

**STUDENTS' MOTIVATION IN LEARNING ENGLISH OF THE EIGHTH
GRADE STUDENTS OF MTS N 1 SURAKARTA IN THE POST-COVID 19
PANDEMIC 2022/2023 ACADEMIC YEAR**

THESIS

Submitted as A Partial Requirement for the Undergraduate Degree



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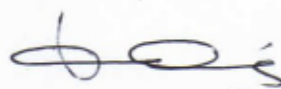
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Thank You for your attention

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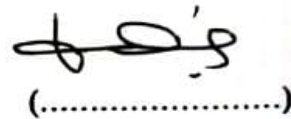
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DEDICATION

1. My first love, father sujarwo. he did not have time to experience education until college, but he was able to educate the author, motivate, so that the author was able to complete his studies until the bachelor's degree.
2. My love, my mother SutiyeM. She is very important to the author, she also did not have time to experience education until college but she is the one who always supports the author in any positive thing.
3. My beloved sister and brother (Lina & Yanto)
4. My beloved ex (Ridwan)
5. My beloved almahasiswa Raden Mas Said State Islamic University of Surakarta
6. All my family
7. All my friends (My gengs generasi platinum and PBI G)



MOTO

"Jangan menggenggam yang tak muat ditangan, jangan mengejar yang langkah kakimu tak akan sampai, tak perlu memaksa, tak perlu tergesa, jika milikmu tak akan kemana, jika rezekimu pasti akan sampai padamu"



PRONOUNCEMENT

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I hereby sincerely state that the thesis titled **“Students’ Motivation In Learning English Of The Eighth Grade Students Of MTS N 1 Surakarta In The Post-Covid 19 Pandemic 2022/2023 Academic Year”** is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanction in the form of repealing my thesis and academic degree.

Surakarta, 21 December 2023

State by



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Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the Day of Judgment, all mighty God, for all blessings and mercies so the researcher was able to finish this thesis entitled "Students' Motivation In Learning English Of The Eighth Grade Students Of MTS N 1 Surakarta In The Post- Covid 19 Pandemic 2022/2023 Academic Year"

Peace is upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution. The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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11. All my friends that cannot mention all, thanks for everything.

The researcher realize that this thesis is far for being perfect. Hence, the researcher hopes for some corrections, suggestions, or criticism and improve it. Finally, the researcher hopes that this thesis is useful for researcher in particular and the readers in general.

Surakarta, 21 December 2023



The Researcher



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CHAPTER I

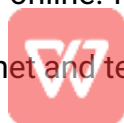
INTRODUCTION

The first chapter presents a brief elaboration of several elements of this study. They are the background of the study, identifications of the problems, problems statement, the objective of problems, limitation of the study, the benefits of the study, and definition of key terms.

A. Background of the Study

The World Health Organization (WHO) gave the name the COVID-19 virus (coronavirus disease), this virus has a fast transmitting nature so that the virus can spread quickly. Shuai, Kathy, and Xi Chen (2022:1) said the COVID-19 virus has the potential to become an epidemic in the future. At the beginning of February 2020, which was the beginning of the virus entering Indonesia, the education process which previously used face-to-face techniques directly in schools with the COVID virus made the teaching and learning process switch to online (on the network). This online process applies from elementary, junior high school, and senior high school to university, it is mandatory to carry out the virtual education process.

According to Jena (2020:1) COVID-19 has created many challenges and opportunities, for the educational institute to strengthen their technological knowledge and infrastructure, the pandemic has given them a ray of hope for teachers and students to continue their educational activities online. Noori (2021:1) revealed that students have problems with the internet and technological facilities



in their learning. The teachers assigned work to students via the Internet and delivered lectures through live video conferencing using different Apps like googlemet and Zoom, there are WhatsApp groups for teachers, students, and parents for effective communication through which they are always in touch to share their difficulties through this medium.

The national emergency issued by the Indonesian government caused by Covid 19 requires the teaching and learning process to be carried out online, for now, the situation has started to improve the government allows schools in the green zone to carry out face-to-face learning processes in schools on condition that only 50% of students who take turns. The current condition is that almost all schools have implemented this policy on the condition that schools must strictly implement health protocols. Schools must provide hand sanitizers and body temperature devices to determine the body temperature of students and teachers before carrying out the learning process. The result of this temporary suspension has an impact on the enthusiasm and motivation to learn to decrease, in a pandemic situation like the current one, it greatly affects motivation in learning instead of influencing it better but having an effect on decreasing motivation to learn.

The Covid-19 pandemic has forced everyone to adapt to new habits, including in schools' teaching and learning processes. Therefore, efforts and educational strategies are needed in the transition to the post-pandemic era. Based on the results of pre-research at MTS N 1 Surakarta,



the principal explained there were steps taken by adapting to the post Covid-19 pandemic to achieve the goal of



a better Indonesian education. The first step is the post-pandemic the government has vaccinated all teachers and students. The second step is to strengthen and expand the digitalization of schools and conduct online and offline teaching at MTSN 1 Surakarta.

Education is a form of long-term investment and it is important for a humanbeing successful education will create a worthy human and fit in the community. Education is the process of changing one's attitudes and behavior to mature humans (Hendriana, Jacobus, 2016:2). Education systems in developed countries are capable of producing skilled graduates who make a significant contribution to foreign earnings. For developing countries, income mainly depends, on the low-skill industrial sector (Forhad, Alam, Ismail, 2020:1). Education has a very important role in human growth and development. Through the learning process, humans experience a process of quality improvement; therefore, humans are a central force in development, so quality and systemic education success will be determined through increased motivation in student learning. The knowledge gained from the educational process is an important provision for living life. Knowledge possessed can be used as the key to problems faced, but it can also lead someone to achieve happiness in the afterlife. (Syaparuddin, et al, 2020:2). So education is very necessary for human growth and development as a means of self-preservation.

One of the factors that influences student achievement is motivation. As motivation, students will study tenaciously, work harder, be

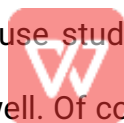


diligent, and possess



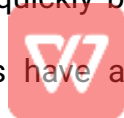
full concentration in the learning process. Motivational boosts in learning are one thing that needs to be revived in the learning effort in schools. According to the research of Wasty Soemanto (2003:2) The introduction of learning achievements is important because, by knowing the result that has been achieved, students will try to improve their achievement. In turn, students with higher motivation should use more learning activities. (Bosch, et al, 2021:1). Thus, the increase in learning and achievement can be more optimal because these students feel motivated to improve on what they have already learned. Learning motivation is a mental impulse and a conscious effort to move and direct a person's behavior so that he can act to achieve results or goals.

To increase learning motivation according to Abin Syamsudin M (1996:1). Students can participate in the following activity indicators: duration of activity, frequency of activity, persistence in the goal of the activity, tenacity and fortitude in the face of activities, sacrifice and devotion to achieve the goal, the level of aspirations to be achieved, the level of achievement qualification, and the direction of the attitude towards the target of the activity. Motivation is an impulse possessed by an individual that can stimulate action or something that is the basis or reason for acting or doing something. Learning motivation, which means encouragement or driving force, and self-motivation as a condition that moves a person towards a certain goal (Fillmore H., 2017:2). Motivation is very necessary in order to arouse students' enthusiasm for learning so that learning activities can run well. Of course



there are several things that affect the learning process of students such as motivation, maturity, self confidence, and ability important verbal in the learning process. Wuit, W. (2001:2) says that motivation is an internal condition or status which is sometimes interpreted as a needm desire, or desire that directs a person's behavior to actively act in order to achieve a goal. Motivation can increase the enthusiasm of students to achieve achievement, with motivation both from from within and from others students will achievesomething that will be achieved.

Motivation is the main factor in the learning process of students that can function to generate, underlie, and move the spirit to learn. Most students who arehighly motivated will work hard, be brave, and don't give up easily, as well as be active in reading to improve learning outcomes and solve the problems they face. And conversely, students who have low motivation, seem indifferent, easily discouraged, the center of attention is not focused on learning which results in students having difficulty in learning (Manongga, et al, 2021:1). There are two types of learning motivation: intrinsic motivation and extrinsic motivation. Intrinsic motivation is motivation that comes from within the individual, and extrinsic motivation comes from outside, such as the environment and family. Both play animportant role in increasing enthusiasm for learning. From the explanation above, motivation seems worthy of being called one of the important factors in language learning, especially English. The teacher quickly becomes one of the transmitters of student motivation. Teachers have a role to play in creating a conducive environment for



students by integrating technology into language classes. Learning



motivation plays a very important role in providing passion and enthusiasm for learning, so that students who have high motivation will have strong energy to learn. Motivation will also provide direction, which is clear in English learning activities. Motivation is the most important point in the process of learning English, without the presence of motivation even the most dedicated learner may not be able to achieve his learning goals (Adara, 2020:2). Learning motivation is important for students and teachers. For students, the importance of motivation is to make them aware of their position at the beginning of learning, the process, and the final result; inform them about the power of effort in learning as compared to peers; direct student learning activities; encourage student learning; and make them aware of the existence of a journey of learning that requires very large provisions.

