**STUDENTS' MOTIVATION IN LEARNING INTERMEDIATE ENGLISH**

**GRAMMAR: A CASE STUDY ON THE SECOND SEMESTER**

**STUDENTS OF UIN RADEN MAS SAID SURAKARTA**

**THESIS**

**Submitted as A Partial Requirements for the degree of Sarjana**

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S U R A K A R T A

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        : A Case Study on the Second Semester Students of UIN Raden Mas Said Surakarta

has already fullfilled the requirements to be presented before. The board of examiners (*munaqasyah*) to gain Bachelor Degree in the English Language Education study program.

        Thank you for the attention.

*Wasalamu'alaikum Wr. Wb.*

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# RATIFICATION

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# DEDICATION

This thesis is dedicated to:

1. My parents who always supports and facilitates the researcher in everything until the researcher can receive to the current stage

2. My friends who has supported and assisted in the process of preparing this research to the end

3. My Almamater UIN Raden Mas Said Surakarta, supervisors, and examiners which has facilitated researchers to be able to complete this research to the end.

# MOTTO

"Believe in yourself and all that you are. Know that there is something inside you that is greater than any obstacle."

- Christian D. Larson -

"It always seems impossible until it's done."

- Nelson Mandela –

"Give them ease and do not complicate. Give good tidings and do not make them run away."

- HR. Bukhari and Muslim-

# PRONOUNCEMENT

Name                : Na'ilah Nur Sholihah

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I hereby sincerely state that the thesis titled "Students' Motivation in Learning Intermediate English Grammar: A Case Study on The Second Semester Students of UIN Raden Mas Said Surakarta" is my real materpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, 28 November 2022

Stated by,

Na'ilah Nur Sholihah

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11. Last but not least, I want to thank me, I want to thank me for believing in me, I want to thank me for doing all this hard work, I want to thank me for having no days off, I want to thank me for never quitting.

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, 28 November 2022

The researcher

Na'ilah Nur Sholihah

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# ABSTRACT

Na'ilah Nur Sholihah. 2022. *Students' Motivation in Learning Intermediate English Grammar: A Case Study on the Second Semester Students of UIN Raden Mas Said Surakarta*. Thesis. English Education Department, Cultures and Languags Faculty.

Motivation is one of the most important factors affecting students' performance in learning English. This study aims to: (1) determine the level of students' learning motivation and, (2) find out the factors that influence the motivation to learn Intermediate English Grammar in the second-semester students of the English Language Education Study Program, Faculty of Cultures and Languages UIN Raden Mas Said Surakarta in the academic year 2021/2022.

This study uses a qualitative descriptive research design with a purposive sampling technique. The research was conducted at UIN Raden Mas Said Surakarta by taking a sample of 27 students in the second semester of English education. This study uses data collection techniques in the form of (1) interviews with ten students and (2) distributing a questionnaire using a Likert scale which contains twelve statements related to intrinsic motivation and twelve statements related to extrinsic motivation. This study was analyzed with the stages of data reduction, data presentation, and drawing conclusions and verification.

Based on the results of the research that has been done, it was revealed that the level of students' motivation to learn Intermediate English Grammar is high. This can be seen from the acquisition of an average score of 3.87 in students' intrinsic motivation, which is included in the high level of intrinsic motivation and the average score of students' extrinsic motivation of 3.78, which is included in the high level of extrinsic motivation. In addition, several factors affect the level of student motivation, namely physical condition, teaching methods, lecturers and success.

*Keywords: Motivation; Intrinsic Motivation; Extrinsic Motivation*

# CHAPTER I

# INTRODUCTION

## A. Background of the Study

Students' achievement in learning English is determined by several factors, one of which is learning motivation. Schools and other educational institutions become media to improve the quality of a nation's human resources. In the process of language learning, motivation is very important. Dornyei (2001) states that if people who are learning a language are not motivated, they cannot work well, leading to failure in their learning process. Motivated students may be more optimistic about knowing the next goal and how to achieve it, but students who lack motivation will become pessimistic. Even worse, they will not learn optimally in class.

Elliot (2000) states that *motivation* can be defined as an internal state that arouses people to act, encourages people in certain behaviors, and keeps people engaged in certain activities. In connection with the above statement, Slavin (2009)states that students who have high motivation to learn something are more likely to be active than others consciously in terms of planning. Students who have good motivation will more easily receive success, so it is clear that motivation is an important factor in the learning process. Motivation is one of the most critical factors influencing students' performance in learning English, which has long been the concern of foreign

language teachers and researchers. When learning motivation is formed, students will use an active learning attitude to learn, express interest in learning, and focus attention in class to master knowledge.

As for previous studies, different research problems were found, including the first research from Nurmala (2020) entitled "The Analysis of Students' Motivation on English Blended Learning at Seventh Grade of SMP Negeri 2 Ambarawa in Academic Year 2019/2020", which revealed that overall, the learning motivation profile of the 7A grade students of SMP 2 Ambarawa was high and positive. Most of the students in the class receive more motivated when they learn English with blended learning because there are two media that they receive, which makes them more interested in learning English. They feel excited and more focused when learning English because blended learning provides additional explanations.

According to first previous studies Nurmala (2020), the most dominant student motivation factor in English blended learning in this study is instrumental. Teachers and students agree that blended learning is interesting because they can practice English differently. Students can also learn not only by seeing and listening to the teacher in front of the class with a blackboard but according to the teacher, and this is a personal interest and trait. Students can gain more interest in different ways. They can also practice their knowledge from blended learning and some explanations from videos or songs to become more excited and interested in learning English.

The second previous research that belongs to Mukhtar (2017) entitled "The Students Motivation in English Language Learning of Eight Graders at Mts Darul Amin Palangkaraya," here it is revealed that in terms of student motivation in learning English, student motivation can be said to enter the middle class, according to the findings of the researchers concluded that the results of student learning motivation amounted to 68.07% of the questionnaire. In addition, from the results of the interviews, it was concluded that students' motivation to learn English was also moderate. Students' motivation to learn English was due to a pleasant atmosphere, teachers who conveyed the material well, and easy to understand.

In terms of the factors behind the motivation to learn English, according to Mukhtar (2017) that there are several factors behind the students' motivation to learn English, such as they like the atmosphere of the English class, are interested in the way English is used in conversation, and believe that students will read and understand most of the texts in English if students continue to study it, and also a little nervous and confused when students speak in English class, Students also find learning English very interesting, students find writing in English comfortable if he keeps trying hard, and lastly students are motivated because students think that they are doing their best to learn English.

The last is a study by Maulizar (2019) entitled "Students' Motivation in Learning English: A Case Study on High Achiever Students (A

Qualitative Research at Second Grade of Darul Ulum Senior High School),"
in which the results of this study indicate that students are highly motivated
in learning English. They have several reasons to learn English. Most of the
students told the researcher that their motivations in learning English were:
communicating in English well, utilizing their ability in speaking English to
help each other, encouraging other students to practice English, to continue
their studies abroad, and they like the language. In maintaining motivation
to learn English, outstanding students maintain their motivation to learn
English through the goals and plans set (study abroad), encouragement from
the environment (parents, teachers, and friends) and focus during the
English learning process. And also other subjects. In addition, the things
that students do to keep them motivated in learning English are: always
reminding themselves of the desire to study abroad, continuing to study
English, ignoring negative comments from other people, moving on, and
keeping their parents' orders. To stay motivated in learning English. These
students said that they still need motivation. Some students like learning
through games, listening sections, and utilizing other learning media.

There are several similarities, differences, and novelties from the
three previous studies that can be linked to this research. The similarities
and differences include subjects and objects of research, research methods,
and others. For the novelty of this research, this can be done by conducting
a study of previous research or studies that have been published in journals,
scientific books, magazines, or via the internet. The novelty in this research

can be in the form of an improvement from the previous principle or an improvement from a previously existing theory/practice.

Grammar is one of the crucial components in English that should not be ignored because grammar can convey ideas so that it is easy to understand. Therefore, the researcher chose grammar as the subject of this research. The researcher chose the Intermediate English Grammar course because the researcher had distributed questionnaires on Monday, February 7th, 2022, to ask students to answer questions about which subjects were the most difficult for students in English Language Education Study Program, Faculty of Cultures and Languages, the second semester of UIN Raden Mas Said Surakarta. It turned out that most students answered that the Intermediate English Grammar course was the most difficult because the leading cause of their difficulty was because the grammar course had rules and many formulas so that a deeper understanding of grammar was needed.

Based on the pre-research on Friday, February 25th, 2022, through observations or direct observations in class A of students in English Language Education Study Program in the second semester of the Cultures and Languages Faculty of UIN Raden Mas Said Surakarta in Academic Year 2021/2022, which was conducted online, it was found that some students were still having difficulties. The Intermediate English Grammar course is marked by the inactivity of students doing learning activities in class, and a few students only do students who actively ask questions.

This study will take a sample conducted at the Raden Mas Said State Islamic University Surakarta, located on Jalan Pandawa Pucangan, Kartasura Sukoharjo, Central Java. The focus of this research is on the English Language Education Study Program, Faculty of Cultures and Languages, especially in the second semester of class A, because they are new students, so they still need more motivation in learning English grammar, as well as their English learning which teachers previously assisted at Elementary-high school, now in college they have to handle it themselves with a bit of help from lecturers. The last reason is that due to psychological factors, students may not be prepared to be in a lecture environment that is very different from when they were at school. The focus of this study is to analyze student motivation in Intermediate English Grammar courses. This study uses the theory of Dornyei & Ushioda (2011) which has two types of motivation, namely intrinsic and extrinsic, and the theory of Harmer (1991), which discusses the factors that affecting student motivation. From the explanation of the background of the research above, the researcher conducted a study entitled "**STUDENTS' MOTIVATION IN LEARNING INTERMEDIATE ENGLISH GRAMMAR: A CASE STUDY ON THE SECOND SEMESTER STUDENTS OF UIN RADEN MAS SAID SURAKARTA**."

## B. Identification of the Problems

Based on the research background above, the problems that can be identified are:

1. Passive students when asking questions in class, there are only a few students who want to answer questions from the lecturer, others choose to be silent and don't answer questions from the lecturer because they can't answer or feel embarrassed and afraid when they will answer questions from the lecturer

2. Students who seem unenthusiastic and enthusiastic in Intermediate English Grammar class

3. All students have factors that influence learning motivation in class. Therefore every student studying in Intermediate English Grammar class has a different way of learning.

## C. Limitation of the Problems

Based on the identification of the problems above, the researcher limits the focus of the problem to research only on motivation and the most dominant factors affecting student motivation in the Intermediate English Grammar course in the second semester of class A English Language Education Study Program, Faculty of Cultures and Languages at UIN Raden Mas Said Surakarta academic year 2021/ 2022, with a total of 27 students. There are ten classes this academic year, from class A to class J. The

researcher chose class A because the researcher was interested in class A, which when the researcher did pre-observation, the students were passive in learning which meant it was suitable with this research theme. This study uses the theory of Dornyei & Ushioda (2011), which has two types of motivation, namely intrinsic and extrinsic, and the theory of Harmer (1991), which discusses the factors affecting student motivation.

## D. Formulation of the Problems

Based on the research limitations above, the formulation of the problem in this study is as follows:

1. How is the students' motivation in learning the course of Intermediate English Grammar at English Language Education Study Program UIN Raden Mas Said Surakarta academic year 2021/ 2022?

2. What factors affecting the students' motivation in learning the course of Intermediate English Grammar at English Language Education Study Program UIN Raden Mas Said Surakarta academic year 2021/ 2022?

## E. Objectives of the Study

Based on the formulation of the problem above, the objectives of this study are:

1.  to describe the students' motivation in learning the course of Intermediate English Grammar at English Language Education Study Program UIN Raden Mas Said Surakarta academic year 2021/ 2022,

2.  to describe factors affecting the students' motivation in learning the course of Intermediate English Grammar at English Language Education Study Program UIN Raden Mas Said Surakarta academic year 2021/ 2022.

## F. Benefits of the Study

The researcher hopes that this research can bring benefits to all parties. The following are the benefits that can be raised through this research as follows:

1.  Theoretical Benefits:

    a. For Teachers

    This research will provide information or knowledge and reference material for the teaching and learning process that is useful for teachers regarding student motivation, especially in learning English grammar.

b.For student

This study will provide information so that students know their motivation to learn English grammar.

c.For Researchers

This research will provide useful information for other researchers about students' motivation to learn English grammar. The research results can be used as a guide for researchers to receive a bachelor's degree.

2. Practical Benefits:

a. For Teachers

Using this research, teachers can educate students better so that student's motivation to learn English grammar can increase.

b.        For student

Using this research, students can be motivated to learn English grammar and be serious and intensive in the teaching and learning process.

c.        For Researchers

Using this research, other researchers can conduct further research to receive better research on students' motivation to learn English grammar.

## G. Definition of Key Terms

The researcher defines several key terms used in this study to avoid misunderstanding these terms. Here is a list of definitions that the researcher has carried out:

1. Student Motivation

   Student motivation has two internal and external factors that stimulate the desire and energy in students to continue to be interested and committed to learning with efforts to achieve goals.

2. Intrinsic Motivation

   According to Dornyei & Ushioda (2011), intrinsic motivation is related to behavior for self-interest to experience satisfaction and pleasure, such as the joy of doing activities or satisfying one's curiosity.

3. Extrinsic Motivation

   According to Dornyei & Ushioda (2011), extrinsic motivation is related to behavior to receive a separable end, such as receiving a reward or avoiding punishment.

# CHAPTER II

# LITERATURE REVIEW

## A. Theoretical Review

### 1. Concept of Motivation

#### a. Definition of Motivation

The word motivation comes from the Latin verb movere which means "to move". What moves a person to make a certain choice, to engage in an action, to expend effort and persist in an action (Zoltan Dornyei and Ema Ushioda, 2011). Harmer (1991) says that "Motivation is an internal drive that encourages someone to do something to achieve something." Harmer (1991) adds, "Therefore a person can be motivated to make himself feel better by enjoying a learning process or by desire." Learning motivation can be defined as the overall power of influence in students, which can lead to learning activities, ensure the continuity of learning activities, and give direction to these activities to achieve a goal. Learning motivation plays an important role in growing passion or enthusiasm for learning, so strongly motivated students have much energy to carry out learning activities.

Learning motivation encourages, moves, and directs students in learning. Learning motivation is very closely related to student behavior at school. Learning motivation can arouse and direct students to learn something new. High learning motivation is reflected in perseverance that is not easily broken to achieve success even though it is faced with various difficulties (Astuti, 2010).

Motivation is the key to a learning process (Dornyei, 2001). Therefore, motivation is useful and can play an important role in contributing a lot to learning English (Siregar, 2016). It can be proven that motivation is the core of the English learning process. In addition, motivation is also a driving force for business achievement. From the opinion above, it can be concluded that motivated students can be seen from their perseverance, attention, concentration, and interest in solving the problems they face.

From several definitions and opinions according to the experts above, it can be concluded that motivation in this discussion is a force that provides energy and a driving force that arises both from within and from outside students, which can generate enthusiasm and enthusiasm for learning and provide direction to students. Learning activities to achieve the desired goals can be the will that causes a person to do any act or action and directs behavior to achieve certain goals.

**b. Types of Motivation**

There are two types of motivation known intrinsic motivation and extrinsic motivation.

1) Intrinsic Motivation

According to Dornyei & Ushioda (2011), intrinsic motivation is related to behavior for self-interest to experience satisfaction and pleasure, such as the joy of doing activities or satisfying one's curiosity. It relates to the intrinsic motivation of students, which is defined by Saefullah (2012) as motivation to carry out learning activities for a specific purpose to gain knowledge, values , and skills. In addition, students' intrinsic motivation is also related to students' actions or efforts to learn a language because of the desire and satisfaction to experience language learning activities (Ng, 2015).

From some of the statements above, it can be seen that students' intrinsic motivation is motivation related to student behavior in learning activities because of the desire and satisfaction to acquire knowledge, values , and skills from learning activities. In terms of intrinsic motivation, students' efforts and behavior in learning activities are to gain knowledge, which is related to students' interests and curiosity. An important factor in intrinsic motivation is the enjoyment shown when carrying out tasks without coercion. It comes from the individual

himself. For example, enjoyment of the learning process makes oneself feel better.

In the self-determination theory described by Dornyei & Ushioda (2011) there are three subtypes of intrinsic motivation:

a) Motivation to learn, this subtype can be involved in an activity for the pleasure and satisfaction of understanding something new, satisfying one's curiosity and exploring the world;

b) Motivation towards achievement, this subtype can be involved in an activity for satisfaction beyond oneself, overcoming challenges and achieving or creating something;

c) Motivation is stimulated, this subtype is usually involved in an activity to experience a pleasant sensation.

2) Extrinsic Motivation

According to Dornyei & Ushioda (2011), extrinsic motivation is related to behavior to receive a separable end, such as receiving a reward or avoiding punishment. Furthermore, extrinsic motivation also arises from incentives and environmental consequences such as praise, attention, privileges, extra credit points, and public recognition (Reeve, 2009). Therefore, students are extrinsically motivated when they do learning activities only for the sake of rewards that are not directly correlated with the learning itself (Ng, 2015). In other

words, extrinsically motivated students tend to complete learning tasks because they believe that by actively participating in the task, they will receive the desired results such as good grades, teacher praise, and avoidance of punishment (Miltiadou & Savanye in Othman, 2018).

Some opinions state that intrinsic motivation occurs when extrinsic motivation is met. In terms of extrinsic motivation, it can be concluded that extrinsic motivation is a learning activity that occurs from the encouragement and needs of a person that is not at all related to his learning activities, this motivation is caused by some factors outside of students, such as from teachers, parents, and others public. In terms of rewards or punishments from the teacher, students tend to do some learning activities such as completing assignments to receive the desired result from the teacher, the need to pass exams, financial rewards, and good grades.

In the self-determination theory described by Dornyei & Ushioda (2011) there are four subtypes of extrinsic motivation:

a) External regulation refers to the least self-determined form of extrinsic motivation, which comes entirely from external sources such as rewards or threats (eg teacher praise or parental confrontation).

b) Introjected regulations involve rules imposed from the outside that students accept as norms that must be followed in order not to feel guilty (eg rules prohibit truancy).

c) Identified regulation occurs when the person engages in an activity because he or she values and identifies with the behavior, and sees its use (eg learning the language needed to pursue one's hobbies or interests).

d) Integrated regulation is the most advanced form of extrinsic motivation in its development, involving voting behavior that is fully assimilated to the values, needs, and other identities of the individual (for example, learning English because proficiency in it is part of an educated cosmopolitan culture that has been adopted).

c. **Measure of Motivation**

There are several ways that are used to measure motivation according to Hanafiah (2010):

1) Performance test is a measurement to receive information about loyalty, sincerity, targeting, awareness, duration, and frequency of activists.

2) Questionnaire to determine persistence and loyalty.

3) Free writing is understanding information about vision and ideals.

Writing is both a tough job and an opportunity: to tell something about the author, to convey ideas to others, to learn something unknown. Writing activities begin with having to choose a topic or theme, then it should be followed by making an outline before starting to write.

A vision is a goal, a future, a goal, a thing to do. Vision is a big picture of the overall goals to be achieved, made with a future orientation and general in nature. A vision can consist of one or more clear and concise statement sentences. Vision can be a big goal, so long term.

4) Achievement test to receive information

The achievement test is intended to measure what students have learned or what skills have been mastered by students. The achievement test is a standardized testing area through which most students have been targeted, not just on one/two occasions but many times over the course of their educational program. Achievement tests can provide information about the adequacy with which essential content and skills are actually taught.

5) Scale to understand information about attitudes.

The scale in this discussion is one that is used to collect data in order to find out or measure data that is both qualitative and quantitative in nature. This data is obtained to find out opinions,

perceptions and someone's perception of a phenomenon that is currently happening or being studied.

In this study, researchers used a Likert scale to collect data. Likert Scale or Likert Scale is a research scale used to measure attitudes and opinions. In the Likert scale respondents are asked to complete a questionnaire that requires them to indicate their level of agreement with a series of questions. The questions or statements used in this study are usually referred to as research variables. Likert scale is a form of scale that is used to collect data in order to find out or measure data that is both qualitative and quantitative. The data is obtained to determine the opinion, perception, or attitude of a person towards a phenomenon that occurs.

**d. Factor Affecting of Students' Motivation**

Students must study at school to be smart. In addition, students study to receive good grades in school. However, for many students, studying is a boring activity. Learning motivation is needed so that students become enthusiastic about learning. Motivation is one of the important factors that affect students' learning achievement of English grammar. Maintaining a high level of motivation during the language learning period is one of the best ways to make the whole process more successful. Students who are motivated in learning will try to understand topics whether they find

topics that are intrinsically interesting or not interesting in the learning process. Moreover, they will continue to believe that understanding will provide valuable and useful results.

