	Neutral		13	43,3%
	Disagree		1	3,3%
	Strongly Disagree		1	3,3%
		30	30	100%

From the table 4:24, showed that 6 of students (20%) choose Strongly agree , 9 of students (30%) choose agree, 13 students (43,3%) choose neutral, 1 of students (3,3%) choose disagree and 1 of students (3,3%) choose strongly Disagree. Based on the data, it can be concluded that the students **neutral** with the statement I am motivated to learn English online because I think every student who is good at English at school will definitely be admired by other students and teachers at school.

Table IV.25: Learning English is useful ingetting a good job.

No.	Alternative answer	N	F	P
6	Strongly Agree		8	26,7%
	Agree		17	56,7%
	Neutral		5	16,7%
	Disagree		0	0%
	Strongly Disagree		0	0%
		30	30	100%

From the table 4:25, showed that 8 of students (26,7%) choose Strongly agree , 17 of students (56,7%) choose agree, 5 students (16,7%) choose neutral, and 0 of students (0%) choose disagree and strongly Disagree. Based on the data, it can be concluded that the students **Agree** with the statement Learning English is useful ingetting a good job.

Table IV.26: I learn English because I need it tofurther my studies overseas.

No.	Alternative answer	N	F	P
7	Strongly Agree		2	6,7%
	Agree		8	26,7%
	Neutral		19	63,3%
	Disagree		1	3,3%
	Strongly Disagree		0	0 %
		30	30	100%

From the table 4:26, showed that 2 of students (6,7%) choose Strongly agree , 8 of students (26,7%) choose agree, 92 students (63,3%) choose neutral, 1 of students (3,3%) choose disagree and 0 of students (0%) choose strongly Disagree. Based on the data, it can be concluded that the students **neutral** with the statement I learn English because I need it tofurther my studies overseas.

Table IV.27: I study English because I want todo well in my examination.

No.	Alternative answer	N	F	P
8	Strongly Agree		11	36,7%
	Agree		9	30%
	Neutral		10	33,3%
	Disagree		0	0%
	Strongly Disagree		0	0%
		30	30	100%

From the table 4:27, showed that 11 of students (36,7%) choose Strongly

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agree , 9 of students (30%) choose agree, 10 students (33,3%) choose neutral, and 0 of students (0%) choose disagree and strongly Disagree. Based on the data, it can be concluded that the students **neutral** with the statement I study English because I want todo well in my examination.

Table IV.28: I study English in order to pleasemy family.

No.	Alternative answer	N	F	P
9	Strongly Agree		3	10%
	Agree		8	26,7%
	Neutral		14	46,7%
	Disagree		4	13,3%
	Strongly Disagree		1	3,3%
		30	30	100%

From the table 4:28, showed that 3 of students (10%) choose Strongly agree , 8 of students (26,7%) choose agree, 14 students (46,7%) choose neutral, 4 of students (13,3%) choose disagree and 1 of students (3,3%) choose strongly Disagree. Based on the data, it can be concluded that the students **neutral** with the statement I study English in order to pleasemy family.

Table IV.29: I feel that no one is really educatedunless he is fluent in English language.

No.	Alternative answer	N	F	P
10	Strongly Agree		3	10%
	Agree		7	23,3%
	Neutral		9	30%
	Disagree		6	20%
	Strongly Disagree		5	16,7%
		30	30	100%

From the table 4:28, showed that 3 of students (10%) choose Strongly agree , 7 of students (23%) choose agree, 9 students (30%) choose neutral, 6 of students (20%) choose disagree and 5 of students (16,7%) choose strongly

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Disagree. Based on the data, it can be concluded that the students **neutral** with the statement I feel that no one is really educated unless he is fluent in English language.

4.1.2 Factor that Influences the Students' Motivation in Online English Learning during Covid-19 Pandemic

In gaining the data about the factors that influence the students' motivation in online English learning during Covid-19 pandemic, the researcher interview some students who has high and low motivation based on questionnaire result. There are some factors that influence the students' motivation. Those factors will be discussed in the following part:

a. **Learning Ability**

Learning ability deals with students' ability in understanding the material in online learning during Covid-19 pandemic. Based on the interview with students, the answer from the students is varied. The students with the low motivation in English couldn't understand the teaching material. They prefers face to face learning than online learning. It is happened because many factors. First, the teaching method where sometimes the teacher only give task or text without any explanation makes the students couldn't understand the material. Second, the teaching tools. The students who has low motivation in learning prefer Zoom meeting rather than Google Classroom or Whatsapp. They will be more understand the material if using Zoom meeting because of the teacher explanation. The result of the interview can be seen in the following:

"ee menurut saya, kalo menurut saya kayaknya lebih, lebih sulit dipahami…."

[ee I think, its more difficult to understand…]

R16

"iya, karena kita lihat gurunya itu ndak ndak, ndak secara langsung, susah, susah untuk dipahami, saya kalo belajar harus kayak, muka sama muka, lebih, lebih paham"

[yes, because I can't see the teacher directly make me difficult to understand, and if I learn, I should see the face to make me more understand]

R16

"……………., kan kadang daring itu tidak selamanya zoom, zoom terus, nda selamanya zoom, kadang Cuma materi saja yang dikasih tanpa, e Cuma kayak teks saja, teks yang penjelasan teks saja, nda, jadi saya nda paham"

[…….the teacher sometimes didn't use zoom application, sometimes they only give the materials like text or only text explanation, so I can't understand]

R16

On the other hand, the students with the high motivation has different learning ability. During pandemic, they can understand the teaching material very well because they have intrinsic motivation to learn by them self. They also modified their learning style by practicing their English with family at home and their friend via online. Their enthusiastic in learning English during pandemic also improved. The result of the interview can be seen on the following transcript:

"..juga mudah, mudah dipahami,…   "

[also easy, easy to understand…]

R9

"   motivasinya, karena pandemi jadi kurang belajar disekolah jadi termotivasi sendiri untuk belajar."

[…   the motivation, because during pandemic I rarely learn at school so the motivation is come from myself]

"iya lumayan sering karena sama orang tua juga."

[Yes, I often practice it with my parents also.]

R3

"kayak lagi santai sama teman, sama kakak jg."

Like when I am with my friend and brother also.

R5

b. Learning Tools and Facility

In online learning, learning facility is one of the most important aspects that can decide the successful of teaching and learning process. The learning facility such us application, learning tools (handphone, laptop), and internet connection. The students prefers if the teacher use Zoom application rather than another application like Google Classroom or Whatsapp Group. It because they can directly do interaction with the teacher still can see the teachers' face during learning. They also can be more understand the material if use Zoom application. Regarding with internet connection or internet data, some of the students said that their motivation in online learning depends on the internet connection or internet data. If the internet data is a lot, they are motivated to learn. But if it is not, they are unmotivated to learn. The same case also happened with the internet connection. The result of the interview can be seen on the following transcript:

> *"Ya…tergantung. Kalau data ada saya termotivasi tapi kalau tdk sya juga tidak termotivasi."*
> [Yes..it depends. If the internet data is a lot so I am motivated but, If its not I am not also motivated]
> R18

> *"iya..jdi terkadang jaringan juga tidak bagus…."*
> [Yes, the connection also sometimes is not really good….]
> R18

c. The Students Goals

Learning goals is also one factors that influence the someone motivation indoing something. It also happen in learning process. If someone has goal in learning, so they can be motivated in learning also. The students'

motivation in learning also affect by the students goals. Based on the result of interview, the students who have high motivation in learning English have goal or reason to learn English. First, they want to use English to speak with the people from another country via online. They want speak the foreigner so they learn English. Second, they want to continue their study abroad. So, they must have a good ability in English. The result of the interview can be seen on the following transcript:

> *"Saya termotivasi karna saya mau bicara dengan orang luar menggunakan Bahasa inggris…"*
> [I am motivated because I want to speak with the foreigner using English….]
>
> R18

> *".... karena bisa kalau mungkin suatu saat kita ketemu sama orang yang dariluar atau kita bisa berinteraksi lewat online, apalagi kita punya teman online yang beda dari luar negara ataupun nanti kalau insha Allah masuk universitas di negara lain seperti itu"*
> [….because may be one day meet with someone from another country or we can communicate via online, even if we have online friend form another country or may be Insha Allah I can enter in a university outside of this country]
>
> R9

4.1.3 Implementation of English online learning fulfill students' interest in learning English

The effectiveness of English online learning in fulfill the principle of effective teaching and learning can be seen from some aspect. First the students enthusiasm in learning. In English online learning, most of the students who has interviewed said that they are enthusiastic in joining online learning. They really want to learn English during pandemic. Even thought, there are some obstacles that they have to face such teaching tools or facility and method use.

> *"kalo bilang antusias, antuasias, cuma kayak kurang begitu.."*

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[I can said that I am enthusiastic, but there is something lack on it…]
R16

"Iya, antusias…"
[Yes, I am enthusiastic]
R5

Second, the students' improvement in learning English. The student who has low motivation in learning said that there is no improvement on his English ability during pandemic because the student does nothing during English online learning. The student prefers to have face to face learning. In contrast, the students who have high motivation in learning admit that their English ability during online learning also improved. It is because they have a lot of time to practice and learn more about English. In addition, they can also practice it with their family at home.

" tidak seperti kayak pandemi dulu, pandemi dulu kan kita cuma dirumah
ngga tau apa-apa, ngga bisa bikin apa-apa… "
[….its not like pandemic, during pandemic we were only at home, know and do nothing…]
R16

"Lebih berkembang trus pandemi disitu banyak belajar sampe sekarang juga tau-tau sedikit daripada sebelum daring."
[More develop…during pandemic I learn a lot so until now I know a lot rather than before pandemic]
R3

In conclusion, the students admit that the implementation of English online learning is interest in learning English.