Based on the results of pre-research at MTS N 1 Surakarta, on early August 2022 observation in class 8A, there were 12 students in the class, which should have been 15 students. This is because the other 3 students are facing a competition outside of school. The school is still actively sending its students to competitions to hone their abilities. At MTS N 1 Surakarta, the school implements an online and offline learning system alternately every week in the post-pandemic period. However, starting August 18, 2022, MTS N 1 Surakarta has started to hold full offline (face-to-face) learning. So that students can go back to school and study in class like before the pandemic.

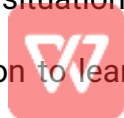
who is in charge of the class, but some students are silent, just listening to the teacher's



explanation and taking notes on the material explained, and when asked, they often pretend they understand the material when in fact they do not understand the material that has been taught. This is evidenced when students are given assignments and the teacher invites discussion with their friends, then the teacher encounters students one by one, and the teacher still finds some students who do not understand the material being conveyed.

During the learning process post-pandemic, students lack the motivation to learn, so they are more diligent and enthusiastic about learning. Motivating students is expected to improve students' achievement in class. One way to motivate students to be more active in learning is to give rewards in the form of points to students who can answer every question given by the teacher. Students experience a decrease in motivation when learning. This is due to the lack of friends in the class; a class of only 15 students causes students to be less motivated when studying.

In this post-pandemic era, the learning situation in schools is still vulnerable to exposure to the COVID-19 virus, especially for children who don't really understand the importance of implementing the right health protocols and junior high school students who still need guidance or direction from their parents or teachers for more information. Protective when learning face-to-face at school. During the post-pandemic period, students really need motivation to learn from both parents and teachers. The last situation of the pandemic had the impact of decreasing student motivation to learn at MTs N 1 Surakarta, so students need



support from the social environment and support from parents so that learning motivations will increase again during this post-pandemic periode.

The previous research that is relevant to this research is the research conducted by Ima Melinda and Ratnawati Susanto (2018:1). The results showed that the fourth grade students of SDN 1 Merak Tangerang are significantly influenced by learning discipline on their learning motivation.

According to a study from Meeter, et al, (2020:1), they investigate how stay-at-home orders affect students. Researchers investigated and selected the results of 15,125 undergraduate students at major Dutch Universities during a semester in which campuses were closed and all education was transferred online. In addition, the researchers surveyed 166 undergraduate psychology students at the same University, and the results showed that students rated online education as less satisfactory than face-to-face education on campus and rated their motivation as decreasing. Low motivation causes students to experience a decrease in learning. From the above study, it is concluded that although student satisfaction and motivation decrease during online education,

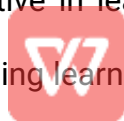
From previous research according to Nurfaishal (2021:1), the learning process requires motivation, which can arise from within the individual (intrinsic) or from outside the individual (extrinsic). During a pandemic, learning is carried out at home, and learning motivation can be influenced by several factors. From the research results of Nurfaishal (2021:2) these factors include: technological capabilities, internet

network access connections, learning media used, and student



capacity. Thus the conclusion is that student learning motivation during the pandemic in the learning process from home has decreased.

Research conducted by Pinto (2011:1) For educators, knowing the learning motivation of students is very necessary in order to maintain and increase their enthusiasm for learning. Learning motivation mostly comes from the students themselves, which is supported by several other factors. The results of the data analysis indicate that there is a rather low influence of learning motivation on English achievement in students. MTS N 1 Surakarta, which is located in Banjarsari, Surakarta, Jawa Tengah, has an interesting vision and mission, one of which is to create a generation of people who are able to read the Qur'an properly and correctly and to create a generation that excels in academic and non-academic achievements as a provision for continuing to higher education. Higher and/or live independently. An interesting vision and mission make researchers want to choose MTS N 1 Surakarta as a place of research. The researcher chose MTs N 1 Surakarta to be the object of research because the vision and mission of the school are clear, directed, and have a very large track of achievements that make researchers interested in researching students at the school. Researchers also want to know about the learners motivation in learning English of the eighth grade students of MTS N 1 Surakarta during the post-pandemic COVID 19. Researchers also want to motivate students to study during the post-pandemic period like this so that they are more active in learning and achieve what they want. This study aims at determining learning motivation in students, especially in post-pandemic



conditions, because the learning system in some schools is blended learning (online and offline learning), but the following week has started to carry out full offline learning. Based on the description of the background that has been described above, the researcher is interested in doing research on Students' Learning Motivation in Learning English for the Eighth Grade Students' of MTS N 1 Surakarta during the post-COVID pandemic.

B. Identification of the Problems

Problem identification is needed to provide clarification about the problem under study. The identification of the problem is based on the background described above and the author arranges it as follows:

- a. There are still many who have learning difficulties, it can be seen from the presence of students who are reluctant to learn and are not enthusiastic in accepting lessons in class.
- b. The interest of students at the beginning of entering MTS N 1 Surakarta also affects students learning motivation, some because it was not their first choice to enter the school, some are interested in themselves to enter MTS N 1 Surakarta, and some are due to the wishes of their parents.
- c. Lack of enthusiasm from students in learning English due to lack of understanding of the meaning of the language causes a decrease in student motivation



- d. Students' different interests and talents in the subject can affect students' motivation in learning English.
- e. Shyness to ask questions when experiencing difficulties in learning English can affect student motivation.

C. Limitations of the Problem

In the thesis entitled "Students' Motivation in Learning English of The Eighth Grade Students' of MTSN 1 Surakarta in the post Covid Pandemic" this study aims to reveal how students motivation in learning English post the covid 19 pandemic at MTS N 1 Surakarta in the 2022/2023 academic year, and the efforts made to increase students motivation to learn English at MTS N 1 Surakarta. To limit the scope of the research, the researcher take the study of moivation to learn English in offline class. The researcher also limits the school level of 8A grade of Junior High School because this class is the most active class among other classes.

D. Formulations of the Problems

Based on the background of the study, the researcher formulated the statement of this research:

1. How are students' motivation to learn in English during in the post Covid- 19 pandemic in the eighth grade of MTS N 1 Surakarta 2022/2023 academic year?
2. What efforts are made to increase students motivation to learn English during in the post COVID-19 pandemic in the eighth grade of MTS N 1 Surakarta 2022/2023 academic year?



E. Objective of the Study

Based on the research question above, the objectives of this study are:

1. To investigate how the students motivation to learn in English during in thepost Covid-19 pandemic in the eighth grade of MTS N 1 Surakarta 2022/2023 academic year.
2. To find out the efforts made to increase students motivation to learn English during in the post Covid-19 pandemic in the eight grade students of MTS N1 Surakarta 2022/2023 academic year.

F. Benefits of the Study

1) Theoretical Benefits

Develop science and knowledge so that it can be useful for English education study program in the form of information and references in improving the quality of education in developing insight.

2) Practical Benefits

For teachers, to find out the achievement of teacher performance that has been implemented based on student learning outcomes or student achievement.

For school, to find out how much students motivation to learn whetherstudents have achieved maximum results in learning at school. In addition to improving teacher performance in teaching.



G. Definition of Key Terms

1. Learning Motivation

Motivation comes from the word motive, which is a condition in which the individual encourages individuals to carry out certain activities. Learning motivation is an absolute requirement for learning and plays an important role giving enthusiasm or passion in learning. According to Valarmathi, et al, (2017:4) basically, human motivation is related to behavior and emotions.

2. Learning

English is also one of the subjects in school. In English, it is divided into four aspects: writing, speaking, listening, and reading. Learning English aims to communicate well using English (Yani, 2015:2). Brown (2000:7), "Learning is acquiring or getting of knowledge of a subject or a skill by studying the experience or instruction." The Encyclopedia of Education Research defines teaching as a process, as it uses the term "learning" to refer to the growth of interest, knowledge, and skills and to transfer these to new situations.

3. Post Covid-19 Pandemic

Post-pandemic is the time after the pandemic disaster has diminished. Community social activities begin to normal after the Covid-19 pandemic, including the world of education. Learning begins to be carried out face-to-face (offline learning). Students return to learning by meeting face-to-face with teachers and schoolmate. The COVID-19 pandemic has caused both



unprecedented disruptions and massive changes to education. However, as schools return, these changes may disappear. Moreover, not all of the changes are necessarily the changes we want in education. The pandemic has created a unique opportunity for educational changes that have been proposed before COVID-19 but were never fully realized (Zhao & Watterston, 2021:1).



CHAPTER II

LITERATURE REVIEW

The chapter contains several theories and references related to research. Because research on students' motivation in learning English during in the post covid 19 pandemic is needed to guide researchers in interpreting and describing the meaning of writing this thesis.

