

**STUDENTS' MOTIVATION IN ONLINE ENGLISH
LEARNING DURING COVID-19 PANDEMIC OF
THE EIGHTH GRADE AT MTsN 2 PALU**



THESIS

Presented as a partial fulfilment of the requirements for the degree of Sarjana Pendidikan (S.Pd) of English Tadris Study Program at the Tarbiyah and Teacher Training Faculty Datokarama State Islamic University Palu

By

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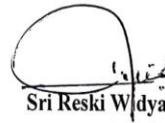
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I hereby declare that this thesis entitled: **“Students’ Motivation in Online English Learning During Covid-19 Pandemic of the Eighth Grade at MTsN 2 Palu”** has been officially approved as my own work and it has not been and will not be submitted in the whole or in part to another University/Institute for the award of any other degree. If later, this thesis is found to be fabricated either in the whole or in part, I declare that I must comply with the rules and regulations of the university and I must be ready for all the consequences thereafter due to this misconduct.

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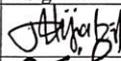
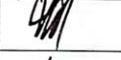


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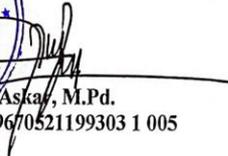
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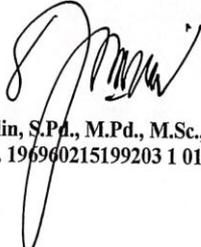
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MOTTO

“You have gone through harder things and thrived”

(Sri Reski Widya Hastuti)

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ABSTRACT

Name : Sri Reski Widya Hastuti
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DURING COVID-19 PANDEMIC OF THE EIGHTH GRADE AT
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The world is experiencing new challenges caused by the outbreak of the covid-19 virus, which is very impactful on education. In Indonesia itself, education has become a new challenge during the covid-19 pandemic because of many changes that occurred in the education system, either in the learning methods or the learning strategies which finally affects the learning motivation of the students.

This research aims to explain in detail how the objective conditions of motivation experienced by the students in online learning English and what factors affect the students' learning motivation in online learning English during the covid-19 pandemic. The research question of this research was, "How is the eighth grade students' motivation in learning English at MTsN 2 Palu during the covid-19 pandemic?"

This research was conducted with a qualitative descriptive approach. The participants involved in this research were 1 teacher and 82 students in MTsN 2 Palu. Data collection techniques used by the researcher were interview and documentation techniques. The validity of the data was done by the triangulation method. The analysis technique applied refers to Miles and Huberman's interactive data inductive model, which includes reduction collection, data presentation, and drawing conclusions or verification.

The results of this research shows that some students were adequately motivated and some students had low motivation during the online learning. This can be seen directly from the results of this research through interviews and documentation to respondents. Moreover, the factors that influence the students' learning motivation during the pandemic are students' learning enthusiasm, family economic problems, and the lack of connection with the students' parents.

From the conclusions obtained, it is recommended that the principal is expected together with the teacher to provide the best learning motivation to students so that students can be diligent and motivated in following the learning process. As for students so that they can learn diligently enterprisingly, and passionately in following the learning process both offline learning and online learning, because having good learning motivation will produce good grades and products of learn. And for parents of students should increase attention, provide guidance and motivation, as well as monitor students in learning, because education is not only the responsibility of a teacher but also the responsibility of parents at home.

CHAPTER I

INTRODUCTION

A. Background of the Problem

At the end of 2019, the world was shocked by the outbreak of a new virus, the coronavirus. Corona virus disease outbreak or better known as coronavirus or covid-19 was first detected and appeared in China precisely in Wuhan City, China. This virus is terrible for the people of the world, especially after it took thousands of human lives in a relatively short time. Almost 200 countries in the world were infected with the coronavirus. Various efforts are done to prevent until treatment has been carried out in preventing the spread of corona virus until lockdown and social distancing in major cities have been carried out to break the chain of the spread of coronavirus.¹

Covid-19 was originally thought to be pneumonia, a common flu-like symptom that includes fever, cough, fatigue, loss of appetite, and shortness of breath. However, it turns out that covid-19 is different from the common cold, and even covid-19 can develop so fast that it can lead to more severe infections and damage to human organs.²

¹Supriatna Eman. “Wabah Corona Virus Disease Covid 19 Dalam Pandangan Islam”, (Jurnal Sosial dan Budaya Syar-i. 2020), 6.7.

²Cahyani Adhetya, Iin Diah Listiana and Sari Putri Deta Larasati, “Motivasi Belajar Siswa SMA Pada Pembelajaran Daring di Masa Pandemi Covid-19”, (Jurnal Pendidikan Islam, 2020), 123.

Covid-19 can be transmitted very quickly through cough or respiratory fluids released by people with covid-19, splashes of cough and breath by people with covid-19 who fall to the surface of the object will be able to transmit the disease through the object. If a person touches an object or inhales it then they touch their nose, eyes or mouth then they can contact the disease.³

In the current condition, coronavirus is not an outbreak that can be ignored just like that. If you look at the symptoms, the layperson will think it is only limited to the common cold or common influenza, but for medical analysts this virus is quite dangerous and can be deadly. Currently the development and transmission of this virus is quite significant, because its spread has been worldwide and the whole country feels the impact.⁴

The World Health Organization (WHO) urges to keep a distance of more than 1 meter from others to minimize the transmission of Covid-19. Covid-19 transmission is so fast that, World Health Organization (WHO) designates coronavirus or covid-19 as a pandemic on March 11, 2020. The status of the global epidemic or pandemic indicates that the spread of covid-19 is taking place so fast that almost all over the world no one can be spared from the coronavirus.⁵

The widespread spread of the virus many parties to urge the government to quarantine the area lockdown to break the chain of corona virus spread. Governments in various countries have implemented lockdown or independent

³Ibid, 140.

⁴Yunus Nur Rohim and Annissa Rizki, Kebijakan Pemberlakuan Lock Down Sebagai Antisipasi Penyebaran Corona Virus Covid-19, (Jurnal Sosial dan Budaya Syar-i, 2020).

⁵Zendrato Walsyukurniat. "Gerakan Mencegah Daripada Mengobati Terhadap Pandemi Covid-19." Jurnal Education and development 8.2 (2020), 243.

quarantine which means, restriction of activities or separation of a person exposed to infectious diseases to prevent possible spread to the surrounding person.⁶

Indonesia itself is one of the countries that has implemented lockdown or PSBB which stands for (Large-Scale Social Restrictions) made in the context of handling covid-19. This is done in the hope that the virus does not spread more widely so that healing efforts can run optimally.⁷ With the coronavirus outbreak, it will be very different in various aspects, both economically, socially, academically to the world of education. In Indonesia, education is one of the areas that are severely affected by the coronavirus outbreak.

On March 17, 2020, the Minister of Education and Culture in Indonesia issued Circular Letter Number 3696/MPK. A/HK/2020, on online learning policy, by dismiss schools and replacing the process of teaching and learning activities with online learning in order to prevent the spread of corona virus disease (Covid-19).⁸ Online learning is a system that can facilitate students to learn more widely. Students can learn anytime and anywhere, and the material obtained can be learned in a more varied form, not only in verbal form but much more varied such as using audio and visual. Online learning is very different from conventional learning. Online learning emphasizes the accuracy and ingenuity of students in receiving and managing learning materials provided online.⁹

⁶Ibid. 246.

⁷Zendrato Walsyukurniat. "Gerakan Mencegah Daripada Mengobati Terhadap Pandemi Covid-19." *Jurnal Education and development* 8.2 (2020), 246.

⁸Trisnadewi Komang and Ni Made Muliani. *Pembelajaran Daring di Masa Pandemi Covid-19, (Perspektif Pendidikan, 2020)*, 35.

⁹Engko Cecilia and Paul Usmany. "dampak pandemi covid-19 terhadap proses pembelajaran online." *Jurnal akuntansi* (2020), 27.

In online learning, of course, there are some obstacles experienced by students so that the students have lack of motivation in following the learning process. Some of the obstacles in the application of online learning include limited internet quota, the understanding of students in using learning media and the lack of student education on the materials delivered.¹⁰ In online learning, of course, there are some changes that students experience, both in terms of learning methods and in terms of assessment.

There are changes in the learning process today, making it difficult for students to follow the online learning process. One of the things that makes it difficult for students to follow the learning process online is the media used in school. The learning media in school sometimes makes students confused and difficult to follow the learning process. According to Ahmadi, there are two factors that cause learning difficulties, namely, internal factors and external factors, internal factors, namely physiological factors or physical conditions of students, while external factors are factors that come from outside the student, namely, family factors, school and the surrounding environment.¹¹

Based on the explanation above, it can be concluded that there are several factors that cause learning difficulties in students. One of the most influential factors is the internal factor, that is the factor that exists within the student itself. From some of the above explanations the researcher is interested in conducting a

¹⁰Arizona Kurniawan, Zainal Abidin and Rumansyah. Pembelajaran Online Berbasis Proyek Salah Satu Solusi Kegiatan Belajar Mengajar Di Tengah Pandemi Covid-19. (Jurnal Ilmiah Profesi Pendidikan, 2020). 5.1.

¹¹Ahmadi H. Abu and Widodo Supriyono. "Psikologi belajar." (2004).

research entitled “*Students’ Motivation in Online English Learning During Covid-19 Pandemic of the Eighth Grade at MTsN 2 Palu*”.

B. Problem Statement

Based on the background of the problem above, the researcher formulates the problem that serves as the limitation of the problem, as follows:

“How is the eighth grade students’ motivation in learning English at MTsN 2 Palu during the covid-19 pandemic?”

C. Objective and Significance of the Research

Every research activity must have a purpose, as for the purpose of this research is to find out if online learning during the covid-19 pandemic affects students' learning motivation level in English learning at MTsN 2 Palu.

This research is expected to provide scientific benefits for readers:

1. Scientific benefits, namely a researcher who wants to develop existing knowledge and theories, especially related to the difficulty of students in following the online learning process during the covid-19 pandemic.
2. Practical benefits, namely to provide input to each educational institution, to be able to give attention to the difficulty of students in following the online learning process during the covid-19 pandemic.

D. Operational Definition

In order to avoid misunderstanding related to the terms used in the title of this research, it is necessary to explain some key terms. The key terms in question are as follows:

1. Pandemic Covid-19

Coronavirus disease (COVID-19) is an infectious disease caused by a newly discovered coronavirus. It is a new type that causes respiratory infections, ranging from common colds to serious diseases such as Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS). A new type of coronavirus has been discovered in humans since an extraordinary event appeared in Wuhan China, in December 2019, then named Severe Acute Respiratory Syndrome Corona Virus 2 (SARS-COV2), and caused coronavirus disease-2019 (COVID-19).¹²

2. Online Learning

Online learning is learning that is done remotely by utilizing technology by using several applications such as zoom, google classroom and some other applications.¹³

¹²Zendrato Walsyukurniat. "Gerakan mencegah daripada mengobati terhadap pandemi covid-19." *Jurnal Education and development* (2020): 242.

¹³Rahmawati Rima, *Faktor-Faktor Yang Mempengaruhi Motivasi Belajar Siswa Kelas X SMA Negeri 1 Piyungan Pada Mata Pelajaran Ekonomi Tahun Ajaran 2015/2016*, (Jurusan Pendidikan Ekonomi, Universitas Negeri Yogyakarta, 2016).

