CHAPTER I

INTRODUCTION

1.1 Background of the Study

In December 2019, there was an outbreak of a disease in Wuhan, China caused by a virus called Covid-19. This virus is a type of virus that spreads very quickly and attacks the human respiratory system. Until early 2020, the whole world was infected with this virus. Indonesia was also hit by the virus outbreak. As a result of this virus, governments in various countries have implemented the application. The Law of the Republic of Indonesia Number 6 of 2018 states that Health Quarantine is the activity of separating someone who is exposed to an infectious disease as regulated in the legislation even though he has not shown symptoms to prevent the possibility of transmitting it to people around him work and learning must be done from home.

Education is the most important aspect to generate good quality resources, if the education system in a country can be implemented well, then the country will produce good human resources as well. Law Number 20 of 2003 states that education is a conscious and planned effort carried out by educators through guidance, teaching, and training to create a learning process and learning atmosphere so that students are active to achieve mature personalities. Educational activities in Indonesia are basic education, secondary education, senior secondary education, vocational secondary education as well as government and private higher education. Education can develop one's character through various kinds of

activities, such as character development, inculcation of values, training in moral values, and so on.

To deal with this, the Ministry of Education and Culture has made several efforts, namely by providing learning houses and online education services that can be accessed easily and for free. Then in collaboration with the TVRI television channel to provide learning programs, the goal is that areas that are difficult to get internet access can be affordable and minimize the cost of buying internet credit. Not only that, the Ministry of Education and Culture also provides free internet credit to support learning activities at home. According to Panigrahi et al., (2018) online learning has many benefits for students because they can adjust the speed of the learning process according to their abilities. Learning systems can be divided into several types, one of which is an online learning system. Based on the current pandemic conditions, every educational unit is encouraged to carry out online learning.

In online learning, the learning pattern that was originally face-to-face became a virtual face-to-face learning pattern (Anugrahana, 2020), so that each educational unit must innovate in developing learning media to encourage student motivation to stay enthusiastic in the learning process.

In its application, online learning cannot be separated from its advantages and disadvantages (Yuliani et al., 2020). The advantages of online learning are (1) Educational institutions can follow technological developments well, pay attention to the need for learning facilities that are suitable with online learning, can control their management information system, and invite teachers to be able to innovate in learning. (2) Students master technology more, practice independence and

responsibility, save time used, can use gadgets well. (3) Parents can monitor their children's learning process and can even accompany their children's learning activities. (4) It is profitable for several companies that play a very important role in supporting online learning, such as internet service providers, electronic companies, and application development companies.

While the weaknesses of online learning include, (1) Health for the implementers of online learning will decline if it is not balanced with nutritious food and adequate exercise, (2) Schools must prepare everything quickly and require a lot of money, (3) Teachers are required can master various learning applications, (4) Students cannot interact directly with their friends and teachers, this will eventually make students feel bored and cannot carry out learning well.

In the learning process, some factors that influence learning. According to Slameto (2015: 54) "Factors that affect learning are of many types but can be classified into two groups, namely internal and external factors". Internal factors are factors that come from within oneself or from within the individual who is learning. Internal factors are classified into physical factors including health, healthy means in good condition, all parts of the body free from disease. A person's health affects his learning. A person's learning process will be disrupted if his health is disturbed. Psychological factors include (1) Intelligence, psycho-physical ability to react to stimuli or adapt to the environment through appropriate means. (2) Interest, a sense of preference, a sense of attachment to a thing or activity without anyone telling. This interest is always followed by a feeling of pleasure which finally gets satisfaction. (3) Talent, is a potential or basic skill that is brought from birth.

Each individual has different talents, for example, some are talented in painting, mathematics, physics, others. (4) Motivation, a person's encouragement to do activities or do something so that the goal can be achieved. (5) Attention, student activity is shown in the subjects delivered by the teacher to improve student learning outcomes. (6) Readiness, giving a response or reaction, this readiness arises from within a person and is also related to maturity.

Motivation is a psychological urge to take any action in achieving the goals that have been set (Badaruddin, 2015). Learning motivation can be said as an encouragement that arises both from outside and from within students to behave in achieving success in learning. High learning motivation will make students more enthusiastic and more passionate about learning so that motivation must be instilled in students from an early age so that students feel happier in learning without any coercion or pressure. Motivation to learn starts from the goals to be achieved by each individual. If the individual is determined to achieve the goals that have been set, then he will consciously form motivation. This will make the individual always comfortable in his learning activities and have a high spirit and be able to solve problems when facing difficulties in learning. This is very different from an individual who does not understand the goal, of course, there will be no motivation in him. So that in each learning process the individual only learns according to the demands given from the outside.

Based on the results of research conducted by the author in mid-August 2020 in class X MIA 1 and X MIA 2 via Zoom during English subjects, the motivation to learn English for class X MIA 1 students during the pandemic is in the category of very high motivation with a percentage of 80% while in the category

of low motivation 2%. Analysis of the average value in the class got an average of above 88 in the very good category. Meanwhile, students' motivation to learn English in class X MIA 2 is in the fairly high category with a percentage of 65%. Analysis of the average value in the class got an average of above 75 in the good category.

This means that online learning does not reduce students' motivation and enthusiasm for learning, they are more motivated to learn because more content creators make very interesting learning video content so that students are more interested in learning English.

Based on the explanation above, the writer will conduct the study with the title **"AN ANALYSIS STUDENTS' MOTIVATION IN LEARNING ENGLISH DURING THE PANDEMIC COVID-19"**.

