

**STUDENTS' MOTIVATION IN LEARNING ENGLISH AT
POST-PANDEMIC COVID-19 AT SMK MUHAMMADIYAH
WATUKELIR**

A Thesis

Submitted as A Partial Requirements

for the degree of *Sarjana*



By:

Dini Neka Munawaroh

SRN. 183221221

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF CULTURES AND LANGUAGE
RADEN MAS SAID THE ISLAMIC UNIVERSITY OF SURAKARTA**

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ADVISOR'S SHEET

Subject : Students' Motivation in Learning English at Post Pandemic Covid-19 at
Smk Muhammadiyah Watukelir.

SRN : 183221221

To:

Dean

Faculty of Cultures and Languages

UIN Raden Mas Said Surakarta

In Sukoharjo

Assalamu'alaikum Wr. Wb.

After reading thoroughly and giving necessary advices, herewith, as the advisors,
we state that the thesis of

Name : Dini Neka Munawaroh

SRN : 183221221

Title : Students' Motivation in Learning English at Post Pandemic Covid-
19 at Smk Muhammadiyah Watukelir.

has already fulfilled the requirements to be presented before The Board of
Examiners (*munaqasyah*) to gain Bachelor Degree in English Educational
Program

Thank you for the attention.

Wassalamu'alaikum Wr. Wb.

Sukoharjo, 27 Desember 2022

Advisor



Prof. Dr. H. Giyoto, M.Hum

NIP. 19670224200003 1 001

RATIFICATION

This is to certify that the Sarjana thesis entitled "*Students' Motivation in Learning English at Post-Pandemic Covid-19 at Smk Muhammadiyah Watukelir*" by Dini Neka Munawaroh has been approved by the Board of Thesis Examiners as the requirement for the degree of Sarjana in English Language Education Study Program.

Chairman : Maria Wulandari, M.Pd


NIK. 198905182017012145

Secretary : Prof. Dr. H. Giyoto, M.Hum

NIP. 19670224 200003 1 001

Main Examiner : Ika Sulistyarini, M.Pd

NIP. 19870404 201903 2 015

(..........)

(..........)

(..........)

Sukoharjo, 01 Maret 2023

Approved by
Dean, Faculty of Cultures and
Language



Prof. Dr. Toto Suharto, S.Ag.M.Ag.

NIP. 19710403 199803 1 005

DEDICATION

This thesis is dedicated to:

1. My beloved parents
2. My Grandma and grandpa
3. Both of my brothers, my sister in law and my nephew
4. All of my best friends
5. My almamater UIN Raden Mas Said
6. My self.

MOTTO

Maybe not today or tomorrow or even a year, but eventually things will turn up
you'll get better and be able to look back, and say with relief :

"I did it"

PRONOUNCEMENT

Name : Dini Neka Munawaroh
SRN : 183221221
Study Program : English Education Department
Faculty : Culture and Language Faculty

I hereby sincerely state the thesis entitled *Students' Motivation in Learning English at Post-Pandemic Covid-19 at Smk Muhammadiyah Watukelir* is my original work. To the best of my knowledge and belief, the thesis contains no material previously published or written by another person except where due references are made.

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

Surakarta, 1st March 2023

Stated by,



Dini Neka Munawaroh

SRN : 183221221

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ABSTRACT

Dini. 2022. *Students' Motivation In Learning English At Post Pandemic Covid-19, SMK Muhammadiyah Watukelir, Academic Year 2021/2022*. Thesis. English Education Department, Cultures and Languages Faculty.

Students have experienced a decrease in learning motivation since the Covid-19 outbreak, in this era students had to studied from home/online learning and they got difficulty adjusting to new natural conditions/post-pandemic (back to face-to-face learning).

This research describe how the students learning motivation in offline learning at post pandemic covid compared before and during pandemic at SMK Muhammadiyah Watukelir. This research using a qualitative descriptive method.

In this study, it was found that the average student learning motivation before pandemic was 84%, during pandemic was 66,7% and post-pandemic was 68%, meaning that student learning motivation just had little increased after previously experiencing a drastic decline due to studying from home during the pandemic. The teachers and students have to had a good collaboration to build a learning atmosphere to increase students' learning motivation.

Keywords : Students Motivation, Post Pandemic Covid-19, Learning English

CHAPTER I

INTRODUCTION

This chapter discusses about some topics related to the background of the study, identification of the problems, limitation of the problems, objectives of the study, benefit of the study and definition of the key terms.

A. Background of Study

The world of education is in a transition period in adapting to natural conditions. Since the entry of Covid-19 in Indonesia, the government has decided to limit all forms of social interaction outside the home as an effort to prevent the spread of the Covid-19 virus. Social restriction efforts began with the implementation of the Large-Scale Social Restriction to Implementation of Community Activity Areas. With the various forms of these restrictions have changed the various forms of activity in education.

Since the stipulation of the Large-Scale Social Restriction has been implemented in Indonesia, the learning system has been carried out at home/study from home. This Large-Scale Social Restriction is stated in the Health Quarantine Law Article 59 paragraph 3 of 2020 explaining that "this large-scale social restriction includes at least school and workplace holidays, restrictions on religious activities, and/or restrictions on activities in public places or facilities."

Before pandemic Covid-19 outbreak in our country, SMK Muhammadiyah Watukelir used face-to-face learning. In this era teacher

guide the students to learn in the classroom. Usually, teachers use lecture method and group discussion, teacher also LCD-projector as the instructional media. In group discussion method teachers ask the students to make some group and ask them to discuss about the material so students can ask each other when they got difficulty in study.

Online learning from home has a big impact on students' interest in learning. Based on the results of pre-research observations conducted by researchers, their enthusiasm and motivation to learn began to decline since the application of online learning, students became lazy to participate in online learning that had been scheduled by the school, not infrequently when learning took place students actually surfed the world of social media such as Instagram, WhatsApp, Facebook and Tik-tok. This student's laziness is driven by the teaching and learning process that is only carried out using online learning media where the teacher only provides pdf teaching materials or occasionally gives assignments to students.

As the number of Covid-19 spreads began to decline and awareness of vaccination increased, the government issued a *Surat Edaran Menteri Pendidikan, Kebudayaan, Ristek, dan Teknologi Nomor 2 Tahun 2022* about the direction of implementing a joint decision of 4 (four) ministers regarding guidelines for implementing learning during the 2019 coronavirus disease (covid-19) pandemic.

According to the decree, the implementation of learning during the Covid-19 pandemic is carried out based on the Implementation of

Community Activity Areas level set by the government and the vaccination achievements of educators, teaching staff, and elderly citizens. For special areas that have reached at least 50% of educators and their teaching staff who have been vaccinated against COVID-19 at the end of January, they can carry out face-to-face learning in full with the capacity of students (100%).

After students get used to online learning, now students have to re-adapt to face-to-face learning at school. Even though learning English is not an easy thing because English has its own language structure. The structure of English is different from Indonesian, it is more complex than Indonesian. This causes many students who are not interested in learning English. but some students try to know more English. this is influenced by the motivation to learn English. it shows that motivation has an important role in learning English.

Learning motivation is an important factor that affects the achievement of learning English. According to McDonough in (At-Tamimi, 2009) student's motivation is the most influential thing on success or failure in learning English. Every student has a different motivation to learn English. Therefore, encouragement is needed both from within oneself and from outside. According to Long in (At-Tamimi, 2009) in the case of language, students with strong learning motivation can get good achievements while students without internal motivation more often experience failure in learning languages.

Based on the researcher's pre-observation at SMK Muhammadiyah Watukelir, it was found that : Since the issuance of the face-to-face learning policy at SMK Muhammadiyah Watukelir, the decision was made to return the learning system to face-to-face learning. With this change, students have to re-adapt to the existing learning system, it is undeniable that this change affects students' motivation in learning English.

Based on information from students, they find out the difficulty to adapt with the changes in the learning process, starting from the transition from regular learning to online learning and then back to face-to-face learning. Based on information from teachers, student's interest in learning has decreased drastically, many students are reluctant to go to school and even skip classes in the first days of face-to-face learning are re-applied. There fore researchers want to examine how students' motivation in learning English at SMK Muhammadiyah Watukelir.

B. Identification of the Problems

Based on the background of the study above, the identification of the problems are as follows:

1. Students have experienced a decrease in learning motivation since the Covid-19 outbreak.
2. Students have difficulty adjusting to new natural conditions/post-pandemic.

C. Limitation of the Problems

To avoid misperception and misunderstanding, the researcher limits the scope of study to make it more detail and focused. The scope of study covers students' motivation in learning English post-pandemic covid-19. Then, there are some limitations in this study, those are :

1. The study only focus on motivation in learning English.
2. The researcher specifically observes the second-grade of Senior High School students.
3. The researcher observes at before, during and post-pandemic covid-19.

By determining the scope and limitations, the researcher will easily find out the main focus of this study about students' motivation in learning English post-pandemic covid-19 at the vocational high school Muhammadiyah Watukelir.

D. Formulation of the Problem

Related to the background above, the problems of the study are:

1. How's the offline learning process at post-pandemic compared to before and during pandemic at SMK Muhammadiyah Watukelir?
2. How's student learning motivation at post-pandemic compared to before and during pandemic at SMK Muhammadiyah Watukelir?

E. Objectives of the Study

Based on the research problem, there for the purpose of the study are :

1. To describe the offline learning process at post-pandemic covid-19 compared to before and during pandemic at SMK Muhammadiyah Watukelir.
2. To describe the students learning motivation in offline learning at post-pandemic covid compared before and during pandemic at SMK Muhammadiyah Watukelir.

F. Benefit of the Study

The findings of this study are expected to give contribution for the teacher and other researchers in theoretically and practically:

1. Theoretically benefit

The result of this study can be used by teachers as reference and a feedback for the effectiveness in teaching.

2. Practically benefit

Practical, this study is expected to have benefits for;

- a. For the lectures or teachers

Hopefully, the result of the study will help English teachers to improve creativity in teaching face-to-face learning. Therefore, the teacher can teach easily in process of teaching-learning in this level and the next level.

b. For the researchers

Researcher hopes this research can provide new knowledge about the importance of learning motivation at SMK Muhammadiyah Watukelir. The researcher hopes that this will lead to the development of writing skills, and this research will be carried out by the researcher as one of the requirements for obtaining a S1 degree in English Education, Culture and Language Faculty, Raden Mas Said State Islamic University Surakarta.

c. For others

The result of this study can be used as a reference for other researchers to conduct further research dealing with teacher's creativities in developing and applying teaching online learning

G. Definition of the Key Terms

1. Students' Motivation

Student motivation is important in the teaching and learning process to encourage students to study harder

2. English Language Learning

English language learning is a theory and practice in teaching and learning English that provides benefits for people whose mother tongue is not English.

3. Pandemic Covid-19

Corona Virus Disease 2019 or commonly abbreviated as COVID-19 is an infectious disease caused by SARS-CoV-2, a type of coronavirus. People with COVID-19 can experience fever, dry cough and difficulty breathing.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Review

1. Teaching-Learning Process

a. Meaning of Teaching-Learning Process

The terms learning and teaching are two different activities, but they have a very close relationship. These two activities are paralelisme, relate and interact, influence and support each other. Teaching and learning is very important in the learning process because it can help students get the knowledge that the teacher has given. learning is more important than teaching. Therefore, the following discussion regarding the teaching and learning process is presented. Teaching is not an activity to transfer the knowledge possessed by the teacher to students, but an activity that allows students to build their knowledge. According to Tails an effective teaching process considers several important aspects. This includes a well-planned curriculum, focused teachers, engaging and efficient classroom activities, and the like. Some of these important aspects can lead to effective teaching in the process of learning and teaching English. (Arini, 2019)

Based on the definition above, the researcher can conclude that teaching-learning is not only transfer the knowledge from the teacher to students but also build the student's knowledge.

b. Factors affecting the teaching-learning process

There are several factors that influence the teaching and learning process both from teachers, students, the applicable curriculum and teacher teaching methods. (Dr. Padhi, 2021)

1) Factors related to students

The most important component in the teaching and learning process is the student. The level of effectiveness of the teaching and learning process is most dependent on the students. The main factors related to students include:

- a) **Age and maturity of students:** as children progress physically and mentally, their learning speed and level of learning increase.
- b) **Students' physical and mental health:** physically and mentally healthy children have an interest in learning and are less tired, so they learn faster. Meanwhile, children who are physically unhealthy and suffer from mental disorders (such as anxiety, fear, frustration, etc.) have no interest in learning so the teaching and learning process cannot run smoothly and efficiently.
- c) **Intelligence, aptitude, attitude, interest, and attention of students:** in general, children learn according to their IQ. Even though a child has a high IQ if he or she does not have talent and attitude on the subject, then he or she cannot study well. In addition, a child may have all three of the above but if he has no interest in them then he will not be able to pay attention to the

material and the teaching-learning process is not effective. It is clear that the above factors affect the teaching and learning process.

- d) **Level of motivation and desire to learn:** when a child is not motivated to learn an activity, it is difficult to teach him anything. Willingness and motivation to learn are needed simultaneously. The level of willingness and motivation determines the duration of learning.
- e) **Level of aspiration:** every individual has a desire to achieve something at every level of life, there are people who aspire to exceed the limits of their abilities, there are those who aspire according to their abilities, and there are also those who aspire less than their abilities, this is called aspiration in aspiration terminology. Because this decision is taken by the individual, himself, so this has a function like self-motivation. Judging from the context of children's learning that every child who wants to excel in class, he is more active and has a higher level of ambition, he has a higher level of aspiration, which helps them in learning.

2) **Factor of teacher in Students' Learning**

The second important factor in the learning process is the teacher.

- a) **Teacher personality:** personality is a multidimensional concept. The personality of a teacher includes physical and mental health,

physical condition, speech, communication skills, knowledge and behavior towards students. The more attractive the personality of a teacher, the more effective the teaching and learning process.

- b) **Teacher knowledge:** the clearer the knowledge and abilities of the teacher regarding the material to be taught, the teaching-learning process will be more effective.
- c) **Teacher communication skills:** to achieve an effective teaching and learning process, teachers must be able to communicate their knowledge and skills in the right way.
- d) **Habits of teachers towards students:** to obtain effective learning teachers can behave well towards students such as showing affection, sympathy and good cooperation.

3) **Factors related to curriculum**

- a) **The nature of the subject matter:** the nature of the teaching material means direct and indirect components and can be formal and informal. A material text can be direct material for students at one level and indirect for other levels. In the same way, it can be formal for children at one level and informal for children at another level. Direct and formal teaching materials can help to streamline the teaching-learning process
- b) **Grouping/organizing the material:** if the material is arranged in a logical order, namely simple to complex and from direct to

indirect and presented in that form, the teaching and learning process will run in a more precise and effective form.

- c) **The relationship between learning materials and life:** if teaching materials are related to the level of usefulness of children's lives now and in the future, this will affect the teaching-learning process. the more useful the subject matter is to life, the faster children learn it.
- d) **The level of difficulty of learning materials:** the level of difficulty of the subject matter is determined based on the age, maturity and previous knowledge of students related to the effectiveness of the teaching and learning process.

4) Factors related to teaching methods

- a) **The suitability of teaching methods:** the more suitable the teaching methods used for the development of knowledge or skills, the more effective the teaching and learning process. the play way method is suitable for infants, the learning-by-doing method is most suitable for children and adolescents, the experimental, exploration and reasoning method is suitable for college students.
- b) **Practical and application:** practice and application is a very effective factor. The practice of knowledge and skills by teachers and the application of knowledge and skills by students make learning permanent.

- c) **Using teaching aids:** the use of teaching aids makes the teaching and learning process interesting, lively and effective.
- d) **Using co-curricular activities:** co-curricular activities have an important role in teaching certain subjects and training in certain skills. For example, storytelling, debate, poetry reading, lectures and drama are very important in learning language skills.