In learning activities, motivation is needed to arouse students' enthusiasm for learning so that learning activities can run well. Learning motivation is a very important element in the learning process because without realizing that learning motivation can affect students' active and passive participation in the learning process in the classroom. This condition can affect the results and learning achievement obtained by students. In learning activities, motivation can be the overall driving force in students that creates, undergoes continuity, and provides direction for learning activities. It is hoped that its goals can be achieved. High motivation will trigger high curiosity, flexibility in dealing with challenging learning situations, and problem-solving.

Motivation is considered an important aspect of carrying out certain activities to be successful. Almost all the work done requires motivation as a motivator and impetus in trying their best; learning English grammar is one of them. When students are motivated to learn English grammar, they will try their best to achieve it. Mastering English in any way can also be their effort to achieve it. On the other hand, if students are not motivated to learn English grammar, they will not pay attention or even care. Therefore,

motivation is one element that is considered important, along with the ability to achieve success in learning the target language.

Student learning motivation can change at any time. Changes in learning motivation in students are influenced by several factors that the teacher must know to make student learning motivation stable. Harmer (1991) suggests that four factors will affect student learning motivation, namely as follows;

1) Physical condition

This relates to the atmosphere in the classroom. Imagine if students have to study in unpleasant classroom situations such as crowded students, poor lighting, or broken air conditioners. It will reduce students' motivation and even cause them to lose motivation in learning. The environment of students in the form of the natural environment, living environment, and association also changes. The cultural environment of students in the form of newspapers, magazines, radio, television, and films is increasingly reaching students. All of these environments dynamic the motivation to learn.

According to Gagne as Rahardjito (2008), facilities or media are various components in the student environment that can stimulate them to learn. Teachers and students urgently need learning facilities to encourage teaching programs. Complete facilities such as language laboratories language-related books

in the library will make students more interested in learning and understanding the material. Incomplete learning tools make the learning process unable to run well, especially for subjects that require practice.

2) Teaching method

Referring to the method taught by the lecturer, the way the lecturer teaches affects student motivation in learning. When students feel bored with the teacher's method, their motivation will be lost or gradually decrease. If students lose confidence in the method, they will become demotivated Harmer (1991). Modeling is imitation; one person observes the behavior of another. According to Bandura, as quoted by Roberta (2004) as quoted in Cut Rahmi (2012), "a child who observes can learn how to do something new that he previously could not do or that he might not have thought of doing. like riding a bicycle 'without hands'".

The teaching method in question is the teacher's effort in presenting learning activities starting from the mastery of the material by the teacher, how the material is delivered to students, and the methods used to attract students' attention.

3) Lecturer

The lecturer is the most powerful motivational and demotivating variable. In the teaching and learning process, the

teacher greatly influences student motivation. This becomes an important part of demotivating students. The teacher plays an important role in influencing student learning motivation through the teaching methods used to deliver the subject matter. In certain lessons, the teacher must use teaching methods following the material to be delivered because this greatly affects one of the goals of self-study.

4) Success

This refers to the appropriate level of the challenge created by the lecturer. If the challenges in their work or activities are too difficult or even too easy, it can cause students to be demotivating in their learning process. In learning, various abilities are needed, which will later affect success, affecting student learning motivation. Students in learning activities need various abilities. The learning abilities possessed by each student are different. Some students can think concretely (real), and some can think abstractly or operationally. This thinking ability is often used as a benchmark for student learning abilities.

After students perform their abilities, they will easily reach their goals. Ideals, also known as aspirations, are targets to be achieved. The determination of these targets is not the same for all students. This target is defined as something set in activities that have meaning for someone. Students' ideals to

"become someone" can make students motivated to be able to achieve it and strengthen the spirit of student learning. Certain students are diligent in studying and carrying out tasks not to acquire knowledge or skills but to gain status and self-esteem.

Based on the explanation of the factors mentioned by the experts above, it can be understood that many factors can affect student learning motivation. The factors that influence learning motivation can be from the student environment, especially in the school environment. Students can be motivated to learn if there are ideals, abilities, environmental conditions, teachers, and teaching methods provided to achieve success, which will affect student learning motivation. Without factors influencing motivation, the desired goal will never be achieved.

## 2. Concept of Learning

### a. Definition of Learning

According to Driscoll (2000), learning is a process of continuous change in human performance or performance potential. It must occur as a result of the learner's experiences and interactions with the world around him. Learning is something that happens naturally and goes unnoticed in most cases. Learning is something that requires understanding and in which we all participate. This participation has occurred in a very wide range of settings, both

formal and informal, from the relatively limited classrooms of a school, to large open spaces in the countryside or quiet corners where accidental conversation leads to a deeper understanding of some topic or others (Pritchard, 2017).

Learning is not exclusive to the domain of the education system. Learning begins very long before school; continues much longer after school; and occurs quickly, and with schools, in many different ways and settings. Learning takes place in a number of different ways, and has been described and explained by many interested researchers and opinion makers over the years (Pritchard, 2017).

Brown (2008), stated that there are seven components in definition of learning, those are:

1) Learning is acquiring or getting;

2) Learning is retention of information or skill;

3) Retention implies storage system, memory, cognitive organization;

4) Learning involves active, conscious focus on and acting upon events outside and inside the organism;

5) Learning is relatively permanent, but subject to forgetting;

6) Learning involves some forms of practice, perhaps reinforce practice;

7) Learning is a change in behavior.

Kerrisha Gayle (2009) states that learning is a process of Mental, Physical and Spiritual development. Development is progress and growth. Progress is evidence that learning has taken place. A person must apply himself to certain situations and or contexts for learning to occur.

From the description of the definition of learning according to the characters above, the author can conclude that learning is an active process of depriving (making your own) of knowledge, abilities and skills to increase the potential for personal or collective control (competence) to shape reality in certain contexts or situations. Learning is an active process of learning activities, for example: reading, listening, speaking, and others. It occurs with awareness from previous practice and experience as a result of the individual's interaction with the object of study using their senses. By learning, humans can be judged until they are able to face problems in life and their inability to deal with things that are not possible becomes something innovative.

Importantly, when adopting a functional definition of learning, cognitive theory can be constructed and tested based on information about when learning occurs. The quality of a theory depends on the extent to which it can explain existing knowledge about the conditions under which learning occurs (i.e., its heuristic value) and the extent to which the theory makes new predictions

about the conditions under which learning occurs (i.e., predictive value). Learning is a process of changing the way people think, be it behavior, understanding, or knowledge gained from experience.

b. **Psychological Aspects of Learning**

According to Makazhanova (2020) in an article, there are 6 aspects of psychology, namely the explanation as follows:

1) Learn with pleasure.

Learning is a necessity, not a compulsion. Learning when done with a happy heart will definitely not be boring. To begin with, set a comfortable rhythm and learn slowly but surely. It is closely related to the psychotype, that is, to the individual personality characteristics of the person. For this reason, someone can learn English on their own, set their own pace and stick to it, someone needs interaction with other participants and communication in groups, and someone looks for tutors, believing that this is an efficient way of learning. Children can be suggested beforehand so they can be interested in learning. Learning is certainly intended to increase knowledge and insight. Besides that, it is also a provision for us to live independently when we are adults.

A personal opinion Makazhanova (2020) is that individual study is also no guarantee of success. Everything runs from within: motivated, systematic, the pace is set right. After all, the

teacher has his personal characteristics and not the fact that the communication style, perceptual features and behavior of the teacher will resonate, even if the teacher is a professional and great people.

2) Motivation.

English is the international language most frequently used in many countries. So that we can more easily communicate with people in various countries. Therefore, the motivation to continue learning and deepening English is needed by students. Poor second language learning performance in some students was due to lack of interest in the subject, belief in the ability to overcome difficulties, dissatisfaction with the teaching methods of the subject, and negative emotions associated with language subjects. Must be learned and the importance of learning it. One of the main educational tasks is to increase students' motivation and interest in subjects, change teaching methods according to students' personalities, and work in the classroom while creating a relaxed environment.

3) Anxiety.

Anxiety is another emotional factor and is one of the most well-known and common types of emotions affecting second language learning. Students with high levels of anxiety

experienced intolerable acute anxiety, anxiety, and increased heart rate.

There are three types of anxiety about language learning:

- Communication anxiety caused by the actual and/or expected need to communicate in a foreign language with other students and teachers. This fear is widespread and especially has a negative impact on language learning.

- Anxiety caused by the control of knowledge and skills when a student suffers from mental stress before, during, or after a control task or exam. As a result, the score will be low. The type of anxiety caused by numbers gives rise to other reasons: poor class preparation, last-minute preparation, or lack of schedule, lack of general class preparation by self-regulation, subject matter Complexity: Materials and lots of homework.

- Fear of failing in assessment, constant fear of persuasion, and expectation of negative opinions from other students.

4) Ability.

Abilities are qualities of a person of a certain psychological nature that determine the successful acquisition of knowledge and skills, and they are not themselves reduced to their existence. When it comes to learning English, you need to talk about language and speaking skills in four types of speaking activities:

speaking, listening, writing, and reading. Gaining proficiency in English is an objective advantage, but it must be developed through continuous practice. Otherwise, it will be flat. It should be noted that the search for the most effective methods and approaches for teaching English should be directed precisely at people of average ability. One of the goals of learning is the key to success, and from a purely methodological point of view, a foreign language is usually easy to learn by any means, but the other is poor education (methods and). can destroy their interest in the language and reduce their motivation to learn it. In fact, familiarity with any language makes it many times easier to learn each subsequent language based on your existing language skills and learning experience, as you can see the relationships between the languages of your group or family. Language and speaking activities in foreign languages.

5) Self-confidence and self-esteem.

Self-confidence is a necessary trait for those who seek to learn to be successful. The success of learning a foreign language is also very dependent on students' confidence in their abilities. Self-doubt, fear of making mistakes about one's abilities, low self-esteem, hope of failure, and fear of criticism all lead to an increased fear of "terrible" development and can have a negative impact on the learning process of a foreign language. is. This

leads to a negative attitude, reduces motivation and is a serious obstacle. Students constantly experience fear of failure and humiliation, feel inadequate, and are distracted by completing assignments, thus creating new obstacles for themselves.

6) Language barrier.

In modern educational practice, people who are good at learning foreign languages often face situations where they lose themselves in the context of social interactions with foreign languages in their daily life and vocational activities. At the same time, when the teacher sets an example in class, he can handle it well. In actual communication, the language barrier hinders the realization of his linguistic knowledge, skills and competencies. This language barrier often prevents adults from learning a foreign language well, which can be both internal and external.

## 3. Students' Motivation in Learning English

Learning motivation is a crucial thing that must be instilled in the minds of every student. Motivation plays an essential part in acquiring language. The motivation produces effective second language communicators by planting the seeds of confidence in them. It also succeeds in creating learners who are continuously engaged in learning even after completing the targeted goals. When someone is motivated to learn the target language, they will direct

themselves with encouragement in learning the target language. They will react in learning the language and find ways to be effective in mastering the language both inside and outside of school. Judging from his behaviour, he will focus and be more productive in learning languages. That way, students must be motivated to encourage themselves to master or learn foreign languages quickly. The relationship between students and schools is an interactive relationship that can synergize both positive and negative. Students influence school motivation and behaviour as schools influence students. Nevertheless, it is essential to remember that part of the teaching task encourages students to facilitate positive cycles rather than negative cycles (Igawa, 2014:383). For English teachers to motivate them, some methods are needed both inside and outside the classroom.

English is not only learned because it is a compulsory subject in school. At this time, people, especially students, do not study English solely because it is a compulsory subject. Most of the students realized the benefits in the future. The student sees promising results that they can receive in the future, and the only way to achieve all the goals that have been set is by learning English. Most of the reasons have to do with something beneficial to the student's future life, such as getting a quality job, higher salary, and social status. In addition to these pragmatic reasons, some students

gave different reasons; some students study English to receive a good future job or want to continue their studies in an English speaking country, but they want to know more about culture, people and places. Many programs offer these students to experience studying or living abroad. Living or studying abroad is one of the main reasons English is widely studied among students and academics. The dream of living in an English-speaking country is the reason that motivates students to learn English. Reasons, goals and dreams encourage students to be more motivated in learning—students who are motivated to learn to try harder to understand the material and learn more deeply. As a result, they have a better ability to apply what they have learned into their lives (Mayer, 2010, as stated by Hanyeq Suhatmady & Syamdianita, 2010).

## B. Previous Related Studies

To make this research different from previous research, this research has found several previous studies related to the above research; student motivation in learning English. First, research from Hidayati (2016) entitled "Students' Motivation in Learning English by Using Games (A Descriptive Study at the Third Grade of Intensive English Class of Pondok Pesantren Darul Falah Be-Songo Semarang)" several methods used in learning English at the Darul Falah Islamic boarding school Be-Songo are Audio

Lingual, Communicative Language Teaching (CLT), and Task-Based Learning method that applies games as learning activities. The game that is applied in the teaching and learning process of English is a memory game and gallery walk. Remember the games used to teach listening and speaking. Moreover, gallery walk is used to teach tenses. Based on the research that has been done, the authors conclude that the motivation of students at the Darul Falah Islamic Boarding School Besongo Semarang in learning English using games is at the 'enough' level. This can be seen from their attitude and activity in the classroom. This will be improved by adding frequent games used in the English teaching and learning process. Based on the questionnaire results, students' responses in learning English using games were very positive.

The research above has similarities and differences with this study. The first difference is that the research subjects above are fellow students in Islamic or Islamic boarding schools. In contrast, the subjects of this research are second-semester students of the English Language Education Study Program, Faculty of Cultures and Languages, UIN Raden Mas Said, Surakarta, Indonesia. The second difference is the purpose. The purpose of the above research is to know the teaching and learning of English and students' responses to learning English by using games. This study aims to determine students' learning motivation and the factors affecting motivation for student learning. The similarities between the research above and this

research are using qualitative descriptive research and a student's perspective.

Second, namely, Mukhtar (2017) entitled "The Students Motivation in English Language Learning of Eight Graders at Mts Darul Amin Palangkaraya," here it is revealed that in terms of student motivation in learning English, student motivation can be said to be in the middle class, The motivation of students to learn English is because of the pleasant atmosphere, the teacher who conveys the material well and the material is easy to understand. In terms of the factors behind the motivation to learn English, the researcher can conclude that there are several factors behind the students' motivation to learn English, such as they like the atmosphere of the English class, are interested in the way English is used in conversation, and believe that students will read and understand most of the texts in English if students continue to study it, and also a little nervous and confused when students speak in English class, Students also find learning English very interesting, students find writing in English comfortable if he keeps trying hard, and lastly students are motivated because students think that they are doing their best to learn English.

The research above has similarities and differences with this study. The first difference is that the research subject above is a junior high school student at MTs Darul Amin in Palangkaraya, Central Kalimantan, Indonesia. For comparison, the subjects of this study were second-semester students of the English Education Study Program, Faculty of Culture and

Languages, UIN Raden Mas Said Surakarta, Indonesia. The second difference in the research above is that it examines how teachers motivate students to learn English, while the research only focuses on students in this study. The third difference is that the research above uses questionnaires, interviews, and documentation as research instruments, while this study does not use documentation instruments, only questionnaires, and interviews. On the other hand, the similarities between the two studies are using the same research design, a qualitative descriptive research design.

Third, from Martasari (2017) entitled "Students' Motivation in Learning English as The First Foreign Language Through ARCS (Attention, Relevance, Confidence, and Satisfaction) (A Case Study at SMP Kristen 1 Surakarta in 2016/2017 Academic Year)", Based on the results of research that aims to determine students' motivation in learning English as a foreign language, the researcher can draw several conclusions. The researcher found that 11 students from low-income families needed to be motivated even though their parents did not support them learning English. In addition, 10 students come from supportive families who need more motivation in learning English as their first foreign language because they are trying to study English diligently. These two groups of students need to be more motivated in learning English as their first foreign language by using different learning methods.

The similarity between these two studies is that both research designs use qualitative case study research, focusing on students' motivation in

English. The difference between these two studies lies in the research subjects. The research subjects above are 8E grade students of SMP Kristen 1 Surakarta in the 2016/2017 academic year. The subjects of this study are second-semester students of the English Language Education Study Program, Faculty of Cultures and Languages at UIN Raden Mas Said Surakarta, Indonesia.

Fourth is Maulizar's research (2019) entitled "Students' Motivation in Learning English: A Case Study on High Achiever Students (A Qualitative Research at Second Grade of Darul Ulum Senior High School)," in which the results of this study indicate that students are highly motivated in learning English. They have several reasons to learn English. Most of the students told the researcher that their motivations in learning English were: communicating in English well, utilizing their ability in speaking English to help each other, encouraging other students to practice English, to continue their studies abroad, and they like the language. In addition, the things that students do to keep them motivated in learning English are: always reminding themselves of the desire to study abroad, ignoring negative comments from others, and keeping their parents' orders to stay motivated in learning English. These students said that they still need motivation. Some students like learning through games, listening sections, and utilizing other learning media.

The first difference between the two studies lies in the subject matter. The subjects in the above study were second-grade students of Madrasah

Aliyah Darul Ulum Banda Aceh. Meanwhile, the subjects of this study were second-semester students of the English Language Education Study Program, Faculty of Cultures and Languages, UIN Raden Mas Said, Surakarta, Indonesia. The second difference is that the research above focuses on achievers students, while this study only examines one class without selecting achievers students. For the similarities between the two studies, the method used is qualitative.

Fifth, is from Nurmala (2020) entitled "The Analysis of Students' Motivation on English Blended Learning at Seventh Grade of Smp Negeri 2 Ambarawa in Academic Year 2019/2020", which revealed that overall, the learning motivation profile of grade 7A students SMP 2 Ambarawa is classified as high and positive. Most of the students in the class receive more motivated when they learn English with blended learning because there are two media that they receive, which makes them more interested in learning English. They feel excited and more focused when learning English because there are additional explanations in each medium in blended learning. The most dominant student motivation factor in English blended learning in this study is instrumental.

The first difference between the two studies lies in the subject matter. The research above took class VII-A students of SMP N 2 Ambarawa in the 2019/2020 school year and one teacher for class VII-A of SMP N 2 Ambarawa. At the same time, the subjects of this study were second-semester students of the English Language Education Study Program,

Faculty of Cultures and Languages, UIN Raden Mas Said Surakarta. The second difference is that researchers only focus on school profile research and the most dominant factors influencing student motivation. In contrast, this study focuses on student learning motivation and the factors that influence student motivation. Third, the research above discusses the motivation of students in blended learning English, while this study only discusses the motivation of students in learning Intermediate English Grammar. The similarities between the two studies, namely, the method used are qualitative.

# CHAPTER III

# RESEARCH METHODOLOGY

## A. Research Design

This study uses a qualitative method. Qualitative research is one type of scientific research. Qualitative research seeks to understand a particular problem or research topic from the perspective of the local people involved. This research is very effective in obtaining culturally specific information about a particular population's opinions, values, behavior, and social context. Qualitative research involves an interpretive, naturalistic approach to the subject matter or can be called multi-method in focus. This means that qualitative researchers who study things in their natural settings try to understand or interpret them. It is a phenomenon in terms of people's meanings (Bogdan & Tylor in Moleong, 2009).

Aspers & Corte (2019) said that qualitative research is an iterative process that increases understanding to the scientific community, which is achieved by managing significant new differences that result from approaching the phenomenon under study. According to Clissett (2008), qualitative research includes a broad approach to exploring "human experience, perception, motivation and behavior" and is related to the collection and analysis of words in either spoken or written form. According to Leedy & Ormrod (2005), qualitative research methods are used as

follows; (1) if there is infrequent information available about the topic, (2) if the research variables are neither clear nor unknown and (3) if the theoretical basis is missing in any sense.

Based on the experts' opinions above, it can be concluded that the qualitative method is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. The data obtained in this thesis is collected in the form of spoken words, which include several reports and involves the form of numbers.

The use of numbers in qualitative research is controversial, and this is because they believe that numerical data do not conform to the constructivist stance for research. After all, the data imply the existence of a single "objective" reality that can be measured and analyzed statistically to reach generalizable conclusions. There is much confusion in determining whether or not numbers can be included in qualitative research methods. Thus, from the discussion of experts regarding numbers that go into this qualitative research method, numbers are a valid and valuable strategy for qualitative researchers when used as a complement to the overall process orientation for research. Including quantitative data does not inherently make this research a mixed-methods study. However, it does have some potential dangers and should be used with a clear awareness of this (Maxwell, 2010).

