



Students' Motivation in Online Learning during Covid-19 Pandemic (A Study at English Teaching Department Students of IAIN Batusangkar Registered in 2020/2021 Academic Year)

THESIS

*Submitted to English Teaching Department
Tarbiyah and Teacher Training Faculty of IAIN Batusangkar
as a Requirement to Obtain Bachelor Degree in Teaching English*

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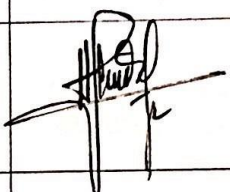

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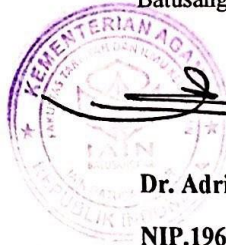
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Batusangkar, 02 January 2022

The Researcher,

A handwritten signature in black ink, appearing to be 'Refka Yesma Reza' with a stylized flourish at the end.

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ABSTRAK

Refka Yesma Reza, NIM 1730104061, entitle “**Student’s Motivation in Online Learning during Covid-19 Pandemic Registered in 2020/2021 Academic Year**”. English Teaching Department, Tarbiyah and Teacher Training Faculty, State Institute for Islamic Studies (IAIN Batusangkar).

Permasalahan dalam penelitian ini adalah adanya perubahan motivasi yang dihadapi oleh mahasiswa semester 1 jurusan Tadris Bahasa Inggris di IAIN Batusangkar dalam pembelajaran dilalukan secara luring karena dampak covid-19. Penelitian ini bertujuan untuk mengetahui bagaimana motivasi mahasiswa dalam mengikuti pembelajaran luring selama masa pandemic covid-19.

Penelitian ini merupakan penelitian kuantitatif. Sampel penelitian ini adalah mahasiswa semester satu jurusan Tadris Bahasa Inggris IAIN Batusangkar kelas A,B dan C yaitu sebanyak 71 orang. Instrumen yang digunakan dalam penelitian ini adalah kuisisioner yang berisi tentang motivasi siswa dalam mengikuti pembelajaran luring (intrinsik dan ekstrinsik motivasi). Peneliti menggunakan total sampling, karena responden kurang dari 100 orang. Total angket dalam penelitian ini sebanyak 28 butir, angket disebar melalui google form. Angket sebelumnya divalidasi terlebih dahulu, hasil validasi dihitung dengan membandingkan r-hitung dan r-table. Hasil validasi menunjukkan ada 3 items yang tidak valid yaitu nomor 9, 10 dan 14. Reliabilitas dihitung menggunakan software SPSS 25 dengan metode Alpha Cronbach’s formula. Hasil reliabilitas yaitu sebesar 0,782 dengan kategori reliabel.

Hasil penelitian didapatkan bahwa 66% mahasiswa dengan frekuensi 47, skor rata-rata 74.85 dan standar deviasi 9.858 memiliki motivasi yang rendah terhadap pembelajaran online selama masa pandemic covid-19.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Covid-19 is a type of virus that is easy to spread, very dangerous and can cause death. According to Subedi, et al. (2020: 68) the corona virus is a virus that can be transmitted quickly which attacks a person's immune system and the transmission is very fast. According to Bayham J, Fenichel EP (2020) the worldwide spread of corona virus disease in all parts of the world (all countries) has caused various responses to world health (society). Many schools and universities have closed. This closure aims to overcome the spread of the corona virus with the closure of schools and universities to reduce the physical interaction of students with students, students with lecturers, students and so on.

According to Quacquarelli Symonds (2020) in Duraku and Hoxha (2020: 2) the closure of schools and universities that occurred during the corona virus made all students in the world experience problems and affected the student learning process. This situation is inversely proportional to the state of the previous students. During the corona virus pandemic, students experienced road restrictions, physical restrictions, and quarantine. With this change, students lack the interest and motivation to attend online classes. Because online classes are no longer a priority for these students, many other activities prevent them from prioritizing online classes. In addition, although there are some students who report that they enjoy online classes.

The corona virus pandemic has a negative impact on the economy, social, education and motivation of students. The negative impact of the corona virus on the Indonesian economy is the decline in Indonesia's economic growth, this is related to community activities that affect business activities and have an impact on the Indonesian economy. The negative impact of the corona virus on society is the lack of interaction between humans, making us less social towards each other. The negative impact of the corona virus on education is that schools around the world, including IAIN Batusangkar, are closed to prevent the spread of covid-19 by participating in courageous learning.

According to Bates in Gustiani (2020:27) online learning is the use of the web and the internet in learning. Online learning is effective for overcoming learning that allows teachers and students to interact in virtual classrooms that can be accessed anywhere and anytime. Online learning can also make students learn independently and have an average category in taking online classes. Here, student motivation is very influential on online learning. Motivation is an impulse that exists within a person that can make someone to do something that is the basis or reason for someone to do something.

State Islamic Institute (IAIN) Batusangkar also applies online learning. Here the author focuses on first semester students because first semester students are students who will most likely affect their learning motivation due to the Covid-19 pandemic. In the first semester there must be introductions or direct meetings between students and other students, between students and teachers or the campus environment. The absence of this meeting can affect the learning motivation of first semester students to take online classes with the obstacles that may be experienced during online lectures making them less interested in taking online classes. In online classes the teacher uses the WhatsApp group application, zoom meeting, google meet, google classroom, telegram, etc. Based on preliminary observations, the author interviewed several first semester in English teaching department (TBI.C). Some stated that they were not interested in online learning and there are also those who like online learning. There are also those who say they are not serious about doing their assignments. The lack of direct interaction between students and teachers makes them less serious in following the lesson so that they cannot understand the lesson and cause them to be less motivated to follow the lesson, and some say the number of assignments given by the teacher makes students less understanding of the lesson but bored and less enthusiastic in taking online class lessons. There are some students who enjoy online classes, have high enthusiasm in participating in the class, although there are some obstacles in online learning but they can still be overcome. This is the impact felt by first semester English students. There are those who state that they lack motivation in online learning and there are also those who enjoy and are enthusiastic about participating in online learning. Some said they had high motivation and some said they had low motivation in taking online classes. Characteristic of students have high motivation: 1), diligent doing the tasks, persistent in facing difficulties, 3) does not

require external encouragement prestatation, 4) high anthusiasn for learning (happy, diligent in learning, and full of anthusiasn), 5) like new knowledge, 6) has a strong opinion and has long term goals, 7) likes to find and solve problems, and 8) the desire to join class groups.

Based on the phenomenon above, the researcher is interested in conducting the research about **Students' Motivation in Online Learning during Covid-19 Pandemic a Study at English Teaching Department Students of IAIN Batusangkar Registered in 2020/2021 Academic Year.**

B. Identification of the Problem

Based on the background of the problems above, this research focus on students' motivation in online learning during the covid-19 pandemic a study at English teaching.

C. Limitation and Formulation of the Problem

Based on the focus of the research, the researcher formulates the research question as follows how is English students motivation in online learning during covid-19 pandemic?

D. Definition of the Key Terms

To avoid misunderstanding about the key terms used in this research, the researcher classifies the terms as follow:

1. Corona virus (Covid-19) is a pandemic that requires social distancing and quarantine. In this case students cannot take face-to-face classes and it is replaced by online learning. Many obstacles encountered in online classes make students lack motivation to take these online classes.
2. Online class is a learning method that uses internet access where TBI IAIN Batusangkar students can access learning materials and interact indirectly with teachers and friends.
3. Learning motivation is all the driving forces that exist in the students of TBI IAIN Batusangkar that cause learning activities, guarantee learning activities and provide direction for learning activities so that the desired goals are achieved.

E. Purposes of the Research

Based on the research question, the purpose of this research is to find out how English students motivation in online learning during the covid-19 pandemic.

F. Significance of the Research

This research is expected to be useful both in theory and practice. Theoretically, the results of this study are expected to provide information about students' motivation in attending online classes during the covid-19 pandemic as follows:

1. The Researcher Herself

This research is expected to fulfill the graduation requirements of the researcher, answer the researcher's curiosity about students' motivation in attending online classes during the covid-19, and researchers can find out how students' motivation in taking online classes.

2. English Students

The results of this study can provide information to students about students' motivation in attending online classes during the Covid-19 pandemic. In addition, this research is expected to be a reference for readers who want to increase their understanding of students' motivation in taking online classes.

3. The Teacher

For teachers, with this research, the teacher can find out how students' motivation to take online classes during the covid-19 pandemic.

CHAPTER II

REVIEW OF RELATED LITERATURE

Review of Related Theories

1. Corona Virus (Covid-19) Pandemic

a. Definition of Corona Virus

Corona virus diseases covid-19 is an infectious disease caused by the sars-cov-2 virus. According to World Health Organization (2020) Corona infection 2019 (COVID-19) is a sort of infection (SARS-CoV-2) that's known to begin at the end of December 2019 in the city of Wuhan in China. Until presently it has been affirmed 65 nations have contracted with this infection. The World Wellbeing Organization names the modern infection serious strongly respiratory clutter coronavirus-2 (SARS-CoV-2) and names the malady as crown infection malady 2019. At to begin with the transmission of this infection may not be decided whether it may well be through between people. The number of cases proceeds to extend over time. At last affirmed that the transmission of pneumonia can spread from human to human. Until presently this infection is rapidly spreading still puzzling and investigate is still progressing.

According to Pal, *et al*, (2020) Corona virus (CoV) has several families. The corona virus enters the family; Coronaviridae, Nidovirales, and Genus. This group of viruses is the largest group of viruses ever. The way they work is by infecting the respiratory tract and gastrointestinal tract of humans. Scientifically, the corona virus is a virus in which there is a single-chain ribonucleic acid (RNA) virus which has extraordinary intelligence, which means that this virus is very easy to spread. Recently, the same virus as the corona virus and named SARS-CoV-2 (corona virus severe respiratory syndrome 2) emerged in the city of Wuhan, China. Respiratory Syndrome Coronavirus 2 has a unique RNA that has never been studied in humans before. The result of this virus is respiratory and digestive tract diseases in collaboration with humans and animals. This virus can also be transmitted through aerosols (through the air) and direct / indirect contact, as well as during medical cases. This disease is characterized by different medical

symptoms which include chills, coughing, shortness of breath etc. just like the corona virus symptoms. There are several additional symptoms in the infected person, among others; diarrhea, fatigue, expectations and hemoptysis.

According to PDPI in Utami (2020: 42) COVID-19 disease can cause mellow, direct, or extreme indications. The most clinical side effects are there are fever (temperature > 38 degrees Celcius), hack, and trouble breathing. In addition, it can be gone with by weight snugness, weariness, myalgia, gastrointestinal indications such as the runs, and other respiratory side effects. Half of the patients create shortness in one week. In extreme cases declining quickly and dynamic, such as ARDS, septic shock, metabolic acidosis that's troublesome to rectify and coagulation framework dying or brokenness inside some days. In a few patients, indications show up gentle, not indeed went with by fever. Most patients have a great forecast, with a little rate in basic condition indeed biting the dust. The taking after clinical disorders that can show up in the event that contaminated. According to (World Health Organisation: 2020) Corona virus is a highly contagious disease that was discovered recently which is caused by the corona virus. If a person who is infected with the corona virus makes direct physical contact with a person who is not infected with this virus, that person will be infected. The person will experience symptoms such as cough, flu, sneeze, fever, etc. At first this corona virus disease was referred to as the 2019 novel corona virus. This is another name for corona virus. The city of Wuhan, China was the first country where the corona virus was found, namely in December 2019. Worldwide data regarding people infected with the corona virus were 11.32 million confirmed cases, and 532 thousand deaths, while in Nepal the confirmed cases were 15,784, and 34 deaths on July 7, 2020.

Based on the explanation above, corona virus is an infection of SARS-CoV-2 that first appeared in the city of Wuhan, China, and was discovered at the end of December 2019. The corona virus is also known as the 2019 novel and (SARS-CoV-2). Corona virus is included in the family: Coronaviridae, Nidovirales, and Genus. Corona viruses are the main group of viruses that cause respiratory and gastrointestinal tract infections in humans. This virus is synonymous with flu

coughing, sneezing and fever. Currently, the number of people infected with the corona virus worldwide is 88.8 million confirmed cases and 1.91 million deaths, while in Indonesia there are 798 thousand confirmed cases, and 23,520 deaths as of January 7, 2021.

b. Prevention of Corona Virus (Covid-19)

Prevention of the spread of the corona virus is done so that this virus does not spread widely. According to World Health Organization (2020) the spread of the corona virus forces us to take care of ourselves. We are strongly encouraged to adhere to health protocols. There are several ways to prevent avoiding the corona virus, namely by always washing the hands with soap, hand sanitizer and other antiseptics in which there is alcohol content anywhere and anytime, when you want to sneeze cover your nose with a tissue or bend nose to elbow and avoid direct contact with anyone who has a fever, coughs and sneezes. This statement supported by Nasir, Baequni, and Nurmansyah (2020: 55) in spite of physical or social distancing, the finest hone to anticipate the diffusion of the corona virus infection is by keeping up individual cleanliness, particularly by washing hands with soap regularly after touching surfaces or after coming in from exterior. Hand sanitizers are choices when it is difficult to discover water and soap. Disgraceful utilize of hand sanitizers may cause irritation.

According to Singhal (2020: 284) since this time there are no endorsed medicines for this contamination, anticipation is significant. Some of the criteria for this virus make it difficult for medical crews to prevent spread, among others, the characteristics of the disease are diverse, even before the onset of symptoms during the incubation period infectivity has occurred, transmission from people without symptoms, the length of incubation period makes a person vulnerable to spread this corona, on the mucosal surface there is a tropism like the conjunctiva. In someone who is infected has a long duration of healing even after medical recovery. Health experts recommend isolating yourself who is infected at home (try not to leave the house during the quarantine period). Ventilation at home must be well maintained so that sunlight can enter the house; this is done because the corona will be destroyed by sunlight. Everyone must wear a mask. Medical

personnel also have to wear a surgical mask when in the same room as the patient and maintain hand hygiene every 15-20 minutes. Medical experts also imitate the correct way of coughing and sneezing to their patients.