A. Theoretical Review

This sub chapter contains theories of following subtopic : 1) theories of learning, 2) learning motivation, and 3) post pandemic covid-19 :

1. Learning

a. Definition of Learning

Learning be defined as the complex and long-term psychosocial process consisting of the individual acquisition or modification of information, knowledge, understanding, attitudes, values, skills, competencies or behaviours through experience, practice, study or instruction (Pardeep Kumar et al, 2021:3). Brown (2001:18) explains that a search in contemporary dictionaries reveals that learning is "*acquiring or getting of knowledge of a subject or a skill by a study, experience, or instruction*". Learning is the process of interaction of students with educators and learning resources in a learning environment. Learning is defined as a process of behavior change as a result of individual interaction with the environment. Changes in the behavior of learning outcomes are continuous,





functional, positive, active, and directed. It means learning is a conscious process involving memory associated with information being studied, for example supporting greetings, using language rules, and vocabulary for life enhancing.

Brown (2001:8) stated that there are seven components in definition of learning, those are:

- a. Learning is acquiring or getting
- b. Learning is retention of information or skill
- c. Retention implies storage system, memory, cognitive organization
- d. Learning involves active, conscious focus on and acting upon events outside and inside the organism
- e. Learning is relatively permanent, but subject to forgetting
- f. Learning involves some forms of practice, perhaps reinforce practice
- g. Learning is a change in behaviour.

Learning will carry out a change to students. The change does not only relate to the knowledge improvement, but also form as aptitude, skill, attitude, meaning, pride, interest, and the character adapting. Learning may be defined as the process by which behavior originates or is altered through training or experience (Omrod, 2008:15).

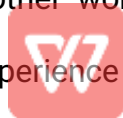
Tomlinson and Masuhara (2004:11) stated that language learning can use knowledge about language systems and use of language that involves institutions, instructors, learners, and spending also prioritizes learning experiences, self-



appreciation, emotional involvement, connected learning with thought power, communicative language use, and learning materials that encourage learners' creativity.

Learning can be interpreted as an interaction process between learning participants and instructors for learning resource on a learning environment to achieve specific learning goals, and the main principle is the whole process of involvement or a large portion of the students' self-potential and its meaning for themselves and his current life and future come. Pointedly, learning English is still considered a significant aspect to inculcate the insight of English to students. According to Jorg, Davis & Nickmans (2007:3) learning is not confined to school and indeed begins long before a child enters the classroom. Some might argue that learning begins about seventeen days after conception. Learning is an integral component of being human. Humans do two things very well: survive and learn. Our capacity to learn has been offers the human race a level of flexibility and adaptability that far exceeds any other species on the planet. Every day we learn and continue to learn, even though we may not be fully realized while learning is taking place. We are designed to learn and, under the right conditions, we do very well through complex interactions with others through various environmental stimuli and activities, and through chance moments when we absorb a lot of information through all our senses.

In other words, the purpose of learning is to solve problems, the more experience will add insight and knowledge gained. Learning is a





activities carried out intentionally to change attitudes and behaviors that are different from before the individual is in a learning situation and after taking similar and permanent action.

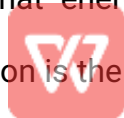
In language learning, especially English, in general, it has components consisting of grammar, vocabulary, and pronunciation. These three components must be studied properly. For junior high school students, the teaching of these three language components needs to be packaged carefully. Careful lesson plans by selecting appropriate materials for student needs. From the statement above, it can be concluded that efforts to improve the quality of education must be carried out thoroughly in order to achieve the educational goals that have been designed.

2. Learning Motivation

a. The Definition of Learning Motivation

Everyone has a motivation to do something and they have to understand it thenotion of motivation itself. There are several definitions of motivation as suggested by some experts to clarify the notion of motivation. One of the experts who gave. The definition of motivation is Woolfolk (2004:350) which states that motivation is usually is defined as the internal state that evokes, directs, and maintains behavior. Motivation arises from within a person himself, with the presence of motivation can raise enthusiasm when going to do something.

Motives are usually interpreted as relatively general needs or wants that energize people to initiate a series of purposeful actions. Motivation is the driving force of a person to performance achieve a goal.



Motivation can also be said as a



plan or desire for success and avoid failure of life. In other words, motivation is a process for achieving a goal. Someone who has motivation means he/she already has the power to gain success in life.

Motivation can be divided into two terms, such as intrinsic motivation and extrinsic motivation. In terms of intrinsic motivation is the ultimate goal in education at every level (Morris, Maisto, 2003:280). Intrinsic motivation refers to the rewards given by the activity itself. The motivation arises from internal factors such as the nature of the child curiosity, urgency, confidence and satisfaction when doing a task. Deci et al (1999:658) observe, "intrinsic motivation energizes and sustains activities through the spontaneous satisfactions inherent in effective volitional action. It is manifest in behaviors such as play, exploration, and challenge seeking that people often do for external rewards". Researchers often contrast intrinsic motivation with extrinsic motivation, which is motivation governed by reinforcement contingencies. Traditionally, educators consider intrinsic motivation to be more desirable and to result in better learning outcomes than extrinsic motivation (Deci et al., 1999).

Meanwhile, Extrinsic motivation refers to rewards that are obtained not from activities, but from as a result of these activities. This motivation arises from external use gifts or bribes such as food, praise, free time, money, or points activity. These incentives are all external, in the sense that they are separate from individuals and tasks. Intrinsic motivation can be a desire or impulse from the heart to succeed in



achieving something, this intrinsic motivation is influenced by

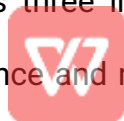


interests, ambitions, aspirations, awareness, competence, physical and psychological conditions. While extrinsic motivation can be in the form of rewards interesting learning environment and the efforts of teachers in increasing the enthusiasm of their students to learn (Stipek, 2001:15).

According to Mc. Donald in Hamalik (2011: 158), Extrinsic motivation is influenced by learning conditions, social conditions, family conditions, and supporting facilities in learning itself. In the world of education, it is undeniable that learning motivation is an important aspect in the process of achieving learning goals, learning motivation can also influence and be influenced by cognitive, affective and psychomotor aspects of students themselves. In the learning process, motivation has a very important role to arouse students' enthusiasm for learning, teachers are required to be able to create learning situations that can stimulate and encourage students to be active and creative in learning.

Understanding motivation according to experts, the first according to Uno (2007:11), motivation is an internal and external drive within a person with desires and interests, drives and needs, hopes and ideals, appreciation and respect. Meanwhile, according to Mc.Donald dalam Hamalik (2005:106) the notion of motivation is a phenomenon in stimulating action towards certain goals or efforts to enlarge or hold movements to achieve certain goals.

According Mc Donald in Hamalik (2005:173-174) that motivation contains three interrelated elements, namely energy changes, affective emergence and reactions to achieve goals. Therefore motivation has to



do with three things that



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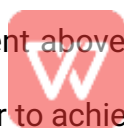
are aspects of motivation itself. These aspects are, conditions that can encourage behavior, namely behavior that is driven by the situation, and the purpose of the behavior.

Based on the opinion of Mc Donald in Masni (2015:38), then the notion of motivation can be explained as follows:

- a. Motivation starts from a change in energy from within the individual which causes motivation in humans.
- b. Motivation can also be characterized by the emergence of feelings (affective arousal) which starts from tension and then an emotional atmosphere, this emotional atmosphere causes patterned behavior.
- c. Motivation is characterized by reactions that arise to achieve certain goals.

The existence of motivation form a response that is directed towards a goal. This response serves to reduce tension caused by changes in energy within a person.

Based on the opinion above, learning is seen as a process of gaining understanding, application and mastery of the material that has been studied. In generally, learning can be understood as the stages of all relative individual behavior as a result of experince and interaction with the environment involving cognitive processes. These changes are not only the addition of knowledge but also skills, skills, understanding, attitudes, self esteem, interests, adjustments and character. From the statement above, motivation is defined by everything as a driver of one's behavior to achieve a desired goal desired.



b. Strategy of Learning Motivation

Experts believe that motivation is controlled from within the individual itself. Awareness of the individual motivated to learn. Sometimes motivation also arises from outside in the individual, but to ensure a motivation, it is the individual who will move to do it. According to Arends (1997:224) there are several student behaviors that have self directed motivation, namely:

- 1) Students do the assignments on time given by the teacher, and try to finish them properly and correctly which is done by themselves or in groups.
- 2) Happy to do the task until it is absolutely perfect to get a satisfactory score.
- 3) Students feel responsible for their success in learning.
- 4) Students who have a motivational strategy in learning will diligently read books, discuss, and re-learn the lessons that have been given by the teacher.
- 5) Busy doing anything that can develop knowledge and skills with existing facilities in the classroom.
- 6) Have extensive social interaction with other students outside the classroom.
- 7) Have good communication or interaction with teachers.
- 8) Be brave in expressing opinions in class or in organization.