3. Learning Motivation

Motivation to learn is a process that provides spirit, direction and persistence in the learning process. A person's motivation will be good when the goals within a person are good. In the context of learning, the goal of the student is to get maximum learning results. Students who have good motivation will have a lot of energy to follow the learning process.¹⁴

E. The Content Outlines

This research discusses about students' motivation for online English learning during Covid-19 pandemic of the eighth grade students at MTsN 2 Palu. The systematics of this thesis are arranged in the form of interconnected chapters. The research has been compiled in five chapters, with the outlines of the contents of the research are as follows:

Chapter I is an introduction chapter that covers the background of the problem, problem statement, objective of the research, significance of the research, definition of key terms, and ends with the outlines of the thesis content.

Chapter II literature review, which discusses several things about online learning after learning motivation in learners. This is used as a guide in the discussion of research in the field.

Chapter III which describes the research method that covers several things in a detailed which includes several subs, namely, research design, research

¹⁴Ibid.

location, presence of researcher, data and data source, data collection techniques data analysis techniques and checking data validity.

Chapter IV is a chapter that contains a brief history of MTsN 2 Palu, overview of research object, school identity at MTsN 2 Palu, vision and mission at MTsN 2 Palu, students' data at MTsN 2 Palu, as well as a discussion of research results.

Chapter V is the concluding chapter, which contains the conclusions and suggestions of the researcher to develop further research, this chapter ends with a references.

CHAPTER II

LITERATURE REVIEW

This chapter deals with the previous research findings, some pertinent ideas related to the online learning, learning motivation and conceptual framework.

A. Previous Research

Previous research aims to obtain comparison materials as well as references to avoid the presumption of similarity with this research. Some of the findings of the study are as follows:

A research done by Sri Gustiani with the title of research “ *Students’ Motivation in Online Learning During Covid-19 Pandemic Era: A Case Study*”. This research is a research that uses qualitative approach by using snowball sampling, The type of method used is thematik analysis. This research aims to find out how students are motivated by online learning during Covid-19¹⁵. The previous research used a type of qualitative research with snowball sampling. Therefore, the researcher in this research used qualitative research types with qualitative descriptive method that is case study.

¹⁵Sri Gustiani, “ Students’ motivation In Online Learning During Covid-19 Pandemic Era: A Case Study”. (Jurnal Ilmiah Bahasa Inggris, 2020).

This research has similarities with research conducted by Sri Gustiani, which both conducted research on student learning motivation during the covid-19 outbreak. In addition, the purpose of this research is to analyze how the level of motivation of students during online learning is covid-19. The difference between the two lies in the type of research methods and research techniques used.

A research done by Fitriyani Yani, Irfan Fauzi and Zultrianti Sari, with the title of research "*Motivasi Belajar Mahasiswa Pada Pembelajaran Daring Selama Pandemi Covid-19*". This research uses quantitative approach by using survey method. Data collection technique in this research used survey technique with likert scale. The data analysis technique in research is to calculate the percentage of data from each indicator. This research aims to explain in detail how objective conditions of motivation experienced by students in online learning.¹⁶ Previous research used a type of quantitative research, which aims to explain in detail how the objective conditions of motivation experienced by students. Therefore, the research would now use a qualitative type of research that aims to find out what factors influence the lack of motivation to learn students in online English learning during the covid-19 pandemic.

This research has similarities with research conducted by Fitriyani Yani, Irfan Fauzi and Zultrianti Sari, which both conducted research on student learning motivation during online learning during the pandemic. In addition, this research has the same goal. The difference between the two lies in the type of research and data collection techniques.

¹⁶Fitriyani Yani, Irfan Fauzi and Zultrianti Sari, *Motivasi belajar mahasiswa pada pembelajaran daring selama pandemik covid-19*, (Jurnal kependidikan: jurnal hasil penelitian dan kajian kepustakaan di bidang pendidikan, pengajaran dan pembelajaran, 2020). 165-175.

The research above supports a research done by Yunitasari Ria and Hanifah Umi. (2020), with the title of research “*Pengaruh Pembelajaran Daring Terhadap Minat Belajar Siswa Pada Masa Covid-19*”. This research used descriptive qualitative research by using qualitative data analysis. This research used online learning or commonly referred to as distance learning (PJJ). Students learned online by interacting with teachers by using several applications such as, Google Classroom, Zoom, Google Meet and WhatsApp Groups. This research aims to show that online learning during the covid-19 pandemic was very influential on asking students to learn.¹⁷ Previous research used a type of qualitative research, by using an online learning system as well as several applications to be used as an online learning process, which aims to show that online learning greatly affects students' learning interests. Therefore, in the current research, the researcher used qualitative research types using data collection techniques such as interview and documentation with the aim of knowing what factors influence students' lack of learning motivation for online learning during.

This research has similarities with the research conducted by Yunitasari Ria and Umi Hanifah, which both use qualitative research types. The difference between the two lies in the research method used as well as the purpose of the research carried out.

¹⁷Yunitasari Ria and Umi Hanifah, Pengaruh pembelajaran daring terhadap minat belajar siswa pada masa covid 19, (Edukatif: Jurnal Ilmu Pendidikan, 2020), 232-243.

B. Review of the Related Literature

1. Online Learning

Online learning is basically distance learning or PJJ. Distance learning systems or online learning have been around the 18th century. Distance learning or (PJJ) always uses technology to conduct teaching and learning process, ranging from the simplest technology to the most advanced today. The history of remote development can be grouped based on frequently used technologies.¹⁸

According to Belawati, online learning is learning that is carried out through the internet network. Online learning allows learners to learn without having to go to the classroom, and learning can be scheduled according to the agreement between the teacher and the learner. Online learning systems require supporting technology that is able to process various applications. Nowadays, there are many applications that can be used in the online learning process. One of the online educational service technologies is carried out with various applications such as zoom, google classroom etc.¹⁹

In general, online learning is a learning that is done electronically using computer based media and a network. Online learning is also known as electron learning, e-learning, online learning, internet enabled learning, virtual learning or web based learning. Online learning or e-learning is the result of a learning that is delivered electronically using computers and

¹⁸ Belawati Tian, *Pembelajaran online*, (Jakarta, Universitas Terbuka, 2019).

¹⁹ Belawati Tian. "Pembelajaran online." Jakarta, Universitas Terbuka (2019).

computer-based media. The material is often accessed through a network, the source of which comes from websites, internet, CD-ROM and DVD. In addition to providing instruction, e-learning can also monitor a student's performance and report student progress. E-learning not only accesses information but also guides students to achieve specific learning outcomes.²⁰

This online learning activity is carried out to replace in-person learning activities. In online learning, there are several disadvantages in it, namely the use of the internet network requires adequate infrastructure, requires a lot of costs and there are various obstacles in communicating via the internet. Even though there are obstacles, online learning can be said to be effective if students can achieve learning goals, and students can be active with the interaction between teachers and students.²¹ As for some of the positive and negative impacts on online learning, namely:

a). Positive Impact on teachers and students:

1. Gaining new experience in teaching using mobile phone and laptop technology.
2. Teachers' skills on mastery of technology are also improving.
3. Online learning can be done anywhere and anytime, and is more energy efficient.

²⁰Alex. B. Mena, Pengertian dan pembelajaran online., (<https://gururu.org/guru-berbagi/pengertian-dan-manfaat-pembelajaran-online/>accessed 18 January, 2021).

²¹Engko Cecilia, and Paul Usmany. "Dampak pandemi covid-19 terhadap proses pembelajaran online." *Jurnal akuntansi* (2020), 29.

4. Students can set their own study hours, especially in doing assignments given by the teacher.
5. Students are more independent.

b). Negative Impact on teachers and students:

1. Limited qouta and disrupted internet network.
2. Interaction between teachers and students is reduced.
3. The teacher's ability on technology is still low.
4. The lack of technology based teaching materials, as well as the lack of student attention to online learning.
5. Students feel bored because they stay at home for too long.
6. Students lack understanding of the learning material.²²

c). Online Learning Components

Online learning has three components in the form of online learning, including:

1. Online learning facilities

Facilities that support online learning can be internet, smartphones, personal computers, computer networks and other multimedia equipment.

2. Online learning system and applications

A software system that supports online learning, such as how to create learning materials or learning content that facilitates the teaching and learning process.

²²Wegasari Kurnia, Slamet Utomo, and W. Surachmi. "Dampak pandemi covid-19 terhadap proses pembelajaran online di SDN Cabean 3 Demak." *Jurnal Penelitian* (2021), 35-36.

3. Online learning materials

Content and learning materials in online learning can be multimedia-based content in the form of multimedia such as video learning or text based as in ordinary learning books.²³

2. Learning Motivation

Learning is a staple activity in the educational process in schools. Learning is an effort made consciously to change attitude and behavior. In an effort to achieve behavior change, motivation is needed. Motivation is one of the factors that encourage students to want to learn. Learning motivation can be divided into two, namely intrinsic motivation (a state that comes from within the student himself that can encourage him to perform learning actions) and extrinsic motivation (a state that comes from outside the student's individual that encourages him to carry out learning activities). The presence or absence of learning motivation would greatly affect the student's learning success.²⁴

The success of achieving learning objectives depends largely on the effectiveness of the learning process. Learning would be effective if students have motivation in learning. Therefore, learning motivation is one of the keys to success in achieving learning objectives. Learning motivation must be raised in the student so that the student is motivated in learning.²⁵

²³Cahyani Adhetya, Iin Diah Listiana and Sari Putri Deta Larasati, Motivasi belajar siswa SMA pada Pembelajaran daring di masa pandemi Covid-19, (Jurnal Pendidikan Islam, 2020).

²⁴Emda Amna. "Kedudukan motivasi belajar siswa dalam pembelajaran." (Lantanida journal, 2018), 1.

²⁵Ibid, 2.

Motivation of course plays an important role in the teaching and learning process activities. Motivation would certainly make the learning process interesting and students would bring a positive influence on attitudes and willingness in following the learning process. However, the lack of motivation in students will have a negative impact on learning, especially mastery and ability for students.²⁶

According to Wina Sanjaya, motivation is one of the most important dynamic aspects. It often happens that students who are underachieving are not caused by their lack of abilities, but because there is no motivation to learn so that students do not try to direct all their abilities.²⁷ Motivation is a series of attempts to provide certain conditions, so that a person is willing and wants to strive to achieve a certain goal. Motivation can be stimulated by factors from the outside, but that motivation grows inside a person. The environment is one of the external factors that can foster motivation in a person to learn.²⁸ Motivation in the teaching and learning process would greatly affect the success in student learning. According to Wina Sanjaya there are several motivational functions in the learning process²⁹, namely:

²⁶Dauyah Ema and Yulinar, Faktor-faktor yang mempengaruhi motivasi belajar bahasa inggris mahasiswanon-pendidikan bahasa inggris, (Jurnal Serambi Ilmu, 2009).

²⁷Wina Sanjaya. "Strategi pembelajaran berorientasi standar proses pendidikan"(2011) 4.

²⁸Emda Emna, Kedudukan motivasi belajar siswa dalam pembelajaran. (Lantanida Journal, 2018), 5.

²⁹Wina Sanjaya. "Strategi pembelajaran berorientasi standar proses pendidikan"(2011).

1. Encourage students to do activities

Any human behavior is caused by an internal impulse called motivation. The size of a person's morale depends largely on the motivation that exists in the student.