According to WHO (2020: 1-2) typical defense on hand and respiratory hygiene, medical experts use complete personal protective equipment (APBD) ranging from clothes, masks and other tools that are suitable for the risk of contracting the corona virus, carry out safety practices so as to avoid viruses, proper disposal and management of waste, places and equipment for patients care infected with corona virus must be sterile. Medical personnel must also implement the following respiratory hygiene measures, that is: a) make sure all patients infected with the corona virus wear a mask, when sneezing and coughing must cover it with a tissue or elbow, b) it is advisable for infected patients to wear a medical mask when they come or visit public places, c) when removing the mask, must wash hand with water or sanitizer. Furthermore, always keeps hand clean using hand sanitizer wherever and whenever after holding something spray hand sanitizer. If the hands are too dirty wash hand with soap and water.

Based on the opinion above, there are several ways that can be done prevention the spread of the corona virus, namely by isolation, just staying at home, using a mask, applying social distancing, washing hands regularly, not touching the mouth, nose and eyes before washing hands. Always maintain body immunity and increase endurance, and avoid contact with sufferers of Covid-19.

2. Online Learning

a. Definition of Online Learning

Online learning means the learning process using electronics as a learning medium. According to Banks, et al, De Laat, et al in Rapanta, *et al.* (2020) online learning is a general term used with multiple meanings. In the needs of online learning education, it refers to internet based learning, which means learning using internet access. If internet access is not available, online learning will not occur. According to Hariyati (2020: 18) online learning is to offer new classes equal to conventional classes in existing schools so far. Therefore, the construction of a virtual institution must offer results that are more or less the

same as the goal to establish a conventional educational institution. In other words, online learning is a real form of classroom learning that is manifested in a digital system and uses internet access.

According to Cojocariu et al., in Dhawan (2020: 6) some other names for online learning such as web based learning, computer learning, mixed learning, e learning, and other. In general have access or be connected to the internet. If not connected to the internet network, online learning will not be carried out. With the internet network makes it easy for students to learn from anywhere and anytime. Dhawan (2020: 6-7) add that Online learning can be called a system that can make the teaching learning process more students centered, student centered here that is students who are more dominant in learning such as many students reading sources from other sites or from other books, the role of the teacher here is only to direct students. More innovative, innovative here the students ideas are so broad and many students can think critically. More flexible, flexible here that is students are more free to want the study anywhere, anytime, from any source and what kind of learning style they want to make it easier for students to understand their lessons.

Based on the description above appears that the fundamental concept of online learning is a form of real learning in the classroom that is made in digital format using internet access. There are several terms of online learning, one of which is web-based learning. Using computers connected to the network, make students study anytime and anywhere. Online learning can also be called student-centered learning that is more innovative and flexible.

b. Characteristics of Online Learning

There are several characteristics of online learning in expert opinion. According to Hariyati (2020: 20-21) several characteristics of online learning as follows: 1) In online learning students no longer require a special place and time to study, but students be able to learn anywhere and anytime according to the opportunities each student has independently. 2) In the learning process student's get many sources (books, journals, etc) from the internet. Therefore students do not only get sources from books in the library and other printed learning

resources, but to digital information sources, which can be accessed through cyber room. 3) Students and teachers continue to learn in the classroom and use the internet access to develop learning that is learned in class and add information or data through internet sources to improve learning in the classroom. In addition, students can also communicate using computers with other students or with experts in special topic areas, and exchanging information/data. 4) Electronic documents can be accessed by teachers and students, this can improve their learning. This electronic document is very easy to carry and access anywhere and anytime. Students can also participate actively in online learning process activities because this type of learning creates an interactive learning atmosphere (there is an action from the teacher and a positive reaction from students). Electronic documents can be linked to their assignments and papers. 5) Because computers have the facility to send information on a variety of media (print, video, and sound and music recordings) computers have become libraries without limits. As students can converse quickly with text, images, sound, data and video can change the function of teacher and student. 6) Online learning allows teachers to be geographically separated from students, but they can also study online with other students around the world.

In conclusion, there are several characteristics of online learning students can learn anywhere and anytime, students can access textbooks and learning resources via the internet, students and teachers can improve learning in the classroom, namely by accessing the internet for additional resources here students can also participate actively, here students can also learn through text, images, sound, data and video can changing the role of the teacher, students can also study with other students in online classrooms around the world.

c. Types of Online Learning

There are several expert opinions about online learning. According to Haugey & Anderson in Zaki (2020 :41) there are at least three online learning models. 1) Web Courses, namely learning that is done via the web. In this lesson, teachers and students do not conduct their face to face class entirely using an internet based learning system. They always use internet access. All assignment

learning materials, consultations, questions and answers, even exams are done through internet based learning activities. 2) Web Centric Courses, in this learning teachers and students continue to conduct face to face classes, they do not fully use the internet based learning system. This learning is a combination of face to face learning and online learning. In this learning model some of the material is given face to face and some of it is given on the web as a complement. 3) Web Enhanced Courses, in this study to improve students' abilities through the use of the web/internet. Learning is carried out evenly between teachers and students, and the learning process takes place on the web/internet.

According to Haughey in Hariyati (2020: 21-22), there are three internet based learning system, namely as follows; 1) Web courses, the use of online learning for educational purposes, where students and teachers are completely separate and there is no face to face contact. All teaching materials, discussions, homework exercise, consultations, exams and other study behaviors are completely conveyed via the internet. In other words, this learning replica uses a distance system. 2) Web centric course, is the use of the internet that combines and face-to-face. Some of the material is delivered with the internet access, and some through face to face while its function is the balance the learning process. In this model the teacher can provide instructions to students to study material via the web that has been prepared. Students are also given directions to find other sources of relevant websites and different sites. In the face to face schools, teachers and students discuss more of the material findings that have been previously studied via the internet. 3) Web enhanced course, this learning is to improving the quality of agreed learning in the classroom. The function of the internet is to provide improvement and communication between teachers and students, student with student, students with other sources and group members. Furthermore, the teacher's role is to master how to find good and correct information on the internet, guiding students to search and find sites that are suitable for learning materials, provide guidance and communication via the internet and other skills needed.

In conclusion, there are three types of online learning, namely: First, Web Course (not need face to face contact). Second, Web centric course (that is combines distance learning and face to face (conventional)). Third, Web enhanced course (in here using the internet to support the improvement of the quality of learning carried out in the real classroom.)

d. Advantages of Online Learning

Online learning has several advantages. According to Rusman (2016: 83) the advantage of a system or program in e-learning: First, the program is very dynamic. Dynamic here means a system where the presentation of the program can be in various ways, namely related, having its own charm or interest. Second, there is no time limit for access, so that teachers and students do not have time limits to find and get the material or learning resources needed. Third, facilitating students to be able to learn on their own. In accordance with the backgrounds of each student they are given the opportunity to choose their own way of learning. Fourth, this e- learning program provides various types of activities, learning resources and study guide so that students can choose the forms, learning methods and exercise provided.

According to Hariyati (2020: 23) Online learning has some advantages as follows: 1) Learning is not limited by place and time so that anytime students can access process in the learning. 2) Students with this learning process should be active so that the online learning process is a student-centered process. 3) Keep on education costs (infrastructure, gear books, and official travel). 4) Teach students to be more independent in gaining knowledge. 5) Professional online assist

Based on theory above we can conclude that the advantages of e-learning program are that it is very easy to be presented in an attractive and interactive way, there is no operational time limit so it is easy to find the learning resources needed, allows students to study individually, and provides all kinds of activities and learning resources that students want. And also, all students can access the learning process, make students active in online learning, reduce the usual education, become more independent students and provide professional online help.

e. **Disadvantages of Online Learning**

Online learning has several disadvantages. According to Arkorful and Abaidoo (2014: 403) the following are some of the disadvantages of the e-learning program that is: First, e-learning is a system designed online that uses internet access. Therefore students automatically learn at home or anywhere, in this online learning system there is no interaction between students and other students, between students and teacher. The absence of direct interaction prevents students from engaging in social interactions and can reduce a person's social sense. Therefore it is necessary for students or teacher to control such as being good at managing time. Second, because it is online and not face to face, especially with network constraints, it allows face to face learning to be more effective than online learning. If there is network disruption, the explanation from the teacher will not be conveyed optimally. Therefore, face to face learning is more effective with material explanations and direct instruction from the teacher making it easier for students to understand. Third, online learning makes students less interacting and lacks communication; this affects students' communication skills, this has a bad effect on student's communication. Even though they understand a lot of learning materials, they will be overwhelmed to convey their knowledge or material directly to other people because so far they have only studied online. Fourth, because it is done online, the teacher cannot fully control student's activities, it is likely that many of the students imitate their friends' assignment. Fifth, online learning also makes it easier for students to copy and paste or plagiarize. It's hard to know students are plagiarizing. By copying and pasting, the teacher does not know which students do the pirating and which students do the assignments with their own thoughts. Therefore there must be a strict selection of teachers. Sixth, online learning means there is no direct interaction; this can also reduce the role of socialization. Students cannot interact directly with their friends, teachers and other school structures. Seventh, online learning not all fields can apply this system or program. In academic education it may be possible but in studies that require going to the field or practice it will not be effective using this online learning.

Based on the theoretical explanation above, there are several weaknesses in online learning such as: lack of interaction in online learning can reduce the role of student socialization, therefore, it is necessary to have skills to management the online learning, online learning method is slightly less effective than traditional learning, the increase in communication skills of students also has a negative effect, here also students allow to cheat, makes it easier for students to commit piracy or plagiarism, and also not all fields can apply this system or program such as studies that require going to the field or practice.

According to Hariyati (2020: 23-24) Online learning has several disadvantages as follows:

- 1) *Dissemination of information that is not appropriate*, the internet makes it probable to present material that is unsuitable for students to enjoy because it does not fit their level of development, for instance cigarette and alcohol advertisements or topics that possibly too high for their understanding and too mature for their viewing. Thus the need for severe control and supervision. There is no organization or organization that controls activities on multiple computer networks. Control is on each individual. This is where the position of the teacher is needed; the teacher must specify which sites contain information that is really helpful for students so that they must be "visited".
- 2) *Copyright*, in here all information is so easily too accessed, it is very fast and easy for someone to download all files. Therefore, students can create a paper or project by violating someone's patent that is not their work.
- 3) *Very fast website growth*, the growth of the website is fast, every minute it is estimated that up to a thousand websites are uploaded by erratic people to the internet. Whether the information uploaded is correct or not. This website improvement makes it difficult for a person to find exactly what they want. Some school or college provides separate websites to make it easier for searchers to find the information they need.
- 4) *Support*, good technical support must be accessible. Without that carry and good management, computer networks can quickly expire. The problems

- 5) with the network make the scientific research that is carried out polarized. Therefore, there must be good technical support s that the computer network system can be used for a long time.
- 6) *Lack of quality control*, readers must have critical thinking because not everything uploaded to the internet is correct, anyone can upload it on the internet such as elementary school children, junior high school students, senior high school students and others. Readers must be able to sort out which news is right and which is wrong.

In conclusion, there are several shortcomings of online learning, namely; first, Dissemination of information that is not appropriate (the internet presents a lot of material or topics that are inappropriate for students to see and read). Second, Copyright (students easily create works or projects by copying someone else's). Third, Very fast website growth (this growth made finding information extremely difficult). Fourth, Support (network problems can eliminate laboratories or even shut down entire schools and companies). Fifth, Lack of quality control (for the reader to be clever at sorting out which information is correct and incorrect).

3. Learning Motivation

a. Definition of Motivation

Motivation is a process that describes the intensity, direction, and persistence of an individual to achieve a goal. According to Abdur,et.al, in Mukhtar (2017: 11) Motivation is also synonymous with growing someone's interest, both interest in learning and other interests. With this interest, someone can do something that helps to do and achive something that is desired. According to IGAWA in Mukhtar (2017: 11) Motivation is more than essentially stirring intrigued. It moreover includes supporting intrigued and contributing time and vitality into putting the essential exertion to attain certain objectives. So, Motivation is something that has a positive effect and the most important thing in achieving goals.

According to Prihartanta in Mulyani (2020: 11) motivation is a mental phenomenon in the form of an desire that arises in a person consciously to obtain

action with a specific purpose. According to Saptono in Mulyani (2020: 11-12) stated that motivation will make students more energetic in learning and obtain high learning outcomes, while students who do not have learning will provide low learning outcomes. In activities that make easy students, learning becomes one of the roles in it to generate motivation. So, motivation is psychological event such as a conscious urge in a person to take action with a specific purpose, the existence of motivation makes students more persistent in learning and get better or satisfying results.

According to Williams and Burden in Daggol (2017: 36) characterize inspiration in common that is: there is a condition to connect or consider an event and there is very enthusiastic, awareness in action, there is a physical action that leads to doing something, the existence of a strategy in managing to achieve certain goals. So, as it clears, motivation is the existence of cognitive and emotional stimuli, the awareness of doing something, and then it is marked by physical effort and to achieve previous goals.

b. Type of Motivation

Many experts explain about type of motivation. First, according to Ryan and Deci (2000) student motivation is divided into two types, namely intrinsic and extrinsic motivation. On intrinsic motivation there are several points, 1) interest, motivated learners are students who have a high interest in learning, and are able to carry out challenging learning activities. 2) enjoyment, students feel happy, enjoy online learning. 3) Inherent, students have a permanent nature, students always follow online learning. 4) satisfaction, students feel satisfied when participating in online learning. And extrinsic motivation there are several points, 1) compliance, students always compliance the rules and orders that exist in online learning. 2) external reward, external rewards given to students motivate students to participate in online learning such as giving prizes and increasing student scores. 3) punishment, punishments given to students make students motivated in online learning such as providing sanctions and reducing scores for students who violate the rules or do not participate in online learning.