1.2 The Problem of the Study

Based on the background above, the following problems can be formulated: What are students' motivation in learning English during the pandemic covid-19.

1.3 The Objective of the Study

The objective of the study is to find out and describe students' motivation in learning English during the pandemic covid-19.

1.4 The Scope of the Study

Based on the background of the problem and the formulation of the problem above, the scope of the research is "An Analysis Students' Motivation In Learning English During The Pandemic Covid-19".

1.5 The Significance of the Study

The results of this study are expected to be useful for other people. There are two kinds of significances in this study :

1.5.1   Theoretically

The writer concludes that this research can add insight, knowledge factors, and become a reference material about student motivations in learning English.

1.5.2   Practically

1. For students, students are expected to have high motivation and enthusiasm in learning English.

2. For teachers, this research is expected to be a reference for a teacher to increase students' motivation to learn English.

3. For other writers, this research is expected to be used as a reference to support other writers who are interested in researching with the same theme   or   purpose.

CHAPTER II

REVIEW OF LITERATURE

The writer needs some theories to support, to explain the concepts or the terms in conducting this study. The theoretical framework is needed to explain clearly the terms relates to this study.   Those theoretical will be presented as follows.

2.1 Learning

2.1.1   Defenition of Learning

Sumiati et al (2009:38) stated that learning is defined as a process of behavior change, as a result of the interaction of individuals with their environment. Evelin Siregar et al (2011: 3) stated that learning is a complex process that occurs in all human beings that is lifelong from infancy to the final resting place. Hamzah B. Uno (2011:194) stated that learning is a process or interaction that is carried out by someone in obtaining something new in the form of changes in behavior as a result of the experiences themselves.From some of the definitions of learning above, the writer concludes that learning is an activity that has been done by a person to gain an understanding, or new knowledge that allows changes in behavior in thinking, feeling, and others.

2.1.2   Factors Affecting of Learning

Learning is influenced by several factors that influence it. These factors come from within the students and from outside the students themselves. Here are some expert opinions that explain the factors that influence learning.

Muhibbin Syah (2008: 132) in his book "educational psychology" explained that learning is influenced by 3 factors, namely internal factors, external factors and learning approach factors.

1. External factors

    External factors are divided into 2 types, namely social environmental factors and non-social environmental factors.

    1) Social environment

        The social environment includes the environment of parents, family, school, and community. The social environment that most plays a role and influences student learning activities is the environment of parents and families. Students as children will imitate a lot from their immediate environments such as the nature of their parents, the values taught by their parents, and family background. All of these can have a good or bad impact on learning activities and student achievement. The school's social environment includes teachers who must show sympathetic attitudes and behavior and become role models in learning, administrative staff in the school environment, and friends at school who can influence students' enthusiasm for learning. The community environment is also very influential because students are also in community groups, playmates, and activities in social life and daily interactions can affect learning achievement.

    2) Non-social factors.

        Factors that include a non-social environment are school buildings and their shape, residential houses, learning tools, weather conditions, and student   study   time.

2. Learning approach factors

The learning approach factor also affects the success in the learning process. Muhibbin Syah (2008:139) explained that the learning approach is grouped into 3, namely the surface approach (surface/external and influenced by external factors), the deep approach (deep and comes from within the individual), and the achieving approach (high achievement/personal ambition).

3. Internal factors

Internal factors are factors or causes that come from within each individual, such as physiological aspects and psychological aspects.

1) Physiological aspects

Physiological aspects include physical conditions and stamina that increase the fitness of the body's organs and can affect the enthusiasm and intensity of student learning. Weak body conditions will affect the quality of student learning, so it is necessary to intake nutrients from food and drinks so that these conditions are maintained. In addition, adequate rest and exercise must be considered and carried out regularly.

2) Psychological aspects

Many factors are included in the psychological aspect that can affect the quantity and quality of learning, such as intelligence, aptitude, talent, interest, and motivation.

1. Level of intelligence or intelligence (IQ)

The level of intelligence will determine the level of success in learning. The higher the intelligence ability of students, the greater the chance of

success, but on the contrary, the lower the intelligence of students, the smaller the chances of success.

2. Attitude is an internal symptom that tends to respond or react in a relatively fixed way to people, goods and so on, either positively or negatively. The attitude of students who respond positively is a good start for the learning process that will take place, while a negative attitude towards the teacher or lesson, especially accompanied by an attitude of hatred, will have an impact on achieving learning outcomes or learning achievements that are less than optimal.

3. Talent. Every individual who has talent will have the potential to achieve achievement at a certain level according to their respective capacities. Talent will affect the level of learning achievement.

4. Interest can be interpreted as interest, excitement, or high desire for something. Interests can affect student learning outcomes, for example, students who have an interest in mathematics will be more focused and intensive in that field so that it is possible to achieve satisfactory results.

5. Motivation is an internal state that encourages someone to do something or provide energy to behave in a directed manner. Motivation can come from within each individual and come from outside the individual.

2.1.3 Learning English

Harun Rasyid et al (2009:126) stated that language is a structure and meaning that is free from its users as a sign that concludes a goal. Brumfit (2001:35) stated that English is an international language that is the most widespread medium of international communication. David Crystal (2000:1) stated that English is a

global language. This statement means that English is used by a country to communicate with other countries on earth. So English is a global language and an international language.

