

**AN ANALYSIS OF ENGLISH STUDENTS' MOTIVATION IN  
SPEAKING CLASS DURING NEW NORMAL ERA**  
(A Descriptive Quantitative Study at the second Semester of English Department  
of IAIN Bengkulu Academic Year 2020/2021)

**THESIS**

**Submitted as a Partial Requirement for the Degree of Sarjana (S.Pd)  
In Study of English Education**



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## **MOTTO**

**“Allah Does Not Burden A Person Except According To His Ability”**

*(QS Al Baqarah : 286)*

**“One Second of Time You Waste, A Thousand Opportunities You Leave”**

*(Tri Nengsi Puspita Sari)*

## **DEDICATION**

With gratitude and all of my love, this thesis is dedicated to :

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## PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “ An Analysis of English Student Motivation in Speaking Class During New Normal Era( A Descriptive Quantitative Study at the Second Semester of English Department of IAIN Bengkulu Academic Year 2020/2021” is my real masterpiece. the things out of my masterpiece in this thesis are signed by citation refered in the bibliography. if later proven that my thesis has discrepancies, i am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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4. Feny Martina, M.Pd as the Head of English Education Study Program of IAIN Bengkulu.
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The researcher realizes that this thesis is still far from being perfect. The researcher hope that this thesis is useful for the researcher in particular and the readers in general.

Bengkulu, 2021  
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## ABSTRACT

**Tri Nengsi Puspita Sari. 2021. An Analysis of English Students' Motivation in Speaking Class During New Normal Era.**

**Thesis, English Education Study Program, Tarbiyah and Tadris Faculty, State Institute of Islamic Studies (IAIN) Bengkulu.**

**Advisors :**

**1. Dr. H. Ali Akbarjono, M.Pd**

**2. Feny Martina, M.Pd**

Motivation is one of the most important and very influential factors in the learning process. The purpose of this study was to find out how the level of student motivation in the speaking class in the new normal era, and to find out whether the dominant type was intrinsic or extrinsic motivation, namely second semester students at the English Department of IAIN Bengkulu, then to find out the obstacles or difficulties faced. students while studying in the new normal era along with solutions to some obstacles. This study uses a quantitative descriptive approach. The techniques used in data collection are questionnaires and interviews. The questionnaire consists of 36 questions which are divided into intrinsic and extrinsic motivation. The data are presented statistically using percentage, frequency, arithmetic mean, and standard deviation division. The results showed that the mean intrinsic motivation score (3.89) was higher than the average extrinsic motivation score (3.39). However, the overall average motivation of 3.68 is considered a high level of motivation even though currently studying in the midst of the Covid-19 pandemic. The results of this study indicate that the majority of students learn English in the speaking class with intrinsic motivation. They are active in speaking and learning English because of their inner desire. Based on the findings of this study, several relevant and useful implications of motivational learning are recommended to increase students' learning motivation. Then, in learning during the new normal era, students have difficulty understanding the subject matter delivered by lecturers, often run out of quota when participating in lessons delivered via google meet, have difficulty getting a stable network or signal when participating in learning, so that the learning obtained becomes less maximum.