According to Gustiani (2020: 25), motivated learners are able to do challenging learning activities which engage them actively in finding out appropriate strategies to facilitate their learning, enjoying them and indicating better, persistence, and creative learning. Intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence. It is associated with internal factors like interest, fun or challenge an individual develops in doing activities, for the joy or satisfaction integrated in the activities. The intrinsic motivation is related to: (1) motivation to learn and gain new knowledge such as happiness in learning new things; (2) motivation to experience the encouragement and physical joy like enjoyment in learning interesting learning materials; and (3) motivation to undertake challenging learning activity, for example accomplishing challenging assignment. The intrinsic motivation is influenced by interest, enjoyment, inherent, and satisfaction. Extrinsic motivation, in contrast, is associated with (1) compliance, motivation to avoid bad situation or being guilty, motivation to gain benefit and necessity after completing a learning activity, (2) motivation to get rewarded or prevent punished (external regulation), like to have good score in finishing a difficult project.

Based on theory above we can conclude that student motivation is divided into two types, namely intrinsic and extrinsic motivation. Intrinsic motivation such as interest, enjoyment, inherent, satisfaction and extrinsic motivation such as compliance, external reward and punishment. Based on the two theories above, the types of motivation can be drawn in the table below:

Table 1
Type of Motivation

| Intrinsic Motivation | Extrinsic Motivation |
|-----------------------------|-----------------------------|
| Interest | Compliance |
| Enjoyment | External Rewards |
| Inherent | Punishment |
| Satisfaction | |

c. The Function of Motivation

There is several function of motivation. According to Yamin in Hidayati (2016: 18-19). Functions of motivation such as; 1) there is an urge for action to do something. Without person's motivation they are not motivated to carry out the learning process. 2) Motivation serves as a support. The point is that motivation can encourage someone to take action in order to achieve goals. 3) Motivation is a controller. It is the same as the force that moves things. The size of the motivation will determine the speed of someone doing something. 4) Motivation is closely related to the context of learning. In learning activities there are several items that someone needs, for example the need for power, the need for achievement another when someone is in an urgent situation. The motivation will appear on its own and give more enthusiasm to achieve goals. Motivation is an important component that must exist in the learning process and otherwise without motivation students tend not be able to do their best. As it clearly, function of motivation such as: driving the emergence of behavior or action, motivation functions as a driving force to achieve a desire, motivation as a driving force. Little or much motivation will influence or determine the level of achievement of goals. Motivation is a very important point in the learning process. Lack of motivation; make students unable to do their best.

d. Motivation in Language Learning

Learning motivation is the tendency of students to carry out learning activities that are driven by a desire to achieve the best possible achievement or learning outcomes. According to Brophy in Filgona, et al. (2020: 23) prefer the cognitive response, that is, the tendency of students to achieve meaningful and useful academic activities as well as trying to profit from these activities. Students who are motivated to learn will pay attention to lessons delivered, read the material so that they can understand, and use supportive, specific learning strategies. Students who have the motivation to learn will depend on whether the activity has interesting content or a fun process. The achievement of academic competencies is related to the acquisition of knowledge and skills that will be productively utilized in learners who live outside the school. So, motivation in

language learning rather a cognitive responds, it means, high desire to teach students who have meaning and benefit from these learning activities. The characteristics of students who have learning motivation are always focused and paying attention to the material described by the teacher, reading and understanding the material provided, and the existence of their own strategies created by them.

According to Hamdu and Agustina in Filgona, et al. (2020: 23) motivation to learn and the learning achievement of students are significantly related. As it clear, there is a significant relationship between learning motivation and learning achievement. If the motivation to learn is high, the learning achievement is high and if the motivation to learn someone is low, the learning achievement is also low.

e. Important of Motivation in Learning

There are several important of motivation in learning. According Mukhtar (2017: 19-20) Motivation is the desire of more than students to learn English, such as encouragement of students to be more courageous and the spirit of learning English, and an important part in learning the language itself. Motivation as well as a basis for learning the language to be called successful in learning English. Motivation can also develop interest, willingness and talent of students to learn English, so that students can easily learn English. So, high desire from within students to learn, such as courage and enthusiasm for learning English. This motivation can lead to the willingness, talent and interest of students in learning English and makes it easier for students to understand English material.

According to Filgona, et al. (2020: 26-27) there are several important of motivation in learning:

- 1) Learning the motivation of students in education is important. A learner learns best when he/she recognizes the need and develops the desire to learn. This is through motivation. Motivation stimulates learners to think, concentrate, and learn effectively. So, students can increase the desire to learn and can lead to thinking and concentration in learning more effectively.

- 2) When not well-motivated, a learner learns very little with difficulty as he/she sees no need to learn. Therefore, motivation provides the effort and energy that a learner needs to achieve the task. It brings the learner to the proper frame of mind for learning. It concentrates the attention and energy of a person on the activity or knowledge to be learned. Motivation determines whether a student will pursue a task (even a difficult one) with enthusiasm or a lackluster attitude. So, motivation can foster students' interest in doing the task with enthusiasm even though the task is difficult.
- 3) Inspiring learners to learn is a major concern in any training situation. Motivation is one of the prime tasks of teaching. The instructor should ensure that it is built in every lesson presentation. Motivation should be started during the introduction of the lesson to ensure the learners' interest and to direct attention to what is to be learned. It should not stop at the introduction stage but be continued throughout the entire lesson presentation. So, providing inspiration is the main purpose of teaching, a teacher must ensure that his students get a motivation when doing teaching, this is not only in the introduction but a teacher must be able to ensure it happens during the learning presentation.
- 4) The motivation of learning activities helps the learner to concentrate on what he/she is doing, and thereby gain satisfaction. Continuous motivation is needed to help learners concentrate on the lessons to be learned. If an individual is motivated, he/she will exude some form of satisfaction. This helps in the self development of the learner. As it clear, motivation in learning activities helps a student to concentrate more in doing task or job, thus she/he will get his own satisfaction. Motivation is very important and is continuously needed so that someone is more concentrated on the lessons she/he learn, this will greatly help in the development of a student.
- 5) Motivation directs learners' behavior toward particular goals. It determines the specific goals toward which learners strive; thus, it affects the choices students make. For example, whether to enroll in an art class or science, whether to attend a school football game during the week or

- 6) complete an assignment that is due the next day. So, motivation can direct a student's behavior towards certain goals. This will determine the main goals of students. For example, whether she/he is interested in a particular subject, whether she/he prefers to watch a school Olympic competition or finish school work due the next day.
- 7) Motivation increases the initiation and persistence of learning activities. It increases students' time on task and is also an important factor affecting their learning and achievement. So, motivation can increase enthusiasm and persistence in learning, it can also increase the enthusiasm of students to spend more time doing assignments and is also an important factor in improving their learning and achievement.
- 8) Motivation enhances cognitive processing. It actually affects what and how information is processed, because motivated students are more likely to pay attention and try to understand the material instead of simply going through the motions of learning in a superficial manner. So, students who are motivated pay more attention and understand the material described by the teacher and with is motivation can improve cognitive processes.
- 9) Motivation determines what consequences are reinforcing and punishing. For example, students with a high level of motivation for classroom achievement and high GPAs are reinforced by receiving a grade of 'A' and they'll feel punished if they receive a grade of 'F'. So, the level of motivation can determine the consequences on student's grades. For example, if a student have high motivation she/he will get a good grade or A, and students with low motivation get a bad score it will punish the students.

f. Students' Motivation in Online Learning

According to Gustiani (2020: 35) there are several factor students motivation in online learning namely, internal (ambition to learn and gain new knowledge: belief education is important; and enjoyment in experiencing new learning method: using some digital platforms.), external (external regulation: avoiding compensation of being absent; and environmental condition: proper

supporting learning facilities) and amotivation (problem with outsources: electricity and internet connection decrease their belief and ability).

Turner (2020) there are several causes for low student motivation in online learning, including;

- 1) There are differences in online and face to face learning structures, these causes face to face learning structures more effective than online learning structures. One example is the lack of physical space to be used as a work zone such as classrooms that were once offered can make a person less focused, because of the many distractions that can come in the household in general. In face to face learning, students can also interact directly with other friends and their teachers while online learning does not.
- 2) The number of teachers providing learning schedules that are less consistent makes it difficult for students to guess what is assigned by the teacher and also the difference in teacher approaches to students makes students lack motivation to take these online classes.
- 3) Zoom and Google meeting schedule inconsistency can make students difficult. Some of the teachers often change the Zoom and Google meeting schedule.
- 4) At home students must also help their parents work. The amount of homework that students have to do make them not focus on online learning.

The large number of tasks assigned by the teacher to students understands the material previously described, therefore there is a bombing of assignments against students. This causes students to be busy doing their assignments which require a very long time to do the assignment. Most of the students said that by doing a lot of assignments, instead of understanding the material better, they actually got unnecessarily busy.

4. Review of Relevant Studies

Based on the literature that researcher read, researcher found people who had been studied were associated with a lack of student motivation in online classes. Cahyani, Listiana, Larasati. (2020). And title *High School Students Learning Motivation in Online*

Learning during the Covid-19 Pandemic. This study explains that student's motivation in online learning has decreased due to several factors. Based on descriptive data, external factor such as the conditions of the online learning environment require students to study in their own homes, here there is a lack of teacher attention to students. Besides that, another factor that causes a decrease in student's motivation is the right time to study. Students admit it is difficult to find the right time to study at home during of the pandemic. A family social environment that is not conducive to students being unable to focus on learning. The similarities between this study and the relevant research in this study focus on the lack of motivation of students in taking online classes. The difference between this study and the relevant research is that this study focuses on the lack of motivation of students in taking online classes among English students, whereas previous studies have focused on the lack of motivation of students in taking online classes among high school students.

The second relevant research is Harandi (2015) who conducted research on the *Effects of E-Learning on Students' Motivation.* This research states overall the results of this study found that e-learning is an important point that affects student's motivation. The similarity between this research and the relevant studies is to discuss e-learning or online classes on student motivation. The difference between this research and the relevant studies is this research was conducted in University of Tehran Alzahra while mine was conducted on IAIN Batusangkar students.

The third relevant study is Turner (2020) conducted a research about *Many Students Lack Motivation for Online Learning in students at Granite Bay.* The researcher found that the results showed several causes for the lack of student motivation in attending online classes for students at the Granite Bay School that is: First, there are differences in online and face to face learning structures, these causes face to face learning structures more effective than online learning structures. Second, the number of teachers providing learning schedules that are less consistent makes it difficult for students to guess what is assigned by the teacher and also the difference in teacher approaches to students makes students lack motivation to take these online classes. Third, Zoom and Google meeting schedule inconsistency can make students difficult. Some of the teachers often change the Zoom and Google meeting schedule. Fourth, at home

students must also help their parents work. The amount of homework that students have to do make them not focus on online learning. Fifth, the large number of tasks assigned by the teacher to students understands the material previously described, therefore there is a bombing of assignments against students. The similarity between this research and the relevant studies is the same topic that discussed about students' of lack of motivation in attending online classes. The difference between this research and the relevant studies is this research was conducted in students' high school at Granite Bay while researcher was conducted on IAIN Batusangkar students.

Conceptual Framework

Motivation is one thing that must be present in a person. According to Brown (2007: 34) Motivation is how far we create the goals we want to achieve and what efforts we will do to get what we have previously achieved. In other words, motivation is a reference that can determine the success or failure of an achievement. According to Ullah (2013:91) Motivation is a concept in which there is a person's persistence to achieve what they wants, the existence of clear behavior and direction to achieve goals. Motivation is very important, especially in the learning process. With the existence of motivation it can encourage a person's enthusiasm for learning, while the absence of motivation makes a person's enthusiasm for learning weak (lack of enthusiasm for learning).

During the Covid-19 pandemic, schools held online or non-face-to-face (online) learning. In this online learning, there are some students who have high motivation and some who have low motivation in participating in online learning during the covid-19 pandemic.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research the researcher conducted a descriptive quantitative research design. According to Sugiyono (2012: 29) descriptive quantitative research is a method that serves to describe or provide an overview of object under study through data or samples that have been collected as existence, without performing analysis and making generally accepted conclusions.

Dealing with the theory, this research focus on students' motivation in attending online classes during covid-19 pandemic a study at English teaching department students of iain batusangkar registered in 2020/2021 academic year.

B. Population and Sample

1. Population

According to Sugiyono (2012: 117) population is generalization field that contains object/ subject that has quality and characteristic that has been chosen by the writer to learn and then make conclusion. For conducting the research, researcher take the population from the first semester of English Teaching Department at IAIN Batusangkar registered in 2020/2021 Academic Year. The population of this research is 78 students. They are divided into three classes, TBI-A, TBI-B, TBI-C. The number of students can be seen in the table below:

Table 2
Population of the Research

| Class | Population |
|--------------|-------------------|
| TBI-A | 26 |
| TBI-B | 27 |
| TBI-C | 25 |
| Total | 78 |

2. Sample

According to Gay, Mills, and Airisian (2012) sample is a group of individuals, items or events that represents the characteristics of the large group from which the sample is drawn. The sample of this research use total sampling because the population is 78 students. According to Fraenkle & Wallen (2009: 106) in the descriptive research a minimum sample is 100.