4.2 Discussion

The findings above have discovered three important things. Based on the data from the table showed the level of the students level intrinsic motivation and

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extrinsic motivation have high motivatioan. These data revealed that the total mean for intrinsic motivation was high in the motivational level rating. The total score was 3.78 and the total score of the students' level extrinsic was 3.61. It can be interpreted that the students at Class XI TESHA Department Students at SMK Negeri 3 Makassar had High motivation in joining English learning during pandemic.

There are three factors that influence the students motivation. First, learning ability. According to Dimyati and Mudjiono in Rahmawati (2016:18), learning Ability includes several psychological aspects contained in students. For example observation, attention, memory, intellect, and fantasy. In this learning ability, so that the development of students' thinking becomes a measure. Students at the level of development of concrete thinking (real) not the same as students who think operationally (based on observation related to the ability of reason). Students who have high learning, usually more motivated in learning, because the students are more often to get successful and because of it will strengthen their motivation. The students with the low motivation in English couldn't understand the teaching material. They prefers face to face learning than online learning. In contrast, the students who have high motivation are easy to understand the material. According to De Barba et al. (2016), the relationship between intrinsic motivation and participation is mediated by level motivation at the time of learning. In another word, the lowest motivation in learning the lowest participation in learning also.

Second, learning tools and facility. In online learning, learning facility is

one of the most important aspects that can decide the successful of teaching and learning process. The learning facility such us application, learning tools (handphone, laptop), and internet connection. The students prefers if the teacher use Zoom application rather than another application like Google Classroom or Whatsapp Group. It because they can directly do interaction with the teacher still can see the teachers' face during learning. They also can be more understand the material if use Zoom application. Regarding with internet connection or internet data, some of the students said that their motivation in online learning depends on the internet connection or internet data. If the internet data is a lot, they are motivated to learn. But if it is not, they are unmotivated to learn. The same case also happened with the internet connection. This is in line with Gustiani (2020) state that unmotivating or the state of lack motivation also influence by poor external supporting facilities.

Third, learning goals. Learning goals is also one factors that influence the someone motivation in doing something. It also happens in learning process. If someone has goal in learning, so they can be motivated in learning also. The student's motivation in learning also affect by the students goals. Baron and Donn (2000) explains that students who have the high motivation is indicated by some characters, such as, initiative, diligent and active in learning, not easy to satisfy, punctual and disciplined, always trying to learn with the best result. All of them can raise up if the students have learning goals. Based on the result of interview, the students who have high motivation in learning English have goal or reason to learn English. First, they want to use English to speak with the people from

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another country via online. They want speak the foreigner so they learn English. Second, they want to continue their study abroad. So, they must have a good ability in English.

The effectiveness of English online learning in fulfill students' interest in learning English can be seen from some aspect. First the students' enthusiasm in learning. In English online learning, most of the students who has interviewed said that they are enthusiastic in joining online learning. They really want to learn English during pandemic. Even thought, there are some obstacles that they have to face such teaching tools or facility and method use. Second, the students' improvement in learning English. The student who has low motivation in learning said that there is no improvement on his English ability during pandemic because the student does nothing during English online learning. The student prefers to have face to face learning. In contrast, the students who have high motivation in learning admit that their English ability during online learning also improved. It is because they have a lot of time to practice and learn more about English. In addition, they can also practice it with their family at home. In conclusion, the students admit that the implementation of English online learning is interest in learning English.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter concludes all the assertions presented in the findings and discussion chapter. It also deals with conclusion and suggestions for students' motivation in online English learning in New Normal Era.

5.1 Conclusion

Based on the findings that have been discovered on the previous chapter, the researcher draws some conclusions as follows:

1. Most of the students has high motivation level in joining English Online learning during Covid-19 Pandemic. The percentage of Students' motivation in English Online learning during Covid-19 Pandemic at Class XI TESHA Department Students at SMK Negeri 3 Makassar is 3,7. It is categorized as high motivation level the data have been explained in the chapter IV.

2. There are three factors that influence the students' motivation in English online learning, they are learning ability, learning tools and facility and students' goals.

3. The implementation of English online learning in fulfill students' interest in learning English and learning is interest in online English learning.

5.2 Suggestion

After conducting this research, the researcher suggest some point as follows:

1. Before beginning online lessons, teachers should clearly explain the rules for

using online media, check that students have grasped them, and come up with engaging discussion topics and teaching strategies that will encourage students to learn.

2. As learners in online education during COVID-19 Pandemic, the students should pay attention to their teachers' instructions, understand all they have been taught, and increase their passion for learning because the pandemic is not a barrier or a reason to be inactive in their pursuit of knowledge.

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APPENDICES

Questionnaire of Students' Motivation

KUISIONER MOTIVASI SISWA DALAM BELAJAR BAHASAINGGRIS ONLINE SELAMA PANDEMI COVID-19

Nama* : ……………………………………………
Kelas : ……………………………………………
No. Hp* : ……………………………………………

1. Isilah daftar identitas yang telah disediakan. Nama Dan No. HP. dianggap perlu untuk menghubungi siswa yang di pilih untuk melakukan wawancarapada tahap selanjutnya.
2. Bacalah setiap pertanyaan dengan teliti dan seksama
3. Kuesioner ini terdiri dari 20 item pertanyaan, bertujuan mengukur motivasi siswa dalam belajar bahasa Inggris online selama pandemi Covid-19, isilah seluruh kuesioner ini sesuai dengan petunjuk pengisian dibawah.
4. Apa yang Anda isi tidak ada kaitannya dengan nilai Anda di sekolah, oleh karena itu isilah setiap item pertanyaan dengan sejujur-jujurnya sesuai dengan apa yang Anda alami, rasakan dan lakukan selama mempelajari bahasa Inggris secara online selama pandemi Covid-19 ini.
5. Pastikan Anda telah mengisi mengisi seluruh pertanyaan dalam kuesioner ini.
6. Pilihlah salah satu jawaban yang menurut Anda paling sesuai dengan keadaan atau pendapat Anda dengan memberikan tanda *checklist* (√) pada tempat yang disediakan.

SS = **Sangat Setuju**
S = **Setuju**
N = **Netral**
TS = **Tidak Setuju**
STS = **Sangat Tidak Setuju**

No	Pernyataan	Pilihan				
		STS	TS	N	S	SS
1	Saya belajar bahasa Inggris online maupun tatap muka karena bahasa Inggris adalah mata pelajaran favorit saya					
2	Selama kelas online pandemi Covid-19, saya menghabiskan waktu di rumah belajar Bahasa Inggris online karena saya menyukai teknologi dan ingin memahami bahasa Inggris lebih dalam					

3	Saya suka belajar bahasa Inggris melalui pembelajaran online karena bisa dilakukan secara fleksibel, di mana saja dan kapan pun saya ingin belajar selama pandemi Covid-19					
4	Saya termotivasi untuk belajar bahasa Inggris online maupun tatap muka karena bahasa Inggris adalah mata pelajaran favorit saya					
5	Saya termotivasi untuk belajar bahasa Inggris online di masa pandemi Covid-19 ini karena saya ingin kemampuan bahasa Inggris saya terus meningkat					
6	Saya belajar bahasa Inggris untuk meningkatkan kemampuan bahasa Inggris saya.					
7	Belajar bahasa Inggris akan membuat saya lebih nyaman dengan Penutur Bahasa Inggris					
8	Belajar bahasa Inggris memungkinkan saya untukberpartisipasi lebih bebas dalam kegiatan kelompok budaya lain					
9	Saya belajar bahasa Inggris karena itu adalah sesuatu yang selalu ingin saya lakukan					
10	Saya belajar bahasa Inggris karena saya senang mempelajarinya					
11	Saya termotivasi untuk belajar bahasa Inggris melalui E- Learning selama pandemi Covid-19 ini karena keluarga saya akan senang jika nilai bahasa Inggris saya bagus di raport.					
12	Saya termotivasi untuk belajar bahasa Inggris online sehingga saya bisa mendapatkan nilai bagus di raport.					
13	Saya senang mengikuti les bahasa Inggris online karena dapat membantu meningkatkan kemampuan saya dalam menggunakan teknologi dan berbicara bahasa Inggris yang sangat penting untuk karir masa depan saya					
14	Saya termotivasi untuk belajar bahasa Inggris online karena bahasa Inggris akan membantu saya ketika saya melanjutkan studi ke perguruan tinggi					
15	Saya termotivasi untuk belajar bahasa inggris online karena menurut saya setiap siswa yang jago bahasa inggris di sekolah pasti akan dikagumi oleh siswa dan guru lain di sekolah					

16	Belajar Bahasa inggris berguna untuk mendapatkan pekerjaan yang baik					
17	Saya belajar bahasa Inggris karena saya membutuhkannya untuk melanjutkan studi saya di luar negeri.					
18	Saya belajar bahasa Inggris karena saya ingin berhasil dalam ujian saya					
19	Saya belajar bahasa Inggris untuk menyenangkan keluargasaya					
20	Saya merasa bahwa tidak ada orang yang benar-benar berpendidikan kecuali dia fasih berbahasa Inggris.					

1. INTERVIEW GUIDELINE

Purpose/Tujuan: Untuk mengetahui alasan siswa yang termotivasi maupun yang tidak termotivasi dalam belajar bahasa Inggris selama pandemi Covid-19. (To know the students' motivation in online English learning during covid-19 pandemic)

1. Apakah anda suka belajar online?

2. Apakah anda bersemangat belajar bahasa Inggris dengan cara online?

3. Apakah anda tertarik dengan materi bahasa Inggris yang dipaparkan melalui belajar online? Apa yang membuat anda tertarik dan tidak tertarik?