5) **Factors related to the environment**

- a) **Natural environment:** to form a conducive learning atmosphere, it is necessary to regulate air, light and noise in the teaching and learning place. without this arrangement, students will experience fatigue which can have a negative impact on the teaching and learning process.
- b) **Social environment:** the environment is one of the supporting factors for the teaching and learning process if children have a proper social and educational environment in all environments such as family, community and school, then their teaching and learning process will be effective.
- c) **Learning and teaching time:** time is an important factor when the teaching and learning process takes place. The choice of study time is very influential with the enthusiasm and concentration of learning. The duration of study also has a big influence.
- d) **Fatigue and rest:** fatigue does not allow teachers and students to work well. In learning, it is necessary to prepare a timetable for

learning that has a greater level of difficulty placed at an earlier time than the easier subjects and given a break in between.

Based on the explanation above, the researcher can conclude that there is some factor that affects the effectiveness of the teaching-learning process.

2. Learning English as Foreign Language

Foreign language is a language that is not used in the native culture of a nation and is used for a specific context or purpose. According to Tanveer (2007, p. 4), English as a foreign language for both teachers and students are those who teach or learn English while living in a society where English is not used as a first language. As a foreign language In learning English as a foreign language, teachers usually use a combination of mother tongue (MT) or first language (L1) and English (FL) to teach students. (For example, Indonesians learn English in Indonesia).

In an EFL situation, learners learn English in the classroom but continue to speak their language when leaving the classroom. In general, there are many possible reasons to learn a foreign language. Maybe a large number of students of languages in the world do it because it is in the curriculum. Some people want to learn English or another foreign language because they think it offers an opportunity for advancement in their professional life such as in business, higher education, or something else. They will have a better chance of being bilingual than if they only knew their mother tongue. (Boyadzhieva, 2014).

3. Definition of Motivation

Student learning motivation is a very important element to create a quality education. The learning atmosphere will be formed in the learning process if students have the motivation to learn. Learning motivation is one of the determining factors for achieving learning objectives. According to Sudirman (2012), motivation can be interpreted as a driving force that appears in students which leads to learning activities, provides guidance in the learning process and ensures the teaching and learning process so that learning objectives can be achieved.

With motivation of students are encouraged to achieve success. Motivation is more than just generating interest (Puspitarini & Hanif, 2019) the motivation to learn has the urge to follow the learning process. Students will learn actively if they have the motivation to learn. According to Thorndike in Uno (2011:11) in (Rawung, 2017) learning is a process of interaction between a stimulus (which can be a thought, feeling or motion) with a response.

Based on the definition of motivation above the researcher can conclude that motivation is something that can encourage someone to do something, for students motivation is something that can attract students' attention to study hard.

4. Types of Motivation

According to Gardner, motivation is something very complex with many facets. The motivation in a person to achieve something can be influenced by factors from within himself and from outside factors.

a. Intrinsic Motivation

Intrinsic motivation is an interest and desire that comes from within a person to do a certain activity because the individual feels interested and it is fun. Intrinsic motivation is a stimulus in a person that can be from biological, emotional, spiritual or social.(Filgona et al., 2020). According to Sincero in (Mukhtar, 2017), many factors encourage intrinsic motivation, namely: challenge, curiosity, control, fantasy, competition, cooperation and recognition.

- 1) Challenges are factors that encourage a person's motivation by assigning tasks that involve activities that include a medium level of difficulty or increase continuously towards a personally meaningful goal.
- 2) Curiosity is an impulse in a person's environment that attracts his attention to acquiring new knowledge/skills or presents a discrepancy between his current knowledge/skills and the possible knowledge/skills offered by the activity.
- 3) Control is a factor in a person to manage a particular case of a situation. Intrinsic motivation may arise from a person's autonomy in his actions.

- 4) Fantasy is a factor that is a mental picture that stimulates someone to behave to achieve that fantasy. For example, a student sees himself as a lecturer who excels after graduating from college.
- 5) Competition is a factor that involves comparing a person's performance with the performance of others, this factor tends to encourage someone to do better than others.
- 6) Cooperation is a factor that involves achieving a sense of satisfaction when one person helps another towards the fulfillment of their goals.
- 7) Recognition is a factor that also includes a sense of satisfaction when other people appreciate the achievements that he has achieved.

b. Extrinsic Motivation

Besides being influenced by factors that come from within a person, motivation is also influenced by factors that come from outside. According to Elliot et al (1999:87) in (Rawung, 2017) factors that can influence motivation from outside the individual can be fear of punishment, being given praise and rewards, the role of parents, the role of the teacher, and environmental conditions.

1) Fear of punishment

Motivation to learn can arise with a sense of anxiety or punishment that accompanies/underlies learning. According to Hamalik in (Rawung, 2017) punishment is a motivation that comes from outside for students to learn with enthusiasm. When students get results that are lacking in

learning, then getting punishment will make students depressed and unhappy, so they try to avoid it by studying harder.

2) Praised and rewarded

Students will be motivated if there is a commensurate praise or award that accompanies or underlies learning. Giving praise can increase students' self-confidence and motivation to always be the best students. Giving rewards to high-achieving students can also stimulate students to study harder so that low-achieving students are motivated to excel in education.

3) Role of Parents

The family environment is a factor that greatly influences the success of student learning. A lot of time and opportunities are spent by children to meet and interact with families. This encounter and interaction has a huge influence on a person's behavior and achievements.

4) The role of the teacher

Teachers play an important role in motivating students to be more active in learning. To teach a second language (English) the teacher can motivate students to use the language in their daily life. In addition, teachers are also required to teach creatively so that they can attract students' attention.

5) Environmental conditions

As social beings who live in society, students' interest in learning can be influenced by their environment. A safe and comfortable environment

can foster a person's desire to learn. While unpleasant environments such as noise, chaos and lack of privacy can interfere with the ability to concentrate and foster a desire to learn. Therefore, before the learning process takes place, it is better to form a safe and comfortable environment so that students have an interest in learning and can concentrate during the learning process.

Based on the explanations above, the researcher can be concluded that there are some factor that affects students' motivation included of intrinsic and extrinsic factors. Based on this, the researchers determined the type of learning motivation as a questionnaire for students' interest in learning.

Table 2.1 Motivational Grid For Learning English For Students

No	Statement Indicator	Number of the statement	Question Number
1	There is a desire and desire to succeed	4	25, 1, 15, 20
2	There is an encouragement and a need for learning	4	11, 14, 17, 2
3	There are hopes and dreams for the future	3	3, 10, 18
4	There is an appreciation in learning	1	19
5	There are interesting activities	3	6, 24, 22
6	There is a conducive learning environment	4	23, 21, 12, 13
7	There is support from parents	1	7
8	There is encouragement from the teacher	3	4, 5, 16
9	There is punishment in learning	2	8,9

5. The Importance of motivation in language learning

The growth of motivation to learn foreign languages is influenced by internal and external factors. Internal factors in learning a foreign language in the form of a person's view of the language being studied. If someone has a positive perception of the language being studied, then he will have a positive motivation. This relates to the importance of language to be learned and makes someone interested in learning the language. Other internal factors that can influence motivation include needs, interests and pleasures (Filgona et al., 2020).

External factors include the role of parents who are classified as active and passive about their children in foreign languages. The active role of parents can be done by encouraging their children to take additional classes/courses to deepen the language they are learning. In addition to the role of parents, externally a person's learning motivation can also be influenced by the social environment and psychosocial factors in the language learner's environment.

According to Hussin, Maarof and D'Cruz in Ebata; 2008 there are six factors that influence motivation in language learning: attitudes, beliefs about self, goals, involvement, environmental support and personal attributes (Mukhtar, 2017)

So, motivation in language learning is very important because if someone has perception of the language being studied, then he will have a

positive motivation to learning language which push them to learning language hardly.

6. Learning Process During a Pandemic and After a Pandemic

Since the Covid-19 outbreak, education in Indonesia has undergone many changes, both in terms of teaching and learning processes, competencies, SKL, materials and evaluations. After the pandemic began to subside, the government issued a related decree to restore the learning system to offline.

a. Learning During a Pandemic

When the COVID-19 pandemic hit Indonesia, formal education, which was initially carried out in schools, was changed to learning from their respective homes using online learning media. Online learning is a distance learning that takes place over the internet. Online learning is also known as e-learning because it uses internet connection (Dhawan, 2020).

This online learning is carried out with various digital media such as WhatsApp group, google meet, zoom, edmodo, google classroom, youtube and others. Launching from the official website of the Indonesian Ministry of Education and Culture, there are 12 platforms or applications that students can access to study at home, namely Learning House, Desk Kita, Icando, IndonesiAx, Google for education, Smart Class, Microsoft office 365, Quipper School, Teacher's Office, Your School, Cisco webex (Handarini & Wulandari, 2020).

In a crisis condition caused by Covid-19, the Ministry of Education and Culture issues an emergency curriculum or during a special period this is because learning cannot be carried out normally so adjustments, relaxation and adaptation of learning are needed. This simplification is carried out to ensure that the competencies that must be achieved are still met (Videlia Putsanara, 2020).

Educational units in special conditions can use a curriculum that is in accordance with the learning needs of students. Education units in special conditions in carrying out learning can:

- 1) Keep referring to the national curriculum
- 2) Using the emergency curriculum, or
- 3) Simplify the curriculum independently.

With the adjustment of the curriculum based on environmental conditions, each school automatically has a teaching and learning process, graduate competency standards, materials, competitions and evaluations respectively. However, all teaching and learning systems and activities must still use online learning methods to prevent the spread and transmission of sources from the school environment.

b. Post-pandemic learning

After the pandemic began to subside, the government issued a decree regarding limited face-to-face learning. Each school is required to carry out face-to-face learning, especially for educational units that have achieved vaccination achievements. Even though the school has

returned to face-to-face, the school is required to implement health protocols during the learning process (Wahyuni, 2021).

At this time learning is still in the adjustment stage where the education unit is still adapting between online and face-to-face/offline learning. Offline learning currently cannot run optimally as before the pandemic, therefore educators must be able to conceptualize the ideal implementation method so that the learning process remains safe and causes an increase in patients infected with the corona virus

The implementation of face-to-face learning requires careful planning. Teachers can simplify learning materials and maximize activities according to existing conditions. Teachers are given the freedom to compile and draft lesson plans or lesson plans to suit the circumstances and provisions so that they match the current conditions that are still in the pandemic period (Anti Andini et al., 2021).

In implementing face-to-face learning, the education unit must meet the following conditions (Videlia Putsanara, 2020) :

- 1) Implementation of face-to-face learning in Schools must take place by prioritizing protocols health.
- 2) All units of educators are required to establish communication and relationships with all stakeholders related to education as well as this pandemic such as school committees, health centers, and other governments.

- 3) The existence of a task force in the education unit by involving the school committee in it.
- 4) If there are violations that occur against health protocols, existing SOPs, technical guidelines, until there are indications of school communities being exposed to the Coronavirus, the face-to-face learning implementation must be temporarily suspended.

Based on the explanation above, the researcher can be concluded that there's some differences on learning process between before pandemic, during pandemic and after pandemic era such the media used, method of teaching-learning, curriculum, etc.

7. Offline Learning and Online Learning

Offline learning can be interpreted as direct learning such as students face-to-face with the teacher without any intermediaries or controllers that can be used by users, this media runs sequentially. According to Dabbagh and Ritland (2005:4) in (Nurhikmah, Girisusilohadi: 2021) offline learning has several characteristics such as : (a) integrated learning materials, (b) fixed learning time / fixed time, (c) controlled by the teacher/instructor, (d) unidirectional/linear learning, (e) fixed sources of information, (f) known technology used. In addition, students will also receive education on how to socialize with other people, norms and values that exist in society, as well as culture and manners of behavior, so that they can achieve the goal of education to produce a generation of noble character, knowledge, skills, and independence.

Online learning is distance learning that is connected via the internet. Online learning is often equated with other terms such as : e-learning, web-based learning, distributed learning, internet learning, tele-learning and so on. Online learning is easily accessible from anywhere through gadgets, smartphones, personal computers and laptops. In addition to easy access anywhere, online learning can be used to introduce and teach technology to students from an early age.

Schools that switch to using an online or remote system must prepare many things, such as network and equipment readiness, to change the format of homework given to students into the online form. (Hodges et al., 2020)

B. Previous Study

In a study, other research is needed as a reference for conducting research, this is needed to get perceptions, comparisons and things that might affect the research. So it is necessary to do with similar variables but different objects and locations with this research, are:

1. The first study was conducted by (Khasanah, 2018) entitled Students' Motivation in Learning English (A Case Study of Eleventh Grade Students at SMK Nu Ma'arif Kudus in Academic Year 2017/2018). This study discusses students' motivation in learning English.

The results of this study indicate that extrinsic motivation is higher than intrinsic motivation 52% > 48%. This means that the motivation to learn English from outside is greater than that which comes from within. The

factors that influence vocational students in learning English are high aspirations, positive task orientation, ego involvement, goal orientation and need for achievement.

The similarity between this research with previous study are the object of the study its both discussing motivation in learning English, its both used qualitative methods and the subject is eleventh grade.

The thing that distinguishes this study from previous research is that the object of research in previous studies only discussed students' motivation to learn English, while this study discussed students' motivation to learn English after the implementation of online learning/studying from home due to the covid-19 pandemic, the previous study's location in SMK Nu Ma'arif Kudus, while this study at SMK Muhammadiyah Watukelir.

2. The second previous study was written by (Mukhtar, 2017) entitled The student's motivation in English language learning of eight grades at MTs Darul Amin Palangkaraya. This study discusses students' motivation in learning English at the junior high school level.

The results of this study indicate that students at Mts Darul Amin Palangkaraya are in the moderate class category (fair motivation) while the influencing factors are the atmosphere of the English class, how to use English in conversation. The teacher's way of motivating begins with the teacher realizing the importance of motivation.

The things that equate this research with previous research are : its both discussed students motivation in English language learning, its both used qualitative methods.

The thing that distinguishes this research from previous research is the research subject and the research object. Previous research only analyzed describing student learning motivation at the junior secondary level in normal conditions/before the implementation of online learning, while this study will focus on student motivation at the post-pandemic vocational secondary level, the previous study conducted at Mts Darul Amin Palangkaraya, while this study at SMK Muhammadiyah Watukelir.

3. The third previous study entitled The Effect of Learning Motivation on Students' English Learning Achievement at Mts Hifdzil Qur'an Islamic Center Foundation Medan written by (Ray, 2019). This study discusses the effect of learning motivation on the acquisition of English grades. The results of this study indicate that learning motivation has a significant impact on the achievement of students' English values at MTs Hifzhil Qur'an Islamic Center Foundation Medan.

The things that equate previous research with this research are : its both talks about students learning motivation on English learning.

The difference between this study and previous research is the object under study, in previous studies discussing the impact of learning motivation on the achievement of students' English grades, this study describes how students' learning motivation during the COVID-19

transition period is discussed, the previous study conducted at Mts Hifdzil Qur'an Islamic, while this study at SMK Muhammadiyah Watukelir.

4. The fourth previous study entitled Students' Perception and Motivation toward E-Learning as Media in the Online English Class During the Covid-19 Pandemic (A Study at the Eleventh Grade of MAN-1 Tapin in Academic Year of 2020/2021) written by M Fadel Ihza Islami (2021). This study discusses perceptions and motivations for learning English by using e-learning as an online learning medium during the covid-19 pandemic. The similarity between the previous research and that of the researcher is on the variable of student learning motivation in learning English and the use of qualitative methods.

The difference between this study and previous research is that this study does not only discuss learning motivation but also discusses students' perceptions of learning media while this study only focuses on students' motivation to learn English. This research was carried out after the covid-19 pandemic while the previous research was carried out during covid-19

CHAPTER III

RESEARCH METHOD

The research method is a scientific way to obtain data with a specific purpose and use. The use of methods is very important in a study.

A. Research Design

The type of research in this study is qualitative descriptive. According to Bogdan and Taylor qualitative research is used to understand the phenomena experienced by research subjects holistically and by means of descriptions in the form of words and language in a special natural context and by utilizing various scientific methods. (Moleong, 2000)

This research will be directed to determine the nature and situation when the research is conducted. The purpose of this study was to find out data about students' learning motivation whether they use internal or external motivation in learning English.