Technique of Data Collection

1. Research Instrument

In collecting the data, the researcher used a questionnaire to how students' motivation in online learning during covid-19 pandemic. According to Sugiyono (2007: 199) defines questionnaire as one of techniques data analysis that was done by giving a group of written statement and questions the respondents to be answer. It is suitable for this research because questionnaire can be used if there is big number of respondents.

In this research, the researcher used closed questionnaire. According to Sugiyono (2007:201) closed questionnaire is question that needs short answer or the respondent just need to choose one answer from the questionnaire. Sukardi (2012:77) also states that questionnaire is one of instrument that effective in a research, because there are alternative answers so that the questions appropriate with the purpose of the research. By using closed questionnaire, it helps the respondents to answer quickly and ease researcher to conduct data analysis. The questionnaire is used to see students' motivation in attending online classes during the covid-19 pandemic at English teaching department students of Iain Batusangkar.

To contract the questionnaire, the researcher used some steps supported by Widoyoko (2012: 127):

- a. Determining the variable to be examined

In these steps the researcher takes the two variables to examine such as online learning and students motivation.

- b. Formulating a conceptual definition

Then, the researcher find the theories related to the variables.

c. Developing operational definitions

In here the researcher develop statements that have been interpreted according to the theory that researchers got before, that can be observed and do not cause misunderstanding of interpretation.

d. Arranging instrument grille or table of specification

And next steps is the researcher determine the indicators of each variable or sub variable to be measured and compiled the design of instrument items in table form called of specification.

e. Arranging instrument points

And the last step is based on the table of specifications that have made by researcher, then researcher arrange the research instrument items and then described in the statement forms.

In measuring instrument, the researcher use Likert Scale as basic type to measure questionnaire. According to Gay, Mills, and Airasian (2012:157) state that Likert Scale is aimed to ask individual to respond to a series of statements. The scale is divided into four categorizes that is:

SA (*strongly agree*) / SS (*sangat setuju*)

A (*agree*) / S (*setuju*)

RR (Ragu-ragu)

D (*disagree*) / TS (*tidak setuju*)

SD (*strongly disagree*) / STS (*sangat tidak setuju*)

The questionnaire contains either positive and negative statement. There score can be explained in the table below:

Table 3
The score of categorizes statement

| Categories | Statement | |
|---------------|-----------|----------|
| | Positive | Negative |
| Strongly / SS | 5 | 1 |
| Agree / S | 4 | 2 |
| RR | 3 | 3 |
| Disagree / TS | 2 | 4 |

| | | |
|-------------------------|---|---|
| Strongly disagree / STS | 1 | 5 |
|-------------------------|---|---|

In order to create a good questionnaire, it should have validity and reliability. The items questionnaire can made based on the theories by considering the validity and reliability of the questionnaire. Before the questionnaire is distributed to the research sample, the validity and the reliability of the questionnaire should be checked first. For more explanation about it, it discussed as follow:

1) Validity

According to Sukardi (2012:122), validity is a degree that indicates a test about what it is supposed to measure Validity is a degree to which a test measures what it is supposed to be measured. Therefore, the questionnaire of this research must measure student's motivation in online learning during covid-19 pandemic.

To measure the validity is the instrument. According to Brown (2004:22) states that validity is the most complex criterion of an effective test. It measures what has to be measured and truthfulness. The researcher has analyzed the items based on the formula that is proposed by Sudijono(2010: 206) which is to compare r table (r). The formula to know r table is:

$$df=N-2$$

where: df = Degree of freedom

n = Number of Respondents

Because there were 71 students as respondents, then $df=71-2= 69$. The t -table in df 69 was 0,1968 at level significance 5%. If coefficient correlation was higher than 0,1968 it could be concluded that the items of the questionnaire had good validity. Based on the result of SPSS version 25, it found there were 25 items valid, 3 items would be discarded.

2) Reliability

Reliability is consistent, its means establish by determine the relationship between scores result from administering same test, same group, on different occasion. In other word, reliability tests should be conducted in

order to make the instrument reliable and appropriate to be distributed to the sample of the study.

After data collection then the reliability test carry out using SPSS Alpha Cronbach's formula. Cronbach's Alpha is 0,782 which mean reliable.

2. Research Procedure

This research conducted by applies some steps that are preparation, operational, and post operational.

a. Preparation

- 1) Finding the problem of research
- 2) Collecting the theories supporting the problem of the research
- 3) Writing a proposal
- 4) Consulting with the advisor
- 5) Revising the proposal
- 6) Selecting of participant and measuring instruments
- 7) Having seminar proposal
- 8) Revising proposal

b. Operation

- 1) Giving the questionnaire to sample of the research
- 2) Collecting questionnaire from sample of the research

c. Post operation

- 1) Analyzing the data
- 2) Discussing research finding with the advisor
- 3) Drawing the conclusion and the suggestion
- 4) Writing the research report

Technique of Data Analysis

The data analysis used by the researcher in this research is descriptive statistic. In this technique, the data analyzed by several steps:

1. Selecting the data, the writer collected the data by giving closed questionnaire to the respondents.
2. Tabulating the data, the writer analyzed data by using excel and using SPSS to find the percentage of the answer.

3. Classified the students' answering in the table based on the two components of intrinsic and extrinsic motivation.

4. Interpreting the data

In analyze the data; the writer use descriptive quantitative analysis for calculating percentage. The writer use formula proposed by Sudijono (2015:43):

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

Where: P= percentage (%) of problem item

F= frequency

N= total number of respondent

For interpreting the result of the questionnaire, the researcher used the categories of student's motivation, that is:

Table 4
Data Interpretation

| Class Interval | Interpretation | F | % |
|--|-----------------------|----------|----------|
| (0.80 x max score) | Strongly positive | | |
| (0.60 x max score) -(0.80 x max score) | Positive | | |
| (0.40 x max score)-(0.60 x max score) | Negative | | |
| (0.40 x max score) | Strongly negative | | |

Explanation:

$$\begin{aligned} \text{Max score} &= \text{Total questionnaire} \times \text{max score skala likert} \\ &= 25 \times 5 \\ &= 125 \end{aligned}$$

5. Drawing conclusion based on the result percentage

The conclusion was made based on the data that researcher got afteranalyzed and interpreted the data.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

1. Data Description

This chapter discussed the data description, data analysis, and discussion about student's motivation in attending online classes during covid-19 pandemic. Researcher had done conducted research on Thursday-Monday, 5-10 January 2022. There were 78 students as sample of research but there were 7 students cannot be contacted, the number is not active. The researcher got 71 students as a sample of the researcher.

The data were taken from the score of questionnaire was given to the respondents. The scale that was used in this research was Likert scale. The scales are Sangat Setuju (SS), Setuju (SS), Ragu-Ragu (RR), Tidak Setuju (TS), Sangat Tidak Setuju (STS).

The questionnaire was constructed from two variables of motivation that are intrinsic and extrinsic motivation. The total number of items was given to the students were 25 items. There were 16 items about intrinsic motivation, and 9 items about extrinsic motivation.

2. Data Analysis

In data analysis the researcher analyzed the data based on questionnaire that had been distributed to the respondents. All of the data in this research were analyzed by using descriptive statistic formula such as total score, maximum score, minimum score, standard deviation. First, the researcher calculated all of the respondent's score in answering the questionnaire and analyzed them in generally, Secondly, the researcher analyzed them based on the sub-indicator.

There are 25 items of questionnaire were constructed. The items belong to number 1 until 25. After getting the data, the researcher got the general score of the student's motivation in online learning during covid-19 pandemic as follows:

Table 5
Score of Student's Motivation in Online Learning
during Covid-19 Pandemic.

| No Respondent | Total | No Respondent | Total |
|---------------|-------|---------------|-------|
| 1 | 64 | 37 | 66 |
| 2 | 67 | 38 | 100 |
| 3 | 66 | 39 | 73 |
| 4 | 73 | 40 | 74 |
| 5 | 68 | 41 | 112 |
| 6 | 72 | 42 | 67 |
| 7 | 98 | 43 | 75 |
| 8 | 66 | 44 | 72 |
| 9 | 64 | 45 | 74 |
| 10 | 87 | 46 | 86 |
| 11 | 84 | 47 | 84 |
| 12 | 85 | 48 | 65 |
| 13 | 79 | 49 | 68 |
| 14 | 67 | 50 | 91 |
| 15 | 77 | 51 | 75 |
| 16 | 56 | 52 | 74 |
| 17 | 68 | 53 | 70 |
| 18 | 84 | 54 | 80 |
| 19 | 76 | 55 | 66 |
| 20 | 73 | 56 | 74 |
| 21 | 62 | 57 | 69 |
| 22 | 63 | 58 | 86 |
| 23 | 74 | 59 | 94 |
| 24 | 75 | 60 | 79 |
| 25 | 82 | 61 | 69 |
| 26 | 79 | 62 | 78 |
| 27 | 75 | 63 | 79 |
| 28 | 67 | 64 | 71 |
| 29 | 69 | 65 | 87 |
| 30 | 83 | 66 | 57 |
| 31 | 68 | 67 | 69 |
| 32 | 79 | 68 | 75 |
| 33 | 73 | 69 | 75 |
| 34 | 70 | 70 | 70 |
| 35 | 74 | 71 | 63 |
| 36 | 80 | | |
| Total | | | 5314 |

From the table above the researcher got the total score of student's motivation in online learning during covid-19 pandemic was 5314. Then, the researcher calculated the general frequencies of student's motivation in online learning during covid-19 pandemic was showed by frequency table as follows:

Table 6
General Frequency Table of Student's Motivation in Online Learning during Covid-19 Pandemic.

| Score | Frequency | Score | Frequency |
|-------|-----------|-------|-----------|
| 56 | 1 | 76 | 1 |
| 57 | 1 | 77 | 1 |
| 62 | 1 | 78 | 1 |
| 63 | 2 | 79 | 5 |
| 64 | 2 | 80 | 1 |
| 65 | 1 | 82 | 1 |
| 66 | 4 | 83 | 1 |
| 67 | 4 | 84 | 3 |
| 68 | 4 | 85 | 2 |
| 69 | 4 | 86 | 2 |
| 70 | 3 | 87 | 2 |
| 71 | 1 | 91 | 1 |
| 72 | 2 | 94 | 1 |
| 73 | 2 | 98 | 1 |
| 74 | 6 | 100 | 1 |
| 75 | 6 | 112 | 1 |

From the frequency above, it was found the intensity of Student's Motivation in Online Learning during Covid-19 Pandemic. The result can be seen in following table above. It was also found the maximum score, minimum score, mean standard deviation and the other aspects by using SPSS as follows:

Table 7**Table of Statistic Result of Student's Motivation in Online Learning during Covid-19 Pandemic.**

| Statistics | | |
|------------------------|---------|-----------------|
| Total | | |
| N | Valid | 71 |
| | Missing | 0 |
| Mean | | 74.85 |
| Median | | 74.00 |
| Mode | | 74 ^a |
| Std. Deviation | | 9.858 |
| Skewness | | 1.129 |
| Std. Error of Skewness | | .285 |
| Kurtosis | | 2.303 |
| Std. Error of Kurtosis | | .563 |
| Minimum | | 56 |
| Maximum | | 112 |
| Sum | | 5314 |

Based on the table above, there was gotten 112 as the maximum score, 56 as the minimum score, 74.85 as mean, 9.858 as standard deviation, and 5314 as sum of score of Student's Motivation in Online Learning during Covid-19 Pandemic.

Then the researcher categorizes the existing data with the interest and attitude theory proposed by Djemari et al in Febriyani (2011:64) as follows:

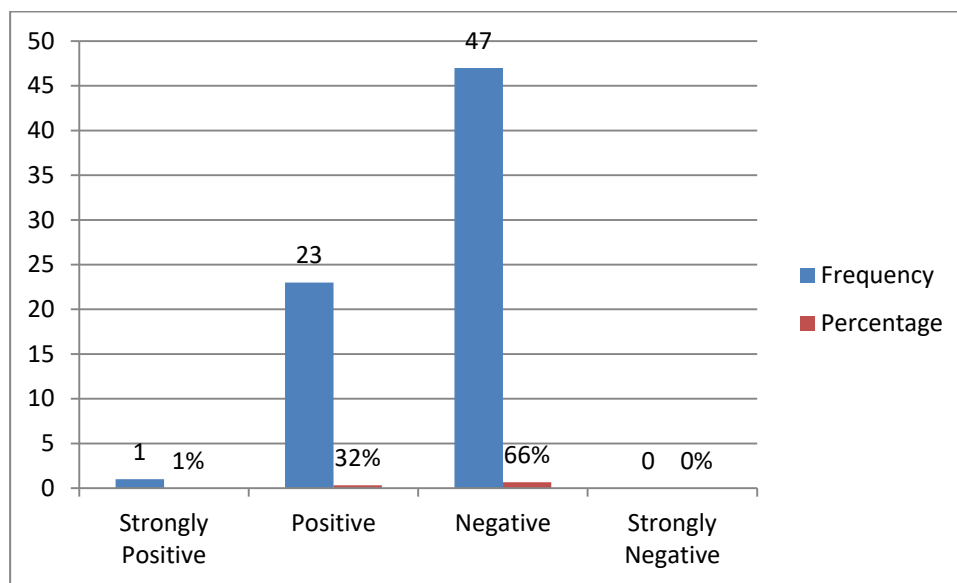
Table 8
General Frequency of Data Distribution of Student's Motivation in
Online Learning during Covid-19 Pandemic.

| No | Class Interval | Frequency | Percentage | Interpretation |
|-------|----------------|-----------|------------|-------------------|
| 1 | ≥ 81 | 1 | 1% | Strongly Positive |
| 2 | 61-80 | 23 | 32% | Positive |
| 3 | 41-60 | 47 | 66% | Negative |
| 4 | ≤ 40 | 0 | 0% | Strongly Negative |
| Total | | 71 | 100% | |

Based on the table above, in class interval 81, there was gotten one student (1%) had strongly positive on student's motivation in online learning during covid-19 pandemic, in class interval 61-80 twenty three students (32%) had positive on student's motivation in online learning during covid-19 pandemic, in class interval 41-60 there was gotten forty seven students (66%) had negative on student's motivation in online learning during covid-19 pandemic, and in class interval 40 there is no students (0%) had strongly negative on student's motivation in online learning during covid-19 pandemic.