4. Apa kemudahan dan kesulitan anda miliki dalam belajar bahasa Inggris melalui belajar online?

5. Bagaimana motivasi anda untuk mempelajari bahasa Inggris selama pandemi covid-19?

2. INTERVIEW GUIDELINE

Tujuan: untuk mengetahui apakah efektif atau tidak siswa belajar bahasaInggris selama pandemi Covid-19.

(To know the effectiveness of the students learning English online duringcovid-19 pandemic)

1. Apakah anda sering belajar bahasa Inggris? Seberapa seringkah anda belajar bahasa Inggris secara online?

2. Apakah anda suka belajar bahasa Inggris dengan menggunakan teknologi? Apakah itu efektif terhadap anda dalam belajar bahasa Inggris secara online?

3. Apakah anda antusias mengikuti PBM Bahasa Inggris secara onlineselama Pandemic?

4. Bagaimana perkembangan Bahasa Inggris anda selama belajar Bahasa Inggris secara daring/online?

5. Menurut anda belajar daring lebih cocok digunakan dalam belajar Bahasa Inggris?

INTERVIEWS

Interviews with Students

Student 1 (012)_

Interviewer   : Bisa dipegang? Biar jelas suara ta, baiklah berdasarkan

pengisian form sebelumnya, adik masuk ke dalam murid yang

tergolong kurang termotivasi dalam belajar bahasa inggris

Interviewee   : iya bu

Interviewer   : bahasa inggris secara online, maka dari itu ibu mau bertanya

– tanya dulu sedikit terkait itu, apakah bisa?

Interviewee   : bisa bu

Interviewer   : ok, jadi seperti yang ibu bilang tadi tidak ada hubungannya

dengan nilai sekolah

Interviewee   : iye

Interviewer   : kemudian identitas ta juga, tidak dipublikasi maka dari itu,

sampai saat ini.

Student 2 (014)_

Interviewer   : kemarin ada hasil angket, hasil angket itu menunjukkan bahwa

adek mempunyai tingkat motivasi rendah untuk belajar bahasa

inggris saat daring

Interviewee   : iya

Interviewer   : jadi, yang ibu nanyakan disini, bagaimana menurut adek, kenapa

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bisa?

Interviewee	: menurut saya, kalo menurut saya kayaknya lebih, lebih sulit dipahami
Interviewer	: lebih sulit
Interviewee	: iya, karena kita lihat gurunya itu ndak ndak, ndak secara langsung, susah, susah untuk dipahami, saya kalo belajar harus kayak, muka sama muka, lebih, lebih paham
Interviewer	: oh iya, tatap muka
Interviewee	: kalo jelaskan secara langsung
Interviewer	: secara langsung seperti itu
Interviewee	: karena kalo daring juga kan butuh jaringan, kalo melek sedikit, hilang semua
Interviewer	: iya, betul itu
Interviewee	: saya tidak paham kalo daring
Interviewer	: oo iya, begitu
Interviewee	: oo iya
Interviewer	: jadi belajar daring itu pertama jaringan
Interviewee	: iya
Interviewer	: kemudian lebih suka tatap muka
Interviewee	: iya
Interviewer	: yah secara langsung, lebih dipahami begitu
Interviewee	: iya
Interviewer	: terus, jadi hal itu yang membuat,adek kurang termotivasi

Interviewee   : iya, bukan kurang termotivasi, lebih ke tidak mengerti begitu

Interviewer   : tidak mengerti ya

Interviewee   : iya

Interviewer   : motivasi ada?

Interviewee   : ada, tetap belajar, cuma kesulitannya itu ya, pahaminya yang susah

Interviewer   : tapi adek sendiri tertarik dengan belajar bahasa inggris?

Interviewee   : kalo belajar bahasa inggris, tertarik tidak, cuma belajar yah belajar, ikuti sama apa yang disekolah

Interviewer   : begitu yah

Interviewee   : iya, karena saya tidak tau juga bahasa inggris, kurang paham

Interviewer   : iya ya, jadi kemudahan kesulitannya apa kemarin pada saat daring?

Interviewee   : ya itu tadi, jaringan

Interviewer   : jaringan

Interviewee   : iya ee kemudian pemahaman materi, kan kadang daring itu tidak selamanya zoom, zoom terus, nda selamanya zoom, kadang cuma materi saja yang dikasih tanpa, e cuma kayak teks saja, teks yang penjelasan teks saja, nda, jadi saya nda paham

Interviewer   : jadi selain zoom apalagi yang digunakan untuk belajar?

Interviewee   : seperti kayak classroom, tapi lebih sering ke grup, grup WA

Interviewer   : ok

Interviewee   : dikirimnya, iya

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Interviewer   : dari sekian aplikasi yang digunakan daring, yang mana lebih

        suka?

Interviewee   : zoom sih

Interviewer   : zoom yah

Interviewee   : iya, karena tatap muka

Interviewer   : kemudian....sering belajar bahasa inggris, mana lebih sering

        sebelum daring atau setelah?

Interviewee   : ee setelah daring

Interviewer   : setelah daring yah

Interviewee   : iya

Interviewer   : jadi pada saat pandemi kemarin sering belajar bahasa inggris?

Interviewee   : mm... seperti kayak, masuk pelajaran bahasa inggris baru belajar,

tapi belajarnya itu kayak se setelah setelah zoom gitu

Interviewer   : gitu.... suka belajar bahasa inggris dengan menggunakan

        teknologi?

Interviewee   : seperti HP begitu?

Interviewer   : iya

Interviewee   : ya suka, karena jujur ada HP yang bantu saya untuk belajar

        bahasa inggris

Interviewer   : iya

Interviewee   : iya

Interviewer   : menurut ade itu efektif tidak jika diaplikasikan saat belajar online,

        maksudnya saat disekolah?

Interviewee   : saat disekolah?

Interviewer   : efektif tidak?

Interviewee   : cukup efektif, karena kita juga diperbolehkan untuk buka google

kan, terjemahan gitu, untuk yang tidak paham bahasa inggris

sekali, efektif

Interviewer   : jadi adek ini antusias mengikuti belajar bahasa inggris secara

online selama pandemi kemarin?

Interviewee   : kalo bilang antusias, antuasias, cuma kayak kurang begitu

Interviewer   : kurang ya

Interviewee   : iya, lebih suka yang disekolah

Interviewer   : lebih suka yang langsung tatap muka?

Interviewee   : iya

Interviewer   : jadi, bagaimana perkembangan, percakapan bahasa inggris adek

pada saat, sebelum pandemi belajar online dengan pada saat

belajar online, bagaimana perkembangannya?

Interviewee   : ok baik, perkembangannya tidak begitu naik yah tapi, ada lah

peningkatan, tidak seperti kayak pandemi dulu, pandemi dulu kan

kita cuma dirumah ngga tau apa-apa, ngga bisa bikin apa-apa,

cuma disekolah ada guru, ada semua yang bisa belajar, teman-

teman, jadi ada lah tau-tau sedikit

Interviewer   : jadi belajar bahasa inggris daring lebih cocok digunakan dalam

bahasa inggris atau tidak?

Interviewee   : kalau daring?

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Interviewer   : mm

Interviewee   : ee sejujurnya ndak

Interviewer   : ndak

Interviewee   : iya

Interviewer   : bahasa inggris ya

Interviewee   : iya bahasa inggris

Interviewer   : cocok atau tidak secara daring?

Interviewee   : kalo untuk menjelaskan materi lebih baik pakai bahasa

indonesia saja dulu.

Student 3 (015)_

Interviewer   : Apakah adek suka belajar online?

Interviewee   : suka ma'am

Interviewer   : Apakah anda bersemangat belajar bahasa Inggris dengan cara

online?

Interviewee   : Lumayan maam, kadang semangat kadang tidak

Interviewer   : Apakah anda tertarik dengan materi bahasa Inggris yang

dipaparkanmelalui belajar online? Apa yang membuat anda

tertarik dan tidak tertarik?

Interviewee   : Lumayan tertarik maam, belajar secara online kesulitan karena

jaringan kurang lancar dan kurang uang buat beli data

Interviewer   : Apa kemudahan dan kesulitan adek miliki dalam belajar

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bahasa Inggris melalui belajar online?

Interviewee : Kemudahannya karena bisa belajar dimana saja dan kesulitannya

yah itu tadi jaringan dan kurang uang buat beli data.

Interviewer : Bagaimana motivasi anda untuk mempelajari bahasa Inggris

selama pandemi covid-19?

Interviewee : Termotivasi maam, karena lebih ditekankan selalu menggunakan

Hape, apalagi sebelumnya jarang pegan hape, selama belajar

online sering pegang hape karena kerja tugas.

Interviewer : Apakah adek sering belajar bahasa Inggris? Seberapa seringkah

adek belajar bahasa Inggris secara online?

Interviewee : Sering maam setiap kali kerja tugas bahasa inggris

Interviewer : Apakah adek suka belajar bahasa Inggris dengan menggunakan

teknologi? Apakah itu efektif terhadap anda dalam belajar bahasa

Inggris secara online?

Interviewee : Suka sekali maam. Apalagi bisa lebih sering pegang hape. (LOL)

Interviewer : Apakah anda antusias mengikuti PBM Bahasa Inggris secara

online selama Pandemic?

Interviewee : Iyah

Interviewer : Bagaimana perkembangan Bahasa Inggris anda selama belajar

Bahasa Inggris secara daring/online?

Interviewee : Lumayan maam, lebih meningkat. Karena guru biasanya kasih

tugas menerjemahkan dan menghapal kosakata.

Interviewer : Menurut anda belajar daring lebih cocok digunakan dalam belajar

Bahasa Inggris?

Interviewee   : Cocok sih.

Interviewer   : Baiklah , terima kasih yah dek. See you

Interviewee   : Okay maam.

