STUDENTS' MOTIVATION IN LEARNING ENGLISH DURING THE COVID-19 PANDEMIC (A CASE STUDY OF STUDENTS AT MAN PALOPO)

Thesis

Presented as Partial Fulfilment the Attainment of S.Pd Degree in English Language Education Study Program Tarbiyah and Teacher Training Faculty State Islamic Institute of Palopo

IAIN PALOPO

Submitted by

ITQIYAH AHYANI

17 0202 0061

**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2022**

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1. **Amalia Yahya, S.E., M.Hum**
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**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2022**

THESIS APPROVAL

The thesis entitled "**Students's Motivation in Learning English During the Covid-19 Pandemic (A case study of Students at MAN Palopo**", which is written by **Itqiyah Ahyani**, Reg. Num.17 0202 0061, English Language Education S1 Study Program of Tarbiyah and TeacherTraining Faculty at State Islamic Institute of Palopo, has been Examined and defend in Munaqasyah session which is carried out on Tuesday, **06ᵗʰ of September 2022 M,** concided with **09ᵗʰ Muharram 1444 H,** it is authorized and acceptable as partial fulfillment for S.Pd degree in English education study program.

<u>Palopo, on September 6ᵗʰ 2022 M</u>
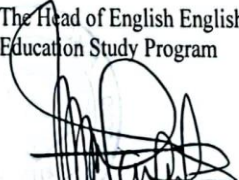9ᵗʰ Safar 1444 H

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uruan

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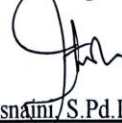   Prodi   : PendidikanBahasaInggris

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MENYATAKAN

1. Bahwa naskah skripsi/proposal yang saya ajukan untuk diuji tingkat similarity/plagiasi dengan aplikasi Turnitin adalah benar otentik, tanpa rekayasa yang dilakukan secara sengaja untuk mengelabui aplikasi.

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Surat pernyataan ini saya tanda tangani dalam keadaan sadar serta penuh tanggung jawab untuk dipergunakan sebagaimana mestinya.

Palopo, 19 Juli 2022
Yang membuat pernyataan,

Itqiyah Ahyani

ACKNOWLEDGMENTS

بِسْـــــمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Alhamdulillah Rabbil Alamin, praise and thanks to the Almighty God. Allah SWT, without blessing and mercy, the researcher would have never been able to start and finish this thesis as the requirement for the degree of S.Pd at the State Islamic Institute of Palopo entitled Students' Motivation in Learning English During the Covid-19 (A Case Study of students at MAN Palopo). The researcher realizes that this thesis receives much advice, guidance, encouragement, and comment from many people. Therefore, the researcher would like to thank our prophet, the chosen one Muhammad SAW, for safety and peace be upon him.

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12. My most heartfelt thanks to myself who has been willing and able to endure, fight, and do as much as I could, did not give up despite the occasional taste and desire for quitting. Thank me for holding out until this point.

The researcher hopes this thesis can give some value to the students of the English Language Study Program, English Teachers, and readers. The researcher admits that this thesis is not perfect so the researcher will accept suggestions from the readers to make t better. The researcher hopes that this will be beneficial to everyone.

Finally, the researcher prays that Allah SWT may bless all people who have helped the researcher, and the researcher hopes this thesis can be helpful and give a positive contribution to the readers and others. The research dedicates to this thesis.

Palopo, September 2nd 2022
Researcher

ItqiyahAhyani
17 0202 0061

TABLE OF CONTENTS

ABSTRACT

Itqiyah Ahyani, 2022. "*Students' Motivation in Learning English During the Covid-19 (A Case Study of Students at MAN Palopo*". Thesis English Education Study Program in the State Islamic Studies Palopo Supervised by Amalia Yahya and Husnaini.

The thesis focused on the Students' Motivation to Learning English During Covid-19 (A Case study of Students at MAN Palopo). The study was intended to find out how students' motivation in learning to study English during the covid-19 pandemic at MAN Palopo. This research was conducted through descriptive quantitative research. The population was the tenth, eleventh and twelfth grades with a total number of 782 students. This research used proportionate stratified random sampling, and this study used 10% consisting of 78 students. The research used a questionnaire and documentation as instruments for collecting data. The statistical analysis used to manage the result data is a descriptive statistical analysis using the SPSS application. The results showed that the motivation of students to learn English during the Covid-19 pandemic is Average with a score of 57.33%.

Keywords: Covid-19, learning English, Students Motivation.
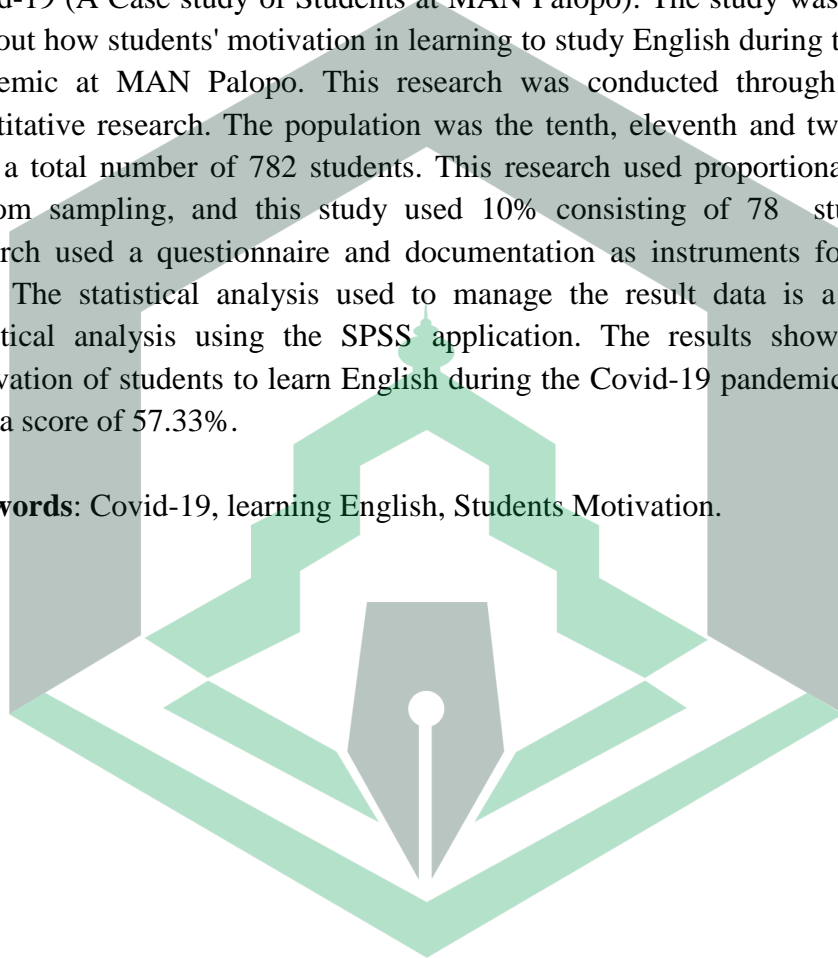
CHAPTER I

INTRODUCTION

A. Background

The Covid-19 virus first appeared or was discovered in the city of Wuhan, China in late 2019. The virus has not found a cure until now it's out of control. More than 200 countries worldwide have reported the coronavirus.[1] The virus is characterized by symptoms of acute respiratory ailments such as fever, cough, and shortness of breath. Incubation averages five to six days with the longest incubation period of 14 days. By January 30, 2020, it has been designated a public health emergency that is the world.[2]

In March 2020, Indonesia issued a confirmation case of covid-19. With the covid-19 virus in Indonesia at the moment, there is an impact on all communities. According to the compass, on March 28, 2020, the effects of the covid-19 virus occur in many areas such as social, and economic. Tourism and education. The Indonesian education administration issued number 4 of 2020 references to the implementation of policies in the emergency development of covid-19, explaining that learning is carried out at home through online or long-distance learning to provide meaningful learning experiences for students.[3] With government policies to reduce the spread of covid-19, they are taking steps that

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[1] Yunita, N.W. and Umi Hanifah," Causes, Origins, and Preventions of the Corona in Indonesia," (28 Maret). ,https://m.detik.com/news/berita/d4956764/penyebab-asal-mula-danpencegahan-virus-corona-di-indonesia

[2] Wahyu Aji Fatma Dewi," the Covid-19 Impact on the Application of Online Learning in Elementary School"*Edukatif: Educational Jurnal* 2, No.1 (April 2020): 56.

[3] Ibid.57

the learning process is carried out online in all Indonesian schools, including the Madrasah Aliyah Negeri Palopo.

This circumstance certainly impacts the quality of learners, students, and teachers who have previously intruded directly into the classroom should interact virtually limited. Teachers are instructed to provide good teaching, creating an atmosphere conducive to interesting teaching so that students can understand the learning materials and the objectives of the converts can be accomplished. Furthermore, student motivation also makes a difference in the success of learning. This is what the ward suggests the learning process will achieve success if students have good learning motivation.[4]

Online or online learning (in the network) is done through applications that can support learning processes ranging from such face-to-face applications as zoom, Google meets, and other online media platforms such as Google Classroom, WhatsApp group, and other learning media.[5]

As a teacher educator, it should have the obligation to know the student's motivation in the response to the online covid-19 pandemic. Therefore, an English teacher must be good at controlling technology in learning to make it seem more interesting and fun.

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[4] Adhetya Cahyani,Iin Diah Listiana dan Sari Puteri Deta Larasati," The Motivation for Senior High School to Online Leraning During the covid-19 Pandemic",*IQ (Ilmu Al-Qur'an):Jurnal Pendidikan Islam* 3,No.1 (2020) :125.https://doi.org/10.37542/iq.v3i01.57

[5] Syukur, A., Fanani, Z., Ahmadi, R., 2020a. The Effectiveness of Reading English Learning Process Based on Blended Learning through" Absyak" Website Media in Higher Education. Budapest International Research and Critics in Linguistics and Education (BirLE) Journal 3, 763-772.

Motivation is a force, both inside and outside, that impels one to achieve certain predetermined purposes. Motivation has a crucial role in all achievement-oriented activities, whether indoors or outdoors the motivational role in achievement is one factor to take note of parents and teachers. Each individual has a motivation to practice and tends to have a high commitment to a goal.[6]

Based on these descriptions, the author is interested in doing research titled: *"Students' Motivation in Learning English During the Covid-19 Pandemic (a Case study of Students at MAN Palopo)"*.

B. Problem Statement

Based on the previous background, the researcher formulated the research question as follows:

"How is the Students' motivation in Learning English during Pandemic Covid-19? "

C. Objective of the Research

Based on the problem indicated previously, the objectives of the study were.

Is to find out how the student's motivation in learning English during the pandemic covid-19.

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[6] Komang Winanta,"Student Learning Concentration and Motivation on Online Leraning During the Covid-19 Pandemic".*Jurnal Komunikasi Pendidikan* 5,No.1 (2021) : 15.

D. Scope of the Research

The scope of this research focuses on Students' Motivation During The Covid-19 Pandemic. The process of student learning is carried out from January to May in the completed semester of 2022 in Madrasah Aliyah Negeri Palopo. Grade X, XI, and XII. Which Consists of one class for each grade.

E. Significance of The Research

The result of this study is expected to be useful information for all readers. Every endeavor is expected to have great benefits for life. Of research formulas exposed, among others:

1. Theoretically

The study is expected to provide information for the educational world on how students' Motivation in learning English at the time of the pandemic covid-19 was online.