English is an international language that plays an important role in communicating with the outside world to be able to absorb various kinds of science, information, and technology. So from some of the definitions above, the writer concludes that learning English is the ability to communicate in English both orally and in writing. You can interact with other people around the world where English is an international language.

2.2 Motivation

2.2.1 Definition of Motivation

Motivation is an impulse from within humans that functions to direct, move and maintain behavior in order to be able to do something with a conscious effort to achieve a certain goal or result. Hamzah B. Uno (2011: 23) stated that learning motivation is an internal and external encouragement for students who are learning to make a change in behavior, with several indicators or supporting elements. Dimyati and Mudjiono (2009:80) motivation is a mental force that encourages learning or a mental impulse that moves and directs human behavior (learning behavior). Muhibbin Syah (2013:158) said that learning motivation is the overall stimulus that exists within students that causes learning activities and ensures the continuity of learning activities, so that the desired goals can be achieved. Based on some of the opinions above, the writer concludes that motivation is an encouragement or stimulant that makes someone do his job happily without any coercion to work well to produce something satisfying.

2.2.2 Characteristics of Motivation

Sardiman A.M (2005:83) stated that the motivation that exists in each person has the following characteristics:

1. Diligent in doing the task, can work continuously for a long time and does not stop before finishing.

2. Don't give up easily. Does not require external encouragement to perform as well as possible and is not easily satisfied with the achievements he has achieved.

3. Interest in various other fields, such as religion, politics, economics, eradicating corruption, crimes against any crime, and so on.

4. Prefer to work independently.

5. Quickly get bored with routine tasks such as mechanical things, only repetitive, so they feel less creative.

6. Can defend his opinion if you believe in something.

7. It is not easy to let go of what you already believe.

8. Happy to find and solve problems.

Hamzah B. Uno (2008:23) stated that the characteristics of learning motivation are as follows:

1. There is a desire and desire to succeed.

2. There is encouragement and need in learning.

3. There are hopes and aspirations for the future.

4. There is an appreciation in learning.

5. There are interesting activities in learning.

2.2.3 The Purpose of Motivation

The purpose of motivation, in general, is to move or inspire someone so that their desire and willingness to do something can arise so that they can get results or achieve certain goals (Ngalim Purwanto, 2003: 73). Motivating actions will be more successful if the goals are clear and recognized by the person being motivated and by the needs of the person being motivated. Therefore, everyone who will provide motivation must really know and understand the life background, needs, and personality of the person to be motivated.

Danang Sunyoto (2013: 17-18) states that the goals of motivation are as follows:

1. Encouraging students' passion and enthusiasm for learning.

2. Improving students' morale and learning satisfaction.

3. Increase student learning productivity.

4. Maintaining student loyalty and stability.

5. Improve discipline and reduce student absenteeism.

6. Streamline student procurement.

7. Create a comfortable learning atmosphere.

8. Increase students' creativity and participation.

9. Improving the level of student welfare.

10. Enhancing students' sense of responsibility towards their assignments.

2.2.4 The Function of Motivation

Sardiman A.M (2005: 85) stated that there are three functions of motivation, namely:

1. Encouraging humans to act, so as a driving force or motor that releases energy. Motivation in this case is the driving force of any activity to be carried out.

2. Determine the direction of the action, namely towards the goal to be achieved. Thus motivation can provide direction and activities that must be carried out by the formulated goals.

3. Selecting actions, namely determining what actions must be carried out in harmony to achieve the goal, by setting aside actions that are not useful for that goal. A student will face an exam in the hope of passing it, of course, he will carry out learning activities and will not spend it.

Sukmadinata (2011: 62) stated that motivation has 2 functions, namely:

1. Directing (directional function)

In directing activities, motivation plays a role in bringing individuals closer or away from the goals to be achieved. If the goal or goal is something that the individual wants, then motivation plays a closer role. Meanwhile, if the target is not desired by the individual, then motivation plays a role in moving away from the target.

2. Activating and increasing activities (activating and energizing function)

An action or activity that has no motive or motive is very weak, will be carried out with no seriousness, without direction, and likely will not bring results. Conversely, if the motivation is big or strong, it will be done sincerely, directed, and full of enthusiasm, so that the chances of success are greater.

Based on the above understanding, it can be concluded that the function of motivation is to encourage someone to be able to do something and to get achievements   for   what   has   been   done.

2.2.5 Factors Affecting Motivation

Oemar Hamalik in the book Curriculum and Learning (2003:121) stated that there are several factors that influence motivation, both intrinsic motivation and extrinsic motivation including:

1. The level of student awareness of learning needs that encourage behavior and awareness of the learning objectives to be achieved.

2. The attitude of the teacher in the classroom, the teacher who is wise and always stimulates students to act in the right direction is a clear and meaningful goal for the class.

3. The influence of student groups. If the influence of the group is too strong then the motivation is more likely to be extrinsic.

4. The class atmosphere also affects the students' motivation to learn.

2.2.6 Kinds of Motivation

Sri Hapsari (2005: 74) divided motivation into two types, namely internal motivation, and external motivation by defining the two types of motivation as follows: Internal motivation is a form of learning motivation that comes from within a person and does not need external stimulation. Meanwhile, external motivation is the motivation to learn that comes from outside oneself. From the above understanding, it can be concluded that learning motivation consists of 2 types, namely Internal Motivation, and External Motivation. Where internal motivation is an impetus that comes from the individual's initiative that makes the person have the desire and effort to learn from within himself without coercion. External motivation is a drive that comes from outside the individual, usually, external motivation   is   only   temporary.