Student 4 (017)_

Interviewer   : Good Morning

Interviewee   : Morning ma'am

Interviewer   : okay, nah jadi karena berdasarkan pengisian form atau angket

sebelumnya yang dalam kelas itu ya dek, okay, jadi adek, adek itu

termasuk kedalam murid yang sangat termotivasi belajar bahasa

inggris secara online, iya, maka dari itu ibu akan bertanya-tanya

sedikit

Interviewee   : iya ibu

Interviewer   : ok, jadi santai saja karena wawancara ini tidak ada kaitannya

dengan nilainya adek disekolah, dikelas, jadi santai saja,

kemudian identitas ta juga

Interviewee   : iya bu

Interviewer   : ok, berarti adek suka belajar bahasa inggris secara online?

Interviewee   : kadang suka

Interviewer   : hmm, suka?

Interviewee   : suka

Interviewer	: ok, jadi adek karena suka berarti ada semangat belajar bahasa inggris secara online?
Interviewee	: mmmm, tergantung sih
Interviewer	: tergantung, ok, apa yang membuat adek tertarik dalam belajar bahasa inggris?
Interviewee	: saat kayak termotivasi, kayak saya juga jago berbicara dengan negara lain
Interviewer	: apakah adek tertarik dengan materi bahasa inggris yang di paparkan melalui belajar online?
Interviewee	: hm suka
Interviewer	: suka, tertarik?
Interviewee	: tertarik
Interviewer	: apa yang membuat adek tertarik?
Interviewee	: contohnya kayak bisa berbicara dengan negara-negara lain
Interviewer	: maksudnya ini belajar bahasa inggris secara daring
Interviewee	: mmm bisa memperlancar
Interviewer	: ok, apa kemudahan dan kesulitan adek yang dimiliki dalam belajar bahasa inggris melalui via online?
Interviewee	: kemudahannya kayak , kayak apa sih, kalo kemudahan itu... tergantung data sih kak
Interviewer	: tergantung data, ok, jadi kesulitannya?
Interviewee	: di jaringan data
Interviewer	: di jaringan data, tapi termotivasikah belajar bahasa inggris selama

pandemi kemarin?

Interviewee   : hahaa kadang-kadang sih

Interviewer   : kadang-kadang, sering belajar bahasa inggris?

Interviewee   : mm jarang

Interviewer   : jarang, ok, jadi kalo belajar bahasa inggris berapa kali dalam

        sehari?

Interviewee   : kadang dua kali seminggu

Interviewer   : dua kali seminggu, ok, jarang yahh

Interviewee   : kadang juga kalo di handphone main, sambil terjemahan bahasa

        inggris

Interviewer   : jadi suka belajar bahasa inggris dengan menggunakan teknologi?

Interviewee   : suka sih

Interviewer   : ok, menurut ade seberapa efektif belajar bahasa inggris dengan

        menggunakan teknologi?

Interviewee   : 60%

Interviewer   : 60%, adek antusias atau bersemangat belajar bahasa inggris

        secara online selama pandemi?

Interviewee   : suka

Interviewer   : antusias, semangat?

Interviewee   : iya

Interviewer   : bagaimana ada perkembangan tidak? skillnya adek belajar bahasa

        inggris pada saat tatap muka, dengan pada saat online, apakah ada

        perkembangan skillnya?

Interviewee : skillnya kayak?

Interviewer : kecakapan ta

Interviewee : kurang sih kak, jarang juga mo belajar bahasa inggris

Interviewer : begitu, mm jadi menurut adek itu belajar online lebih cocok

digunakan dalam belajar bahasa inggris?

Interviewee : iya ma'am

Interviewer : alasannya kenapa?

Interviewee : kayak lebih gampang sih belajar dimana-mana kalo kek online

Interviewer : belajar online itu dimana saja kapan saja, terima kasih ya dek.

Student 5 (018)_

Interviewer : selamat pagi

Interviewee : selamat pagi

Interviewer : berdasarkan pengisian form adik sebelumnya

Interviewee : iya

Interviewer : adik masuk kedalam murid yang sangat termotivasi dalam belajar

bahasa inggris secara online, maka dari itu ibu akan bertanya-

tanya sedikit terkait itu

Interviewee : iya bu

Interviewer : apakah bisa?

Interviewee : bisa bu

Interviewer : ok, jadi wawancara ini tidak ada ji hubungannya dengan nilai

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sekolah ta dan juga identitas ta juga tidak dipublikasi, maka santai

mi ki saja di, jadi menurut adek suka belajar online?

Interviewee   : suka ma'am

Interviewer   : ok, kenapa suka belajar online?

Interviewee   : Suka, karena bisa, maksudnya kalo belajar online bisa santai.

Interviewer   : Bisa dijelaskan ulang tadi?

Interviewee   : Karena kalo belajar online bisa santai terus termotivasi karena

suasananya yang kayak, yang kayak ndak disekolah, e santai saja

Interviewer   : Begitu, ok, jadi semangat belajar Bahasa Inggris secara online?

Interviewee   : Iya ma'am semangat

Interviewer   : Ok, jadi adek tertarik dengan materi Bahasa Inggris yang

dijelaskan melalui online?

Interviewee   : Yang, biasanya itu yang tertarik melalui karena penjelasannya

secara tepat, lalu mudah dimengerti

Interviewer   : Jadi itu yang buat adek tertarik?

Interviewee   : Iya, dalam Bahasa Inggris

Interviewer   : Ok, ada kemudahan atau kesulitan yang adek miliki dalam belajar

bahasa Inggris melalui belajar online?

Interviewee   : Nda ada ma'am

Interviewer   : Tidak ada

Interviewee   : Karena kebetulan pelajaran kesukaan juga

Interviewer   : Bahasa Inggris pelajaran kesukaan ya?

Interviewee   : Iya

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Interviewer	: berarti motivasinya tinggi, karena suka belajar Bahasa Inggris jadi belajar Bahasa Inggris suka pada saat daring atau pada saat offline?
Interviewee	: Kalau menurut saya itu lebih suka daring
Interviewer	: Lebih suka daring, alasannya?
Interviewee	: Iya santai
Interviewer	: jadi adek sering belajar Bahasa Inggris?
Interviewee	: Sering ma'am
Interviewer	: Berapa kali belajar Bahasa Inggris?
Interviewee	: Kalo satu hari itu minimal tiga kali, tiga kali sehari
Interviewer	: Saat apa saja?
Interviewee	: Saat diwaktu yang kosong
Interviewer	: Begitu, belajar Bahasa Inggrisnya menggunakan apa? Teknologi, baca buku?
Interviewee	: Ee biasa baca buku, biasa juga lewat HP, Google
Interviewer	: Begitu, menurut adek belajar Bahasa Inggris menggunakan teknologi itu efektif atau tidak?
Interviewee	: Mmm teknologi?
Interviewer	: Teknologi itu seperti Zoom, Whatsapp, Google Classroom, itu efektif atau tidak?
Interviewee	: Nda kayaknya ma'am
Interviewer	: Mm begitu, ok, jadi apakah ade bersemangat belajar Bahasa Inggris secara online selama pandemi kemarin?

Interviewee : Semangat ma'am

Interviewer : Ok, lalu bagaimana perkembangan kecakapan Bahasa Inggris nya

adek pada saat online kemudian dihadapkan dengan daring?

Interviewee : Lumayan, lumayan bisa

Interviewer : Lumayan bisa bertambah, berkembang?

Interviewee : Iya

Interviewer : Jadi menurut adek itu belajar daring tu lebih cocok

Interviewee : Iya

Interviewer : Dengan, digunakan dalam belajar Bahasa Inggris?

Interviewee : Lumayan karena, endak terganggu

Interviewer : Begitu ya, ok, terima kasih ya dek

Interviewee : Sama-sama bu

Students' Respond to Motivation in Learning English Questionnaire

Respondents	Inquiry Serial Number																				TOTAL
	Intrinsic Motivation										Extrinsic Motivation										
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	
R1	3	3	3	4	4	3	3	4	4	4	5	3	4	5	3	4	3	5	4	3	74
R2	4	4	3	4	2	3	4	4	5	4	4	5	4	5	3	4	3	4	2	4	75
R3	5	5	5	5	5	4	5	5	4	4	5	4	4	5	5	4	4	5	5	4	92
R4	3	3	3	4	4	4	4	4	4	4	4	4	4	4	3	3	3	4	3	3	72
R5	3	3	5	3	5	4	4	4	3	3	4	4	5	4	4	5	4	5	4	4	80
R6	3	3	3	3	4	4	3	4	4	3	4	4	3	3	3	4	3	3	5	4	70
R7	3	4	5	3	4	4	5	4	3	3	2	4	2	5	4	4	3	3	2	5	72
R8	3	4	5	3	4	4	5	4	3	3	2	4	2	5	4	4	3	3	2	5	72
R9	3	5	5	5	5	5	5	5	3	5	2	4	2	5	3	5	4	4	4	2	81
R10	3	4	3	3	4	4	3	4	4	5	4	3	4	3	3	4	3	3	3	3	70
R11	3	3	2	4	3	4	5	4	4	4	3	4	3	3	4	4	3	4	4	3	71
R12	3	4	4	3	4	4	3	2	3	4	5	4	4	4	4	3	4	3	4	2	71
R13	4	3	2	3	2	4	5	4	3	3	3	1	5	5	5	4	3	5	3	4	71
R14	4	4	3	4	3	4	4	3	3	3	4	4	3	4	3	4	3	3	4	4	71
R15	4	4	3	4	5	5	4	4	4	4	4	3	3	3	3	3	3	3	3	3	72
R16	4	3	5	3	3	5	3	3	3	4	3	5	3	5	3	5	3	5	3	2	73
R17	4	3	4	3	4	4	3	4	3	3	4	4	4	4	4	4	4	4	3	2	72
R18	5	3	4	5	4	5	5	4	4	5	5	4	3	3	4	5	3	5	3	2	81
R19	4	5	3	3	5	5	3	4	5	4	2	5	4	4	1	3	2	5	3	1	71