2. Motivation as a director

Each person basically acts to meet his needs or achieve predetermined goals. In this way, motivation serves as a driving force for effort and achievement. With good learning motivation, good results would also be obtained. According to Winarsi³⁰, there are three motivational functions, namely:

1. Encouraging people to do, motivation in this case is the driving force of every activity carried out.
2. Determining the direction of the action in the direction to be achieved. Thus, motivation can provide direction and activities that must be done following the formulation of its objectives.
3. Selecting actions is determining what actions to do to achieve a specific goal.

Therefore, motivation would provide encouragement, direction, and action to achieve the pre-set goals. Motivation serves as a driver in trying to achieve achievements since a person who makes an effort must encourage his desires and set the direction of his actions to achieve the goals to be achieved. The success of learning in students in following the online

³⁰Winarsih Varia." Psikologi pendidikan. medan": Latansa Pers. (2009)

learning process is strongly influenced by motivation of the students. Indicators of the quality of learning, one of which is the existence of high motivation that the learners have. Learners who have high learning motivation towards learning would move to have the desire to do something that can obtain the desired results or goals.³¹ However, there are many factors that affect students' learning motivation. Therefore, students' learning motivation is greatly influenced by the presence of external stimuli as well as their own would, according to Syamsu Yusuf there are several factors that can influence the motivation of learning in students³², namely:

1. Internal Factors

a) Physical factors

It is a factor that can affect the body and appearance of individuals.

Physical factors include nutrient intake, health and physical functions of the five senses.

b) Psychological factors

It is an intrinsic factor that relates to aspects to encourage or inhibit learning activities in students, this factor concerns the spiritual condition of the student.

³¹Emda Emna, Kedudukan motivasi belajar siswa dalam pembelajaran. (Lantanida Journal, 2018), 177.

³²Syamsu Yusuf and Amin Budiamin, "Program layanan bimbingan klasikal untuk meningkatkan self-control siswa. (Universitas Ahmad Dahlan, 2016).

2. External Factors

a) Social factors

It is a human factor around the student environment. These factors include teachers, friends of students, parents of students and people in the environment such as neighbors.

b) Non-social factors

This factor is the physical state or condition of the student. Non-social factors include weather conditions, time, place. There are several other things that can affect students' learning motivation, namely:

1. Goals or aspirations in students

Goals can last a long time or even throughout life. The ideals of the students would strengthen the spirit of learning.

2. Ability to learn

Learning skills include, learning physical aspect that exists in students, such as attention, memory and thinking. Students whose level of development thinks concretely or real would be different from students who think operationally. A student who has a high passion for learning, is usually more motivated in learning.

3. Students' physical and spiritual condition

It is a student condition that includes physical and spiritual conditions that can affect motivation in learning. A student who is hungry, sick, sleepy or in an emotional state would greatly

interfere with the concentration and attention of students in the learning process.³³

4. Students' environmental conditions

Environmental factors of students are surrounding the state of nature, the environment of residence and life around it. By having a good environment the spirit and motivation of students in learning will also be high.

5. Dynamic elements in learning

Dynamic elements in learning whose existence in the unstable learning process that is sometimes weak or even lost, dynamic elements include the condition of students who have attention and thoughts that undergo changes caused by the prolongation of life given by the environment.

6. Teacher's efforts in educating students

How teachers prepare to teach students starting from material mastery, how to convey in order to attract students. Those are some of the factors that can influence students' motivation in learning.³⁴

³³Rahmawati Rima. Faktor-faktor yang mempengaruhi motivasi belajar siswa kelas X SMA Negeri 1 Piyungan pada mata pelajaran ekonomi Tahun ajaran 2015/2016, (Jurusan Pendidikan Ekonomi, Universitas Negeri Yogyakarta, 2016).

³⁴Ibid.

3. Importance of Motivation in Learning

- a. Student motivation in learning is important. A student can learn best when the student recognizes and develops a desire to learn. Motivation enables students to think, concentrate and learn effectively.
- b. Good learning motivation can make it easier for students to achieve a goal. In education, motivation is a factor in high and low goals. Motivation provides the effort and energy needed by each student to achieve a desired goal.
- c. Motivation can increase perseverance in learning, learning motivation greatly affects how information is processed because motivated students are more likely to pay attention and try to understand the material than just follow learning superficially.
- d. Learning motivation can help learners to concentrate on what they are doing, thus a student can get his own satisfaction. Continuous motivation is needed to help learners concentrate on the learning to be learned³⁵.

4. Classification of Learning Motivation

- a. High of Learning Motivation

Motivation is defined as an impulse that is the basic of one enthusiasm to achieve certain goals, so that motivation is an important thing which

³⁵Mayuri Borah, Motivation in learning. Journal of Critical Reviews (2021), 8.

can help students easier to students with high motivation surely perform better than they with low motivaion. High and low motivation ca be seen from the action of students in learning process. It is believed that students are highy motivation in learning what they are interested in surely do the best n learning although the subject is very hard. Meanwhile, students are low motivated would feel bored and lazy even though the subject given are so easy it is why motivation is a basic where students must have desire to do something³⁶.

b. Lack of Learning Motivation

Lack of motivation refers to having a deficient level of passion and anthusiasm in doing a job. Lack of motivation can be interpreted as an ucaring attitude toward what one supposed to do. Low motivation has been experienced by everyone, including students, as it is a situation where a students does not want to learn due to difficulty in following the lesson. As students do not understand what they are learning in class, they and up feeling unmotivated. Deficient level of students' confidence, the unrealized expectations in the classroom unappreciated or unsupported by the family, and the high pressure cause students to have low motivation in learning, resulting in poor academic perfomance.³⁷

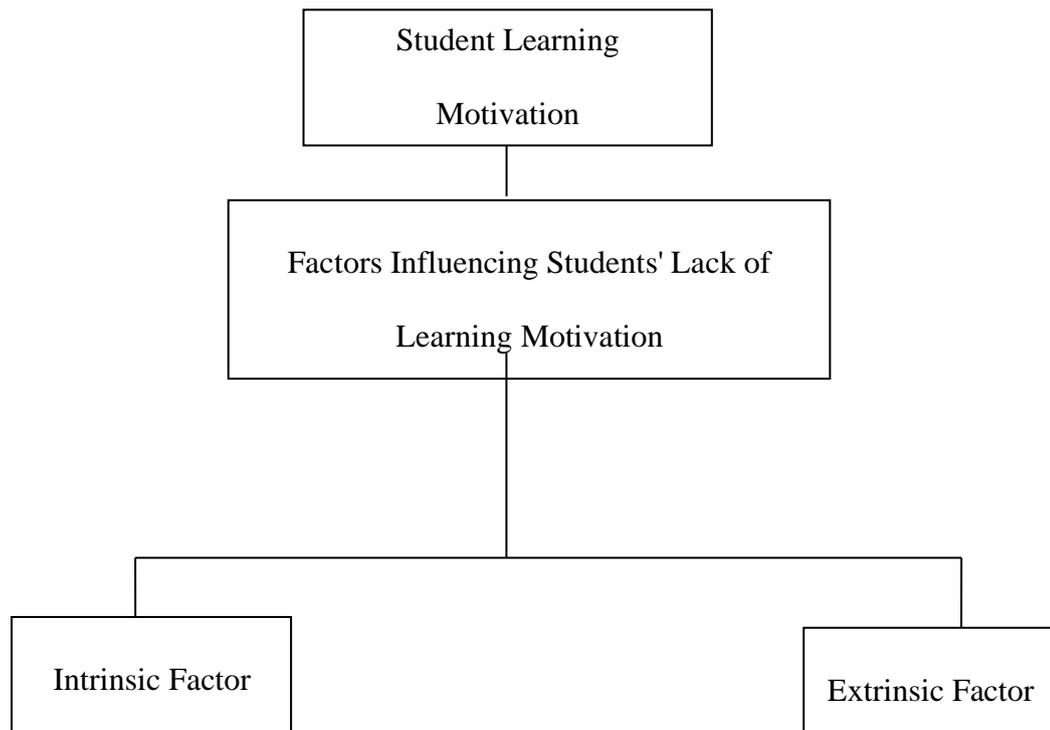
³⁶Anita Eviana Putri, Motivation in learning english employed by the low-medium-high ability students of the first-year english education study program at university muhammadiyah kota bumi academic year 2019-2020 (2021).

³⁷Islahul Mauliya. Lack Of Motivation Factors Creating Poor Academic Performance In The Context Of Graduate English Department Students. (Journal Of Linguistics and Language Teaching) (2020).

C. Conceptual Framework

Based on the explanation of the background of the problem and theoretical research, it can be concluded that the motivation of learning for students is very important in following the learning process. With the motivation to learn, it would lead students to achieve better learning outcomes. Based on the statements of some experts, several factors influence the lack of motivation to learn in students, namely, intrinsic factors are factors that exist within the student itself, which include psychological and physical factors of the student. While extrinsic factors are external factors that include social and non-social factors.

Picture 1. Research Paradigm Scheme



CHAPTER III

RESEARCH METHODOLOGY

This chapter deals with the research method which presents approach and research design, research location, presence of researcher, respondents, data and data source, technique of data collection, technique of data analysis and checking data validity.

A. Approach and Research Design

In conducting a research, a researcher needs research design. Research design refers to the strategy to integrate the different components of research projects in cohesive and coherence way. Qualitative research design is the plan and structure of the investigation, so researchers would be able to obtain answers to their research questions. Some experts have different opinion about what is meant by research design. Qualitative research is carried out with characteristics that describe facts or an actual situation, but the reports made must be considered so that the results are also good.³⁸

In this research, the researcher used qualitative approach with case study method which is a method of research that attempt to describe and interpret the objects in accordance with reality. Qualitative research is research that is carried

³⁸Fadli Muhammad Rijal. "Memahami Desain Metode Penelitian Kualitatif." *Humanika, Kajian Ilmiah Mata Kuliah Umum* 21, no.1 (2021): 37.

out with a certain setting that exists in real life with the intention of investigating and understanding the phenomena that occur.³⁹

B. Research Location

Research location is the location of the research to take place. The researcher will conduct the research at MTsN 2 Palu, which is located in Jl.Labu No.28 B Palu, Central Sulawesi. There are several reasons why the researcher chooses the location as the research location, namely:

1. The distance and time that are easy to reach made it easier for the researcher to conduct research.
2. The researcher intended to find out more about the factors of students' difficulty in following the process of learning English online.

C. Presence of Researcher

The presence of researcher in this case is very important and main because the presence of researcher is a key instrument in expressing meaning and at the same time as a means of collecting data. Therefore, the presence of the observer in the field is very necessary as a full observer to supervise the activities that occur at MTsN 2 Palu.

D. Data and Data Source

The types of data collected in this research are two types, namely:

1. Primary Data Source

³⁹Ibid, 35.

Primary data sources are data obtained directly by the researcher or collected from the source of the question.⁴⁰ In other words, the primary data comes from transcripts of interviews that researchers conduct with informants. In this research, the main source of data was students at MTsN 2 Palu.

The total numbers of the eighth grade students are 246 as can be seen in the following table:

Table 3.1 Population Classes

No.	Classes	Male	Female	Students
1.	VIII A	13	23	36
2.	VIII B	17	16	33
3.	VIII C	14	21	35
4.	VIII D	14	22	36
5.	VIII E	17	17	34
6.	VIII F	9	27	36
7.	VIII G	20	16	36
Total		104	142	246

The total numbers of respondents that the researcher selected were 82 students.