B. Setting of the Research

This research is about students' motivation in learning english post pandemic covid-19 at SMK Muhammadiyah Watukelir. This research took place in Sukoharjo, Central Java. The location of this research is at SMK Muhammadiyah Watukelir which is located on Jln. Raya Watukelir, Weru, Sukoharjo 57562. This research will be conducted from April to Mey 2022.

C. Research Subject and Informant

The research subject is one of the important things in research. Research subjects can help researchers to obtain valid data and information that will be

used and analyzed in this study. In qualitative research, respondents or research subjects are referred to as informants, namely people who provide information about the data that the researcher wants related to the research being carried out.

Informant (research resource) is someone who has a lot of information (data) about the object being studied, asked for information about the object of this research. In this study, the informant determination technique carried out by the researcher was a purposive sampling technique. Purposive sampling is a sampling technique of data sources with certain considerations, for example, the person is considered to know best about what we expect, or he is an influential person so that it will make it easier for researchers to explore the social situation under study. (Sugiyono, 2012)

The selection of informants is based on the consideration that the informants are considered researchers to know about the problems being studied at this time. This is because the informant has a great relationship with the problem to be studied. While the supporting informants, only as a complement to obtain information in this study. The criteria of the selected informants are that they have criteria based on the provisions that have been determined by the researchers to be considered by the researchers, according to their relationship with this research.

In this study, the research informants are the people who are considered the best in providing the information needed by the researcher.

D. Sampling Technique

Sampling technique is a sampling technique. To determine the sample to be used in the study, there are various sampling techniques used (Sugiyono, 2015). In this study, researchers took samples from the population using purposive sampling. Purposive sampling is a sampling technique of data sources with certain considerations (Sugiyono, 2015). Researchers choose this technique because the object and subject of research have been determined by the researcher, the researcher already knows the target that can provide data and information for research. The selection of informants will be selected based on criteria that have been set by researchers such as male and female, class XI at SMK Muhammadiyah Watukelir.

E. Source of the Data and Research Instrument

1. Source of the Data

The main data sources in qualitative research are words and actions, the rest are additional data such as documents and others. However, to complete the research data, two data sources are needed, namely primary data sources and secondary data sources. (Moleong, 2007)

a. Primary Data Source

Primary data is data collection with interview instruments, use of documents, observations and field notes. Primary data sources are sources of data obtained directly by interviewing informants or direct sources. Primary data sources are data sources that provide data

directly to data collectors (Sugiyono, 2015). Meanwhile, in this study, the primary data sources were school residents which included; principals, subject teachers and students.

b. Secondary Data Source

Secondary data sources are data sources that provide data indirectly to data collectors, for example through other people or documents (Sugiyono, 2015) Secondary data sources are data used to support primary data, namely books, documentation, magazines, newspapers, studies literature, newspapers and written archives related to the object to be studied in this study. This secondary data source will make it easier for researchers to collect data and analyze the results of this study which can later strengthen the findings and produce research that has a high level of validity.

2. Research Instrument

The research instrument is a tool used by researchers in collecting data in the research process. The tools needed in this qualitative research include researchers, interview guides, questionnaires, stationery, recording equipment/mobile phones, documents/literature.

F. Data Collecting Technique

In collecting qualitative data, usually using the methods of observation, questionnaires, documentation and interviews. In this study, researchers will collect data by means of questionnaires and interviews.

1. Questionnaire

Questionnaire is a technique of collecting data through forms containing questions and other instructions in order to collect information from respondents. This study used a closed questionnaire.

According to (Suharsimi, 2010) questionnaires are divided into several types, when viewed from the way of answering, there are open and closed questionnaires. The open questionnaire gives the respondent the opportunity to answer in his own words, while the closed questionnaire has provided the answer so that the respondent just has to choose.

In this study, questionnaires were distributed to determine students' motivation in learning English in the post-covid-19 pandemic at SMK Muhammadiyah Watukelir. In the questionnaire, there are several questions in English and also translated into Indonesian to make it easier for students to understand and answer questions.

The questionnaire will ask for general information about the participants and their experiences learning English. The questionnaire used in this study was a five point Likert Scale adapted from the original six point Likert Scale format from the Gardner Attitude/Motivation Test Battery (AMTB), from Strongly Agree 'to Strongly Disagree' (R.C. Gardner, 2004). According to Sugiyono (2013: 132) the use of the Likert

scale is to measure attitudes, opinions, and perceptions of a person or group about social phenomena.

The English version of the AMTB questionnaire was used because the AMTB provided good validity and reliability of the questionnaire. The questionnaire consists 25 items, the following is a grid of student learning motivation questionnaires.

Table 3.1 Grid Of Student Learning Motivation Questionnaires.

No	Statement Indicator	Number of the statement	Question Number
1	There is a desire and desire to succeed	4	25, 1, 15, 20
2	There is an encouragement and a need for learning	4	11, 14, 17, 2
3	There are hopes and dreams for the future	3	3, 10, 18
4	There is an appreciation in learning	1	19
5	There are interesting activities	3	6, 24, 22
6	There is a conducive learning environment	4	23, 21, 12, 13
7	There is support from parents	1	7
8	There is encouragement from the teacher	3	4, 5, 16
9	There is punishment in learning	2	8,9

Based on the grid above, a student learning motivation questionnaire will be compiled using an attitude measurement scale, namely the Likert scale with five possible answers. This questionnaire consists of twenty five statements as shown on the grid sheet. In the questionnaire, the researcher gave five answer choices, namely: *sangat setuju (SS)*, *setuju (S)*, *kurang setuju (KS)*, *tidak setuju (TS)* dan *sangat tidak setuju (STS)*.

Students are only allowed to choose one answer. The following is the score of the students' interest in learning scale.

Table 3.2 Scale Sore of Student Learning Motivation

Number	Scale	Point
1.	<i>Sangat Setuju (SS)</i>	5
2.	<i>Setuju (S)</i>	4
3.	<i>Kurang Setuju (KS)</i>	3
4.	<i>Tidak Setuju (TS)</i>	2
5.	<i>Sangat Tidak Setuju (STS)</i>	1

The distribution and filling of student learning motivation questionnaires is done online using google form

2. Interview

Interview is a data retrieval technique where the researcher talks directly with the respondent to dig up information. In this study using in-depth interview techniques. In-depth interviewing is a process of obtaining information to achieve research objectives by asking and answering face-to-face between the interviewer and the interviewee, with or without using an interview guide in which the informant has been involved in social life for a relatively long time.

The main purpose of using in-depth interviews is to be able to present current constructions related to personal, feelings, activities, motivations, events, perceptions or responses, forms and levels of involvement and others.

In this study, researchers used structured interviews so that the process would be effective and efficient. With this technique, the researcher

conducted interviews with class XI students at SMK Muhammadiyah Watukelir. The following is a list of questions used in teacher and students' interviews.

Table 3.3 Question used in Teacher Interview

Number	Questions
1.	<i>Bagaimana motivasi belajar siswa dikelas pasca pembelajaran daring?</i>
2.	<i>Apa penyebab motivasi belajar siswa berbeda-beda?</i>
3.	<i>Apa saja kendala dalam memotivasi siswa dalam belajar bahasa inggris?</i>
4.	<i>Bagaimana cara memberikan motivasi pada siswa selama pembelajaran pasca covid?</i>
5.	<i>Apakah siswa mengalami perubahan motivasi belajar setelah pembelajaran daring?</i>
6.	<i>Bagaimana cara guru memberikan penghargaan/reward terhadap siswa?</i>
7.	<i>Bagaimana cara guru membantu siswa yang mengalami kesulitan dalam belajar selama pembelajaran pasca pandemic?</i>
8.	<i>Menurut Bapak, apakah perubahan system pembelajaran selama pandemi ke masa pasca pandemic juga mempengaruhi motivasi belajar siswa?</i>

Table 3.4 Question used in Student Interview

Number	Questions
1.	<i>Apakah siswa suka mata pelajaran Bahasa Inggris?</i>
2.	<i>Apa yang memotivasi siswa dalam belajar bahasa inggris?</i>
3.	<i>Apakah siswa belajar dengan serius untuk mendapatkan nilai yang baik?</i>
4.	<i>Apa yang dilakukan siswa jika mendapat nilai yang kurang baik?</i>
5.	<i>Apakah siswa mempelajari kembali materi dirumah?</i>
6.	<i>Apakah siswa mengalami kesulitan dalam mempelajari bahasa inggris?</i>
7.	<i>Apakah siswa belajar karena takut diberi hukuman oleh guru?</i>
8.	<i>Apakah bapak/ibu guru pernah memberikan punishment & reward kepada peserta didik?</i>
9.	<i>Apakah siswa lebih suka pembelajaran online daripada pembelajaran tatap muka?</i>

10.	<i>Apakah siswa mendapat dukungan dari orang tua untuk belajar?</i>
11.	<i>Bagaimana perasaan siswa saat pembelajaran Kembali tatap muka setelah online selama dua tahun</i>

G. Trustworthiness

The validity of the data or the validity of the data is very important in determining the findings of the research results. A research must be valid and reliable. According to Lincoln and Guba, researchers must use several components to make the data valid. Among them are credibility (preferred for internal validity), transferability (preferred for external validity), dependability (preferred for reliability) and (preferred for objectivity). (Shenton, 2004)

Credibility contributes to confidence in the validity of the data through the following attributes: (1) Triangulation. This is achieved by asking the same research questions from different study participants and by collecting questions. (2) Check members. It happened when the researcher interpreted the interview data.

Transferability, meaning that the results of qualitative research can be generalized or transferred to other contexts or settings. The transfer of a qualitative perspective is primarily the responsibility of the person making the generalization.

Dependability, meaning that the researcher is responsible for describing the changes that occur in the setting and how these changes affect the research approach to research.

Confirmability, meaning that the results can be confirmed or collaborated by others. Confirmability requires full disclosure of the data on which all

interpretations are based. That is, the researcher must be able to examine the data to confirm the results or interpretation. Researchers only limit the technique of building confidence in credibility through triangulation of source methodologies.

H. Data Analyzing Technique

The data analysis technique in this research is descriptive analysis. By using this technique the researcher will collect, compile and present data. This schema is a technique of analyzing data in a way.

1. Data Analysis of Student Learning Motivation Questionnaire Results

Researchers will give a questionnaire that will contain three phases, namely before the pandemic, during the pandemic and after the pandemic. This questionnaire contains 25 statements, each statement has 5 answer choices, namely: *sangat setuju (SS)*, *setuju (S)*, *kurang setuju (KS)*, *tidak setuju (TS)* dan *sangat tidak setuju (STS)*. For each statement has a different score for choices, namely *sangat setuju (SS)* have score 5, *setuju (S)* have score 4, *kurang setuju (KS)* have score 3, *tidak setuju (TS)* have score 2 and *sangat tidak setuju (STS)* have score 1. The highest score is 125 and the lowest score is 25.

The learning motivation scale score is used to find research subjects' responses to learning motivation after the covid-19 pandemic. The data that has been obtained can be used as research results so that conclusions can be

drawn. Then the results of the study were classified based on the category of learning motivation before, during and after the covid-19 pandemic.

**Table 3.5 Students' Learning Motivation Categories
Before, During and After the Covid-19 Pandemic**

Interval	category of student learning motivation
101-125	<i>sangat setuju (SS)</i>
86-105	<i>setuju (S)</i>
66-85	<i>kurang setuju (KS)</i>
46-65	<i>tidak setuju (TS)</i>
25-45	<i>sangat tidak setuju (STS)</i>

2. Data Analysis of Teacher and Student Interview Results

a. Data reduction

During the process of field note activities the data obtained grew more and more complex, therefore the data needed to be reduced. Data reduction means summarizing, selecting points, focusing on student motivation to find answers. Researchers reduce the overall data obtained to obtain data that is more suitable for analysis. Data reduction has several stages. *The first* stage, is the stage of editing, grouping and summarizing the data. In *the second* stage, the researcher compiles codes and notes related to various things, ranging from activities and processes so that researchers can find themes, groups and data patterns. This note is an expression of ideas that lead

to theorizing regarding the data encountered. *The last* stage in data reduction is that the researcher prepares a conceptual design and explanation regarding the theme, pattern, or groups of data concerned.

b. Data Display

After the reduction process (selection, simplification, and organization of raw data) the researcher carried out the second stage in data analysis, namely data display. In presenting the data, the researcher's question formulation is taken to be considered so that the data displayed is always in accordance with the research questions with Gardner's theory.

c. Conclusion/Verification

A conclusion really needs to be verified for its credibility. Verification is a program to check the accuracy of the researcher on the accuracy of the data. The process of making conclusions is part of the results of data processing. After the researchers carried out a series of processes to find supporting information, perform data reduction and data presentation, the researchers will draw conclusions about how students' motivation to learn English is.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. The Research Finding

1. Questionnaire-Results

The finding of this research was obtained from the instrument used to determine students' motivation to learn English before, during and after the covid-19 pandemic is as follows.

a. Students' motivation to learn English before the Covid-19 pandemic

Data on students' motivation in learning English was found based on a questionnaire that was given to class XI students of SMK Muhammadiyah Watukelir. The data of this student's interest in learning has been determined in Chapter III.

The implementation of the research with questionnaires was carried out after observing learning activities, namely on May 31, 2022, the distribution of these questionnaires was carried out online by sending a google form link to the English subject teacher which was then disseminated through the WhatsApp group, the distribution of this questionnaire aimed to find out how motivation learn English Students before the covid-19 pandemic.

Table 4.1

**The results of the Student Learning Motivation Questionnaire
before the Covid-19 Pandemic**

Number	Student's Name	Percentage	Category
1	Students 1	89%	Very High
2	Student 2	80%	High
3	Student 3	90%	Very High
4	Student 4	91%	Very High
5	Student 5	83%	High
6	Student 6	87%	Very High
7	Student 7	86%	Very High
8	Student 8	84%	High
9	Student 9	79%	High
10	Student 10	90%	Very High
11	Student 11	92%	Very High
12	Student 12	81%	High
13	Student 13	85%	Very High
14	Student 14	90%	Very High
15	Student 15	87%	Very High
16	Student 16	76%	Medium
17	Student 17	89%	Very High
18	Student 18	91%	Very High
19	Student 19	82%	High
20	Student 20	89%	Very High
21	Student 21	86%	Very High
22	Student 22	78%	High
23	Student 23	69%	High
24	Student 24	69%	High
25	Student 25	91%	Very High
26	Student 26	83%	High
27	Student 27	83%	High
28	Student 28	83%	High
29	Student 29	87%	Very High
30	Student 30	77%	High
31	Student 31	91%	Very High
32	Student 32	75%	High
33	Student 33	85%	Very High
34	Student 34	91%	Very High

35	Student 35	91%	Very High
36	Student 36	85%	Very High
37	Student 37	79%	High
38	Student 38	89%	Very High
39	Student 39	72%	High
40	Student 40	82%	High
41	Student 41	93%	Very High
42	Student 42	82%	High
43	Student 43	93%	Very High
44	Student 44	84%	High
45	Student 45	84%	High
46	Student 46	78%	High
47	Student 47	79%	High
48	Student 48	83%	High
49	Student 49	86%	Very High
50	Student 50	80%	High
51	Student 51	78%	High
52	Student 52	78%	High
53	Student 53	96%	Very High
54	Student 54	89%	Very High
55	Student 55	88%	Very High
	Amount	4638	
	Average	84%	High

Explanation :

Amount of students with high motivation : 22

Amount of students with medium motivation : 33

Category : High

It can be observed that the student learning interest questionnaire shows that the average student learning motivation is 84%, which indicates that before the Covid-19 outbreak, students had high motivation to learn English.