## B. Research Setting

1. Setting Place

    Selecting the right place is essential because it will affect the study results. So the researchers chose this research to be conducted at the Raden Mas Said State Islamic University, Surakarta, located on Jalan Pandawa Pucangan, Kartasura Sukoharjo, Central Java.

2. Setting Time

    The research schedule includes pre-research, observation, proposal writing, proposal seminar, proposal revision, data collection, data analysis. The research schedule will be explained in the following table.

Table 3.1 The Research Schedule

| No | Activity | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep |
|----|----------|-----|-----|-----|-----|-----|-----|-----|-----|
| 1. | Pre research | ■ | | | | | | | |
| | Observation | ■ | | | | | | | |
| 2. | Writing a proposal | | ■ | | | | | | |
| 3. | Seminar of proposal | | | ■ | | | | | |
| 4. | Revising proposal | | | | ■ | ■ | | | |
| 5. | Collecting data | | | | | ■ | ■ | | |
| 6. | Analyzing data | | | | | | | ■ | ■ |

## C. Research Subject

The research subjects in this study were second-semester students of class A English Language Education Study Program, Cultures and Languages Faculty at UIN Raden Mas Said Surakarta in academic year 2021/2022, using pre-observation techniques to select a sample of participants who were believed to be able to provide relevant information on the topic or setting. Researchers will choose students in this study. Researchers will select samples in this study as many as 27 students of class A second semester majoring in English Language Education Study Program, Cultures and Languages Faculty at UIN Raden Mas Said Surakarta. The student will be given a questionnaire for data collection. The object of this research is learning motivation and the factors that influence students' learning in the Intermediate English Grammar class in the second-semester students of the English Language Education Study Program, Faculty of Cultures and Languages in Class A, UIN Raden Mas Said Surakarta.

## D. Data and Source of the Data

In this study, the authors will collect data from students. There are 27 second-semester students in English Language Education Study Program, Faculty of Cultures and Languages class A at Raden Mas Said State Islamic University, Surakarta.

The data source in this study is the subject from which the data was obtained. In this study, there is primary data sources, as follows:

*Primary data sources* are data directly collected by researchers from the first source. The primary data sources in this study were obtained through interviews and questionnaires in the Intermediate English Grammar class with second-semester class A, students in English Language Education Study Program, Faculty of Cultures and Languages, Raden Mas Said State Islamic University of Surakarta to obtain data on learning motivation and factors that influence students in learning the course.

## E. Research Instrument

Research instruments are needed because the instrument is a tool to collect to obtain research data using a method that affects the data obtained. Data is essential to assist researchers in answering research problems. Based on this statement, the instrument plays a vital role in conducting research, namely, collecting data accurately. In collecting data for this study, researchers used a questionnaire to obtain data to answer the problem (Pahrina, 2014).

The researcher used a closed questionnaire consisting of 24 statements (12 statements to collect information about intrinsic motivation and 12 statements to collect information about extrinsic motivation). The questionnaire used a Likert or summative scale to determine the extent to which respondents strongly agree to disagree with the classified questions.

The responses are divided into five categories: strongly agree, agree, neutral, disagree, and strongly disagree. Questionnaires are given to students in Indonesian, where an expert has translated the questionnaire and validated it by a validator. Researchers adopted a questionnaire from (Dornyei et al., 2011). Intrinsic motivation indicators: communicating, social, and skills. Extrinsic motivation indicators: knowledge, education, and achievements. As described in the following table:

Table 3.2 Indicators Intrinsic and Extrinsic Motivation

| Variable | Dimention | Indicator | Items Number | |
|---|---|---|---|---|
| | | | Positive | Negative |
| Motivation | Intrinsic | Communicating | 2, 12 | 1, 11 |
| | | Social | 3, 7 | 4, 6 |
| | | Skill | 8, 9 | 5, 10 |
| | Extrinsic | Knowledge | 19, 23 | 14, 15 |
| | | Education | 13, 16 | 17, 20 |
| | | Achievements | 21, 24 | 18, 22 |

Table 3.3 Intrinsic Motivation adopted a questionnaire from

Dornyei et all (2011)

| No | Intrinsic Motivation |
|----|---------------------|
| 1 | Studying Intermediate English Grammar does not allow me to speak to students when teaching |
| 2 | Studying Intermediate English Grammar allows me to discuss interesting topics in English with students when teaching |
| 3 | Studying Intermediate English Grammar allows me to transfer my knowledge to others, for example, teaching English to students |
| 4 | Studying Intermediate English Grammar does not allow me to participate freely in academic, social and other activities |
| 5 | Studying Intermediate English Grammar does not allow me to behave like a native English speaker: for example, with an accent or using English expressions |
| 6 | Studying Intermediate English Grammar does not allow me to respect students when speaking English |
| 7 | Studying Intermediate English Grammar helps me to be open-minded and sociable, like an English-speaking person |
| 8 | I am determined to study Intermediate English Grammar as best as I can to achieve maximum proficiency |
| 9 | Studying Intermediate English Grammar allows me for my future work and studies |
| 10 | Studying Intermediate English Grammar does not allow me to broaden my horizons |

| 11 | Studying Intermediate English Grammar is not possible to communicate with students when teaching |
|----|---------------------------------------------------------------------------------------------------|
| 12 | I am nervous and confused when I speak in Intermediate English Grammar class |

Table 3.4 Extrinsic Motivation adopted a questionnaire from

Dornyei et all (2011)

| No | Extrinsic Motivation |
|----|----------------------|
| 13 | I mainly focus on using English for classwork and Intermediate English Grammar exams |
| 14 | I like to write in books and do not communicate alone when speaking or writing in Intermediate English Grammar class |
| 15 | I am not interested in reading Intermediate English Grammar textbooks for my university studies and reading other textbooks |
| 16 | I am more interested in getting the best grades when learning Intermediate English Grammar |
| 17 | I am not interested in studying Intermediate English Grammar in depth |
| 18 | Studying Intermediate English Grammar is not essential for travelling abroad |
| 19 | Studying Intermediate English Grammar is important to make me a knowledgeable and skilled person |
| 20 | Studying Intermediate English Grammar does not make me an educated person |

| 21 | Proficient in learning Intermediate English Grammar can lead to more success and achievement |
| --- | --- |
| 22 | Learning Intermediate English Grammar does not make other people respect me |
| 23 | I love the process of learning Intermediate English Grammar, and I do it only because I might need it |
| 24 | Learning Intermediate English Grammar is important to teach students when teaching |

The students were asked to answer the questions by selecting a category, and the scores were explained according to the table below:

Table 3.5 Likert Scale Rating of Intrinsic Motivation

| Option | Score | |
| --- | --- | --- |
| | **Positive** | **Negative** |
| Strongly Agree | 5 | 1 |
| Agree | 4 | 2 |
| Neutral | 3 | 3 |
| Disagree | 2 | 4 |
| Strongly Disagree | 1 | 5 |

Table 3.6 Likert Scale Rating of Extrinsic Motivation

| Option | Score | |
| --- | --- | --- |
| | **Positive** | **Negative** |
| Strongly Agree | 5 | 1 |

| Agree | 4 | 2 |
|---|---|---|
| Neutral | 3 | 3 |
| Disagree | 2 | 4 |
| Strongly Disagree | 1 | 5 |

After the data is collected, the student questionnaire scores are calculated. The data will be analyzed using a survey method. The results are given in quantitative data. In the first part of the questionnaire, the questions are separated into two parts: number one to twelve measurable questions about intrinsic motivation; Questions numbered thirdteen to twentyfour are measured on extrinsic motivation. A scale of five is used to measure the level of motivation of students who are successful in part one. If the total score for the intrinsic part is higher than the extrinsic part, it means that students have high motivation and are slightly more intrinsic.

On the other hand, if the total score on the extrinsic part is higher than on the intrinsic part, it can be concluded that students have extrinsic motivation in learning. The dominant stimulation level in Intermediate English Grammar learning was achieved after calculating scores for intrinsic and extrinsic motivation, respectively. Finally, the calculations of intrinsically motivated and extrinsically motivated students are integrally incorporated into the formula to receive the result in percentage. Data analysis using the SPSS application procedure.

After the data on the dominant level of motivation between intrinsic and extrinsic students' motivation in learning Intermediate English

Grammar was analyzed using the formula above and produced a score, the next step was an interview to determine the results of the factors that influence students' motivation in learning Intermediate English Grammar. In determining the factors that influence students in this study, researchers use the theory of Harmer (1991):

Here are the interview indicators:

1. Psychological aspect (Class atmosphere, conditions, and other factors (friends/parents))

2. Teaching method (The teacher's method of delivering learning and interacting with students)

3. Lecturer (Lecturer personality)

4. Success (Challenges, desire for success, and problem-solving)

### F. Techniques of Collecting the Data

Each study has the necessary data collection procedures, which is a strategic step in the research because the research aims to obtain the desired data. The data collection procedure is one of the main tasks in this research to answer research problems. Data were collected in a natural setting without setting manipulation. In this case, to receive detailed data, researchers need to choose the appropriate data collection method. As for this thesis research, researchers used research data collection techniques in the following ways: interviews and questionnaires. It can be described as follows:

1. Questionnaire

   The questionnaire is one of the research instruments. It consists of questions to gather information from respondents. A questionnaire can be thought of as a kind of written interview. According to Kusumah (2011), a questionnaire is a list of written questions given to the subject under study to obtain the researcher's information. Likewise, Sugiyono (2011) defines a *questionnaire* as a data collection technique by asking several questions or answers to respondents to answer them.

   In this study, the researcher used an open questionnaire technique to collect data using an online form to informants and use an application called Google form. The researcher gave twenty fourth questions items related to student motivation. The resource persons were second-semester students of Intermediate English Grammar class A in English Language Education Study Program, Faculty of Cultures and Languages at UIN Raden Mas Said Surakarta.

2. Interview

   Researchers used interviews to collect data. According to Birmingham (2003), interviews have been used in research to obtain specific information about a topic or subject. Interviews are a proper data collection technique for finding problems. According to Sugiyono (2016), interviews are used as a data collection technique if researchers want to conduct a preliminary study to find out the problems to be

studied and if researchers want to know things from respondents in more depth.

Wallace (2006), in his book, "interviews are used when we want to explore the knowledge, opinions, ideas, and experiences of our students, fellow teachers, parents or whatever. In this study, the researcher used an unstructured interview technique to collect data. Researchers conducted interviews with students by providing several question items related to factors that affect student learning motivation. The resource persons are second semester students of Intermediate English Grammar class A, English Education Study Program, Faculty of Cultures and Languages, UIN Raden Mas Said Surakarta.

## G. Trustworthiness of the Data

Qualitative research must have data validity checks to ensure the accuracy of research data. Incorrect data will lead to drawing the wrong conclusions, and vice versa. In this study, the data validity technique used is triangulation. Triangulation is qualitative cross-validation. It assesses data adequacy according to the convergence of multiple data sources or data collection procedures (Wiliam Wiersma, 1986).

Meanwhile, according to Sugiyono (2015), *Triangulation* is defined as a data collection technique that combines various data collection techniques and existing sources. *Triangulation* in credibility testing is

defined as checking data from various sources in various ways and at various times. Thus there is the triangulation of sources, data collection techniques, and time (Sugiyono, 2013). Relevant data will be observed and investigated by the authors.

So, from the discussion, according to the experts above, the triangulation technique means that the researcher uses one or more techniques in collecting data to obtain the validity of the data that has been taken. Triangulation aims to increase the credibility and validity of the findings.

1. Source Triangulation

Source *triangulation* to test the credibility of the data is done by checking the data obtained through several sources to obtain data from different sources with the same technique. For example, the results of interviews, archives, or other documents, or comparing the results of observations with interviews, comparing the results of interviews with existing documents.

2. Triangulation Technique

*Triangulation* techniques to test the credibility of the data are done by checking the data to the same data source with different data collection techniques. For example, data is obtained by interview, then checked by observation, documentation, or questionnaires.

3. Time Triangulation

Time also often affects the credibility of the data. Data obtained by interviewing techniques in the morning when the interviewee is still fresh will usually produce more valid data. For this reason, testing the credibility of data must be checked with observations, interviews and documentation at different times or situations to obtain credible data.

In this thesis, the data analysis technique uses using triangulation technique. Based on the explanation above, in this study, the researcher will provide the right data evidence during the study. Interviews will then check the data obtained by questionnaires.

## H. Techniques of Analyzing the Data

This qualitative research uses descriptive data analysis techniques in analyzing the research data, which includes systematically searching and compiling data obtained from observations, questionnaires, and interviews. According to Taylor (1975), data analysis is a step that details a formal effort to find several themes and formulate hypotheses (ideas) as recommendations and as an effort to provide assistance and several themes for the hypothesis.

From the experts' understanding above, it can be concluded that data analysis is a process of compiling and sorting data into several schemas, categories, and fundamental units of a description so that themes can be found and working hypotheses can be formulated based on the data. The

data analysis technique used by the researcher refers to the qualitative data analysis technique developed by Miles & Huberman, who argues that the activities in qualitative data are carried out interactively and take place continuously interactively and continuously until complete. The results of the analysis are obtained. According to Miles & Huberman in Basrowi & Kelvin (2008), data analysis techniques include three concurrent activities:

1. Data reduction

   Data reduction is the process of selecting, focusing, simplifying, abstracting, and transforming data that appears in field notes or transcriptions. Anticipatory data reduction occurs when the researcher decides on the conceptual framework, cases, research questions, data collection approaches. In qualitative data, data can be reduced through selection, summary or paraphrasing, and inclusion in a larger pattern. In this activity, researchers select essential data needed for research findings. Then the researcher eliminates unnecessary data.

   Data reduction is a process of selecting the formulation of attention to the simplification, abstraction, and transformation of raw data obtained from field notes or transcription. This process occurs throughout the study, from the beginning to the end of the study. From the data collection results through observations, questionnaires, and interviews, various data and information will be produced. This reduction has several functions to sharpen, classify, direct, eliminate unnecessarily and organize so that interpretation can be drawn. This is

done to provide a clearer picture and make it easier for researchers to collect data.

In qualitative data, data can be reduced through selection, summary or paraphrasing, and inclusion in a larger pattern. In this activity, researchers select essential data needed for research findings. Then the researcher eliminates unnecessary data. After that, data reduction is carried out by taking basic and essential data and discarding data that is not important.

2. Data Presentation

The next step of data analysis is data presentation. Data presentation is a structured, organized, and compressed collection of information that draws conclusions and actions—a structured collection of information that provides the possibility to draw some conclusions and take action. The forms of presentation include narrative text, matrices, graphs, networks, and charts. In this study, the presentation of the data is in the form of a matrix of calculations obtained from the results of questionnaires distributed to second-semester students of class A in English Language Education Study Program, Faculty of Cultures and Languages at UIN Raden Mas Said Surakarta in Academic Year 2021/2022. This is to make the data easier to read and draw conclusions.

In this study, this researcher displays the data in tabular form. The raw data collected were analyzed through SPSS, and the most frequently used statistical techniques were the frequency and percentage scores

used. The statistical techniques mentioned above are suitable for achieving the research objectives. The data obtained from the questionnaire were analyzed by calculating the mean for each question. Five-point Likert scale was used to measure the type and level of motivation to learn Intermediate English Grammar. The scale is used in the questionnaire to determine the level of approval or disagreement of students' answers based on the following criteria;

Table 3.7 Standard of Mean

| Mean Range | Interpretation |
|---|---|
| 3.68 – 5.00 | High degree of motivation |
| 2.34 – 3.67 | Moderate degree of motivation |
| 1.00 – 2.33 | Low degree of Motivation |

3. Drawing Conclusions and Verification

The final step of data analysis is drawing conclusions and Verification. Verification is also known as concluding. Drawing conclusions is only part of a complete configuration activity. The data that has been reduced and processed in its presentation is concluded by describing the research findings. Conclusion and Verification are writing conclusions and answering various problems by formulating strong and supporting evidence in the data collection stage. Miles and Huberman stated that from the beginning of data collection, qualitative analysis was to decide what was meant; therefore, there was the first conclusion, but this conclusion was still unclear and vague at first. In

addition, conclusions may not emerge until data collection is complete. Conclusions are also verified as analysts continue.

It is concluded that data analysis is a stage of compiling data that is carried out by organizing, grouping, or categorizing it. It also means the stage of understanding, interpreting, and looking for relationships from the data obtained. In conducting the analysis, researchers also need to provide arguments and references. So the analysis can be intended as an attempt to dialogue between the theories of research interpretation. From the explanation above, the researcher will conclude the results of his research.

# CHAPTER IV

# RESEARCH FINDINGS AND DISCUSSIONS

## A. Findings

This chapter presents the findings intended to answer the problems in the research. In this chapter, the writer wants to analyze the data collected from the research. The researcher describes the process of calculating and presenting the data results. While in the discussion section, the researchers analyzed the findings. Researchers conducted research and obtained complete data from all research instruments, including questionnaires and interviews. The researcher analyzed the data systematically and accurately to receive the research objective. The data were analyzed to conclude the research objectives. To complete this research correctly, it is necessary to analyze the data collected to answer the research questions, as shown in the previous chapter. The research findings are discussed below. The discussion consists of two parts. The first is the responses to the questionnaire, and the second is the interview results.

The researcher conducted the research on June 24 to 27, 2022, and receive some additional supporting information about the research questions by conducting questionnaires and interviews. On June 24, 2022, researchers distributed a questionnaire to measure students' intrinsic and extrinsic motivation in learning Intermediate English Grammar to 27 students, while interviews were conducted after students conducted questionnaires, namely

from 26 to June 27, 2022, researchers conducted interviews with ten students regarding factors which affect students in learning Intermediate English Grammar. Then the researcher will present the results of the questionnaire given to students. The researcher measured students' motivation to learn Intermediate English Grammar from the questionnaire. After measuring students' motivation through questionnaires, the results of interviews will also be described regarding the factors that influence students in learning Intermediate English Grammar.

This sub-chapter will be divided into two explanations based on the formulation of the problem following the previous chapter. In the previous chapter, there were two formulations of problems that must be solved in this chapter, the first is about students' motivation in learning Intermediate English Grammar, and the second is about the factors that influence students' motivation in learning Intermediate English Grammar. Because Intermediate English Grammar learning is carried out online without face-to-face meetings in class. As a result, researchers cannot receive field notes directly. So, researchers only use the results of questionnaires and interviews to answer research questions. The answers to the research questions are as follows:

1. **Student Motivation in Learning Intermediate English Grammar in Class A on the Second Semester Students English Language Education Study Program Faculty of Cultures and Languages UIN Raden Mas Said Surakarta in the Academic Year 2021/2022**

In this discussion, motivation is divided into two types: intrinsic and extrinsic. In this questionnaire process, researchers used a questionnaire that adopted a questionnaire from (Dornyei et al., 2011) to prepare a questionnaire statement. After that, the researcher made a google form using Indonesian and distributed it to 27 second-semester students of the English Education Study Program class A, Faculty of Cultures and Languages of UIN Raden Mas Said Surakarta in the 2021/2022 academic year, to find out students' motivation in learning Intermediate English Grammar. To see more detailed and precise results of the questionnaire for each of the indicators and statements listed, see the following table:

a. **Intrinsic motivation**

Table 4.1: The Mean of Intrinsic Motivation

| No. | Indicators | Item | Mean | Rating of Motivation Level |
|-----|-----------|------|------|----------------------------|
| 1. | Communicating | 1 | 3,52 | Moderate degree of Motivation |
| | | 2 | 4,15 | High degree of Motivation |
| | | 11 | 3,74 | High degree of Motivation |
| | | 12 | 3,56 | Moderate degree of Motivation |
| 2. | Social | 3 | 4,44 | High degree of Motivation |
| | | 4 | 3,52 | Moderate degree of Motivation |
| | | 6 | 3,74 | High degree of Motivation |
| | | 7 | 3,96 | High degree of Motivation |
| 3. | | 5 | 3,30 | Moderate degree of Motivation |

| | | 8 | 4,41 | High degree of Motivation |
|---|---|---|---|---|
| | Skill | 9 | 4,37 | High degree of Motivation |
| | | 10 | 3,78 | High degree of Motivation |
| **Total** | | | **3,87** | **High degree of Motivation** |

Table 4.1 explains that students receive a high level of motivation with a total mean of 3.87. The researcher explain the results of the intrinsic motivation questionnaire obtained as follows:

1) The first indicator is communicating. Communication is a process in which someone tries to provide understanding and information by conveying messages to others. The purpose of communicating here is to achieve communication between students and others. From the communicating indicator, there are two statements that state the level of student motivation is moderate, and there are two statements that state that student motivation is high. This indicator contains four questionnaire items from number 1 (*Mempelajari Intermediate English Grammar tidak memungkinkan saya untuk berbicara kepada siswa ketika mengajar*) With a mean score of 3.52, which indicates that students participating in Intermediate English Grammar learning receive a moderate level of motivation, then number 2 (*Mempelajari Intermediate English Grammar memungkinkan saya untuk mendiskusikan topik-topik menarik dalam bahasa Inggris dengan siswa ketika mengajar*) With a mean score of 4.15, students receive a high level of motivation, then number 11 (*Mempelajari Intermediate English*

*Grammar tidak memungkinkan untuk berkomunikasi dengan siswa ketika mengajar*) With a mean score of 3.74, students receive a high level of motivation, and the last one is number 12 (*Saya gugup dan bingung ketika saya berbicara di kelas Intermediate English Grammar*) With a mean score of 3.56, students receive a moderate level of motivation.