2. Practically

a. For Students

To give information to students about Motivation in Learning English during the pandemic Covid-19 at Madrasah Aliyah Negeri Palopo 9 pandemic and students can enhance their learning motivation during the covid-19 pandemic.

b. For Teacher

The study was beneficial for English teachers. The results of this study are information that could be used to evaluate the solution to students' motivation to learn English during the elevated covid-19 and can be used as one of the

objectives in trying to find out how the student's motivation in learning English can optimize the quality of teachers during online teaching.

c. For Researchers

Is one of the conditions for a college degree and could be a vehicle for scientific ideas and scientific development in the field of Motivation in studying English subjects.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

Some of the early previous relevant research that some researchers have done is as follows:

1. The research was conducted by Wulan Rahayu Syachtiyani and Novi Trisnunder (2021) entitled *"Coalition of Learning Motivation and Student Study during the Covid-19 Pandemic"*. The purpose of this research is 1. To find out how the student's learning motivation was in the pandemic covid-19 and 2. To find out how the students studied at covid-19. The method used in this study is qualitative descriptive by devising a qualitative approach. The research subject is student Class X OKTP SMKN 1 Ngawi. Data collection techniques use percentages, observation, and documentation. From the research obtained that result the six Learning motivation gets an average of 84,28% Which means student learning motivation falls into the high-motivation category. Whereas the average value of learning results gets a percentage of the students Which means the learning result falls into the category of good study results.[7]

2. The research conducted by Firmansyah (2021) entitled *"learning motivation and students' response to online learning as a learning strategy during the covid-19 pandemic"*. The study was intended to identify the excess and lack of online learning at Wahidiyah high school. This research method USES a quantitative descriptive method with a sample sampling technique is random

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[7] Wulan Rahayu Syachtiyan dan Novi Trisnawati, "Learning Motivation Analysis and Students' Study during the Covid-19 Pandemic", *Prima Magistra: Educational Journal* 1, No. 2 (April 2021): 90-101. https://doi.org/10.37478/jpm.v2i1.878

sampling. 71 students in high school admitted themselves. The data-gathering technique uses a shared, in-based motivational Angket using Google form. Research shows there are both outcomes and flaws in the implementation of online learning which is: (1) learning can be done anywhere at any time; (2). Train students to learn self-reliance;(3) more Variative study; (4) a broader source of study; (5). Save time, cost, and energy. There are obstacles to the implementation of online learning that are: (1) weak Internet connections or networks particularly in specific areas; (2) huge Internet quotas needed; (3) anywhere that is still inferior in information and technology (it) of both teachers and students; And (4) inaccurate online learning model design that students have difficulty understanding the material. The lack and constraints of online learning dominate, allowing students to study to become low.[8]

3.   The study was conducted by Nely Supeni (2021) entitled *"Learning motivation at the time of the covid-19 pandemic for student madrasah Aliyah Almisri, in the village of Curah Malang Kecamatan Rambipuji-Jember"*. The purpose of the undertaking is 1) to motivate the 12th-grade students of Almisir to complete their education until graduating amid pandemic covid-19 and 2) to motivate the 12th-grade teacher Almisri so that after graduating, she could continue her education to the higher level of the study. The method of carrying out the activity is to perform a visit to ma Almisri, meeting face to face with the 12th graders by abiding by the health protocol. The result of the activities being carried

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[8] Firmansyah, "Motivation for Learning and Students' Response to Online Learning as a Learning Strategy during the Covid-19 Pandemic", *Edukatif: Educational Journal* 3, No.2 (2021): 589-597.https://doi.org/10.31004/edukatif.v3i2.355.

out is that students are increasingly motivated to finish school and not least of those who are eager to continue their studies to go to college, It is visible from the response they give, by asking a person to contact and the number of SITE Mandala.[9]

4.   Research conducted by Aditya Dharmani and Padmarani Sudewiprincesa (2021) entitled *"Student Learning Motivation on online Study during the Covid-19 Pandemic"*. The purpose of this study is to explain the condition a student addressed in online learning at the time of the elevated covid-19. The study uses a quantitative approach with a survey approach. The results suggest that learning students on online learning during higher covid-19 falls into a good category, and that comes from 76.33% of the motivational percentage score.[10]

5.   Research conducted by Yani Fitriyani, Irfan Fauzi, and Zultrianti Sari (2021) entitled *"Motivation to Learn on online Study During the Pandemic Covid-19"*. The purpose of this study is to explain in detail the objective condition of motivation for students in the online culpability of the covid-19 pandemic. The study uses a quantitative approach with a survey method of the Likert scale, for the data analysis used in the study to calculate the percentage of the data in each indicator, then it interprets the value of the data presentation and analyzes each indicator in depth. The results show that the sixth semester of tuition for teacher

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[9] Nely Supeni,"Motivasi Belajar di Saat Pandemi Covid-19 Bagi Mahasiswa Madrasah Aliayah Almisri,Di Desa Curahmalang,Kecamatan Rambipuji-Jember" „*Jurnal pengabdian Masyarakar* 1,No.1 (Februari 2021) : 20-27.https://doi.org/10.31967/jpm.v1i1.429

[10] Aditya Dharma dan Padmarani Sudewiputri,"Motivasi belajar mahasiswa pada pemebelajran daring selama pandemic Covid-19",*Jurnal Pedagogi dan Pemebelajaran* 4,No.2 (2021):295-301.https://ejournal.undiksha.ac.id/index.php/JP2/index

education studies for the grade of brass was very good, and that was based on the 80,27% of motivational percentage score.[11]

The difference is in purpose, Compared with Previous research (Studies done by Wulan Rahayu Syachtiawati and Novi Trisnawati), the study focuses on finding out how the students motivated the study English during the covid-19 pandemic. Whereas previous researchers focused on knowing how the results of student study were in the selections of covid-19. Then the second study (a study done by Firmansyah) focuses on the strengths and strengths of online learning. Further, the third study (a study conducted by Nely Supeni) focused on motivating the class students. The fourth study (studies done by Aditya Dharmani and Padmarani Sudewiputri) focused on how the students applied to online study during the pandemic covid-19 and the fifth study (studies done by Yani Fitriyani, Irfan Fauzi, and Zultrianti Sari) focused on describing in detail the objective condition of motivation for students in the online study of the covid-19 pandemic.

As for the similarities of this research, in the research studies done by Firmansyah with the title "learning motivation and students' response to online learning as a learning strategy during the covid-19 pandemic", the researcher used the same method in the form of quantitative descriptive. And the research done by Nely supeni the title "learning motivation at the time of the covid-19 pandemic for student madrasah Aliyah Almisri, in the village of Curahmalang Kecamatan Rambipuji-Jember". The place of research implemented at the Madrasah Aliyah

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[11] Yani Fitriyani,Irfan Fauzi dan Mia Zultrianti Sari,"Motivasi Belajar Mahasiswa Pada Pembelajaran Daring Selama pandemic Covid-19",*Jurnal Kependidikan:Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan,Pengajaran dan Pembelajaran* 6,No.2 (Juli 2020) :2442-7667.https://doi.org/10.33394/jk.v6i2.2654

B. Literature Review

1. Motivation

a. Definition of Motivation

Motivation comes from a different word motive which means the impulse or the English to move. The motive is defined as a force inherent in a driving force organism. Motives cannot be self-sufficient, but they are linked to other factors, both external and internal factors. Michel j. Julius (in Neli Supeni). mentions motivation as the courage that encourages one or oneself to take the desired action.[12]

b. Theory of traditional and modern motivation

1) Traditional theory says that motivation in a person arises from fear, being, threatened, the urge to receive rewards, and direction from superiors.

2) The modern theory of motivation is among other things, Douglas McGregor's so-called y-theory, assuming that human motivation will be motivated if given responsibility and faced with challenges.[13]

c. Kind of Motivation

1) Intrinsic Motivation

What is meant by Intrinsic motivation is motives that become active without outside stimulation, for in each individual there is already an impulse to do something. The urge to learn comes with a need, which contains the need to be

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[12] Widayat Prihartanta,"Teori-Teori Motivasi",*Jurnal Adabiyah* 1,No.83 (2015): 2-3.

[13] Dewi Ria Puspita,"Hubungan keterampilan guru mengelolah kelas dengan motivasi belajar siswa di Madrasah IbtidaIyah Palembang" (2017): 55 http://repository.radenfatah.ac.id/1477/1/DEWI%20RIA%20PUSPITA%20%2813270021%29.pdf

an informed and well-educated person. So, intrinsic motivation arises based on awareness of essential purpose, a just attribute, and ceremonial purpose.

2) Extrinsic Motivation

Extrinsic motivations are active as a result of external stimuli. Such teaching motivations are extrinsic when learners place the purpose of learning outside the learning situation. For example to achieve high Numbers, titles, honor, and so forth. This motivation is not necessarily unnecessary and unhealthy in education. This motivation is needed for learners to want to learn.[14]

d. Forms of Motivation

Here are forms of motivation that can be given to students.

1) Give number/score

The number in this case is the symbol of the student's learning result. Many students learn to achieve good Numbers or grades. They call a good number or value a powerful motivation. Although some learners argue that it is important to just move up.

2) Give gifts/penalty

The reward can be called motivation, but not necessarily so. Because some gifts don't interest the students.

3) Competitor/competition

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[14] Azhar Haq, "The motivation to learn in Achieving excellence", *Jurnal Program Studi Pendidikan Ekonomi,* 3, No.1 (2015):195-196.http://dx.doi.org/10.24127/ja.v3i1.144

A rival or competition may be used as a motivational tool to encourage students to learn. Individual and group rivalry can enhance student learning achievement.

4) Ego-Involvement

Growing awareness of students to feel the importance of duty and accepting it as a challenge so that they can work hard and maintain a sense of self-worth is a considerable form of motivation.

5) Give test

Students will be more persistent when learning accents because they do not want their grades to be bad, so they are eager to learn.

6) Know the result

Knowing the results of the study, especially if there is progress in it, will enable learners to study more actively in hopes that the results will continue to increase.

7) Price

This credit is a positive enhancement and a good motivation. Proper commendation promotes a pleasant atmosphere and heightens a desire for learning.

8) Penalty

The penalty is negative reinforcement, but if it is given accurately and wisely, it can become a motivational tool.

9) Desire to learn

The desire to learn means in the student indeed has the motivation to learn, so it certainly will be better.

10) Interest

Motivation arises because of need, as does interest. Learning goes well with interest. Interests may be compared in the following ways: arouse a need, connect with the issues of past experiences, allow achieving good results, and use as a possible teaching form

11) Recognized goals

A set of acknowledged and well-received goals by students will be a very important motivational tool. For understanding the goals that must be reached. Sensing how useful it is, a desire to keep learning develops.[15]

e. Aspect of Motivation

According to Marilyn k. going there are four points of motivational aspects, for her explanation to be as follows:

1) Push reaching for something

Protege peseta feels compelled to fight to fulfill its desires and expectations.

2) Commitment

Commitment is one of the most important aspects of learning. With high commitment, learners have a consciousness to learn, can do the job, and be able to balance the task.

3) Initiative

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[15] Ibid.61-63

 A learner is required to generate new initiatives or ideas that will contribute to the success and success of his education, having understood and even conceived of himself, thus determining himself to do the things that are beneficial to him and those around him.

4) Optimist

Persistence, not giving up in the pursuit of goals, and always believing that challenges always exist, but each of us has the potential to grow and grow even better.[16]

f. The function of the motivation

Motivation has an important function in learning, as it will determine the intensity of a student's learning effort. Sardiman (1996:84) suggests three motivational functions:

1) It encourages man to act. Motivation in this regard is the motor of every activity to be worked upon.

2) guiding the course of the action toward the goal toward which one is to be accomplished, thus allowing the motivation to give direction, and the activity to be done according to the set of goals.

3) select works, that is, determine what works should be done in harmony with this purpose, setting aside works that are not beneficial to that end.[17]

g. Factors that influence learning motivation

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[16] Adhetya Cahyani,Iin Diah Listiana dan Sari Puteri Deta Larasati, Loc.cit.127

[17] Siti Suprihatin,"Upaya guru dalam meningkatkan motivasi belajar siswa",*Pendidikan Ekonomi FKIP Universitas Muhammadiyah Metro* 3,No.1 (2015): 80-81. pdf jenis motivasi chapter 2 ct 10.pdf

According to Kompri (2016:232), learning motivation is an aspect of developmental obligations, meaning being affected by students' physical condition and psychological maturity. Some elements that influence the motivation in learning are:

1) The ideals and aspirations of students

   Ideals will strengthen the study motivation of both intrinsic and extrinsic students.

2) Student abilities

   A child's desires need to be coupled with abilities in conversation in his accomplishments.

3) Student condition

   The accompanying condition encompasses both physical and spiritual conditions. An ailing student interferes with the study.

4) Student environment conditions

   The student environment can consist of natural range, home environment, peer association, and social life.

The success of learning learners in the learning process is greatly influenced by the underlying motivation. Learners who have high motivation for learning are moved or motivated to want to do something that can have certain results or goals.[18]

h. The role of motivation in the learning process.

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[18] Amna Emda,"Kedudukan motivasi belajar siswa dalam pembelajaran." *Lantanida Jounal* 5,No.2 (2017).http://dx.doi.org/10.22373/lj.v5i2.2838.

The learning process involves an individual (Jasmani and spiritual), the learning activity is never done without the powerful encouragement or motivation from within the individual or from outside the individual who follows the learning activity. The role of motivation in learners is as follows:

1) The role of motivation as a motor or a propelling force. The motivation in this serves as a motor primarily as a student to learn, both coming from within (internal) and external (external) to do the learning process.

2) The motivating role defines the purpose of learning. Motivation relates to a purpose, without any purpose, it is not to the tune of one's motivation. Therefore, motivation plays a crucial role in achieving student teaching outcomes became optimal. Thus the ovation can provide direction and activity for students (learners) who must meet their goals.

3) The role of motivation selects the direction of making. here the motivation can act to select the direction of making for students what to do to achieve the goal.

4) Internal and external motivation roles in learning. In learning activities, internal motivation usually arises from within the student, whereas the student's external motivation in learning is generally acquired from the teacher (education)

5) The motivational role begets achievement. Motivation plays a major role in student learning in achieving learning achievement. The high level of a

student's (learner) learning performance is always associated with a student's low learning motivation.[19]

i. The method of motivation

Sertain, North, Strange, and Cahpman in the Ahmadi say that there are some ways to motivate others:

1) Motivations by force. Usually, this creates a measure of discomfort for the affected subject. In a democratic society, this is not right.

2) Motivation with persuasion by enticement. Persuasion or gifts may be: for laborers or workers will be added wages, for the student will receive good grades, and may also be status.