According to Zhang, Solmon & Gu (2012:335) efforts that can increase learning motivation for students such as :

1. Through the development of teaching materials.



Efforts to increasing students' learning motivation through the development of teaching materials that refer to techniques, concepts, or theories of module development and writing. For example, teachers can use illustrations, pictures, and graphics, and teachers can use simple language so students can easily understand.

2. Through a good start of learning.

The first thing the teacher does when he starts teaching and learning activities is to check student attendance. This is done to focus students attention on the learning situation that will begin. So that students are ready to take lessons, the teachers focuses on expressing the subjects and titles that will be discussed. Students attention to the subject in question has begun to be focused through the explanation of the material that the teacher conveys, meaning that the teacher stimulates students to bring up information in the form of facts, concepts, and principles that already exist in students memories. Then the teacher can form groups to support some of these efforts (Zhang, Solmon & Gu, 2012:335). The various alternatives above are strategies that can be done in an effort to increase their self motivation in achieving academic excellence. By making these efforts students can find out what is best for them in motivating themselves.



c. Factors of Student's Motivation

According to Abbie Petsche (2009:13-18), there are two factors that influence student learning motivation, namely intrinsic factors and extrinsic factors :

1) Intrinsic

a. Interest

Students interest in the subjects they are interested in will provide a positive affect that can lead to a sense of pleasure while learning. Students can focus more on their concentration and the lessons they learn can be more organized and detailed, such as linking several ideas or opinions, making visual images, and then making conclusions.

b. Expectations and Values

Students are required to have high expectations and grades to achieve the goals to be achieved, based on the opportunities for success in learning students can introspect themselves from past mistakes such as failure to achieve something or do something, students must also be sure that in learning and doing assignments there are the extraordinary benefits they will get. To achieve success in the academic field, learning has a very high value for students. How to measure the high and low value can be seen from the results of student achievement later, such as being accepted at the college of choices. Values can be said to be



student choice, while expectations are related to student achievement and effort.

c. Goal

Motivation in learning has different forms according to the goals to be achieved. Among these goals is the goal of mastery or the desire to gain knowledge and master skills. Some students see their own achievements of others in order to be a benchmark to be more enthusiastic about learning (Abbie Petsche, 2009:13-15).

2) Extrinsic

a. Family

The family is the main factor that teaches the basic foundations of education in school and in the community. Factors that can affect student learning motivation include the state of the house, facilities and infrastructure in learning, and the atmosphere around the house. A family that is not in harmony does not provide motivation for learning to students, this causes students to concentrate less in learning.

b. School Environment

The school environment where students visit every day to study but it is different from the current situation, the increasingly widespread spike in covid cases causes students to only be allowed to study online but if you look at the normal situation

the school environment is an



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important factor in motivation student learning. Schools that have good learning activities, supporting facilities and infrastructure, a good academic atmosphere will encourage students enthusiasm for learning at school.

Based on the above theory, learning motivation is influenced by intrinsic factors and extrinsic factors. Intrinsic factors are things that come from within the individual itself while extrinsic factors are things that arise from outside the individual (Abbie Petsche,2009:15-18).

3. Post Covid-19

a. Definition of Covid-19

Coronavirus Disease 2019 (COVID-19) is a new type of disease that has never been identified before in humans. The virus that causes COVID-19 is called SarsCoV-2. Coronavirus is a type of zoonosis (transmitted between animals and humans). The worsening of the coronavirus outbreak requires the government to take attitudes and actions to implement social distancing, wearing masks and washing hands with soap to deal with the COVID-19 pandemic. Maintaining distance, wearing masks and washing hands with soap are some of the efforts to prevent and control Corona virus infection. This community service aims to increase public knowledge about COVID-19 prevention efforts.

The worsening of the Corona virus outbreak requires the government to take a stance to implement social distancing to deal with the COVID-19 pandemic.



distancing is one of the measures to prevent and control coronavirus infection by encouraging healthy people to limit visits to crowded places. infection by encouraging healthy people to limit visits to crowded places and direct contact with other people. and direct contact with other people. Now, the term social distancing has been replaced with physical distancing by the government. government. In addition to social distancing, there are also other terms related to efforts to prevent COVID-19 infection. COVID-19 infection prevention, namely the self-isolation protocol. Self-isolation is protocol that requires everyone to stay inside their own homes or residences while making physical while making efforts to limit physical contact with other people. The use of masks is also an important component in efforts to prevent the transmission of COVID-19. prevention of COVID-19 transmission. Masks are personal protective equipment that is very for the community. It is very important to promote the the use of masks in the community, during home care, and at health services in areas that have reported cases of COVID-19. health services in areas where cases of COVID-19 have been reported. COVID-19 (Rinco, Adventy et al, 2020:2).

The government has implemented a policy called Work From Home (WFH). This policy is an effort applied to the community so that they can complete all work at home. Education in Indonesia is also one of the fields affected by the Covid-19 pandemic. With the restrictions on interaction, the Ministry of Education in Indonesia also issued a policy by canceling schools and replacing the Teaching and Learning Activities (KBM) process



using an online system. By using this online



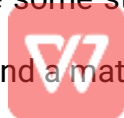
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learning system, sometimes various problems arise faced by students and teachers, such as subject matter that has not been completed by the teacher then the teacher replaces it with other assignments. This is a complaint for students because the tasks given by the teacher are more (Matdio Siahaan, 2020:75).

B. Previous Related Studies

Academic nuance of MTS N 1 Surakarta in students' motivation in learning English of the eighth grade in the post covid 19 pandemic is curriculum Merdeka, Curriculum Merdeka is a curriculum that aims to hone children's interests and talents from an early age by focusing on essential materials, character development, and student competencies. The Merdeka curriculum has been tested in 2,500 driving schools. Not only in driving schools, this curriculum is also launched in other schools. According to data from the Ministry of Education and Culture of Research and Technology, until now, there have been 143,265 schools that have used the Independent Curriculum. This number will continue to increase as the Independent Curriculum begins to be implemented in the 2022/2023 school year at the kindergarten, elementary, junior high, and high school levels.

Class 8A is a class that contains students who are very active in lessons, but it does not deny that there are some students who seem passive in some subjects. One of them is in English lessons, in this subject there are some students who are afraid to ask questions when they don't understand a material, this is because some students do not really master





According to Mr. Nadiem, the core of the Merdeka Curriculum is Merdeka Belajar, which is a concept made so that students can explore their respective interests and talents. If previously in the 2013 Curriculum students had to study all subjects (at the kindergarten to junior high school levels) and would be majored into science / social studies at the high school level, it was different from the Merdeka Curriculum. In Curriculum Merdeka, students will no longer undergo such things.

Related to the present research, the researcher needs to review previous research of similar topics in order to find out the similarities and differences between the previous research and this research. The previous researches that used by the researcher are:

The first thesis from Ella Puspita Febrianti (2021), Psychology Study Program, Faculty of Medicine, University of Lambung Mangkurat. The title is "*Learning Motivation Decreases Impact of Covid 19*". This research is a descriptive research. held at Lambung Mangkurat University. Researchers conducted descriptive research when the COVID-19 pandemic broke out in their area. In this study, the authors observed the surrounding environment such as the family environment and their friendship environment which experienced a decrease in learning motivation during the covid 19 pandemic. Then in the realm of students, student learning motivation was lower, students who were active in organizations the higher the attitude of procrastinating academic achievement. that will do. In a pandemic



condition, it will definitely reduce students' motivation to carry out all organizational activities because almost all organizations are carried out online.

Second thesis from Sri Gustiani (2020), Sriwijaya State Polytechnic Study Program. The title is *"Students Motivation in Online Learning During Covid-19 Pandemic Era: A Case Study"*. This research is a descriptive research, held at the Sriwijaya State Polytechnic. Researchers conducted this descriptive study during the COVID-19 pandemic era. In this study, the authors observed the learning motivation of students majoring in English at the Sriwijaya State Polytechnic towards their online learning during the COVID-19 pandemic era. Researchers conducted research by means of a snowball participant approach, the result showed that there were several obstacles found when studying at home, namely poor internet access, limited quota, inappropriate gadgets. The data collected by the researcher is by means of interviews and the researcher also uses thematic data analysis to analyze the data obtained. From the explanation above, the results obtained by the researcher are that students lose motivation to feel less interested in learning online because of their external factors, the researcher mentions that they feel incompetent and have low values in themselves when learning online.

The third thesis from Subakthiasih and Putri (2020), Mahasaraswati University Denpasar. The title is *"An Analysis of Students' Motivation In Studying English During Covid -19 Pandemic"*. This research is a quantitative research. The research was conducted at Mahasaraswati



University Denpasar, researcher took samples from students in the first semester of the foreign language faculty. data collection



technique is done randomly. From these results, it can be said that in 2020 students have higher intrinsic motivation than extrinsic motivation in learning English. In other words, the motivation within students is greater than the motivation that comes from outside the students.