**Keywords:** *Learning Motivation (Intrinsic Motivation, Extrinsic Motivation), Speaking Class, New Normal Era.*

## ABSTRAK

**Tri Nengsi Puspita Sari. 2021. Analisis Motivasi Siswa Bahasa Inggris di Kelas Berbicara Pada Era New Normal.**

**Skripsi, Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Tadris, Institut Agama Islam Negeri (IAIN) Bengkulu.**

### **Pembimbing:**

**1. Dr. H. Ali Akbarjono, M.Pd**

**2. Feny Martina, M.Pd**

Motivasi merupakan salah satu faktor yang sangat penting dan sangat berpengaruh dalam proses pembelajaran. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana tingkat motivasi mahasiswa pada kelas speaking pada era new normal, dan untuk mengetahui tipe yang dominan apakah motivasi intrinsik atau ekstrinsik yaitu mahasiswa semester dua di Jurusan Bahasa Inggris IAIN Bengkulu, kemudian untuk mengetahui hambatan atau kesulitan yang di hadapi siswa selama belajar di era new normal beserta solusi untuk beberapa hambatan. Penelitian ini menggunakan pendekatan deskriptif kuantitatif. Teknik yang digunakan dalam pengumpulan data adalah angket dan wawancara. Kuesioner terdiri dari 36 pertanyaan yang terbagi menjadi motivasi intrinsik dan ekstrinsik. Data disajikan secara statistik menggunakan persentase, frekuensi, mean aritmatika, dan pembagian standar deviasi. Hasil penelitian menunjukkan bahwa rerata skor motivasi intrinsik (3,89) lebih tinggi dari rerata skor motivasi ekstrinsik(3,39). Namun, rata-rata motivasi secara keseluruhan sebesar 3,68 dianggap sebagai tingkat motivasi yang tinggi meskipun saat ini sedang menempuh pendidikan di tengah pandemi Covid-19. Hasil penelitian ini menunjukkan bahwa mayoritas siswa belajar bahasa Inggris di kelas berbicara dengan motivasi intrinsik. Mereka aktif dalam berbicara dan belajar bahasa Inggris karena keinginan batin mereka. Berdasarkan temuan penelitian ini, direkomendasikan beberapa implikasi pembelajaran motivasional yang relevan dan bermanfaat untuk meningkatkan motivasi belajar siswa. Kemudian, dalam pembelajaran selama era new normal peserta didik kesulitan dalam memahami materi pelajaran yang disampaikan oleh dosen, sering mengalami kehabisan kuota disaat mengikuti pembelajaran yang disampaikan melalui google meet, kesulitan mendapatkan jaringan atau *signal* yang stabil pada saat mengikuti pembelajaran, sehingga pembelajaran yang didapatkan menjadi kurang maksimal.

**Kata Kunci:** *Motivasi Belajar (Motivasi Intrinsik, Motivasi Ekstrinsik), Kelas Berbicara, Era New Normal.*

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# CHAPTER I

## INTRODUCTION

### **A. Background of the Research**

Learning is an activity process to change the behavior of the subject in learning. Changes in behavior can be seen from various forms, including the learning subject being creative. Creativity in learning is characterized by several characteristics such as open thinking and being spontaneous, curious and independent. Creativity in learning does not just appear, but is influenced by several factors, both internal and external. A person will be successful and creative in learning, if in himself there is a desire to learn. The desire or urge to learn is what is called motivation.

Based on the above assumptions, students who have motivation to learn are characterized by a change in energy within themselves, the impulse that arises from within a person turns into an energy that makes him work or study, seek and solve problems to completion. Motivated students also make reactions that direct themselves to achieving goals.

Higher education as one of the educational institutions is responsible for providing quality education, in order to produce graduates who can be highly competitive and able to answer the challenges of the times. The ideal tertiary institution is one that provides quality and competitive education, in which all systems within the college can run according to its function. (Rusdi, 2013)

In the learning process, motivation has a very important role. Motivation can influence the success or failure of the learning process. Motivation plays a

role in providing encouragement, direction, and persistence in behavior. Motivation can come from within or from the influence of others. In teaching and learning interactions, there are several things that need to be considered, including learning motivation and student concentration both before and when participating in learning. Motivation is considered a mental driving force and provides direction for human behavior, including learning behavior. motivation leads to a desire, a hope, a need, and a goal to be achieved (Uno: 2007). Motivation in the learning process is divided into two, namely intrinsic motivation and extrinsic motivation. What is meant by intrinsic motivation is motivation that comes from within a person, while extrinsic motivation is motivation that comes because it is influenced by external factors. (Harmer, 2007)

Students' motivation to learn can be a strength to achieve the best for themselves. Student learning achievement will be optimal if the teacher uses appropriate teaching methods to stimulate student motivation. Teachers must be good at using methods in the learning process that are innovative, active, effective, and comfortable. The teacher's responsibility is to find the right strategy and make the teaching and learning process effective. Effective teaching strategies include active participation. (Amiruddin, 2009)

However, currently the teaching and learning process is experiencing challenges as a result of the Covid-19 virus outbreak. (Tria, 2020) Corona virus 2019 (Covid-19) is a type of disease that is relatively new, because it emerged in 2019. This relatively new disease then spread widely throughout the world



and became a barrier to activity for the world, because this type of disease had never been identified in humans before. Furthermore on January 30, WHO declared this disease a dangerous disease and caused the whole world to feel uneasy with this type of disease. The Covid-19 pandemic is a problem currently facing the world, the spread of the Covid-19 outbreak also has an impact on the education sector which causes a decrease in the quality of learning for students. This pandemic period demands a learning system that is replaced by online learning. Distance learning is implemented so that the learning process continues. Based on this then the teacher implies learning from home or by online learning .