3) Motivated by identification/involvement by identifications or ego-involvement. It's the best way to influence others. In this they do something with self-confidence that what they do is to achieve a certain goal, there is an inner desire.[20]

2. Learning

a. Definition of Learning

Witherington (in Intan Vandini) says that "learning is a change in the personality manifested as a new pattern of responses of skill, attitude, habit,

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[19] Arianti," The Teacher's Role in Improving Learning Motivation", *Didaktika Educational Journal* 12, No.2 (Desember 2018): 131-132.http://dx.doi.org/10.30863/didaktika.v12i2.181

[20] Dewi Ria Puspita, Op.cit. 64

knowledge, and competence." In the above view, it can be argued that study is a process of changing an individual's behavior or personality.[21]

While Rusman explained that learning is one of the factors that influences and plays a role in individual development and behavior.[22] Dimyati and Mudjoyono explain that the study results in mental changes in students.[23]

Behaviorism is characterized at least, for example, it also identifies learning as an observable change in behavior as well as a tangible measure and judgment. Changes occur through stimulation that created a response, and response is acquired using a method. If this is done continuously until results are obtained, the response will be stronger.[24]

b. Learning concepts

Learning in a broad sense is a process that permits or transforms new conduct that is not caused by maturity and is something of a temporary nature resulting from the formation of a major response. The study is an activity, both physical and psychic that produces a constant change of behavior and is not caused by a general stiffness or something of a temporary nature.[25]

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[21] Intan Vandini,"Peran Kepercayaan Diri Terhadap Prestasi Belajar Matematika siswa",*Formatif Jurnal Ilmiah Pendidikan MIPA* 5,no.3 (2015): 212,http://dx.doi.org/10.30998/formatif.v5i3.646

[22] Rusman, Pembelajaran Temati Terpadu, Teori Praktik dan Penilaian, (Jakarta: Grafindo, 2015): 12.

[23] Dimyati dan Mudjoyono, Belajar dan Pembelajaran, (Jakarta: Rineka Cipta, 2013): 12.

[24] Ridwan Abdullah Sani, Inovasi Pembelajaran, (Jakarta : Bumi Aksara, 2013),4.

[25] Nasution, Noehi, dkk. Materi Pokok Psikologi Pendidikan. (Jakarta: Direktorat Jenderal Pembinaan Kelembagaan Agama Islam Departemen Agama dan Universitas Terbuka, 1991),68.

c. The Psychologist Differentiates the Study Into Several Types According to Their Respective Characteristics.

1) Study Abstract

An abstract study is a study using abstract thinking properties to gain insight into abstract problems. As in the type of mathematics, philosophy, and astronomy, Aqidah learning requires a strong sense role in addition to mastery over principles and generalities.[26]

Abstract learning focuses on the role of sense and principle mastery, concepts, generalizations for understanding, and problem-solving in abstract study. Included in principles are the application of Dalil, law, or formula, and concepts include definitions, identification, classification, and characteristics.[27]

2) Learn Skills

Learning this type is by using motoric movements, which are related to nerve muscles and muscles (neuromuscular) aiming to acquire and master certain material skills.[28] These include sports, painting music, electronic repair, and other religious study materials such as prayer and prayer.

3) Social Studies

Learning social is learning to understand the problems and techniques to solve social problems. The goal is to master understanding and ability to solve

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[26] Muhibbin Syah. Psikologi Pendidikan dengan Pendekatan Baru. Cet. 15: (Bandung: PT Remaja Rosdakarya, 2010),72.
[27]Kementerian Agama Republik Indonesia,*Materi Peningkatan kualitas Guru Pendidikan Agama Islam Tingkat SD/SMP/SMA/SMK,(*Jakarta: Direktorat Pendidikan Agama Islam,2012) 72.
[28]Tohirin,*Psikologi Pembelajaran Pendidikan,Agama Islam (Berbasis Integritas dan Kompetensi):Sumabangan Psikologi Pembelajaran Terhadap Peningkatan Kompetensi Guru Pendidikan Agama Islam,*(Jakarta:PT Raja Grafindo Persada,2008) 72.

social problems, such as family problems, friendships, groups, and other social issues.[29]

Learning in this type is intended to govern the drive of personal desires for mutual benefit and to allow others or other groups to meet their needs proportionately and proportionately. Also in social learning materials such as religious lessons and general attention.

4) Learning Problem Solving

Learning problem-solving is learning to use scientific methods or think systematically, logically, regularly, and carefully to gain the cognitive ability and ability in rational, straightforward, and complete problem-solving.[30] Learning problem solving requires skill in mastering concepts, principles, generalities, and deafening. For this purpose, almost all areas of study can be a tool of study, problem-solving, and especially economic empowerment.

5) Study Rationally

Rational learning is closely associated with the learning of problem-solving, which is the logical and rational use of problem-solving by using sensible, logical, and systematic considerations and strategies.[31] This type of study does not emphasize the study Eksata, nor does a Noneeksatal study on giving have a similar effect on the rational study.

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[29]Muhibbin syah,*Psikologi Pendidikan dengan pendekatan Baru,*cet. 15;(Bamndung: PT Remaja Rosdakarya,2010.) 72

[30]Ibid.27

[31]Tohirin.*Psiologi Pembelajaran Pnedidikan Agama Islam (Berbasis Integrasi dan Kompetensi):Sumbangan Pembelajaran Terhadap Penignkatan Kompetensi Guru Pendidikan Agama Islam ,*(Jakarta:PT Raja Grafindo Persada,2008.),73.

6) Learn Habits

   Learning habits are defined as a process whereby new habits are developed or improved by habits that already exist. The purpose of learning this type is to acquire new attitudes and habits that are more precise and positive in harmony with the ugliness of space and time (contextual).[32]

   While learning is more appropriate in a context for informal education, the name is not covered by the possibility of using Islamic religious learning and for PPKN means of learning habits for children, it is recommended that their attitudes and habits with valid norms and values.

7) Learn Appreciation

   Learning appreciation is learning to consider (judgment) the significance or value of an object. The objective is for learners to acquire and develop affective skills such as the ability to properly value an object.[33]

8) Learning Knowledge

   Learning knowledge is learning by engaging in an in-depth study of certain objects of knowledge that aim to add information and understanding to certain knowledge that is usually more complex and require special tips for learning them, such as using laboratory tools and field research.[34] The field of language and science can be a tool for developing familiar know-it-type knowledge.

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[32]Muhibbin syah, Op.cit.73.
[33] Ibid.73
[34]Ibid,73.

d. Purpose of Learning

The purpose of learning an objective is that the performance of an activity Accomplishes.No activity is programmed aimlessly because it is an undetermined thing in determining where it will go. The global purpose of learning is that changes one's self to become better. From that statement will be explained in detail some of the following study purposes.

Learning was intended to make changes in each other's manners. Learning activities can change a person's norms after taking action for granted. In this activity the biased educator trains in learning in the school, this bias begins with the imposition of the educator. So the educator must always maintain a positive attitude to be a teacher to students, remembering that the desired goal in learning is a positive one.

Several purposes to learn as follows:

    1) learning is about changing habits, from bad to good

    2) learning is about changing attitudes, from negative sharpen positive

    3) learning can change skills

    4) it is to increase knowledge in various fields of science.[35]

3. Covid-19

At the end of 2019, a viral infection spread rapidly, it was called covid-19. The virus was first discovered in Wuhan, China. Covid-19 is spreading massively in other countries. The world health organization (WHO) announced on March 11, 2020, that covid-19 was declared a pandemic. At present, there are 215 countries

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[35] Dosen pendidikan 2,*Tujuan Belajar:Pengertian Menurut Para Ahli,ciri,Jenis Dan Faktor,* (16 September 2021) https://www.dosenpendidikan.co.id/tujuan-belajar/

infected with the coronavirus, with reports of infected 12,768,307 cases (WHO, 2020). Indonesia is one country that has covid-19. The virus had spread across Indonesia from March until today. There are 72,347 positive cases in Indonesia (Gugus Tugas Percepatan COVID-19 Indonesia, 2020).[36]

The covid-19 pandemic that occurred in almost all parts of the world has had a considerable impact. It's not just economics, health, and security that are directly exposed. The entire country, impact of covid-19 is no exception to Indonesia, with all of its education halting its see-to-face learning activities and switching to online systems or remote learning.[37]

Governments in Indonesia invest in addressing the problem by imposing social distension on all levels of society. Not only that, but PSBB (large-scale social restrictions) has also been adopted in several major cities in Indonesia, such as Jakarta city, and this policy has been published in the 2020 PP no. 21. The policy went into effect to break the covid19 spreading link. This has been shown to affect various activities including learning to teach. The government has established the policy of learning from home or regular BDR for short by passing letters dictating Numbers 36962/MPK. A/ HK /2020 contains that learning must be made online to make corona the Disease virus (covid-19) prevenTable (Karnawati & Mardiharto, 2020).[38]

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[36] Arifah Prima Strianingrum dan is Prasetyo, "The Teacher's Perception of the Pandemic Covid-19 Impact on the Implementation Online Learning at PAUD School", *Early Childhood Educational* 5, no.1 (2021) : 633-634, https://doi.org/10.31004/obsesi.v5i1.574

[37] Mubiar Agustin, Ryan Dwi Puspita, Dinar Nurinten, and Heni Nafiqoh,"Typical of Teacher's PAUD in pandemic Covid-19 to Teaching and Implications", *Jurnal Obsesi:Jurnal Pendidikan Anak Usia Dini* 5, no.1 (2021) : 335,

[38] Karnawati, dan Mardiharto,"Sekolah Minggu Masa Pandemi Covid-19,"*Kendala, Solusi, Proyeksi. Jurnal STT Simpson*,(2020): 773,doi: 10.46445/djce.vlil.291.

During the debate covid-19, online learning has been conducted almost anywhere in the world, but so far online learning has never been done simultaneously.[39] So in this online learning process, all the elements of education are required to be able to provide learning facilities to remain active even if done without face-to-face.[40]

The problem in education is a top priority to solve, one of which concerns the quality of education. The quality of education is currently facing challenges as a result of the covid-19 virus outbreak. The covid-19 became a global pandemic whose dispersion was ever so concerning. Consequently, governments should cooperate to suppress the spread of the covid-19 virus and issue policies for all citizens to do social distancing or distancing.[41]

C. Conceptual Framework

Indonesia became a country infected with the corona or covid-19 virus early in March 2019. This virus spreads so rapidly that it hurts its communities and has a major impact on the educational world, with the covid-19 pandemic of the covid-19 virus all staked out face-to-face learning.

The government in Indonesia issued a policy for the process of halting see-to-face learning activities and switching to online or online systems. To cut off the

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[39] Sun, L., Tang, Y., & Zuo, w. (2020). Corona Virus Pushes Education Online. Nature Materials, 687-687. doi: https://doi.org/10.1038/s41563-202-0678-8.

[40] Anita Wardani dan Yulia Ayriza,"Analisi Kendala Orang Tua Dalam Mendampingi Anak Belajar Di Rumah Pada Masa Pndemi Covid-19",*Jurnal Obsesi:Jurnal Pendidikan Anak Usia Dini* 5 no.1 (2021) : 773, https://doi.org/10.31004/obsesi.v5i1.705

[41] Adhetya Cahyani,Iin Diah Listiana,dan Sari Puteri Deta Larasati,"The Motivation dor Senior High School to Online Leraning During the covid-19 Pandemic", *IQ (ILMU Al-Qur'an):Jurnal Pendidikan Islam* 3 no. 1 (2020): 124, https://doi.org/10.37542/iq.v3i01.57.

transmission or transmission of the corona-19 virus, and protect teachers and students from the plague of antidotes so that the learning process goes on.

With this virus of learning done on the online system, it must have made a huge difference to students' Motivation in learning. Motivation in learning also affects student achievement, especially in English subjects because it takes high concentration and more practice to understand the material content and not all students are the same in the practice of teaching.

This is a major challenge for educators to determine how the Motivation of their students is learning online or online. The problems raised through the online system certainly have a major impact on students' Motivation, researchers need to know how the students' Motivation is in learning English during the especially covid-19 pandemic at Madrasah Aliyah Negeri Palopo. Operating skeletons can be seen in Tabe1 as follows.