⁴⁰Sugiyono, "Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D." (2013): 143.

2. Secondary Data Source

Secondary data sources are sources of research data obtained by researchers indirectly through intermediaries.⁴¹ Secondary data is usually in the form of evidence, records or reports that have been arranged in archives or documentation. Secondary data sources are obtained from data on the number of students, photos, documents that can be in the form of personal notes, meeting minutes, charts and so on as well as matters related to MTsN 2 Palu. This secondary data are to strengthen the findings and complement the information that has been collected through interviews with sources.

E. Technique of Data Collection

The method used in data collection in this research are:

1. Interview

According to Afifuddin, interviews are a method of collecting data by asking respondents for something.⁴² The interview techniques in this research used the a structured interview. Structured interview is a form of interview in which the interviewer, in this case the researcher, arranges a detailed and systematic plan or question guide according to a certain pattern using a standard format. In this case the interviewer only reads out the questions that have been compiled and then records the answers to the

⁴¹Siti Kurnia Rahayu, "Jurnal Riset Akutansi"
<http://ojs.unikom.ac.id/index.php/jira/article/view/252/368/>, (accessed 23 August, 2022).

⁴²Afifuddin and Beni Ahmad Saebani, "Metodologi Penelitian Kualitatif." Bandung: Pustaka Setia, (2009).

information sources appropriately.⁴³ The subject of this research were teacher and students' at MTsN 2 Palu.

2. Documentation

Documentation is shown to obtain data directly from the research site, including data and information in the form of relevant books, archives, documentaries, photographs and relevant data that can support research.⁴⁴ The documentation in this research includes a general description and pictures at MTsN 2 Palu.

F. Technique of Data Analysis

Data analysis techniques are the process of searching for data, compiling systematically. The data obtained from the interview results, field notes and documentation would be compiled into the selection pattern and make conclusions so that they are easily understood by themselves and others.⁴⁵ In this research, the data analysis techniques used are:

1. Data Reduction

The data obtained from the field is quite a lot, for that it is necessary to record it carefully and in detail. Reducing data means summarizing, researching the main things, focusing on what is important and looking for themes and patterns.⁴⁶

⁴³Siyoto Sandu and Muhammad Ali Sodik. Dasar Metodologi Penelitian (literasi media publishing, 2015).

⁴⁴Sudaryono, Metode Penelitian Pendidikan, (Jakarta: Pranadamedia group, 2016), 90.

⁴⁵Sugiyono, "Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D." (2013): 335.

⁴⁶Hadi Asrori Rusman, Penelitian Kualitatif Studi Fenomenology, Case Study, Grounded Theory, Etnografi, Biografi, (Cv. Pena Persada: 2021), 74.

2. Data Display

The presentation of data can be done in the form of brief descriptions, charts, relationships between categories, flowcharts and the like in this case the researcher would present the data in the form of texts to clarify the results of the research.⁴⁷

3. Conclusion/Verification

Conclusions in qualitative research can answer the formulation of problems formulated from the beginning, but they may also not, because the formulation of problems in qualitative research is still temporary and would develop after the research in the field. Conclusions in qualitative research are new findings that have never existed before. The findings can be in the form of a description or description of an object that is still unclear so that after being studied it becomes clear, it can be a causal or interactive relationship, hypothesis or theory.⁴⁸

G. Checking Data Validity

The validity of the data can be obtained by using the right data collection process, one of the methods used is the triangulation process. According to Afifuddin, triangulation is a technique of checking the validity of data that utilizes something else outside of the data, for the purposes of checking or as a comparison to the data.⁴⁹ In this research, the researcher used source

⁴⁷ Ibid, 75.

⁴⁸Hadi Asrori Rusman, *Penelitian Kualitatif Studi Fenomenology, Case Study, Grounded Theory, Etnografi, Biografi*, (Cv. Pena Persada: 2021), 75.

⁴⁹Afifuddin and Beni Ahmad Saebani, "Metodologi Penelitian Kualitatif." Bandung: Pustaka Setia, (2009), 143.

triangulation and methods performed by checking the data obtained through several sources found, as for several steps of triangulation of sources and methods performed by researcher, namely:

1. Data triangulation, that is, researchers collect data must use a variety of different data sources.
 2. Triangulation method, which is the way researchers test the validity of data by collecting similar data but using different data collection techniques or methods.
-

CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

1. Overview of Research Objects

The school chosen by the researcher to be the research site at MTsN 2 Palu. The location of the school is in Jl. Labu No. 28B, [Palu](#), Central Sulawesi, [Indonesia](#). The school has an area of land around 6.204 M². MTsN 2 Palu is the forerunner of the educational institution of the Islamic Religious Education Foundation at the first level of the school (SMP). The foundation was established as an answer to the desire of the community and its surroundings to have the first educational institution characterized by Islam. Because at that time there were Upper Islamic education institutions, namely Madrasah Aliyah Negeri Filial Toli-Toli. In response to this problem, then in 1987 initiated the establishment of educational institutions with Islamic religion at that time by Almahrum Drs. H. Dahlan Pettalolo who is the Head of Islamic Religious Guidance at the District Ministry of Religious Affairs office Donggala which is named the Foundation of Islamic Religious Education (YPAI) organizes education at the same level SLTP. At that time, the implementation of the teaching and learning process was still borrowing

infrastructure from MAN Tolitoli which is currently MAN I Palu the implementation is held in the afternoon.

In the year of learning, 1987-1988 Islamic Religious Education Foundation (YPAI) accepted new students under the leadership of Drs. Abdullah G. Oponu as 24 students. The period of leadership for approximately 9 years (1987-1996) experienced rapid progress. Seeing the interest and development of the Islamic Religious Education Foundation so rapidly, the foundation's management and the entire Community of the Islamic Religious Education Foundation took the initiative to change the color of the Islamic Religious Education Foundation which had the status of Swasta to become Madrasah Negeri. So at that time, the chairman of the foundation along with the principal and teachers requested confirmation from the Head of the Office of the Department of Religious Affairs of Donggala Regency which is currently the ministry of Palu. Finally in 1995 by decree of the Minister of Religious Affairs of the Republic of Indonesia Number: 515A dated November 25, 1995, the Islamic Religious Education Foundation changed its status to Madrasah Tsanawiyah Negeri 2 Palu under the auspices of the Ministry of Religious Affairs of Donggala Regency with the head of the first State Madrasah Mr. Abd. Wahab Badry S.Ag. Based on the Decree of the Minister of Religious Affairs no. 680 of 2016 concerning the change of the Name of Madrasah Aliyah Negeri (MAN), Madrasah Tsanawiyah Negeri

(MTsN) and Madrasah Ibtidaiyah Negeri (MIN) in Sulawesi Tengah, then Madrasah Tsnowiyah Negeri Palu Barat changed its name to Madrasah Tsnowiyah Negeri 2 Palu.⁵⁰

2. School Identity in MTsN 2 Palu

School Name	: MTsN 2 Palu
NPSN	: 60728626
Status	: State
Location	: Jl. Labu No. 28B, Palu , Sulawesi Tengah , Indonesia
SK Establishment of the School	: 515 A Tahun 1995
Date of Establishment Decree	: 25-11-1995
Operational Permit SK	: 515 A Tahun 1995
Operational SK Permit Date	: 25-11-1995
Accreditation	: A+
No Accreditation Decree	: 1344/BAN-SM/SK/2019
Accreditation Decree Date	: 30-11-2019
Land Area Owned	: 6.204 M ²
E-mail	: mtsn2kotapalu.sch.id
Website	: www.mtsnpalubarat.sch.id

⁵⁰Profile MTsN2Palu

3. Vision and Mission at MTsN 2 Palu School Vision

Vision

To realize Madrasah graduates who excel in quality, based on faith and piety, and based on a green and healthy environment.

Mission

Academic

- a) Implementing the Curriculum K-13
- b) Teaching a complete learning system (Mastery Learning)
- c) Using appropriate methodological approaches and strategies in accordance with curriculum objectives and institutional objectives
- d) Internalizing and correlate Islamic values in every subject and attitude of daily behavior
- e) Evaluating learning periodically, planned, effective and efficient

Non-Academic

- a) Instilling a solid faith and giving birth to a religious consciousness of the noble character
- b) Developing students' talents and interests, to create students who are independent and can cultivate a social spirit
- c) Instilling an attitude of love for a green, clean and healthy environment

Environmental Field

- a) Creating a green environment

b) Creating a clean environment

4. Students data

The number of MTsN 2 Palu students in the 2021/2022 school year is 692. The following is the number of student data at MTsN 2 Palu:

Table 4.1

Data Description Students at MTsN 2 Palu

No	Class	Male	Female	Total	Description		Total
					Male	Female	
1	VII A	15	19	34	95	136	231
2	VII B	14	20	34			
3	VII C	13	21	34			
4	VII D	13	21	34			
5	VII E	16	18	34			
6	VII F	13	17	30			
7	VII G	11	20	31			
1	VIII A	13	23	36	104	142	246
2	VIII B	17	16	33			
3	VIII C	14	21	35			
4	VIII D	14	22	36			
5	VIII E	17	17	34			
6	VIII F	9	27	36			

7	VIII G	20	16	36			
1	IX A	12	19	31			
2	IX B	13	18	31			
3	IX C	11	19	30			
4	IX D	13	18	31	99	116	215
5	IX E	18	12	30			
6	IX F	17	14	31			
7	IX G	15	16	31			
TOTAL							

This research was carried out for 20 days starting from February 16th, 2022, to March 07th, 2022. This research activity was conducted by interviewing one of the English teachers with students in 8th grade at MTsN 2 Palu. This interview was conducted online, namely through WhatsApp with a total of 82 respondents. More specifically, the researcher describes the names of students in the form of a table.