Before the Covid-19, the learning process was carried out face-to-face. Where students learn in class and come face to face with the lecturer. But with the Covid-19 outbreak, learning methods or habits have changed. When face to face or studying in class, students can understand better and can ask directly what they cannot understand. However, when studying online, many students admit that they have difficulty following this relatively new learning method. The most difficult thing is that the atmosphere is not conducive and there is no teacher assistance. Changes in the learning system certainly greatly affect student learning motivation, in situations like this students feel bored with learning.

Along with the outbreak of the Covid-19 virus, the government implemented a new normal policy. (Rafsanjani, 2020) In order to break the chain of spreading the virus that is currently endemic. However, education is

still carried out by online or distance learning. This new normal policy also applies to students of IAIN Bengkulu. They carry out lectures by studying at home or learning distance to avoid the spread of Covid-19. The current situation is certainly a challenge for students and lecturers. With the current learning system, of course, learning motivation is needed, because students are required to study independently and away from the supervision of lecturers, very limited facilities, and difficulty understanding the current learning system. The reason universities are still learning online and not face-to-face is because students find it easier to learn at a distance compared to other school students.

From the results of the researcher interview with several lecturers in the speaking class, it was found that the learning motivation of students in the speaking class was not optimal. This is because: There are still students who do not complete the assignment given, There are still students who do not pay attention to the lecturer during the lesson, There are still students who do not dare to express their opinions.

Then based on interviews with several students in the speaking class, namely the 2<sup>rd</sup> semester students of IAIN Bengkulu on Wednesday, January 13, 2020. Data was collected from the interview results. In the learning process in the Speaking class, they admit that they have difficulties in the current learning system, this is due to the lack of conducive learning facilities. This shows that there are still students who are late to class in studying. As well as the lack of English language skills and makes them less confident. and when the lecturer asked questions, only a few students actively answered and gave

ideas or comments, the others only became listeners. As well as the method used by the lecturer is less attractive so that he feels bored. Therefore, based on the preliminary interviews of researchers on the 2<sup>nd</sup> semester students of IAIN Bengkulu, it was found that several problems related to student motivation in the speaking class during the new normal were still low.

Before researcher conduct research, first research has been carried out by (Fitriyani, Fauzi, and Sari, 2020) Student Motivation in Online Learning During the Covid-19 Pandemic. *Journal of Education: Journal of Research and Literature Review in Education, Teaching and Learning*, 6 (2), 165–175. The student's motivation to learn is very good, this shows that the proportion of student learning motivation during the Covid-19 pandemic reached 80.27%. Then based on the results of research conducted by (Widiya Astuti Alam Sur, Minhatul Hasanah, Muhammad Rochmat Mustofa), it is known that lectures affect student learning motivation during the Covid-19 pandemic. Increased student motivation to learn through the implementation of online lectures during the Covid-19 pandemic. (Widiya Astuti Alam Sur, Minhatul Hasanah, Muhammad Rochmat Mustofa, 2020)

Therefore, based on research that has been conducted by previous researchers, the researcher wants to find out the motivation of IAIN Bengkulu students who are currently also being affected by the spread of Covid-19 in which students also learn online. And based on previous research, students motivation during online learning is very good and has increased even without direct supervision from the lecturer. Based on previous research, the researcher

wanted to conduct research to determine students motivation in online learning in second semester English students. Does motivation increase or decrease.

Based on the findings above, the researcher is interested to analyze students level motivation in speaking class, students dominant motivation, the obstacles in learning, than the solution in speaking class at the second semester of the English Department of IAIN Bengkulu in the academic year 2020/2021 after Covid-19, and the title of the research. is *"An Analysis of English students Motivation in Speaking Class During New Normal Era"*. *(Descriptive Quantitative Study at the second semester of English Department IAIN Bengkulu Academic Year 2020/2021)*.

#### **B. Identification of Problem**

Based on the background of the research, the problems can be analyzed that:

1. Students have low motivation in learning English.
2. Students do not participate in the speaking class.
3. Students feel difficult with the online learning system.
4. Lecturers less attention to teaching methods that the students interest.
5. Students have less confidence to speak actively.