The thinking framework can be seen in Figure 1 as follows:

English during the covid-19 pandemic

⇓

Online Learning

⇓

Students Motivation in learning
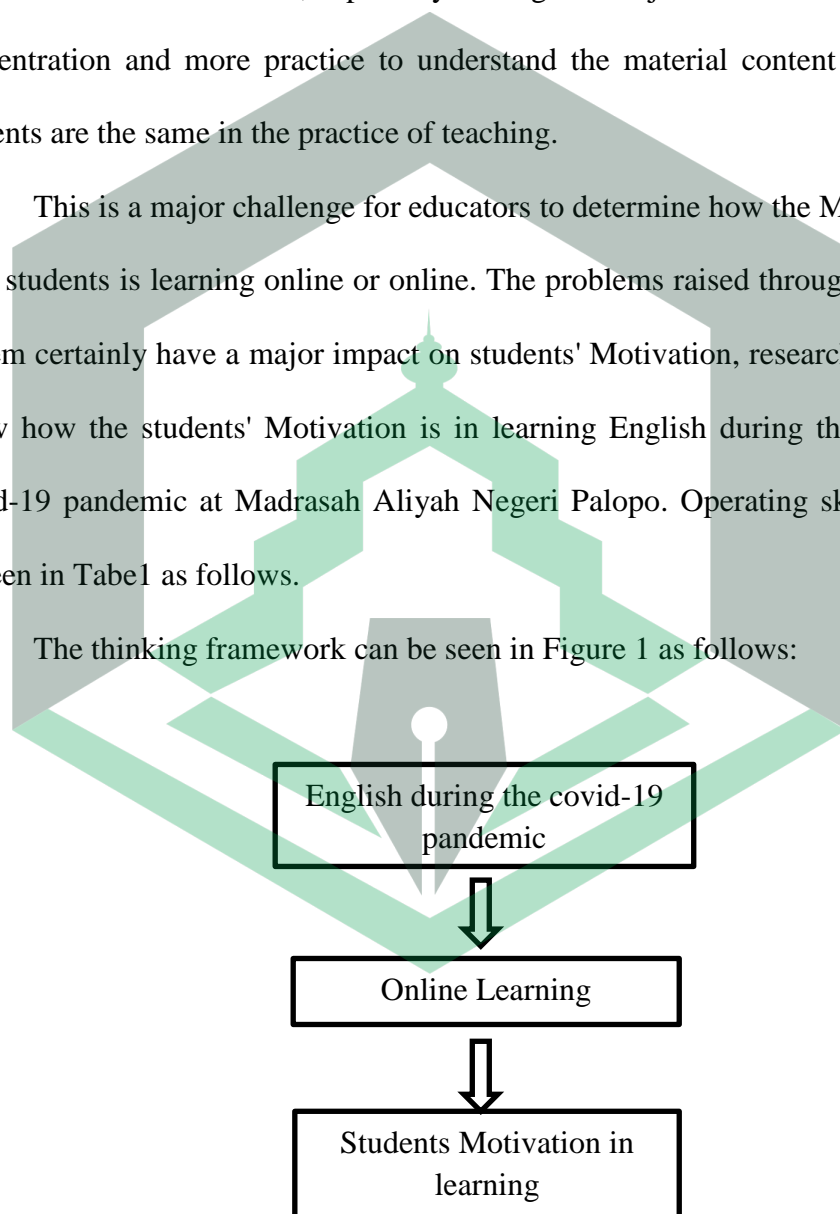
Picture 1.1 Conceptual Framework

D. Research Hypothesis

The hypothesis is the Temporary answer to the problem. If researchers Thoroughly pursue the question of research and establish a basic premise, and came up with a tentative theory, in which the truth still needs to be Examined (under truth), this research hypothesis will be procedural clear, and procedural acceptable.[42] The goal of researchers is to propose a hypothesis to focus on the information or data required for the hypothesis to the speaker.

H_1: High students' motivation in learning English during the Covid-19 pandemic

H_2: Low students' Motivation in learning English during the Covid-19 pandemic

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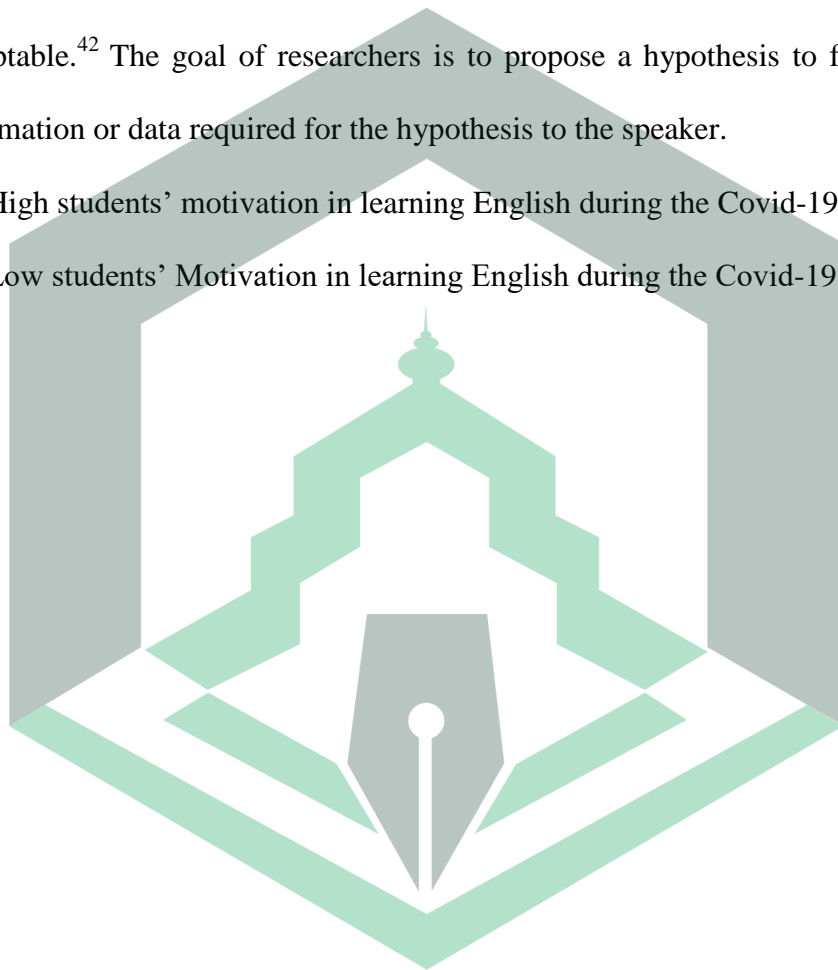
[42]Rahmaniar,Abd.Haris,dan Muh.Agus Martawijaya,"Kemampuan Merumuskan Hipotesis Fisika Pada Peserta Didik Kelas X MIA SMA Barrang Lampo,"*Jurnal Pendidikan Fisika Universitas Muhammadiyah Makassar* 3,no. 3 (2015): 234, https://doi.org/10.26618/jpf.v3i3.276

CHAPTER III

RESEARCH METHOD

A. Research Method

This Research used descriptive quantitative research. Descriptive quantitative research is the knowledge that uses numerical or qualitative data.[43] .Researcher used this method because they assist the researcher in locating data and this can describe the results of the study.

B. Time and Location of the Research

This research was carried out at Madrasah Aliyah Negri Palopo. Located in Palopo city. The research was carried out from April 12, 2022, to August 6, 2022, that was used to collect data obtained through the distribution of the questionnaire.

C. Population and sample

1. Population

The population is a generalized region of objects/subjects that have certain qualities and characteristics that the researcher sets out to study and are then drawn back. In this study Students are the grade X, XI and XII at Madrasah Aliyah Negeri Palopo. Grade X consists of 9 Classes with a total number is 294 students, Grade XI consists of 8 classes with a total number is 274 students, and Grade XII consists of 8 classes with a total number is 214 students. The total population is 782 students.

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[43]Lijan Poltak Suinambela,*Metodologi Penelitian Kuantitatif; Untuk Bidang Ilmu Administrasi,Kebijakan Public,Ekonomi Sisologi,Komunikasi,dan Ilmu Sosial Lainnya,*first edition (Yogyakarta:Graha Ilmu,2014),13.

2. Sample

The study sample is an important factor that should be noted in the studies that are carried out. Research samples reflect on and determine how much they can benefit from them. The sample is part of the population. This includes several selected members of the population. Therefore, part of the element of the population is a sample (Sugiyono,2003).[44]

To determine the number of samples according to Arikunto, if the subject is less than 100 people then it is best to take them all to be accounted for. If the number of subjects is larger or more than 100, then 10%, 15%, 20%-25% of the population.[45]

This Research represents 10% of the population. With a population of 782 students, the number of samples to be used in this study is 77 students from grades X, XI, and XI. Grade X has 294 students and takes 10% which consists of 29 students. Grade XI has 274 students and takes 10%, then consist of 27 students. and Grade XII has 214 students and takes 10%, then consist of 21 students. The number of samples to be used in this research is 77 students and using stratified random sampling.

D. Operational Variable Definition

As for the Operational definitions of this discussion, some things are:

1. Motivation

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[44]Dr.Sudaryono,*Educational research Methodology,*(Jakarta Pusat: Lentera Ilmu Cendikia,2014), 137.
[45]Arikunto,Suharsimi, *Prosedur Penelitian Suatu Pendekatan Praktek,*(Jakarta :Bumi Aksara,2017).

Generally, motivation is the will, the will, the desire, and the power that drives a person to do something. Experts and psychologists agree that motivation is essential for students' success. W.S Winkel suggests motive is the driving force in the subject to specific activities to achieve a goal.[46] Learners' preparedness is an important matter to evaluate and improve the quality and results of learning to achieve educational goals.

2. Learning

Learning is defined as a behavioral change process resulting from individual interactions with its environment. Changes in behavior toward the results of the study continue, functional, positive, active, and directional.[47] Thus it is said that there is a learning process in which there is a behavior change. This change of conduct accompanied effort, for without effort it was impractical.

3. Covid-19

With the pandemic covid-19 in mind, the government has given policies to restrict activity outside the home and to stay within the walls until this pandemic has subsided. What can be done to prevent the spread of the coronavirus is by applying the 3M that the government recommends as distance, masks, and washing of hands. Using soap. It is hoped that it will be able to reduce the spread of the coronavirus around communities.[48] Given that information, Covid-19 is a

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[46] Elis Warti,"The Influence of Students' Motivations on the Results of Students Mathematucs in SD Angkasa 10 Halim Perdana Kusuma Jakarta Timur".*Jurnal Pendidikan Matematika STKIP Garut* 5,No.2 (2016) :181.https://doi.org/10.31980/mosharafa.v5i2.273

[47]Aprida Pane dan Muhammad Darwis Dasopang,"Belajar dan Pembelajaran", *Fitrah JurnalKajanIlmu-ilmuKeislaman*3,no.2(Desember2017):334, https://doi.org/10.24952/fitrah.v3i2.945

[48]Irinna Aulia Nafrin dan Hadaidah,"Development of Educational During the Covid-19 Pandemic,"*Edukatif:Jurnal Ilmu Pendidikan* 3, no. 2 (2021): 457, https://doi.org/10.31004/edukatif.v3i2.324

virus that brings a serious influence on society of activities has been restricted as far as the education sector.

E. Instrument of the Research

The instrument of this research is a Questionnaire. In the matter of data collecting, an instrument is very important in the study, as it is an instrument that is a measuring instrument and will shed information about what we consider. Accurate information is obtained through valid and reliable instruments.[49] To get an answer from an instrument requires scale. The measuring scale is an agreement used as a reference to measuring the length of the interval used in measuring instruments so that the measuring device when used in measuring results in cumulative data.[50]

In answering an instrument of the questionnaire that requires scale. The scale of the measurement is an agreement used as a reference to measuring the short interval in the measuring device, with the measuring scale it can be expressed in the number so that it will be more accurate, efficient, and communicative.[51] The scale used in this research is the Likert scale. The Likert scale is used for one's attitude, opinion, and perception or group about social events or symptoms.[52] The scale scores used can be seen in the Table.

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[49] Baso Intang Sappaile,"Konsep Instrumen Penelitian Pendidikan,"*Jurnal Pendidikan dan Kebudayaan* no.66 (Mei 2007): 1.

[50] Dr.Sudaryono,*Educational Research Methodology*,(Jakarta Pusat:Lentera Ilmu Cendikia,2014), 109.

[51]Sugiyono, *Metode Penelitian Kuantitatif dan Kualitatif dan R&D,* (Bandung : Alfabeta, 2012), 92.

[52] Riduwan, *Dasar-dasar Statistika*, (Bandung: Alfabeta, 2010), 38.

Table 3.1 Table Score Scale 1-5

Answer	Score	
	Favorable Statement	Unfavorable Statement
Strongly Agree	5	1
Agree	4	2
Neutral	3	3
Disagree	2	4
Strongly Disagree	1	5

Source: Sugiono (2012).[53]

F. The Procedure for Collecting Data

The data collection technique in this study, the researcher used a questionnaire. The Questionnaire is a technique or way of collecting data indirectly (indirect researchers inquiring) with the respondents.[54]

The questionnaire in this study is used to know the motivation levels for online student learning during the covid-19 which consists of 20 times statements, with a score range of 1 to 5. The procedure of collecting data by using a questionnaire is as followed :

1. The researcher came to classes X, XI, and XII.

2. The questionnaire was given to the student in the form of a printout.

3. The researcher explained to the students how to fill out the questionnaire.

4. The researcher gives the time for students to fill out the questionnaire.

5. The researcher collects the questionnaires fill by students.

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[53] Sugiono,*Metode penelitian Kuantitatif* dan Kualitatif dan R & D,(Bandung:Alfabeta 2012),92

[54] Dr.Sudaryono, *Educational Research Methodology*, (Jakarta Pusat: Lentera Ilmu Cendikia,2014), 85-86.