To make it clearer, the histogram below shows the percentage of student's motivation in online learning during covid-19 pandemic.

Histogram 1
General Percentage of Students' of Score Student's Motivation
in Online Learning during Covid-19 Pandemic.



Based on the histogram above, there was gotten 1% students had strongly positive on students motivation in online learning during covid-19 pandemic, 23% students had positive on students motivation in online learning during covid-19 pandemic, 66% students had negative on students motivation in online learning during covid-19 pandemic, and 0% students had strongly negative on students motivation in online learning during covid-19 pandemic. It means students' motivation in online learning is in negative level. In other word, it can be said that students' motivation in online learning is low.

In detail, there are types of student's motivation in online learning during covid-19 pandemic, namely intrinsic and extrinsic motivation. Intrinsic motivation such as interest, enjoyment, inherent, satisfaction, and extrinsic motivation such as compliance, external reward and punishment. In this term, the data was analyzed the items of each sub-variable above. The data can be seen as follow:

1. Intrinsic Motivation

a. Interest

Interest is a component related to student interest in online learning. There are 4 items built for this component, namely 1,2, 15 and 16. After getting the data, the researcher got a score for the interest of student's motivation in online learning during the covid-19 pandemic. Based on the data it was found that the scores were as follows:

Table 9
Score of Interest of Student's Motivation in
Online Learning during Covid-19 Pandemic.

| No Respondent | Total | No Respondent | Total |
|---------------|-------|---------------|-------|
| 1 | 11 | 37 | 10 |
| 2 | 11 | 38 | 16 |
| 3 | 11 | 39 | 12 |
| 4 | 11 | 40 | 12 |
| 5 | 12 | 41 | 18 |
| 6 | 11 | 42 | 11 |
| 7 | 16 | 43 | 11 |
| 8 | 10 | 44 | 12 |
| 9 | 12 | 45 | 12 |
| 10 | 17 | 46 | 15 |
| 11 | 14 | 47 | 13 |
| 12 | 14 | 48 | 10 |
| 13 | 12 | 49 | 10 |
| 14 | 11 | 50 | 14 |
| 15 | 13 | 51 | 12 |
| 16 | 10 | 52 | 11 |
| 17 | 12 | 53 | 10 |
| 18 | 14 | 54 | 13 |
| 19 | 10 | 55 | 10 |
| 20 | 12 | 56 | 13 |
| 21 | 11 | 57 | 12 |
| 22 | 12 | 58 | 13 |
| 23 | 12 | 59 | 15 |
| 24 | 12 | 60 | 16 |
| 25 | 14 | 61 | 12 |
| 26 | 14 | 62 | 14 |
| 27 | 14 | 63 | 12 |
| 28 | 10 | 64 | 12 |
| 29 | 11 | 65 | 15 |

| | | | |
|-------|----|----|-----|
| 30 | 12 | 66 | 10 |
| 31 | 12 | 67 | 12 |
| 32 | 13 | 68 | 14 |
| 33 | 12 | 69 | 12 |
| 34 | 12 | 70 | 12 |
| 35 | 13 | 71 | 12 |
| 36 | 13 | | |
| Total | | | 879 |

From the table above the reseacher got the total score of cognitive component of students' perception on flipped classroom model in Introduction to English Literature class was 879 . Then, the researcher calculated the frequencies of affective componet of their perception, whichcan described as follows:

Table 10

Frequency Table Interest of Student's Motivation in Online Learning during Covid-19 Pandemic.

| Score | Frequency |
|-------|-----------|
| 10 | 10 |
| 11 | 11 |
| 12 | 25 |
| 13 | 8 |
| 14 | 7 |
| 15 | 3 |
| 16 | 3 |
| 17 | 1 |
| 18 | 1 |

From the frequency above, it was found the intensity of Student's Motivation in Online Learning during Covid-19 Pandemic. The result can be seen in following table above. It was also found the maximum score, minimum score, mean standard deviation and the other aspectsby using SPSS as follows:

Table 11
Table of Statistic Result of Interest of Student's Motivation in
Online Learning during Covid-19 Pandemic.

| Statistics | | |
|------------------------|---------|-------|
| Total | | |
| N | Valid | 71 |
| | Missing | 0 |
| Mean | | 12.38 |
| Median | | 12.00 |
| Mode | | 12 |
| Std. Deviation | | 1.776 |
| Skewness | | .912 |
| Std. Error of Skewness | | .285 |
| Kurtosis | | .833 |
| Std. Error of Kurtosis | | .563 |
| Minimum | | 10 |
| Maximum | | 18 |
| Sum | | 879 |

Based on the table above, there was gotten 18 as the maximum score, 10 as the minimum score, 12.38 as mean, 1.776 as standard deviation, and 879 as sum of score of Student's Motivation in Online Learning during Covid-19 Pandemic.

Then the researcher categorizes the existing data with the interest and attitude theory proposed by Djemari et al in Febriyani (2011:64) as follows:

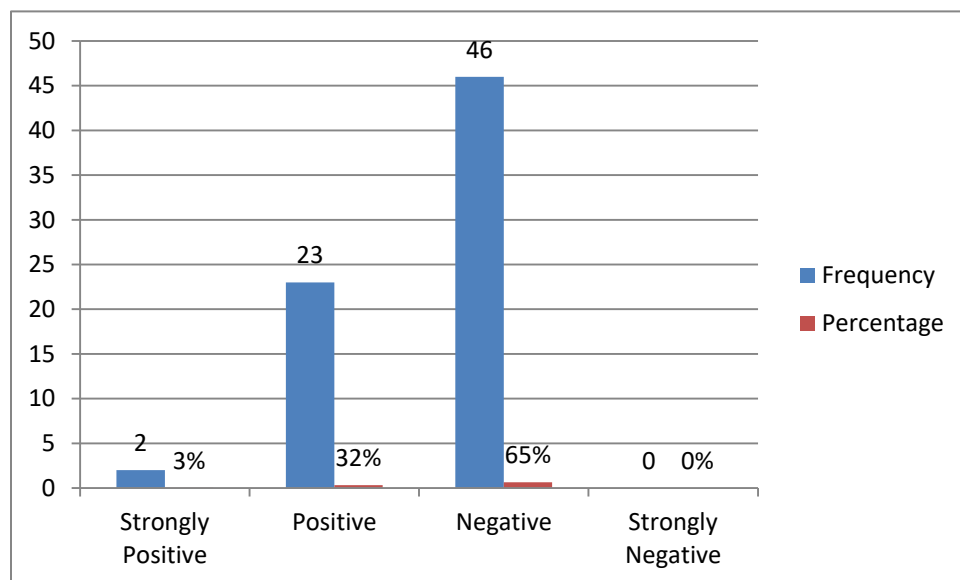
Table 12
Frequency of Data Distribution of Interest of Student's Motivation in
Online Learning during Covid-19 Pandemic.

| No | Class Interval | Frequency | Percentage | Interpretation |
|-------|----------------|-----------|------------|-------------------|
| 1 | ≥ 81 | 2 | 3% | Strongly Positive |
| 2 | 61-80 | 23 | 32% | Positive |
| 3 | 41-60 | 46 | 65% | Negative |
| 4 | ≤ 40 | 0 | 0% | Strongly Negative |
| Total | | 71 | 100% | |

Based on the table above, in class interval 81, there was gotten two students (3%) had strongly positive on student's motivation in online learning during covid-19 pandemic, in class interval 61-80 twenty three students (32%) had positive on student's motivation in online learning during covid-19 pandemic, in class interval 41-60 there was gotten forty six students (65%) had negative on student's motivation in online learning during covid-19 pandemic, and in class interval 40 there is no students (0%) had strongly negative on student's motivation in online learning during covid-19 pandemic.

To make it clearer, the histogram below shows the percentage of student's motivation in online learning during covid-19 pandemic.

Histogram 2
Percentage of Interest of Student's Motivation
in Online Learning during Covid-19 Pandemic.



Based on the histogram above, 3% students had strongly positive on student's motivation in online learning during covid-19 pandemic, 32% had positive on student's motivation in online learning during covid-19 pandemic, 65% had negative on student's motivation in online learning during covid-19 pandemic, and 0% had strongly negative on student's motivation in online learning during covid-19 pandemic. It means students' motivation in online learning is in negative level. In other word, it can be said that students' motivation in online learning is low.

b. Enjoyment

There are 4 items built for this component, namely 3,4,17 and 18. After getting the data, the researcher got a score for the enjoyment of student's motivation in online learning during the covid-19 pandemic. Based on the data it was found that the scores were as follows:

Table 13
Score of Enjoyment of Student's Motivation in
Online Learning during Covid-19 Pandemic.

| No Respondent | Total | No Respondent | Total |
|---------------|-------|---------------|-------|
| 1 | 10 | 37 | 14 |
| 2 | 11 | 38 | 16 |
| 3 | 10 | 39 | 13 |
| 4 | 13 | 40 | 13 |
| 5 | 12 | 41 | 18 |
| 6 | 10 | 42 | 12 |
| 7 | 16 | 43 | 15 |
| 8 | 13 | 44 | 13 |
| 9 | 11 | 45 | 13 |
| 10 | 19 | 46 | 12 |
| 11 | 14 | 47 | 15 |
| 12 | 14 | 48 | 12 |
| 13 | 11 | 49 | 11 |
| 14 | 10 | 50 | 15 |
| 15 | 16 | 51 | 13 |
| 16 | 9 | 52 | 10 |
| 17 | 10 | 53 | 13 |
| 18 | 12 | 54 | 16 |
| 19 | 14 | 55 | 12 |
| 20 | 13 | 56 | 12 |
| 21 | 13 | 57 | 12 |
| 22 | 12 | 58 | 14 |
| 23 | 14 | 59 | 15 |
| 24 | 12 | 60 | 15 |
| 25 | 16 | 61 | 12 |
| 26 | 14 | 62 | 14 |
| 27 | 13 | 63 | 12 |
| 28 | 13 | 64 | 14 |
| 29 | 12 | 65 | 15 |
| 30 | 12 | 66 | 12 |
| 31 | 14 | 67 | 11 |
| 32 | 13 | 68 | 14 |
| 33 | 12 | 69 | 12 |
| 34 | 12 | 70 | 12 |
| 35 | 12 | 71 | 12 |
| 36 | 14 | | |
| Total | | | 920 |

From the table above the reseacher got the total score of cognitive component of students' perception on flipped classroom model in Introduction to English Literature class was 920. Then, the researcher calculated the frequencies of affective componet of their perception, whichcan described as follows:

Table 14

Frequency Table Enjoyment of Student's Motivation in Online Learning during Covid-19 Pandemic.

| Score | Frequency |
|-------|-----------|
| 9 | 1 |
| 10 | 6 |
| 11 | 5 |
| 12 | 21 |
| 13 | 13 |
| 14 | 12 |
| 15 | 6 |
| 16 | 3 |
| 18 | 1 |
| 19 | 1 |

From the frequency above, it was found the intensity of Student's Motivation in Online Learning during Covid-19 Pandemic. The result can be seen in following table above. It was also found the maximum score, minimum score, mean standard deviation and the other aspectsby using SPSS as follows:

Table 15
Table of Statistic Result of Enjoyment of Student's Motivation
inOnline Learning during Covid-19 Pandemic.

| Statistics | | |
|------------------------|---------|-------|
| Total | | |
| N | Valid | 71 |
| | Missing | 0 |
| Mean | | 12.96 |
| Median | | 13.00 |
| Mode | | 12 |
| Std. Deviation | | 1.901 |
| Skewness | | .602 |
| Std. Error of Skewness | | .285 |
| Kurtosis | | .829 |
| Std. Error of Kurtosis | | .563 |
| Minimum | | 9 |
| Maximum | | 19 |
| Sum | | 920 |

Based on the table above, there was gotten 19 as the maximum score, 9 as the minimum score, 12.96 as mean, 1.901 as standard deviation, and 920 as sum of score of Student's Motivation in Online Learning during Covid-19 Pandemic.