#### **C. Limitation of the Problem**

This reseach only focuses on the investigation of the students motivation in English speaking class during new normal era at the second semester of English department of IAIN Bengkulu at academic year 2020/2021.

#### **D. Research Question**

The research question in this research can be formulated as told :

1. What is the level of students motivation in speaking class during new normal era at the second semester of English department of IAIN Bengkulu in academic year 2020/2021?
2. Are they predominantly intrinsic or extrinsic motivation in speaking class during new normal era at the second semester of English department of IAIN Bengkulu in academic year 2020/2021?
3. What are the obstacles faced in learning in the speaking class during new normal era at the second semester of English department of IAIN Bengkulu in academic year 2020/2021?
4. what are the solutions to the obstacles faced by learning in the speaking class during new normal era at the second semester of English department of IAIN Bengkulu in academic year 2020/2021?

#### **E. Research Objective**

Base on the problem above the objectives of this research as follow :

1. To find out what is the level of motivation motivation in speaking class during new normal era at second semester of English department of IAIN Bengkulu Academic Year 2020/2021.
2. To determine which one is dominant for students in speaking class during new normal era at second semester of English department of IAIN Bengkulu Academic Year 2020/2021. (intrinsic or extrinsic motivation).
3. To know the obstacles faced in learning in the speaking class during new normal era at the second semester of English department of IAIN Bengkulu in academic year 2020/2021.

4. To describe the solutions of obstacles faced by learning in the speaking class during new normal era at the second semester of English department of IAIN Bengkulu in academic year 2020/2021?

#### **F. Significance of the Research**

1. For lecturers as a sources of information and input about English student motivation in speaking class during new normal, so they can help the students to increasing their motivation in the class.
2. For students give them information about students motivation in speaking class and can be used to train themselves to be more active in the process learning so it is expected to increase motivation.
3. This research is expected to add insight and knowledge for readers and further researchers, especially regarding students' learning motivation in class speaking during the new normal era.

#### **G. Definition of Key Terms**

Definition of key terms to avoid misunderstanding among compilation readers as they read this paper. In this section, the researcher would like to give the operational definition of topics to make specifically understanding the topics of the research, those are: to further understand there are several main terms such as understanding motivation , understanding speaking.

1. **Students' motivation** is a process of encouragement that leads to the willingness of students, student needs, and students 'obligations, as well as students' enthusiasm for participation, with the aim of being successful in the speaking class.

2. **Speaking Class** is where the instructor teaches students about speaking, with the hope that students in the speaking class can speak English well according to the teachings that have been taught. not only that, the next hope is that students will be able to communicate with each other using English.
3. **New Normal Era** is a change in behavior to keep running normal activities, but by implementing health protocols. Like it or not, people have to make an adaptation in their activities. e new normal is the life that must be lived during the Covid-19 period by following all health protocols.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Concept of Motivation**

##### **1. Definition of Motivation**

Motive in English is a motive derived from the word "Motion" which means motion or something that moves. Begins from the word motive can be interpreted as a driving force has become active. According to (Harmer, 2007 :28) "Motivation is some kind of internal drive which pushes someone to do things in order to achieve something." Furthermore, Dimiyati and Mudjiono (1994 : 75) stated that motivation is a driving force or that directs and mentally encourages human behavior. After that, motive can change to become active at any given time. Especially when that need is really needed in order to achieve a goal.

Motivation is a change in energy in a person characterized by the e motivation is a change in energy that occurs in a person which is then marked by the emergence of a "feeling" which is based on a purpose. (Mc Donald in Sardiman, 2005). Motivation can cause changes in energy in a person, so that this will be inherent in the problem of mental symptoms, emotions and feelings, then act or do something.

Moreover, motivation can be in the form of plan, wants and the purpose that would be raised. The motivation of human provides by a), desire to be life b), desire possesses something c), desire of authority d), desire of the confession. At the learning activity, motivation can be said as a



whole of students energizer that emerge, guarantee and give direction for the existence of learning activity, so the students wants can be raised.

Furthermore, Gross said that the students motivation refers to “a students willingness, need, desire and compulsion to participate in, and be successful in the learning process. (Gross, 2006). Students who are motivated to engage in school “select tasks at the border of their competencies, initiate action when given the opportunity, and exert intense effort and concentration in the implementation of learning task they show generally positive emotions during on going action, including enthusiasm, optimism, curiosity, and interest. Less motivated or disengaged students, on the other hand, “are passive, do not try hard, and give up easily in face of challenges”.