G. Validity of and Reliability of Instrument

1. Validity

Validity comes from a word translated that has a sense of the extent to which the accuracy and thoroughness of a measure in its performance.[55]The correct data will lead to a conclusion consistent with actual circumstances. Whether or not data are stored on whether or not the instrument of data collection or the measurement of an object of a variable study (Arikunto,2019).[56] The validity test of the instrument uses statistical product solutions.

The number of students on this validation test is number 78. The total number of observations in the sample (n =) limits the amount of free control (linear) or retention that is laid over observations.[57] Based on that understanding, the r Table value at 5% would be 0.223. If the r_{ecount} is larger than the r_{table} then the instrument statement item is said to be valid and the opposite.

As for motivational design during the covid-19 submitted to two specialists or validators for validation. The validator is given the validation sheet of each instrument to fill with check marks on the scale of Likert 1-4 such as the following:

1   means "less relevant.

2   means "reasonably relevant.

3   means "relevant"

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[55] Azwar, Saifuddin. *Penyusunan Skala Psikologi,*(Yogyakarta :Pustaka Pelajar 3,1999), 3.

[56] Arikunto,Suharsimi.*Prosedur Penelitian: Suatu Pendekatan Praktik* (Jakarta : Rineka Cipta,2010).

[57] Maman Abdurahman,*Dasar-Dasar Metode Statistik untuk Penelitian,*(Bandung:CV Pustaka Setia,2011), 151.

4   means "highly relevant.

In this case, validation data will be consulted with an expert for a questionnaire instrument that is a statement or question analysis based on theories to be measured on aspects, render decisions and consider input, comments, and Suggestions from the validator.

As one has mounted before the instrument is given to the responders, it is first validated by two expert validators. Here are the two validator questionnaires for this study:

Table 3.2 Validators of Questionnaire

No	Name	Profession
1	Dewi Furwana., S.Pd.I., M.Pd	English Lecture in IAIN Palopo
2	Bebet Rusmasari K.,S.Pd.	English Teacher Madrasah Aliyah Negeri Palopo.

2. Reliability

According to Suharsimi Arikunto (2016:104) (in Afriyanto & ss,2019), reliability is the act of a test when inscribed on the same subject, and to know this accuracy is seen in the parallelism of results.[58]

The religious testing of this research used SPSS software (Statistical Product Service Solutions), based on *Alpha >* R Table, hence stated reliable.

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[58]Afriyanto, F., & Suryanti, H. H. S.,"Hubungan Antara Keteladanan Guru BK dengan Perilaku Sopan Santun Siswa Kelas VIII D SMP Negeri 1 Colomadu Tahun Pelajaran 2018/2019.,"Medikons*: Jurnal Prodi Bimbingan dan Konseling Unisri* (Surakarta,2019): 215.

Table 3.3 Cronbach's Alpha Interpretation

Cronbach's Alpha	Interpretation
0.00-0.20	Less Reliable
0.21-0.40	Rather Reliable
0.41-0.60	Quit Reliable
0.61-0.80	Reliable
0.81-1.00	Very Reliable

The result of the reliability test on 20 statement items using the IBM SPSS Statistic 20 application can be seen in the following Table:

Table 3.4 Reliability Statistic

Cronbach's Alpha	N of Items
.706	20

Based on the Table of reliability tests on 20 statement items, Cronbach's Alpha value is 0.792. Therefore, it can be concluded that 20 statement items are very reliable and can be used in research.

H. Technique Analysis Data

The research this using statistical descriptive analysis. What is defined as Statistic descriptive is the statistic part of data collection, presentation, statistic values, illustrative diagrams, or pictures of things, here data is presented in a form that is easier to understand or read.[59] The Presentation of the data analyzed using this statistical descriptive analysis is percentage calculations. For the process of extracting the data itself using a Questionnaire was distributed to the respondents

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[59] Subagyo, Pangestu,*Statistik Deskriptif*,(Yogyakarta : BPFE-Yogyakarta,2003), 50.

of 26 students. The data score obtained will be computed using the tabulation formula below.

The Statistic data analysis techniques used in the research are as follows

Tabulation Data :

Tabulation data frequency and percentage score, obtained with a formula:

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

Description:

P = Percentage figures

F = Answer frequency

N = Total number of frequencies.[60]

The researcher determined the frequency of students' answers for each statement item and the average percentage of students' answers for each statement item.

The researcher determined the percentage of students' answers for each indicator. Then, the percentages of students' answers obtained for each indicator are interpreted by using the data range according to Ridwan (2010:138) which can be seen in Table 1.2 below :

Table 3.5 Table percentage and Categories of Learning Motivation

No.	Interpretation	Percentage
1	Very low	00%-20%
2	Low	21%-40%
3	Average	41%-60%
4	High	61%-80%
5	Very High	81%-100%

Source: Ridwan (2010:138)[61]

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[60] Kadir, *Statistika Terapan*, (Jakarta: PT Rajawali Pers, 2015), 26.

BAB IV

RESEARCH FINDINGS AND DISCUSSION

A. **Findings**

1. **Learning Motivation**

Motivation as an activity encourages one or oneself to take the desired action. Motivation is a force, both inside and outside, that impels one to achieve certain predetermined purposes. Motivation has a crucial role in all achievement-oriented activities, whether Indoor or Outdoors the motivational role in achievement is one factor that should be noticed by parents and teachers. The following researchers will outline data on the results of students' English learning during the covid-19 that have been spread directly to Grade X, XI, and XII at Madrasah Aliyah Negeri Palopo, which is 26 students for a sample.

Table 4.1
S1: Every Time there is a task from the teacher on Online Learning (Online) I Immediately do it

Category	Frequency	percentage %
SA	12	15%
A	31	40%
N	16	21%
D	17	22%
SD	2	3%
Total	78	100%

Based on Table 4.1 it can be seen that some students are directly performing the tasks given by the teacher during the online study. Confirmed with

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[61] Ridwan,Belajar Mudah Penelitian (Bandung:Alfabeta,2010).

a respectful answer expressing agree by 40%, strongly agree by 15%, hesitant

21% disagree 22%, and strongly disagree is 3%.

Table 4.2

S2: I doubt the ability I have in understanding Teacher Explanations in Online Learning

Category	Frequency	Percentage %
SA	10	13%
A	36	46%
N	22	28%
D	8	10%
SD	2	3%
Total	78	100%

Based on Table 4.2 it can be seen that some students hesitate that they the

ability possessed in understand the teacher's explanation of online learning.

Proven by the responses of those who respond agree 46%, strongly agree 13%,

hesitant 28% disagree 15%, and strongly disagree 3%.

Table 4.3

S3: I Collect Assignments on time during Online Learning

Category	Frequency	Percentage %
SA	3	12%
A	12	46%
N	5	19%
D	4	15%
SD	2	8%
Total	78	100%

Based on Table 4.3 can be seen take students assemble assignments on

time during the online study. Evidenced by the responses of those who agree with

46%, hesitantly 19%, disagree with 15%, strongly agree with 12%, and strongly

disagree with 8%.

Table 4.4

S4: I work on English assignments during Online Study seriously to get maximum results

Category	Frequency	Percentage %
SA	14	18%
A	36	46%
N	22	28%
D	5	6%
SD	1	1%
Total	78	100%

Based on Table 4.4 it can be seen that students do English assignments during studying online to obtain maximum results. Evidenced by the responses of agree 46%, strongly agree 18%, hesitantly 28% disagree 6%, and strongly disagree 1%.

Table 4.5

S5: I less attention to Online Learning than face-to-face

Category	Frequency	percentage %
SA	22	28%
A	36	46%
N	8	10%
D	7	9%
SD	5	6%
Total	78	100%

Based on Table 4.5 it can be seen that students less attention to online learning than to face-to-face. Proven with the answers of agree with 42%, Strongly agree with 28%, hesitantly 10% disagree 95 and strongly disagree 6%.

Table 4.6
S6: If my English score is Low during Online Learning, I will Study harder
so that my Grades become good

Category	Frequency	percentage %
SA	28	36%
A	31	40%
N	12	15%
D	5	6%
SD	2	3%
Total	26	100%

Based on Table 4.6 it can be seen that most students will study more diligently to improve their grades if their English value is low during the online study, the answers of students Agree 40%, strongly disagree 36%, hesitantly 15% disagree 6%, and strongly disagree 3%.

Table 4.7

S7: I don't understand operating online media when learning online.

Category	Frequency	percentage %
SA	8	10%
A	25	32%
N	19	24%
D	21	27%
SD	5	6%
Total	78	100%

Based on Table 4.8 it can be seen that some students are less adept at controlling online media when studying online. the responses students agree with 32%, strongly agree with 10%, hesitantly 24%, disagree with 27%, and strongly disagree with 6%.

Table 4.8

S8: I always do English assignments independently during online learning.

Category	Frequency	percentage %
SA	14	18%
A	23	29%
N	27	35%
D	11	14%
SD	3	4%
Total	78	100%

Based on Table 4.8 states that most students always do their English assignments during online study. These answers of hesitantly 35%, agree 29%, strongly agree 18% disagree 4% and strongly disagree with 4%.

Table 4.9

S9: I'm Less Active during Online Learning

Category	Frequency	percentage %
SA	10	13%
A	25	32%
N	18	23%
D	21	27%
SD	4	5%
Total	78	100%

Based on Table 4.9 states that students are less active during online learning. The responses of respondents agree 32%, hesitantly 23%, disagree 27%, strongly agree 13%, and strongly disagree 4%

Table 4.10
S10: I like learning English through google meet instead of just reading material through the WhatsApp application

Category	Frequency	percentage %
SA	21	27%
A	22	28%
N	16	21%
D	14	18%

Category	Frequency	percentage %
SD	5	6%
Total	78	100%

Based on Table 4.10 it may be noted that students like English studies through Google meet instead of just reading the material through the WhatsApp application. The response responses are agreed 28%, strongly agree 27%, hesitant 21%, disagree 18%, and strongly disagree 6%.

Table 4.11

S11: I fill my free time by repeating English lessons

Category	Frequency	percentage %
SA	5	6%
A	7	9%
N	27	35%
D	28	36%
SD	11	14%
Total	78	100%

Based on Table 4.11 it can be explained that some students do not agree to fill their spare time by repeating English learning. The answers to the question of respondents disagree 36%, hesitantly 35%, disagree 14%, agree 9%, and strongly agree 6%.

Table 4.12

S12: In doing English Assignments I model a Friend's

Category	Frequency	percentage %
SA	12	15%
A	15	19%
N	19	24%
D	21	27%
SD	11	14%
Total	78	100%

Based on Table 4.12 it may be described as having students agree on an English assignment to sample a friend's, the responses of the students is disagree 27%, hesitantly 24%, agree 19% strongly disagree 15%, and strongly disagree 14%

Table 4.13
S13: I never model a friend's answer during online Learning because I believe in my Answer

Category	Frequency	percentage %
SA	11	14%
A	16	21%
N	25	32%
D	17	22%
SD	9	12%
Total	78	100%

Based on Table 4.13 mostly of students hesitate never to sample a friend's answers during the online study because they believe in their answers. Proven by the answers of those who express hesitantly 32%, disagree 22%, agree 21%, strongly disagree 14% dan strongly disagree 12%.

Table 4.14
S14: I more like English Learning during online teaching

Category	Frequency	percentage %
SA	1	1%
A	6	8%
N	28	36%
D	28	36%
SD	15	19%
Total	78	100%

Based on Table 4.14 it can be stated that half of the students disapprove of liking online English (on the network). Proven by the responses of the

respondents hesitantly 36%, disagree 36% strongly disagree with 19%, agree 8%,

and strongly disagree with 1%.

Table 4.15
S15: I understand the explanation of Procedures for using online media from teachers before starting English Learning

Category	Frequency	percentage %
SA	13	17%
A	28	36%
N	19	24%
D	15	19%
SD	3	4%
Total	78	100%

Based on Table 4.15 states that some students were hesitant to understand

the teacher's application of the online media ordinance before starting English.

the answers of respondents agree 36%, hesitantly 24%, disagree 19%, strongly

disagree 17%, and strongly disagree 4%.

Table 4.16
S16: I prefer to do assignments face-to-face than do assignments during online learning

Category	Frequency	percentage %
SA	27	35%
A	27	35%
N	16	21%
D	2	3%
SD	6	8%
Total	78	100%

Based on Table 4.16 it is suggested that most students strongly agree that

they prefer to perform tasks in person rather than perform tasks during the online

study. the answers of the respondent strongly agree 35%, agree 35%, hesitantly

21%, strongly disagree 12%, and disagree 3%.

Table 4.17
S17: Even though I have planned to study, as per the Online Study Schedule,
I still have no focus bias during Online learning

Category	Frequency	percentage %
SA	24	31%
A	26	33%
N	20	26%
D	3	4%
SD	5	6%
Total	78	100%

Based on Table 4.17 states that half of the students choose to hesitate even though they have planned to study, and on their online study schedule, they remain unbiased about focus during the online study. The responses of respondents agree 33%, strongly agree 31%, hesitantly 26%, strongly disagree 6%, and disagree 4%.