1. **Internal Motivation**

Syaiful Bahri (2002: 115) stated that internal motivation, namely motives that become active or function do not require external stimulation, because within each individual there is an impetus to do something. In line with the above opinion, in her article Siti Sumarni (2005:18) stated that internal motivation is a motivation that arises from within a person. Meanwhile, M. Sobry Sutikno (2013:70) defined internal motivation as motivation that arises from within the individual himself without coercion or encouragement from others but based on his own will. From some of these opinions, it can be concluded that internal motivation is a motivation that arises from within a person without requiring external stimulation.

For example, a student who studies, because he wants to acquire knowledge, values, or skills to change his behavior, without any other purpose. Intrinsic motivation participates in learning situations and fulfills the needs and goals of students. That is why internal motivation can also be said as a form of motivation where learning activities are started and continued based on internal encouragement and related to learning activities.

2. **External Motivation**

Sardiman A.M (2005: 90) stated that extrinsic motivation is active motives and functions because of external stimuli. Meanwhile, M. Sobry Sutikno (2013:70) external motivation is motivation that arises as a result of influences from outside the individual, either in the form of invitations, orders, or even coercion from others so that under these circumstances students want to do something. External motivation is needed in learning activities because not all learning in schools can

attract students' interest. From some of the opinions above, it can be concluded that external motivation is motivation that arises and functions due to external influences.

For example, someone studies because they know that tomorrow there will be a test in the hope of getting a good grade so that they will be praised by their teacher or friends or maybe someone is studious to get the prize their parents promised. So, the purpose of learning is not to gain knowledge or knowledge, but to get good grades, praise or gifts from others. He studied for fear of punishment from teachers or parents. Learning time that is not clear and depends on the surrounding environment can also be an example that someone learns because of external motivation.

2.2.7 Motivational Aspects

Hamzah B. Uno (2007:23) stated that learning motivation is divided into 2, namely internal encouragement (intrinsic motivation) and external encouragement (extrinsic motivation). The type of learning motivation will be used as an aspect in making the instrument. There are no revealing several indicators that support learning motivation as follows:

1. Internal motivation

    1) The desire and desire to succeed

    Students who have learning motivation are characterized by a strong desire and desire in students to obtain good achievements in school. Student achievement can be seen from the ability of students to master the subject matter and get high marks in their learning outcomes. In addition, students will also look active during

teaching and learning activities. Students who are motivated to learn will always try their best to achieve success in learning.

This explanation is supported by Syaiful Bahri Djamarah (2011:166) who revealed that the desire to learn means that students have the motivation to learn, so the results will certainly be better than students who have the desire to learn.

2) There is encouragement and need in learning

Students' learning motivation is marked by the presence of encouragement in themselves or students' interest in learning activities at school. Students who are interested in learning will take part in teaching and learning activities with pleasure without coercion so that students assume that learning is a necessity, not just an obligation. Syaiful Bahri Djamarah (2011:154) stated that motivation is closely related to the need for learning. The need that cannot be avoided by students is the desire to know knowledge, that is why students learn.

3) There are hopes and aspirations for the future.

Students who have learning motivation are characterized by their hopes and aspirations in the future. There is a description and goals that explain the available times. In addition, students also have high expectations so that their goals can be realized. The expectations possessed by these students can foster student learning motivation. Syaiful Bahri Djamarah (2002:116) if a person has intrinsic motivation within himself, then he will consciously do an activity that does not require motivation from outside himself. In learning activities, intrinsic motivation is needed, especially self-study. Someone who does not have intrinsic motivation is very difficult to carry out continuous learning activities. Someone who has intrinsic motivation always wants to progress in learning.

2. External Motivation

   1) There is an appreciation in learning

   To foster learning motivation in students, one of the things that teachers or parents can do is to reward students' learning success. The award can be in the form of a compliment or a small gift for students. With this award, students will feel more appreciated and feel that what they are doing is right so that the student will do it again. Syaiful Bahri Djamarah (2011: 160) argued that a gift is giving something to someone else as a form of appreciation or memento/souvenir. In the world of education, gifts can be used as a motivational tool.

   Prizes can be given to children who have high achievements, rank one, and so on. In addition, Syaiful Bahri Djamarah (2011:164) also revealed that praise that is said at the right time can be used as a motivational tool. Praise is a form of positive reinforcement as well as good motivation.

   2) There are interesting activities in learning.

   Growing student learning motivation is not easy. Students need to be given interesting and new activities in teaching and learning at school. With these interesting activities, students feel not bored, happy, and more enthusiastic about learning. Mohamad Surya (2004: 53) explained that teachers are required to be able to improve the quality of student learning in the form of learning activities in such a way as to produce independent individuals. Varied teaching methods can make students happier and more enthusiastic in learning so that they can provide better learning   outcomes.

3) There is a conducive learning environment

A conducive and comfortable learning environment can enable students to learn well. In cultivating student learning motivation, external support is needed, namely the environment. Students need concentration in learning so that a comfortable and conducive learning environment must be prioritized. In addition, the equipment that supports the learning process both at school and at home can also affect students' learning.

Gavin Reid (2009:23) stated that the environment can potentially have a major impact on learning, but preferences for the environment are very individual and highly dependent on one's learning style. Mohamad Surya (2004:79) argued that a conducive environment is an environment that can help the teaching-learning process effectively. The learning process will take place effectively if assisted with good facilities.