Then the researcher categorizes the existing data with the interest and attitude theory proposed by Djemari et al in Febriyani (2011:64) as follows:

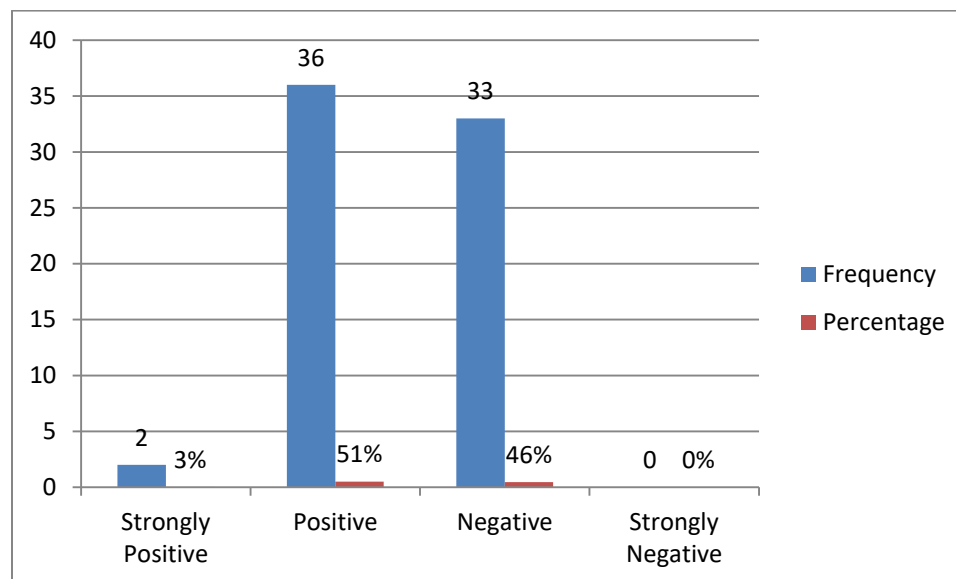
Table 16
Frequency of Data Distribution of Enjoyment of Student's
Motivation in Online Learning during Covid-19 Pandemic.

| No | Class Interval | Frequency | Percentage | Interpretation |
|-------|----------------|-----------|------------|-------------------|
| 1 | ≥ 81 | 2 | 3% | Strongly Positive |
| 2 | 61-80 | 36 | 51% | Positive |
| 3 | 41-60 | 33 | 46% | Negative |
| 4 | ≤ 40 | 0 | 0% | Strongly negative |
| Total | | 71 | 100% | |

Based on the table above, in class interval 81, there was gotten two students (3%) had strongly positive on student's motivation in online learning during covid-19 pandemic, in class interval 61-80 thirty six students (51%) had positive on student's motivation in online learning during covid-19 pandemic, in class interval 41-60 there was gotten Thirty three students (46%) had negative on student's motivation in online learning during covid-19 pandemic, and in class interval 40 there is no students (0%) had strongly negative on student's motivation in online learning during covid-19 pandemic.

To make it clearer, the histogram below shows the percentage of student's motivation in online learning during covid-19 pandemic.

Histogram 3
Percentage of Enjoyment of Student's Motivation
in Online Learning during Covid-19 Pandemic.



Based on the histogram above, 3% students had strongly positive on student's motivation in online learning during covid-19 pandemic, 51% had positive on student's motivation in online learning during covid-19 pandemic, 46% had negative on student's motivation in online learning during covid-19 pandemic, and 0% had strongly negative on student's motivation in online learning during covid-19 pandemic. It means students' motivation in online learning is in positive level. In other word, it can be said that students' motivation in online learning is high.

c. Inherent

There are 4 items built for this component, namely 5,6,19 and 20. After getting the data, the researcher got a score for the inherent of student's motivation in online learning during the covid-19 pandemic. Based on the data it was found that the scores were as follows:

Table 17
Score of Inherent of Student's Motivation in
Online Learning during Covid-19 Pandemic.

| No Respondent | Total | No Respondent | Total |
|---------------|-------|---------------|-------|
| 1 | 10 | 37 | 11 |
| 2 | 10 | 38 | 16 |
| 3 | 9 | 39 | 12 |
| 4 | 10 | 40 | 12 |
| 5 | 12 | 41 | 19 |
| 6 | 12 | 42 | 11 |
| 7 | 16 | 43 | 13 |
| 8 | 8 | 44 | 12 |
| 9 | 12 | 45 | 11 |
| 10 | 14 | 46 | 13 |
| 11 | 16 | 47 | 15 |
| 12 | 13 | 48 | 11 |
| 13 | 11 | 49 | 11 |
| 14 | 10 | 50 | 13 |
| 15 | 13 | 51 | 12 |
| 16 | 8 | 52 | 10 |
| 17 | 11 | 53 | 11 |
| 18 | 15 | 54 | 9 |
| 19 | 12 | 55 | 10 |
| 20 | 12 | 56 | 10 |
| 21 | 12 | 57 | 12 |
| 22 | 10 | 58 | 14 |
| 23 | 14 | 59 | 15 |
| 24 | 12 | 60 | 13 |
| 25 | 15 | 61 | 12 |
| 26 | 14 | 62 | 14 |
| 27 | 11 | 63 | 12 |
| 28 | 12 | 64 | 9 |
| 29 | 12 | 65 | 14 |
| 30 | 14 | 66 | 10 |
| 31 | 9 | 67 | 10 |
| 32 | 13 | 68 | 11 |
| 33 | 12 | 69 | 12 |
| 34 | 10 | 70 | 11 |
| 35 | 12 | 71 | 12 |
| 36 | 12 | | |
| Total | | | 851 |

From the table above the researcher got the total score of cognitive component of students' perception on flipped classroom model in Introduction to English Literature class was 851. Then, the researcher calculated the frequencies of affective component of their perception, which can be described as follows:

Table 18

Frequency Table Inherent of Student's Motivation in Online Learning during Covid-19 Pandemic.

| Score | Frequency |
|-------|-----------|
| 8 | 2 |
| 9 | 4 |
| 10 | 11 |
| 11 | 11 |
| 12 | 21 |
| 13 | 7 |
| 14 | 7 |
| 15 | 4 |
| 16 | 1 |

From the frequency above, it was found the intensity of Student's Motivation in Online Learning during Covid-19 Pandemic. The result can be seen in following table above. It was also found the maximum score, minimum score, mean standard deviation and the other aspects by using SPSS as follows:

Table 19
Table of Statistic Result of Inherent of Student's Motivation
In Online Learning during Covid-19 Pandemic.

| Statistics | | |
|------------------------|---------|-------|
| Total | | |
| N | Valid | 71 |
| | Missing | 0 |
| Mean | | 11.99 |
| Median | | 12.00 |
| Mode | | 12 |
| Std. Deviation | | 2.039 |
| Skewness | | .665 |
| Std. Error of Skewness | | .285 |
| Kurtosis | | 1.061 |
| Std. Error of Kurtosis | | .563 |
| Minimum | | 8 |
| Maximum | | 19 |
| Sum | | 851 |

Based on the table above, there was gotten 19 as the maximum score, 8 as the minimum score, 11.99 as mean, 2.039 as standard deviation, and 851 as sum of score of Student's Motivation in Online Learning during Covid-19 Pandemic.

Then the researcher categorizes the existing data with the interest and attitude theory proposed by Djemari et al in Febriyani (2011:64) as follows:

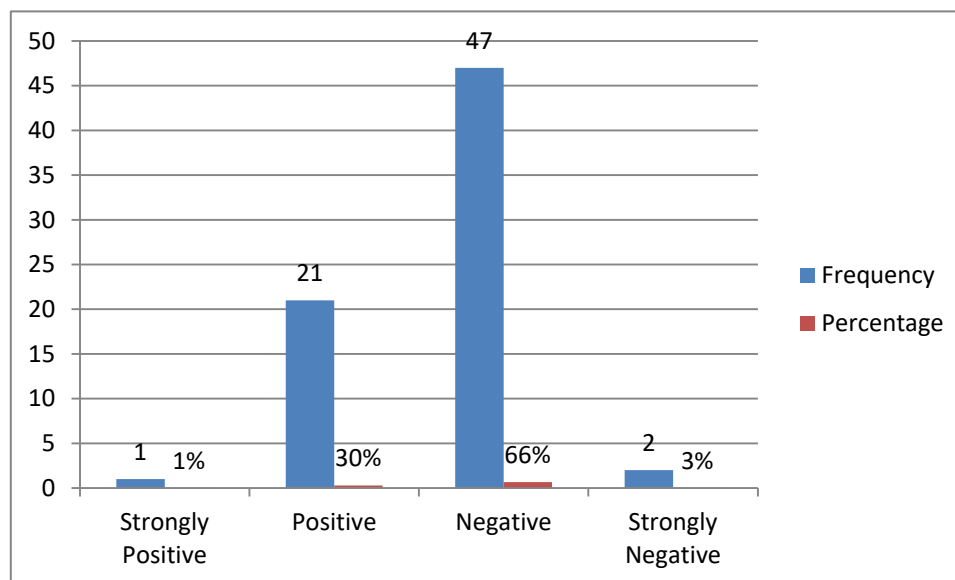
Table 20
Frequency of Data Distribution of Inherent of Student's
Motivation in Online Learning during Covid-19 Pandemic.

| No | Class Interval | Frequency | Percentage | Interpretation |
|-------|----------------|-----------|------------|-------------------|
| 1 | ≥ 81 | 1 | 1% | Strongly Positive |
| 2 | 61-80 | 21 | 30% | Positive |
| 3 | 41-60 | 47 | 66% | Negative |
| 4 | ≤ 40 | 2 | 3% | Strongly negative |
| Total | | 71 | 100% | |

Based on the table above, in class interval 81, there was gotten one student (1%) had strongly positive on student's motivation in online learning during covid-19 pandemic, in class interval 61-80 twenty one students (30%) had positive on student's motivation in online learning during covid-19 pandemic, in class interval 41-60 there was gotten forty seven students (66%) had negative on student's motivation in online learning during covid-19 pandemic, and in class interval 40 there was gotten two students (3%) had strongly negative on student's motivation in online learning during covid-19 pandemic.

To make it clearer, the histogram below shows the percentage of student's motivation in online learning during covid-19 pandemic.

Histogram 4
Percentage of Inherent of Student's Motivation
in Online Learning during Covid-19 Pandemic.



Based on the histogram above, 1% students had strongly positive on student's motivation in online learning during covid-19 pandemic, 30% had positive on student's motivation in online learning during covid-19 pandemic, 66% had negative on student's motivation in online learning during covid-19 pandemic, and 3% had strongly negative on student's motivation in online learning during covid-19 pandemic. It means students' motivation in online learning is in negative level. In other word, it can be said that students' motivation in online learning is low.

d. Satisfaction

There are 4 items built for this component, namely 7,8,21 and 22. After getting the data, the researcher got a score for the satisfaction of student's motivation in online learning during the covid-19 pandemic. Based on the data it was found that the scores were as follows:

Table 21
Score of Satisfaction of Student's Motivation in
Online Learning during Covid-19 Pandemic.

| No Respondent | Total | No Respondent | Total |
|---------------|-------|---------------|-------|
| 1 | 10 | 37 | 9 |
| 2 | 12 | 38 | 16 |
| 3 | 13 | 39 | 12 |
| 4 | 13 | 40 | 11 |
| 5 | 12 | 41 | 19 |
| 6 | 13 | 42 | 10 |
| 7 | 14 | 43 | 11 |
| 8 | 11 | 44 | 12 |
| 9 | 8 | 45 | 10 |
| 10 | 14 | 46 | 12 |
| 11 | 14 | 47 | 14 |
| 12 | 13 | 48 | 11 |
| 13 | 15 | 49 | 12 |
| 14 | 11 | 50 | 13 |
| 15 | 12 | 51 | 12 |
| 16 | 12 | 52 | 13 |
| 17 | 13 | 53 | 12 |
| 18 | 12 | 54 | 12 |
| 19 | 12 | 55 | 12 |
| 20 | 11 | 56 | 12 |
| 21 | 9 | 57 | 12 |
| 22 | 11 | 58 | 14 |
| 23 | 13 | 59 | 14 |
| 24 | 12 | 60 | 12 |
| 25 | 14 | 61 | 9 |
| 26 | 13 | 62 | 12 |
| 27 | 13 | 63 | 13 |
| 28 | 11 | 64 | 13 |
| 29 | 13 | 65 | 15 |
| 30 | 15 | 66 | 10 |
| 31 | 12 | 67 | 11 |
| 32 | 12 | 68 | 11 |
| 33 | 10 | 69 | 13 |
| 34 | 10 | 70 | 14 |
| 35 | 13 | 71 | 10 |
| 36 | 9 | | |
| Total | | | 863 |

From the table above the reseacher got the total score of cognitive component of students' perception on flipped classroom model in Introduction to English Literature class was 863. Then, the researcher calculated the frequencies of affective componet of their perception, whichcan described as follows:

Table 22

Frequency Table Satisfaction of Student's Motivation in Online Learning during Covid-19 Pandemic.

| Score | Frequency |
|-------|-----------|
| 8 | 1 |
| 9 | 4 |
| 10 | 7 |
| 11 | 10 |
| 12 | 21 |
| 13 | 15 |
| 14 | 8 |
| 15 | 3 |
| 16 | 1 |
| 19 | 1 |

From the frequency above, it was found the intensity of Student's Motivation in Online Learning during Covid-19 Pandemic. The result can be seen in following table above. It was also found the maximum score, minimum score, mean standard deviation and the other aspectsby using SPSS as follows:

Table 23
Table of Statistic Result of Satisfaction of Student's Motivation
In Online Learning during Covid-19 Pandemic.

| Statistics | | |
|------------------------|---------|-------|
| Total | | |
| N | Valid | 71 |
| | Missing | 0 |
| Mean | | 12.15 |
| Median | | 12.00 |
| Mode | | 12 |
| Std. Deviation | | 1.802 |
| Skewness | | .560 |
| Std. Error of Skewness | | .285 |
| Kurtosis | | 2.143 |
| Std. Error of Kurtosis | | .563 |
| Minimum | | 8 |
| Maximum | | 19 |
| Sum | | 863 |

Based on the table above, there was gotten 19 as the maximum score, 8 as the minimum score, 12.15 as mean, 1.802 as standard deviation, and 863 as sum of score of Student's Motivation in Online Learning during Covid-19 Pandemic.