2) The second indicator is social, and social is related to society, both the general public and educated people. From the social indicator, there are one statement that state the level of student motivation is moderate, and there are three statements that state that student motivation is high. This indicator contains four questionnaire items from number 3 (*Mempelajari Intermediate English Grammar memungkinkan saya untuk mentransfer pengetahuan saya kepada orang lain, misalnya, mengajarkan Bahasa inggris kepada siswa*) With a mean score of 4.44, students receive a high level of motivation, then number 4 (*Mempelajari Intermediate English Grammar tidak memungkinkan saya untuk berpartisipasi secara bebas dalam kegiatan akademik, sosial, dan lainnya*) With a mean score of 3.52, students receive moderate motivation, then number 6 (*Mempelajari Intermediate English Grammar tidak memungkinkan saya untuk menghargai siswa ketika berbicara bahasa Inggris*) With a mean score of 3.74, students receive a high level of motivation. Then the last item is number 7 (*Mempelajari Intermediate English Grammar membantu saya berpikiran terbuka dan*

*mudah bergaul, seperti orang yang berbahasa Inggris*) With a mean score of 3,96, students receive a high level of motivation.

3) The third indicator is skill, and skill is a term that includes knowledge, competence, and ability to perform operational tasks. So, the skill in this indicator is the ability to do something in learning Intermediate English Grammar. From the skill indicator, there are one statement that state the level of student motivation is moderate, and there are three statements that state that student motivation is high. This indicator consists of four questionnaire items, starting with the number 5 (*Mempelajari Intermediate English Grammar tidak memungkinkan saya untuk berperilaku seperti penutur asli bahasa Inggris: misalnya, dengan aksen atau menggunakan ekspresi bahasa Inggris*) With a mean score of 3.30, students receive moderate level of motivation, following number 8 (*Saya bertekad untuk mempelajari Intermediate English Grammar sebaik mungkin untuk mencapai kemahiran yang maksimal*) With a mean score of 4.41, students receive a high level of motivation, then number 9 (*Mempelajari Intermediate English Grammar memungkinkan saya untuk pekerjaan maupun studi saya kedepannya*) With a mean score of 4.37, students receive a high level of motivation. The last item of the questionnaire is number 10 (*Mempelajari Intermediate English Grammar tidak memungkinkan saya untuk memperluas wawasan saya*) With a mean score of 3.78, students receive a high level of motivation.

The following is a description of the questionnaire results regarding students' intrinsic motivation, distributed to the second-semester students of the English Language Education Study Program faculty of the Cultures and Languages UIN Raden Mas Said Surakarta.

Table 4.2: The Total Mean of Intrinsic Motivation

| No. | Indicator | Total Mean |
|-----|-----------|------------|
| 1. | Communicating | 3,74 |
| 2. | Social | 3,91 |
| 3. | Skill | 3,96 |
| **Total** | | **11,61** |

The table above shows that of the three intrinsic motivation indicators, the most dominant factor that students have by students in learning Intermediate English Grammar is the skill indicator, with an average score of 3,96. Then the next most dominant indicator is the social indicator, with an average score of 3,91. At the same time, students' lowest intrinsic motivation indicator is communicating, with an average score of 3,74. Therefore, it can be concluded that students' intrinsic motivation in learning Intermediate English Grammar is high.

**b. Extrinsic motivation**

Table 4.3: The Mean of Extrinsic Motivation

| No. | Indicators | Item | Mean | Rating of Motivation Level |
|-----|-----------|------|------|----------------------------|
| | | 14 | 2,85 | Moderate degree of Motivation |

| 1. | Knowledge | 15 | 3,67 | Moderate degree of Motivation |
|----|-----------|----|------|-------------------------------|
|    |           | 19 | 4,07 | High degree of Motivation |
|    |           | 23 | 3,33 | Moderate degree of Motivation |
| 2. | Education | 13 | 3,41 | Moderate degree of Motivation |
|    |           | 16 | 3,85 | High degree of Motivation |
|    |           | 17 | 4,00 | High degree of Motivation |
|    |           | 20 | 4,15 | High degree of Motivation |
| 3. | Achievement | 18 | 4,04 | High degree of Motivation |
|    |           | 21 | 3,89 | High degree of Motivation |
|    |           | 22 | 3,85 | High degree of Motivation |
|    |           | 24 | 4,26 | High degree of Motivation |
| **Total** | | | **3,78** | **High degree of Motivation** |

Table 4.2 explains that students receive a high level of motivation with a total mean of 3.78. Similar to the intrinsic motivation above, the researcher will explain the results of the students' extrinsic motivation questionnaire obtained as follows:

1) The first indicator is knowledge, the purpose of this indicator is the knowledge that is studied more broadly or a combination of various pieces of knowledge that are arranged logically and systematically by taking into account cause and effect. Knowledge is an informal process, e.g., knowledge obtained from real-life experience. Knowledge is the application of these facts and theories. From the knowledge indicator, there are three statements that state the level of student motivation is

moderate, and there is one statement which states that student motivation is high. This indicator contains four questionnaire items from number 14 (*Saya suka menulis di buku dan tidak berkomunikasi sendiri ketika berbicara atau menulis di kelas Intermediate English Grammar*), with a mean score of 3.67, students receive moderate level of motivation, then number 15 (*Saya tidak tertarik membaca buku teks Intermediate English Grammar untuk studi universitas saya dan membaca buku pelajaran lainnya*), with a mean score of 4.07, students receive a high level of motivation, then number 19 (*Mempelajari Intermediate English Grammar penting untuk menjadikan saya orang yang berpengetahuan dan terampil*), with a mean score of 4.00, students receive a high level of motivation, and the last one is number 23 (*Saya menyukai proses belajar Intermediate English Grammar dan saya melakukannya hanya karena saya mungkin membutuhkannya*), with a mean score of 3.85, students receive a high level of motivation.

2) The second indicator is education, the purpose of this indicator is knowledge learned within the scope of education or knowledge of principles and methods of learning, guiding, and supervising lessons. Education is a formal process, for example, obtained in school to higher education. Education is a learning process, and a person becomes aware of various facts, ideas, and theories. From the education indicator, there are three statements that state the level of student motivation is moderate, and there is one statement which states that student

motivation is high. This indicator contains four questionnaire items from number 13 (*Saya terutama fokus menggunakan bahasa Inggris untuk tugas kelas dan ujian Intermediate English Grammar*), with a mean score of 2.85, students receive a moderate level of motivation, then number 16 (*Saya lebih tertarik untuk mendapatkan nilai yang terbaik ketika belajar Intermediate English Grammar*), with a mean score of 3.33, students receive a moderate level of motivation, then number 17 (*Saya tidak tertarik untuk mempelajari Intermediate English Grammar secara mendalam*), with a mean score of 3.41 which means students receive a moderate level of motivation, the last item is number 20 (*Belajar Intermediate English Grammar tidak membuat saya menjadi orang yang terpelajar*), with a mean score of 4.15, students receive a high level of motivation.

3) The third indicator is an achievement, the purpose of this third indicator is the achievement that has been or will be obtained from students. From the achievement indicator, there are four statements which states that student motivation is high. This indicator contains four questionnaire items, starting with number 18 (*Belajar Intermediate English Grammar tidak penting untuk bepergian ke luar negeri), w*ith a mean score of 3.85, students receive a moderate level of motivation, then number 21 (*Mahir belajar Intermediate English Grammar dapat menghasilkan lebih banyak kesuksesan dan prestasi*), with a mean score of 4.04, students receive a high level of motivation, then number 22 (*Belajar Intermediate*

*English Grammar tidak membuat orang lain menghormati saya*), with a mean score of 3.89 which means students receive a high level of motivation, then the last questionnaire item is number 24 (*Belajar Intermediate English Grammar penting untuk mengajarkan kepada siswa ketika mengajar*), with a mean score of 4.26, students receive a high level of motivation.

The following is a description of the questionnaire results regarding students' extrinsic motivation, distributed to the second-semester students of English Language Education Study Program at the Faculty of Cultures and Languages UIN Raden Mas Said Surakarta.

Table 4.4: The Total Mean of Extrinsic Motivation

| No. | Indicator | Total Mean |
|-----|-----------|------------|
| 1. | Knowledge | 3,48 |
| 2. | Education | 3,85 |
| 3. | Achievement | 4,01 |
| **Total** | | **11,34** |

The table above shows that of the three intrinsic motivation indicators, the most dominant factor that students have by students in learning Intermediate English Grammar is the achievement indicator, with an average score of 4,01. Then the next most dominant indicator is the education indicator, with an average score of 3,85. At the same time, students' lowest intrinsic motivation indicator is knowledge, with an average score of 3,48. Therefore,

it can be concluded that students' intrinsic motivation in learning Intermediate English Grammar is high.

Based on the presentation of the data above, it can be concluded that the motivation of students in learning Intermediate English Grammar in Class A on the Second Semester Students English Language Education Study Program Faculty of Cultures and Languages UIN Raden Mas Said Surakarta in the Academic Year 2021/2022 is high.

2. **Factors Affecting Students' Motivation in Learning Intermediate English Grammar in Class A on the Second Semester Students English Language Education Study Program Faculty of Cultures and Languages UIN Raden Mas Said Surakarta in the Academic Year 2021/2022**

After discussing the intrinsic and extrinsic motivation of students through questionnaires distributed online with a google form, now turn to the discussion of the second problem formulation, namely the factors affecting students in learning Intermediate English Grammar which researchers took by interviewing second-semester students of class A English Language Education Study Program, Faculty of Cultures and Languages, UIN Raden Mas Said Surakarta for the 2021/2022 academic year. Interview questions are intended to collect primary research data. Based on the results of interviews that researchers have conducted, four factors affecting student learning motivation are as follows:

## a. Physical condition

The purpose of the physical condition here is the environment or student learning facilities. This is also related to the student learning atmosphere when in class. Regarding this, Intermediate English Grammar classes are held online, and the learning facilities are through WhatsApp, google meet, and Schoology, which are used for learning materials, quizzes, and exams. A statement from one of the RDA students said

> "*fasilitas saat daring belajar melalui **gmeet**, share materi melalui platform **schoology** itu aja si ka*" and SKA students who say "*...**WhatsApp ada, Google Meet ada** (setiap kali ada jadwal kuliah), lalu melalui platform **Schoology** (untuk download materi pembelajaran, quiz dan ujian)*"

Because learning is done online, there is a weakness in the learning facilities, namely signal constraints, so that the lecturer's voice becomes unclear and too fast when explaining. As a statement from MAF students

> "***terkadang suara dosen kurang jelas, dan ada kendala sinyal***" and IAH said "*...karena kan dulu kita kuliahnya daring nah jadi kelemahannya seperti **kendala sinyal sehingga apa yang disampaikan dosen kadang terlalu cepat**"*

Even so, factors that support the use of online learning facilities in the Intermediate English Grammar class affect students' motivation, namely

getting appropriate new learning materials and practice questions. As stated by APA students

> *"faktor mendukung bakal **mendapatkan materi" baru…",** and an IAH student who said "faktor yg mendukung yakni seperti adanya pembelajaran yg sesuai, materi yg disampaikan jelas, selain itu juga terdapat **tambahan materi buat belajar dan latihan soal…".***

**b. Teaching method**

This indicator discusses the methods taught by lecturers in learning Intermediate English Grammar. Based on interviews conducted by researchers, the teaching method of Intermediate English Grammar lecturers is easy for students to understand. As the statement from ARA students

> *"**cara mengajarnya mudah dipahami…"** and MAF students who said "kebetulan di smt 2 matkul grammar diajar oleh Mr. Edi. Cara mengajar beliau tegas, tidak bertele-tele, langsung to the point, jadi saya **lebih mudah paham** dan mudah menangkap materi dibandingkan waktu smt 1…."*

For the use of the method, the Intermediate English Grammar lecturer uses the material in the form of a PowerPoint and then explains it. After that, a pretest is given to provide a simulation of the examples of the material that has been discussed. As explained by RDA student

> *"untuk metode sama seperti dosen yang lain ya ka yaitu **penjelasan materi terlebih dahulu selesai penjelasan kami diberi pretest untuk***

*dilihat sudah paham sampai mana…"* and IAH students who said
*"metodenya yaitu dijelaskan secara rinci, latihan contoh soal dan pembahasan…"*

The teaching method of this lecturer has supported their motivation in learning Intermediate English Grammar. As the RDA student said

*"untuk cara mengajar dosen Intermediate English Grammar pada semester 2 kemarin menurut saya sudah menunjang motivasi belajar mahasiswa dan terutama saya sendiri karena sangat efektif juga dapat dipahami walaupun melalui daring"* and OPS that says *"sudah menunjang sekali Kak, dosen grammar waktu smt 2 kemarin selalu memberikan penjelasan yg detail dan ringkes gituu"*

However, in terms of teaching models/methods, Intermediate English Grammar lecturers often use the same or no other variations. As said by SKA students

*"...seringnya hanya mengajar materi, lalu bertanya ke mahasiswa tentang materinya (sudah dipahami atau belum)"*

c. **Lecturer**

The third indicator is lecturers. The teacher greatly influences students' motivation in the teaching and learning process. From the results of interviews obtained by researchers, Intermediate English Grammar lecturers affect students' motivation to learn Intermediate English Grammar. This is because every time the lecturer gives material,

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examples are always inserted, and the lecturer has its benchmark value

for Intermediate English Grammar courses. As MAF students say

> *"...**berpengaruh, karna disetiap pertemuan dosen selalu mematokan nilai untuk hasil ujian** (kalau bisa lebih bagus dari yg kemaren) jadi mungkin karna itu saya jadi termotivasi untuk mengerjakan ujian dengan hati2 agar dapat nilai yg lebih bagus dari sebelumnya."* And also, the RDA said *"**bagi saya berpengaruh** ya ka karena dari cara mengajar beliau yang memiliki semangat yang tinggi dalam mengajar juga beliau dosen yang selalu bertanya apakah kami sudah paham atau belum jikalau belum bisa diulangi kembali penjelasannya..."*

The form of lecturer participation in supporting student learning

motivation while teaching Intermediate English Grammar is by

explaining the material and sample questions. As IAH students say

> *"dosen selalu membimbing dan memberi pengarahan kak, **selalu memberi contoh mengenai grammar, dan materinya...**"*

d.  **Success**

This last indicator refers to the challenges or problems students face

and their wishes and plans for the future. Based on interviews that

researchers have conducted regarding student perceptions, most

students like the Intermediate English Grammar course because this

course is easy to understand, fun, and challenging to learn. This is

related to the statement of ARA students

> *"mata kuliah grammar sangat menyenangkan, **saya menyukai mata kuliah grammar**" and APA says "**mata kuliah grammar sangat menantang untuk dapat dipahami dan dipelajari…**"*

In addition, students find it challenging to participate in Intermediate English Grammar learning activities in class because the material is difficult to understand and does not concentrate on learning. As said by SKA students

> *"…kesulitannya itu kadang kalau saya **gak konsentrasi**, saya ketinggalan jauh kak…" and MAF said "iya kadang ada kesulitan seperti **materi susah dimengerti**…"*

Students could not focused and concentrated when participating in Intermediate English Grammar, so they need to repeat the materials using the resources. This is related to statements from SKA students

> *"…saya **bertanya ke teman saya tentang materi yang tadi saya lewatkan atau menonton video pembelajaran dari YouTube**" and ANT, which says "…biasanya saya akan **mengulang materi yg diajarkan dosen dg mencari sumber belajar yg lain**"*

The way for students to stay focused and concentrated when participating in Intermediate English Grammar learning in class is to pay attention to the lecturer when the material is delivered and take notes on the material provided by the Intermediate English Grammar lecturer. This is like a statement from an APA student

*"yang saya lakukan agar tetap fokus dan konsentrasi ketika mengikuti pelajaran grammar selama daring ini, **memperhatikan dosen saat menjelaskan materi, mencoba memahami materi yg telah di sampaikan, dan mencoba mengerjakan contoh soal yg diberikan***", and IAH, which states "agar tetep fokus dapat dilakukan dengan **Memperhatikan materi dengan cara mencatat materi** trsbt kak"*.

## B. Discussions

The discussion in this section is to answer the formulation of the research problem presented in Chapter I. Based on the research results above, the author discusses the results of research on student learning motivation and the factors that affecting students' learning motivation in the Intermediate English Grammar class A semester 2 English Language Education Study Program, Faculty of Cultures and Languages, UIN Raden Mas Said Surakarta for the 2021/2022 academic year.

Based on student motivation in learning Intermediate English Grammar for class A semester 2 English Language Education Study Program Faculty of Cultures and Languages, UIN Raden Mas Said Surakarta for the academic year 2021/2022 obtained from Google Forms results whose data is processed using SPSS 26. It can be seen that students have a level of intrinsic motivation with three indicators (communicating, social, and skill). First, communicating. According to Gunarsa (2004), communication can be measured by what and

who is spoken to, thoughts, feelings, specific objects, other people, or themselves. In this case, communication between lecturers and students is very important for the occurrence of student learning motivation. According to pre-observations in the Intermediate English Grammar class, the communication relationship between lecturers and students is not well established. When the lecturer asks students about students' understanding of the material that the lecturer has taught, students tend to be silent. Only sure students answer the lecturer's questions. Second, social. Social motivation means that students learn to carry out tasks (Mudjiono, 2013). In this case, students' involvement with tasks stands out. Social motivation means that students learn to carry out tasks. In this case, student engagement with the task stands out. According to the statement from the questionnaire on this second indicator, what is meant by social relations with assignments is, for example, when a student has the task of being a teacher, then the student teaches English to his students. The second example is that students participate in academic activities. Third, skills. Skill will affect students' learning motivation. Competence assumes that students naturally strive to interact with their environment effectively. Students are intrinsically motivated to master the environment and perform tasks successfully to be satisfied. So, it is important to measure students' motivation in learning. These three indicators are the basis for making a questionnaire containing statements that already represent each indicator. These three indicators are the basis for making a questionnaire that contains statements that already represent each indicator. Intrinsic motivation of students is high because

the total average result on the questionnaires that have been distributed is 3.87, which means that the intrinsic motivation of class A students' in the second semester of English Language Education Study Program, Faculty of Cultures and Languages, UIN Raden Mas Said Surakarta academic year 2021/2022 according to the results of this research is high.

While the extrinsic motivation of students with three indicators (knowledge, education, and achievement). First, knowledge. Knowledge in Kusumadmo (2013) is the full use of information and data equipped with the potential skills, competencies, ideas, intuition, commitment, and motivation of the people involved. Knowledge is influenced by factors of formal education and is very closely related. Second, education. Education is closely related to schools, and each school must have its curriculum. According to Djamarah (2015), the curriculum is a substantial element in education. Curriculum content will affect the intensity and frequency of students' learning. Without a curriculum, teaching and learning activities cannot occur because the material the teacher must convey in class meetings has not been programmed beforehand. Third, achievements. This motivation occurs because they want to achieve something (achievement motivation). This motivation is considered better because it already has a purpose in it. Students want to do something or learn because they want to achieve a specific goal or achievement (Andi Thahir, 2014). These three indicators are used as the basis for making a questionnaire in which statements are made to represent each indicator. These three indicators are the basis for making a questionnaire that contains statements that already represent each

indicator. Extrinsic motivation of students is high because the total average result on the questionnaires that have been distributed is 3.78, which means that the extrinsic motivation of class A students' in the second semester of English Language Education Study Program, Faculty of Cultures and Languages, UIN Raden Mas Said Surakarta academic year 2021/2022 according to the results of this research is high.