The exclusive role of motivation is growing of passion, feeling happy and spirit to learn. The students that have strong motivation will have much energy at learning activity. One student that has high intelligence might be failed because of the lack of motivation. Learning process will be success and optimal with suitable motivation. So, teachers responsibility is providing them for growing their motivation.

Therefore, its problem is also connected with students interest. Interest means as a condition when some one sees the features of situation that connecting with their self wants and need. It can be growth because of participant, experience, and habit when they learning something. So the most

important thing is how created in order to students have desire to always learn.

## **2. Student's Motivation**

Motivation is a main impetus that make someone start learning and the driving force that will sustain the learning process in a sustainable manner. (Dornyei, & Stephen, Ryan, 2015 :72) Whereas learning is the basic process of the development of human life, by learning humans make individual changes so that their behavior develops. All activities carried out and the results of each achievement are none other than the results of learning, because someone lives and works according to what they have learned. . Learning is defined as not just an inner experience, learning is a process, not a result. Therefore, learning takes place actively and integratively by using various forms of action to achieve a result. so, motivation to learn is the encouragement of the learning process with the aim of getting the benefits of the learning process.

In the learning process, a student learns because he is motivated by his mental strength, what is meant by mental strength can be in the form of desire, attention, desire, or aspiration, and mental strength can be classified as low and high. So it means can Motivation is seen as a mental impulse that moves and directs behavior in humans, including learning behavior. In motivation, it depends on the desire that activates, moves, channels and directs learning attitudes and behaviors. In motivation, there are two main components, namely needs, encouragement and goals.

Furthermore, the student who is motivated, will make reactions that direct himself to achieving goals and will reduce the tension generated by the energy within him. Usually something they show that will make us know their motivation. For example, they pay attention, they start working on a task immediately, they ask questions and answers voluntarily, and they seem happy and excited. In other words, motivation leads them toward goal-achieving reactions, for example to be appreciated and recognized by people. other. The point is that a motivated student will strive to achieve what he wants. They are encouraged because they want to have an achievement, they will be excited and feel happy if they have motivation.

In relation to student motivation, one of the factors that comes from outside the individual that affects a student in learning, one of which is the influence of parents and teachers. Parents are an external factor that can be an influence on students. (Fatwa, 2014). Because parents are the first to educate their children before getting education from others. In educating and meeting the needs of their children, it requires attention from parents. The main role for parents in the family environment, the most important thing is to provide their first experiences in childhood, because first experiences are an important factor in children's personal development. The point is in the learning process parents are also a factor in building a child's motivation. Because parents influence students. while the teacher is a person who becomes a motivator when in the classroom.

Furthermore, when carrying out the learning process there are two factors that become the driving force, namely extrinsic motivation, namely motivation that comes from outside the self and intrinsic motivation that comes from within himself. (Ihsan, 2016). A child who learns with low or even no motivation, will be difficult to achieve, the child feels quickly satisfied with the results obtained, apathetic, not creative and unfocused.

Moreover, in learning motivation there are several elements of learning motivation, including:

- a) Discipline; discipline is the role of training and educating (including mental and moral lessons) people against regulations so that there is compliance and then so that they can run orderly and regularly in the organization. "Discipline is a training and education for students to be happy to carry out their duties. duties according to the orders of the teacher at school.
- b) Satisfaction; learning satisfaction is a feeling that arises from within a student. for example, a student feels satisfaction with what he has achieved and will maintain his learning achievement.
- c) Security; a sense of security is very influential on the enthusiasm of student learning because feeling safe will create calm for students in carrying out their duties as students. What is meant by sense of security is: (1) safe to face the future such as having high values, and (2) feeling of security in learning places, belongings, and learning facilities from

schools. A sense of security in the place of learning is an atmosphere of calm feeling when students carry out their tasks in the study room.

From the explanation above, can conclude that in learning motivation is really needed or is a very important component. Because learning motivation is an encouragement or impetus for students with the aim of achieving an achievement. Motivation to learn can arise from within or from outside influences. It means that motivation is a driving force in the learning process. Students who have high motivation will learn a good way. Meanwhile, students who have low motivation have low learning styles.