R20	4	4	5	4	4	4	4	4	2	3	3	4	3	4	4	4	3	5	1	3	72
R21	4	3	3	3	3	4	3	3	3	3	4	4	3	3	5	5	5	3	3	3	70
R22	4	3	4	4	4	4	4	3	4	4	3	4	3	4	5	4	3	3	3	1	71
R23	4	2	2	2	4	5	5	4	5	4	4	3	4	4	3	5	3	4	3	3	73
R24	4	4	4	4	5	5	3	4	3	4	3	3	4	4	3	4	4	4	2	1	72
R25	3	3	5	4	3	5	2	1	5	1	4	3	4	2	5	5	5	5	5	1	71
R26	4	4	3	4	3	4	3	3	3	4	3	3	5	3	4	4	4	3	4	3	71
R27	4	4	4	4	4	4	4	5	4	4	3	3	3	4	3	3	4	4	3	1	72
R28	3	5	5	3	5	5	2	5	4	5	5	5	5	5	5	4	3	5	3	5	87
R29	5	3	3	3	3	5	4	4	3	3	3	4	4	4	3	4	3	4	4	4	73
R30	4	3	3	4	3	5	5	5	5	5	2	2	5	4	2	5	3	5	3	2	75
TOTAL	**111**	**108**	**111**	**108**	**115**	**129**	**115**	**115**	**110**	**112**	**106**	**111**	**109**	**120**	**108**	**123**	**101**	**121**	**98**	**87**	**2218**

KUISIONER MOTIVASI SISWA DALAM BELAJAR BAHASA INGGRIS ONLINE SELAMA PANDEMI COVID-19

Nama* : Fauzia Anastasya
Kelas/Jurusan : XI. TESHA
No. Hp* : 081 354 220 620

1. Isilah daftar identitas yang telah disediakan. Nama Dan No. HP. dianggap perlu untuk menghubungi siswa yang di pilih untuk melakukan wawancara pada tahap selanjutnya.
2. Bacalah setiap pertanyaan dengan teliti dan seksama
3. Kuesioner ini terdiri dari 20 item pertanyaan, bertujuan mengukur motivasi siswa dalam belajar bahasa Inggris online selama pandemi Covid-19, isilah seluruh kuesioner ini sesuai dengan petunjuk pengisian dibawah.
4. Apa yang Anda isi tidak ada kaitannya dengan nilai Anda di sekolah, oleh karena itu isilah setiap item pertanyaan dengan sejujur-jujurnya sesuai dengan apa yang Anda alami, rasakan dan lakukan selama mempelajari bahasa Inggris secara online selama pandemi Covid-19 ini.
5. Pastikan Anda telah mengisi mengisi seluruh pertanyaan dalam kuesioner ini.
6. Pilihlah salah satu jawaban yang menurut Anda paling sesuai dengan keadaan atau pendapat Anda dengan memberikan tanda *checklist* (√) pada tempat yang disediakan.

SS = Sangat Setuju
S = Setuju
N = Netral
TS = Tidak Setuju
STS = Sangat Tidak Setuju

Table 1.1 Intrinsic Motivation Questions

No	Intrinsic motivation (Motivasi dari dalam)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I study English online as well as face-to-face because English is my favorite subject. *Saya belajar bahasa Inggris online maupun tatap muka karena bahasa Inggris adalah mata pelajaran favorit saya.*	√				

2	During the Covid-19 pandemic online classes, I spent time at home learning English online because I like technology and want to understand English more deeply. *Selama kelas online pandemi Covid-19, saya menghabiskan waktu di rumah belajar Bahasa Inggris online karena saya menyukai teknologi dan ingin memahami bahasa Inggris lebih dalam.*		✓		
3	I like learning English through online learning because it can be done flexibly, wherever and whenever I want to study during the Covid-19 pandemic. *Saya suka belajar bahasa Inggris melalui pembelajaran online karena bisa dilakukan secara fleksibel, di mana saja dan kapan pun saya ingin belajar selama pandemi Covid-19.*	✓			
4	I am motivated to learn English online as well as face-to-face because English is my favorite subject. *Saya termotivasi untuk belajar bahasa Inggris online maupun tatap muka karena bahasa Inggris adalah mata pelajaran favorit saya.*	✓			
5	I am motivated to learn English online during the Covid-19 pandemic because I want myEnglish skill to continue to improve. *Saya termotivasi untuk belajar bahasa Inggris online di masa pandemi Covid-19 ini karena saya ingin kemampuan bahasa Inggris saya terus meningkat.*		✓		
6	I Learn English in order to improve my English language skill. *Saya belajar bahasa Inggris untuk meningkatkan kemampuan bahasa Inggris saya.*	✓			
7	Learning English will allow me to be more at ease with English Speakers. *Belajar bahasa Inggris akan membuat saya lebih nyaman dengan Penutur Bahasa Inggris.*	✓			
8	Learning English allows me to participate more freely in the activities of other cultural groups. *Belajar bahasa Inggris memungkinkan saya untuk berpartisipasi lebih bebas dalam kegiatan kelompok budaya lain.*		✓		

9	I learn English because it is something that I always want to do. *Saya belajar bahasa Inggris karena itu adalah sesuatu yang selalu ingin saya lakukan.*		✓			
10	I study English because I enjoy learning it. *Saya belajar bahasa Inggris karena saya senang mempelajarinya.*	✓				

Table 1.2 Extrinsic Motivation Questions

No	Extrinsic Motivation (Motivasi dari luar)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I am motivated to learn English through E-Learning during this Covid-19 pandemic because my family will be happy if my English scores are good on report cards. *Saya termotivasi untuk belajar bahasa Inggris melalui E-Learning selama pandemi Covid-19 ini karena keluarga saya akan senang jika nilai bahasa Inggris saya bagus di raport.*	✓				
2	I am motivated to learn English online so I can get good grades on the report card. *Saya termotivasi untuk belajar bahasa Inggris online sehingga saya bisa mendapatkan nilai bagus di raport.*		✓			
3	I am excited to take onlineEnglish lessons because it can help improve my ability to use technology and speak Englishwhich is very important for my future career. *Saya senang mengikuti les bahasa Inggris online karena dapat membantu meningkatkan kemampuan saya dalam menggunakan teknologi dan berbicara bahasa Inggris yang sangat penting untuk karir masa depan saya.*			✓		

4	I am motivated to learn English online because English will help me when I continue my studies to college. Saya termotivasi untuk belajar bahasa Inggris online karena bahasa Inggris akan membantu saya ketika saya melanjutkan studi ke perguruan tinggi		√		
5	I am motivated to learn English online because I think every student who is good at English at school will definitely be admired by other students and teachers at school. Saya termotivasi untuk belajar bahasa inggris online karena menurut saya setiap siswa yang jago bahasa inggris di sekolah pasti akan dikagumi oleh siswa dan guru lain di sekolah.	√			
6	Learning English is useful ingetting a good job. Belajar Bahasa inggris berguna untuk mendapatkan pekerjaan yang baik.	√			
7	I learn English because I need it to further my studies overseas. Saya belajar bahasa Inggris karena saya membutuhkannya untuk melanjutkan studi saya di luar negeri.			√	
8	I study English because I want todo well in my examination. Saya belajar bahasa Inggris karena saya ingin berhasil dalam ujian saya.	√			
9	I study English in order to pleasemy family. Saya belajar bahasa Inggris untuk menyenangkan keluarga saya.			√	
10	I feel that no one is really educated unless he is fluent in English language. Saya merasa bahwa tidak ada orang yang benar-benar berpendidikan kecuali dia fasih berbahasa Inggris.				√

KUISIONER MOTIVASI SISWA DALAM BELAJAR BAHASA INGGRIS ONLINE SELAMA PANDEMI COVID-19

Nama* : Dwi yana

Kelas/Jurusan : XI / TESHA

No. Hp* : 081 526 143 698

1. Isilah daftar identitas yang telah disediakan. Nama Dan No. HP. dianggap perlu untuk menghubungi siswa yang di pilih untuk melakukan wawancara pada tahap selanjutnya.

2. Bacalah setiap pertanyaan dengan teliti dan seksama

3. Kuesioner ini terdiri dari 20 item pertanyaan, bertujuan mengukur motivasi siswa dalam belajar bahasa Inggris online selama pandemi Covid-19, isilah seluruh kuesioner ini sesuai dengan petunjuk pengisian dibawah.

4. Apa yang Anda isi tidak ada kaitannya dengan nilai Anda di sekolah, oleh karena itu isilah setiap item pertanyaan dengan sejujur-jujurnya sesuai dengan apa yang Anda alami, rasakan dan lakukan selama mempelajari bahasa Inggris secara online selama pandemi Covid-19 ini.

5. Pastikan Anda telah mengisi mengisi seluruh pertanyaan dalam kuesioner ini.

6. Pilihlah salah satu jawaban yang menurut Anda paling sesuai dengan keadaan atau pendapat Anda dengan memberikan tanda *checklist* (√) pada tempat yang disediakan.