2.3 Research Previous

In composing this proposal the writer finds some references or similar studies related to the title and has the same field of study problem. It used to guide this study and to evaluate wisely the strength and the weakness of this study with another study. It's taken from:

1. The study titled, "*The Role of Motivation in Learning English Language for Pakistani Learners*" is written by Abdur Rehman, Hafiz Ahmad Bilal, Ayesha Sheikh, Nadia Bibi, Asma Nawaz.

This research paper aims to explore the role of motivation in learning English language for Pakistani learners. Motivation is regarded as an influential element in the success of any activity. It plays a crucial role in achieving the desired

goals. Woolfolk (1998:372) defines that motivation as an internal state that arouses, directs and maintains behavior. Salvin (2001:345) defines that, motivation as an internal process that activates, guides and maintains behavior over time.

The study was quantitative in nature. A questionnaire was designed on Likert scale in order to collect data from a group of 50 Pakistani intermediate students from a private college. In terms of gender the group was divided involving 25 males and 25 females. From the result it can be concluded that the percentage of instrumentally motivated students is higher (i.e 70%) than integratively motivated students (i.e 24%) so in our Pakistan context, students are highly instrumentally motivated in learning English language.

The above journal has provided very useful contributions for the authors, where the authors can gain knowledge, further information, and assist the authors in developing studies on the role of motivation in learning English.

2. The study titled, "*Students' Motivation In Learning English*" is written by Neng Aprilia Purmama, Neng Sri Rahayu, Rasi Yugafiati.

Hayikaleng, Nair & Krishnasamy (2016), motivation is regarded as an important component to make students success in their English learning. Motivation can also be defined as one's direction to behavior or what causes a person to want to repeat a behavior and vice versa (Alizadeh, 2016). The goal of this study is to know how students' motivation in learning English of eight grade at MTs Mathla'ul Anwar Sukaguna. This study used descriptive qualitative method. The data was carried out by using a questionnaire of students' motivation which have ten items adapted from Clement, Dornyei, & Noels (1994) and used an interview which have five questions. The result of this study from the questionnaire Questionnaires were

distributed to 22 pupils of 8th grade, they filled the questionnaires during their normal class session which time they were given clear instructions and explanation.

The writers concluded that most students have the motivation. It was provided with the percentage of strongly agree and agree higher than percentage of disagree and strongly disagree. Furthermore, from the calculation answered by students in this questionnaire, the writers discovered that most of students have a motivation in learning English. It indicated that pupils of eighth grade at MTs Mathla'ul Anwar Sukaguna has highly (good) motivation. From the interview the writers concluded that respondents have the motivation because they opine that English is an important language that can aid them in many aspect such as to communicate widely with other people. They also interesting in English when the teaching process using games. Sometimes they got problems when learning English such as there were some subject matter that have not been delivered. But, they can break the matter by finding their own subject matter via the internet and also asked to the instructor about the subject matter.

The above journal has made very useful contributions for the authors, where the authors can gain knowledge, further information and assist the authors in developing their studies to determine the type of motivation in learning English.

3. The study titled, "*The Role of Peers and Study Habits on Learning Outcomes Through Learning Motivation in the Covid-19 Period*" is written by Puput Agustiningtyas, Jun Surjanti.

According to (Hassan et al. 2018) study habits are learning practices that include the frequency of studying by sitting, practicing the material studied, reviewing study material in a favorable environment and self-examination. Dörnyei

and Ushioda (2013) suggest that peers have a strong influence on learning motivation, especially among adolescents. This motivation serves as the driving force of an activity, in this case what is meant is learning activities.

This study aims to determine the role of peers and habits of learning during the Covid-19 pandemic on economic learning results through learning motivation. The samples were 80 students of eleventh graders of social studies in SMAN 2 Tuban. The sampling technique used was proportional random sampling. This approach used in this study was an explanatory quantitative. Furthermore, the analysis technique used was SEM-PLS. The results showed that: (1) The role of peers had significant effect on learning motivation; (2) The learning habits had significantly affect the learning motivation; (3) The role of peers did not have significant effect on learning results; (4) The learning habits had significantly affect the learning results; (5) The learning motivation had significantly affect the learning results; (6) There was no significant influence of peers' role to learning results through learning motivation; (7) There were significant effect of learning habits toward the learning results through learning motivation. In conclusion, in the Covid-19 pandemic era, the learning motivation become an influential factor in learning results, by focusing in the learning as the intrinsic factors and the social supports outside the role of peers as the extrinsic factors.

The journal above has made a very useful contribution to the author, where the author can gain knowledge and further information about the role of peers and study habits through learning motivation during the covid-19 pandemic.

4. The study titled, "*An Analysis Of Students' Motivation In Studying English During Covid-19 Pandemic*" is written by Putu Subakthiasih, I Gusti Ayu Vina Widiadnya Putri.

According to Akbar & Hawadi, (2001), the achievement of educational success can be realized by many factors that influenced the internal factor of student or external factor of student. The achievement of learning that achieved by the students is the factor of the interaction between both of those factors. This study focuses to investigate students" motivation in studying English during Covid-19 Pandemic, whether they had intrinsic or extrinsic motivation.