Table 4.2
Data Description Respondents

No	Initial	Class
1	PN	VIII A
2	TN	VIII A
3	IS	VIII A
4	SH	VIII A
5	AP	VIII A
6	TA	VIII A
7	RED	VIII A
8	AR	VIII A
9	MR	VIII A
10	RAH	VIII A
11	MHA	VIII A
12	RMS	VIII A
13	AS	VIII B
14	NIF	VIII B
15	NH	VIII B
16	AI	VIII B
17	LR	VIII B
18	MCD	VIII B
19	JUN	VIII B

20	NQA	VIII B
21	MI	VIII B
22	SA	VIII B
23	MJA	VIII B
24	FA	VIII B
25	HIK	VIII C
26	SANF	VIII C
27	MNA	VIII C
28	FAR	VIII C
29	NM	VIII C
30	AAA	VIII C
31	MGP	VIII C
32	MAR	VIII C
33	MP	VIII C
34	DPU	VIII C
35	AN	VIII C
36	MUZ	VIII C
37	GH	VIII D
38	FAW	VIII D
39	GNA	VIII D
40	RF	VIII D
41	NI	VIII D

42	NAA	VIII D
43	MA	VIII D
44	SNZ	VIII D
45	SK	VIII D
46	MUH	VIII D
47	AAF	VIII D
48	RM	VIII D
49	NZ	VIII E
50	MIA	VIII E
51	SAB	VIII E
52	MAS	VIII E
53	MUL	VIII E
54	ALY	VIII E
55	WIL	VIII E
56	FIR	VIII E
57	MAR	VIII E
58	MAA	VIII E
59	RR	VIII E
60	MAH	VIII E
61	SAS	VIII F
62	FH	VIII F
63	NR	VIII F

64	CHA	VIII F
65	SR	VIII F
66	RA	VIII F
67	NUR	VIII F
68	ASP	VIII F
69	SKC	VIII F
70	QAQ	VIII F
71	MFF	VIII F
72	DKAP	VIII G
73	ZH	VIII G
74	HA	VIII G
75	AR	VIII G
76	MAH	VIII G
77	NA	VIII G
78	NIM	VIII G
79	IMAP	VIII G
80	SAN	VIII G
81	FNAB	VIII G
82	RMS	VIII G

B. Research Results

Based on the results of research that has been conducted by the researcher through, interviews and documentation in accordance with the formulation of the problems mentioned in Chapter I, the researcher describes the results of this research as follows:

1. Online Learning

The online learning system is a learning system without face-to-face between teachers and students but is carried out online using the internet network. Teachers must ensure that teaching and learning activities continue to run, even if students are at home. The solution is that teachers can create interesting learning media as an innovation by utilizing online media. Learning in education is a top priority that must be solved, one of which is regarding the quality of education. The quality of education is currently experiencing the impact of the Covid-19 virus outbreak which has resulted in all educational institutions turning to online learning carried out in their respective homes.⁵¹

2. Students' Motivation in Online Learning

The importance of motivation in the teaching and learning process is because students' motivation to learn would be very helpful in receiving and learning lessons. Learning motivation would make students more active and also find it easier to understand each learning.

Motivation is a circumstance in the personal person that drives someone

⁵¹Ulwiyah Mutia Hayati, "Pengaruh pembelajaran daring terhadap motivasi belajar pendidikan agama islam siswa kelas XI di SMA N 1 Driyorejo Gresik" (Tarbiyah dan Ilmu Keguruan, Surabaya, 2021). 17.

to do certain activities to achieve a goal the cold one⁵². Motivation greatly impacts students' confidence in learning which would ultimately affect students' attitudes and behaviors for successful learning.

3. Obstacles in Online Learning

There are several obstacles that are often experienced by students during online learning, namely:

- 1) Don't have a smartphone.
- 2) Not having an internet qouta.
- 3) Problematic internet network.
- 4) Electricity is often broken.⁵³

Here are the results of the interview on Tuesday, 1 March 2022, at 10:00-11:17 with the English teacher, Trisnawati Basiradanuwijaya, S.P.d, M.Pd., at MTsN 2 Palu:

1. Online learning has been going on since 16 March 2020. Last week we went offline but because something else happened, we had to go back online. Actually learning at MTsN 2 Palu is by using the E-Learning application. In the application, all students can see the material sent by the teacher in their respective field of research. The online learning process is carried out by sending material and student assignments to applications that have been provided at school, namely the E-Learning application or students can also send assignments via the WhatsApp application, where we as teachers create one group in each class so that the children easier to do and submit the assigned tasks. Only the problem of online learning is that students must use smartphones. They should have internet qouta. In contrast to students who have wifi at home, the obstacles faced by these students may just be lazy. Even though they can open it, sometimes

⁵²Dauyah Ema and Yulinar Yulinar, Faktor-Faktor Yang Mempengaruhi Motivasi Belajar Bahasa Inggris Mahasiswa non-Pendidikan Bahasa Inggris, (Jurnal Serambi Ilmu, 2009), 196.

⁵³Asrul and Moh Afil. "dampak pembelajaran online terhadap minat belajar siswa pada masa pandemi covid-19 di sekolah smpn satap 1 ladongi." (Universitas Muhammadiyah kendari, 2021). 5-6.

students are very lazy to open the application. So to be honest, online learning is not very effective for many students. Maybe only 50% of students want to study seriously, because maybe these students have a quota but are lazy and only a few fill out the attendance list for the E-Learning application and it is not uncommon for some students to fill in attendance until late.

2. Yes, we use the existing curriculum, which is an emergency curriculum from the government during this online learning.
3. Since online learning, students' learning motivation can be said to be quite lacking while face-to-face learning alone students' learning motivation is less especially this is online learning.
4. We have conveyed as much as possible to motivate students, but indeed the situation is very difficult. While face-to-face learning alone is difficult especially online learning like now, we cannot see students directly especially when the teacher sends a learning video in the E-Learning application. After that we direct students to open the video and then recorded what is conveyed, but still only a few students do. So, when being asked how to motivate our students to return to each other's people at home, it is just that we cannot see how the actual parents respond. So teachers cannot do much when students are at home. So, we leave 90% of the student's condition to his parents because they know their activities, from studying, doing assignments, etc.
5. The obstacle as I have explained in the previous question, online learning, students are at home automatically fully supervised by parents, we as teachers only as much as possible convey directions through WhatsApp and the E-Learning application. As for the obstacles, namely the laziness of students, qouta, students who do not have cellphones, etc.

From the results of the interview above, the student's motivation is existed, but a teacher must remind the parents that the role of teacher is fully done by the teacher in the school but the role of parents is also important. Role of parents must also take part in increasing their learning motivation. So, teachers and parents would greatly help students in increasing motivation of students. The obstacles faced by students when participating in online learning are the lack of enthusiasm for learning in some students as well as network problems, qouta and many other obstacles that become obstacles for teachers in increasing students' motivation.

The results of the interview conducted to class VIII/a student named SR on Thursday, 17 February 2022, from 13:00-13:30 via online WhatsApp:

1. The class is less effective because sometimes many students still do not understand the material but the time is limited.
2. Well, the material is easy to understand when the network is good.
3. For me, it is not, because online learning is difficult to understand.
4. There is, a lack of understanding when learning online because it is not explained in more detail.
5. Yes, because online learning in my opinion is not optimal.
6. Laziness, network, and mobile phone constraints.
7. No, because when the internet network is not good, it will be difficult to declare the teacher when explaining online.
8. In my opinion, a network connection is sometimes fine and sometimes it is the other way around, sometimes it is also the network connection of the teacher that interferes, which sometimes makes learning disrupted.
9. When studying face-to-face, I feel that learning is more optimal, free to ask questions and also discipline in doing assignments. Meanwhile, online learning makes it difficult for me to understand the material provided by the teacher.
10. Sometimes I want to ask when I do not understand, but I am afraid of disturbing the teacher's time.

From the results of the interview above, student motivation during online learning decreases, because learning carried out in a very short time makes students less effective in following the learning process carried out online, as for the factors that affect the level of student learning motivation, namely lack of understanding because the learning process carried out online is not explained in detail different from the learning process that is carried out face-to-face. There are many obstacles that students feel during the online learning process, namely the lack of asking students to follow the learning process and the sometimes poor network connection.

The next interview was conducted to class VIII/a students named SH on Saturday, 19 February 2022 at 13:30-14:00 via online WhatsApp:

1. I think it is pretty good, although there are obstacles that interfere with the online learning process, one of which is like an ugly network.
2. I think it is pretty good, because the teacher provides material via WhatsApp and also in E-learning and is still easy to understand.
3. No, because in my opinion, online learning is very boring and the material provided by the teacher is difficult to understand.
4. There is a lack of understanding of the tasks given and some other factors such as poor networking.
5. Yes, because I have difficulty in understanding the material provided online.
6. One of the obstacles is the poor network when learning takes place via zoom.
7. The material is conveyed well but the network is sometimes not good, which makes me unable to understand the material provided.
8. Poor network connections greatly disrupt the learning process.
9. Online learning makes it difficult for me to understand the material delivered compared to face-to-face learning. Face to face learning the material is easy to understand because we can face the person directly.
10. Yes, I can ask independently with the teacher via WhatsApp.

From the results of subsequent interviews, researchers concluded that students' learning motivation in following the learning process carried out online greatly decreased, because when learning was in progress, the network connection was suddenly poor, making students feel bored. The material presented by the teacher is quite good according to the students, but the poor network connection makes the learning process less effective, making students less understanding of the learning provided by the teacher. As for the obstacles that students often experience when the online learning process is underway, namely a poor network connection.

The above interview is supported by the results of the interview on Monday, 21 February 2022, at 13:00-13:30 which was revealed to one of the students named SNZ class VIII/b via online WhatsApp:

1. Not bad even though it is less effective, and sometimes I also lack of understanding because teachers sometimes only give learning videos without explaining.
2. In my opinion, it is quite good, it is quite easy to understand even though the material is clearly online.
3. Of course, because learning English is so interesting that it can impress and be motivated.
4. Yes, if the teaching materials given are less attractive.
5. Yes, because online learning that makes us only at home, makes me lazy.
6. Not a good network connection.
7. Pretty good, but sometimes I am still confused because the explanation is not directly or face-to-face.
8. Sometimes it is good but if the weather is not good it will greatly impact the coection of the network.
9. At the time of face-to-face learning, the material is more quickly understood differently with online learning.
10. Yes, I can ask the teacher independently or ask the class group provided by the teacher.

From the results of the interview above, the researcher concluded that, students' learning motivation at the time of online learning is quite good, because the material provided by the teacher is quite interesting for students. but even so, learning that is carried out online constantly makes students sometimes feel bored. The obstacle that students often experience during the learning process, namely a poor network connection.

On the other hand, the results of the interview on Saturday, Wednesday, 23 February 2022, at 13:00-14:00 to one of the students named AS class VIII/b online WhatsApp:

1. It is hard to understand, here I cannot understand the explanation sent on the E-learning application or WhatsApp.
2. Good and not forgetting also the teacher explained, but I sometimes cannot catch the explanation because the learning is online.
3. Not really, but online learning is heavy and not easy to understand.
4. Maybe the factor is just laziness and sometimes poor tissue.
5. Yes, but it does not detract from my motivation to learn English.
6. Not too much maybe just a Wifi connection that is sometimes problematic so it is difficult to see the explanation or anything in E-Learning.
7. Yes, pretty good.
8. Sometimes the network is good, sometimes it is not. This is an obstacle in the online learning process.
9. Online learning makes us not very familiar with the material provided while at the time of (PTM) is very good, because we can listen directly to the explanation of the material from the teacher, and can be more focused, therefore we easily capture the material provided.
10. Yes, if there is something that is not understood or lack of understanding, I can ask directly with the teacher online.

From the results of the interview above, the researcher concluded, that during the learning process carried out online, students' learning motivation can be said to be very decreased, because the learning process is very difficult to understand because of the material described online. The factor that affects student learning motivation is laziness when following the learning process carried out online. However, even so, students still follow the learning process, as for the obstacles that students feel when online learning takes place, namely a poor network connection.

As for the results of interviews with students on behalf of FNAB class

VIII/g on Saturday 26 February at 13:00-13:30 via online WhatsApp:

1. I think the online learning process in learning English is quite good, because the teacher provides videos from Youtube and it is very easy to understand
2. Good, because the way the teacher in giving the task is to send a video from Youtube with the explanation as detailed as possible and usually also provide material in pdf.
3. Not really, because online learning is not as effective as face-to-face learning.
4. Networks that are sometimes not good.
5. Yes, but it does not reduce my motivation to learn English.
6. The obstacle is internet qouta, because in my opinion internet qouta greatly affects online lessons because without internet qouta we find it difficult to communicate with the teacher about the lesson and without internet qouta we cannot follow zoom or online classes and we cannot know the tasks given by the teacher.
7. It is pretty good, but sometimes I am still confused because the explanation is not directly or face-to-face.
8. Networking is sometimes good, sometimes not good, and very disturbing the online learning process.
9. There are so many differences. In face-to-face learning we can meet directly with friends and teachers at school and we are also free to ask the teacher about the material that we do not understand. The teacher can also hone students' abilities when offline, much different from the online learning material that can be explained and delivered but in my opinion only a few friends understand about the material provided. So online learning is very ineffective.
10. Yes, I can ask directly through the E-learning Application or via WhatsApp.