SS = Sangat Setuju

S = Setuju

N = Netral

TS = Tidak Setuju

STS = Sangat Tidak Setuju

Table 1.1 Intrinsic Motivation Questions

No	Intrinsic motivation (Motivasi dari dalam)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I study English online as well as face-to-face because English is my favorite subject. *Saya belajar bahasa Inggris online maupun tatap muka karena bahasa Inggris adalah mata pelajaran favorit saya.*	√				

No	Statement				
2	During the Covid-19 pandemic online classes, I spent time at home learning English online because I like technology and want to understand English more deeply. *Selama kelas online pandemi Covid-19, saya menghabiskan waktu di rumah belajar Bahasa Inggris online karena saya menyukai teknologi dan ingin memahami bahasa Inggris lebih dalam.*	✓			
3	I like learning English through online learning because it can be done flexibly, wherever and whenever I want to study during the Covid-19 pandemic. *Saya suka belajar bahasa Inggris melalui pembelajaran online karena bisa dilakukan secara fleksibel, di mana saja dan kapan pun saya ingin belajar selama pandemi Covid-19.*	✓			
4	I am motivated to learn English online as well as face-to-face because English is my favorite subject. *Saya termotivasi untuk belajar bahasa Inggris online maupun tatap muka karena bahasa Inggris adalah mata pelajaran favorit saya.*	✓			
5	I am motivated to learn English online during the Covid-19 pandemic because I want myEnglish skill to continue to improve. *Saya termotivasi untuk belajar bahasa Inggris online di masa pandemi Covid-19 ini karena saya ingin kemampuan bahasa Inggris saya terus meningkat.*	✓			
6	I Learn English in order to improve my English language skill. *Saya belajar bahasa Inggris untuk meningkatkan kemampuan bahasa Inggris saya.*		✓		
7	Learning English will allow me to be more at ease with English Speakers. *Belajar bahasa Inggris akan membuat saya lebih nyaman dengan Penutur Bahasa Inggris.*	✓			
8	Learning English allows me to participate more freely in the activities of other cultural groups. *Belajar bahasa Inggris memungkinkan saya untuk berpartisipasi lebih bebas dalam kegiatan kelompok budaya lain.*	✓			

9	I learn English because it is something that I always want to do. *Saya belajar bahasa Inggris karena itu adalah sesuatu yang selalu ingin saya lakukan.*		✓			
10	I study English because I enjoy learning it. *Saya belajar bahasa Inggris karena saya senang mempelajarinya.*		✓			

Table 1.2 Extrinsic Motivation Questions

No	Extrinsic Motivation (Motivasi dari luar)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I am motivated to learn English through E-Learning during this Covid-19 pandemic because my family will be happy if my English scores are good on report cards. *Saya termotivasi untuk belajar bahasa Inggris melalui E-Learning selama pandemi Covid-19 ini karena keluarga saya akan senang jika nilai bahasa Inggris saya bagus di raport.*	✓				
2	I am motivated to learn English online so I can get good grades on the report card. *Saya termotivasi untuk belajar bahasa Inggris online sehingga saya bisa mendapatkan nilai bagus di raport.*		✓			
3	I am excited to take onlineEnglish lessons because it can help improve my ability to use technology and speak Englishwhich is very important for my future career. *Saya senang mengikuti les bahasa Inggris online karena dapat membantu meningkatkan kemampuan saya dalam menggunakan teknologi dan berbicara bahasa Inggris yang sangat penting untuk karir masa depan saya.*		✓			

4	I am motivated to learn English online because English will help me when I continue my studies to college. *Saya termotivasi untuk belajar bahasa Inggris online karena bahasa Inggris akan membantu saya ketika saya melanjutkan studi ke perguruan tinggi*	✓			
5	I am motivated to learn English online because I think every student who is good at English at school will definitely be admired by other students and teachers at school. *Saya termotivasi untuk belajar bahasa inggris online karena menurut saya setiap siswa yang jago bahasa inggris di sekolah pasti akan dikagumi oleh siswa dan guru lain di sekolah.*	✓			
6	Learning English is useful ingetting a good job. *Belajar Bahasa inggris berguna untuk mendapatkan pekerjaan yang baik.*		✓		
7	I learn English because I need it to further my studies overseas. *Saya belajar bahasa Inggris karena saya membutuhkannya untuk melanjutkan studi saya di luar negeri.*		✓		
8	I study English because I want todo well in my examination. *Saya belajar bahasa Inggris karena saya ingin berhasil dalam ujian saya.*	✓			
9	I study English in order to pleasemy family. *Saya belajar bahasa Inggris untuk menyenangkan keluarga saya.*	✓			
10	I feel that no one is really educated unless he is fluent in English language. *Saya merasa bahwa tidak ada orang yang benar-benar berpendidikan kecuali dia fasih berbahasa Inggris.*		✓		

KUISIONER MOTIVASI SISWA DALAM BELAJAR BAHASA INGGRIS ONLINE SELAMA PANDEMI COVID-19

Nama* : IBRAHIM AI MATULID
Kelas/Jurusan : XI Tesha
No. Hp* : 0857 1011 1401

1. Isilah daftar identitas yang telah disediakan. Nama Dan No. HP. dianggap perlu untuk menghubungi siswa yang di pilih untuk melakukan wawancara pada tahap selanjutnya.
2. Bacalah setiap pertanyaan dengan teliti dan seksama
3. Kuesioner ini terdiri dari 20 item pertanyaan, bertujuan mengukur motivasi siswa dalam belajar bahasa Inggris online selama pandemi Covid-19, isilah seluruh kuesioner ini sesuai dengan petunjuk pengisian dibawah.
4. Apa yang Anda isi tidak ada kaitannya dengan nilai Anda di sekolah, oleh karena itu isilah setiap item pertanyaan dengan sejujur-jujurnya sesuai dengan apa yang Anda alami, rasakan dan lakukan selama mempelajari bahasa Inggris secara online selama pandemi Covid-19 ini.
5. Pastikan Anda telah mengisi mengisi seluruh pertanyaan dalam kuesioner ini.
6. Pilihlah salah satu jawaban yang menurut Anda paling sesuai dengan keadaan atau pendapat Anda dengan memberikan tanda *checklist* (√) pada tempat yang disediakan.

SS = Sangat Setuju
S = Setuju
N = Netral
TS = Tidak Setuju
STS = Sangat Tidak Setuju

Table 1.1 Intrinsic Motivation Questions

No	Intrinsic motivation (Motivasi dari dalam)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I study English online as well as face-to-face because English is my favorite subject. *Saya belajar bahasa Inggris online maupun tatap muka karena bahasa Inggris adalah mata pelajaran favorit saya.*	X				

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2	During the Covid-19 pandemic online classes, I spent time at home learning English online because I like technology and want to understand English more deeply. *Selama kelas online pandemi Covid-19, saya menghabiskan waktu di rumah belajar Bahasa Inggris online karena saya menyukai teknologi dan ingin memahami bahasa Inggris lebih dalam.*	✓			
3	I like learning English through online learning because it can be done flexibly, wherever and whenever I want to study during the Covid-19 pandemic. *Saya suka belajar bahasa Inggris melalui pembelajaran online karena bisa dilakukan secara fleksibel, di mana saja dan kapan pun saya ingin belajar selama pandemi Covid-19.*	✓			
4	I am motivated to learn English online as well as face-to-face because English is my favorite subject. *Saya termotivasi untuk belajar bahasa Inggris online maupun tatap muka karena bahasa Inggris adalah mata pelajaran favorit saya.*	✓			
5	I am motivated to learn English online during the Covid-19 pandemic because I want myEnglish skill to continue to improve. *Saya termotivasi untuk belajar bahasa Inggris online di masa pandemi Covid-19 ini karena saya ingin kemampuan bahasa Inggris saya terus meningkat.*	✓			
6	I Learn English in order to improve my English language skill. *Saya belajar bahasa Inggris untuk meningkatkan kemampuan bahasa Inggris saya.*	✓			
7	Learning English will allow me to be more at ease with English Speakers. *Belajar bahasa Inggris akan membuat saya lebih nyaman dengan Penutur Bahasa Inggris.*	✓			
8	Learning English allows me to participate more freely in the activities of other cultural groups. *Belajar bahasa Inggris memungkinkan saya untuk berpartisipasi lebih bebas dalam kegiatan kelompok budaya lain.*	✓			

No		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
9	I learn English because it is something that I always want to do. *Saya belajar bahasa Inggris karena itu adalah sesuatu yang selalu ingin saya lakukan.*				✓	
10	I study English because I enjoy learning it. *Saya belajar bahasa Inggris karena saya senang mempelajarinya.*	✓				

Table 1.2 Extrinsic Motivation Questions

No	Extrinsic Motivation (Motivasi dari luar)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I am motivated to learn English through E-Learning during this Covid-19 pandemic because my family will be happy if my English scores are good on report cards. *Saya termotivasi untuk belajar bahasa Inggris melalui E-Learning selama pandemi Covid-19 ini karena keluarga saya akan senang jika nilai bahasa Inggris saya bagus di raport.*				✓	
2	I am motivated to learn English online so I can get good grades on the report card. *Saya termotivasi untuk belajar bahasa Inggris online sehingga saya bisa mendapatkan nilai bagus di raport.*	✓				
3	I am excited to take online English lessons because it can help improve my ability to use technology and speak English which is very important for my future career. *Saya senang mengikuti les bahasa Inggris online karena dapat membantu meningkatkan kemampuan saya dalam menggunakan teknologi dan berbicara bahasa Inggris yang sangat penting untuk karir masa depan saya.*					✓

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No	Statement					
4	I am motivated to learn English online because English will help me when I continue my studies to college. *Saya termotivasi untuk belajar bahasa Inggris online karena bahasa Inggris akan membantu saya ketika saya melanjutkan studi ke perguruan tinggi*	✓				
5	I am motivated to learn English online because I think every student who is good at English at school will definitely be admired by other students and teachers at school. *Saya termotivasi untuk belajar bahasa inggris online karena menurut saya setiap siswa yang jago bahasa inggris di sekolah pasti akan dikagumi oleh siswa dan guru lain di sekolah.*			✓		
6	Learning English is useful in getting a good job. *Belajar Bahasa inggris berguna untuk mendapatkan pekerjaan yang baik.*	✓				
7	I learn English because I need it to further my studies overseas. *Saya belajar bahasa Inggris karena saya membutuhkannya untuk melanjutkan studi saya di luar negeri.*		✓			
8	I study English because I want to do well in my examination. *Saya belajar bahasa Inggris karena saya ingin berhasil dalam ujian saya.*		✓			
9	I study English in order to please my family. *Saya belajar bahasa Inggris untuk menyenangkan keluarga saya.*		✓			
10	I feel that no one is really educated unless he is fluent in English language. *Saya merasa bahwa tidak ada orang yang benar-benar berpendidikan kecuali dia fasih berbahasa Inggris.*				✓	