The fourth thesis from Fajar Muchtar (2017) Undergraduate thesis, IAIN Palangka Raya. The title is "*The Students Motivation in English Language Learning of Eight Graders at MTS Darul Amin Palangkaraya*". This research uses a homogeneous sampling method of purposive with qualitative design. As for the subject of this study are 27 eighth grade students in MTs Darul Amin Palangkaraya. The results showed, (1) Student motivation can be said into the category of moderate class, it belongs to the category of "fair motivation". but also from the results of interviews concluded the students' motivation to learn English is moderate, students' motivation to learn English because of the fun atmosphere, the teacher who delivered the material well and the material is easy to understand. The fifth thesis from Lina Natalya and Steven Halim (2021), Journal Undiksha.

The title is "*COVID-19 Pandemic: Its Impact on Learning Motivation (The Fluctuation During Three Different Phases)*". The data used in this study are primary and secondary data which are collected gradually and analyzed using Summary Independent Sample T-Test. The result of this research showed no significant differences in academic motivation before COVID-19 and during the early days of Learning From Home. The decrease in students' academic motivation is certainly a crucial problem that is



prioritized to be resolved. Hence, lecturers



need to adapt with this change and create learning innovation in order to trigger students' learning motivation.

Table 2.1 Previous Related Studies

	The researcher's name	The title of research	Similarities	Differences
	Ella Puspita Febrianty (2021). University of Lambung Mangkurat.	"Learning Motivation Decreases Impact of Covid19".	Discussing the same theme about students' learning motivation during the pandemic. The similarities with using descriptive qualitative method	The results of the data obtained show that the impact of Covid-19 has affected the learning motivation of students. And during this pandemic the learning motivation of students has greatly decreased.
	Sri Gustiani (2020), Sriwijaya State Polytechnic Study Program.	"Students Motivation in Online Learning During Covid-19 Pandemic Era: A Case Study".	Discussing the same theme about students' learning motivation during the pandemic	It was revealed that the students' motivation toward their online learning was intrinsically affected more by their ambition to learn new knowledge and enjoyment in experiencing new learning method. However, the motivation or the state of



				lack motivation also happened due topoor external
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				supporting facilities.
	Subakthiasih and Putri(2020), MahasaraswatiUniversity Denpasar	An Analysis of Students' Motivation In Studying English During Covid -19 Pandemic”	Discussing the same theme about students' learning motivation during the pandemic ; and using the descriptive qualitative method	The result that students reported benefits the blended learning like flexible learning, motivation, interaction, and improving their ICT skills. In addition, poor internet connection and incomprehensible materials were considered as the problem that hampers their learning.
	Fajar Muchtar (2017)	The Students Motivation in English Language Learning of Eight Graders at MTS Darul Amin Palangkaraya.	Discussing the same theme about students' learning motivation during the pandemic	The results showed, the students' motivation to learn English is moderate, students' motivation to learn English because of the fun atmosphere, the teacher who delivered the material well and the material is easy to understand.



	Lina Natalya and Steven Halim (2021), Journal Undiksha.	"COVID-19 Pandemic: Its Impact on Learning Motivation (The Fluctuation	Discussing the same theme about students' learning motivation during the pandemic	The result of this research showed the decrease in students' academic motivation. Hence, lecturers need to
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		During Three Different Phases).		create learning innovation in order to trigger students' learning motivation.
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So from the exposure with the 5 previous studies above; the research to be studied is different from previous research. The similarity of this research with previous research is the same focus on the student' learning motivation. The difference with previous research is the questions of the research, namely this study aims to answer the formulation of the problem regarding student motivation and how efforts are made to improve it. The subject of this research is different from previous research, because this research conducted in class 8A MTS N 1 Surakartain 2022/2023 academic year. The result of the previous researches showed the decrease in students. The impact of Covid-19 has affected the learning motivation of students. And during this pandemic the learning motivation of students has greatly decreased.



CHAPTER III

RESEARCH METHODOLOGY

Research Methodology is discusses of the research design, subject and object of the study, research instrument, data collection, data analysis and data verification forthe study.

A. Research Design

This research study uses a qualitative descriptive research design. This is used to investigate and to know students' motivation in learning English during in the post covid 19 pandemic, and to know the efforts made to increase students motivation to learn English during in the post COVID-19 pandemic in the eighth grade of MTS N 1 Surakarta 2022/2023 academic year. Research design is a plan on how to conduct the research, so the research design is closely related to the research process (Bognan & Biklen, 2003:4-6). This research aims to systematically, factually and accurately describe a population regarding certain characteristics and factors. Descriptive research answers the questions, what, who, when, where, and how a plan on how to collect and process data so that it can be implemented to achieve research objectives. So that overall, the elements of research design includes the following are : types of the research, time and place of the research, the target population, how to collect data, how to process data, andhow to draw conclusions (Sugiyono, 2017:59).





B. Research Setting

1. Setting of Place

This research will be conducted in class 8A of MTsN 1 Surakarta, at the 2022/2023 Academic Year. Its located on MT Haryono street No.24, Mangkubumen, Banjarsari, Surakarta, East Jawa 57139.

2. Setting of Time

This research is planned from August 2022 to April 2023 at MTS N 1Surakarta.

Table 3.1 Setting of Time

Activity	Time											
	2022					2023						
	Aug	Sep	Okt	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July
Pre research inschool	■	■	■									
Projecting research proposal		■	■	■	■							
Seminar proposal							■					
Analyzing data, writing research result							■	■	■	■	■	



Consulting this thesis to advisor									
Munafiqah									

C. Research Subject and Informants

The subjects of the research are the students in English Class in the eighth grade of MTS N 1 Surakarta 2022/2023 Academic Year with a total of about 10 students. The informants of the research are the English teacher and students in the eighth grade of MTS N 1 Surakarta.

D. Data and Source of the Data

The researcher obtains data and data sources through the learning process carried out by the teacher about :

1. Informations about learning motivation in English for the Eighth Grade Students' of MTS N 1 Surakarta during in the post Covid-19 Pandemic.
2. Informations about the efforts made to increase students motivation to learn English during in the post Covid-19 Pandemic in the eight grade students of MTS N 1 Surakarta 2022/2023 academic year.

The sources of the data consist of informant and students about learning motivation in English for the Eighth Grade Students' of MTS N 1 Surakarta During in the post Covid-19 Pandemic. The informants in descriptive qualitative research are often called as respondent, which means the



people who give information for this



research. The informants of this study are the teacher and 10 students in EnglishClass in the eighth grade of MTS N 1 Surakarta 2022/2023 Academic Year.

E. Technique of Collection Data

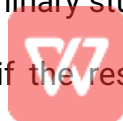
The researcher usually combines a variety of data collection methods such as deep interviews, observation and document archives. Since the study is a case study, therefore the researcher use in-depth interview technique as the primary technique. In this research, the data has been collected by conducting the observation in the class and interviewed the informants.

1. Obsevation

According to (Cohen, L. et al, 2005:2) observational data should enablethe researcher to enter and understand the situation that is being described. The researcher will observe during the implementation English learning post pandemic. This kind of observation is field notes. Field notes are the techniqueof the data collection by creating written records. The field notes are used to collect the data during the implementation of learning post pandemic.

2. Interview

In this part, the researcher conducts the qualitative technique by callingthe informants one by one. The in depth interview is used as a data collection technique if the researcher wants to conduct a preliminary study to find the problem that needs to be investigated and also if the researcher wants to know things from the respondent in



more depth and the number of respondents is small. Structured or standardized interviews contain a number of questions that



have been planned before hand. Each participant was asked the same questions in the same order (Holloway & Wheeler, 2002), and can be done directly (face to face) or not directly (through media such as telephone).

Table 3.2 Interview Guide

INTERVIEW GUIDE	
Research Questions	Interview questions
1. How are students' motivation to learn in English during in the post Covid-19 pandemic in the eighth grade of MTS N 1 Surakarta 2022/2023 academic year?	Do you have your own desire to be good at speaking English even though you are studying in the midst of the post-Covid-19 outbreak period ?
	In your opinion, which you prefer : to study in the midst of the Covid-19 outbreak through online learning ; or during the post-Covid outbreak through face-to-face ?
	In your opinion, which is easier to understand : studying in the midst of the Covid-19 outbreak through online learning ; or during the post-Covid outbreak through face-to-face ?
	In your opinion, what is the convenience of learning English in this post-pandemic period ?
	According to you ; Are there more students who have learning difficulties in online learning or in face-to-face ?
	Do you think learning English is important?

Are you actively in classes because of challenges?