This research was a survey method and the technique sampling used in this study was random sampling. Furthermore, the instrument used questionnaire to collect the data. The questionnaire consists of 20 questions in which question 1-10 are questions for intrinsic motivation. The question 11-20 are extrinsic motivation. The result of this study shows that the total mean score of intrinsic motivation is higher than the total mean score of extrinsic motivation 4.20 > 3.39. It means that first semester of English students at Faculty of Foreign Language, Mahasaraswati Denpasar University had the higher intrinsic motivation than extrinsic motivation in learning English during Covid-19 Pandemic. In other words, the motivation to learn English that comes from inside students was higher than the motivation comes from outside students.

The above journal has made very useful contributions for the authors, where the writer can gain knowledge, further information and assist the authors in developing their studies to determine the type of motivation in learning English.

5. The study titled, "Analysis Of Student Motivation And Online Learning Outcomes During The Covid-19 Pandemic" is written Nasrah, A. Muafiah.

Online learning can be defined as learning that takes place partially or completely using the internet (Education, 2010). Firman & Rahayu (2020) which states that online learning has a flexible implementation, students respond to this very well. According to Uno (2014) motivation is a person's encouragement to change behavior in a better direction to achieve his goals.

This research is expected to be able to determine the level of motivation and online learning outcomes of students in the Basic Concepts of Science lectures. This research is a quantitative descriptive study with a sample size of 140 students, the majority of whom are women. Data collection techniques by distributing questionnaires (online) and documentation of student learning outcomes in the even semester of the 2019/2020 school year. The results of the study show that the motivation to learn online students in the Basic Concepts of Science subject 74% is in the very high motivation category and 1% is very low motivated. Of the several indicators of assessment of learning motivation, only the indicators of pleasure in finding and solving problems with questions that are in the other high motivation categories are based on the very high motivation category.

Meanwhile, from the analysis of learning outcomes it can be seen that only 52% of students get very good grades and 4% are in the very bad category with an average score of 87.192 being in the good category. From these results it can be seen that the achievement of learning motivation and learning outcomes is not optimal, so efforts are needed to increase student motivation and learning outcomes in science lectures.

The journals above have made very useful contributions to the authors, where the authors can gain further knowledge and assist authors in developing their studies to determine the type of motivation and outcomes in learning English during the covid-19 pandemic.

2.4 Conceptual Framework

There are 3 types of factors in learning, namely external factors, learning approach factors, and internal learning factors.

1. External factors include the first, the social environment such as family, school, and friends. the second is non-social environment

2. Factors of learning approach.

3. Internal factors include the first physiological aspects such as student body health, the second psychological aspects such as student intelligence, attitudes, talents, interests, and motivations.

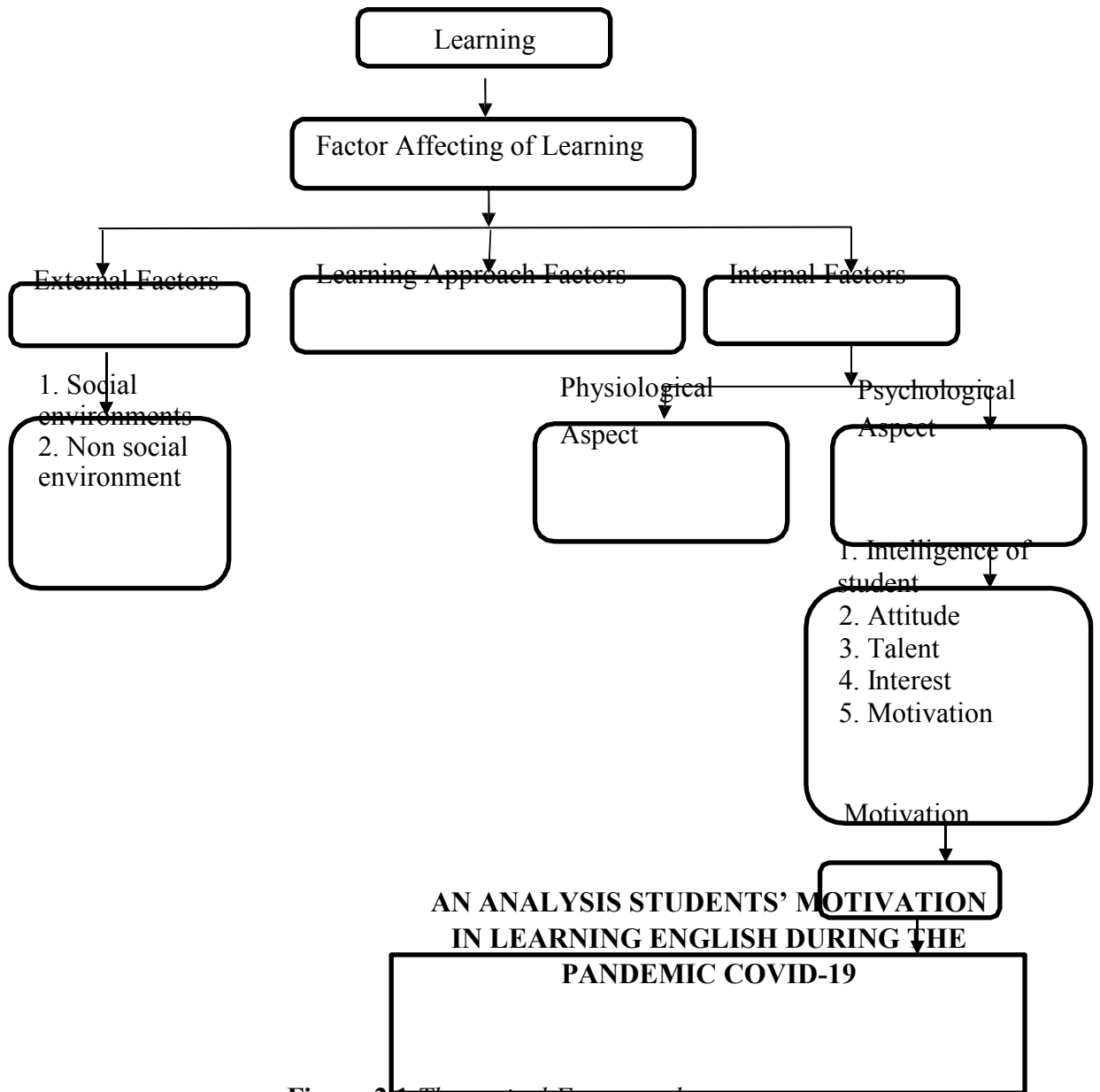This study concentrates on the factors that motivate learning English.