KUISIONER MOTIVASI SISWA DALAM BELAJAR BAHASA INGGRIS ONLINE SELAMA PANDEMI COVID-19

Nama* : Muh. Ikhwan .T
Kelas/Jurusan : XI TESHA
No. Hp* : 0.812 1024 4566

1. Isilah daftar identitas yang telah disediakan. Nama Dan No. HP. dianggap perlu untuk menghubungi siswa yang di pilih untuk melakukan wawancara pada tahap selanjutnya.
2. Bacalah setiap pertanyaan dengan teliti dan seksama
3. Kuesioner ini terdiri dari 20 item pertanyaan, bertujuan mengukur motivasi siswa dalam belajar bahasa Inggris online selama pandemi Covid-19, isilah seluruh kuesioner ini sesuai dengan petunjuk pengisian dibawah.
4. Apa yang Anda isi tidak ada kaitannya dengan nilai Anda di sekolah, oleh karena itu isilah setiap item pertanyaan dengan sejujur-jujurnya sesuai dengan apa yang Anda alami, rasakan dan lakukan selama mempelajari bahasa Inggris secara online selama pandemi Covid-19 ini.
5. Pastikan Anda telah mengisi mengisi seluruh pertanyaan dalam kuesioner ini.
6. Pilihlah salah satu jawaban yang menurut Anda paling sesuai dengan keadaan atau pendapat Anda dengan memberikan tanda *checklist* (√) pada tempat yang disediakan.

SS = Sangat Setuju
S = Setuju
N = Netral
TS = Tidak Setuju
STS = Sangat Tidak Setuju

Table 1.1 Intrinsic Motivation Questions

No	Intrinsic motivation (Motivasi dari dalam)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I study English online as well as face-to-face because English is my favorite subject. *Saya belajar bahasa Inggris online maupun tatap muka karena bahasa Inggris adalah mata pelajaran favorit saya.*			√		

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2	During the Covid-19 pandemic online classes, I spent time at home learning English online because I like technology and want to understand English more deeply. *Selama kelas online pandemi Covid-19, saya menghabiskan waktu di rumah belajar Bahasa Inggris online karena saya menyukai teknologi dan ingin memahami bahasa Inggris lebih dalam.*	✓			
3	I like learning English through online learning because it can be done flexibly, wherever and whenever I want to study during the Covid-19 pandemic. *Saya suka belajar bahasa Inggris melalui pembelajaran online karena bisa dilakukan secara fleksibel, di mana saja dan kapan pun saya ingin belajar selama pandemi Covid-19.*	✓			
4	I am motivated to learn English online as well as face-to-face because English is my favorite subject. *Saya termotivasi untuk belajar bahasa Inggris online maupun tatap muka karena bahasa Inggris adalah mata pelajaran favorit saya.*		✓		
5	I am motivated to learn English online during the Covid-19 pandemic because I want myEnglish skill to continue to improve. *Saya termotivasi untuk belajar bahasa Inggris online di masa pandemi Covid-19 ini karena saya ingin kemampuan bahasa Inggris saya terus meningkat.*	✓			
6	I Learn English in order to improve my English language skill. *Saya belajar bahasa Inggris untuk meningkatkan kemampuan bahasa Inggris saya.*	✓			
7	Learning English will allow me to be more at ease with English Speakers. *Belajar bahasa Inggris akan membuat saya lebih nyaman dengan Penutur Bahasa Inggris.*				✓
8	Learning English allows me to participate more freely in the activities of other cultural groups. *Belajar bahasa Inggris memungkinkan saya untuk berpartisipasi lebih bebas dalam kegiatan kelompok budaya lain.*	✓			

9	I learn English because it is something that I always want to do. *Saya belajar bahasa Inggris karena itu adalah sesuatu yang selalu ingin saya lakukan.*		✓			
10	I study English because I enjoy learning it. *Saya belajar bahasa Inggris karena saya senang mempelajarinya.*	✓				

Table 1.2 Extrinsic Motivation Questions

No	Extrinsic Motivation (Motivasi dari luar)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I am motivated to learn English through E-Learning during this Covid-19 pandemic because my family will be happy if my English scores are good on report cards. *Saya termotivasi untuk belajar bahasa Inggris melalui E-Learning selama pandemi Covid-19 ini karena keluarga saya akan senang jika nilai bahasa Inggris saya bagus di raport.*	✓				
2	I am motivated to learn English online so I can get good grades on the report card. *Saya termotivasi untuk belajar bahasa Inggris online sehingga saya bisa mendapatkan nilai bagus di raport.*	✓				
3	I am excited to take onlineEnglish lessons because it can help improve my ability to use technology and speak Englishwhich is very important for my future career. *Saya senang mengikuti les bahasa Inggris online karena dapat membantu meningkatkan kemampuan saya dalam menggunakan teknologi dan berbicara bahasa Inggris yang sangat penting untuk karir masa depan saya.*	✓				

4	I am motivated to learn English online because English will help me when I continue my studies to college. *Saya termotivasi untuk belajar bahasa Inggris online karena bahasa Inggris akan membantu saya ketika saya melanjutkan studi ke perguruan tinggi*	✓				
5	I am motivated to learn English online because I think every student who is good at English at school will definitely be admired by other students and teachers at school. *Saya termotivasi untuk belajar bahasa inggris online karena menurut saya setiap siswa yang jago bahasa inggris di sekolah pasti akan dikagumi oleh siswa dan guru lain di sekolah.*		✓			
6	Learning English is useful ingetting a good job. *Belajar Bahasa inggris berguna untuk mendapatkan pekerjaan yang baik.*			✓		
7	I learn English because I need it to further my studies overseas. *Saya belajar bahasa Inggris karena saya membutuhkannya untuk melanjutkan studi saya di luar negeri.*	✓				
8	I study English because I want todo well in my examination. *Saya belajar bahasa Inggris karena saya ingin berhasil dalam ujian saya.*	✓				
9	I study English in order to pleasemy family. *Saya belajar bahasa Inggris untuk menyenangkan keluarga saya.*		✓			
10	I feel that no one is really educated unless he is fluent in English language. *Saya merasa bahwa tidak ada orang yang benar-benar berpendidikan kecuali dia fasih berbahasa Inggris.*	✓				

KUISIONER MOTIVASI SISWA DALAM BELAJAR BAHASA INGGRIS ONLINE SELAMA PANDEMI COVID-19

Nama* : Muh. Fadli Nurfaidzi Rauf

Kelas/Jurusan : XI TESHA

No. Hp* : 0882 0227 26754

1. Isilah daftar identitas yang telah disediakan. Nama Dan No. HP. dianggap perlu untuk menghubungi siswa yang di pilih untuk melakukan wawancara pada tahap selanjutnya.

2. Bacalah setiap pertanyaan dengan teliti dan seksama

3. Kuesioner ini terdiri dari 20 item pertanyaan, bertujuan mengukur motivasi siswa dalam belajar bahasa Inggris online selama pandemi Covid-19, isilah seluruh kuesioner ini sesuai dengan petunjuk pengisian dibawah.

4. Apa yang Anda isi tidak ada kaitannya dengan nilai Anda di sekolah, oleh karena itu isilah setiap item pertanyaan dengan sejujur-jujurnya sesuai dengan apa yang Anda alami, rasakan dan lakukan selama mempelajari bahasa Inggris secara online selama pandemi Covid-19 ini.

5. Pastikan Anda telah mengisi mengisi seluruh pertanyaan dalam kuesioner ini.

6. Pilihlah salah satu jawaban yang menurut Anda paling sesuai dengan keadaan atau pendapat Anda dengan memberikan tanda *checklist* (√) pada tempat yang disediakan.

SS = Sangat Setuju

S = Setuju

N = Netral

TS = Tidak Setuju

STS = Sangat Tidak Setuju

Table 1.1 Intrinsic Motivation Questions

No	Intrinsic motivation (Motivasi dari dalam)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I study English online as well as face-to-face because English is my favorite subject. *Saya belajar bahasa Inggris online maupun tatap muka karena bahasa Inggris adalah mata pelajaran favorit saya.*			√		

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2	During the Covid-19 pandemic online classes, I spent time at home learning English online because I like technology and want to understand English more deeply. _Selama kelas online pandemi Covid-19, saya menghabiskan waktu di rumah belajar Bahasa Inggris online karena saya menyukai teknologi dan ingin memahami bahasa Inggris lebih dalam._			✓		
3	I like learning English through online learning because it can be done flexibly, wherever and whenever I want to study during the Covid-19 pandemic. _Saya suka belajar bahasa Inggris melalui pembelajaran online karena bisa dilakukan secara fleksibel, di mana saja dan kapan pun saya ingin belajar selama pandemi Covid-19._		✓			
4	I am motivated to learn English online as well as face-to-face because English is my favorite subject. _Saya termotivasi untuk belajar bahasa Inggris online maupun tatap muka karena bahasa Inggris adalah mata pelajaran favorit saya._			✓		
5	I am motivated to learn English online during the Covid-19 pandemic because I want myEnglish skill to continue to improve. _Saya termotivasi untuk belajar bahasa Inggris online di masa pandemi Covid-19 ini karena saya ingin kemampuan bahasa Inggris saya terus meningkat._		✓			
6	I Learn English in order to improve my English language skill. _Saya belajar bahasa Inggris untuk meningkatkan kemampuan bahasa Inggris saya._			✓		
7	Learning English will allow me to be more at ease with English Speakers. _Belajar bahasa Inggris akan membuat saya lebih nyaman dengan Penutur Bahasa Inggris._			✓		
8	Learning English allows me to participate more freely in the activities of other cultural groups. _Belajar bahasa Inggris memungkinkan saya untuk berpartisipasi lebih bebas dalam kegiatan kelompok budaya lain._			✓		