Table 4.18
S18: I am happy to get an English assignment from a Teacher during online learning.

Kategori	Frekuensi	percentage %
SA	3	4%
A	25	32%
N	36	46%
D	10	13%
SD	4	5%
Total	78	100%

Based on Table 4.18 it may be stated that more students enjoy receiving teacher English assignments during the online study. Proven with respondents answers hesitantly 46%, agree 32%, disagree 13%, strongly disagree 5%, and strongly agree 4%.

Table 4.19

S19: I always answer the English online quizzes that teachers give.

Category	Frequency	percentage %
SA	8	10%
A	23	29%
N	29	37%
D	17	22%
SD	1	1%
Total	78	100%

Based on Table 4.19 it can be stated that most students agree to always answer the British teacher's online quiz. The answers of the respondents were hesitantly 37%, agree 29%, disagree 22%, strongly agree 105, and strongly disagree 1%.

Table 14.20

S20: I more like learning face to face over online learning

Category	Frequency	percentage %
SA	43	55%
A	16	21%
N	8	10%
D	4	5%
SD	7	9%
Total	78	100%

Based on Table 4.20 states that most students strongly agree that they prefer face-to-face learning to online learning. The Respondent's answers expressed strongly agree 55%, agree 215, hesitantly 10%, strongly disagree 95 and disagree 5%.

Based on the data of the percentage of student's answers for each statement item, the researcher then determines the percentage of answers for each indicator and provides categories. The results can be seen in the Table below:

Table 4.21 Percentages of Each Indicator

No.	Number of items	percentage of item	Category
1	Every time there is a task from the teacher on online learning (Online) I immediately do it)	68.72%	High
2	I doubt the ability I have in understanding teacher Explanations in online learning	48.72%	Average
3	I collect assignments on time during online learning	62.56	High
4	I work on English assignments during the online study seriously to get maximum result	74.62%	High
5	I pay less attention to online learning than face-to-face.	43.85%	Average
6	If my English scores are low during the online study, I will study Harder so That My Grades Become Good	80.00%	Very High
7	I don't understand operating online media when learning online	57.44%	Average
8	I always do English assignments independently during online learning	68.72%	High
9	I was less active during online learning	55.90%	Average
10	I Like Learning English through Google Meet instead of Just Reading Material Through the WhatsApp Application	75.90%	High
11	I fill my free time by repeating English lessons	51.54%	Average
12	In doing English assignments I model a friend's	61.03%	High
13	I never Model a Friend's Answer during Online	60.77%	High

Learning because I believe in My Answer

14	I prefer online English Learning (Online)	47.18%	Average
15	I Understand the Explanation of Procedures for Using Online Media from Teachers before starting English Learning.	68.46%	High
16	I prefer to do assignments face-to-face than do assignments during online learning.	42.82%	Average
17	Even though I have planned to study, as per the Online Study Schedule, I still have no focus bias during Online learning	44.36%	Average
18	I am Happy To Get An English Assignment From A Teacher During Online Learning	63.33%	High
19	I always answer the teacher's English online quizzes that teachers give	65.13%	High
20	I prefer face-to-face learning over online learning	81.54%	High
	Total	**57.33%**	**Average**

Based on Table 4.21, the percentage of students' answers to each statement may be stated as the following:

Statement 1

" Every time there is a Task from the Teacher on Online Learning (Online) I Immediately Do It". Based on the results of statement 1, the percentage results are 68.72% in the high category. With so many students choosing Agree.

Statement 2

" I Doubt the Ability I Have in understanding Teacher Explanations in Online Learning." Based on answers from students the percentage result is 48.72% "with an average category. That the large number of students choosing Neutral.

Statement 3

"I Collect Assignments on time during online Learning,"

Answers from students percentage are 62.52% in high categories. Accordingly the number of students choosing neutral.

Statement 4

" I work on English assignments during Online Study seriously to get maximum results." Based on the student's answers that the percentage result is 74.62% with the high category. Then the number of students choosing Agree.

Statement 5

"I less attention to online learning than face to face." The percentage result is 43.85% in the average category. And the number of students choosing strongly Agree.

Statement 6

"If my English scores are low during the online study, I will study Harder so That My Grades Become Good" based on the students' answers that the percentage result is 80.00% in a very high category. Therefore is evidenced by the large number of students choosing Agree.

Statement 7

"I don't understand operating online media when learning online." The percentage result is 57.44% with the average category. with the number of students choosing Agree.

Statement 8

"I always do English assignments independently during online learning" based on students' responses that the figure is 68.72% in a high category. So the number of students choosing neutral.

Statement 9

"I was less active during online learning," based on students' answers results from a percentage of 55.90% by the average category. And also the number of students choosing agree.

Statement 10

" I Like Learning English through Google Meet instead of Just Reading Material Through the WhatsApp Application". Based on students' answers that the percentage result is 75.90% in the high category. That the number of students who voted for agreeing.

Statement 11

"I fill my free time by repeating English lessons." The percentage result is 51.54% in the average category. Accordingly the large number of students who choose disagree

Statement 12

"In doing English assignment I model a friend's"

Based on the student's answers that the percentage result is 61.03% in the high category. with the large number of students who choose Agree.

Statement 13

"I never Model a Friend's Answer during Online Learning because I believe in My Answer." Based on students' answers that the percentage result is 60.77% with a high category. Therefore so many students choosing Neutral.

Statement 14

"I prefer online English Learning (Online)" based on students' responses that the percentage result is 47.18% in the average category. And also the sheer number of students who voted for agreeing.

Statement 15

"I Understand the Explanation of Procedures for Using Online Media from Teachers before starting English Learning." Based on the student's answer that the percentage result is 68.46% in the high category. with the number of students who voted for Agree.

Statement 16

"I prefer to do assignments face-to-face than do assignments during online learning." Based on the student's answer that the percentage result shows 46.92by the average category. That it is proven by the large number of students who choose Strongly Agree.

Statement 17

"Even though I have planned to study, as per the Online Study Schedule, I still have no focus bias during Online learning." Based on the student's response results the percentage result is 44.36% for the average category. Then the sheer number of students who voted Neutral.

Statement 18

"I am Happy To Get An English Assignment From A Teacher During Online Learning." Based on the student's response results the percentage result is 63.33% in the high category. So the sheer number of students who voted Neutral.

Statement 19

"I always answer the teacher's English online quizzes that teachers give." Based on the results of students' answers that the percentage result is 65.13% in the high category. Therefore the number of students who voted Neutral.

Statement 20

" I more like learning face to face over online learning." Based on the student's answer that the percentage result is 81.54% in the high category. Then the number of students who voted for Strongly Agree.

B. Discussion

According to the research conducted at Madrasah Aliyah Negeri Palopo, was observed. Observational data have found that no researchers have done any research at the school on the motives of students in English and that it is unknown to measure the motives of students at the school. Therefore, researchers want to research to measure the motivation for students to learn English during covid-19.

The research done at Madrasah Aliyah Negeri Palopo with its proven application of valiance and reliability is valid and reliable with access to 20 items/provision of student learning instruments during the completion of the Grade, X, XI, and XII classes during the Online Learning. Valid and reliable

assets were given to the 26 respondents from class X, XI, and XII students present at the school Madrasah Aliyah Negeri Palopo.

Based on the above explanation it can be known that students have an average motivation to learn English during referrals covid-19 the score is 57.33%. That is, it means that students do have not low and not high motivation. which is from several statements given answers such as any teacher's assignment on online learning they immediately do, collect assignments on time during online learning, do English assignments during the intense online study to achieve maximum results. It is the same in line with Ayulia Septianti and Muhammad Taufik Bintang Kejora's research which found that the student's motivation in learning English was also high with a score of 87.62 %.[62]

Their motivation is increasingly high when they got a low score in their online class. They will study more diligently to make their score better. They always work on their English assignments during online learning. In addition, they prefer English literacy through Google meet instead of just reading the material through the WhatsApp application. It is the same in line with Piki Setri Pernanta at all research which found the use of the google meet application can be effective for online learning during the pandemic covid-19 with a score of 56.3%.[63]

They also never cheat their a friend's answer during the online study because they believe in their answers. They understand the teacher's explanation of online media before starting the class. Also, they like to get an English assignment from the teacher during online learning and always answer the teacher's online quiz. However, students prefer to study offline face to face in the classroom than online. It is the same with Destel Meri and Rima Agreini research which found that 80% of students are not interested in online learning.[64]

As for some of the obstacles experienced by students studying online. Students are less focused on teacher explanations, as well as their lack of home focus and they are less controlling online media. It is same with Sundus Nurmaulidina and Yogi Budi Bhakti, researcher which found that 54.75% of students are not strong in using online learning media.[65]

As a follow-up form of this study, teachers are expected or even required to master and apply fun, attractive and of interest to students, and learning models in which students play a more active role than teachers during the teaching process so that while students study in the vocational covid-19 remain highly motivated and learn to access online is not an obstacle to students continuing their studies

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[64] Dastel Meri and Rima Agreini,"Persepsi siswa terhadap Pembelajaran Daring pada masa Pandemi pada tahun ajaran 2020/2022".*Jurnal Pendidikan Sejarah dan Riset sosisal Humaniora 4,No.2 (Desember 2021)*. DOI**:** https://doi.org/10.24036/pedagogi.v21i1.991

[65] Sundus Nurmaulidina dan Yog Budi Bhakti,"Pengaruh Media Pembelajaran Online dalam Pemahaman dan minat belajjar siswa pada konsep pelajaran fisika" 6, No.2 (November 2020) doi;https://doi.org/10.31764/orbita.v6i2.2592

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the analysis of the student's responses to online learning during the covid-19 pandemic, it can be concluded that the student's motivation is Average. It can be seen from the questionnaires which showed the students' motivation categorized as 57,33% (Average).

B. Suggestions

The results of the study are hoped to be the basis for evaluating various parties in conducting online programs at school, and research is also expected to provide studies for other researchers in analyzing and developing student learning motivation for emergency online study in the future. In establishing online teaching, both teachers and students must prepare for conversion so that it can encourage anticipated learning. As for the preparation that teachers and students must make regarding the online veining of covid-19 which is the learning tool (teaching materials, media, application, and network access).

As for the following little advice:

 1. Teacher

Teachers before starting online learning should properly explain the ordinances of using online media and communicating should clearly and ensure that learners have understood the ordinances to use online media and create interesting conversations that are not boring to the learner even though online learning and students are active in the study.

2. Students

　　As a student of online learning during education-covid-19 is not an obstacle and a reason for idleness in the pursuit of learning, students must pay attention to the teacher's drive, master everything he is taught, work on their own and accumulate on time.