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                        ┌──────────────────┐
                        │     Learning     │
                        └──────────────────┘
                                 │
                                 ▼
                    ┌──────────────────────────┐
                    │ Factor Affecting of Learning │
                    └──────────────────────────┘
                                 │
        ┌────────────────────────┼────────────────────────┐
        ▼                        ▼                         ▼
┌──────────────┐      ┌───────────────────────┐    ┌──────────────┐
│External Factors│     │Learning Approach Factors│   │Internal Factors│
└──────────────┘      └───────────────────────┘    └──────────────┘
```

External Factors

1. Social environments
2. Non social environment

Learning Approach Factors

Internal Factors

Physiological Aspect

Psychological Aspect

1. Intelligence of student
2. Attitude
3. Talent
4. Interest
5. Motivation

Motivation

AN ANALYSIS STUDENTS' MOTIVATION IN LEARNING ENGLISH DURING THE PANDEMIC COVID-19

Figure 2.1 *Theoretical Framework*

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This section would be explained the approach and research methods that used in conducting this research. The writer used a qualitative descriptive method as a method to determine the types of students motivation in learning English during the pandemic covid-19. Sugiyono (2015:9) stated that qualitative research method is a type of research method based on the philosophy of post-positivism which is used to examine the condition of natural objects, and is used to obtain deep data, and emphasizes meaning rather than generalizations. Qualitative research shows that the focus of descriptive and qualitative is on emphasizing meaning, description, explanation, and placing data in real context respectively usually done with words rather than numbers.

In this study, the writer applied the Descriptive Qualitative method as her research methodology. Then in presenting the result of the research, the writer describes the student's motivation in learning English and gives a clear reason for deciding it.

3.2 Subject of the Research

The writer chose 20 students of grade XI SMA Negeri 8 Medan as the subjects of this research. The witer chose 20 students as research subjects because these 20 students were included in 2 criteria for selecting research subjects according to Sugiyono (2016: 300) which stated that:

1. Informants who are rich in information: these informants are selected subjects who have more information about motivation in learning English

2. Affordable informants: this informant is a subject who is easy to find, and is willing to share information with researchers.

3.3 Data and Data Source

Riduwan (2009:5) stated that data is a raw material that requires further processing to produce information or information, both quantitative and qualitative that show a fact. The data used by the writer was the results of student questionnaires and interviews. Suharsimi Arikunto (2013:172) stated that the definition of data sources is the data source referred to in the study is the subject from which the data can be obtained. The data sources used by the writer was students of class XI.

3.4 Instrument of Collecting Data

Suharsimi Arikunto (2010:203) stated that instruments are tools or facilities used by researchers in collecting data so that their work is easier and the results are better, more accurate, complete, and systematic so that they are easier to process.

The research instrument that used by the writer is questionnaires and interviews.

1. Interview Sheet

Sugiyono (2010: 194) stated that interviews are used as a data collection technique if researchers will carry out research to find problems that must be investigated, and also researchers want to know things that are more in-depth than in-depth respondents and the number of respondents is small.

The writer made several questions to manage the time and situation of the interview.

Table 3.1 Student Learning Motivation Trial Interview

Aspects	Indicator
Internal Motivation	Students have passion and desire to succeed.
	Students have motivation and needs in learning.
	Students have hopes and aspirations for the future.
External Motivation	There is an appreciation in student learning.
	There are interesting activities in student learning.
	The existence of a conducive learning environment that allows students to learn well.

2. Questionnaire Sheet

Sugiyono (2010: 199) stated that the questionnaire is a data collection technique that is done by giving several written statements to respondents to answer them. The writer used a questionnaire sheet with Google Form and would be sent to participants via Whatsapp or Google Classroom. The writer used a Likert scale quoted from the book Sugiyono (2016:134) stating that the Likert Scale is used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena. With a Likert scale, the variables to be measured are translated into variable indicators. Then the indicator is used as a starting point for compiling instrument items which can be in the form of statements or questions.

The form of the Likert scale used in this study is a checklist form. The answer to each instrument item that uses a Likert scale has a gradation from very positive to very negative which can be in the form of words as follows:

Table 3.2 Likert Scale

Likert Scale Description	Score
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

3.5 Technique of Collecting Data

Sugiyono (2005:62) stated that data collection techniques are the most strategic steps in research because the main purpose of research is to obtain data. Maryadi et al (2010:14) stated that the data collection used in qualitative research is a technique that allows obtaining detailed data in a relatively long time. Based on some of the definitions above, the writer concluded that the data collection technique is a technique used by researchers to obtain the necessary data from sources by using a lot of time.