Based on the results of subsequent interviews, the researcher concluded that students' learning motivation during the online learning process greatly decreased, because the learning process that was carried out online was not as effective as learning carried out face-to-face. Even so, according to students, the way the teacher provides the material is quite good even though the learning is carried out online. There are several obstacles that are felt by students during the

learning process, namely, poor network connection as well as lack of internet qouta.

Judging from some of the results of the student's answers above, students' learning motivation is existed but lacking. In this case, the learning process should heighten intrinsic motivation as much as possible. The simple thing that teachers who teach should do is to try to keep their students interested in the learning material delivered. In the way of conveying it, the teacher must also attract the attention of students so that they are diligent in learning, so that if students have understood the lessons that have been described, automatically the difficulties faced by students can be solved.

C. Research Discussion

From the description of the data that the researcher has described before, the researcher presents the results of data obtained from research in the field that is adjusted to the purpose of the thesis discussion as follows:

To achieve learning goals, it is necessary to create a more conducive learning environment system (conditions). Learning is an activity carried out by individuals to achieve a change in themselves, while teaching is an effort that creates an environmental system that allows the teaching and learning process to occur. Motivation in teaching and learning are two interrelated things, in learning activities, a student needs motivation because, with the motivation in the student, the student will be more diligent and try as much as he can in the hope of

obtaining cool results. Therefore, the presence of learning motivation will greatly affect the perseverance of students in the learning process.

Based on the results of the research, it is known that class VIII students at MTsN 2 Palu is motivated to learn, but many obstacles made it difficult. Their motivation decreased. Most students studied seriously and diligently in doing the tasks given by the teacher, but some students wanted to learn if they were forced by the teacher, but it did not make the English teacher feel bored in educating and providing motivation to students.

Motivation is the desire to be satisfied. If there is a desire, motivation would arise. Encouragement in the form of needs and interests in something, and encouragement builds students' motivation to learn. Therefore, if there is good intention and intention both from within and from outside, then the student's learning motivation will appear⁵⁴. Based on the results of the research, several factors became obstacles or obstacles to teachers in increasing learning motivation in students, namely the lack of enthusiasm for learning in some students so that the material provided was less well absorbed by the students. Students' learning interest was also an obstacle because a good student must foster interest in certain lessons. Family economic problems were also an obstacle for teachers in increasing student's learning motivation, and some other obstacles such as internet networks and internet qouta which made students lazy to follow learning.

⁵⁴Deli Permata, *Motivasi Belajar Siswa Pada Masa Pandemi Covid-19 Di Smk Negeri 2 Kota Bengkulu* (Skripsi, Jurusan Tarbiyah Dan Tadris Institut Agama Islam Negeri Bengkulu Tahun 2021), 84

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is the last part of thesis, which presents the conclusion of this research and also the researcher suggestions to the further researcher and to the student.

A. Conclusion

From the results of the research conducted by the researcher, it can be concluded that the learning motivation of students in MTsN 2 Palu, namely:

Most students had low motivation during the online learning process. This can be seen from some evidence of answers from interviews conducted by the researcher with students, from the results of the interview there were several obstacle factors felt by students during the online learning process, one of which was the inadequate network that made the material presented by the teacher ineffective. The teacher's constraints in providing learning motivation to class VIII students in MTsN 2 Palu during the pandemic era, some of the students had lack of learning spirit which caused teachers to be good at strategy towards their students when in the process of teaching and learning as for other factors such as family economic problems and less parental relationships.

B. Suggestion

The following are the researcher's suggestions according to the conclusion of this research.

1. For the headmaster

The principal is a person who directly manages the success of education, as the leader of the MTsN 2 Palu school, the principal is expected together with the teacher to provide the best learning motivation to students so that students can be diligent and motivated in following the learning process.

2. For the teacher

Teachers in school, some teachers must make innovations in learning, both in terms of learning motto and strategy. The teachers' innovation can make the learning outcomes better.

3. For the students

Students learn diligently, enterprisingly, and passionately in following the learning process both offline learning and online learning, because having good learning motivation will produce good grades and products of learning.

4. For students' parents

Parents should increase attention, provide guidance and motivation, as well as monitor students in learning, because education is not only the responsibility of a teacher but also the responsibility of parents at home.

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APPENDICES



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Judul II
THE EFFECTIVENESS OF MIND MAPPING TECHNIQUE TO DEVELOP READING COMPREHENSION SKILL IN DESCRIPTIVE TEXT

Judul III
AN ANALYSIS OF STUDENT'S IN WRITING DESCRIPTIVE TEXT

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NOMOR : 54/ TAHUN 2021

TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

- Menimbang : a. bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu, untuk itu dipandang perlu menetapkan pembimbing proposal dan skripsi bagi mahasiswa;
- b. bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;
- c. bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, maka perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
3. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
4. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
5. Peraturan Menteri Agama Nomor 23 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Palu;
6. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
7. Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu Nomor 31/in.13/KP.07.6/01/2021 masa jabatan 2017-2021

MEMUTUSKAN

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU TENTANG PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU

KESATU : Menetapkan saudara :

1. Prof. H. Nurdin, S.Pd., S.Sos., M.Com, Ph.D
2. Afifah, S.Pd., M.Pd

sebagai Pembimbing I dan II bagi Mahasiswa :

Nama : Sri Reski Widya Hastuti
NIM : 17.1.16.0080
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : STUDENTS' MOTIVATION FOR ONLINE ENGLISH LEARNING DURING COVID 19 PANDEMIC OF THE SEVENTH GRADE IN MTSN 2 PALU

KEDUA : Tugas Pembimbing tersebut adalah membimbing dan mengarahkan mahasiswa, mulai penyusunan proposal sampai selesai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;

KETIGA : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA IAIN Palu Tahun Anggaran 2021

KEEMPAT : Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila di kemudian hari ternyata terdapat kekeliruan dalam keputusan ini, maka diadakan perbaikan sebagaimana mestinya

KELIMA : SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di : Palu
Pada Tanggal : 26 Juli 2021

Dekan,


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**KARTU SEMINAR PROPOSAL SKRIPSI
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JURUSAN : TADRIS BAHASA INGGRIS

NO.	HARI/TANGGAL	NAMA	JUDUL SKRIPSI	DOSEN PEMBIMBING	TANDA TANGAN DOSEN PEMBIMBING
1	20.12.2019	Houirani	The effect of anxiety toward students' learning motivation of the eleventh grade at SIMAN 9 Palu	1. Dr. Abdul Gafur Mardani S.Pd., M.Pd. 2. Yuni Amelia S.Pd., M.Pd.	
2	Kamis 16/10/2021	Kasduana	The effectiveness of think-pair-write strategy (TPW) in teaching writing skills on descriptive text	1. Dr. H. Nur Asmawati S.Ag., M.Hum 2. Yuliana, S.S., S.Pd., M.Hum	
3	Kamis 14/09/2020	Rapita	The influence of using poster media on student writing skill at SIMAN 9 Palu.	1. H. Nuraini S.Sos., S.Pd., M.Com.Phd 2. Ana Kusiana, S.Pd., M.Pd.	
4	Senin 30/09/2020	Rahmi	Problematika manajemen pendidikan pada sekolah menengah kejuruan fokus di kompetensi kekomunikatifan para	1. Dr. Athan S. Ag., M. Ag 2. H. Nurkamsi, S. Ag., M. Th. I	
5	Jumat 13/10/2020	RARA Indriyani maras	Pembelajaran adalah aktivitas berbasis virusan mobile pada masa Pandemi Covid-19 di kelas XI IPS	1. Drs. H. Hamzah, M. Pd. I 2. Rizka, S. Pd. I., M. Pd. I	
6	Rabu/18/11/2020	Muathhara	Pengaruh komunikasi pemuda remaja masjid Indonesia dalam pelaksanaan pembinaan guru pembantu TPA di Palu.	1. Dra. Reoliah M.Pd. I 2. Ruzan, S. Ag. M. Pd.	
7	Rabu/18/11/2020	Mdri Yosuzani	DAMPAK PANDEMI COVID-19 TERHADAP PROSES PEMBELAJARAN KECERDASAN EMOSIONAL (KE) DI SMA Negeri 1 Palu	1. Dura. Refectia, M. Pd. I 2. Rustam, S. Pd., M. Pd.	
8	Rabu/30/01/2021	Aldi Saputra	The correlation between student grammar competence and their speaking ability of the eighth grade students in SIMAN 9 Palu.	1. Dr. H. Nur Asmawati S. Ag., M. Hum 2. Yuni Amelia, S. Pd., M. Pd.	
9	Rabu/30/01/2021	Muhammad Rithayah	Penerapan metode orangan dalam meningkatkan keaktifan siswa dalam kelas bahasa Inggris di kelas X IPS di SIMAN 9 Palu.	1. Dr. H. Ramadani, M. Ag 2. Aristadina M. A. S. Ag., M. Ag	
10	Senin 15/03/2021	Moh. Fahir	Self assessment of speaking skill at the second semester of junior English program.	1. Prof. Dr. Rusli S. Ag., M. Soc., Sc 2. Ana Kusiana, S. Pd., M. Pd.	

Catatan : Kartu ini merupakan persyaratan untuk mendaftar seminar menempuh ujian skripsi



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

جامعة داتوكاراما الإسلامية الحكومية بالو

STATE ISLAMIC UNIVERSITY DATOKARAMA PALU

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Website : www.uindatokarama.ac.id, email : humas@uindatokarama.ac.id

Nomor : 774 /Un.24/F.I/PP.00.9/02/2022
Lampiran : -
Hal : Izin Penelitian Untuk
Menyusun Skripsi

Palu, 16 Februari 2022

Yth. Kepala MTS Negeri 2 Palu

Di

Tempat

Assalamualaikum wr.wb.

Dengan hormat, dalam rangka Penyusunan Tugas Akhir (Skripsi) oleh Mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Datokarama Palu :

Nama : Sri Reski Widya Hastuti
NIM : 171160080
Tempat Tanggal Lahir : Jeneponto, 17 Januari 1998
Semester : IX (Sembilan)
Program Studi : Tadris Bahasa Inggris
Alamat : Jl. Tinggede
Judul Skripsi : STUDENTS MOTWATION FOR ONLINE ENGLISH LEARNING
DARING COVID-19 PANDEMIC OF THE EIGHT GRADE IN MTSN
2 PALU
No. HP : 082346902913

Dosen Pembimbing :

1. Prof. H. Nurdin, S.Sos., S.Pd., M.Com., Ph.D.
2. Afifah, M.Pd.

maka bersama ini kami mohon kiranya agar mahasiswa yang bersangkutan dapat diberi izin untuk melaksanakan penelitian di Sekolah yang Bapak/ Ibu Pimpin.

Demikian, atas perkenannya diucapkan terima kasih.