9	I learn English because it is something that I always want to do.					
	Saya belajar bahasa Inggris karena itu adalah sesuatu yang selalu ingin saya lakukan.		√			
10	I study English because I enjoy learning it.					
	Saya belajar bahasa Inggris karena saya senang mempelajarinya.		√			

Table 1.2 Extrinsic Motivation Questions

No	Extrinsic Motivation (Motivasi dari luar)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I am motivated to learn English through E-Learning during this Covid-19 pandemic because my family will be happy if my English scores are good on report cards. *Saya termotivasi untuk belajar bahasa Inggris melalui E-Learning selama pandemi Covid-19 ini karena keluarga saya akan senang jika nilai bahasa Inggris saya bagus di raport.*		√			
2	I am motivated to learn English online so I can get good grades on the report card. *Saya termotivasi untuk belajar bahasa Inggris online sehingga saya bisa mendapatkan nilai bagus di raport.*		√			
3	I am excited to take onlineEnglish lessons because it can help improve my ability to use technology and speak Englishwhich is very important for my future career. *Saya senang mengikuti les bahasa Inggris online karena dapat membantu meningkatkan kemampuan saya dalam menggunakan teknologi dan berbicara bahasa Inggris yang sangat penting untuk karir masa depan saya.*	√				

No	Statement					
4	I am motivated to learn English online because English will help me when I continue my studies to college. *Saya termotivasi untuk belajar bahasa Inggris online karena bahasa Inggris akan membantu saya ketika saya melanjutkan studi ke perguruan tinggi*		✓			
5	I am motivated to learn English online because I think every student who is good at English at school will definitely be admired by other students and teachers at school. *Saya termotivasi untuk belajar bahasa inggris online karena menurut saya setiap siswa yang jago bahasa inggris di sekolah pasti akan dikagumi oleh siswa dan guru lain di sekolah.*		✓			
6	Learning English is useful ingetting a good job. *Belajar Bahasa inggris berguna untuk mendapatkan pekerjaan yang baik.*	✓				
7	I learn English because I need it to further my studies overseas. *Saya belajar bahasa Inggris karena saya membutuhkannya untuk melanjutkan studi saya di luar negeri.*		✓			
8	I study English because I want todo well in my examination. *Saya belajar bahasa Inggris karena saya ingin berhasil dalam ujian saya.*	✓				
9	I study English in order to pleasemy family. *Saya belajar bahasa Inggris untuk menyenangkan keluarga saya.*		✓			
10	I feel that no one is really educated unless he is fluent in English language. *Saya merasa bahwa tidak ada orang yang benar-benar berpendidikan kecuali dia fasih berbahasa Inggris.*		✓	✗		

KUISIONER MOTIVASI SISWA DALAM BELAJAR BAHASA INGGRIS ONLINE SELAMA PANDEMI COVID-19

Nama*   : Awandi

Kelas/Jurusan : XI / Tesha

No. Hp*   :

1. Isilah daftar identitas yang telah disediakan. Nama Dan No. HP. dianggap perlu untuk menghubungi siswa yang di pilih untuk melakukan wawancara pada tahap selanjutnya.

2. Bacalah setiap pertanyaan dengan teliti dan seksama

3. Kuesioner ini terdiri dari 20 item pertanyaan, bertujuan mengukur motivasi siswa dalam belajar bahasa Inggris online selama pandemi Covid-19, isilah seluruh kuesioner ini sesuai dengan petunjuk pengisian dibawah.

4. Apa yang Anda isi tidak ada kaitannya dengan nilai Anda di sekolah, oleh karena itu isilah setiap item pertanyaan dengan sejujur-jujurnya sesuai dengan apa yang Anda alami, rasakan dan lakukan selama mempelajari bahasa Inggris secara online selama pandemi Covid-19 ini.

5. Pastikan Anda telah mengisi mengisi seluruh pertanyaan dalam kuesioner ini.

6. Pilihlah salah satu jawaban yang menurut Anda paling sesuai dengan keadaan atau pendapat Anda dengan memberikan tanda *checklist* (√) pada tempat yang disediakan.

SS   = Sangat Setuju

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Table 1.1 Intrinsic Motivation Questions

No	Intrinsic motivation (Motivasi dari dalam)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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2	During the Covid-19 pandemic online classes, I spent time at home learning English online because I like technology and want to understand English more deeply. *Selama kelas online pandemi Covid-19, saya menghabiskan waktu di rumah belajar Bahasa Inggris online karena saya menyukai teknologi dan ingin memahami bahasa Inggris lebih dalam.*		✓	✓	
3	I like learning English through online learning because it can be done flexibly, wherever and whenever I want to study during the Covid-19 pandemic. *Saya suka belajar bahasa Inggris melalui pembelajaran online karena bisa dilakukan secara fleksibel, di mana saja dan kapan pun saya ingin belajar selama pandemi Covid-19.*		✓		
4	I am motivated to learn English online as well as face-to-face because English is my favorite subject. *Saya termotivasi untuk belajar bahasa Inggris online maupun tatap muka karena bahasa Inggris adalah mata pelajaran favorit saya.*				✓
5	I am motivated to learn English online during the Covid-19 pandemic because I want myEnglish skill to continue to improve. *Saya termotivasi untuk belajar bahasa Inggris online di masa pandemi Covid-19 ini karena saya ingin kemampuan bahasa Inggris saya terus meningkat.*				✓
6	I Learn English in order to improve my English language skill. *Saya belajar bahasa Inggris untuk meningkatkan kemampuan bahasa Inggris saya.*		✓		
7	Learning English will allow me to be more at ease with English Speakers. *Belajar bahasa Inggris akan membuat saya lebih nyaman dengan Penutur Bahasa Inggris.*				✓
8	Learning English allows me to participate more freely in the activities of other cultural groups. *Belajar bahasa Inggris memungkinkan saya untuk berpartisipasi lebih bebas dalam kegiatan kelompok budaya lain.*				✓

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| 9 | I learn English because it is something that I always want to do. Saya belajar bahasa Inggris karena itu adalah sesuatu yang selalu ingin saya lakukan. | | | | | ✓ |
| 10 | I study English because I enjoy learning it. Saya belajar bahasa Inggris karena saya senang mempelajarinya. | | | | ✓ | |

Table 1.2 Extrinsic Motivation Questions

No	Extrinsic Motivation (Motivasi dari luar)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I am motivated to learn English through E-Learning during this Covid-19 pandemic because my family will be happy if my English scores are good on report cards. Saya termotivasi untuk belajar bahasa Inggris melalui E-Learning selama pandemi Covid-19 ini karena keluarga saya akan senang jika nilai bahasa Inggris saya bagus di raport.					✓
2	I am motivated to learn English online so I can get good grades on the report card. Saya termotivasi untuk belajar bahasa Inggris online sehingga saya bisa mendapatkan nilai bagus di raport.			✓		
3	I am excited to take onlineEnglish lessons because it can help improve my ability to use technology and speak Englishwhich is very important for my future career. Saya senang mengikuti les bahasa Inggris online karena dapat membantu meningkatkan kemampuan saya dalam menggunakan teknologi dan berbicara bahasa Inggris yang sangat penting untuk karir masa depan saya.					✓

4	I am motivated to learn English online because English will help me when I continue my studies to college. *Saya termotivasi untuk belajar bahasa Inggris online karena bahasa Inggris akan membantu saya ketika saya melanjutkan studi ke perguruan tinggi*			✓	
5	I am motivated to learn English online because I think every student who is good at English at school will definitely be admired by other students and teachers at school. *Saya termotivasi untuk belajar bahasa inggris online karena menurut saya setiap siswa yang jago bahasa inggris di sekolah pasti akan dikagumi oleh siswa dan guru lain di sekolah.*				✓
6	Learning English is useful ingetting a good job. *Belajar Bahasa inggris berguna untuk mendapatkan pekerjaan yang baik.*			✓	
7	I learn English because I need it to further my studies overseas. *Saya belajar bahasa Inggris karena saya membutuhkannya untuk melanjutkan studi saya di luar negeri.*				✓
8	I study English because I want todo well in my examination. *Saya belajar bahasa Inggris karena saya ingin berhasil dalam ujian saya.*			✓	
9	I study English in order to pleasemy family. *Saya belajar bahasa Inggris untuk menyenangkan keluarga saya.*				✓
10	I feel that no one is really educated unless he is fluent in English language. *Saya merasa bahwa tidak ada orang yang benar-benar berpendidikan kecuali dia fasih berbahasa Inggris.*				✓

DOCUMENTATIONS

Picture 1. Students are completing the questionnaires

Picture 2. Students are completing the questionnaires

Picture 3. Interview With student (R18)

Picture 4. Interview With student (R3)

Picture 5. Interview With student (R9)

Picture 6. Interview With student (R28)

Picture 7. Interview With student (R5)

Picture 8. Interview With student (R16)

CURRICULUM VITAE

Nur Ransyah Hamdani, was born on November 11th 1986 in Bima, Nusa Tenggara Barat Province. She is the 2nd child from Drs. Sanusi Hasan and Tis'ah Yusuf, BA. She has three brothers and a sister. She graduated at SD Inpres Pajjaiang in 1999. Then she continued her study in SMP Negeri 26 Makassar and graduated in 2022. Then, she continued her education at Pesantren Modern Tarbiyah Takalar and graduated in 2005. In the same year, she was accepted as a student of English Education Department of Tarbiyah Faculty State Islamic University Alauddin Makassar (UINAM) and graduated in 2009 for undergraduated degree.