Data collection techniques that used in this study are interviews and questionnaires. The following explained the data collection techniques that used by the author as follows.

1. Interview

Table 3.3 Steps of Collecting Data Interview

| No	Steps of Collecting Data
1.	The writer determined the students to be interviewed.
2.	The writer made a list of questions that will be asked of the participants.
3.	The writer conducted interviews with participants.
4.	Next, the writer asked them some questions to get answers to their motivation to learn English.

2. Questionnaire

Table 3.3 Steps of Collecting Data Questionnaire

No	Steps of Collecting Data
1.	The writer created a questionnaire sheet using Google Form. The questions in the questionnaire are about students' motivation in learning English during the covid-19 pandemic. The questions are divided into 5 scales (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree).
2.	Then the writer shared the link to the questionnaire sheet on Whatsapp or Google Classroom with participants.
3.	After that, the writer asked participants to fill in all the questionnaire correctly on the sheet and collect the answers.

3.6 Technique of Analysis Data

The data analysis used in this research is a descriptive analysis that aims to provide a systematic, factual, and accurate explanation of the relationship between events and phenomena being investigated.
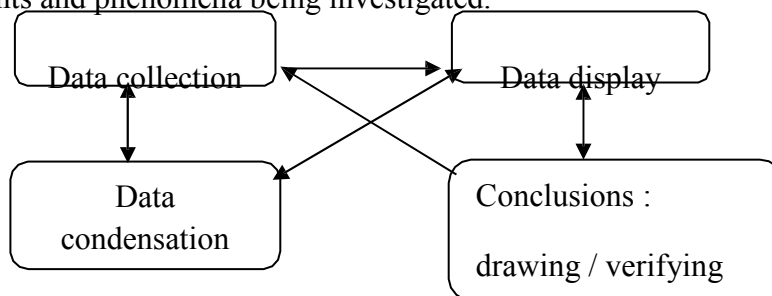
Figure 3.6: *Component of Data Analysis Model (Miles, Huberman and Saldana, 2014: 33)*

Based on the technique of analysing the data above, the writer needed some steps in analysing the data. Therefore, after collecting the data through the technique of collecting data, data condensation, data display, and also drawing and verifying conclusions will be needed to identify the data regarded. All of these steps above are the most needed to identify the data later.

Data analysis in qualitative research is considered of Miles, Huberman, and Saldana (2014: 31-32) into four steps occur together, the first was data collection, the second was condensation, the third was drawing and verifying conclusion and the last step is data display. In this study, the researcher used the following steps to analyse the data.

1. **Data Condensation**

Data condensation refers to the process of selecting, simplifying, abstraction and transformation of data close to the whole field from written field notes, interview transcripts, documents, other empirical materials.

The following is the process in data condensation:

1) Selection: At this stage, the writer selected data from students' motivations in learning English.

2) Focus: At this stage, the writer focused on the students' motivations in learning English.

3) Simplification: By using this method, the writer converted the data to be simplified into clauses. Clauses from the results of interviews and questionnaires on students' motivation in learning English.

4) Abstract: In this process, the data to be evaluated is the students' motivation to learn English which is then classified into two types, namely intrinsic motivation and extrinsic motivation.

5) Abstraction: At this stage, the writer analysed the data by selecting each student's motivation to learn English based on the type of motivation.

2. Data Display

After the data is compressed, the next step is to display the data. Data display is an organized and compressed collection of information that supports inferring and displaying activities. The writer presented the data in the analysis which displayed in tabular form, to make it easier for researchers to understand it. The following are the steps taken in presenting the data through grouping the data into the types of student motivation in learning English in two types, namely intrinsic motivation and extrinsic motivation.

3. Draw and Verify Conclusions

Drawing and verifying conclusions is one of the important steps in this research. After the withdrawal of some of the data is decided as absolute data, verification of conclusions is the right way to unite all the data collected, reduced, and displayed. This is a way to know the result of the data after the data is displayed. In this step, the writer made a conclusion after completely identifying the types of students' motivation in learning English.

3.7 Trustworthiness of Data

Data validity is needed to check the validity of data. In this study, the triangulation technique was used by the research to see the validity of the data. Sugiyono (2007:330) stated that determining the truth about social phenomena is the same as the purpose of triangulation, but increases one's understanding of what has been researched. Triangulation is data that needs to be checked to check the validity of the data. In this research, the writer used the triangulation technique to observe the validity of the data.

Sugiyono (2007:330) stated that the purpose of triangulation is not to determine the truth about the same social phenomenon, but the purpose of training. Determining the truth about social phenomena is the same as the purpose of triangulation but increases understanding of what has been done by Sugiyono (2007:330). William Wiersma in Sugiyono (2007:372) stated that qualitative cross-validation is called triangulation, and what is assessed is data assessment according to the convergence of multiple data sources or multiple data sets.

There are four types to Identify triangulated data:

1. Data triangulation: involving time, space, and people.

2. Investigator triangulation: involving multiple authors in the investigation.

3. Theoretical triangulation: involves the use of more than one theoretical schema in the interpretation of phenomena.

4. Methodological triangulation: involves using more than one option to collect data, such as interviews, observations, and documents.

So, triangulation used to find the best way to eliminate the differences in reality that exist in the research context when collecting data about various events. In this study, the author used the Triangulation Methodology: compare the results of interview and questionnaire.