So, from the explanation above, it can be concluded that intrinsic motivation is higher than extrinsic motivation. This shows that most students are intrinsically motivated to learn Intermediate English Grammar, according to the results of the questionnaires that have been distributed, there is a reason that the three indicators of intrinsic motivation, communicating, which receive a mean of 3.74, social indicators receive a mean of 3.91 and the skill indicator with a mean of 3.96. Thus, it means that students enjoy learning Intermediate English Grammar because of the desire and pleasure the students themselves. This motivation comes from within the students. For example, students study Intermediate English Grammar, however, it is optional if there are assignments that students want to do voluntarily. Considering the Intermediate English Grammar course is necessary because there are new challenges in it, students want to try to learn and solve problems in studying Intermediate English Grammar, broaden their horizons, transfer knowledge, are open-minded, and are easy to receive along with. Based on these reasons, students will push themselves to achieve their goals in studying Intermediate English Grammar.

In addition, students also have high motivation, namely extrinsic motivation. According to the results of the questionnaires that have been distributed, there are reasons for the three indicators of extrinsic motivation, knowledge receives a mean of 3.48, education indicator receives a mean of 3.85 and achievement indicator with a mean of 4.01. Thus, it means that extrinsic motivation comes from outside the students, for example, students do not want to disappoint their parents in terms of achievement, such as getting the best grades in Intermediate English Grammar courses, high social respect, and students learning Intermediate English Grammar to receive better. Job, knowledgeable and skilled, wants to be successful and respected, and wants to communicate with foreigners. Although the score means that the total intrinsic motivation is higher than the extrinsic motivation, both are included in the high level of motivation. This is good for students and teachers in the teaching and learning process. Because motivation is one of the important things in encouraging and achieving student learning motivation, these results indicate that students have high motivation, both intrinsic motivation, and extrinsic motivation. It will be helpful for teachers to make Intermediate English Grammar learning better in the future.

Motivation has a very important function because the existence of motivation, especially in the learning process, can encourage students to take actions that can cause changes in themselves. According to Harmer (1991), the existence of motivation is inseparable from the factors that influence the emergence of motivation. Motivation is affected by physical conditions,

teaching methods, lecturers, and success. Based on the findings in this study about the factors that influence the motivation to learn Intermediate English Grammar class A semester 2 English Language Education Study Program, Faculty of Cultures and Languages UIN Raden Mas Said Surakarta in the academic year 2021/2022, according to Harmer's (1991) theory, which says four factors affect students' learning motivation in the learning process with the following details:

a. Physical condition

This indicator includes a conducive learning environment, meaning that everything related to the place where the learning process is carried out is appropriate and supports the continuity of the learning process. A conducive learning environment, such as a clean, well-organized, quiet classroom environment, and comfortable classroom atmosphere, can generate motivation and keep students focused on learning (Uno, 2011). Based on interviews with class A students' in the second semester of English Language Education Study Program, Faculty of Cultures and Languages UIN Raden Mas Said Surakarta in the academic year 2021/2022, the learning atmosphere has a considerable influence, especially online learning.

The learning process is carried out online through the Google Meet application as a tool to support the discussion of the material, the Schoology application for material distribution, quizzes, and exams, and finally, the WhatsApp application, which is used to confirm the learning

schedule. The factor that hinders the online Intermediate English Grammar learning process is the signal problem, which causes the lecturer's voice to be less transparent and even too fast when the teaching and learning process occurs. However, although there are inhibiting factors, there are also factors that support the online Intermediate English Grammar learning process. Namely, students receive new learning materials along with practice questions and discussions.

b. Teaching Method

In learning, how the teacher conveys learning also affects students' motivation to learn English. Based on the interviews that have been conducted, it is known that the Intermediate English Grammar lecturer delivered learning using the lecture method by explaining the material in detail, which was made using PowerPoint and then explained to students through the google meet application and provided material by sending material files in the Schoology application. The explanation of the material presented by the lecturer is easy for students to understand because the lecturer always explains in detail, provides practice questions and their discussion, and often holds pre-tests to hone students' material understanding skills. However, on the other hand, the method given by the lecturer is too monotonous because the lecturer does not provide variations in the delivery of material. However, the lecturer's delivery in Intermediate English Grammar learning has supported student learning motivation even though studying online.

c.  Lecturer

In addition to several factors described above, the form of lecturer participation also affects students' motivation in learning Intermediate English Grammar. So, the teacher's role is very important in the learning process. Based on interviews that have been conducted, it was found that Intermediate English Grammar lecturers had an effect on their learning motivation, and the form of lecturer participation in motivating students was to provide material explanations along with examples of questions.

d.  Success

This refers to the appropriate level of challenge made by the lecturer. If the challenges in their work or activities are too complicated or even too easy, it can cause students to be demotivated in their learning process. In learning, various abilities are needed, which will later affect success and student learning motivation. Students in learning activities need various abilities.

After students perform their abilities, they can reach their goals quickly. Ideas, also called aspirations, are targets to be achieved. The determination of these targets is not the same for all students. This target is defined as something set in activities that have meaning for someone. The ideals of students to "become someone" can make students motivated to be able to achieve it and strengthen the spirit of student learning. Students are diligent in studying and carrying out tasks not to acquire knowledge or skills but to gain status and self-esteem.

Likewise, based on the results of interviews conducted with several students, they like the Intermediate English Grammar course because the material is easy to understand, fun, and challenging to learn. Although they like the Intermediate English Grammar course, they also experience difficulties, namely, the material that sometimes makes it difficult for them to understand and lack of concentration in the online teaching and learning process. However, there are ways to overcome each student's varied obstacles—for example, asking directly to the lecturer, asking friends, looking for other references on the internet, and repeating the material taught to solve the problem. Another way to keep them focused in the learning process is to pay attention to the lecturer while explaining the material by taking notes on the material presented.

# CHAPTER V

# CONCLUSIONS AND SUGGESTIONS

## A. Conclusions

After conducting research and research analysis in the previous chapter on students' motivation to learn Intermediate English Grammar in class A semester 2 of English Language Education Study Program, Faculty of Cultures and Languages, UIN Raden Mas Said Surakarta in the academic year 2021/2022, and it can allow researchers to draw some conclusions as follows:

1. From the results of the questionnaire distributed to class A, students in semester 2 of the English Language Education Study Program, Faculty of Cultures and Languages, UIN Raden Mas Said Surakarta in the academic year 2021/2022 regarding student motivation in learning Intermediate English Grammar, the result is that they receive intrinsically motivated

2. From the results of interviews with class A students in semester 2 of the English Language Education Study Program, Faculty of Cultures and Languages, UIN Raden Mas Said Surakarta in the academic year 2021/2022 regarding the factors that influence student motivation in learning Intermediate English Grammar, there are four factors, namely psychological aspect, teaching method, lecturer, and successes where the researcher has described the results of interviews with informants in the previous chapter.

**B. Suggestions**

Based on the conclusions of the research above, for the improvement of further research, the researcher would like to provide some suggestions based on the findings as follows:

1. For lecturers

   For lecturers to pay more attention to their students and develop material with more exciting and varied methods so that students feel happy and comfortable that students' motivation can grow in each study.

2. For students

   For students to make it easier to learn English, the most important thing is to love the Intermediate English Grammar course and focus on paying attention to the lecturer who explains when learning Intermediate English Grammar and lots of practice questions because learning English is an exercise.

3. For Further Researchers

   For further researchers who want to conduct similar research, they can use this research as a reference for their research. The researcher realizes that the results of this study are still far from "perfect", but the researchers hope that this research can be helpful as a reference for further research. In addition, this research can be used as a recommendation to develop similar research to deepen learning motivation, especially in Intermediate English Grammar learning on campus.

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**APPENDICES**

*Appendix 1. List of Question of Interview:*

## A. Physical Condition:

1. Apasaja fasilitas pembelajaran daring yang digunakan di kelas Intermediate English Grammar terhadap motivasi belajar siswa?

2. Bagaimana penggunaan fasilitas pembelajaran daring di kelas Intermediate English Grammar terhadap motivasi belajar siswa?

3. Menurut anda, apakah ada kelemahan fasilitas belajar pada masa pembelajaran daring di kelas Intermediate English Grammar terhadap motivasi belajar siswa?

4. Apa saja faktor-faktor yang mendukung dan menghambat penggunaan fasilitas pembelajaran daring di kelas Intermediate English Grammar terhadap motivasi belajar siswa?

## B. Teaching Method:

1. Bagaimanakah cara mengajar dosen Intermediate English Grammar pada saat pembelajaran dikelas? Apakah sudah menunjang motivasi belajar mahasiswa?

2. Bagaimana penggunaan metode dan media untuk mendukung proses pembelajaran Intermediate English Grammar yang berlangsung di kelas terhadap motivasi belajar siswa?

3. Apakah dosen Intermediate English Grammar sering melakukan model/metode mengajar yang sama/tanpa variasi?

C. **Lecturer:**

1. Apakah dosen Intermediate English Grammar anda sangat berpengaruh terhadap motivasi belajar anda? Kalau iya, Seperti apa pengaruhnya?

2. Bagaimana wujud partisipasi dosen dalam menunjang motivasi belajar mahasiswa selama mengajarkan Intermediate English Grammar?

D. **Success:**

1. Bagaimana pendapat anda tentang mata kuliah Intermediate English Grammar? Apa anda menyukai mata kuliah Intermediate English Grammar?

2. Apakah anda mampu memahami materi Intermediate English Grammar yang disampaikan oleh dosen di kelas? Jika tidak, apa penyebabnya?

3. Apakah anda mempunyai kesulitan dalam mengikuti kegiatan pembelajaran Intermediate English Grammar dikelas? Menurut pendapat anda, apa yang harus dilakukan untuk menghadapi kesulitan itu?

4. Apa cara yang anda lakukan agar tetap fokus dan konsentrasi ketika mengikuti pembelajaran Intermediate English Grammar di kelas?

*Appendix 2. Intrinsic and Extrinsic Motivation Questionnaire:*

## A. Intrinsic Motivation Questioonaire in English:

This questionnaire consists of twenty-four statements related to students' intrinsic and extrinsic motivation in learning Intermediate English Grammar in the second semester of English education at UIN Raden Mas Said Surakarta. It consists of twelve positive (+) statements and twelve negative (-) statements. Respondents were asked to answer by choosing one of five tiered options, namely strongly agree (SA), agree (A), neutral (N), disagree (D), and strongly disagree (SD). The assessment for each statement can be seen in the following table:

| No | Statement | Type | Score | | | | |
|----|-----------|------|----|----|----|----|----|
| | | | SA | A | N | D | SD |
| 1 | Studying Intermediate English Grammar does not allow me to speak to students when teaching | (-) | 1 | 2 | 3 | 4 | 5 |
| 2 | Studying Intermediate English Grammar allows me to discuss interesting topics in English with students when teaching | (+) | 5 | 4 | 3 | 2 | 1 |
| 3 | Studying Intermediate English Grammar allows me to transfer my knowledge to others, for example, teaching English to students | (+) | 5 | 4 | 3 | 2 | 1 |
| 4 | Studying Intermediate English Grammar does not allow me to participate freely in academic, social and other activities | (-) | 1 | 2 | 3 | 4 | 5 |
| 5 | Studying Intermediate English Grammar does not allow me to behave like a native English speaker: for example, with an accent or using English expressions | (-) | 1 | 2 | 3 | 4 | 5 |
| 6 | Studying Intermediate English Grammar does not allow me to respect students when speaking English | (-) | 1 | 2 | 3 | 4 | 5 |
| 7 | Studying Intermediate English Grammar helps me to be open-minded and sociable, like an English-speaking person | (+) | 5 | 4 | 3 | 2 | 1 |

| 8 | I am determined to study Intermediate English Grammar as best as I can to achieve maximum proficiency | (+) | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|---|---|
| 9 | Studying Intermediate English Grammar allows me for my future work and studies | (+) | 5 | 4 | 3 | 2 | 1 |
| 10 | Studying Intermediate English Grammar does not allow me to broaden my horizons | (-) | 1 | 2 | 3 | 4 | 5 |
| 11 | Studying Intermediate English Grammar is not possible to communicate with students when teaching | (-) | 1 | 2 | 3 | 4 | 5 |
| 12 | I am nervous and confused when I speak in Intermediate English Grammar class | (+) | 5 | 4 | 3 | 2 | 1 |

**B. Extrinsic Motivation Questionnaire in English:**

| No | Statement | Type | Score | | | | |
|---|---|---|---|---|---|---|---|
| | | | SA | A | N | D | SD |
| 13 | I mainly focus on using English for classwork and Intermediate English Grammar exams | (+) | 5 | 4 | 3 | 2 | 1 |
| 14 | I like to write in books and do not communicate alone when speaking or writing in Intermediate English Grammar class | (-) | 1 | 2 | 3 | 4 | 5 |
| 15 | I am not interested in reading Intermediate English Grammar textbooks for my university studies and reading other textbooks | (-) | 1 | 2 | 3 | 4 | 5 |
| 16 | I am more interested in getting the best grades when learning Intermediate English Grammar | (+) | 5 | 4 | 3 | 2 | 1 |
| 17 | I am not interested in studying Intermediate English Grammar in depth | (-) | 1 | 2 | 3 | 4 | 5 |
| 18 | Studying Intermediate English Grammar is not essential for travelling abroad | (-) | 1 | 2 | 3 | 4 | 5 |
| 19 | Studying Intermediate English Grammar is important to make me a knowledgeable and skilled person | (+) | 5 | 4 | 3 | 2 | 1 |
| 20 | Studying Intermediate English Grammar does not make me an educated person | (-) | 1 | 2 | 3 | 4 | 5 |
| 21 | Proficient in learning Intermediate English Grammar can lead to more success and achievement | (+) | 5 | 4 | 3 | 2 | 1 |
| 22 | Learning Intermediate English Grammar does not make other people respect me | (-) | 1 | 2 | 3 | 4 | 5 |

| 23 | I love the process of learning Intermediate English Grammar, and I do it only because I might need it | (+) | 5 | 4 | 3 | 2 | 1 |
| 24 | Learning Intermediate English Grammar is important to teach students when teaching | (+) | 5 | 4 | 3 | 2 | 1 |

## C. Intrinsic Motivation Questionnaire in Indonesian:

Lembar kuisioner ini terdiri dari dua puluh empat pernyataan terkait motivasi intrinsik dan ekstrinsik siswa dalam belajar Intermediate English Grammar pada mahasiswa semester dua pendidikan bahasa inggris UIN Raden Mas Said Surakarta. Ini terdiri dari dua belas pernyataan positif (+) dan dua belas pernyataan negatif (-). Responden diminta menjawab dengan memilih salah satu dari lima pilihan berjenjang, yaitu sangat setuju (SS), setuju (S), netral (N), tidak setuju (TS), dan sangat tidak setuju (STS). Penilaian untuk setiap pernyataan dapat dilihat pada tabel berikut:

| No. | Pernyataan | SS | S | N | TS | STS |
|-----|-----------|----|----|----|----|----|
| 1. | Mempelajari Intermediate English Grammar tidak memungkinkan saya untuk berbicara kepada siswa ketika mengajar | | | | | |
| 2. | Mempelajari Intermediate English Grammar memungkinkan saya untuk mendiskusikan topik-topik menarik dalam bahasa Inggris dengan siswa ketika mengajar | | | | | |
| 3. | Mempelajari Intermediate English Grammar memungkinkan saya untuk mentransfer pengetahuan saya kepada orang lain, misalnya, mengajarkan Bahasa inggris kepada siswa | | | | | |
| 4. | Mempelajari Intermediate English Grammar tidak memungkinkan saya untuk berpartisipasi secara bebas dalam kegiatan akademik, sosial, dan lainnya | | | | | |
| 5. | Mempelajari Intermediate English Grammar tidak memungkinkan saya untuk berperilaku seperti penutur asli bahasa Inggris: misalnya, dengan aksen atau menggunakan ekspresi bahasa Inggris | | | | | |

| No. | Pernyataan | SS | S | N | TS | STS |
|-----|-----------|----|----|----|----|-----|
| 6. | Mempelajari Intermediate English Grammar tidak memungkinkan saya untuk menghargai siswa ketika berbicara bahasa Inggris. | | | | | |
| 7. | Mempelajari Intermediate English Grammar membantu saya berpikiran terbuka dan mudah bergaul, seperti orang yang berbahasa Inggris | | | | | |
| 8. | Saya bertekad untuk mempelajari Intermediate English Grammar sebaik mungkin untuk mencapai kemahiran yang maksimal | | | | | |
| 9. | Mempelajari Intermediate English Grammar memungkinkan saya untuk pekerjaan maupun studi saya kedepannya | | | | | |
| 10. | Mempelajari Intermediate English Grammar tidak memungkinkan saya untuk memperluas wawasan saya | | | | | |
| 11. | Mempelajari Intermediate English Grammar tidak memungkinkan untuk berkomunikasi dengan siswa ketika mengajar | | | | | |
| 12. | Saya gugup dan bingung ketika saya berbicara di kelas Intermediate English Grammar | | | | | |

**D. Extrinsic Motivation Questionnaire in Indonesian:**

| No. | Pernyataan | SS | S | N | TS | STS |
|-----|-----------|----|----|----|----|-----|
| 13. | Saya terutama fokus menggunakan bahasa Inggris untuk tugas kelas dan ujian Intermediate English Grammar | | | | | |
| 14. | Saya suka menulis di buku dan tidak berkomunikasi sendiri ketika berbicara atau menulis di kelas Intermediate English Grammar | | | | | |
| 15. | Saya tidak tertarik membaca buku teks Intermediate English Grammar untuk studi universitas saya dan membaca buku pelajaran lainnya | | | | | |
| 16. | Saya lebih tertarik untuk mendapatkan nilai yang terbaik ketika belajar Intermediate English Grammar | | | | | |
| 17. | Saya tidak tertarik untuk mempelajari Intermediate English Grammar secara mendalam | | | | | |
| 18. | Belajar Intermediate English Grammar tidak penting untuk bepergian ke luar negeri | | | | | |
| 19. | Mempelajari Intermediate English Grammar penting untuk menjadikan saya orang yang berpengetahuan dan terampil | | | | | |
| 20. | Belajar Intermediate English Grammar tidak membuat saya menjadi orang yang terpelajar | | | | | |

| 21. | Mahir belajar Intermediate English Grammar dapat menghasilkan lebih banyak kesuksesan dan prestasi | | | | | |
|-----|---|---|---|---|---|---|
| 22. | Belajar Intermediate English Grammar tidak membuat orang lain menghormati saya | | | | | |
| 23. | Saya menyukai proses belajar Intermediate English Grammar dan saya melakukannya hanya karena saya mungkin membutuhkannya | | | | | |
| 24. | Belajar Intermediate English Grammar penting untuk mengajarkan kepada siswa ketika mengajar | | | | | |

*Appendix 3. Questionnaire Validation Letter*

**VALIDATION**

Hereby declare that the research entitled "Students' Motivation in Learning Intermediate English Grammar: A Case Study on the Second Semester Students of UIN Raden Mas Said Surakarta in the Academic Year 2021/2022" by

Name            : Na'ilah Nur Sholihah

SRN             : 183221307

Semester      : 8

The data analysis by the researcher has been validated by the validator. This declare can be used properly.