3. Researchers

　　It is expected that the next researcher should be used an explanatory statement to avoid confusing the respondents. In addition, it is recommended to do research by involving more Responders, to generalize the results. Given the importance of a student's study motivation during the restriction covid-19, it can minimize the problems students may encounter during the study period.
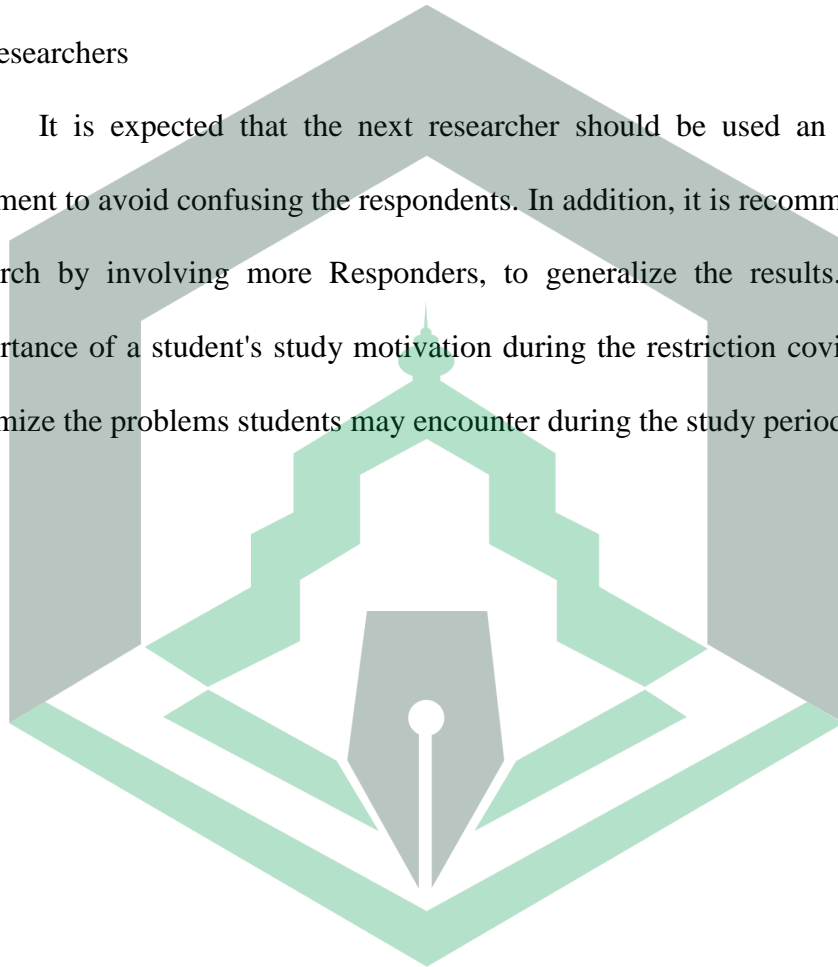
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APPENDICE
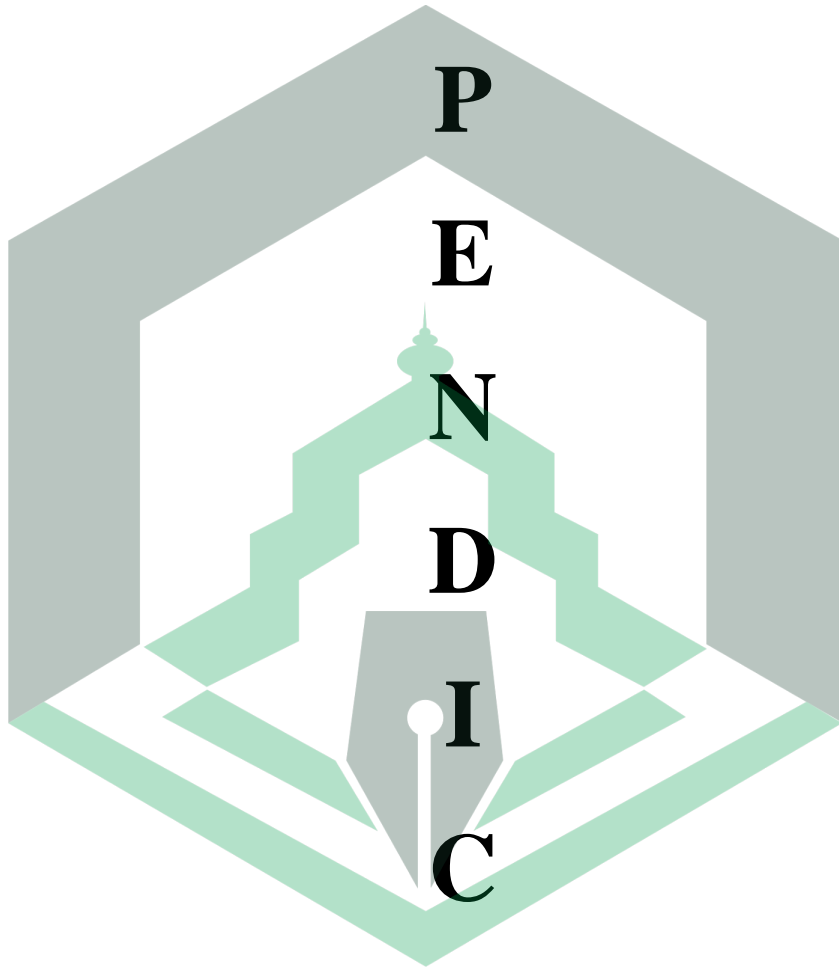
Motivasi siswa dalam pembelajaran Bahasa Inggris selama pandemi Covid-19 Khususnya

(studi kasus siswa di Madrasah Aliyah Negeri Palopo)

➢ **Tujuan Penyebaran Angket**

Untuk memperoleh data tentang "Motivasi siswa dalam pembelajaran Bahasa Inggris selama pandemi Covid-19 Khususnya (studi kasus siswa di Madrasah Aliyah Negeri Palopo)".

Identitas Responden
Nama   :
Kelas   :

➢ Petunjuk Pengisian

1. Angket terdiri dari 20 pernyataan. Pertimbangkan baik-baik setiap pernyataan dalam kaitannya dengan pelajaran Bahasa Inggris, berikan jawaban yang benar-benar sesuai dengan kondisi anda.

2. Pertimbangkan setiap pernyataan secara terpisah dan tentukan kebenarannya. Jawabanmu jangan dipengaruhi oleh jawaban terhadap pernyataan lain ataupun jawaban temanmu.

3. Pengisian angket ini tidak ada pengaruhnya terhadap penilain hasil belajar anda di sekolah, namun sangat bemanfaat bagi saya selaku peneliti sebagai bahan penulisan tugas akhir skripsi.

4. Berikan tanda cek (√) pada kolom yang sesuai dengan jawaban anda.

SS   = Sangat Setuju (5)
S   = Setuju   (4)
R   = Ragu-ragu   (3)
TS   = Tidak Setuju (2)
STS   = Sangat Tidak Setuju (1)

No	Pernyataan	Pilihan Jawaban				
		SS	S	R	TS	STS
1	Setiap ada tugas dari guru pada pembelajaran Daring (Dalam jaringan) saya langsung mengerjakannya					
2	Saya ragu dengan kemampuan yang saya miliki dalam memahami penjelasan guru					

No	Pernyataan					
	pada pembelajaran Daring					
3	saya mengumpulkan tugas tepat waktu selama pembelajaran Online					
4	Saya mengerjakan tugas bahasa Inggris selama belajar Daring dengan sungguh-sunggu agar memperoleh hasil yang maksimal					
5	saya kurang memperhatikan pelajaran online dari pada tatap muka secara langsung					
6	Jika nilai Bahasa Inggris saya rendah selama pembelajaran Daring,saya akan lebih giat belajar agar nilai saya menjadi baik					
7	Saya kurang paham dalam mengoperasika media online ketika belajar Daring					
8	Saya selalu mengerjakan tugas Bahasa Inggris secara mandiri selama pembelajaran Daring					
9	Saya kurang aktif pada saat pembelajaran Daring					
10	Saya menyukai pembelajar Bahasa Inggris melalui Google Meet daripada hanya sekedar membaca materi melalui aplikasi WhatsApp.					
11	Saya mengisi waktu luang saya dengan cara mengulangi pelajaran Bahasa Inggris					
12	Dalam mengerjakan tugas Bahasa Inggris saya mencontoh milik teman					
13	Saya tidak pernah mencontoh jawaban milik teman selama pembelajaran					

	Daring karena saya percaya dengan jawaban sendiri.					
14	Saya lebih menyukai pembelajaran Bahasa Inggris selama Daring (Dalam Jaringan)					
15	Saya memahami penjelasan tata cara penggunaan media online dari Guru sebelum memulai pembelajaran Bahasa Inggris.					
16	Saya lebih senang mengerjakan tugas secara tatap muka di banding mengerjakan tugas selama pembelajaran Daring.					
17	Meskipun saya telah merencanakan untuk belajar,sesuai jadwal belajar online,saya tetap tidak bias fokus belajar dari Rumah					
18	Saya senang jika mendapatkan tugas Bahasa Inggris dari Guru selama pembelajaran Daring.					
19	Saya selalu menjawab kuis-kuis online Bahasa Inggris yang diberikan guru.					
20	Saya lebih senang pembelajaran tatap muka dibandingkan pembelajaran Daring.					

Appendix 2: Content Validity Sheet for Questionnaire

LEMBAR VALIDASI

Petunjuk :

Dalam rangka menyusun skripsi dengan judul: "**Students' Motivation in Learning English During the Covid-19 Pandemic (a case study of students at MAN pALOPO**". Untuk itu, peneliti meminta kesediaan Bapak/Ibu untuk menjadi validator dengan petunjuk sebagai berikut:

1. Dimohon agar Bapak/Ibu memberikan penilaian terhadap Lembar Pengamatan Pengelolaan Pembelajaran yang telah dibuat sebagaimana terlampir.
2. Untuk tabel Aspek Tabel Dinilai, dimohon Bapak/Ibu memberikan tanda check (√) pada kolom penilaian sesuai dengan penilaian Bapak/Ibu.
3. Untuk saran dan revisi, Bapak/Ibu dapat langsung menuliskannya pada naskah yang perlu direvisi, atau menuliskannya pada kolom saran yang telah disiapkan.

Kesediaan Bapak/Ibu dalam memberikan jawaban secara oPPbjektif sangat besar artinya bagi peneliti. Atas kesediaan dan bantuan Bapak/Ibu, peneliti mengucapkan terima kasih.

Keterangan Skala Penelitian:

1 : berarti "kurang relevan"

2 : berarti "cukup relevan"

3 : berarti " relevan"

4 : berarti "sangat relevan"

No	Aspek yang Dinilai	Nilai			
		1	2	3	4
1	Petunjuk lembar angket dinyatakan dengan jelas			√	
2	Kesesuaian pernyataan/pertanyaan dengan indicator			√	
3	Menggunakan bahasa Indonesia yang baik dan benar			√	
4	Menggunakan pernyataan yang komunikatif				√

Penialain Umum:

1. Belum dapat digunakan
2. Dapat digunakan dengan revisi besar
③ Dapat digunakan dengan revisi kecil
4. Dapat digunakan tanpa revisi

Saran-saran:

Sudah dapat digunakan sebagai salah satu
Instrumen penelitian

Palopo, Februari 2022
Validator

Dewi Furwana., S.Pd.I., M.Pd
NIP. 19800613 200501 1 005

LEMBAR VALIDASI

Petunjuk :

Dalam rangka menyusun skripsi dengan judul: **"Students' Motivation in Learning English During the Covid-19 Pandemic (a case study of students at MAN pALOPO"**. Untuk itu, peneliti meminta kesediaan Bapak/Ibu untuk menjadi validator dengan petunjuk sebagai berikut:

1. Dimohon agar Bapak/Ibu memberikan penilaian terhadap Lembar Pengamatan Pengelolaan Pembelajaran yang telah dibuat sebagaimana terlampir.
2. Untuk tabel Aspek Tabel Dinilai, dimohon Bapak/Ibu memberikan tanda check (√) pada kolom penilaian sesuai dengan penilaian Bapak/Ibu.
3. Untuk saran dan revisi, Bapak/Ibu dapat langsung menuliskannya pada naskah yang perlu direvisi, atau menuliskannya pada kolom saran yang telah disiapkan.

Kesediaan Bapak/Ibu dalam memberikan jawaban secara oPPbjektif sangat besar artinya bagi peneliti. Atas kesediaan dan bantuan Bapak/Ibu, peneliti mengucapkan terima kasih.

Keterangan Skala Penelitian:

1 : berarti "kurang relevan"

2 : berarti "cukup relevan"

3 : berarti " relevan"

4 : berarti "sangat relevan"

No	Aspek yang Dinilai	Nilai			
		1	2	3	4
1	Petunjuk lembar angket dinyatakan dengan jelas			√	
2	Kesesuaian pernyataan/pertanyaan dengan indicator			√	
3	Menggunakan bahasa Indonesia yang baik dan benar			√	
4	Menggunakan pernyataan yang komunikatif			√	

Penialain Umum:

1. Belum dapat digunakan
2. Dapat digunakan dengan revisi besar
3. Dapat digunakan dengan revisi kecil
4. Dapat digunakan tanpa revisi

Saran-saran:

Palopo, 8 Maret 2022
Validator

Bebet Rusmasari K.,S.Pd.
NIP. 19790218 200502 2 002

Appendix 3: Data Tabulation

Appendix 4: Result of Emperical Validity testing to the Questionnaire Using IMB SPSS Statistic 20 Aplication