	Are you active in classes if you like the material given?
	Are you active in class because you feel you are competing with other friends?
	Are you active in class because of the punishment from the lecturer?
	Do you find it difficult to study at the moment that makes you less active in English class?
	Have you ever reluctant to learn and are not enthusiastic in accepting lessons in class ?
	Do you understand the material conveyed by the lecturer in English lessons?
2. What efforts are made to increase students motivation to learn English during in the post COVID-19 pandemic in the eighth grade of MTS N 1 Surakarta 2022/2023 academic year?	In your opinion, what affecting factors of students learning motivation in post Pandemic ?
	In your opinion, what motivation is more dominant in you, intrinsic or extrinsic?
	In your opinion, what efforts were made to increase students motivation to learn English during in the post COVID-19 pandemic ?

F. Research Instruments

In conducting this research, the researcher used the instrument. The following is the instrument:



1. The Researcher

The researcher is key instrument who interpretes the data and the researcher collects data herselfes through examining documents, observing behavior, and interviewing participants. The researcher use an instrument, but it is one designed using open-ended questions.

2. Interview

Interview is data collection technique by way of interviewing selected individual as a respondent. Furthermore, it is a direct face to face attempt to obtain reliable and valid measures in the form of verbal responses from one or more respondents. According to Bungin (1998:3), in-depth interview is a process to obtain information for the purpose of research by face to face questioning between the interviewer and informant, with or without the use of an interview guide. The researcher conducted interviews with students by distributing leaflets containing questions about learning motivation, then the researcher read and explained the questions one by one, then the students answered the questions by writing the answers on the leaflet.

G. Thrustworthiness of the Data

In the research, researcher must obtain data are valid. This part of research points how the way data can get the trustworthiness. Trustworthiness or rigor of a study refers to the degree of confidence in data, interpretation, and methods used to ensure the quality of a study



(Pilot & Beck, 2014). In each study, researchers should establish the protocols and procedures necessary for a study to be



considered worthy of consideration by readers (Amankwaa, 2016). Criteria outlined are accepted by many qualitative researchers (Creswell and Miller, 2000). These criteria include credibility, dependability, confirmability, and transferability; added authenticity. To check the trustworthiness of the data, the researcher used theoretical triangulation in this research.

Sugiyono (2007) states that Triangulation is a technique that utilizes data validity that exploits something else. Outside the data for checking purposes or as a comparison against the data. Triangulation was a method to enhance researcher's understanding about what was being investigated. Sugiyono (2007:274) identified four types of triangulation :

1. Source triangulation : The use of a variety of data sources, including time, space and persons, in a research.
2. Methodological triangulation : The use of multiple methods to study a situation or phenomenon. The intention is to decrease the deficiencies and biases that come from any single method.
3. Theoretical triangulation : The use of multiple theories or hypotheses when examining a situation or phenomenon. The idea is to look at a situation/phenomenon from different perspectives, through different lenses, with different questions in mind.
4. Investigator triangulation : The use of more than one investigator, interviewer, observer, researcher or data analyst in a study.



The triangulation used in this research is source Triangulation. Source triangulation was carried out by checking information/data obtained through interviews with informants. Then the data was asked to other informants who were still related to one another.

H. Technique of Analyzing the Data

Moleong (2004:6-10) confirm that data analysis is the efforts made by working with the data, organize data, sorting out into manageable units, synthesize, search and find patterns, find what is important and what is learned, and decide what can be told to others . It is used in all of the sciences. It is used in business, in administration, and in policy. Miles, Huberman & Saldana (2014) suggests that activity in qualitative data analysis is done in an interactive and takes place continuously until complete, so the data is already saturated. Activity in the data analysis is divided into three, involves:

1. Data Reduction

Reducing data is the process of selecting data, grouping data, simplifying data, and transforming data contained in written transcripts. Then the researcher will ask, summarize, and begin to conclude. Reducing data based on this research problem. The data will be taken from the results of observations and interviews, and other data will be explored in the findings.

2. Data Display



In the data display stage, it is included in the data analysis process. The data obtained will be displayed by the researcher in the form of a narrative text. In this case, the form of data display in this study is descriptive text. This descriptive will be based on the data collected through observation and interviews from the research location. These data will then be linked, analyzed, and concluded.

3. Conclusion Drawing/Verification

In this last stage, the researcher's analysis and discussion must be able to find a conclusion from this study based on data display and data classification. If the conclusions obtained are still tentative, they can still change based on supporting data. However, if the conclusion is valid and consistent, then the conclusion can be said to be credible.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

This chapter presented the result of the findings. It was intended to answer the problems of the study. The researcher described the process of interviewing, presenting result of the data, and analyzed the findings. Researchers conducted research and obtained complete data from all research instruments including interviews and observations. To get the objectives of the research, the researcher analyzed the data systematically and accurately. The data were analyzed in order to draw conclusion about the objective of study.

MTS N 1 Surakarta has started to hold full offline (face-to-face) learning since the post Covid-19 pandemic. So that students can go back to school and study in class like before the pandemic. The researcher analyzed of students' motivation to learn in English during in the post Covid-19 pandemic in the eighth grade of MTSN 1 Surakarta 2022/2023 year, by conducting some interviews and observations. To obtain data, the researcher conducted observations on March 1, 2023 at 12.30 WIB and the researcher also conducted interviews with students on March 3, 2023 at 09.00 WIB. The informants in this research were the eighth grade 10 students, namely : AM, A, CP, AP, NA, JF, SN, YA, RA, and FT.





1. Students' motivation to learn in English during in the post Covid-19 pandemic in the eighth grade of MTS N 1 Surakarta 2022/2023 academic year

Based on the findings in the field during observations at the eighth grade of MTS N 1 Surakarta, it can be seen during learning that students are still less active in asking questions about things they do not understand. Students are still reluctant and embarrassed to ask the teacher. The researcher observes that after the pandemic was over and back to face-to-face learning, the students do not pay attention to the teacher's explanations, and took a long time to do their assignments. So based on the results of these observations, that the average learning motivation became to decrease. This decrease in motivation is caused by the need for adaptation of students who were accustomed to studying at home and then required to return to school. The teacher informed that post-covid student learning motivation has decreased, because for 2 years students have studied online so students need to readjust to study offline. The teacher said that she tried to increase student motivation by giving rewards or gifts.

Picture 4.1



The situation of students in class VIII MTS N 1 Surakarta



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Based on the result of 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. The teaching and learning process is not optimal because it is still in the adaptation stage. In addition, the teaching and learning process is also uncomfortable because the conditions are not completely stable and students are still filled with lazy and reluctant to go to school.

The researcher used interview instruments to find out and analyze the motivation to learn English during the post-Covid-19 pandemic in class VIII at MTs N 1 Surakarta in the 2022/2023 academic year. The informants of this study were 10 students in the English class in eighth grade A of MTs N 1 Surakarta in the 2022/2023 academic year. Students were asked by the researcher to answer 16 questions and statements about motivation.

a. Learning English is important

Based on the result of the interviews, the following findings presents the students' replies and statements about whether did their think learning English is important or not, which were serve as the basis for further interpretation and explanation :



In this case, said by informan students' AM and A as below :

AM : "Penting, karena kalau kita mau keluar negeri, kita harus bisa b.inggris. Kalau tidak bisa b.inggris kita gak bisa keliling dunia/keluar negeri".

A : "Yes, dalam masa sekarang banyak orang menggunakan bahasa Inggris dan akan mempermudah jika sedang di luar negeri.

Based on AM and A's statement, also other students answered that learning English is important, because it is a world language. According to the students, learning English is important for going abroad, traveling the world, as well as for the world of work.

Then researcher asked if learning English is important, whether you have your own desire to be good at speaking English even though you are studying in the midst of the post-Covid-19 outbreak period. The results of the interviews are as follows :

CP : "Yes, I do. Karena bahasa Inggris adalah bahasa yang harus dipelajari di era sekarang ini".

AM : "Ya saya ingin bisa bahasa Inggris, karena belajar b.inggris di rumah lumayan gampang sama ortu. Kalo di sekolah gak seru soalnya gak bisa nerjemahinnya dan kadang bingung"

Based interviewed above; like CP, A and all students want to be good at English because English is the main language and they can study abroad, so they want to be more enthusiastic about learning. According to them, the thing that made them interested in learning English were that at this time English had become a common language in society, besides that, the thing that made them more enthusiastic about



learning English were because they wanted to travel the world. Based on the statement above, it can be concluded that every child has different motivations and learning needs. With the encouragement and learning needs that are contained in students can make students more motivated to learn.

b. Preference on online learning or face-to-face learning

Next, the researcher asked how their opinion, which you prefer : to study in the midst of the Covid-19 outbreak through online learning ; or during the post-Covid outbreak through face-to-face ; The results of the interviews are as follows :

AZ : "Tatap muka, karena lebih mudah dipahami, lebih jelas dan lebih efektif. Kalau online, kadang videonya dimatiin dan suaranya di mute".

K : "Lebih memilih tatap muka karena bisa bertemu teman-teman, dan lebih paham materi jika bertemu langsung".