Surakarta, June 23, 2022

Validator

M. Romdhoni Prakoso, M.Pd.

*Appendix 4. The Result of Students' Motivation Questionnaire*

## A. Intrinsic Motivation

| Respondent | Statement | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |
| **S1** | 4 | 5 | 4 | 4 | 4 | 5 | 4 | 5 | 5 | 4 | 4 | 3 |
| **S2** | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 3 |
| **S3** | 4 | 4 | 5 | 4 | 3 | 4 | 4 | 5 | 5 | 4 | 4 | 3 |
| **S4** | 3 | 4 | 5 | 3 | 3 | 3 | 4 | 4 | 5 | 3 | 3 | 5 |
| **S5** | 4 | 4 | 4 | 2 | 2 | 2 | 4 | 5 | 4 | 4 | 4 | 4 |
| **S6** | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 3 |
| **S7** | 3 | 4 | 5 | 4 | 3 | 4 | 5 | 5 | 4 | 4 | 4 | 4 |
| **S8** | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 3 | 3 | 4 |
| **S9** | 3 | 4 | 5 | 4 | 3 | 3 | 3 | 4 | 4 | 3 | 3 | 4 |
| **S10** | 4 | 5 | 5 | 4 | 4 | 4 | 5 | 4 | 5 | 5 | 4 | 5 |
| **S11** | 1 | 5 | 5 | 4 | 3 | 5 | 3 | 5 | 5 | 5 | 5 | 4 |
| **S12** | 3 | 4 | 3 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 3 | 4 |
| **S13** | 4 | 4 | 5 | 3 | 3 | 4 | 4 | 5 | 4 | 4 | 4 | 3 |
| **S14** | 4 | 4 | 5 | 3 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 3 |
| **S15** | 4 | 5 | 5 | 4 | 5 | 2 | 3 | 5 | 5 | 5 | 5 | 2 |
| **S16** | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 |
| **S17** | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 |
| **S18** | 4 | 4 | 5 | 4 | 4 | 4 | 3 | 5 | 5 | 4 | 4 | 3 |
| **S19** | 3 | 4 | 4 | 2 | 2 | 2 | 4 | 3 | 3 | 2 | 2 | 4 |
| **S20** | 4 | 5 | 5 | 4 | 4 | 4 | 5 | 5 | 5 | 4 | 4 | 3 |
| **S21** | 3 | 3 | 4 | 1 | 2 | 4 | 4 | 4 | 5 | 4 | 3 | 4 |
| **S22** | 4 | 5 | 5 | 5 | 1 | 5 | 5 | 4 | 5 | 1 | 5 | 3 |
| **S23** | 3 | 4 | 4 | 3 | 3 | 3 | 4 | 4 | 4 | 2 | 3 | 4 |
| **S24** | 3 | 3 | 4 | 3 | 3 | 4 | 4 | 5 | 5 | 4 | 3 | 3 |
| **S25** | 3 | 3 | 5 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 |
| **S26** | 4 | 4 | 4 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 4 |
| **S27** | 3 | 4 | 4 | 4 | 3 | 4 | 4 | 5 | 4 | 4 | 4 | 3 |

## B. Extrinsic Motivation

| Respondent | Statement | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| S1 | 3 | 2 | 4 | 2 | 4 | 4 | 4 | 4 | 3 | 4 | 2 | 5 |
| S2 | 3 | 2 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 4 |
| S3 | 3 | 3 | 4 | 3 | 4 | 3 | 4 | 4 | 4 | 4 | 3 | 4 |
| S4 | 4 | 3 | 3 | 3 | 4 | 3 | 4 | 4 | 4 | 3 | 4 | 5 |
| S5 | 3 | 3 | 3 | 4 | 4 | 5 | 4 | 4 | 4 | 4 | 3 | 4 |
| S6 | 4 | 3 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 2 | 5 |
| S7 | 3 | 3 | 4 | 3 | 4 | 5 | 4 | 4 | 4 | 4 | 3 | 4 |
| S8 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| S9 | 3 | 3 | 3 | 3 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 |
| S10 | 4 | 1 | 3 | 4 | 2 | 4 | 4 | 5 | 4 | 4 | 3 | 5 |
| S11 | 4 | 3 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 5 |
| S12 | 3 | 4 | 3 | 5 | 3 | 5 | 3 | 4 | 3 | 2 | 3 | 5 |
| S13 | 4 | 3 | 3 | 5 | 5 | 4 | 4 | 5 | 4 | 5 | 3 | 4 |
| S14 | 2 | 1 | 4 | 5 | 4 | 5 | 4 | 5 | 3 | 5 | 5 | 5 |
| S15 | 3 | 5 | 4 | 4 | 4 | 2 | 4 | 5 | 3 | 4 | 3 | 5 |
| S16 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 |
| S17 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 2 | 4 | 4 | 4 | 4 |
| S18 | 3 | 3 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 |
| S19 | 4 | 2 | 3 | 3 | 4 | 3 | 5 | 3 | 3 | 3 | 3 | 3 |
| S20 | 4 | 4 | 4 | 5 | 4 | 4 | 5 | 4 | 5 | 4 | 2 | 5 |
| S21 | 3 | 2 | 3 | 3 | 4 | 5 | 3 | 5 | 4 | 4 | 4 | 4 |
| S22 | 4 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 2 | 5 |
| S23 | 3 | 2 | 3 | 4 | 3 | 4 | 5 | 3 | 4 | 3 | 4 | 4 |
| S24 | 3 | 3 | 4 | 4 | 4 | 4 | 5 | 4 | 4 | 3 | 3 | 4 |
| S25 | 3 | 3 | 4 | 4 | 4 | 3 | 3 | 4 | 3 | 3 | 5 | 3 |
| S26 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| S27 | 4 | 3 | 4 | 3 | 5 | 5 | 4 | 5 | 4 | 4 | 3 | 4 |

*Appendix 5. The Mean of Students' Motivation Questionnaire*

## A. The Mean of Intrinsic Motivation

**Statistics**

| | | X1 | X2 | X3 | X4 | X5 | X6 | X7 | X8 | X9 | X10 | X11 | X12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| N | Valid | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 |
| | Missing | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Mean | | 3.52 | 4.15 | 4.44 | 3.52 | 3.30 | 3.74 | 3.96 | 4.41 | 4.37 | 3.78 | 3.74 | 3.56 |
| Std. Error of Mean | | .145 | .116 | .123 | .180 | .183 | .182 | .136 | .122 | .121 | .187 | .165 | .134 |
| Median | | 4.00 | 4.00 | 5.00 | 4.00 | 3.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 |
| Minimum | | 1 | 3 | 3 | 1 | 1 | 2 | 3 | 3 | 3 | 1 | 2 | 2 |
| Maximum | | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| Sum | | 95 | 112 | 120 | 95 | 89 | 101 | 107 | 119 | 118 | 102 | 101 | 96 |

## B. The Mean of Extrinsic Motivation

**Statistics**

| | | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Y7 | Y8 | Y9 | Y10 | Y11 | Y12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| N | Valid | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 |
| | Missing | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Mean | | 3.41 | 2.85 | 3.67 | 3.85 | 4.00 | 4.04 | 4.07 | 4.15 | 3.89 | 3.85 | 3.33 | 4.26 |
| Std. Error of Mean | | .110 | .166 | .119 | .166 | .131 | .155 | .130 | .148 | .123 | .148 | .169 | .126 |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Median | 3.00 | 3.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 3.00 | 4.00 |
| Minimum | 2 | 1 | 3 | 2 | 2 | 2 | 3 | 2 | 3 | 2 | 2 | 3 |
| Maximum | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| Sum | 92 | 77 | 99 | 104 | 108 | 109 | 110 | 112 | 105 | 104 | 90 | 115 |

*Appendix 6. The Result of Interview with Students'*

**Respondent 1**

Student: ANT

R: Assalamu'alaikum, kenalin namaku Nailah masih ingetkan? Aku mau minta waktuya sebentar buat wawancara secara online sama kamu bisa? Boleh tahu dengan siapa ini saya ngobrol?

S: waalaikum salam iyaa, ini dg ANT

R: Aku mau wawancara tentang makul Intermediate English Grammar semester 2 ya.

S: oke kak

R: Menurut anda, apakah lokasi dan kondisi kelas Intermediate English Grammar cocok untuk menunjang motivasi belajar mahasiswa?

S: kak maaf sebelumnya grammar gapernah offline gmn ya kak

R: oh gitu yaudah nanti aku ganti dulu makasii yaa

S: ok ka

R: Bagaimanakah cara mengajar dosen Intermediate English Grammar pada saat pembelajaran dikelas? Apakah sudah menunjang motivasi belajar mahasiswa?

belum, yang saya rasakan selama smt 2 hanyalah kita hanya berpegang pada penjelasan dosen yang sangat singkat dan tidak terlalu detail

S: Ditambah penjelasan dosen juga cepat dan sering terkesan terburu² sehingga materi yg disampaikan tidak mengena dan agak sulit dipahami

R: Bagaimana penggunaan metode dan media untuk mendukung proses pembelajaran Intermediate English Grammar yang berlangsung di kelas?

S: metode pembelajaranya daring menggunakan ppt memalui platform google meet

R: Apakah dosen sering melakukan model/metode mengajar yang sama/tanpa variasi?

S: iyaa

R: boleh dijelaskan lebih?

S: kita akan dijelaskan menggunakan ppt dan setelah itu mengerjakan contoh soal bersama dosen, setelah subab materi selesai maka akan diberikan penilaian tes yang nanti nilainya akan dijumlah ketika sudah menjelang uas

R: Apakah dosen Intermediate English Grammar anda sangat berpengaruh terhadap motivasi belajar anda? Kalau iya, Seperti apa pengaruhnya?

S: iyaa, karena ketika nilai tes akan diperlihatkan nah kalau melihat nilai diri sendiri lebih jelek dripada yg lain itu membuat saya merasa terpacu untuk lebih semangat belajar

R: Bagaimana caranya dosen Intermediate English Grammar anda memotivasi belajar anda?

S: seingat saya dosen jarang memberi motivasi, jadi motivasi itu datang dari diri saya sendiri hehe

R: Bagaimana wujud partisipasi dosen dalam menunjang motivasi belajar mahasiswa selama mengajarkan Intermediate English Grammar?

S: memberi kata² penyemangat di akhir kelas

R: Bagaimana pendapat anda tentang mata kuliah Intermediate English Grammar? Apa anda menyukai mata kuliah Intermediate English Grammar?

S: grammar pelajaran yang sulit krn berhubungan dg tata bahasa, untuk saya sendiri sebenernya suka tetapi tergantung dengan bagaimana cara mengajar dosen

R: Apakah anda mampu menuangkan pendapat berkaitan dengan materi Intermediate English Grammar lewat tulisan?

S: ini disuruh nulis ka?

R: Kamu bisa/tidak menuangkan pendapat kamu yang berkaitan dengan materi Intermediate English Grammar melalui tulisan? bisa/tidak, kalau bisa dijelaskan

S: tidak

R: Apakah anda mampu memahami materi Intermediate English Grammar yang disampaikan oleh dosen di kelas? Jika tidak, apa penyebabnya?

S: iyaa, jika materi itu merupakan materi pengulangan di sma tapi terkadang tidak jikalau itu merupakan materi baru yg disampaikan dg ritme yang cepat dan sgt singkat

R: Apakah anda mempunyai kesulitan dalam mengikuti kegiatan pembelajaran Intermediate English Grammar dikelas? Menurut pendapat anda, apa yang harus dilakukan untuk menghadapi kesulitan itu?

S: kesulitanya adalah sulit memahami pelajaran, maka solusinya biasanya saya akan mengulang materi yg diajarkan dosen dg mencari sumber belajar yg lain

R: Apa cara yang anda lakukan agar tetap fokus dan konsentrasi ketika mengikuti pembelajaran Intermediate English Grammar di kelas?

S: sebelum pelajaran minum dlu

R: kelas Intermediate English Grammar pernah offline tidak?

S: ngga pernah

R: Apa saja fasilitas pembelajaran daring yang digunakan di kelas Intermediate English Grammar terhadap motivasi belajar siswa?

S: wag, gmeet dan ppt

R: Bagaimana penggunaan fasilitas pembelajaran daring di kelas Intermediate English Grammar terhadap motivasi belajar siswa?

S: cukup memotivasi siswa agar lebih rajin mengerjakan tugas

R: Menurut anda, apakah ada kelemahan fasilitas belajar pada masa pembelajaran daring di kelas Intermediate English Grammar terhadap motivasi belajar siswa?

S: adaa penjelasanya kurang jelas

R: Apa saja faktor-faktor yang mendukung dan menghambat penggunaan fasilitas pembelajaran daring di kelas Intermediate English Grammar terhadap motivasi belajar siswa?

S: menghambat krn bagaimanapun materi yg dijelaskan melalui online tidak akan seperti offline krn ada beberapa yg terkendala sinyal jadi mungkin materi yg disampaikan tidak terdegar maksimal

R: Okee makasii banyak yaa udah mau aku wawancarai

S: oke kak


**Respondent 2**

Student: NC

R: Assalamu'alaikum, kenalin namaku Nailah masih ingetkan? Aku mau minta waktuya sebentar buat wawancara secara online sama kamu bisa? Boleh tahu dengan siapa ini saya ngobrol?

S: Waalaikum salam wr.wb, masih ingat kak. Boleh silahkan, dengan saya NC kelas PBI kelas 3A, kak

R: Aku mau wawancara tentang makul Intermediate English Grammar semester 2 ya. Ada beberapa pertanyaan yang nantinya akan aku tanyai ke kamu

S: Baik, silahkan kak. Iya, kak. Nanti ditanyai semuanya kak soal Intermediate English Grammar?

R: Menurut anda, apakah lokasi dan kondisi kelas Intermediate English Grammar cocok untuk menunjang motivasi belajar mahasiswa?

R: hanya beberapa orang dari kelasmu aja

S: Menurut saya, lokasi dan kondisi Intermediate English Grammar sangat cocok untuk menunjang motivasi belajar para mahasiswa. Selain itu, para mahasiswa mudah memahami materi yang di jelaskan

S: Iya, kak makasih

R: Bagaimanakah cara mengajar dosen Intermediate English Grammar pada saat pembelajaran dikelas? Apakah sudah menunjang motivasi belajar mahasiswa?

S: Cara mengajar dosen Intermediate English Grammar saat semester 2 agak mudah dipahami dan sering diberikan latihan soal agar paham. Menurut saya, sudah menunjang motivasi belajar mahasiswa

R: Bagaimana penggunaan metode dan media untuk mendukung proses pembelajaran Intermediate English Grammar yang berlangsung di kelas?

S: Untuk penggunaan metode dan media untuk mendukung proses pembelajaran Intermediate English Grammar belangsung melalui WhatsApp dan google meet. Jika kurang paham biasanya pada mahasiswa akan bertanya dan para dosen menjawab materi yang kurang dipahami

R: Apakah dosen sering melakukan model/metode mengajar yang sama/tanpa variasi?

S: Menurut saya, dosen sering melakukan metode mengajar yang sama saat pembelajaran berlangsung

R: Apakah dosen Intermediate English Grammar anda sangat berpengaruh terhadap motivasi belajar anda? Kalau iya, Seperti apa pengaruhnya?

S: Iya, biasanya dosen Intermediate English Grammar mempengaruhi terhadap motivasi belajar saya, seperti saat pembahasan latihan soal beliau menjelaskannya dengan baik sehingga mudah dipahami

R: Bagaimana caranya dosen Intermediate English Grammar anda memotivasi belajar anda?

S: Dosen Intermediate English Grammar biasanya menanyai para mahasiswa jika ada yang belum paham materi tersebut dan jika sudah paham dosen melanjutkan materinya

R: Bagaimana wujud partisipasi dosen dalam menunjang motivasi belajar mahasiswa selama mengajarkan Intermediate English Grammar?

S: Wujud partisipasi dosen dalam mengajarkan Intermediate English Grammar sangat positif dan memberi semangat juga dukungan agar para mahasiswa semangat belajar

R: Bagaimana pendapat anda tentang mata kuliah Intermediate English Grammar? Apa anda menyukai mata kuliah Intermediate English Grammar?

S: Mata kuliah Intermediate English Grammar menurut pendapat saya lumayan mudah dipahami dan bisa mempelajarinya dengan baik. Iya, saya menyukai mata kuliah Intermediate English Grammar walaupun ada beberapa materi yang membuat saya kesulitan tapi saya bisa mengatasinya dengan baik

R: Apakah anda mampu menuangkan pendapat berkaitan dengan materi Intermediate English Grammar lewat tulisan?

S: Mampu, seperti materi past and present tense, dengan begitu saya bisa memahami materi peristiwa yang lampau dan akan datang

R: Apakah anda mampu memahami materi Intermediate English Grammar yang disampaikan oleh dosen di kelas? Jika tidak, apa penyebabnya?

S: Mampu, saya bisa memahami materi Intermediate English Grammar yang disampaikan dosen di kelas walaupun ada kendala

R: Apakah anda mempunyai kesulitan dalam mengikuti kegiatan pembelajaran Intermediate English Grammar dikelas? Menurut pendapat anda, apa yang harus dilakukan untuk menghadapi kesulitan itu?

S: Ya, saya mempunyai kesulitan pada materi yang belum saya pahami dan saya mengatasinya dengan membaca materi yang menurut saya sulit agar paham

R: Apa cara yang anda lakukan agar tetap fokus dan konsentrasi ketika mengikuti pembelajaran Intermediate English Grammar di kelas?

S: Saya selalu memperhatikan materi yang diajarkan dosen dengan baik dan jika ada kesulitan langsung bertanya mengenai materi yang belum dipahami

R: Apasaja fasilitas pembelajaran daring yang digunakan di kelas Intermediate English Grammar terhadap motivasi belajar siswa?

S: Saat semester ketika pembelajaran daring memakai fasilitas WhatsApp dan google meet untuk belajar

R: Bagaimana penggunaan fasilitas pembelajaran daring di kelas Intermediate English Grammar terhadap motivasi belajar siswa?

S: Penggunaan fasilitas pembelajaran daring dilakukan secara langsung terkadang memiliki kendala sinyal

R: Menurut anda, apakah ada kelemahan fasilitas belajar pada masa pembelajaran daring di kelas Intermediate English Grammar terhadap motivasi belajar siswa?

S: Kelemahannya saat pembelajaran daring di semester 2 suaranya enggak terlalu jelas dan terkendala sinyal

R: Apa saja faktor-faktor yang mendukung dan menghambat penggunaan fasilitas pembelajaran daring di kelas Intermediate English Grammar terhadap motivasi belajar siswa?

S: Faktor-faktor yang mendukung dan menghambat penggunaan fasilitas daring di kelas Intermediate English Grammar pasti ada. Yang mendukung adalah kita bisa memahami materi dengan baik walaupun tidak secara face-to-face dan menghambat suaranya sering enggak jelas juga kendala sinyal

R: Okee makasii banyak yaa udah mau aku wawancarai

S: Iya kak sama-sama

**Respondent 3**

Student: VPI

R: Assalamu'alaikum, kenalin namaku Nailah masih ingetkan? Aku mau minta waktuya sebentar buat wawancara secara online sama kamu bisa? Boleh tahu dengan siapa ini saya ngobrol?

S: waalaikumsalam, iya boleh, aku VPI

R: Aku mau wawancara tentang makul Intermediate English Grammar semester 2 ya.

S: iya kak

R: Bagaimanakah cara mengajar dosen Intermediate English Grammar pada saat pembelajaran dikelas? Apakah sudah menunjang motivasi belajar mahasiswa?

S: menurut saya sudah, tapi terlalu cepat. entah karena beliau mengejar waktu atau bagaimana tapi dari materi yang disampaikan ada yang belum terlalu saya pahami

R: Bagaimana penggunaan metode dan media untuk mendukung proses pembelajaran Intermediate English Grammar yang berlangsung di kelas terhadap motivasi belajar siswa?

S: sangat baik, karena beliau juga memberikan catatan yang dibuatnya sendiri dan menjadikannya pdf untuk mendukung proses pembelajaran

R: Apakah dosen Intermediate English Grammar sering melakukan model/metode mengajar yang sama/tanpa variasi?

S: iya, menurut saya iya

R: Apakah dosen Intermediate English Grammar anda sangat berpengaruh terhadap motivasi belajar anda? Kalau iya, Seperti apa pengaruhnya?

S: iya, lebih membuat saya ingin lebih memahami Intermediate English Grammar daripada sebelumnya

R: Bagaimana cara dosen Intermediate English Grammar memotivasi belajar anda?

S: dengan memberikan quizzes dalam menyampaikan materinya

R: Bagaimana wujud partisipasi dosen dalam menunjang motivasi belajar mahasiswa selama mengajarkan Intermediate English Grammar?

S: dengan memberikan dan menerangkan jawaban yang benar setelah memberika quizzes tersebut kepada mahasiswa

R: Bagaimana pendapat anda tentang mata kuliah Intermediate English Grammar? Apa anda menyukai mata kuliah Intermediate English Grammar?

S: menyukai, karena grammar adalah dasar dalam belajar bahasa inggris

R: Apakah anda mampu menuangkan pendapat berkaitan dengan materi Intermediate English Grammar lewat tulisan?

S: mkstny gmn mbak?

R: Kamu bisa/tidak menuangkan pendapat kamu yang berkaitan dengan materi Intermediate English Grammar melalui tulisan? kalau bisa coba paparkan

S: ga bisa mbk, ga bisa nyusun kata²

R: Apakah anda mampu memahami materi Intermediate English Grammar yang disampaikan oleh dosen di kelas? Jika tidak, apa penyebabnya?

S: beberapa kali tidak, karena dosen menyampaikan materi sangat cepat. jadi saya harus mengulang materi tersebut diluar jam kelas

R: Apakah anda mempunyai kesulitan dalam mengikuti kegiatan pembelajaran Intermediate English Grammar dikelas? Menurut pendapat anda, apa yang harus dilakukan untuk menghadapi kesulitan itu?

S: tidak ada kesulitan, tapi jika memiliki kesulitan maka kita harus lebih fokus saat jam pembelajaran dimulai dan mengikuti kelas dengan baik

R: Apa cara yang anda lakukan agar tetap fokus dan konsentrasi ketika mengikuti pembelajaran Intermediate English Grammar di kelas?