Then the researcher categorizes the existing data with the interest and attitude theory proposed by Djemari et al in Febriyani (2011:64) as follows:

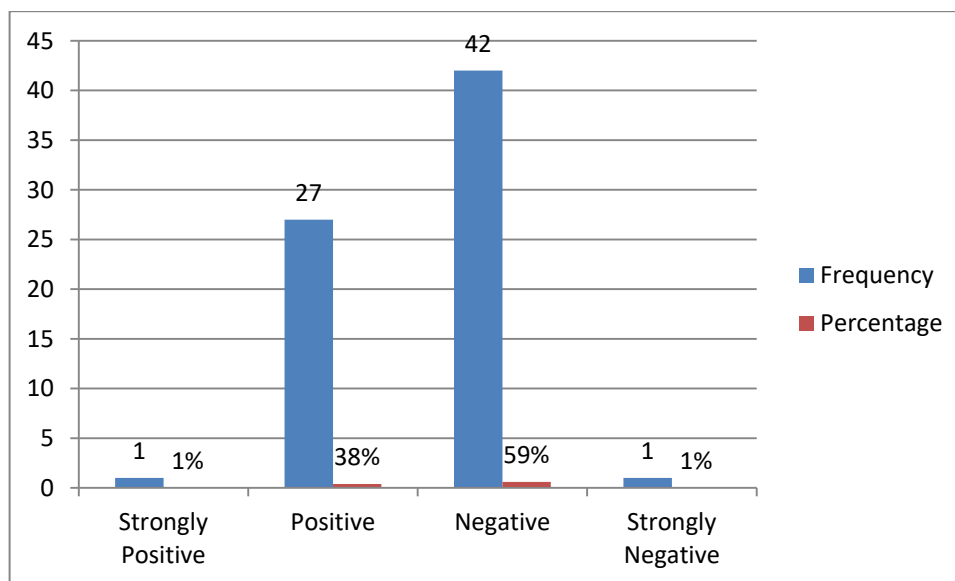
Table 24
Frequency of Data Distribution of Satisfaction of Student's
Motivation in Online Learning during Covid-19 Pandemic.

| No | Class Interval | Frequency | Percentage | Interpretation |
|-------|----------------|-----------|------------|-------------------|
| 1 | ≥ 81 | 1 | 1% | Strongly Positive |
| 2 | 61-80 | 27 | 38% | Positive |
| 3 | 41-60 | 42 | 59% | Negative |
| 4 | ≤ 40 | 1 | 1% | Strongly negative |
| Total | | 71 | 100% | |

Based on the table above, in class interval 81, there was gotten one student (1%) had strongly positive on student's motivation in online learning during covid-19 pandemic, in class interval 61-80 twenty seven students (38%) had positive on student's motivation in online learning during covid-19 pandemic, in class interval 41-60 there was gotten forty two students (59%) had negative on student's motivation in online learning during covid-19 pandemic, and in class interval 40 there was gotten one student (1%) had strongly negative on student's motivation in online learning during covid-19 pandemic.

To make it clearer, the histogram below shows the percentage of student's motivation in online learning during covid-19 pandemic.

Histogram 5
Percentage of Satisfaction of Student's Motivation
in Online Learning during Covid-19 Pandemic.



Based on the histogram above, 1% students had strongly positive on student's motivation in online learning during covid-19 pandemic, 38% had positive on student's motivation in online learning during covid-19 pandemic, 59% had negative on student's motivation in online learning during covid-19 pandemic, and 1% had strongly negative on student's motivation in online learning during covid-19 pandemic. It means students' motivation in online learning is in negative level. In other word, it can be said that students' motivation in online learning is low.

2. Extrinsic Motivation

a. Compliance

There are 2 items built for this component, namely 23 and 24. After getting the data, the researcher got a score for the compliance of student's motivation in online learning during the covid-19 pandemic. Based on the data it was found that the scores were as follows:

Table 25
Score of Compliance of Student's Motivation in
Online Learning during Covid-19 Pandemic.

| No Respondent | Total | No Respondent | Total |
|---------------|-------|---------------|-------|
| 1 | 2 | 37 | 4 |
| 2 | 2 | 38 | 8 |
| 3 | 4 | 39 | 4 |
| 4 | 5 | 40 | 6 |
| 5 | 4 | 41 | 10 |
| 6 | 5 | 42 | 4 |
| 7 | 8 | 43 | 4 |
| 8 | 5 | 44 | 4 |
| 9 | 6 | 45 | 6 |
| 10 | 4 | 46 | 8 |
| 11 | 4 | 47 | 6 |
| 12 | 6 | 48 | 2 |
| 13 | 5 | 49 | 4 |
| 14 | 4 | 50 | 5 |
| 15 | 3 | 51 | 2 |
| 16 | 3 | 52 | 6 |
| 17 | 3 | 53 | 4 |
| 18 | 4 | 54 | 4 |
| 19 | 4 | 55 | 2 |
| 20 | 5 | 56 | 6 |
| 21 | 2 | 57 | 4 |
| 22 | 4 | 58 | 8 |
| 23 | 3 | 59 | 8 |
| 24 | 6 | 60 | 2 |
| 25 | 4 | 61 | 4 |
| 26 | 4 | 62 | 4 |
| 27 | 4 | 63 | 6 |
| 28 | 2 | 64 | 7 |
| 29 | 4 | 65 | 4 |
| 30 | 4 | 66 | 2 |

| | | | |
|-------|---|----|-----|
| 31 | 6 | 67 | 4 |
| 32 | 6 | 68 | 4 |
| 33 | 7 | 69 | 6 |
| 34 | 4 | 70 | 2 |
| 35 | 4 | 71 | 2 |
| 36 | 7 | | |
| Total | | | 323 |

From the table above the reseacher got the total score of cognitive component of students' perception on flipped classroom model in Introduction to English Literature class was 323. Then, the researcher calculated the frequencies of affective componet of their perception, whichcan described as follows:

Table 26

Frequency Table Compliance of Student's Motivation in Online Learning during Covid-19 Pandemic.

| Score | Frequency |
|-------|-----------|
| 2 | 11 |
| 3 | 4 |
| 4 | 29 |
| 5 | 6 |
| 6 | 12 |
| 7 | 3 |
| 8 | 5 |
| 10 | 1 |

From the frequency above, it was found the intensity of Student's Motivation in Online Learning during Covid-19 Pandemic. The result can be seen in following table above. It was also found the maximum score, minimum score, mean standard deviation and the other aspectsby using SPSS as follows:

Table 27
Table of Statistic Result of Compliance of Student's Motivation
In Online Learning during Covid-19 Pandemic.

| Statistics | | |
|------------------------|---------|-------|
| Total | | |
| N | Valid | 71 |
| | Missing | 0 |
| Mean | | 4.55 |
| Median | | 4.00 |
| Mode | | 4 |
| Std. Deviation | | 1.787 |
| Skewness | | .636 |
| Std. Error of Skewness | | .285 |
| Kurtosis | | .290 |
| Std. Error of Kurtosis | | .563 |
| Minimum | | 2 |
| Maximum | | 10 |
| Sum | | 323 |

Based on the table above, there was gotten 10 as the maximum score, 2 as the minimum score, 4.55 as mean, 1.787 as standard deviation, and 323 as sum of score of Student's Motivation in Online Learning during Covid-19 Pandemic.

Then the researcher categorizes the existing data with the interest and attitude theory proposed by Djemari et al in Febriyani (2011:64) as follows:

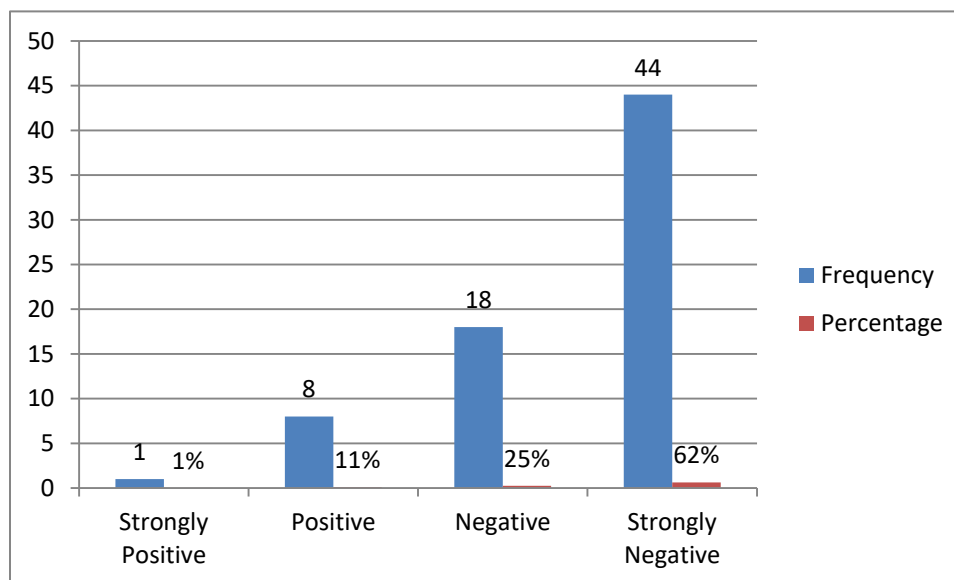
Table 28
Frequency of Data Distribution of Compliance of Student's
Motivation in Online Learning during Covid-19 Pandemic.

| No | Class Interval | Frequency | Percentage | Interpretation |
|-------|----------------|-----------|------------|-------------------|
| 1 | ≥ 81 | 1 | 1% | Strongly Positive |
| 2 | 61-80 | 8 | 11% | Positive |
| 3 | 41-60 | 18 | 25% | Negative |
| 4 | ≤ 40 | 44 | 62% | Strongly Negative |
| Total | | 71 | 100% | |

Based on the table above, in class interval 81, there was gotten one student (1%) had strongly positive on student's motivation in online learning during covid-19 pandemic, in class interval 61-80 eight students (11%) had positive on student's motivation in online learning during covid-19 pandemic, in class interval 41-60 there was gotten eighteen students (25%) had negative on student's motivation in online learning during covid-19 pandemic, and in class interval 40 forty four students (62%) had strongly negative on student's motivation in online learning during covid-19 pandemic.

To make it clearer, the histogram below shows the percentage of student's motivation in online learning during covid-19 pandemic.

Histogram 6
Percentage of Compliance of Student's Motivation
in Online Learning during Covid-19 Pandemic.



Based on the histogram above, 1% students had strongly positive on student's motivation in online learning during covid-19 pandemic, 11% had positive on student's motivation in online learning during covid-19 pandemic, 25% had negative on student's motivation in online learning during covid-19 pandemic, and 62% had strongly negative on student's motivation in online learning during covid-19 pandemic. It means students' motivation in online learning is in strongly negative level. In other word, it can be said that students' motivation in online learning is very low.

b. External Rewards

There are 4 items built for this component, namely 11,12,25 and 26. After getting the data, the researcher got a score for the external rewards of student's motivation in online learning during the covid-19 pandemic. Based on the data it was found that the scores were as follows:

Table 29
Score of External Rewards of Student's Motivation in
Online Learning during Covid-19 Pandemic.

| No Respondent | Total | No Respondent | Total |
|---------------|-------|---------------|-------|
| 1 | 14 | 37 | 12 |
| 2 | 10 | 38 | 16 |
| 3 | 12 | 39 | 12 |
| 4 | 13 | 40 | 13 |
| 5 | 10 | 41 | 18 |
| 6 | 12 | 42 | 11 |
| 7 | 16 | 43 | 13 |
| 8 | 9 | 44 | 12 |
| 9 | 9 | 45 | 13 |
| 10 | 12 | 46 | 14 |
| 11 | 14 | 47 | 11 |
| 12 | 15 | 48 | 12 |
| 13 | 15 | 49 | 12 |
| 14 | 11 | 50 | 20 |
| 15 | 11 | 51 | 14 |
| 16 | 8 | 52 | 13 |
| 17 | 12 | 53 | 12 |
| 18 | 16 | 54 | 16 |
| 19 | 14 | 55 | 12 |
| 20 | 11 | 56 | 12 |
| 21 | 8 | 57 | 9 |
| 22 | 8 | 58 | 14 |
| 23 | 8 | 59 | 15 |
| 24 | 12 | 60 | 12 |
| 25 | 11 | 61 | 12 |
| 26 | 12 | 62 | 11 |
| 27 | 12 | 63 | 14 |
| 28 | 11 | 64 | 11 |
| 29 | 9 | 65 | 14 |
| 30 | 16 | 66 | 9 |
| 31 | 10 | 67 | 12 |
| 32 | 13 | 68 | 13 |
| 33 | 10 | 69 | 12 |
| 34 | 14 | 70 | 12 |
| 35 | 11 | 71 | 8 |
| 36 | 15 | | |
| Total | | | 870 |

From the table above the researcher got the total score of cognitive component of students' perception on flipped classroom model in Introduction to English Literature class was 870. Then, the researcher calculated the frequencies of affective component of their perception, which can be described as follows:

Table 30

**Frequency Table External Rewards of Student's Motivation
In Online Learning during Covid-19 Pandemic.**

| Score | Frequency |
|-------|-----------|
| 8 | 5 |
| 9 | 5 |
| 10 | 4 |
| 11 | 10 |
| 12 | 20 |
| 13 | 7 |
| 14 | 9 |
| 15 | 4 |
| 16 | 5 |
| 18 | 1 |
| 20 | 1 |

From the frequency above, it was found the intensity of Student's Motivation in Online Learning during Covid-19 Pandemic. The result can be seen in following table above. It was also found the maximum score, minimum score, mean standard deviation and the other aspects by using SPSS as follows:

Table 31
Table of Statistic Result of External Rewards of Student's Motivation
In Online Learning during Covid-19 Pandemic.

| Statistics | | |
|------------------------|---------|-------|
| Total | | |
| N | Valid | 71 |
| | Missing | 0 |
| Mean | | 12.25 |
| Median | | 12.00 |
| Mode | | 12 |
| Std. Deviation | | 2.407 |
| Skewness | | .452 |
| Std. Error of Skewness | | .285 |
| Kurtosis | | .725 |
| Std. Error of Kurtosis | | .563 |
| Minimum | | 8 |
| Maximum | | 20 |
| Sum | | 870 |

Based on the table above, there was gotten 20 as the maximum score, 8 as the minimum score, 12.25 as mean, 2.407 as standard deviation, and 870 as sum of score of Student's Motivation in Online Learning during Covid-19 Pandemic.