A : " I prefer study English during in the post Pandemic covid through face-to-face because I can more understand about the material".

Based interviewed above, all the students prefer face-to-face learning because students can meet teachers directly, meet friends, and understand subjects better through direct teaching. But there is a student who prefers online learning because she can study while relaxing at home, as AM said below :

AM : "Suka belajar pas covid karena di rumah bisa sambil tiduran, makan, minum, hehehe".



Picture 4.2



The situation of students in class VIII MTS N 1 Surakarta

Students expressed their opinion that they prefer face-to-face learning than online learning. They also said that it was easier to learn English through face-to-face learning, because students can ask directly to the teacher without any signal problems. This is in line with what AZ and S said :

AZ : "Tatap muka, karena guru lebih leluasa menerangkan pelajaran. Dan tidak ada kendala sinyal."

S : "Lebih mudah dengan cara offline karena lebih jelas, bisa langsung bertanya kalo belum paham."

Based on the interview above, it can be concluded that the students' prefer face-to-face learning than online learning. They also said that it was easier to learn English through face-to-face learning. Therefore the researcher asked with students what difficulties do students face in online learning ? The following are the results of interviews with students :

AZ : "Lebih sulit online, karena memerlukan kuota data dan juga alat elektronik (HP dan laptop)".



S : "Lebih sulit online, karena ada kendala kayak sinyal, jadi kita tidak fokus".

AM : "Lebih sulit online karena kadang guru nyampaiannya putus-putus karenaWiFi/kuota nya lelet".

K : Pembelajaran online, karena online itu diberi tugas tanpa dijelaskan"

According to students, online learning is more difficult, because it requires dataquota and electronic devices (cellphones and laptops). Online is more difficult, because there are signal problems, resulting in difficulty focusing.

c. Difficulty in learning English

Based on previous interviews, the researcher can conclude that the students said that it was easier to learn English through face-to-face learning. Therefore the researcher asked with students : Are they active in English class; if not active what are their obstacles and their difficulties. The following are the results of interviews with students :

AZ : Tidak aktif. Karena sejak dulu tidak menyukai bahasa Inggris

AM : Gak aktif, karena sulit dan bingung. Dari dulu aku gak paham2

b.inggrisK : Gk aktif, karena bahasa Inggris itu sulit dipahami dan tidak

tau artinya BK : Tidak aktif karena malas".

From the answers above, students admit that they are not active in English lessons because it is difficult, they feel confused, lazy, and they do not understand the material. These things made them not active in class. Then the researcher asked



whether you active in classes if you like the material given ; The results of theinterviews are as follows :

AZ : Iya walaupun sudah tidak online, saya tetap tidak aktif di kelas. Karena memang tidak suka bahasa Inggris, kak

S : Iya, karena ada materi yang menyenangkan dan yang tidak. Saya kesulitan untuk menghafal kosakatanya dan kata kerjanya.

CP : Kadang suka kadang ngga. Nggak begitu suka kalo materinya susah, jadi saya tidak aktif karena takut menjawab kalau salah.

Based on AZ's statement, she is still not active in English class even though it is face-to-face learning, because she doesn't like English lessons. Like AZ, CP also felt scared when she got a question from the teacher because she was afraid of answering wrongly. Likewise the other students said it was difficult to understand English and felt difficult to memorize vocabulary.

d. Encouragement of needs

The encouragement and needs of students in learning, namely the motivating factors that made their enthusiastic about learning English, the spirit that students have in achieving their goals. There is encouragement from various things, for example due to the influence of friends, parents, rewards or punishments from the teacher. This is in accordance with what was said by several students of eight grade. In this case, said by S and K :

S : Iya, karena bersaing untuk mendapatkan nilai 100. Karena sekelas pintar bahasa Inggris

K : Tidak, karena teman saya lebih bisa bahasa Inggris daripada saya



Informant S said that the encouragement that made her enthusiastic about learning English is due to the desire to get a high score, or a score of 100. Meanwhile informant K said active in class because she feels competing with other friends. Then the researcher asked whether your encouragement to active in English class because of the punishment from the teacher ; The results of the interviews are as follows:

AZ : "Tidak, karena tidak ada hukuman dari guru".

S : "Iya, karena keinginan sendiri untuk bisa bahasa Inggris".

AM : "Ya, karena kita harus tahu V1,V2,V3. Kalo gaktau nanti gak bisa ngerjain. Bingungnya disitu".

AN : "Ya karena takut dihukum".

Likewise, informant AN and AZ said that their encouragement that made their enthusiastic about learning English because they are afraid of being scolded or punished. 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.

Based on explanation from the teacher above, there is an appreciation for learning such a gifts or reward 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.



2. Efforts made to increase students' motivation to learn English during in the post COVID-19 pandemic in the eighth grade of MTS N 1 Surakarta 2022/2023 academic year

Researcher used interview instruments to find out and analyze the efforts made to increase student motivation in learning English during the post-COVID-19 pandemic in the eighth grade of MTS N 1 Surakarta in the 2022/2023 school year. The informants of this study were 10 students in the English class in the eighth grade of MTS N 1 Surakarta in the 2022/2023 academic year. Students were asked by the researcher to answer some questions and statements about their efforts to increase motivation, in addition. Then the researcher asked whether they find it difficult to study at the moment that makes them less active in English class. The results of the interviews are as follows :

AZ : Iya, karena materinya susah, kayak Verb 1,2,3 dll.

K : Iya, karena dari SD tidak ada bahasa Inggris, jadi di SMP pertamakali itupun tidak paham.

DZ : Ya, karena menghafal kata2 dalam bahasa Inggris

The researcher asked whether they ever reluctant to learn and are not enthusiastic in accepting lessons in class ; and the results of the interviews are as follows :

S : Pernah, karena materinya susah dan lagi ngantuk

AM : Kurang memahami, karena guru njelasinnya agak cepet dikit

Keysheila : Pernah, karena saat itu saya meremehkan dan jadi malas belajar karena tidak tahu artinya



The next question the researcher asked about whether affecting factors of students learning motivation in post Pandemic ? And the students answered as the following :

AZ : Faktornya itu dari online, dukungan ortu, juga bisa ketemu teman2 dan guru.

CP : Termotivasi karena idola

K : Lebih termotivasi, karena agar bisa menambah kecerdasan/wawasan dan nilai bahasa Inggris

DZ : Lebih termotivasi karena dapat jajan di kantin, bertemu teman dan guruyang ngajar

BK : Punya cita-cita

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. Then the researcher interviewed about what motivation is more dominant in you, intrinsic or extrinsic? And the student replied as follow :

HO : Extrinsic, karena dukungan orangtuanya dan lingkungan pertemanan

CP : Extrinsic dan intrinsik

AM : Extrinsic karena terinspirasi dari teman dan ortu

AN : Extrinsic (karena idola) dan intrinsik (karena bisa giat belajar)

K : Motivasi intrinsik, karena saya merasa ingin lebih bagus



Picture 4.3



The situation of students in class VIII MTS N 1 Surakarta

One of the extrinsic elements that can stimulate a student'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 students said above. Then the researcher asked about what efforts were made to increase students motivation to learn English during in the post COVID-19 pandemi? The students replied as follow :

AZ : Motivasi saya karena adanya dukungan orangtua, guru bahasa Inggris yang menyenangkan, dan teman.

HP : Meningkatkan motivasi ku dengan cara melihat orang-orang hebat yang bisa berkuliah di luar negeri. Seperti Maudy Ayunda, dan menambah belajar agar jauh lebih fasih dan bisa berbahasa Inggris.

J : For increase my motivation, I often watch someone who got many achievements, then sometimes I realize that English is more fun than the other lesson.

An : Ingin membanggakan orang tua, ingin kuliah di kampus favorit, dan ingin mengetahui lebih mendalam tentang bahasa Inggris.

Based on the overall data above, it can be concluded that the post-pandemic teaching and learning process has not been carried out optimally because



in the adaptation stage. The need for adaptation of students who were accustomed to studying at home and then required to return to school. During 2 years students have studied online so students need to readjust to study offline. The teacher try to increase student motivation by giving rewards or gifts.

Based on the result of 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.

The results of this study indicate that the learning motivation of students after the pandemic is decreased. It 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. In addition, the teaching and learning process is also uncomfortable because the conditions are not completely stable and students are still filled with lazy and reluctant to go to school.

It was said that there were related some efforts are made to increase students motivation to learn English. The extrinsic and intrinsic elements that can stimulate a student's learning motivation is such as the support from parents, their friends, a pleasant English teacher, and comes from the figures they admire. They believe that students will be able to read

and understand most of the texts in English if



students continue to learn it, and also a bit nervous and confused when students speaking in English class, students also find learning english really interesting, besides students are also motivated ready to expend much effort in learning english, student also sure will be able to write in english comfortably if students keep trying hard, and the last students motivated because students think that students do their best to learn english.