S: menonaktifkan semua sosmed di hp, karens mungkin kita masih membutuhkan hp untuk membuka materi pdf yang dikirim dosen atau browsing untuk menunjang materi

R: Apa saja fasilitas pembelajaran daring yang digunakan di kelas Intermediate English Grammar terhadap motivasi belajar siswa?

S: hanya pdf hasil tulisan tangan beliau yang dikirim di grup kelas dan di upload di scoloogy

R: Bagaimana penggunaan fasilitas pembelajaran daring di kelas Intermediate English Grammar terhadap motivasi belajar siswa?

S: kurang efektif karena sering terkendala sinyal

S: kurang berapa pertanyaan lagi mbak?

R: 2 lagi

S: oke

R: Menurut anda, apakah ada kelemahan fasilitas belajar pada masa pembelajaran daring di kelas Intermediate English Grammar terhadap motivasi belajar siswa?

S: banyak, tapi yang paling menonjol adalah sinyal dan kefokusan siswa. saat daring, mayoritas dari mereka tidak akan mendengarkan pelajaran sambil melakukan aktifitas lain. tidur contohnya

R: Apa saja faktor-faktor yang mendukung dan menghambat penggunaan fasilitas pembelajaran daring di kelas Intermediate English Grammar terhadap motivasi belajar siswa?

S: mendukung: materi dari dosen yang beliau upload pd apps pendukung dan grup kelas, penghambat: sinyal, dan kegiatan lain

R: Okee makasii banyak yaa udah mau aku wawancarai

S: iya sama²

### Respondent 4

Student: OPS

R: Assalamu'alaikum, kenalin namaku Nailah masih ingetkan? Aku mau minta waktuya sebentar buat wawancara secara online sama kamu bisa? Boleh tahu dengan siapa ini saya berkomunikasi?

S: Wa'alaikumussalam, iyaa kak ini dg saya OPS. Gimana ya Kak?

R: Aku mau wawancara tentang makul Intermediate English Grammar semester 2 ya.

S: Iya kak, bolehh

R: Bagaimanakah cara mengajar dosen Intermediate English Grammar pada saat pembelajaran dikelas? Apakah sudah menunjang motivasi belajar mahasiswa?

S: Sudah menunjang sekali Kak, dosen grammar waktu smt 2 kemarin selalu memberikan penjelasan yg detail dan ringkes gituu

R: Bagaimana penggunaan metode dan media untuk mendukung proses pembelajaran Intermediate English Grammar yang berlangsung di kelas?

S: Kalo metode mungkin seperti biasanya dg dosen mau menjelaskan scr rinci, trs memberikan contoh contohnya sama dikasi bbrp contoh soal, kalo media paling sering pake schoology sama gmeet gitu kak

R: Apakah dosen Intermediate English Grammar sering melakukan model/metode mengajar yang sama/tanpa variasi?

S: Iya kak, model metode mengajarnya sama tnpa variasi

R: Apakah dosen Intermediate English Grammar anda sangat berpengaruh terhadap motivasi belajar anda? Kalau iya, Seperti apa pengaruhnya?

S: Sangat berpengaruh Kak, kaya misalnya tiap selesai dosen menjelaskan itu selalu diberi contoh penggunaan grammarnya, itu nanti selalu ada nama yg ditunjuk untuk bisa menjawab, jd pengaruhnya ke kita makin semangat belajar karna agar waktu ditunjuk juga bisa menjawab dan tidak kalah sama yg lain yg bisa menjawab

R: Bagaimana caranya dosen Intermediate English Grammar anda memotivasi belajar anda?

S: Memotivasinya mungkin yaa itu td kak dikasi soal biar bisa belajar satu satu, sama beliau selalu ngomong kalo grammar itu mudah kalo hafal rumusnyaa

R: Bagaimana wujud partisipasi dosen dalam menunjang motivasi belajar mahasiswa selama mengajarkan Intermediate English Grammar?

S: Maaf ni Kak, kalo pertanyaan itu saya bingung mau jwb gimana, blm nemu jawaban sng pas

R: kalo inikan cara dosen memotivasi diri kamu, kalo pertanyaan selanjutnya tuh gimana cara dosen memotivasi mahasiswanya (semua) gitu

S: Mungkin ya dg cara model mengajarnya yg enak itu, sama selalu dikasi pertanyaan buat latihan jawab Kak, itu jd motivasi bgt buat kita biar ga nyerah belajar grammar, begitu kurang lebihnya Kak

R: Bagaimana pendapat anda tentang mata kuliah Intermediate English Grammar? Apa anda menyukai mata kuliah Intermediate English Grammar?

S: Matkul grammar itu sebenernya memang gampang kalo hafal rumusnya, tp kalo saya blm hafal jd emng sedikit susah kak pemahamannya, kalo suka yaa suka aja Kak

R: Apakah anda mampu menuangkan pendapat berkaitan dengan materi Intermediate English Grammar lewat tulisan?

S: Kayanya ga Kak, blm mampuu

R: Apakah anda mempunyai kesulitan dalam mengikuti kegiatan pembelajaran

Intermediate English Grammar dikelas? Menurut pendapat anda, apa yang harus dilakukan untuk menghadapi kesulitan itu?

S: Kalo kesulitan banyak Kak, apa yg harus dilakuin itu emng harus banyak latihan ngerjain soal soal grammar sama giat belajarnya

R: Apa cara yang anda lakukan agar tetap fokus dan konsentrasi ketika mengikuti pembelajaran Intermediate English Grammar di kelas?

S: Kalo saya biasanya stay gmeet kak dan bnr bnr berusaha mendengarkan yg disampaikan dosen, krna udh tau grammar itu susah jd kalo waktu grammar ngga disambi sambi sama kegiatan lainnya

R: Apasaja fasilitas pembelajaran daring yang digunakan di kelas Intermediate English Grammar terhadap motivasi belajar siswa?

S: Karna kemarin banyak online jd fasilitasnya ya cuma media belajar kaya gmeet, wa grub sama schoology itu Kak

R: Bagaimana penggunaan fasilitas pembelajaran daring di kelas Intermediate English Grammar terhadap motivasi belajar siswa?

S: Penggunaannya ya seperti biasa kak, gmeet untuk pembelajaran biasa, wa grub untuk membahas hal yg blm sempat dibhs di gmeet kalo schoology itu biasanya sama dosen grammar digunakan untuk mengirim materi dan absen gitu Kak

R: Menurut anda, apakah ada kelemahan fasilitas belajar pada masa pembelajaran daring di kelas Intermediate English Grammar terhadap motivasi belajar siswa?

S: Kelemahannya paling terkendala sinyal begitu Kak

R: Apa saja faktor-faktor yang mendukung dan menghambat penggunaan fasilitas pembelajaran daring di kelas Intermediate English Grammar terhadap motivasi belajar siswa?

S: Karna fasilitasnya serba online jd faktor keduanya ada di sinyal kak, faktor yg mendukung kalo sinyalnya bagus, sebaliknya kalo sinyal tidak bagus fasilitasnya juga terganggu

R: Okee makasii banyak yaa udah mau aku wawancarai

S: Nggeh Kak, sama sama

## Respondent 5

Student: ARA

R: Assalamu'alaikum, kenalin namaku Nailah masih ingetkan? Aku mau minta waktuya sebentar buat wawancara secara online sama kamu bisa? Boleh tahu dengan siapa ini saya berkomunikasi?

S: waalaikumsalam, bisa mb, dengan ARA

R: Aku mau wawancara tentang makul Intermediate English Grammar semester 2 ya.

S: iya mba

R: Bagaimanakah cara mengajar dosen Intermediate English Grammar pada saat pembelajaran dikelas? Apakah sudah menunjang motivasi belajar mahasiswa?

S: cara mengajarnya mudah dipahami, sudah menunjang motivasi

R: Bagaimana penggunaan metode dan media untuk mendukung proses pembelajaran Intermediate English Grammar yang berlangsung di kelas terhadap motivasi belajar siswa?

R: pembelajaran grammar dilakukan secara daring, sehingga penggunaan medianya lewat google meet dan grup WA

R: Apakah dosen Intermediate English Grammar sering melakukan model/metode mengajar yang sama/tanpa variasi?

S: sama

R: boleh dijelaskan lebih detail?

S: dosen grammar sering melakukan metode belajar menggunakan schoology dan gmeet saja

R: Apakah dosen Intermediate English Grammar anda sangat berpengaruh terhadap motivasi belajar anda? Kalau iya, Seperti apa pengaruhnya?

S: iya, pengaruhnya saya jadi lebih meminati matkul grammar

R: Bagaimana caranya dosen Intermediate English Grammar anda memotivasi belajar anda?

S: saat mengajar, dosen grammar sangat semangat dan membuat semua mahasiswa menjadi aktif, dan terkadang ada materi yang susah saya pahami, tapi itu membuat saya jadi semangat untuk mempelajarinya

R: Bagaimana wujud partisipasi dosen dalam menunjang motivasi belajar mahasiswa selama mengajarkan Intermediate English Grammar?

S: cara dosen menunjang motivasi belajar mahasiswa dengan cara menasehati

R: Bagaimana pendapat anda tentang mata kuliah Intermediate English Grammar? Apa anda menyukai mata kuliah Intermediate English Grammar?

S: mata kuliah grammar sangat menyenangkan, saya menyukai mata kuliah grammar

R: Apakah anda mampu menuangkan pendapat berkaitan dengan materi Intermediate English Grammar lewat tulisan?

S: tidak

R: Apakah anda mampu memahami materi Intermediate English Grammar yang disampaikan oleh dosen di kelas? Jika tidak, apa penyebabnya?

S: saya mampu untuk memahami mata kuliah grammar, tetapi terkadang saya juga sulit memahami karena tidak adanya buku, dan dosen kurang jelas saat menjelaskan materi

R: Apakah anda mempunyai kesulitan dalam mengikuti kegiatan pembelajaran Intermediate English Grammar dikelas? Menurut pendapat anda, apa yang harus dilakukan untuk menghadapi kesulitan itu?

S: ya saya memiliki kesulitan saat mengikuti mata kuliah grammar dikarenakan metode yg terkadang membosankan dan tidak adanya buku, pendapat saya yg harus

dilakukan saat saya kesulitan itu adalah bertanya kembali kepada dosen / mencoba memahami sendiri

R: Apa cara yang anda lakukan agar tetap fokus dan konsentrasi ketika mengikuti pembelajaran Intermediate English Grammar di kelas?

S: dengan ada niat dan semangat, jadi bisa lebih fokus

R: Apasaja fasilitas pembelajaran daring yang digunakan di kelas Intermediate English Grammar terhadap motivasi belajar siswa?

S: materi berupa ppt dan ringkasan materi

R: Bagaimana penggunaan fasilitas pembelajaran daring di kelas Intermediate English Grammar terhadap motivasi belajar siswa?

S: untuk fasilitas pembelajaran melalui daring, kurang pas karena bisa terkendala sinyal

R: Menurut anda, apakah ada kelemahan fasilitas belajar pada masa pembelajaran daring di kelas Intermediate English Grammar terhadap motivasi belajar siswa?

S: ada, mungkin karna pembelajaran daring membuat siswa kurang aktif dalan bertanya karna kurang memahami mata pelajaran

R: Apa saja faktor-faktor yang mendukung dan menghambat penggunaan fasilitas pembelajaran daring di kelas Intermediate English Grammar terhadap motivasi belajar siswa?

S: faktor yang mendukung seperti semua mahasiswa sudah memiliki gadget, kuota internet, dan jaringan internet yg bagus. faktor penghambatnya seperti mahasiswa yg belum memiliki gadget, dan jaringan internet

R: Okee makasii banyak yaa udah mau aku wawancarai

S: sama sama mbaa, terimakasih kembali


**Respondent 6**

Student: IAH

R: Assalamu'alaikum, kenalin namaku Nailah masih ingetkan? Aku mau minta waktuya sebentar buat wawancara secara online sama kamu bisa? Boleh tahu dengan siapa ini saya berkomunikasi?

S: Waalaikumsalam kak, iya kak boleh. saya IAH kak, ada yang bisa saya bantu kak?

R: Aku mau wawancara tentang makul Intermediate English Grammar semester 2 ya.

S: Iya kak

S: Wawancaranya bagaimana kak?

R: lewat chat aja kok

S: baik kak

R: nanti aku kasih pertanyaan, kamu jawab lewat ketikan

R: Bagaimanakah cara mengajar dosen Intermediate English Grammar pada saat pembelajaran dikelas? Apakah sudah menunjang motivasi belajar mahasiswa?

S: Baik kak jadi begini kak. metode yg diajarkan selama pembelajaran berlangsung yaitu via gmeet kak dijelaskan materi secara rincii, kemudian diadakan pretest dan posttest di schollogy

S: iya sudah menunjang kak

R: Bagaimana penggunaan metode dan media untuk mendukung proses pembelajaran Intermediate English Grammar yang berlangsung di kelas terhadap motivasi belajar siswa?

S: metodenya yaitu dijelaskan secara rinci, latihan contoh soal dan pembahasan. media yg digunakan gmeet dan schology kak, dapat diakses melalui laptop, hp

R: Apakah dosen Intermediate English Grammar sering melakukan model/metode mengajar yang sama/tanpa variasi?

S: Iya kak, metode yg dilakukan sama tanpa variasi

R: Apakah dosen Intermediate English Grammar anda sangat berpengaruh terhadap motivasi belajar anda? Kalau iya, Seperti apa pengaruhnya?

S: iyaa kak sangat berpengaruh kak, jadi setiap dosen selesai menjelaskan pastii selalu diberi contoh mengenai grammar agar kita lebih paham. pengaruhnya yaitu kita semakin semangat belajar kak, belajar untuk mencoba berbagai latihan agar semakin bisaa dan saat mengerjakan soal kita menjadi termotivasi supaya dapat nilai yg bagus

R: Bagaimana cara dosen Intermediate English Grammar memotivasi belajar anda?

S: begini kak, memotivasinya melalui pembelajaran yg disampaikan oleh dosen trsbt kak, sembari latihan soal karena kata beliau grammar lebih mudah diterapkan dengan cara latihan itu kak. selain itu juga saat belajar beliau sembari memberikan kata kata sebagai motivasi yg membuat kami semangat, baik semangat dalam belajar grammar dan penerapannya

R: Bagaimana wujud partisipasi dosen dalam menunjang motivasi belajar mahasiswa selama mengajarkan Intermediate English Grammar?

S: dosen selalu membimbing dan memberi pengarahan kak

S: selalu memberi contoh mengenai grammar, dan materinya

S: kurang lebih seperti itu kak

R: Bagaimana pendapat anda tentang mata kuliah Intermediate English Grammar? Apa anda menyukai mata kuliah Intermediate English Grammar?

S: Menurut saya grammar merupakan mata kuliah yg lumayan susah kak, namun sebenernya kalau kita lebih tekun bisa terasa sedikit mudah

R: Apakah anda mampu menuangkan pendapat berkaitan dengan materi Intermediate English Grammar lewat tulisan?

R: Sepertinya sudah cukup kak, dalam penyampaian materi oleh dosen juga dapat dipahami

R: Apakah anda mampu memahami materi Intermediate English Grammar yang disampaikan oleh dosen di kelas? Jika tidak, apa penyebabnya?

S: insyallah mampu kak

R: Apakah anda mempunyai kesulitan dalam mengikuti kegiatan pembelajaran Intermediate English Grammar dikelas? Menurut pendapat anda, apa yang harus dilakukan untuk menghadapi kesulitan itu?

S: Kadang merasa sulit dalam memahami materi kak, namun untuk menghadapi kesulitan itu dapat dilakukan dengan membaca ulang materi yg disampaikan oleh dosen

R: Apa cara yang anda lakukan agar tetap fokus dan konsentrasi ketika mengikuti pembelajaran Intermediate English Grammar di kelas?

S: Agar tetep fokus dapat dilakukan dengan Memperhatikan materi dengan cara mencatat materi trsbt kak

R: Apasaja fasilitas pembelajaran daring yang digunakan di kelas Intermediate English Grammar terhadap motivasi belajar siswa?

S: Materi kak, yg diberikan berupa ppt dan word yg berisi rangkuman materi dan berbagai contoh soal

R: Bagaimana penggunaan fasilitas pembelajaran daring di kelas Intermediate English Grammar terhadap motivasi belajar siswa?

S: penggunaannya yakni biasanya setelah kelas selesai dan dapat dipelajari ulang serta bisa menjadi panduan kak

R: Menurut anda, apakah ada kelemahan fasilitas belajar pada masa pembelajaran daring di kelas Intermediate English Grammar terhadap motivasi belajar siswa?

S: Ada kak, karena kan dulu kita kuliahnya daring nah jadi kelemahannya seperti kendala sinyal sehingga apa yang disampaikan dosen kadang terlalu cepat

R: Apa saja faktor-faktor yang mendukung dan menghambat penggunaan fasilitas pembelajaran daring di kelas Intermediate English Grammar terhadap motivasi belajar siswa?

S: Faktor yg mendukung yakni seperti adanya pembelajaran yg sesuai, materi yg disampaikan jelas, selain itu juga terdapat tambahan materi buat belajar dan latihan soal. Dan penghambatnya karena daring berada di terkendala sinyal kak

R: Okee makasii banyak yaa udah mau aku wawancarai

S: Baik kak, sama sama kak

**Respondent 7**

Student: APA

R: Assalamu'alaikum, kenalin namaku Nailah masih ingetkan? Aku mau minta waktuya sebentar buat wawancara secara online sama kamu bisa? Boleh tahu dengan siapa ini saya berkomunikasi?

S: Waalaikumussalam kak, aku APA

R: Aku mau wawancara tentang makul Intermediate English Grammar semester 2 ya.

S: okey kak

R: Bagaimanakah cara mengajar dosen Intermediate English Grammar pada saat pembelajaran dikelas? Apakah sudah menunjang motivasi belajar mahasiswa?

S: menurut saya sudah kak karena waktu menjelaskan juga sudah sangat detail, tetapi mungkin ada materi yg sulit jadi kadang belum dapat memahami

R: Bagaimana penggunaan metode dan media untuk mendukung proses pembelajaran Intermediate English Grammar yang berlangsung di kelas terhadap motivasi belajar siswa?

S: penggunaan metode dan media dalam proses pembelajaran sudah berjalan lancar, ada 2 metode yg pertama Google meet dan yg kedua schology

R: Apakah dosen Intermediate English Grammar sering melakukan model/metode mengajar yang sama/tanpa variasi?

S: ya sering menggunakan motode yg berbeda dan setiap pertemuan pasti ada beberapa variasi dalam menyampaikan materi

R: Apakah dosen Intermediate English Grammar anda sangat berpengaruh terhadap motivasi belajar anda? Kalau iya, Seperti apa pengaruhnya?

S: membangun motivasi saya untuk lebih semangatt belajar grammar lagi kak

R: Bagaimana caranya dosen Intermediate English Grammar anda memotivasi belajar anda?

S: memberikan motivasi di akhir jam pertemuan pembelajaran untuk mengingat kan agar mahasiswa dapat memahami materi yang telah di sampaikan

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R: Bagaimana wujud partisipasi dosen dalam menunjang motivasi belajar mahasiswa selama mengajarkan Intermediate English Grammar?

S: maksutnya kak? apakah boleh dijelaskan

R: wujud partisipasi dosen Intermediate English Grammar dalam memotivasi belajar mahasiswa itu seperti apa?

S: wujudnya memberikan semangat agar tidak pernah putus asa salam belajar

R: Bagaimana pendapat anda tentang mata kuliah Intermediate English Grammar? Apa anda menyukai mata kuliah Intermediate English Grammar?

S: mata kuliah grammar sangat menantang untuk dapat dipahami dan dipelajari, saya menyukai semua mata kuliah agar saya bisa senang dan mudah faham dalam mempelajarinya

R: Apakah anda mampu menuangkan pendapat berkaitan dengan materi Intermediate English Grammar lewat tulisan?

S: njelasin materi grammar apa aja kak?

R: Kamu bisa/tidak menuangkan pendapat kamu yang berkaitan dengan materi Intermediate English Grammar melalui tulisan? Kalau bisa, tolong dipaparkan

S: mohon maaf kak belum terlalu bisa untuk menuangkan pendapat.

R: Apakah anda mampu memahami materi Intermediate English Grammar yang disampaikan oleh dosen di kelas? Jika tidak, apa penyebabnya?

S: Alhamdulillah faham kak terkadang juga tidak faham pas materinya sulit kak , tetapi saya mencoba tetap belajar untuk memahaminya

R: Apakah anda mempunyai kesulitan dalam mengikuti kegiatan pembelajaran Intermediate English Grammar dikelas? Menurut pendapat anda, apa yang harus dilakukan untuk menghadapi kesulitan itu?