Correlations

		s1	s2	s3	s4	s5	s6	s7	s8	s9	s10	s11	s12	s13	s14	s15	s16	s17	s18	s19	s20	TOTAL
s1	Pearson Correlation	1	.015	.316**	.332**	.015	.184	-.079	.353**	.096	.153	-.030	.255*	.246*	.044	.149	-.123	-.014	-.036	.230*	-.117	.371**
	Sig. (2-tailed)		.895	.005	.003	.893	.107	.491	.002	.405	.180	.794	.024	.030	.704	.191	.284	.903	.753	.043	.306	.001
	N	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78
s2	Pearson Correlation	.015	1	-.036	-.108	.396**	-.008	.008	.063	.122	.062	.058	.229*	.019	.020	.134	.026	.135	.162	.077	-.167	.271*
	Sig. (2-tailed)	.895		.752	.345	.000	.946	.947	.586	.285	.591	.614	.043	.866	.859	.241	.818	.240	.157	.505	.143	.016
	N	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78
s3	Pearson Correlation	.316**	-.036	1	.438**	.051	.243*	-.259*	.390**	.255*	.169	.140	.162	.304**	.020	.311**	.057	-.006	.248*	.322**	-.031	.493**
	Sig. (2-tailed)	.005	.752		.000	.655	.032	.022	.000	.024	.139	.221	.157	.007	.863	.006	.620	.961	.028	.004	.789	.000
	N	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78
s4	Pearson Correlation	.332**	-.108	.438**	1	.143	.128	.058	.259*	.140	.099	.241*	.231*	.205	-.051	.402**	-.064	-.012	.275*	.283*	.155	.506**
	Sig. (2-tailed)	.003	.345	.000		.211	.266	.616	.022	.223	.388	.034	.042	.071	.658	.000	.576	.918	.015	.012	.175	.000
	N	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78
s5	Pearson Correlation	.015	.396**	.051	.143	1	-.054	.052	.133	.051	.163	.090	.179	-.052	.116	.255*	.264*	.302**	.250*	.358**	-.045	.463**
	Sig. (2-tailed)	.893	.000	.655	.211		.638	.650	.247	.657	.154	.431	.117	.648	.313	.024	.019	.007	.027	.001	.694	.000
	N	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78
s6	Pearson Correlation	.184	-.008	.243*	.128	-.054	1	-.069	.188	.315**	.366**	.129	.210	.096	.005	.402**	-.209	.061	.075	.257*	-.059	.407**
	Sig. (2-tailed)	.107	.946	.032	.266	.638		.547	.099	.005	.001	.260	.066	.404	.964	.000	.067	.597	.517	.023	.611	.000
	N	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78
s7	Pearson Correlation	-.079	.008	-.259*	.058	.052	-.069	1	.019	.018	-.015	.005	.056	-.055	-.034	-.026	.088	.140	-.013	-.126	.307**	.160
	Sig. (2-tailed)	.491	.947	.022	.616	.650	.547		.872	.875	.899	.965	.623	.633	.765	.822	.443	.220	.910	.272	.006	.161
	N	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78
s8	Pearson Correlation	.353**	.063	.390**	.259*	.133	.188	.019	1	.133	.202	.221	.318**	.465**	-.080	.215	.001	-.039	.266*	.386**	-.140	.544**
	Sig. (2-tailed)	.002	.586	.000	.022	.247	.099	.872		.247	.077	.052	.005	.000	.486	.058	.995	.733	.019	.000	.222	.000
	N	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78
s9	Pearson Correlation	.096	.122	.255*	.140	.051	.315**	.018	.133	1	.078	.188	.203	.318**	-.062	.415**	.003	.134	.138	.193	-.104	.463**
	Sig. (2-tailed)	.405	.285	.024	.223	.657	.005	.875	.247		.498	.099	.074	.004	.587	.000	.982	.243	.229	.091	.365	.000
	N	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78
s10	Pearson Correlation	.153	.062	.169	.099	.163	.366**	-.015	.202	.078	1	.143	.089	.073	-.089	.419**	-.012	.165	.006	.497**	-.144	.441**
	Sig. (2-tailed)	.180	.591	.139	.388	.154	.001	.899	.077	.498		.211	.439	.524	.437	.000	.914	.149	.958	.000	.208	.000
	N	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78
s11	Pearson Correlation	-.030	.058	.140	.241*	.090	.129	.005	.221	.188	.143	1	.323**	.248*	-.050	.269*	.082	.056	.229*	.161	-.100	.430**
	Sig. (2-tailed)	.794	.614	.221	.034	.431	.260	.965	.052	.099	.211		.004	.029	.666	.017	.478	.625	.043	.160	.385	.000
	N	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78
s12	Pearson Correlation	.255*	.229*	.162	.231*	.179	.210	.056	.318**	.203	.089	.323**	1	.315**	.027	.205	-.031	.064	.163	.094	-.111	.520**
	Sig. (2-tailed)	.024	.043	.157	.042	.117	.066	.623	.005	.074	.439	.004		.005	.812	.072	.788	.578	.155	.412	.332	.000
	N	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78
s13	Pearson Correlation	.246*	.019	.304**	.205	-.052	.096	-.055	.465**	.318**	.073	.248*	.315**	1	.022	.163	-.152	-.104	.235*	.271*	-.002	.464**
	Sig. (2-tailed)	.030	.866	.007	.071	.648	.404	.633	.000	.004	.524	.029	.005		.850	.153	.184	.365	.038	.016	.987	.000
	N	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78
s14	Pearson Correlation	.044	.020	.020	-.051	.116	.005	-.034	-.080	-.062	-.089	-.050	.027	.022	1	.124	.277*	.227*	.207	-.065	-.035	.190
	Sig. (2-tailed)	.704	.859	.863	.658	.313	.964	.765	.486	.587	.437	.666	.812	.850		.280	.014	.046	.068	.573	.762	.096
	N	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78
s15	Pearson Correlation	.149	.134	.311**	.402**	.255*	.402**	-.026	.215	.415**	.419**	.269*	.205	.163	.124	1	.024	.106	.206	.413**	-.060	.642**
	Sig. (2-tailed)	.191	.241	.006	.000	.024	.000	.822	.058	.000	.000	.017	.072	.153	.280		.835	.354	.070	.000	.604	.000
	N	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78
s16	Pearson Correlation	-.123	.026	.057	-.064	.264*	-.209	.088	.001	.003	-.012	.082	-.031	-.152	.277*	.024	1	.357**	-.099	-.161	-.007	.180
	Sig. (2-tailed)	.284	.818	.620	.576	.019	.067	.443	.995	.982	.914	.478	.788	.184	.014	.835		.001	.390	.158	.949	.115
	N	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78
s17	Pearson Correlation	-.014	.135	-.006	-.012	.302**	.061	.140	-.039	.134	.165	.056	.064	-.104	.227*	.106	.357**	1	-.042	.112	-.013	.343**
	Sig. (2-tailed)	.903	.240	.961	.918	.007	.597	.220	.733	.243	.149	.625	.578	.365	.046	.354	.001		.716	.331	.909	.002
	N	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78
s18	Pearson Correlation	-.036	.162	.248*	.275*	.250*	.075	-.013	.266*	.138	.006	.229*	.163	.235*	.207	.206	-.099	-.042	1	.223*	.068	.422**
	Sig. (2-tailed)	.753	.157	.028	.015	.027	.517	.910	.019	.229	.958	.043	.155	.038	.068	.070	.390	.716		.049	.557	.000
	N	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78
s19	Pearson Correlation	.230*	.077	.322**	.283*	.358**	.257*	-.126	.386**	.193	.497**	.161	.094	.271*	-.065	.413**	-.161	.112	.223*	1	-.131	.541**
	Sig. (2-tailed)	.043	.505	.004	.012	.001	.023	.272	.000	.091	.000	.160	.412	.016	.573	.000	.158	.331	.049		.253	.000
	N	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78
s20	Pearson Correlation	-.117	-.167	-.031	.155	-.045	-.059	.307**	-.140	-.104	-.144	-.100	-.111	-.002	-.035	-.060	-.007	-.013	.068	-.131	1	.057
	Sig. (2-tailed)	.306	.143	.789	.175	.694	.611	.006	.222	.365	.208	.385	.332	.987	.762	.604	.949	.909	.557	.253		.619
	N	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78
TOTAL	Pearson Correlation	.371**	.271*	.493**	.506**	.463**	.407**	.160	.544**	.463**	.441**	.430**	.520**	.464**	.190	.642**	.180	.343**	.422**	.541**	.057	1
	Sig. (2-tailed)	.001	.016	.000	.000	.000	.000	.161	.000	.000	.000	.000	.000	.000	.096	.000	.115	.002	.000	.000	.619	
	N	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

No	R-Value	R-Table	Interpretation
1	0.371	0,223	Valid
2	0.271	0,223	Valid
3	0,493	0,223	Valid
4	0,506	0.223	Valid
5	0,463	0,223	Valid
6	0,407	0,223	Valid
7	0,160	0,223	Invalid
8	0,544	0,223	Valid
9	0,463	0,223	Valid
10	0,441	0,223	Valid
11	0,430	0,223	Valid
12	0,520	0,223	Valid
13	0,464	0,223	Valid
14	0,190	0,223	Invalid
15	0,642	0,223	Valid
16	0,180	0,223	Invalid
17	0,343	0,223	Valid
18	0,422	0,223	Valid
19	0,541	0,223	Valid
20	0,057	0,223	Invalid

Note:

R Value > table = Valid

R Value < table = invalid

Appendix 5: Distribution R Table Value

	Tabel r (Korelasi Pearson)				
	Uji 2 sisi pada taraf signifikansi 0,05				
N	2-talled	N	2-talled	N	2-talled
3	0,997	36	0,329	69	0,237
4	0,950	37	0,325	70	0,235
5	0,878	38	0,320	71	0,234
6	0,811	39	0,316	72	0,232
7	0,754	40	0,312	73	0,230
8	0,707	41	0,308	74	0,229
9	0,666	42	0,304	75	0,227
10	0,632	43	0,301	76	0,226
11	0,602	44	0,297	77	0,224
12	0,576	45	0,294	78	0,223
13	0,553	46	0,291	79	0,221
14	0,532	47	0,288	80	0,220
15	0,514	48	0,285	81	0,219
16	0,497	49	0,282	82	0,217
17	0,482	50	0,279	83	0,216
18	0,468	51	0,276	84	0,215
19	0,456	52	0,273	85	0,213
20	0,444	53	0,271	86	0,212
21	0,433	54	0,268	87	0,211
22	0,423	55	0,266	88	0,210
23	0,413	56	0,263	89	0,208
24	0,404	57	0,261	90	0,207
25	0,396	58	0,259	91	0,206
26	0,388	59	0,256	92	0,205
27	0,381	60	0,254	93	0,204
28	0,374	61	0,252	94	0,203
29	0,367	62	0,250	95	0,202
30	0,361	63	0,248	96	0,201
31	0,355	64	0,246	97	0,200
32	0,349	65	0,244	98	0,199
33	0,344	66	0,242	99	0,198
34	0,339	67	0,240	100	0,197
35	0,334	68	0,239		

Appendix 6: Research Lisence

PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpon : (0471) 326048

IZIN PENELITIAN
NOMOR : 190/IP/DPMPTSP/III/2022

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 28 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewewenang Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama	: ITQIYAH AHYANI
Jenis Kelamin	: Perempuan
Alamat	: Dsn. Amboli Kab. Luwu
Pekerjaan	: Mahasiswa
NIM	: 17 0202 0061

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

"STUDENTS" MOTIVATION IN LEARNING ENGLISH DURING THE COVID-19 OUTBREAK (A CASE STUDY OF STUDENT IN MAN PALOPO)

Lokasi Penelitian	: MADRASAH ALIYAH NEGERI (MAN) PALOPO
Lamanya Penelitian	: 09 Maret 2022 s.d. 09 Mei 2022

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada **Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.**
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) examplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 09 Maret 2022
plt. Kepala Dinas Penanaman Modal dan PTSP

MUH. IHSAN ASHARUDDIN, S.STP, M.Si
Pangkat : Pembina Tk.I
NIP : 19780611 199612 1 001

Tembusan :

1. Kepala Badan Litbang Prov. Sul-Sel;
2. Walikota Palopo ;
3. Dandim 0000 Luwu ;
4. Kapolres Palopo ;
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instansi tempat dilaksanakan penelitian

Appendix 7: Release Completed

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA PALOPO
MADRASAH ALIYAH NEGERI (MAN) KOTA PALOPO
Jalan Dr. Ratulangi Balandai Kota Palopo 91914
Telp/Fax (0471) 21671 E-mail : manpalopo7@gmail.com
P a l o p o

SURAT KETERANGAN PENELITIAN
Nomor : 174 /Ma.21.14.01/TL.00/IV/2022

Yang bertanda tangan dibawah ini :

N a m a	:	**Dra. Hj. Jumrah, M.Pd.I**
NIP.	:	196612311994032009
Pangkat/Gol.	:	Pembina IV/a
Jabatan	:	Kepala MAN Kota Palopo

Dengan ini menerangkan bahwa :

N a m a	:	**Itqiyah Ahyani**
Jenis Kelamin	:	Perempuan
Alamat	:	dsn. Amboli Kab.Luwu
Pekerjaan	:	Mahasiswa
NIM	:	1702020061

Bahwa yang bersangkutan benar-benar telah mengadakan penelitian di instansi kami sehubungan dengan penulisan Skripsi yang berjudul " *Students Motivation In Learning English During The Covid-19 Outbreak (A Case Study of Students In MAN Palopo"*.

Demikian Keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Palopo, 12 April 2022
Kepala Madrasah,

Dra. Hj. Jumrah, M.Pd.I ·
NIP. 196612311994032009

(Picture 1) Giving Questionnaire to students

(Picture 2) Give instructions how to answer the questionnaire

(Picture 3) Students Answer the Questionnaire

BIOGRAPHY

Itqiyah Ahyani, born in Padang Kalua on January 12th, 1999. The researcher is the fifth of five siblings from a father named Harun Amin (Alm) and a mother named Endang Sri Mulyani. Currently, the researcher lives in Padang Kalua Village, Lamasi District, Luwu Regency. The researcher's primary education was completed in 2011 at MI AL-Mawasir Padang Kalua.

. Then, in the same year, She studied at MTs Batusitanduk until 2014. The researcher finished his senior high school at Madrasah Aliyah Negeri (MAN) Palopo in 2017. After graduating from senior high school, the researcher continued his study in the field he was engaged in, namely in the English Education Study Program, Faculty of Tarbiyah and Teacher Training at the State Islamic Institute (IAIN) Palopo.

Contact Person: ahyaniitqiyah@gmail.com