B. Discussion

1. Students' motivation to learn in English during in the post Covid-19 pandemic in the eighth grade of MTS N 1 Surakarta 2022/2023 academic year

Based on the results of interviews and observations that have been carried out by researcher, it can be underlined that students' motivation to learn English during the post-Covid-19 pandemic in class VIII MTS N 1 Surakarta for the 2022/2023 academic year decreased after the Covid-19 pandemic. The decreased students' motivation in learning English is due to during 2 years students study online from home with online learning. So that once they return to school, their motivation decreases, they become lazy and reluctant. When the learning began, the researcher observed that there were several students who were less enthusiastic in participating in English subjects, some of these students looked limp and when asked by the teacher the students did not understand what the teacher had explained. The students are used to relaxing at home, studying online without wearing school



uniforms and shoes, this is what makes students reluctant to return to school and study in class.

According to Uno (2007:11), motivation is an internal and external drive within a person with desires and interests, drives and needs, hopes and ideals, appreciation and respect. Based interviewed with the students above, actually all the students prefer face-to-face learning than online learning because students can meet teachers directly, meet friends, and understand subjects better through direct teaching. The difficulties faced by students in English lessons are about vocabulary, tenses and verbs; because students have difficulty memorizing, do not understand, and are sleepy in class.

According to Abbie Petsche (2009:13-18), there are two factors that influence student learning motivation, namely Intrinsic factors and Extrinsic factors. Students' motivation to learn English during the post-Covid-19 pandemic in class VIII MTS N 1 Surakarta for the 2022/2023 academic year influenced by Intrinsic factor as Interest, Expectations and Values, Goal ; and Extrinsic factor as: Family, school environment. The family is the main factor that teaches the basic foundations of education in school and in the community. Factors that can affect student learning motivation include the state of the house, facilities and infrastructure in learning, and the atmosphere around the house. A family that is not in harmony does not provide motivation for learning to students, this causes students to concentrate less in learning. The school environment where students visit every day to study but it is



different from the current situation, the



increasingly widespread spike in covid cases causes students to only be allowed to study online but if look at the normal situation the school environment is an important factor in motivation student learning. Schools that have good learning activities, supporting facilities and infrastructure, a good academic atmosphere will encourage students enthusiasm for learning at school.

Based on the above theory, learning motivation is influenced by intrinsic factors and extrinsic factors. Intrinsic factors are things that come from within the individual itself while extrinsic factors are things that arise from outside the individual (Abbie Petsche,2009:15-18). In terms of the way teacher to motivate the students, the researcher concludes that the teacher motivates the student with the teacher realizes the importance of the motivation, then after that use the variation technique in motivating the student according to the capacity and the need of the student, by knowing the student character, and providing students with insight into English. teachers must also be good at responding different students in motivating students in class to be motivated. Teacher also motivate students by communicating well by using question and answer techniques that make students motivated to better understand English material that is clearly communicated by English teacher, detailed explanation and quiet way of delivery will make students more comfortable and calm learning English.

In addition, teacher also provide knowledge about the importance of



learning English to students reinforcement to encourage students to learn English again.



Teacher motivate students also by providing knowledge about the importance of learning English to students and give a sense of spirit and confidence to students to more spirit of learning English. And English teacher also convey to students that English is a tool of international communication and a language of science. teachersalso motivate students to communicate well to students, and provide motivation to students by providing insight into the importance of learning English to students. so students better understand what they learn english. Their results show that motivation is the most important part in learning English, and motivated students will be better at learning English, because motivation is a positive encouragement in students themselves to learn English.

2. Efforts are made to increase students motivation to learn English during in the post COVID-19 pandemic in the eighth grade of MTS N 1 Surakarta 2022/2023 academic year

In terms of the efforts are made to increase students motivation in learning English in the eighth grade of MTS N 1 Surakarta 2022/2023 academic year, the teacher uses the various learning methode that be done in an effort to increase students' motivation in achieving academic excellence. By making these efforts students can find out what is best for them in motivating themselves. The researcher concludes that there are several factors behind the motivation of students learning English as it is said that it is related to the motivation of English students. Such as they like the English face-to-face class atmosphere, are interested in the way English is used in conversation, and believe that the students will be



able to read and understand most of the texts in English if students continue to learn it, and also a bit nervous and confused when students speak in English class, Students also find learning english really interesting, besides students are also motivated ready to expend english, Student very student english student to write in english comfortably if students keep trying hard, and the last students motivated because students think that students do their best to learn English.

From the data presented above, it can be reported that the English students in the eighth grade of MTS N 1 Surakarta 2022/2023 academic year motivation in learning English. Extrinsic motivation is a type of motivation which was derived from outside of the students. Harmer (2007) states that extrinsic motivation is the result of any number of outside factors, for example the need to pass an exam, the hope of financial reward or the possibility of future travel.

There are some factors that influence the student extrinsic motivation such as students were motivated to learn English because they want to achieve their goals, for example : they want to get a good score in final exam, they want to get a good score during post Covid-19 Pandemic and they may want to continue their study overseas. Furthermore, the students want English teacher have good method and personality in teaching and learning process during the post Covid-19 Pandemic.

The researcher explained that the students in the eighth grade of MTS N 1 Surakarta 2022/2023 academic year have extrinsic motivation than intrinsic motivation in learning English during post Covid-19 Pandemic.

This is good for



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the student and teacher in teaching and learning process. Because, motivation is the one of important thing which affects students' attitude and achievement. So it will be useful for the teacher to bring the student to be successful in learning English.



CHAPTER V

CONCLUSIONS AND SUGESSTIONS

A. Conclusions

Students' motivation to learn English decreased after the Covid-19 pandemic. It 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. In addition, the teaching and learning process is also uncomfortable because the conditions are not completely stable and students are still filled with lazy and reluctant to go to school. The decreased students' motivation because due to during 2 years students study online from home with online learning. So that once they return to school, their motivation decreases, they become lazy and reluctant. The students are used to relaxing at home, studying online without wearing school uniforms and shoes, this is what makes students reluctant to return to school and studyin class.

The efforts are made to increase students motivation in the eighth grade of MTS N 1 Surakarta 2022/2023 academic year includes the teacher uses the various learning methode that be done in an effort to increase students' motivation in achieving academic excellence. Some efforts are made to increase students motivation to learn English. The extrinsic and intrinsic elements that can stimulate a student's learning motivation is such as the





support from parents, their friends, a pleasant English teacher, and comes from the figures they admire. Apart from that, students assume English is interesting, so they are motivated ready to expend much effort in learning english, and the last students motivated because students think that students do their best to learn english.

B. Suggestions

To get the improvement of next study, the researcher would like to proposesome suggestions for the students, the teachers, and next researchers, they are:

1. For the Students

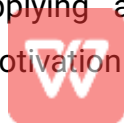
For students to be easier to learn English, the most important thing is to love the English language and pay attention to teachers who explain when learning English in order to students' motivation to learn English has increased after the Covid-19 pandemic.

2. For the Teachers

For teachers to pay more attention to their students and explain with a more interesting method so that students feel happy and comfortable to increase students' motivation and give passion for student to learning English.

3. For the next researchers

For the next researcher in order to develop again this research by applying appropriate learning media, in order to deepen the motivation of learning, especially learning English in school.



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<https://www.gurusiana.id/read/laila2421/article/motivasi-belajar-tantangan-menulis-hari-ke-58-4869480/#>



Edit dengan WPS Office

APPENDICES

Appendix 1 : Students List of the Class 8A

NO	Nama Siswa
1.	Kasafya Izza Maulana
2.	Fadhil Al Khozy Hidayatullah
3.	Jabbar Novian Andreson
4.	Najwa Indah Kusuma Damayanti
5.	Ahmad Risky H
6.	Raditya Bintang P
7.	Kairo J P
8.	Bagus Krisna Derpit
9.	Dzakwan Rafa Benzema
10.	Keysheila Athaanindya Yasa
11.	Almaida Nur Ramadhan
12.	Anindya Mustofa Althafunnisa
13.	Naura Calia Putri
14.	Husna Odyssey Syifa'
15.	Sabila Aulia Putri
16.	Azalia Nada H
17.	Khalil Vidi Azka
18.	Meysun Rafeyfa A
19.	Calysta Putri Riesa
20.	Risa Ayu Mayasari
21.	Freya Tsaani N
22.	Yumna Azalia
23.	Alyamaira Putrika Hermaniar
24.	Salvia Nailah Calya Andini
25.	Janeeta Fiorenza Ayu
26.	Alifiyya Putri Desiane
27.	Nadindra Xavierinda Wibowo
28.	Keisha Azarine



Appendix 2 : Situation During Observation & Interview





Appendix 3 : Picture of Students Class 8A MTS N 1



Appendix 4 : Students of Class 8A MTS N 1