Students learning motivation is at the high level, but still needs to be improved a little. The researcher concluded that students only learn English if they get homework, activities that are less interesting and do not get encouragement from their parents, this is evidenced by the absence of punishment and reward for the achievements obtained by students, which causes students to be less enthusiastic in learning. It shows that students are less enthusiastic in learning English so that some students tend to distract themselves by playing alone, sleeping or talking with friends when the teacher explains.

b. Students' Motivation to learn English During the Covid-19
Pandemic

Table 4.2
The results of the Student Learning Motivation Questionnaire
During the Covid-19 Pandemic

Number	Student Name	Percentage	Category
1	Student 1	73%	High
2	Student 2	70%	High
3	Student 3	70%	High
4	Student 4	70%	High
5	Student 5	66%	Medium
6	Student 6	69%	High
7	Student 7	67%	Medium
8	Student 8	66%	Medium
9	Student 9	66%	Medium
10	Student 10	71%	High
11	Student 11	74%	High
12	Student 12	64%	Medium
13	Student 13	68%	Medium
14	Student 14	72%	High

15	Student 15	70%	High
16	Student 16	57%	Medium
17	Student 17	72%	High
18	Student 18	73%	High
19	Student 19	66%	Medium
20	Student 20	71%	High
21	Student 21	69%	High
22	Student 22	64%	Medium
23	Student 23	55%	Medium
24	Student 24	52%	Low
25	Student 25	73%	High
26	Student 26	67%	Medium
27	Student 27	68%	Medium
28	Student 28	68%	Medium
29	Student 29	62%	Medium
30	Student 30	58%	Medium
31	Student 31	73%	High
32	Student 32	60%	Medium
33	Student 33	68%	Medium
34	Student 34	72%	High
35	Student 35	58%	High
36	Student 36	68%	Medium
37	Student 37	63%	Medium
38	Student 38	66%	Medium
39	Student 39	66%	Medium
40	Student 40	67%	Medium
41	Student 41	72%	High
42	Student 42	63%	Medium
43	Student 43	74%	High
44	Student 44	67%	Medium
45	Student 45	66%	Medium
46	Student 46	65%	Medium
47	Student 47	62%	Medium
48	Student 48	62%	Medium
49	Student 49	66%	Medium
50	Student 50	65%	Medium
51	Student 51	59%	Medium
52	Student 52	63%	Medium
53	Student 53	77%	High
54	Student 54	70%	High
55	Student 55	70%	High

	Amount	3673	
	Average	66,7%	Medium

Explanation :

Amount of students with high motivation : 19

Amount of students with medium motivation : 17

Amount of students with low motivation : 18

Amount of students with very low motivation : 1

Category : Medium

It can be observed that the student learning questionnaire shows that the average student learning motivation is 66.7% which indicates that the student's motivation to learn English during the pandemic is at the medium level.

During the pandemic, student learning motivation experienced a slight decline from high to medium level. The researcher concludes that the online learning method used during the pandemic is not suitable to be applied in learning, because students cannot interact directly with teachers, the learning environment is not conducive, and there is no encouragement to learn from parents. It was shown that during the pandemic students were less enthusiastic and less interested in learning English so that there were some students who only took attendance without studying the material provided by the teacher.

c. Students' motivation to learn English after the Covid-19 pandemic

Based on the findings in the field during observations at SMK Muhammadiyah Watukelir which focused on five categories of observations during the learning process, as follows: (a) The desire and desire to succeed in learning, (b) The desire, enthusiasm and need for learning, (c) The existence of awarding in the learning process, and (d) The existence of a conducive environment for learning well. (e) encouragement from the teacher. The indicators for the achievement of these five categories from observations at SMK Muhammadiyah Watukelir are reflected in: (1) Paying attention/listening to the teacher's explanation well, marked by students not fighting and the class atmosphere is calm even though there are some children playing on their cellphones/chatting with their deskmates, (2) responding to questions from the teacher only a few people are active, some students still seem lazy to answer questions from the teacher, (3) ask questions to educators, which can be seen during learning that students are still less active in asking questions about things they don't understand, students are still reluctant and embarrassed to ask the teacher.

The results of students' motivation to learn English after the covid-19 pandemic were assessed using a student learning motivation questionnaire sheet which can be seen in the table below:

Table 4.3

**The results of the Student Learning Motivation Questionnaire
After the Covid-19 Pandemic**

Number	Student Name	Percentage	Category
1	Student 1	73%	High
2	Student 2	71%	High
3	Student 3	71%	High
4	Student 4	73%	High
5	Student 5	67%	Medium
6	Student 6	69%	High
7	Student 7	72%	High
8	Student 8	66%	Medium
9	Student 9	67%	Medium
10	Student 10	70%	High
11	Student 11	74%	High
12	Student 12	65%	Medium
13	Student 13	68%	Medium
14	Student 14	73%	High
15	Student 15	67%	Medium
16	Student 16	61%	Medium
17	Student 17	72%	High
18	Student 18	73%	High
19	Student 19	64%	Medium
20	Student 20	71%	High
21	Student 21	69%	High
22	Student 22	63%	Medium
23	Student 23	55%	Medium
24	Student 24	55%	Medium
25	Student 25	66%	Medium
26	Student 26	67%	Medium
27	Student 27	68%	Medium
28	Student 28	67%	Medium
29	Student 29	72%	High
30	Student 30	64%	Medium
31	Student 31	73%	High
32	Student 32	60%	Medium
33	Student 33	68%	Medium
34	Student 34	72%	High

35	Student 35	69%	High
36	Student 36	68%	Medium
37	Student 37	64%	Medium
38	Student 38	71%	High
39	Student 39	66%	Medium
40	Student 40	70%	High
41	Student 41	73%	High
42	Student 42	66%	Medium
43	Student 43	74%	High
44	Student 44	67%	Medium
45	Student 45	67%	Medium
46	Student 46	65%	Medium
47	Student 47	69%	High
48	Student 48	62%	Medium
49	Student 49	69%	High
50	Student 50	64%	Medium
51	Student 51	62%	Medium
52	Student 52	65%	Medium
53	Student 53	77%	High
54	Student 54	67%	Medium
55	Student 55	70%	High
	Amount	3731	
	Average	68%	Medium

Explanation :

Amount of students with high motivation : 21

Amount of students with medium motivation : 17

Amount of students with low motivation : 16

Amount of students with very high motivation : 1

Category : Medium

From the table above, it can be explained that after the pandemic was over, the average value of students' motivation to learn English was 68% or there were

21 students who had high learning motivation and there was even one student who had very high learning motivation.

The researcher conclude that after the pandemic was over and back to face-to-face learning the average classical learning motivation began to increase slightly, an increase of only a few percent was due to the need for adaptation of students who were accustomed to studying at home and then required to return to school.

2. Interview's Result

The finding of this research was obtained from the instrument used to determine English teaching-learning process before, during and after the covid-19 pandemic is as follows.

a. There is a desire to succeed

The desire and desire to succeed has decreased drastically after the pandemic, this is in line with what some students from eleventh grade at SMK Muhammadiyah Watukelir said:

In this case, said by Ika Yuliana

“Kalau saya sebelum pandemic itu semangat banget buat sekolah kak, tapi begitu pandemi selesai awal-awal masuk itu males banget kak, soalnya kan udah terbiasa di rumah aja alias ga kemana-mana kan yaa, dan dua tahun itu bukan dalam waktu yang singkat. Jadi jiwa magernya udah mandarah daging”

In this case, Ika Yuliana said that with the shift in learning methods, she also experienced a change in enthusiasm for learning. This is because the respondents are used to learning from home and not going anywhere for about two years.

This is in line with what the English teacher Mr. Roni, S.Pd said:

“Bedanya kerasa banget mbak, awal masuk itu banyak banget yang bolos sekolah. Ya emang dulu juga ada siswa yang bolos sekolah tapi prosentase bolos setelah pandemic ini meningkat. Di awal kita masih memberi toleransi barangkali sakit atau gimana, soalnya pada masa itu masih harus berhati-hati banget, tapi setelah kita kaji ternyata banyak siswa yang ga berangkat itu cuma karena males. Kan mereka terbiasa belajar dirumah bisa sambil main atau yang lainnya.”

Mr. Roni said that at the start of school many students skipped school because they felt lazy, this was because students were used to studying at home.

Based on the interview above, it can be concluded that the impact of the pandemic still affects students' motivation to learn more or less, students need time to adapt to face-to-face learning.

b. There is encouragement and a need to learning

The encouragement and needs of students in learning, namely the spirit that students have in achieving their goals. This is in accordance with what was said by several students of class XI SMK Muhammadiyah Watukelir:

In this case, Maxesya said:

“Yang memotivasi aku buat rajin belajar Bahasa Inggris baik selama pandemic maupun sebelum dan sesudahnya tuh karena aku pengen bisa kuliah dengan beasiswa kak, lagi pula ga bisa dipungkiri kalau zaman sekarang itu apa apa butuh bahasa Inggris apalagi untuk bersaing di dunia kerja kak, karena itu mau ga mau ya harus bisa belajar Bahasa Inggris”

According to Maxesya, one of the motivating factors that made her enthusiastic about learning English was because she had the desire to get a scholarship while in college and she also realized how important English was at this time.

In this case, also said by Adhita:

“Sebenarnya dalam hal motivasi untuk belajar Bahasa Inggris baik sebelum, selama maupun pasca covid-19 pekerjaan kak, karena aku kan jurusannya perkantoran yaa, yang mana nanti salah satu bidang kerja yang bisa aku masuki itu jadi resepsionis di hotel sedangkan orang yang nginep dihotel itu bukan hanya orang Indonesia kak, jadi kan pasti yang dicari orang-orang yang lancar berbicara Bahasa Inggris”

According to Adhita, he was interested in learning English because of the demands of the world of work according to his field. According to him, someone who is good at speaking English has greater potential to work in the field he is interested in.

In this case, it is supported by the words of another friend, Lutfi:

“Aku lebih ke karena zaman sekarang Bahasa Inggris itu udah menjadi Bahasa umum dimasyarakat sih kak sama pengen bisa jelajah keliling dunia. Kalau ga bisa Bahasa Inggris kan bakal susah banget buat komunikasi sama orang dinegara orang kak, bisa bisa mati kelaparan karena ga tahu gimana cara ngomong ke penjualnya”

According to Lutfi, the thing that made him interested in learning English was that at this time English had become a common language in society, besides that, the thing that made him more enthusiastic about learning English was because he wanted to travel the world.

Based on the statement above, it can be concluded that every child has different motivations and learning needs, such as: the need to get a decent job, get a scholarship for the next level of education. With the encouragement and learning needs that are contained in students can make students more motivated to learn.

c. There are hopes and aspirations for the future

Hopes and aspirations for the future are targets that someone wants to achieve. The hopes and ideals of students can strengthen student learning motivation. This is in accordance with what some students of class XI SMK Muhammadiyah Watukelir said:

In this case, said by Sabrina Eriana

“Ga peduli covid-19 atau ngga intinya yang memotivasi aku untuk belajar Bahasa Inggris tuh karena pengen bisa lancar bicara Bahasa Inggris kak soalnya aku pengen bisa kuliah diluar negeri.”

Sabrina Eriana said that she was excited to learn English because she wanted to study abroad.

In this case also said by Annisa Naim

“Alasan aku pengen lancar Bahasa Inggris itu karena suka aja liat orang bicara pakai Bahasa Inggris kak, kek keliatan jadi lebih keren dan aku juga pengen bisa hunting ke luar negeri sambil ngobrol sama turis”

The thing that makes Annisa Naim excited to learn English is because she likes to see other people speak English fluently besides that she also wants to go hunting abroad while chatting with tourists.

In this case also said by Ika Yuliana

“Apa ya kak, sejauh ini pandemic tidak mengubah motivasi belajar Bahasa Inggrisku sih karena aku kan pengen bisa lanjut kuliah di kampus favorite kak, jadi besar harapanku dengan menguasai Bahasa Inggris kan pasti juga mempermudah kita buat masuk ke sana.”

Meanwhile, the thing that made Ika Yuliana interested in learning English was that she wanted to continue her studies at a further level. She hopes that speaking English fluently can make it easier to enter her favorite campus, which has been her dream all along.

Based on the statement above, it can conclude that students tend to be interested in learning English because of their hopes and aspirations for the future.

d. There is an appreciation for learning

Giving gifts can increase students' confidence and motivation to always be the best. Giving prizes to students who excel can also motivate students to study harder so that students who have low achievements are motivated to excel in learning. This is following what the English subject teacher of class XI SMK Muhammadiyah Watukelir said

In this case said by Mr. Roni, S.Pd

“Untuk penghargaan biasanya saya kasih poin plus buat siswa yang berani menjawab pertanyaan yang saya lontarkan mbak. Dengan pemberian tambahan nilai ini biasanya siswa jadi lebih tertarik untuk menjawab pertanyaan jadi kelas lebih aktif. Tapi, semenjak pandemic pemberian apresiasi ini jadi berkurang mbak, karena kan susah buat interaktif dengan peserta didik. Setelah pandemic berakhir saya mulai menerapkannya kembali, tapi tidak bisa semaksimal dulu anak-anak cenderung pemalu dan tidak berani untuk menjawab pertanyaan yang ada”

Based on the teacher's statement above, the teacher provides a stimulus in the form of an appreciation of the students' courage in answering each question that the teacher asks by giving additional points.

This is following what the students of class XI SMK Muhammadiyah Watukelir said

In this case, said by Arifah

“Untuk hadiah atau apresiasi khusus bahasa Inggris belum pernah sih kak, tapi kalau secara keseluruhan pernah dapet hadiah karena juara kelas. Ehh, paling ini sih kak dapet poin kalau bisa jawab pertanyaan dari guru. Jujur dengan adanya hal itu aku pribadi jadi lebih tertarik buat belajar dan antusias menjawab pertanyaan dari guru”

Arifah said that she had never received a prize for her achievements while learning English, but she received motivation from the teacher in the form of adding points if she could answer the teacher's questions.

Based on the statement above, it can be concluded that giving motivation in the form of gifts from teachers has never existed, but teachers provide another stimulus in the form of appreciation by giving plus points to students who have the courage to answer teacher questions. This is considered to be able to stimulate student learning motivation.

Based on the statement above, it can be concluded that giving gifts to students is still relatively low, the teacher only motivates students by gives plus points, but its also can stimulate student learning motivation.

e. There is a conducive environment

One of the extrinsic elements that affect students' learning motivation is the environment. The student will be more interested in learning and

concentration during the learning process in a conducive environment. That is in line with what some class XI students of SMK Muhammadiyah Watukelir said:

In this case, Maxesya said:

“Saya prefer belajar di Sekolah sih kak, solanya selama di rumah itu ga bisa konsentrasi, di rumahku kan jualan ya kak jadi kalau ada pembeli suka terganggu apalagi kalau Ibu lagi sibuk masak atau kegiatan lain di belakang, otomatis harus melayani pembeli. Sedang kalau di Sekolah itu kita cuma fokus buat belajar dan belajar aja, ga keganggu kegiatan lainnya.”

Maxesya said that studying at school can make her concentrate much more than studying at home. This is due to environmental conditions that are not conducive, this is evidenced by the disrupted learning activities with buyers who come to his house.

In this case, said by Annisa Naim:

“Kalau aku lebih suka belajar di Sekolah mbak, karena selain dapat uang saku belajar di Sekolah itu lebih menyenangkan karena ketemu temen-temen, sama ga terganggu hal-hal lain jadi bisa jauh lebih fokus”

Annisa Naim said that studying at the school was due to being able to meet friends and a conducive learning atmosphere without being disturbed by other things.

In this case, said by Adhita

“Sama seperti temen-temen lainnya kak, aku juga lebih suka belajar di Sekolah, karena bisa main sama temen, dapat uang saku dan tentunya bisa lebih fokus, soalnya kalau di rumah suka disuruh-suruh mama jadi ga bisa konsentrasasi deh”

According to Adhita, studying at school is much more fun, apart from being able to meet friends, getting pocket money can also be more focused because while studying she is not being told by her mother so she can concentrate.

Based on the results of interviews, it can be concluded that students cannot concentrate fully during online learning at home because the environment is not conducive.

f. There are interesting learning activities

In addition to learning in safe and comfortable classrooms, the interesting activities are also needed so that students can be more interested and focus on the lesson. This is in accordance with what was said by several students of class XI SMK Muhammadiyah Watukelir.