S: pasti ada kak di beberapa materi , yg harus saya lakukan biasanya saya tanya kepada dosen di akhir pembelajaran, terkadang bisa juga tanya kepada teman Alhamdulillah nanti teman yg sudah faham bisa membantu untuk menjelaskan agar kita lebih faham materi

R: Apa cara yang anda lakukan agar tetap fokus dan konsentrasi ketika mengikuti pembelajaran Intermediate English Grammar di kelas?

S: yg saya lakukan agar tetap fokus dan konsentrasi ketika mengikuti pelajaran grammar selama daring ini ,

1. Memperhatikan dosen saat menjelaskan materi

2. Mencoba memahami materi yg telah di sampaikan

3. Mencoba mengerjakan contoh soal yg diberikan

R: Apasaja fasilitas pembelajaran daring yang digunakan di kelas Intermediate English Grammar terhadap motivasi belajar siswa?

S: 1. Mendapatkan ilmu

2. Bisa mengerjakan soal soal

3. Menggunakan 2 aplikasi schology & google meet

R: Bagaimana penggunaan fasilitas pembelajaran daring di kelas Intermediate English Grammar terhadap motivasi belajar siswa?

S: sudah sangat bagus, baik, nyaman, dan fleksibel

R: Menurut anda, apakah ada kelemahan fasilitas belajar pada masa pembelajaran daring di kelas Intermediate English Grammar terhadap motivasi belajar siswa?

S: tidak kak, cuma metodenya saja kalau ulangan 1 nomer 1 menit itu yg lebih membuat deg-deg an dan tidak tenang saat ujian, kau pas pembelajaran nyaman

R: Apa saja faktor-faktor yang mendukung dan menghambat penggunaan fasilitas pembelajaran daring di kelas Intermediate English Grammar terhadap motivasi belajar siswa?

S: Faktor mendukung bakal mendapatkan materi" baru, dan yg mengahambat biasanya sinyal kak

R: Okee makasii banyak yaa udah mau aku wawancarai

S: iya kak sama"

**Respondent 8**

Student: SKA

R: Assalamu'alaikum, kenalin namaku Nailah masih ingetkan? Aku mau minta waktuya sebentar buat wawancara secara online sama kamu bisa? Boleh tahu dengan siapa ini saya berkomunikasi?

S: Wa'alaykumussalam kak, boleh kak, saya SKA kak dari kelas 3A PBI

R: Aku mau wawancara tentang makul Intermediate English Grammar semester 2 ya.

S: Mohon maaf kak, kalau wawancaranya nanti malam, bagaimana kak? Kalau siang sampe sore nanti kemungkinan saya belum bisa diwawancarai kak, karena ada urusan

R: oh iya nggak apa-apa, wawancaranya juga chat aja kok

S: Ooh iyaa baik kak, mohon maaf, ya, kak sekali lagi

R: okee siap, nanti kalo udh bisa diwawancarai hubungi aku ya

S: Siap kakk

S: Assalamu'alaykum kak, kak, saya udah bisa diwawancara, mohon maaf dan terima kasih kak udah nunggu saya

R: Wa'alaikumussalam, okee langsung aja yaa

S: Baik kak

R: Bagaimanakah cara mengajar dosen Intermediate English Grammar pada saat pembelajaran dikelas? Apakah sudah menunjang motivasi belajar mahasiswa?

S: Menurut saya, kurang menunjang, sih, kak, karena beliau ngajarnya terlalu cepat, jadi kebanyakan teman teman saya jadi malas mendengarkan, kalo untuk saya sendiri, itu jadi motivasi saya supaya saya bisa belajar lebih rajin lagi, kak. mohon maaf ya kak kalo jawaban saya kurang jelas

R: Bagaimana penggunaan metode dan media untuk mendukung proses pembelajaran Intermediate English Grammar yang berlangsung di kelas terhadap motivasi belajar siswa?

S: Metode mengajarnya kah kak? Menurut saya, metode mengajarnya bisa saya ikuti, tapi ya itu kak, karena terlalu cepat jadi kami "ngos-ngosan" untuk bisa langsung mengerti kak, jadi, ehm kurang memotivasi kak

R: Apakah dosen Intermediate English Grammar sering melakukan model/metode mengajar yang sama/tanpa variasi?

S: Iyaa kak, seringnya hanya mengajar materi, lalu bertanya ke mahasiswa tentang materinya (sudah dipahami atau belum)

R: Apakah dosen Intermediate English Grammar anda sangat berpengaruh terhadap motivasi belajar anda? Kalau iya, Seperti apa pengaruhnya?

S: Agak berpengaruh, kak, karena dengan cara mengajar dosennya yang seperti itu, jadi saya termotivasi untuk belajar lebih rajin lagi

R: Bagaimana cara dosen Intermediate English Grammar memotivasi belajar anda?

S: Karena cara mengajarnya kak, jadi ini lebih ke alasan internal/pribadi saya sih kak

R: maksudnya gimana, boleh dijelaskan lebih detail?

S: Iyaa kak, karena cara mengajar dosennya terlalu cepat, jadi saya termotivasi kak, buat belajar lebih rajin lagi, biar saya lebih paham apa yang sudah disampaikan oleh dosen tersebut

R: Bagaimana wujud partisipasi dosen dalam menunjang motivasi belajar mahasiswa selama mengajarkan Intermediate English Grammar?

S: Wujud partisipasi dosen ehmm maksudnya gimana, kak?

R: kalo ini tadikan cara dosen memotivasi kamu (pribadi), nah kalo pertanyaan selanjutnya gimana cara dosen memotivasi semua mahasiswanya?

S: Ooh iyaa kak, kalo menurut aku ehmm gak ada sih kak

R: Bagaimana pendapat anda tentang mata kuliah Intermediate English Grammar? Apa anda menyukai mata kuliah Intermediate English Grammar?

R: Apakah anda mampu menuangkan pendapat berkaitan dengan materi Intermediate English Grammar lewat tulisan?

S: Saya pribadi suka, kak, tapi kurang suka dengan cara mengajarnya saja

S: Tentang materi Intermediate English Grammar, saya suka metode mengajarnya (tapi tidak dengan kecepatan mengajarnya), materinya simple, sederhana, dan mudah dipahami, contoh soalnya juga sesuai dengan materi yang diajarkan (tetapi level kesulitannya dinaikkan ketika quiz dan ujian)

R: maaf ya tadi pertanyaannya dobel

S: Iyaa kakk gakpapaa

R: Apakah anda mampu memahami materi Intermediate English Grammar yang disampaikan oleh dosen di kelas? Jika tidak, apa penyebabnya?

S: Alhamdulillah mampu kak, tetapi saya butuh waktu lebih lama untuk bisa memahami apa yang diajarkan oleh dosen tersebut

R: Apakah anda mempunyai kesulitan dalam mengikuti kegiatan pembelajaran Intermediate English Grammar dikelas? Menurut pendapat anda, apa yang harus dilakukan untuk menghadapi kesulitan itu?

S: Punya, kak, kesulitannya itu kadang kalau saya gak konsentrasi, saya ketinggalan jauh kak, jadi saya bertanya ke teman saya tentang materi yang tadi saya lewatkan atau menonton video pembelajaran dari YouTube

R: Apa cara yang anda lakukan agar tetap fokus dan konsentrasi ketika mengikuti pembelajaran Intermediate English Grammar di kelas?

S: Kalo dari saya, harus full dengerin dosen bicara dari awal sampe selesai kak, tidak ngobrol dengan teman

R: Apasaja fasilitas pembelajaran daring yang digunakan di kelas Intermediate English Grammar terhadap motivasi belajar siswa?

S: Ehmm gak ada, sih, kak

R: kayak wa, gmeet atau apa gitu nnggak ada?

S: Ooohh, ada kak, WhatsApp ada, Google Meet ada (setiap kali ada jadwal kuliah), lalu melalui platform Schoology (untuk download materi pembelajaran, quiz dan ujian)

R: Bagaimana penggunaan fasilitas pembelajaran daring di kelas Intermediate English Grammar terhadap motivasi belajar siswa?

S: Seperti biasa, sih, kak

R: Menurut anda, apakah ada kelemahan fasilitas belajar pada masa pembelajaran daring di kelas Intermediate English Grammar terhadap motivasi belajar siswa?

S: Kelemahannya, kayaknya gak ada kak

R: Apa saja faktor-faktor yang mendukung dan menghambat penggunaan fasilitas pembelajaran daring di kelas Intermediate English Grammar terhadap motivasi belajar siswa?

S: Mendukungnya itu karena pakai Schoology, kak, jadi download materi, quiz dan ujian bisa di satu platform, tanpa buka web lagi

Kalo menghambat ehm paling karena jaringan aja sih kak

R: Okee makasii banyak yaa udah mau aku wawancarai

S: Iyaaa kakk, masamaaa, semoga dipermudah oleh Allah yaa kak skripsinyaaa

R: aamiin aamiin aamiin makasiii banyak do'anyaaa


**Respondent 9**

Student: RDA

R: Assalamu'alaikum, kenalin namaku Nailah masih ingetkan? Aku mau minta waktuya sebentar buat wawancara secara online sama kamu bisa? Boleh tahu dengan siapa ini saya berkomunikasi?

S: Waalaikumussallam, bisa ka, nama sya RDA ka

R: Aku mau wawancara tentang makul Intermediate English Grammar semester 2 ya.

S: oke ka silahkan

R: Bagaimanakah cara mengajar dosen Intermediate English Grammar pada saat pembelajaran dikelas? Apakah sudah menunjang motivasi belajar mahasiswa?

S: untuk cara mengajar dosen Intermediate English Grammar pada semester 2 kemarin menurut saya sudah menunjang motivasi belajar mahasiswa dan terutama saya sendiri karena sangat efektif juga dapat dipahami walaupun melalui daring

R: Bagaimana penggunaan metode dan media untuk mendukung proses pembelajaran Intermediate English Grammar yang berlangsung di kelas terhadap motivasi belajar siswa?

S: Untuk metode sama seperti dosen yang lain ya ka yaitu penjelasan materi terlebih dahulu selesai penjelasan kami diberi pretest untuk dilihat sudah paham sampai mana

S: sedangkan untuk media karena melalui daring jadi menggunakan schology untuk mata kuliah grammar dan gmeet

S: sejauh ini untuk metode dan media yang digunakan dosen grammar waktu itu sangat mudah untuk dijangkau ya ka

R: Apakah dosen Intermediate English Grammar sering melakukan model/metode mengajar yang sama/tanpa variasi?

S: Selama semester 2 metode mengajar yang kami dapat sama ka

R: Apakah dosen Intermediate English Grammar anda sangat berpengaruh terhadap motivasi belajar anda? Kalau iya, Seperti apa pengaruhnya?

S: Bagi saya berpengaruh ya ka karena dari cara mengajar beliau yang memiliki semangat yang tinggi dalam mengajar juga beliau dosen yang selalu bertanya apakah kami sudah paham atau belum jikalau belum bisa diulangi kembali penjelasannya saya bilang berpengaruh karena cara dia mengajar juga grammar adalah mata kuliah yang ingin saya kuasai ka

R: Bagaimana cara dosen Intermediate English Grammar memotivasi belajar anda?

S: Dengan memeberika pretest dan postest yang membuat saya termotivasi untuk bisa lebih belajar lagi karena melihat peningkatan skor dari test tersebut ka

R: Bagaimana wujud partisipasi dosen dalam menunjang motivasi belajar mahasiswa selama mengajarkan Intermediate English Grammar?

S: Dengan memberikan penjelasan dan juga arahan mengenai mata kuliah Intermediate English Grammar

R: Bagaimana pendapat anda tentang mata kuliah Intermediate English Grammar? Apa anda menyukai mata kuliah Intermediate English Grammar?

S: Pendapat saya mata kuliah Intermediate English Grammar mudah dipahami dan saya menyukai mata kuliah ini

R: Apakah anda mampu menuangkan pendapat berkaitan dengan materi Intermediate English Grammar lewat tulisan?

S: Pendapat aku mengenai Intermediate English Grammar itu menurutku mata kuliah yang mudah diikuti ya dosen pengampu untuk kelas ku juga jelas dan rinci dalam mengajar

R: Apakah anda mampu memahami materi Intermediate English Grammar yang disampaikan oleh dosen di kelas? Jika tidak, apa penyebabnya?

S: selama semester 2 saya sendiri mampu dalam memahami materi dari mata kuliah Intermediate English Grammar

R: Apakah anda mempunyai kesulitan dalam mengikuti kegiatan pembelajaran Intermediate English Grammar dikelas? Menurut pendapat anda, apa yang harus dilakukan untuk menghadapi kesulitan itu?

S: untuk kesulitan pasti ada ya ka dalam memahami materi yang baru dan pendapat aku untuk menghadapi kesulitan itu ya terus belajar ka mengenai materinya samai dikuasai

R: Apa cara yang anda lakukan agar tetap fokus dan konsentrasi ketika mengikuti pembelajaran Intermediate English Grammar di kelas?

S: Fokus terhadap dosen dan juga materi yang disampaikan dengan tidak menghiraukan yang tidak penting di kelas

R: Apasaja fasilitas pembelajaran daring yang digunakan di kelas Intermediate English Grammar terhadap motivasi belajar siswa?

S: Fasilitas saat daring belajar melalui gmeet, share materi melalu platform schology itu aja si ka

R: Bagaimana penggunaan fasilitas pembelajaran daring di kelas Intermediate English Grammar terhadap motivasi belajar siswa?

S: mudah untuk dijangkau si ka

R: Menurut anda, apakah ada kelemahan fasilitas belajar pada masa pembelajaran daring di kelas Intermediate English Grammar terhadap motivasi belajar siswa?

R: menurut saya ga ada ka

R: Apa saja faktor-faktor yang mendukung dan menghambat penggunaan fasilitas pembelajaran daring di kelas Intermediate English Grammar terhadap motivasi belajar siswa?

S: untuk faktor yang mendukung mungkin itu kembali ke pribadi masing² ya ka tapi kalau untuk yang menghambat pembelajaran daring hanya kendala sinyal aja si ka

R: Okee makasii banyak yaa udah mau aku wawancarai

S: sama-sama kak


**Respondent 10**

Student: MAF

R: Assalamu'alaikum, kenalin namaku Nailah masih ingetkan? Aku mau minta waktuya sebentar buat wawancara secara online sama kamu bisa? Boleh tahu dengan siapa ini saya berkomunikasi?

S: Wa'alaikumsallam ka. Saya MAF ka

R: Aku mau wawancara tentang makul Intermediate English Grammar semester 2 ya.

S: via chat kan ka? Hehe

R: iya chat aja

S: baik ka

R: Bagaimanakah cara mengajar dosen Intermediate English Grammar pada saat pembelajaran dikelas? Apakah sudah menunjang motivasi belajar mahasiswa?

S: Kebetulan di smt 2 matkul grammar diajar oleh Mr. Edi. Cara mengajar beliau tegas, tidak bertele-tele, langsung to the point, jadi saya lebih mudah paham dan mudah menangkap materi dibandingkan waktu smt 1. Iya, saya menjadi terpancing atau termotivasi belajar grammar walaupun membingungkan. ini juga dikarnakan nilai ujian dari grammar di kirim di grup kelas jadi saya ada rasa malu kalau nilai nya rendah. Dan juga jadi termotivasi krna melihat nilai teman yg lebih bagus.

R: Bagaimana penggunaan metode dan media untuk mendukung proses pembelajaran Intermediate English Grammar yang berlangsung di kelas terhadap motivasi belajar siswa?

S: Karena grammar masih di kelas online jadi kita kemaren masih menggunakan gmeet. Lalu di gmeet Mr. Edi menjelaskan materi dengan PPT yang colorfull, kemudian ada latihan soal yg dijawab bareng2. Karena ppt yang digunakan beliau unik dan simple (hanya point penting) jadi saya tertarik untuk memperhatikan pembelajaran.

R: Apakah dosen Intermediate English Grammar sering melakukan model/metode mengajar yang sama/tanpa variasi?

S: oh iya dosen juga pake app schoology, ini untuk mengirim tugas, ujian, materi juga dikirim beliau kesini sebelum gmeet. Jadi menurut saya iya pembelajaran hanya menggunakan gmeet, schoology, dan wa.

R: Apakah dosen Intermediate English Grammar anda sangat berpengaruh terhadap motivasi belajar anda? Kalau iya, Seperti apa pengaruhnya?

S: Iya berpengaruh, karna disetiap pertemuan dosen selalu mematokan nilai untuk hasil ujian (kalau bisa lebih bagus dari yg kemaren) jadi mungkin karna itu saya jadi termotivasi untuk mengerjakan ujian dengan hati2 agar dapat nilai yg lebih bagus dari sebelumnya.

R: Bagaimana cara dosen Intermediate English Grammar memotivasi belajar anda?

S: saya kurang ngerti ka maksud memotivasi nya itu gimana, tapi kalo saya gara2 ada patokan nilai jadi harus belajar. Iya jadi termotivasi nya krna patokan nilai itu

R: Maksudnya, apakah dosen Intermediate English Grammar ada cara khusus buat memotivasi belajar kamu pribadi?

S: gaada sih ka, mungkin seperti ini aja

R: Bagaimana wujud partisipasi dosen dalam menunjang motivasi belajar mahasiswa selama mengajarkan Intermediate English Grammar?

S: mungkin mengulas materi sebelum masuk materi selanjutnya, setelah ujian atau ada tugas selalu di review dan diberikan jawaban yg benarnya agar bisa belajar kembali sendiri.

R: Bagaimana pendapat anda tentang mata kuliah Intermediate English Grammar? Apa anda menyukai mata kuliah Intermediate English Grammar?

S: Menurut saya matkul Intermediate English Grammar mempelajari tentang grammar/tata letak bahasa inggris yg level nya lebih tinggi dari smt 1, yg mempelajari tata letak inggris agar lebih baik, lebih formal, lebih terlihat menguasai english. Saya suka sih tapi biasa aja krna kadang bingungin

R: Apakah anda mampu menuangkan pendapat berkaitan dengan materi Intermediate English Grammar lewat tulisan?

S: maaf ka maksudnya gimana?

R: Kamu bisa/tidak menuangkan pendapat kamu yang berkaitan dengan materi Intermediate English Grammar melalui tulisan? kalau bisa, tolong dipaparkan

S: di smt 2 ini materi nya infinitive ini sebelum verb ada "to", gerund ini menambahkan ahiran -ing sebelum verb, present tense untuk memberitahu aktivitas yg sedang dilakukan, past tense (membertitahu aktivitas yg lalu), future tense (aktivitas yg akan datang), dan passive sentence

R: Apakah anda mempunyai kesulitan dalam mengikuti kegiatan pembelajaran Intermediate English Grammar dikelas? Menurut pendapat anda, apa yang harus dilakukan untuk menghadapi kesulitan itu?

S: iya kadang ada kesulitan seperrti materi susah dimengerti. Untuk menghadapi kesulitan itu biasanya saya nanya ke temen atau ke dosen nya langsung, lalu terus belajar dan berlatih

R: Apakah anda mampu memahami materi Intermediate English Grammar yang disampaikan oleh dosen di kelas? Jika tidak, apa penyebabnya?

S: iya mampu tapi terkdang juga ada kesulitan penyebabnya sebenernya dari saya sendiri sih karna malu bertanya lngsung ke dosen

R: Apa cara yang anda lakukan agar tetap fokus dan konsentrasi ketika mengikuti pembelajaran Intermediate English Grammar di kelas?

S: memperhatikan sembari mencatat

R: Apasaja fasilitas pembelajaran daring yang digunakan di kelas Intermediate English Grammar terhadap motivasi belajar siswa?

S: ppt yang unik dengan penjelasan yg jelas

R: Bagaimana penggunaan fasilitas pembelajaran daring di kelas Intermediate English Grammar terhadap motivasi belajar siswa?

S: cukup baik dan berjalan dengan sistematis

R: Menurut anda, apakah ada kelemahan fasilitas belajar pada masa pembelajaran daring di kelas Intermediate English Grammar terhadap motivasi belajar siswa?

S: terkadang suara dosen kurang jelas, dan ada kendala sinyal

R: Apa saja faktor-faktor yang mendukung dan menghambat penggunaan fasilitas pembelajaran daring di kelas Intermediate English Grammar terhadap motivasi belajar siswa?

S: Faktor yang mendukung krna aplikasinya (schoology dan gmeet) mudah ga ribet. faktor yg menghambat mungkin tidak ada si ka

R: Okee makasii banyak yaa udah mau aku wawancarai

S: Iya ka sama-sama. semoga lancar ka

R: iyaa aamiin aamiin makasii do'anya