Then the researcher categorizes the existing data with the interest and attitude theory proposed by Djemari et al in Febriyani (2011:64) as follows:

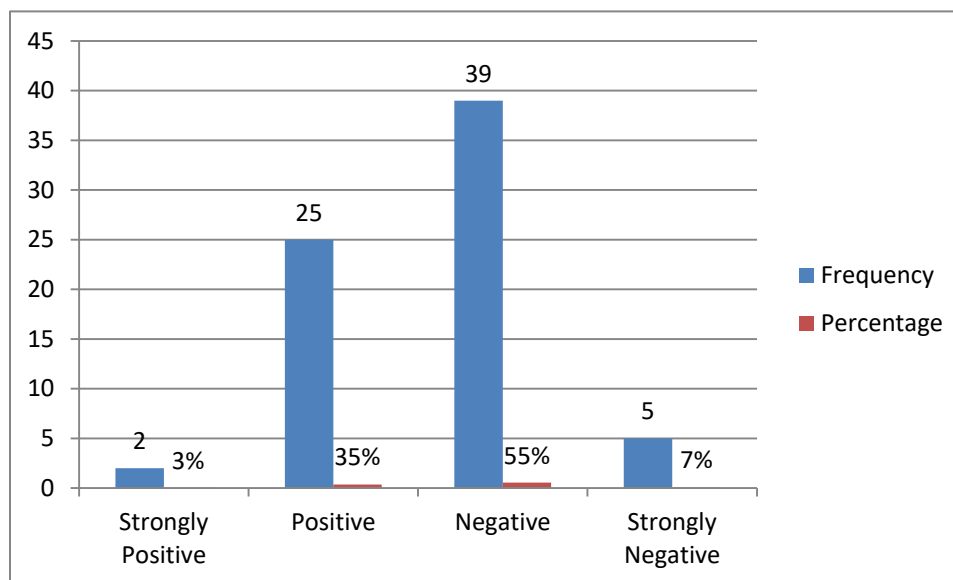
Table 32
Frequency of Data Distribution of External Rewards of Student's
Motivation in Online Learning during Covid-19 Pandemic.

| No | Class Interval | Frequency | Percentage | Interpretation |
|-------|----------------|-----------|------------|-------------------|
| 1 | ≥ 81 | 2 | 3% | Strongly Positive |
| 2 | 61-80 | 25 | 35% | Positive |
| 3 | 41-60 | 39 | 55% | Negative |
| 4 | ≤ 40 | 5 | 7% | Strongly Negative |
| Total | | 71 | 100% | |

Based on the table above, in class interval 81, there was gotten two students (3%) had strongly positive on student's motivation in online learning during covid-19 pandemic, in class interval 61-80 twenty five students (35%) had positive on student's motivation in online learning during covid-19 pandemic, in class interval 41-60 there was gotten thirty nine students (55%) had negative on student's motivation in online learning during covid-19 pandemic, and in class interval 40 there was gotten five students (7%) had strongly negative on student's motivation in online learning during covid-19 pandemic.

To make it clearer, the histogram below shows the percentage of student's motivation in online learning during covid-19 pandemic.

Histogram 7
Percentage of External Rewards of Student's Motivation
in Online Learning during Covid-19 Pandemic.



Based on the histogram above, 3% students had strongly positive on student's motivation in online learning during covid-19 pandemic, 35% had positive on student's motivation in online learning during covid-19 pandemic, 55% had negative on student's motivation in online learning during covid-19 pandemic, and 7% had strongly negative on student's motivation in online learning during covid-19 pandemic. It means students' motivation in online learning is in negative level. In other word, it can be said that students' motivation in online learning is low.

c. Punishment

There are 3 items built for this component, namely 13,27 and 28. After getting the data, the researcher got a score for the punishment of student's motivation in online learning during the covid-19 pandemic. Based on the data it was found that the scores were as follows:

Table 33
Score of Punishment of Student's Motivation in
Online Learning during Covid-19 Pandemic.

| No Respondent | Total | No Respondent | Total |
|---------------|-------|---------------|-------|
| 1 | 7 | 37 | 6 |
| 2 | 11 | 38 | 12 |
| 3 | 7 | 39 | 8 |
| 4 | 8 | 40 | 7 |
| 5 | 6 | 41 | 10 |
| 6 | 9 | 42 | 8 |
| 7 | 12 | 43 | 8 |
| 8 | 10 | 44 | 7 |
| 9 | 6 | 45 | 9 |
| 10 | 7 | 46 | 12 |
| 11 | 8 | 47 | 10 |
| 12 | 10 | 48 | 7 |
| 13 | 10 | 49 | 8 |
| 14 | 10 | 50 | 11 |
| 15 | 9 | 51 | 10 |
| 16 | 6 | 52 | 11 |
| 17 | 7 | 53 | 8 |
| 18 | 11 | 54 | 10 |
| 19 | 10 | 55 | 8 |
| 20 | 9 | 56 | 9 |
| 21 | 7 | 57 | 8 |
| 22 | 6 | 58 | 9 |
| 23 | 10 | 59 | 12 |
| 24 | 9 | 60 | 9 |
| 25 | 8 | 61 | 8 |
| 26 | 8 | 62 | 9 |
| 27 | 8 | 63 | 10 |
| 28 | 8 | 64 | 5 |
| 29 | 8 | 65 | 10 |
| 30 | 10 | 66 | 4 |
| 31 | 5 | 67 | 9 |
| 32 | 9 | 68 | 8 |
| 33 | 10 | 69 | 8 |
| 34 | 8 | 70 | 7 |
| 35 | 9 | 71 | 7 |
| 36 | 10 | | |
| Total | | | 608 |

From the table above the researcher got the total score of cognitive component of students' perception on flipped classroom model in Introduction to English Literature class was 608. Then, the researcher calculated the frequencies of affective component of their perception, which can be described as follows:

Table 34

**Frequency Table Punishment of Student's Motivation
In Online Learning during Covid-19 Pandemic.**

| Score | Frequency |
|-------|-----------|
| 4 | 1 |
| 5 | 2 |
| 6 | 5 |
| 7 | 10 |
| 8 | 18 |
| 9 | 12 |
| 10 | 15 |
| 11 | 4 |
| 12 | 4 |

From the frequency above, it was found the intensity of Student's Motivation in Online Learning during Covid-19 Pandemic. The result can be seen in following table above. It was also found the maximum score, minimum score, mean standard deviation and the other aspects by using SPSS as follows:

Table 35
Table of Statistic Result of Punishment of Student's Motivation
In Online Learning during Covid-19 Pandemic.

| Statistics | | |
|------------------------|---------|-------|
| Total | | |
| N | Valid | 71 |
| | Missing | 0 |
| Mean | | 8.56 |
| Median | | 8.00 |
| Mode | | 8 |
| Std. Deviation | | 1.746 |
| Skewness | | -.126 |
| Std. Error of Skewness | | .285 |
| Kurtosis | | -.126 |
| Std. Error of Kurtosis | | .563 |
| Minimum | | 4 |
| Maximum | | 12 |
| Sum | | 608 |

Based on the table above, there was gotten 12 as the maximum score, 4 as the minimum score, 8.56 as mean, 1.746 as standard deviation, and 608 as sum of score of Student's Motivation in Online Learning during Covid-19 Pandemic.

Then the researcher categorizes the existing data with the interest and attitude theory proposed by Djemari et al in Febriyani (2011:64) as follows:

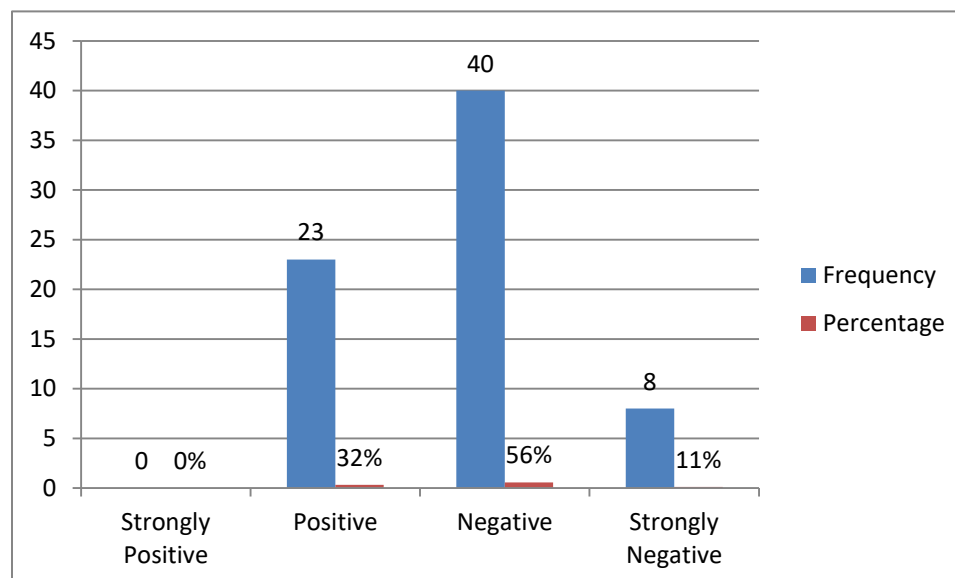
Table 36
Frequency of Data Distribution of Punishment of Student's
Motivation in Online Learning during Covid-19 Pandemic.

| No | Class Interval | Frequency | Percentage | Interpretation |
|-------|----------------|-----------|------------|-------------------|
| 1 | ≥ 81 | 0 | 0% | Strongly Positive |
| 2 | 61-80 | 23 | 32% | Positive |
| 3 | 41-60 | 40 | 56% | Negative |
| 4 | ≤ 40 | 8 | 11% | Strongly Negative |
| Total | | 71 | 100% | |

Based on the table above, in class interval 81, there is no student (0%) had strongly positive on student's motivation in online learning during covid-19 pandemic, in class interval 61-80 twenty three students (32%) had positive on student's motivation in online learning during covid-19 pandemic, in class interval 41-60 there was gotten forty students (56%) had negative on student's motivation in online learning during covid-19 pandemic, and in class interval 40 there was gotten eight students (11%) had strongly negative on student's motivation in online learning during covid-19 pandemic.

To make it clearer, the histogram below shows the percentage of student's motivation in online learning during covid-19 pandemic.

Histogram 8
Percentage of Punishment of Student's Motivation
in Online Learning during Covid-19 Pandemic.



Based on the histogram above, 0% students had strongly positive on student's motivation in online learning during covid-19 pandemic, 32% had positive on student's motivation in online learning during covid-19 pandemic, 56% had negative on student's motivation in online learning during covid-19 pandemic, and 11% had strongly negative on student's motivation in online learning during covid-19 pandemic. It means students' motivation in online learning is in negative level. In other word, it can be said that students' motivation in online learning is low.

B. Discussion

Based on the data description and the data analysis on the previous explanation, it can be seen that Student's Motivation in Online Learning during Covid-19 Pandemic in generally the student's motivation was negative with percentage 66% which mean score was 74,85. It means students' motivation in online learning is low.

Then, there are 2 types of motivation, namely intrinsic and extrinsic motivation. Intrinsic motivation, namely interest, enjoyment, inherent and

satisfaction. On the interest of student motivation, which is negative with a percentage of 65%, which means a score of 12.38. Enjoyment, student motivation is positive with a percent of 51%, which means a score of 12.96. Inherently, student motivation is negative with a percentage of 66%, which means a score of 11.99. Satisfaction, student motivation is negative with a percentage of 59%, which means a score of 12.15. Extrinsic motivation namely compliance, external rewards, punishment. Compliance, student motivation is strongly negative with a percent of 62%, which means a score of 4.55. External rewards, student motivation is negative with a percent of 55%, which means a score of 12.25, and punishment, student motivation is negative with a percent of 56%, which means a score of 8.56.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data description and analysis, it can be concluded that the Student's Motivation in Online Learning during Covid-19 Pandemic was negative (66%). In other word, it can be said that students' motivation in online learning is low. To be more specific, student motivation can be seen from two types of motivation, namely intrinsic and extrinsic as follows:

1. Intrinsic Motivation

- a. Student's motivation in online learning during covid-19 pandemic in term of interest was negative which percentage was 65%. It means students' motivation in online learning is low.
- b. Student's motivation in online learning during covid-19 pandemic in term of enjoyment was positive which percentage was 51%. It means students' motivation in online learning is high.
- c. Student's motivation in online learning during covid-19 pandemic in term of inherent was negative which percentage was 66%. It means students' motivation in online learning is low.
- d. Student's motivation in online learning during covid-19 pandemic in term of satisfaction was negative which percentage was 59%. It means students' motivation in online learning is low.

2. Extrinsic Motivation

- a. Student's motivation in online learning during covid-19 pandemic in term of compliance was strongly negative which percentage was 62%. It means students' motivation in online learning is very high.
- b. Student's motivation in online learning during covid-19 pandemic in term of external rewards was negative which percentage was 55%. It means students' motivation in online learning is low.
- c. Student's motivation in online learning during covid-19 pandemic in term of punishment was negative which percentage was 56%. It means students' motivation in online learning is low.

B. Suggestion

Based on the results of the research, discussion and conclusions that have been described previously, the researcher put forward some suggestions. First, for the research subject, the researcher hopes that the first semester students will continue to increase their enthusiasm for learning, even in these conditions and always positive side of the situation. Second, for the next researcher who want to conduct research about student's motivation in attending online classes during covid-19 pandemic to add supporting variables to get better result. In addition, it might be better if the subject of the study was expanded again to all existing levels of education, with the aim of obtaining broad results related to learning motivation in the midst of a situation like this.

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