In this case Sabrina said:

“Aku lebih suka pembelajaran offline kak karena kalau pembelajaran offline itu kan ada diskusi sama temen, ada tanya jawab, ada kerja kelompok sama kegiatan-kegiatan yang menarik lainnya, tapi kalau online kan guru cuma ngasih materi lewat aplikasi terus kita diminta

untuk memahami sendiri kalau ga paham ga ada yang diajak buat diskusi, paling cuma buka Google atau YouTube”

Sabrina explained that offline learning is much more fun because it can discuss with friends, there are questions and answers, there are group work and other activities while online learning tends to be more boring because the teacher only provides material through learning applications and students are asked to understand the material without there is someone who can be invited to discuss when having difficulties in learning, students only search on Google / YouTube as a learning support medium.

In this case also said by Annisa Naim

“Jujur kalau online itu cepet banget jenuh kak karena kita ga dapat penjelasan dari guru, kalau bingung sama materinya ga ada yang bisa ditanya. Kalau offline kan misal ada materi yang kurang jelas bisa nanya guru atau temen ada kegiatan kegiatan lainnya juga seperti kerja kelompok atau conversation bareng temen atau guru kak”

Annisa Naim explained that online learning is very boring, this is because there is no explanation from the teacher, if there is material that is difficult to understand, there is nothing to ask. Whereas during offline learning students can ask friends or teachers if there is material that is not clear, in offline learning there are also interesting activities such as group work or conversations with the teacher and other students.

Based on this statement, it can be concluded that students are more interested in offline learning because there are interesting activities such as discussing with their classmates, group work and conversations with teachers or other students.

g. There is support from parents

One of the external factors that can stimulate a child's learning motivation is the support from parents. With the support of parents, students will be more enthusiastic in learning and achieving their dreams. This is in accordance with what the English teacher of class XI SMK Muhammadiyah Watukelir said.

In this case said by Mr. Roni, S.Pd

“Peran orang tua dalam pendidikan anak itu sangat penting mbak, jadi sebenarnya orang tua ga boleh lepas tangan sepenuhnya. Apalagi selama pandemi kemarin harusnya Orang tua memberikan dukungan dan bimbingan belajar bagi anak-anaknya, sehingga siswa bisa lebih giat dalam belajar mbak, tapi pada realitanya masih banyak siswa yang tidak mendapat support dari orang tua-nya”

Menurut guru Bahasa Inggris kelas XI Mr. Roni mengatakan bahwa peran orang tua dalam pendidikan sangat penting, sehingga orang tua tidak boleh lepas tangan kepada pihak sekolahan sepenuhnya. Hendaknya orang tua memberikan dukungan dan bimbingan belajar bagi anak-anaknya agar

siswa lebih giat dalam belajar meskipun pada realitanya masih banyak siswa yang belum mendapat support dari orang tua.

This is in accordance with what some students of class XI SMK Muhammadiyah Watukelir said.

In this case said by Sabrina

“Ga pernah kak, aku ga pernah didampingi orang tua buat belajar paling sesekali cuma diingetin buat ngerjain tugas. Pas lagi pandemic kemarin kadang malah di suruh ini itu sama Ibu.”

In this case a student named Sabrina has not received support in studying, the student stated that she had never been accompanied by her parents in studying, her parents only reminded her to do assignments occasionally. Sabrina also explained that learning support from parents was lacking, especially during the pandemic, Sabrina was instead asked to help with homework during online classes.

.In this case also said by Ika Yuliana

“Belum pernah disemangatin sama orang tua kak, dulu sih waktu masih kecil diajarin ngerjain tugas yaa, tapi semenjak masuk SMP ya dikerjain sendiri. Soalnya Orang tua udah ga paham sama materi tingkat SMP apalagi Bahasa Inggris”

Ika Yuliana is one of the students who has not received parental support in her studies. Ika explained that so far her parents have never encouraged her to study. Ika also said that she only experienced tutoring when she was little and since entering junior high school she studied alone without

parental guidance. This was because her parents were no longer able to help her child with assignments. Based on the statement above, it can be concluded that students have not received full support to learn from their parents.

h. There is encouragement from the teacher

Teachers not only play a role in transferring their knowledge to students but also as motivators who inspire and encourage students to be more enthusiastic about learning. This is in line with what the English subject teacher of class XI SMK Muhammadiyah Watukelir said.

“Saya itu terbiasa memberi motivasi siswa dengan bercerita mbak, selama pandemic pemberian motivasi kurang maksimal karena keterbatasan yang ada, jadi paling saya mengajak mereka survive dikondisi seperti kemarin itu dan tetap semangat belajar”

The efforts made by Mr. Roni, as a class XI English teacher at SMK Muhammadiyah Watukelir, is trying to increase student learning motivation by telling stories, but during the pandemic, the provision of learning motivation tends to decrease, this is due to existing limitations so that Mr. Roni only asked his students to survive in very tense conditions like yesterday and keep the enthusiasm for learning.

This statement is in line with what some class XI students of SMK Muhammadiyah Watukelir said

In this case delivered by Maxesya

“Apa ya kak, paling ini sih suka cerita sesuatu yang bikin semangat, jadi termotivasi buat belajar lebih giat lagi, tapi selama pandemi guru lebih mengajak kita buat jaga kesehatan aja ga pernah memotivasi harus belajar ini itu.”

Maxesya said that usually teachers provide motivation to learn by telling stories about something that makes students excited to learn so that students become more active in learning.

In this case also said by Adhita

“Selama pandemic berlangsung kan pembelajaran pakai aplikasi ya kak, jadi ga pernah ada interaksi antara guru dengan siswa yaa jadi ga pernah dimotivasi, tapi semenjak sekolah lagi biasanya guru ngasih motivasi lewat sebuah cerita”

Adhita said that during the pandemic, the teacher never provided motivation to learn, this was due to the limitations of the teaching and learning process during the pandemic, but since school returned face-to-face the teacher provided motivation to learn through a story.

Based on the statement above, it can be concluded that the teacher's role in providing student learning motivation is very influential on the learning spirit of students and we can see that teachers still rarely provide learning motivation for children.

i. There is Punishment in Learning

Punishment as a class management technique is actually still being debated. Punishment is something that is most avoided by anyone, including students. With the punishment, students are expected to be more active in learning. This is in line with what some students of class XI SMK Muhammadiyah Watukelir said.

In this case said by Ika Yuliana

“Iya kak, takut kalau ditanya ga bisa jawab kan jadi malu kak. Ga pernah kak, dari SD sampai sekarang belum pernah mendapatkan keduanya.”

Based on Maxesya's statement, it can be concluded that in addition to the teaching and learning process not taking place, the students did not even read the material provided by the teacher.

In this case, it was said by Maxesya

“Iya kak, takut aja kalau ditanya terus ga bisa jawab atau salah jawab. Soalnya dulu pas masih SD pernah ditanya guru terus ga bisa jawab, bukannya dikasih tahu jawaban yang benar malah dimarahin, kak tapi Alhamdulillah di SMK belum pernah dapat hukuman.”

Like Ika, Anisa also felt scared when she got a question from the teacher because she was afraid of answering wrongly. Anisa also explained that she had been asked by the teacher before but couldn't answer, instead of being given the correct answer, Anisa was actually scolded by the teacher.

In this case it was also conveyed by Annisa Naim

“Iya kak, selain takut ga bisa jawab takut kalau ga ngerjain tugas terus dimarahin atau diminta buat ngerjain diluar kelas kak”

Likewise, Anisa Wahyu and Ika Yuliana Annisa Naim also have a fear of answering questions given by the teacher and even forget not to do this assignment because they are afraid of being scolded or punished for doing assignments outside the classroom.

Based on the statement above, it can be concluded that students have a fear of punishment that might be given by the teacher because of ignorance or doing wrong actions.

B. DISCUSSION

The study was conducted to find out how the motivation to learn English is for class XI students of SMK Muhammadiyah Watukelir after going through a difficult phase, the covid-19 pandemic. To find out how the motivation to learn after the pandemic is, the author also examines how the student's motivation to learn English before and during the covid-19 pandemic is as a form of comparison.

1. Analysis of offline learning process at post-pandemic compared to before and after pandemic at SMK Muhammadiyah Watukelir

Based on the results of interviews and observations, it can be seen that the learning process has undergone many changes along with changes in the learning system, which started from face-to-face learning and then suddenly changed to online learning and after students began to be able to

adapt students were forced to re-adapt to face-to-face learning. The things that changed during the transition from before the pandemic to the pandemic and then back to the new normal were media and learning methods.

Prior to the pandemic, the Watukelir Muhammadiyah Vocational School used a 100% face-to-face learning system, but when the pandemic started to hit Indonesia, the Watukelir Muhammadiyah Vocational School made various changes in the teaching and learning process which were initially carried out at schools and had to be carried out at home using makeshift learning media.

switch to online learning by using the WhatsApp group.

During the pandemic, the teaching and learning process was not conducive, learning objectives were not achieved so that students' learning motivation experienced quite drastic ups and downs due to these transitions. This is evident from the words of several students when interviewed:

In this case said by Arifah

“Selama online itu kita ga diajar kak, paling cuma dikirimin materi dan diminta untuk memperlajarinya sendiri”

Based on Arifah's statement, it can be indicated that during the pandemic there were no teaching and learning activities taking place, students were only given material and asked to learn it on their own. This is also

supported by the words of an English teacher for class XI at SMK Muhammadiyah Watukelir

In this case said by Mr. Roni

“Selama online itu banyak kendala mbak, jadi proses belajar mengajar itu kurang efektif. Dari pihak guru cuma ngasih materi untuk dipelajari dan siswa diberi peluang untuk bertanya jika ada kesulitan, guru juga memberi peluang pada siswa untuk mencari sumber belajar lainnya seperti youtube maupun dari google sehingga diharapkan siswa menjadi lebih mandiri dan wawasannya lebih luas”

Based on the statement above, it can be concluded that the teaching and learning process during the pandemic did not take place as it should, it can even be said that it did not occur, and there were even students who did not even read the material sent by the teacher. This is evidenced by the students' speech

In this case, said by Maxesya

“Kadang belajar kadang ga kak, kalau lagi mood ya say abaca. Kalau lagi ga mood atau disuruh Ibu bantu kerjaan rumah ya say abaca kalau ada waktu luang”

Based on Maxesya's statement, it can be concluded that in addition to the teaching and learning process not taking place, the students did not even read the material provided by the teacher.

Based on the results of the interviews, it showed that the teaching and learning process gradually improved after the pandemic ended and

returned to using the face-to-face learning system but still not as good as before the Covid-19 pandemic. This is because students experience a decrease in learning motivation and choose to skip school at the start of school after the Covid-19 pandemic. As said by Mr. Roni as an English teacher for class XI at SMK Muhammadiyah Watukelir

“Awal masuk itu mbak, banyak banget yang bolos sekolah. Di awal kita masih memberi toleransi barangkali sakit atau gimana, solanya pada masa itu masih harus berhati-hati banget, tapi setelah kita kaji ternyata banyak banget siswa yang ga berangkat itu cuma karena males. Kan mereka terbiasa dirumah sambal main atau yang lainnya.”

Based on the results of these interviews, it can be concluded that the teaching and learning process is not optimal because it is still in the adaptation stage and many students are skipping school. In addition, the teaching and learning process is also uncomfortable because the conditions are not completely stable and students are still filled with fear that they will be exposed to a pandemic at school. This is in accordance with what is said by the following class XI students of SMK Muhammadiyah

In this case said by Adhita

“Jujur awal masuk itu masih was-was kak, takut kalau terpapar covid. Yaa meskipun kita udah pakai prokes dan jaga jarak tapi tetap saja rasa khawatir itu masih ada, jadi kurang nyaman aja saat proses belajar mengajar berlangsung”

When the pandemic ended and Adhita returned to study at school, he felt uncomfortable studying at school. Adhita felt worried and worried about being exposed to Covid-19, even though he had used health protocols and kept his distance.

Based on the results of the interview above, it can be concluded that the post-pandemic teaching and learning process has not been carried out optimally because it is still in the adaptation stage and many students do not attend school. Prokes during the teaching and learning process takes place.

2. Analysis of Students' Motivation to Learn English Before Pandemic compared to During and after the Covid-19 Pandemic

In the questionnaire instrument on how students' motivation to learn English was before the Covid-19 pandemic, it was shown that the average student motivation was 84%. In this percentage, students belong to a high level. However, this learning motivation has decreased by around 17.3% since the Covid-19 pandemic entered Indonesia, which is 66.7%. This is caused by various factors, one of which is an unfavorable environment, lack of encouragement and control from parents and teachers and the lack of student learning desires and needs.

In the instrument on how students' motivation to learn English is after the Covid-19 pandemic, it shows that the average student learning motivation is 68%, which means that students' learning motivation has

increased by around 1.3%. This increase is because after the pandemic ended the learning system returned to face-to-face learning.

The results of this study indicate that the learning motivation of students after the pandemic is quite good. Between students and teachers, there is direct and pleasant interaction. To attract students' attention, the teacher asks some questions to students while students are allowed to open their cellphones to look for the answers, so that students become more active during learning. This is in accordance with what Elliot et al (1999:87) said in (Rawung, 2017) To teach a second language (English) the teacher can motivate students to use the language in their daily life. In addition, teachers are also required to teach creatively so that they can attract students' attention.

The results of the study also show that learning takes place in a conducive environment so that students can concentrate more and are not distracted in learning. This is in accordance with what was stated by Elliot et al (1999:87) in (Rawung, 2017) As social beings who live in society, students' interest in learning can be influenced by their environment. A safe and comfortable environment can foster a person's desire to learn.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. CONCLUSIONS

Based on the results of the data analysis and discussion that have been described previously, it can be concluded that the student's motivation to learn English after the COVID-19 pandemic in class XI SMK Muhammadiyah Watukelir, students' learning motivation experienced a slight increase after previously experiencing a drastic decline due to studying from home during the pandemic.

Observing the conclusions that have been described, it can be stated that students' learning motivation can be increased by the existence of a comfortable and conducive learning environment and the role of creative teachers. Therefore, the teacher as the manager of learning activities in this case pays more attention to and applies appropriate learning methods in the teaching and learning process, so that students are more enthusiastic and not easily bored while learning.

B. SUGGESTIONS

The suggestions in this study are as follows:

1. The role of the teacher is needed to increase students' motivation in the learning process. Teachers should be able to develop learning methods or strategies that can foster student learning motivation so that students can develop their competencies and abilities and actively build knowledge.

2. In the teaching and learning process, the learning method is one of the elements needed to increase students' learning motivation. The teacher should plan the method that will be used according to the situation and conditions so that it is attractive to students and in accordance with the learning objectives.
3. Students should play a role in efforts to create a comfortable, fun and conducive learning atmosphere in the classroom, so that the class is not boring so that learning objectives can be achieved and the material presented is easily absorbed by students.

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Appendix 1

KISI-KISI KUESIONER MOTIVASI BELAJAR

Variable	Indikator	Keterangan	
Motivasi Belajar	Adanya hasrat dan keinginan untuk berhasil		
	Adanya dorongan dan kebutuhan dalam belajar		
	Adanya harapan dan cita-cita masa depan		
	Adanya penghargaan dalam belajar		
	Adanya kegiatan yang menarik		
	Adanya lingkungan belajar yang kondusif		
	Adanya dukungan dari orang tua		
	Adanya dorongan dari guru		
	Adanya hukuman dalam belajar		

Appendix 2

KUESIONER MOTIVASI BELAJAR BAHASA INGGRIS SISWA PASCA PANDEMI

Petunjuk Pengisian Kuesioner:

1. Isilah data diri anda pada tempat yang telah disediakan.
2. Bacalah dengan cermat setiap butir pertanyaan, kemudian jawablah sesuai keadaan anda yang sebenarnya dengan cara memberi tanda cek (√) pada kotak jawaban yang sesuai.
3. Angket ini tidak mempengaruhi nilai dalam pembelajaran.
4. Kategori yang digunakan untuk menjawab soal adalah SS (Skor 5) = Sangat Setuju, S (Skor 4) = Setuju, KS (Skor 3) = Kurang Setuju, TS (Skor 2) = Tidak Setuju, STS (Skor 1) = Sangat Tidak Setuju
5. Selamat mengerjakan dan terima kasih atas kesediaannya mengisi angket ini.