Wassalam,
Tetap,

Dr. H. Askar, M.Pd.
NIP. 196705211993031005



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA PALU
MADRASAH TSANAWIYAH NEGERI 2 KOTAPALU
Jalan Labu No. 28 B Kelurahan Duyu Kec. Tatanga
Telepon (0451) 462195 Email : mtsn2kotapalu@gmail.com

SURAT KETERANGAN MENELITI
Nomor : 79 /mts 22.02.02/PP.005/03/2022

Menindaklanjuti Surat Permohonan Izin Penelitian Dekan Fakultas Tarbiyah dan Ilmu Keguruan
UIN Palu Dengan Nomor : 774/un.24/F.I/PP.00.9/02/2022

Yang bertanda tangan dibawah ini :

Nama : **Hj. Munira, S.Ag**
Nip : 19701002 200003 2 002
Pangkat/Gol : Pembina / IVa
Jabatan : Kepala Madrasah
Unit Kerja : MTs Negeri 2 Kota Palu
Alamat : Jl Labu No 28 B Palu

Dengan ini menerangkan bahwa :

Nama : Sri Reski Widya Hastuti
NIM : 171160080
Program Studi : Tadris Bahasa Inggris

Benar telah melaksanakan penelitian pada Madrasah Tsanawiyah Negeri 2 Kota Palu pada tanggal 16 Februari s/d 07 Maret 2022 dengan judul Penelitian : **"STUDENTS' MOTIVATION FOR ONLINE ENGLISH LEARNING DARING COVID-19 PANDEMIC OF THE EIGHT GRADE IN MTsN 2 PALU"**

Demikian surat keterangan ini dibuat untuk di ketahui dan dipergunakan sebagaimana mestinya

Palu, 9 Maret 2022
Kepala

Hj. Munira, S.Ag
NIP. 19701002 200003 2 002

Appendix 8

DATA DESCRIPTION RESPONDENTS AT MTsN 2 PALU

No	Name/Initial	Description
1	Trisnawati Basiradanuwijaya, S.P.d, M.Pd.	English Teacher
2	PN	Class VIII A
3	TN	Class VIII A
4	IS	Class VIII A
5	SH	Class VIII A
6	AP	Class VIII A
7	TA	Class VIII A
8	RED	Class VIII A
9	AR	Class VIII A
10	MR	Class VIII A
11	RAH	Class VIII A
12	MHA	Class VIII A
13	RMS	Class VIII A
14	AS	Class VIII B
15	NIF	Class VIII B
16	NH	Class VIII B
17	AI	Class VIII B
18	LR	Class VIII B
19	MCD	Class VIII B

20	JUN	Class VIII B
21	NQA	Class VIII B
22	MI	Class VIII B
23	SA	Class VIII B
24	MJA	Class VIII B
25	FA	Class VIII B
26	HIK	Class VIII C
27	SANF	Class VIII C
28	MNA	Class VIII C
29	FAR	Class VIII C
30	NM	Class VIII C
31	AAA	Class VIII C
32	MGP	Class VIII C
33	MAR	Class VIII C
34	MP	Class VIII C
35	DPU	Class VIII C
36	AN	Class VIII C
37	MUZ	Class VIII C
38	GH	Class VIII D
39	FAW	Class VIII D
40	GNA	Class VIII D
41	RF	Class VIII D

42	NI	Class VIII D
43	NAA	Class VIII D
44	MA	Class VIII D
45	SNZ	Class VIII D
46	SK	Class VIII D
47	MUH	Class VIII D
48	AAF	Class VIII D
49	RM	Class VIII D
50	NZ	Class VIII E
51	MIA	Class VIII E
52	SAB	Class VIII E
53	MAS	Class VIII E
54	MUL	Class VIII E
55	ALY	Class VIII E
56	WIL	Class VIII E
57	FIR	Class VIII E
58	MAR	Class VIII E
59	MAA	Class VIII E
60	RR	Class VIII E
61	MAH	Class VIII E
62	SAS	Class VIII F
63	FH	Class VIII F

64	NR	Class VIII F
65	CHA	Class VIII F
66	SR	Class VIII F
67	RA	Class VIII F
68	NUR	Class VIII F
69	ASP	Class VIII F
70	SKC	Class VIII F
71	QAQ	Class VIII F
72	MFF	Class VIII F
73	DKAP	Class VIII G
74	ZH	Class VIII G
75	HA	Class VIII G
76	AR	Class VIII G
77	MAH	Class VIII G
78	NA	Class VIII G
79	NIM	Class VIII G
80	IMAP	Class VIII G
81	SAN	Class VIII G
82	FNAB	Class VIII G
83	RMS	Class VIII G

Appendix 9

A. INTERVIEW GUIDELINES

1. INTERVIEW WITH ENGLISH TEACHER AT MTsN 2 PALU

- 1) How is the process of learning English conducted online in grade eight at MTsN 2 Palu?
- 2) Do you think that learning at this school is in accordance with the existing curriculum?
- 3) How is the student's learning motivation when participating in the learning process of online English?
- 4) How do you motivate students to take part in learning online English?
- 5) Are there any obstacles in increasing student's motivation when participating in learning online English?

Appendix 10

B. INTERVIEW WITH STUDENTS AT MTsN 2 PALU

- 1) In your opinion, how is the process of learning English conducted online by the teacher?
- 2) In your opinion, how do you think teachers provide English learning materials online?
- 3) Are you motivated by the online learning of English by the teacher?
- 4) Are there any factors that influence your learning motivation in following the process of learning English online?
- 5) Does your motivation to learn decrease during the learning process of English online?
- 6) What obstacles do you often encounter when learning online?
- 7) In your opinion, is the learning material delivered well in the online learning process?
- 8) What do you think about network connections when learning online?
- 9) How do you feel the difference between online learning and face-to-face learning?
- 10) With this online learning, can you ask the teacher about learning problems independently?

Appendix 11

INTERVIEW TRANSCRIPT

1. Transcript of researcher interview with English teacher at MTsN 2 Palu

Name : Trisnawati Basiradanuwijaya, S.P.d, M.Pd.

Day/Date : Tuesday, 1 March 2022

Time : 10:00 - 11:00

Place : MTsN 2 Palu

Researcher	How is the process of learning English conducted online in grade eight at MTsN 2 Palu?
Teacher	Online learning has been going on since 16 March 2020. Last week we went offline but because something else happened, we had to go back online. Actually learning at MTsN 2 Palu is by using the E-Learning application. In the application, all students can see the material sent by the teacher in their respective field of study. The online learning process is carried out by sending material and student assignments to applications that have been provided at school, namely the E-Learning application or students can also send assignments via the WhatsApp application, where we as teachers create one group in each class so that the children easier to do and submit the assigned tasks. Only the problem of online learning is that students must use automatic cellphones. There must be a quota. In contrast to students who have wifi at home, the obstacles faced by these students may just be lazy. Even though they can open it, sometimes students are very lazy to open the application. So to be honest, online learning is not very effective for many students. Maybe only 50% of students want to study seriously, because maybe these students have a quota but are lazy and only a few fill out the attendance list for the E-Learning application and it is not uncommon for some students to fill in attendance until late.
Researcher	Do you think that learning at this school is in accordance with the existing curriculum?
Teacher	Yes, we use the existing curriculum, which is an emergency curriculum from the government during this

	online learning.
Researcher	How is the student's learning motivation when participating in the learning process of online English?
Teacher	Since online learning, students' learning motivation can be said to be quite lacking while face-to-face learning alone the motivation of student learning is less especially this online learning.
Researcher	How do you motivate students to take part in learning online English?
Teacher	Heavy, because we have conveyed as much as possible to motivate students, but indeed the situation is very difficult. While face-to-face learning alone is difficult especially online learning like now, we cannot see students directly especially when the teacher sends a learning video in the E-Learning application. After that we direct students to open the video and then recorded what is conveyed, but still only a few students do. So, when being asked how to motivate our students to return to each other's people at home, it is just that we cannot see how the actual parents respond. So teachers cannot do much when students are at home. So, we leave 90% of the student's condition to his parents because they know their activities, from studying, doing assignments, etc.
Researcher	Are there any obstacles in increasing student's motivation when participating in learning online English?
Teacher	The obstacle as I have explained in the previous question, is online learning, students are at home automatically fully supervised by parents, we as teachers only as much as possible convey directions through WhatsApp and the E-Learning application. The obstacles are the laziness of students, qouta, students who do not have a cellphone, etc.

Appendix 12

2. Transcript of researcher interview with student at MTsN 2 Palu

Name : SR
Day/Date : Thursday, February 17, 2022
Time : 13:00-13:30
Place : Via Online WhatsApp

Researcher	In your opinion, how is the process of learning English conducted online by the teacher?
Student	Less effective because sometimes many still do not understand the material but the time is limited.
Researcher	In your opinion, how do you think teachers provide English learning materials online?
Student	Well, the material is easy to understand when the network is good.
Researcher	Are you motivated by the online learning of English by the teacher?
Student	For me, it's not because online learning is difficult to understand.
Researcher	Are there any factors that influence your learning motivation in following the process of learning English online?
Student	There is, a lack of understanding when learning online because it is not explained in more detail.
Researcher	Does your motivation to learn decrease during the learning process of English online?
Student	Yes, because online learning in my opinion is not optimal.
Researcher	What obstacles do you often encounter when learning online?
Student	Laziness, network, and mobile phone constraints
Researcher	In your opinion, is the learning material delivered well in the online learning process?
Student	No, because when the internet network is not good, it will be difficult to declare the teacher when explaining online.
Researcher	What do you think about network connections when learning online?
Student	In my opinion, a network connection is sometimes fine and sometimes it's the other way around, sometimes

	it's also the network connection of the teacher that interferes, which sometimes makes learning disrupted.
Researcher	How do you feel the difference between online learning and face-to-face learning?
Student	When studying face-to-face, I feel that learning is more optimal, free to ask questions and also discipline in doing assignments. Meanwhile, online learning makes it difficult for me to understand the material provided by the teacher.
Researcher	With this online learning, can you ask the teacher about learning problems independently?
Student	Sometimes I want to ask when I don't understand, but I am afraid of disturbing the teacher's time.

3. Transcript of researcher interview with student at MTsN 2 Palu

Name : SH

Day/Date : Saturday, February 19, 2022

Time : 13:00-13:30

Place : Via Online WhatsApp

Researcher	In your opinion, how is the process of learning English conducted online by the teacher?
Student	I think it's pretty good, although there are obstacles that interfere with the online learning process, one of which is like an ugly network.
Researcher	In your opinion, how do you think teachers provide English learning materials online?
Student	I think it is pretty good, because the teacher provides material via WhatsApp and also in E-learning and is still easy to understand.
Researcher	Are you motivated by the online learning of English by the teacher?
Student	No, because in my opinion, online learning is very boring and the material provided by the teacher is difficult to understand.
Researcher	Are there any factors that influence your learning motivation in following the process of learning English online?
Student	There is, a lack of understanding of the tasks given and some other factors such as poor networking.