Nama Lengkap :

Kelas :

No.HP :

PERTANYAAN	SEBELUM COVID-19					SELAMA COVID-19					SETELAH COVID-19				
	SS	S	KS	TS	STS	SS	S	KS	TS	STS	SS	S	KS	TS	STS
1. Saya memiliki ketertarikan yang besar pada Bahasa Inggris.															

2. Belajar Bahasa Inggris tidak terlalu penting dalam tujuan hidup saya.																			
3. Saya belajar Bahasa Inggris untuk mendapat pekerjaan yang layak dimasa depan.																			
4. Saya merasa termotivasi ketika guru menawarkan hadiah pada siswa yang mampu menjawab soal dengan benar.																			
5. Guru Bahasa Inggris saya memiliki gaya mengajar yang sangat dinamis dan menarik																			
6. Saya merasa kelas Bahasa Inggris saya sangat membosankan																			
7. Orang tua membantu saya dalam belajar Bahasa Inggris																			
8. Saya merasa takut ketika diperintah guru untuk menjawab pertanyaan didepan kelas																			
9. Saya merasa malu bertanya pada guru saat mengalami kesulitan untuk memahami materi Bahasa Inggris yang dipelajari																			
10. Saya serius belajar Bahasa Inggris karena ingin kuliah diluar negeri																			
11. Saya jarang membaca materi yang akan diajarkan sebelum pelajaran berlangsung																			
12. Saya selalu bertanya pada guru jika ada																			

materi yang belum saya pahami																		
13. Terkadang saya tidak fokus pada pembelajaran karena ingin bermain HP di dalam kelas.																		
14. Saya sangat ingin fasih dalam berbicara Bahasa Inggris																		
15. Saya tidak peduli meskipun mendapat nilai yang jelek saat ulangan harian Bahasa Inggris																		
16. Saya sangat sulit memahami Bahasa Inggris yang disampaikan guru.																		
17. Saya memanfaatkan internet sebaik mungkin untuk belajar Bahasa Inggris.																		
18. Saya mudah putus asa ketika nilai ulangan Bahasa Inggris saya menurun																		
19. Semangat belajar saya meningkat ketika mendapat pujian dari guru atas hasil yang saya kerjakan.																		
20. Saya hanya belajar ketika mood saya sedang baik.																		
21. Saya merasa nyaman belajar diruangan yang kondusif																		
22. Saya senang belajar kelompok, karena bisa saling membantu memecahkan masalah																		
23. Saya tidak suka belajar diruangan yang berisik.																		
24. Saya lebih senang belajar Bahasa																		

Inggris melalui praktek																			
25. Saya serius belajar Bahasa Inggris karena ingin mendapatkan nilai yang lebih baik dari teman-teman.																			

Appendix 3

RESULTS OF STUDENTS' ENGLISH LEARNING MOTIVATION

QUESTIONNAIRE BEFORE COVID-19 PANDEMIC

At SMK MUHAMMADIYAH WATUKELIR

Name	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7	Q 8	Q 9	Q 10	Q 11	Q 12	Q 13	Q 14	Q 15	Q 16	Q 17	Q 18	Q 19	Q 20	Q 21
R1	4	3	4	4	4	2	3	4	4	4	3	4	2	4	1	3	4	4	4	4	4
R2	3	3	4	3	4	3	2	2	4	4	3	3	2	4	2	2	3	4	4	2	4
R3	4	2	4	4	4	4	3	4	2	4	4	4	4	4	1	2	4	4	4	4	4
R4	4	3	4	4	4	4	2	4	2	4	4	4	3	4	4	4	3	4	4	4	4
R5	4	3	3	4	4	2	3	2	3	3	2	4	3	4	3	2	4	3	4	3	4
R6	4	2	4	4	4	3	1	3	3	3	3	4	3	4	3	4	4	4	4	3	4
R7	3	3	2	4	4	2	4	4	2	4	3	4	4	4	4	4	4	3	4	3	4
R8	4	3	4	4	4	3	3	3	3	3	4	4	3	2	3	3	4	3	3	4	3
R9	4	2	4	4	1	3	1	4	2	3	4	4	3	4	3	2	3	2	4	4	4
R10	4	4	4	4	4	4	3	4	4	3	4	2	3	4	4	4	2	2	4	4	3
R11	4	2	4	4	4	3	2	4	4	4	4	3	4	4	3	3	4	4	4	4	4
R12	4	3	4	4	4	2	2	2	4	3	2	4	2	4	2	3	3	4	4	2	3
R13	1	2	4	4	3	4	1	4	3	1	4	3	4	4	4	4	3	4	4	4	4
R14	3	3	4	4	4	3	3	3	3	4	4	4	3	4	4	3	4	3	4	4	3
R15	4	3	4	2	4	4	3	4	4	3	4	2	3	4	3	4	4	3	3	4	4
R16	4	2	4	4	4	2	2	1	1	4	4	4	1	4	3	3	4	2	1	4	4

R17	4	2	4	4	4	3	4	3	3	4	3	4	3	4	3	3	4	3	4	3	4
R18	3	3	4	4	4	3	3	4	4	3	4	4	3	4	3	4	4	3	4	4	4
R19	3	4	4	4	4	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3	4
R20	4	2	4	4	4	3	3	3	3	3	4	4	4	5	3	3	4	3	4	4	4
R21	4	3	4	4	4	3	4	3	2	4	3	4	2	4	3	4	4	2	3	3	3
R22	3	4	3	1	3	4	1	2	2	3	4	4	2	4	4	4	4	2	2	4	4
R23	1	1	4	3	4	2	2	2	4	2	2	2	2	1	4	4	1	4	2	2	4
R24	3	4	4	2	4	2	2	4	1	1	4	4	1	4	1	3	4	1	1	1	4
R25	4	4	4	4	3	4	4	4	4	4	4	3	2	4	4	4	4	4	1	4	4
R26	3	2	4	3	3	3	3	3	3	3	4	4	3	4	2	3	4	4	3	4	4
R27	4	4	4	4	4	3	3	3	2	3	4	4	3	4	1	3	3	1	4	4	4
R28	4	2	4	4	3	3	2	2	2	2	4	4	4	3	3	4	4	3	4	3	4
R29	4	2	3	4	4	3	2	4	4	4	4	4	4	4	3	3	2	3	3	4	4
R30	4	1	4	3	4	2	3	1	2	4	3	4	3	4	1	2	5	1	3	3	4
R31	3	3	3	3	4	4	2	4	4	3	4	4	4	4	4	4	4	4	4	4	4
R32	2	4	2	3	2	3	1	4	2	1	4	3	2	4	4	3	1	3	4	4	4
R33	3	3	3	4	4	3	2	3	4	2	4	4	3	4	3	4	3	4	3	4	4
R34	3	3	4	4	4	3	4	4	1	4	4	4	4	4	2	3	4	4	4	4	4
R35	4	3	4	4	4	2	4	4	4	2	4	4	2	4	3	3	4	4	4	4	4
R36	4	4	4	4	4	3	2	3	3	3	3	3	2	4	3	3	4	4	4	4	4
R37	3	3	3	4	3	2	2	4	3	2	4	3	3	3	3	3	2	3	3	4	4
R38	4	3	4	4	4	3	2	3	3	3	4	4	3	4	3	4	4	3	4	4	4
R39	3	2	4	4	4	1	1	3	4	3	2	2	2	2	1	1	3	3	4	4	4
R40	4	3	4	4	4	2	2	2	4	4	3	4	2	4	1	2	4	1	4	4	4

R41	4	3	4	4	4	3	4	4	2	4	4	4	4	4	3	3	4	3	4	4	4
R42	4	1	4	4	4	3	2	3	2	4	4	4	3	4	1	3	3	1	4	4	4
R43	3	4	3	4	3	4	3	4	4	3	4	4	4	4	4	4	3	4	4	4	4
R44	3	2	4	3	3	3	2	4	4	2	4	3	3	4	3	3	4	4	4	4	3
R45	4	2	4	4	4	3	1	2	3	4	3	4	2	4	2	4	4	2	4	4	4
R46	2	3	4	2	4	3	2	4	3	3	3	3	3	3	3	3	4	3	3	4	3
R47	4	2	3	2	2	2	1	4	4	3	2	4	3	4	3	3	4	4	4	4	3
R48	3	4	4	4	4	2	3	3	4	3	4	3	2	3	4	2	3	3	4	4	4
R49	4	3	4	4	4	3	4	3	3	4	2	4	3	4	2	2	4	3	4	3	4
R50	3	3	4	4	4	3	3	2	2	2	4	4	3	4	2	3	3	2	4	3	4
R51	4	1	4	4	4	1	1	3	4	4	4	3	2	4	1	2	4	3	4	4	4
R52	4	4	4	3	3	4	3	4	4	2	4	2	2	3	2	3	3	2	3	4	3
R53	4	3	4	4	4	4	4	4	4	2	4	4	4	4	3	4	4	4	4	4	4
R54	2	4	4	4	4	4	2	4	4	3	4	2	4	4	3	4	3	4	3	4	4
R55	4	3	4	4	4	3	3	3	3	3	3	4	3	4	3	3	4	3	4	3	4

Appendix 4

**THE PERCENTAGE OF STUDENTS IN EACH CATEGORY
BEFORE PANDEMIC COVID-19**

Number	Interval Class	Frequency	Category	% Interval	Percentage
1	101-125	0	Very High	$\geq 85\%$	0%
2	86-105	22	High	69-84%	40%
3	66-85	33	Medium	53-68%	60%
4	46-65	0	Low	36-52%	0%
5	25-45	0	Very Low	$\leq 36\%$	0%
	Amount	55			100%

Appendix 5

RESULTS OF STUDENTS' ENGLISH LEARNING MOTIVATION

QUESTIONNAIRE DURING COVID-19 PANDEMIC

At SMK MUHAMMADIYAH WATUKELIR

Name	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7	Q 8	Q 9	Q 10	Q 11	Q 12	Q 13	Q 14	Q 15	Q 16	Q 17	Q 18	Q 19	Q 20	Q 21	Q 22	Q 23	Q 24	Q 25	
R1	3	3	4	4	3	4	3	3	4	4	3	4	4	4	1	4	4	4	4	4	4	4	4	4	4	4
R2	3	3	4	4	4	3	3	4	4	4	3	4	2	4	2	2	4	4	4	3	4	4	4	4	4	4
R3	4	2	3	4	3	4	3	4	2	4	4	4	4	4	1	2	4	4	4	4	4	4	4	4	4	4
R4	3	3	3	3	3	4	2	4	2	4	4	4	3	4	4	4	3	4	4	4	4	4	4	4	4	2
R5	3	3	3	4	3	2	3	2	3	3	2	4	3	4	3	3	4	3	4	3	4	4	4	4	4	4
R6	4	2	4	4	4	3	1	3	3	3	3	4	3	4	3	4	4	4	4	3	4	4	4	4	3	4
R7	3	3	2	4	4	2	4	4	2	4	3	4	2	4	4	4	4	3	4	3	4	4	4	3	2	4
R8	3	4	3	3	4	4	3	3	4	3	4	4	3	2	3	3	4	3	2	4	3	4	4	4	3	3
R9	4	2	4	4	3	3	1	4	2	3	4	4	3	4	3	3	3	2	4	4	4	3	4	4	4	4
R10	3	3	4	4	4	4	3	4	4	3	4	2	4	4	4	4	2	2	4	4	3	4	4	4	4	4
R11	4	2	4	4	4	3	2	4	4	4	4	3	4	4	4	4	4	3	4	4	4	4	4	4	4	4
R12	4	3	4	4	4	2	2	2	4	3	2	4	2	4	2	2	3	4	4	2	3	4	4	4	4	4
R13	1	2	4	4	3	4	1	4	3	1	4	3	4	4	4	4	3	4	4	4	4	4	4	4	4	4
R14	3	3	4	4	3	4	3	3	3	4	4	4	3	4	4	4	4	3	3	4	3	4	4	4	4	4
R15	4	3	4	2	4	4	3	4	4	3	4	2	3	4	3	4	4	3	3	4	4	4	4	4	2	4
R16	3	2	4	4	4	4	2	1	1	2	4	4	1	4	3	4	4	2	1	3	4	1	4	3	2	2

R17	4	3	4	4	4	3	4	3	3	4	3	4	3	4	3	3	4	3	4	3	4	4	4	4	4	
R18	3	3	4	4	4	3	3	4	4	3	4	4	3	4	3	4	4	3	4	4	4	4	4	4	3	4
R19	3	3	4	4	4	3	3	3	3	3	3	3	3	3	3	4	3	3	4	4	4	4	4	3	3	3
R20	4	2	4	4	4	3	3	3	3	3	4	4	4	5	3	3	4	3	4	4	4	4	4	2	4	4
R21	4	3	4	4	4	3	4	3	2	4	3	4	2	4	3	4	4	2	3	3	3	4	4	4	4	
R22	3	4	4	1	3	4	1	2	3	3	4	4	2	4	4	4	4	2	2	4	4	4	4	4	3	3
R23	1	1	4	3	4	2	2	2	4	2	2	2	2	1	4	4	1	4	2	2	4	4	4	4	4	4
R24	2	4	4	2	4	2	2	2	1	1	4	3	1	4	1	3	4	1	1	1	4	4	3	3	4	
R25	4	4	4	4	3	4	4	4	4	4	4	3	2	4	4	4	4	4	1	4	4	4	4	4	2	
R26	3	2	4	3	3	3	3	3	3	3	4	4	3	4	2	4	4	4	3	4	4	4	4	4	3	3
R27	4	4	4	4	3	4	3	3	2	3	4	4	3	4	1	4	4	1	4	4	4	4	2	4	4	4
R28	4	2	4	4	4	4	2	2	2	2	4	4	4	3	3	4	4	3	4	3	4	4	4	4	3	4
R29	3	3	2	2	3	4	2	3	3	4	4	3	4	4	3	4	2	3	3	4	3	3	4	3	2	
R30	4	1	4	2	4	2	3	1	2	4	2	4	2	4	1	2	5	1	3	2	4	4	4	4	4	
R31	3	3	3	3	4	4	2	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3
R32	2	4	2	3	2	3	1	4	2	1	4	3	2	4	4	3	1	3	4	4	4	4	4	4	4	3
R33	3	3	3	4	4	3	2	3	4	2	4	4	3	4	3	4	3	4	3	4	4	4	4	4	3	3
R34	3	3	4	4	3	3	4	4	1	4	4	4	4	4	2	3	4	4	4	4	4	4	4	4	4	4
R35	2	3	4	3	1	4	3	4	2	2	1	4	1	4	3	1	1	3	4	4	4	4	3	4	4	4
R36	3	3	3	4	4	3	2	3	3	3	4	3	4	4	3	3	4	4	4	4	4	4	2	4	3	4
R37	2	3	3	4	3	3	2	4	3	2	4	3	3	3	3	3	2	3	3	4	4	4	4	4	4	3
R38	3	3	3	3	3	4	2	3	3	3	4	3	4	3	3	4	4	3	3	4	4	4	4	3	3	4
R39	4	1	4	4	3	4	1	4	4	3	4	2	4	3	1	3	3	3	5	4	4	4	4	4	3	4
R40	4	3	4	4	3	4	2	2	2	4	4	3	3	4	2	4	3	2	4	4	4	4	4	4	3	4

R41	3	3	3	4	3	4	4	4	2	4	4	4	4	4	3	4	3	4	4	4	4	4	4	3	3
R42	2	1	3	4	2	4	2	4	2	4	4	3	3	4	1	4	4	1	4	4	4	4	4	3	4
R43	3	4	3	4	3	4	3	4	4	3	4	4	4	4	4	4	3	4	4	4	4	4	4	3	4
R44	3	2	4	3	3	3	2	4	4	2	4	3	3	4	3	3	4	4	4	4	3	4	4	3	4
R45	3	2	4	4	4	3	1	2	3	4	3	4	2	4	2	4	4	2	4	4	4	4	4	4	4
R46	2	3	4	2	4	3	2	4	3	3	3	3	4	4	3	4	4	3	3	4	3	3	4	3	3
R47	2	3	2	4	3	3	2	3	4	2	1	4	4	4	2	2	4	4	3	4	4	4	4	2	4
R48	4	3	4	2	2	4	4	2	2	2	3	2	4	4	3	4	4	4	2	3	2	4	2	3	4
R49	3	2	4	3	3	3	4	3	3	4	3	3	3	4	3	2	3	3	3	4	4	4	4	3	4
R50	3	3	4	4	4	3	3	3	2	2	4	4	3	4	2	3	3	2	4	3	4	4	4	3	3
R51	4	1	4	2	4	1	1	3	3	4	2	4	2	4	1	2	4	3	4	4	4	2	4	3	4
R52	4	4	4	3	3	4	3	4	4	2	4	2	2	3	2	4	3	2	3	4	3	4	3	3	2
R53	4	3	4	4	4	4	4	4	4	2	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4
R54	2	4	4	4	4	4	2	4	4	3	4	2	4	4	3	4	3	4	3	4	4	3	4	2	4
R55	3	3	4	4	4	3	3	3	3	3	3	4	3	4	3	4	4	3	4	3	4	4	4	3	4

Appendix 6

**THE PERCENTAGE OF STUDENTS IN EACH CATEGORY
BEFORE PANDEMIC COVID-19**

Number	Interval Class	Frequency	Category	% Interval	Percentage
1	101-125	0	Very High	$\geq 85\%$	0%
2	86-105	19	High	69-84%	35%
3	66-85	17	Medium	53-68%	31%
4	46-65	18	Low	36-52%	33%
5	25-45	1	Very Low	$\leq 36\%$	2%
	Amount	55			100%

Appendix 7

RESULTS OF STUDENTS' ENGLISH LEARNING MOTIVATION

QUESTIONNAIRE AFTER COVID-19 PANDEMIC

At SMK MUHAMMADIYAH WATUKELIR

Name	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7	Q 8	Q 9	Q 10	Q 11	Q 12	Q 13	Q 14	Q 15	Q 16	Q 17	Q 18	Q 19	Q 20	Q 21	Q 22	Q 23	Q 24	Q 25	
R1	4	3	4	4	4	2	3	4	4	4	3	4	4	4	1	3	4	4	4	4	4	4	4	4	4	4
R2	4	3	4	4	4	3	3	4	4	4	3	4	2	4	2	2	4	4	4	3	4	4	4	4	4	4
R3	4	2	4	4	4	4	3	4	2	4	4	4	3	4	1	2	4	4	4	4	4	4	4	4	4	4
R4	4	3	4	4	4	4	2	4	2	4	4	4	3	4	4	4	3	4	4	4	4	4	4	4	4	2
R5	4	3	3	4	4	2	3	2	3	3	2	4	3	4	3	3	4	3	4	3	4	4	4	4	4	4
R6	4	2	4	4	4	3	1	3	3	3	3	4	3	4	3	4	4	4	4	3	4	4	4	3	4	4
R7	4	4	4	4	4	2	4	4	2	4	3	4	4	4	4	4	4	3	4	3	4	4	3	2	4	4
R8	3	3	4	4	4	3	3	3	3	3	4	4	3	2	3	3	4	3	3	4	3	4	3	3	3	3
R9	4	1	4	4	4	3	1	4	2	3	4	4	3	4	3	3	3	2	4	4	4	4	4	4	4	4
R10	3	3	4	4	4	3	3	4	4	3	4	2	4	4	4	4	2	2	4	4	3	4	4	4	4	4
R11	4	2	4	4	4	3	2	4	4	4	4	3	4	4	3	3	4	4	4	4	4	4	4	4	4	4
R12	4	3	4	4	4	2	2	2	4	3	2	4	2	4	2	3	3	4	4	2	3	4	4	4	4	4
R13	1	2	4	4	3	4	1	4	3	1	4	3	4	4	4	4	3	4	4	4	4	4	4	4	4	4
R14	4	3	4	4	4	3	3	3	3	4	4	4	3	4	4	3	4	3	4	4	3	4	4	4	4	4
R15	4	3	4	2	4	4	3	4	4	3	4	2	3	4	3	4	4	3	3	4	4	4	4	2	4	4
R16	4	2	4	4	4	2	2	1	1	4	4	4	1	4	3	3	4	2	1	4	4	4	4	4	4	2

R17	4	3	4	4	4	3	4	3	3	4	3	4	3	4	3	3	4	3	4	3	4	4	4	4	4
R18	3	3	4	4	4	3	3	4	4	3	4	4	3	4	3	4	4	3	4	4	4	4	4	3	4
R19	3	3	4	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	4	3	3	3
R20	4	2	4	4	4	3	3	3	3	3	4	4	4	5	3	3	4	3	4	4	4	4	2	4	4
R21	4	3	4	4	4	3	4	3	2	4	3	4	2	4	3	4	4	2	3	3	3	4	4	4	4
R22	3	3	4	1	3	4	1	2	3	3	4	4	2	4	4	4	4	2	2	4	4	4	4	3	3
R23	1	1	4	3	4	2	2	2	4	2	2	2	2	1	4	4	1	4	2	2	4	4	4	4	4
R24	3	4	4	2	4	2	2	4	1	1	4	4	1	4	1	3	4	1	1	1	4	4	3	3	4
R25	1	1	1	4	2	4	4	4	4	4	4	3	4	4	4	4	4	1	4	4	4	4	4	4	2
R26	3	2	4	3	3	3	3	3	3	4	4	4	3	4	2	3	4	4	3	4	4	4	4	3	3
R27	4	4	4	4	4	3	3	4	2	3	4	4	3	4	1	3	4	1	4	4	4	4	2	4	4
R28	4	2	4	4	4	3	2	2	2	2	4	4	4	3	3	4	4	3	4	3	4	4	4	3	4
R29	4	2	3	5	4	4	2	5	4	4	4	4	4	4	3	3	2	3	3	4	4	4	4	3	4
R30	4	1	4	4	4	2	3	1	2	4	4	4	4	4	1	2	5	1	3	3	4	4	4	4	4
R31	3	3	3	3	4	4	2	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3
R32	2	4	2	3	2	3	1	4	2	1	4	3	2	4	4	3	1	3	4	4	4	4	4	4	3
R33	3	3	3	4	4	3	2	3	4	2	4	4	3	4	3	4	3	4	3	4	4	4	4	3	3
R34	3	2	4	4	4	3	4	4	1	4	4	4	4	4	2	3	4	4	4	4	4	4	4	4	4
R35	4	3	4	4	4	1	4	3	4	2	1	4	2	4	2	4	4	4	4	4	4	4	4	4	4
R36	3	3	3	4	4	3	2	3	3	3	4	3	4	4	3	3	4	4	4	4	4	2	4	3	4
R37	3	3	4	4	3	2	2	4	3	2	4	3	3	3	3	3	2	3	3	4	4	4	4	4	3
R38	4	3	4	4	4	3	2	4	3	3	4	4	3	3	3	4	4	3	4	4	4	4	4	3	4
R39	4	2	4	4	3	4	1	4	4	3	4	2	4	3	1	3	3	3	4	4	4	4	4	3	4
R40	4	3	4	4	4	3	2	4	4	4	3	3	3	4	2	3	4	2	4	4	4	4	4	4	4

R41	3	3	4	4	4	3	4	4	2	4	4	4	2	4	3	4	4	3	4	4	4	4	4	4	4	
R42	4	1	4	4	4	3	2	3	2	4	4	4	3	4	1	3	3	1	4	4	4	4	4	4	4	
R43	4	4	4	4	4	3	3	4	4	3	4	4	3	4	3	4	4	4	4	3	4	4	4	3	4	
R44	3	2	4	3	3	3	2	4	4	2	4	3	3	4	3	3	4	4	4	4	3	4	4	3	4	
R45	4	2	4	4	4	3	1	2	3	4	3	4	2	4	2	4	4	2	4	4	4	4	4	4	4	
R46	2	3	4	2	4	3	2	4	3	3	3	3	4	4	3	3	4	3	3	4	3	3	4	3	4	
R47	3	3	4	4	4	4	2	3	4	4	3	4	2	4	2	3	4	4	4	3	4	4	4	4	2	
R48	3	4	4	4	4	2	3	3	3	2	4	3	2	2	4	4	4	2	3	3	4	2	4	2	2	
R49	4	2	4	4	4	3	4	3	3	4	3	4	3	4	3	2	3	3	4	3	4	4	4	3	4	
R50	3	3	4	4	4	3	3	2	2	2	4	4	3	4	2	3	3	2	4	3	4	4	4	3	3	
R51	4	1	4	4	4	2	1	3	4	3	4	3	2	4	1	2	4	3	4	4	4	4	2	4	3	4
R52	4	4	4	3	4	2	3	4	4	2	2	4	4	3	2	2	4	4	4	3	3	4	3	3	2	
R53	4	3	4	4	4	4	4	4	4	2	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	
R54	2	4	4	4	4	4	2	4	4	3	4	2	4	4	3	4	3	4	3	4	4	4	4	1	4	
R55	3	3	4	4	4	3	3	3	3	3	3	4	3	4	3	3	4	3	4	3	4	4	4	4	4	

Appendix 8

THE PERCENTAGE OF STUDENTS IN EACH CATEGORY BEFORE PANDEMIC COVID-19

Number	Interval Class	Frequency	Category	% Interval	Percentage
1	101-125	1	Very High	$\geq 85\%$	2%
2	86-105	21	High	69-84%	38%
3	66-85	17	Medium	53-68%	31%
4	46-65	16	Low	36-52%	29%
5	25-45	0	Very Low	$\leq 36\%$	0%
	Amount	55			100%

Appendix 9

PEDOMAN WAWANCARA GURU MATA PELAJARAN BAHASA INGGRIS "STUDENTS' MOTIVATION IN LEARNING ENGLISH AT POST PANDEMIC COVID-19 AT SMK MUHAMMADIYAH WATUKELIR"

A. Pelaksanaan Wawancara

1. **Hari/tanggal** : Selasa, 31 Mei 2022
2. **Lokasi penelitian** : SMK Muhammadiyah Watukelir

B. Identitas responden

1. **Nama** : Roni, S.Pd
2. **Jabatan** : Guru Mata Pelajaran Bahasa Inggris
3. **NUPTK** : 5546761664200013

No	Pertanyaan	Jawaban
9.	Bagaimana motivasi belajar siswa dikelas pasca pembelajaran daring?	<i>Bedanya kerasa banget mbak, awal masuk itu banyak banget yang bolos sekolah. Ya emang dulu juga ada siswa yang bolos sekolah tapi prosentase bolos setelah pandemic ini meningkat. Di awal kita masih memberi toleransi barangkali sakit atau gimana, soalnya pada masa itu masih harus berhati-hati banget, tapi setelah kita kaji ternyata banyak siswa yang ga berangkat itu cuma karena males. Kan mereka terbiasa belajar dirumah bisa sambil main atau yang lainnya.</i>
10.	Apa penyebab motivasi belajar siswa berbeda-beda?	Kalau menurut saya, itu karena siswa memiliki tingkat ketertarikan dan minat pada bidang yang berbeda-beda,

		mungkin beberapa siswa suka belajar sedang yang lainnya lebih suka olahraga, seni atau yang lainnya.
11	11 Apa saja kendala dalam memotivasi siswa dalam belajar bahasa inggris?	Untuk kendala itu banyak sekali mbak, seperti yang kita ketahui kan kita ndak bisa berkomunikasi secara langsung alias hanya via HP jadi dalam pemberian motivasi juga kurang maksimal bahkan kadang kala hanya yang penting materi tersampaikan pada siswa.
12	12 Bagaimana cara memberikan motivasi pada siswa selama pembelajaran pasca covid?	Saya itu terbiasa memberi motivasi siswa dengan bercerita mbak, selama pandemic pemberian motivasi kurang maksimal karena keterbatasan yang ada, jadi paling saya mengajak mereka survive dikondisi seperti kemarin itu dan tetap semangat belajar.
13	13 Apakah siswa mengalami perubahan motivasi belajar setelah pembelajaran daring?	Sudah pasti itu mbak, soalnya selama belajar dari rumah itu guru ga bisa ngontrol kan siswanya itu dirumah beneran mempelajari materi yang kita berikan apa nggak. Mungkin saja ada yang ditinggal scroll sosmed, tidur atau main keluyuran ga jelas.
14	14 Bagaimana cara guru memberikan penghargaan/reward terhadap siswa?	Untuk penghargaan biasanya saya kasih poin plus buat siswa yang berani menjawab pertanyaan yang saya lontarkan mbak. Dengan pemberian tambahan nilai ini biasanya siswa jadi lebih tertarik untuk menjawab

		pertanyaan jadi kelas lebih aktif. Tapi, semenjak pandemic pemberian apresiasi ini jadi berkurang mbak, karena kan susah buat interaktif dengan peserta didik. Setelah pandemic berakhir saya mulai menerapkannya kembali, tapi tidak bisa semaksimal dulu anak-anak cenderung pemalu dan tidak berani untuk menjawab pertanyaan yang ada.
15	Bagaimana cara guru membantu siswa yang mengalami kesulitan dalam belajar selama pembelajaran pasca pandemic?	Kalau saya pribadi sebenarnya terbuka mbak, bagi yang tidak paham permaterian bisa bertanya langsung pada saya. Kalaupun malu buat bertanya di kelas saya memberi peluang buat bertanya diluar jam pelajaran.
16	Menurut Bapak, apakah perubahan system pembelajaran selama pandemi ke masa pasca pandemic juga mempengaruhi motivasi belajar siswa?	Jelas berpengaruh mbak, saat siswa sudah mulai nyaman dirumah mereka diharuskan untuk kembali ke Sekolah dan beradaptasi lagi dengan lingkungan sekolah, saya rasa itu tidak mudah mbak.
17	Bagaimana proses belajar mengajar selama pandemic covid-19?	Selama online itu banyak kendala mbak, jadi proses belajar mengajar itu kurang efektif. Dari pihak guru cuma ngasih materi untuk dipelajari dan siswa diberi peluang untuk bertanya jika ada kesulitan, guru juga memberi peluang pada siswa untuk mencari sumber belajar lainnya seperti youtube maupun dari google sehingga diharapkan siswa menjadi lebih mandiri dan

		wawasannya lebih luas.
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Appendix 10

PEDOMAN WAWANCARA SISWA ”STUDENTS’ MOTIVATION IN LEARNING ENGLISH AT POST PANDEMIC COVID-19 AT SMK MUHAMMADIYAH WATUKELIR”

A. Pelaksanaan Wawancara

1. **Hari/tanggal** : Selasa, 31 Mei 2022
2. **Lokasi penelitian** : SMK Muhammadiyah Watukelir