Researcher	Does your motivation to learn decrease during the learning process of English online?
Student	Yes, because I have difficulty understanding the material provided online.
Researcher	What obstacles do you often encounter when learning online?
Student	One of the obstacles is the poor network when learning takes place through via zoom.
Researcher	In your opinion, is the learning material delivered well in the online learning process?
Student	The material is conveyed well but the network is sometimes not good, which makes me unable to understand the material provided.
Researcher	What do you think about network connections when learning online?
Student	Poor network connections greatly disrupt the learning process.
Researcher	How do you feel the difference between online learning and face-to-face learning?
Student	Online learning itself makes it difficult for me to understand the material delivered compared to face-to-face learning the material is easy to understand because we can face to face in person.
Researcher	With this online learning, can you ask the teacher about learning problems independently?
Student	Yes, I can ask independently with the teacher via WhatsApp.

4. Transcript of researcher interview with student at MTsN 2 Palu

Name : SNZ

Day/Date : Monday, 21 February 2022

Time : 13:00-13:30

Place : Via Online WhatsApp

Researcher	In your opinion, how is the process of learning English conducted online by the teacher?
Student	Not bad even though it is less effective, and sometimes I also lack understanding because teachers sometimes only give learning videos without explaining.

Researcher	In your opinion, how do you think teachers provide English learning materials online?
Student	In my opinion, it is quite good, it is quite easy to understand even though the material is clearly online.
Researcher	Are you motivated by the online learning of English by the teacher?
Student	Of course, because learning English is so interesting that it can impress and be motivated.
Researcher	Are there any factors that influence your learning motivation in following the process of learning English online?
Student	Yes, if the teaching materials given are less attractive.
Researcher	Does your motivation to learn decrease during the learning process of English online?
Student	Yes, because online learning that makes us only at home, makes me lazy.
Researcher	What obstacles do you often encounter when learning online?
Student	Not a good network connection.
Researcher	In your opinion, is the learning material delivered well in the online learning process?
Student	Pretty good, but sometimes I'm still confused because the explanation is not directly or face-to-face.
Researcher	What do you think about network connections when learning online?
Student	Sometimes it is good but if the weather is not good it will greatly impact the coection of the network.
Researcher	How do you feel the difference between online learning and face-to-face learning?
Student	At the time of face-to-face learning, the material is more quickly understood differently with online learning.
Researcher	With this online learning, can you ask the teacher about learning problems independently?
Student	Yes, I can ask the teacher independently or ask the class group provided by the teacher.

5. Transcript of researcher interview with student at MTsN 2 Palu

Name : AS

Day/Date : Wednesday, 23 February 2022

Time : 13:00-13:30

Place : Via Online WhatsApp

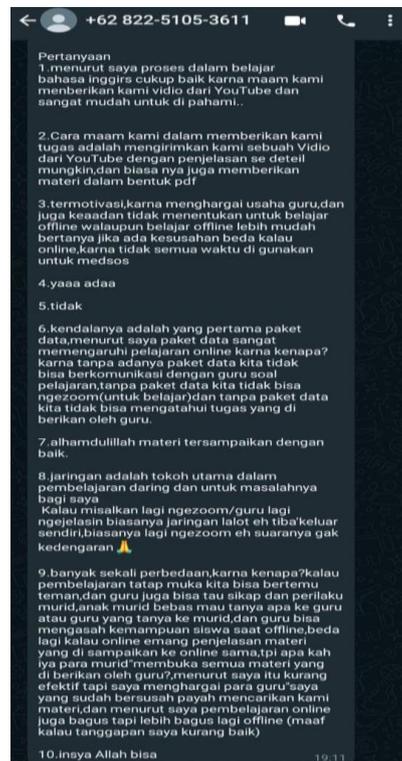
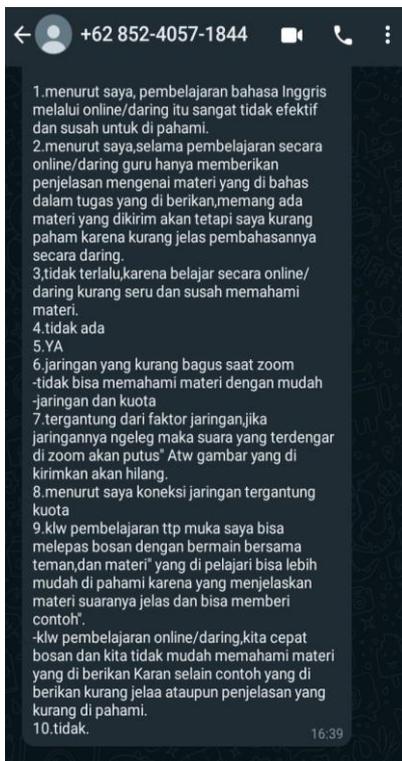
Researcher	In your opinion, how is the process of learning English conducted online by the teacher?
Student	It's a little hard to understand, here I can not catch the explanations that are usually sent in e-learning or WhatsApp.
Researcher	In your opinion, how do you think teachers provide English learning materials online?
Student	Good and not forgetting also the teacher explained, but I sometimes can not catch the explanation because the learning is online.
Researcher	Are you motivated by the online learning of English by the teacher?
Student	Not really, but online learning is heavy and not easy to understand.
Researcher	Are there any factors that influence your learning motivation in following the process of learning English online?
Student	Maybe the factor is just laziness and sometimes poor tissue.
Researcher	Does your motivation to learn decrease during the learning process of English online?
Student	Yes, but it doesn't greatly reduce my motivation to learn English.
Researcher	What obstacles do you often encounter when learning online?
Student	Not too much maybe just a Wifi connection that is sometimes problematic so it is difficult to see the explanation or anything in E-Learning.
Researcher	In your opinion, is the learning material delivered well in the online learning process?
Student	Yes, pretty good.
Researcher	What do you think about network connections when learning online?
Student	Sometimes the network is good, sometimes it is not, this is an obstacle in the online learning process.

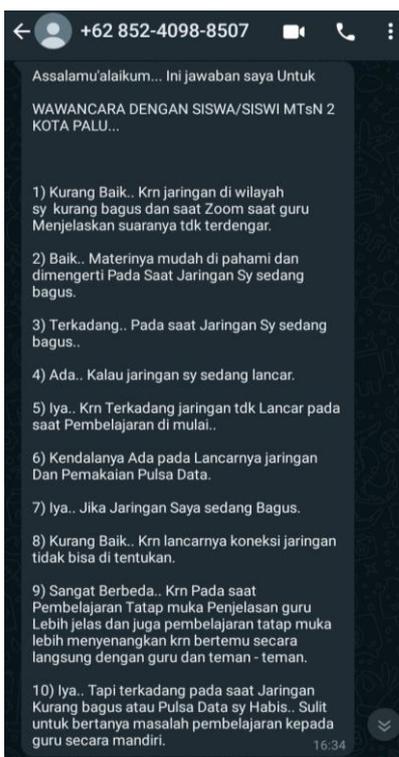
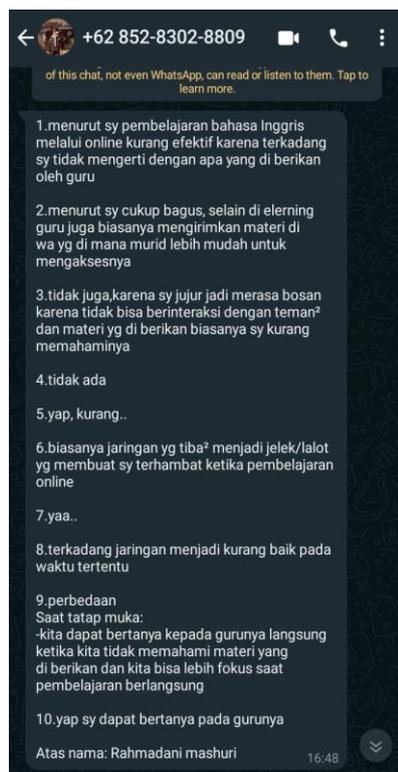
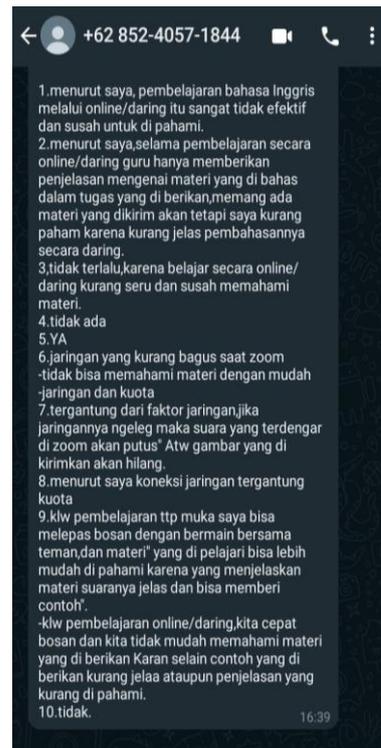
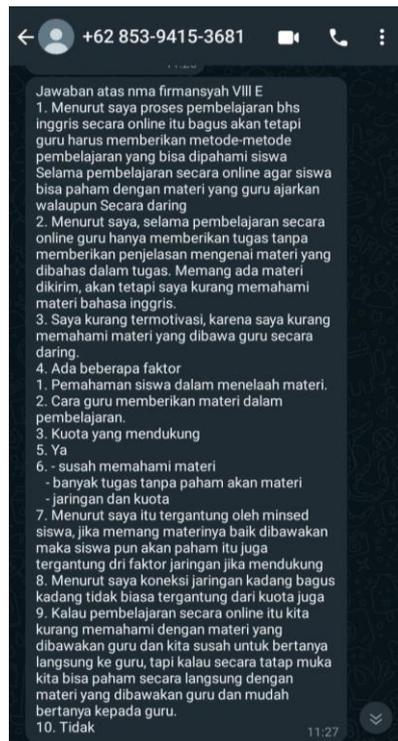
Researcher	How do you feel the difference between online learning and face-to-face learning?
Student	Online learning makes us not very familiar with the material provided while at the time of (PTM) is very good, because we can listen directly to the explanation of the material from the teacher, and can be more focused, therefore we easily capture the material provided.
Researcher	With this online learning, can you ask the teacher about learning problems independently?
Student	Yes, if there is something that is not understood or lacks understanding, I can ask directly with the teacher online.

DOCUMENTATION

Appendix 13

DOCUMENTATION





Interview results with students' eighth grade at MTsN 2 Palu use via online (WhatsApp)



Researcher interview with English teachers



Request a school profile at MTsN 2 Palu



Structure MTsN 2 Palu

CURRICULUM VITAE

A. Researcher Identity

Personal

Name : Sri Reski Widya Hastuti
Date of Birth : Jeneponto, 17 January 1998
Gender : Female
Religion : Islam
Department : English Study Program
Faculty : Tarbiyah and Teacher Training Faculty
NIM : 17.1.16.0080
Email : srireskiwidya17@gmail.com
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Father

Name : H.Nurdin, S.Pd., M.Pd.
Date of Birth : Makassar, 05 August 1976
Education : S2
Address : Jeneponto

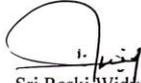
Mother

Name : Hj. Rabintang (Alm)
Date of Birth : Jeneponto, 10 June 1968
Education : S1
Address : Jeneponto

B. Education Details

SD/MI, Graduated year : SD Negeri 13 Rumbia, 2010
SMP/MTs, Graduated year : SMP Negeri 1 Rumbia, 2013
SMK/MA Graduated year : SMK Negeri 2 Jeneponto, 2016

Palu, 24 November 2022
The Researcher,


Sri Reski Widya Hastuti
17.1.16.0080