B. Identitas responden

1. **Nama** : Adhita Erlina
2. **Nama Siswa** : Dita

No	Pertanyaan	Jawaban
12.	Apakah siswa suka mata pelajaran Bahasa Inggris?	Kurang suka kak, bagiku Bahasa Inggris itu susah
13.	Apa yang memotivasi siswa dalam belajar bahasa inggris?	Pingin bisa bicara Bahasa inggris dengan lancar.
14.	Apakah siswa belajar dengan serius untuk mendapatkan nilai yang baik?	Iya kak, takut kalau dapat nilai jelek.
15.	Apa yang dilakukan siswa jika mendapat nilai yang kurang baik?	Berusaha untuk memperbaiki kak, kalau
16.	Apakah siswa mempelajari kembali materi dirumah?	Cuma kalau lagi mood aja sih kak, kalau pas ga mood yaudah ga belajar lagi
17.	Apakah siswa mengalami kesulitan dalam mempelajari bahasa inggris?	Iya kak, terlebih dalam hal berbicara sama itu yang pake rumus rumus itu.
18.	Apakah siswa belajar karena takut diberi hukuman oleh guru?	Iya kak, kadang takut kalau ditanya terus ga bisa jawab.
19.	Apakah bapak/ibu guru pernah memberikan punishment & reward kepada peserta didik?	Untuk hadiah atau apresiasi khusus bahasa Inggris belum pernah sih kak, tapi kalau secara keseluruhan pernah dapet hadiah karena juara kelas. Ehh, paling ini sih kak dapet poin kalau bisa jawab

		pertanyaan dari guru. Jujur dengan adanya hal itu aku pribadi jadi lebih tertarik buat belajar dan antusias menjawab pertanyaan dari guru
20.	Apakah peran orang tua dalam pembelajaran online dan offline itu penting?	Peran orang tua dalam pendidikan anak itu sangat penting mbak, jadi sebenarnya orang tua ga boleh lepas tangan sepenuhnya. Apalagi selama pandemi kemarin harusnya Orang tua memberikan dukungan dan bimbingan belajar bagi anak-anaknya, sehingga siswa bisa lebih giat dalam belajar mbak, tapi pada realitanya masih banyak siswa yang tidak mendapat support dari orang tua-nya
21.	Apakah siswa pernah mendapatkan dorongan untuk belajar dari guru?	Selama pandemic berlangsung pembelajaran pakai aplikasi ya kak, jadi ga pernah ada interaksi antara guru dengan siswa yaa jadi ga pernah dimotivasi, tapi semenjak sekolah lagi biasanya guru ngasih motivasi lewat sebuah cerita
22.	Bagaimana perasaan siswa saat pembelajaran kembali tatap muka setelah online selama dua tahun?	Jujur awal masuk itu masih was-was kak, takut kalau terpapar covid. Yaa meskipun kita udah pakai prokes dan jaga jarak tapi tetap saja rasa khawatir itu masih ada, jadi kurang nyaman aja saat proses belajar mengajar berlangsung

Appendix 11

PEDOMAN WAWANCARA SISWA ”STUDENTS’ MOTIVATION IN LEARNING ENGLISH AT POST PANDEMIC COVID-19 AT SMK MUHAMMADIYAH WATUKELIR”

A. Pelaksanaan Wawancara

1. Hari/tanggal : Selasa, 31 Mei 2022
2. Lokasi penelitian : SMK Muhammadiyah Watukelir

B. Identitas responden

1. Nama : Ika Yuliana
2. Nama Siswa : Ika

No	Pertanyaan	Jawaban
1.	Bagaimanana motivasi belajar siswa sebelum, selama dan setelah pandemic?	Kalau saya sebelum pandemic itu semangat banget buat sekolah kak, tapi begitu pandemi selesai awal-awal masuk itu males banget kak, soalnya kan udah terbiasa di rumah aja alias ga kemana-mana kan yaa, dan dua tahun itu bukan dalam waktu yang singkat. Jadi jiwa magernya udah mandarah daging
2.	Apa yang memotivasi siswa dalam belajar bahasa inggris?	Apa ya kak, sejauh ini pandemic tidak mengubah motivasi belajar Bahasa Inggrisku sih karena aku kan pengen bisa lanjut kuliah di kampus favorite kak, jadi besar harapanku dengan menguasai Bahasa Inggris kan pasti juga mempermudah kita buat masuk ke sana.
3.	Apakah siswa belajar dengan serius untuk mendapatkan nilai yang baik?	Iya kak, khawatir kalau dapat nilai yang ga baik.
4.	Apa yang dilakukan siswa jika mendapat nilai yang kurang	Tentunya berusaha lebih keras lagi untuk memperbaiki nilai

	baik?	
5.	Apakah siswa mempelajari kembali materi dirumah?	Tergantung mood sih kak, kalau pas lagi semangat ya belajar, tapi kalau ga ya ga.
6.	Apakah siswa mengalami kesulitan dalam mempelajari bahasa inggris?	Iya kak, susahnya itu dibagian yang membedakan verb sama susah di grammar kak
7.	Apakah siswa belajar karena takut diberi hukuman oleh guru?	Iya kak, takut kalau ditanya ga bisa jawab kan jadi malu kak.
8.	Apakah bapak/ibu guru pernah memberikan punishment & reward kepada peserta didik?	Ga pernah kak, dari SD sampai sekarang belum pernah mendapatkan keduanya.
9.	Apakah siswa lebih suka pembelajaran online daripada pembelajaran tatap muka?	Sama seperti temen-temen lainnya kak, aku juga lebih suka belajar di Sekolah, karena bisa main sama temen, dapat uang saku dan tentunya bisa lebih fokus, soalnya kalau di rumah suka disuruh-suruh mama jadi ga bisa konsentersasi deh.
10.	Apakah siswa mendapat dukungan dari orang tua untuk belajar?	Belum pernah disemangatin sama orang tua kak, dulu sih waktu masih kecil diajarin ngerjain tugas yaa, tapi semenjak masuk SMP ya dikerjain sendiri. Soalnya Orang tua udah ga paham sama materi tingkat SMP apalagi Bahasa Inggris
11.	Bagaimana perasaan siswa saat pembelajaran kembali tatap muka setelah online selama dua tahun?	Satu sisi senang banget kak, tapi disisi lain masih ada rasa khawatir, takut kalau tertular covid-19 jadi belum sepenuhnya merasa nyaman saat proses belajar mengajar berlangsung

Appendix 12

PEDOMAN WAWANCARA SISWA

”STUDENTS’ MOTIVATION IN LEARNING ENGLISH AT POST PANDEMIC COVID-19 AT SMK MUHAMMADIYAH WATUKELIR”

A. Pelaksanaan Wawancara

1. **Hari/tanggal** : Selasa, 31 Mei 2022
2. **Lokasi penelitian** : SMK Muhammadiyah Watukelir

B. Identitas responden

1. **Nama** : Annisa Naim Kohimah
2. **Nama Siswa** : Naim

No	Pertanyaan	Jawaban
1.	Apakah siswa suka mata pelajaran Bahasa Inggris?	Suka kak, karena zaman sekarang tuh Bahasa Inggris udah kek jadi Bahasa sehari-hari ga sih, penting banget gitu.
2.	Apa yang memotivasi siswa dalam belajar bahasa inggris sebelum, selama dan sesudah pandemic covid-19?	Sebenarnya dalam hal motivasi untuk belajar Bahasa Inggris baik sebelum, selama maupun pasca covid-19 itu pekerjaan kak, karena aku kan jurusannya perkantoran yaa, yang mana nanti salah satu bidang kerja yang bisa aku masuki itu jadi resepsionis di hotel sedangkan orang yang nginep dihotel itu bukan hanya orang Indonesia kak, jadi kan pasti yang dicari orang-orang yang lancar berbicara Bahasa Inggris
3.	Apakah siswa belajar dengan serius untuk mendapatkan nilai yang baik?	Iya kak, buat ngejar impianku ke jenjang selanjutnya kan butuh nilai bagus.
4.	Apa yang dilakukan siswa jika mendapat nilai yang kurang baik?	It's ok sih kak, paling belajar lebih giat buat ningkatin nilai.
5.	Apakah siswa mempelajari kembali materi dirumah?	Ga kak, aku biasanya malah belajar materi buat besok kak
6.	Apakah siswa mengalami kesulitan dalam mempelajari	Ada sih kak, paling kayak lupa sama kosa katanya aja.

	bahasa inggris?	
7.	Apakah siswa belajar karena takut diberi hukuman oleh guru?	Enggak dong kak, itu kan udah jadi kebutuhan kita, kewajiban kita sebagai siswa.
8.	Apakah bapak/ibu guru pernah memberikan punishment & reward kepada peserta didik?	Reward pernah dapat dari guru waktu SMP, kalau punishment Alhamdulillah ga pernah
9.	Apakah siswa lebih menyukai pembelajaran online daripada pembelajaran tatap muka?	Kalau aku lebih suka belajar di Sekolah mbak, karena selain dapat uang saku belajar di Sekolah itu lebih menyenangkan karena ketemu temen-temen, sama ga terganggu hal-hal lain jadi bisa jauh lebih focus. Jujur kalau online itu cepet banget jenuh kak karena kita ga dapat penjelasan dari guru, kalau bingung sama materinya ga ada yang bisa ditanya. Kalau offline kan misal ada materi yang kurang jelas bisa nanya guru atau temen ada kegiatan kegiatan lainnya juga seperti kerja kelompok atau conversation bareng temen atau guru kak.
10.	Apakah siswa mendapat dukungan untuk belajar dari orang tua?	Ga kak, orang tua udah focus kerja dan percaya kalau aku pasti bisa sendiri jadi sekarang udah ga pernah di damping belajar sih, tapi dari segi support orang tua memberi support kok meskipun ga sepenuhnya.
11.	Bagaimana perasaan siswa saat pembelajaran kembali tatap muka setelah online selama dua tahun?	Awal masuk itu aku ga berani untuk berbaur sama temen kak, soalnya masih was-was sama covid-19 tapi lambat laun biasa aja sih, tapi proses belajar mengajar kan masih harus jaga jarak jadi kurang nyaman.

Appendix 13

PEDOMAN WAWANCARA SISWA ”STUDENTS’ MOTIVATION IN LEARNING ENGLISH AT POST PANDEMIC COVID-19 AT SMK MUHAMMADIYAH WATUKELIR”

A. Pelaksanaan Wawancara

1. Hari/tanggal : Selasa, 31 Mei 2022
2. Lokasi penelitian : SMK Muhammadiyah Watukelir

B. Identitas responden

1. Nama : Maxesyia
2. Nama Siswa : Kesya

No	Pertanyaan	Jawaban
1.	Apakah siswa suka mata pelajaran Bahasa Inggris?	Biasa aja sih kak
2.	Apa yang memotivasi siswa dalam belajar bahasa inggris sebelum, selama dan sesudah pandemic covid-19?	Yang memotivasi aku buat rajin belajar Bahasa Inggris baik selama pandemic maupun sebelum dan sesudahnya tuh karena aku pengen bisa kuliah dengan beasiswa kak, lagi pula ga bisa dipungkiri kalau zaman sekarang itu apa apa butuh bahasa Inggris apalagi untuk bersaing di dunia kerja kak, karena itu mau ga mau ya harus bisa belajar Bahasa Inggris
3.	Apakah siswa belajar dengan serius untuk mendapatkan nilai yang baik?	Iya kak, takut aja kalau nilainya jelek
4.	Apa yang dilakukan siswa jika mendapat nilai yang kurang baik?	Belajar lebih rajin kak
5.	Apakah siswa mempelajari kembali materi dirumah?	Kadang belajar, kadang ga
6.	Apakah siswa mengalami kesulitan dalam mempelajari bahasa inggris?	Iya kak, kurang banyak menghafal kosa katanya kak jadi susah buat ngomong

7.	Apakah siswa belajar karena takut diberi hukuman oleh guru?	Iya kak, takut ga bisa jawab aja sih kak. Kalau takut sama gurunya sih ga.
8.	Apakah bapak/ibu guru pernah memberikan punishment & reward kepada peserta didik?	Iya kak, takut aja kalau ditanya terus ga bisa jawab atau salah jawab. Soalnya dulu pas masih SD pernah ditanya guru terus ga bisa jawab, bukannya dikasih tahu jawaban yang benar malah dimarahin kak, tapi Alhamdulillah di SMK belum pernah dapat hukuman.
9.	Apakah siswa lebih menyukai pembelajaran online daripada pembelajaran tatap muka?	Saya prefer belajar di Sekolah sih kak, solanya selama di rumah itu ga bisa konsentrasasi, di rumahku kan jualan ya kak jadi kalau ada pembeli suka terganggu apalagi kalau Ibuk lagi sibuk masak atau kegiatan lain di belakang, otomatis harus melayani pembeli. Sedang kalau di Sekolah itu kita cuma fokus buat belajar dan belajar aja, ga keganggu kegiatan lainnya.
10.	Apakah siswa pernah mendapat dorongan belajar dari guru?	Apa ya kak, paling ini sih suka cerita sesuatu yang bikin semangat, jadi termotivasi buat belajar lebih giat lagi, tapi selama pandemi guru lebih mengajak kita buat jaga kesehatan aja ga pernah memotivasi harus belajar ini itu.
11.	Bagaimana perasaan siswa saat pembelajaran kembali tatap muka setelah online selama dua tahun?	Jujur masih dipenuhi rasa takut sih kak kan masa itu masih angka penularan covid-19 masih tinggi, jadi ga nyaman buat belajar.

Appendix 14

PEDOMAN WAWANCARA SISWA ”STUDENTS’ MOTIVATION IN LEARNING ENGLISH AT POST PANDEMIC COVID-19 AT SMK MUHAMMADIYAH WATUKELIR”

A. Pelaksanaan Wawancara

1. Hari/tanggal : Selasa, 31 Mei 2022
2. Lokasi penelitian : SMK Muhammadiyah Watukelir

B. Identitas responden

1. Nama : Sabrina Erina
2. Nama Siswa : Sabrina

No	Pertanyaan	Jawaban
1.	Apakah siswa suka mata pelajaran Bahasa Inggris?	Lumayan suka kak,
2.	Apa yang memotivasi siswa dalam belajar bahasa inggris sebelum, selama dan sesudah covid-19?	Ga peduli covid-19 atau ngga intinya yang memotivasi aku untuk belajar Bahasa Inggris tuh karena pengen bisa lancar bicara Bahasa Inggris kak soalnya aku pengen bisa kuliah diluar negeri.
3.	Apakah siswa belajar dengan serius untuk mendapatkan nilai yang baik?	Iya kak, tapi ga semata karena nilai aja sih kak, pengen dapat ilmunya juga.
4.	Apakah yang dilakukan siswa jika mendapat nilai yang kurang baik?	Belajar lebih giat untuk memperbaiki nilai.
5.	Apakah siswa mempelajari kembali materi dirumah?	Tergantung mood sih kak
6.	Apakah siswa mengalami kesulitan dalam mempelajari bahasa inggris?	Iya kak, kurang menguasai vocab sama kalau bicara itu kayak kebanyakan mikir jadi am, em, am, em
7.	Apakah siswa belajar karena takut diberi hukuman oleh guru?	Ga sih kak, lebih ke malu kalau ditanya terus ga bisa jawab
8.	Apakah bapak/ibu guru pernah memberikan punishment &	Alhamdulillah ga pernah dapat hukuman sih kak, kalau reward

	reward kepada peserta didik?	belum bismillah habis ini dapat.
9.	Apakah siswa lebih suka pembelajaran online daripada pembelajaran tatap muka?	Aku lebih suka pembelajaran offline kak karena kalau pembelajaran offline itu kan ada diskusi sama temen, ada tanya jawab, ada kerja kelompok sama kegiatan-kegiatan yang menarik lainnya, tapi kalau online kan guru cuma ngasih materi lewat aplikasi terus kita diminta untuk memahami sendiri kalau ga paham ga ada yang diajak buat diskusi, paling cuma buka Google atau YouTube.
10.	Apakah siswa mendapat dukungan dari orang tua untuk belajar?	Ga pernah kak, aku ga pernah didampingi orang tua buat belajar paling sesekali cuma diingetin buat ngerjain tugas. Pas lagi pandemic kemarin kadang malah di suruh ini itu sama Ibu.
11.	Bagaimana perasaan siswa saat pembelajaran kembali tatap muka setelah online selama dua tahun?	Kalau aku pribadi masih khawatir soalnya kita ga bisa bergerak dengan leluasa kan kak, meskipun udah boleh sekolah tapi kita masih harus jaga jarak, pakai masker dan menerapkan prokes-prokes lainnya jadi dalam belajar pun ndak bisa konsentrasi secara penuh.

Appendix 15



Pic. 1 Interview with Students at SMK Muh. Watukelir



Pic. 2 Observation at SMK Muh. Watukelir