### **3. Theory of Motivation**

#### **a) Herzberg Theories**

This theory well known by two factors models, they are motivational factors and Hygiene factor. Motivational factors is intrinsic factor that supported the achievement, the come from someone it self (e.g challenging work, recognition, responsibility) which give positive satisfaction. While hygiene factors is extrinsic factors that come from outside which also determine some one attitude (e.g healthy) that do not motivate if present, but, if absent, result and demotivation. (Joseph E, 1997)

Base on explanation of the theory above, that herberg theory is a theory of two factors, which are divided into intrinsic and extrinsic motivation. Intrinsic motivation, namely motivation that arises from

within a person and extrinsic motivation, namely motivation that arises because of external encouragement.

#### b) Need Theory

This theory also known as Maslow Hierarchy that developed by Abraham Maslow. He state six grades of human needs : they are physiological, then safety, love and belonging, self esteem, self actualization, and then understanding and knowledge.

The theory can be summarizes as follow :

- (a) Human beings have wants and desires which influence their behaviour. Only unsatisfied needs influence behaviour, satisfied needs do not.
- (b) Since needs are many, they are arranged in order of importance, from the basic to complex.
- (c) The person advances to the next level of needs only after the lower level need is a least minimally satisfied.
- (d) The further the progress up the hierarchy, the more individuality, humanness and psychological health a person will show.
- (e) The needs, listed from basic (lowest-earlist) to most complex (highest-latest) are as follows. Physiology, safety, self- esteem, belongingness, self actualization.

#### c) The Incentive Theory of Motivation

The incentive theory of motivation such as reward, tangible or intangible, is presented after the accurance of an action or behaviour with

the intent to cause the behaviour to occur again. This is done by associating positive meaning to the behaviour. If the person receives the reward immediately, the effect would be greater, and decreases as duration lengthens shah stated that the uses of reward are :

- (a) As an incentive to participate in the task; the purpose is to control the students attitude.
- (b) Giving the information about the mastery ability.

#### d) Goal Theory

Goal theory is based on the notion that individuals sometimes have a drive to reach a clearly defined and state. A goals efficiency is affected by three features : proximity, difficulty and specificity. A goal should be moderate, not too hard or too easy to be completed. In both cases, most people do not optimally motivate, as many want a challenge ( which assumes some kind of insecurity of success). At the same time people want feel that there is a substantial probability that they will succeed. Specificity concerns the description of the goal in their class. The goal should be objectively defined and intelligible for the individual, a classic example of a poorly specified goal is to get the highest possible grade. Most children have no idea how much effort they need to reach that goal.

#### e) Mc Clelland's Need for Achievement Theory

It focus specifically on the need to achieve, a persons desire to excel in relation to some standard people with a high need for achievement prefer ( and are more motivated in ) situations where : (1)

they have personal responsibility for solving problems; (2) they have moderately difficult goals to achieve; (3) they receive frequent feedback; (4) they can take moderate risks. He divided a need in to need for achievement, need for affiliation, need for power.

*Need for achievement* leads to success. Success leads to all aspects of life. For example, success in education, success in business, and success in other fields .. in life the need for success is because there is an urge to achieve something you want to achieve.

*Need for power* in this theory needs and power lead to the desire to have influence over others. Everyone wants to influence others based on research and experience.

*Need for affiliation* this need is a real need that every human being has. This is generally reflected in the desire to be in a friendly situation in one's interactions with other people in the organization. This need is usually met in collaboration with other people. (Siagian, 2004 :167-169)

Base on theory above, the theory put forward by Mc Clelland's, namely the theory of three needs, namely about human needs both in achievement or success achieved. Then in theory it is also explained that human needs want to have an influence on others. And lastly the need for cooperation with others.

#### f) Expectancy- Value Theory

Expectancy of success has been researched for the last decades, because it is for sure that “we do the things best if we believe we can



succeed” (Dörnyei, 2001: 57). Expectancy of success is not sufficient if it is not followed by positive values. Expectancy of success and values are inseparable and they go hand in hand, so motivation theories based on these two terms are called “expectancy-value theories”.

So, the expectation-value theory is a theory that is related to the expectations that students have and then it is also related to the value of the assignment given to students based on the hope for success that the individual believes in.

#### g) Achievement Motivation Theory

Achievement motivation theory was initially uttered by (Atkinson ,1957. This theory is based on the importance of individuals’ experiences and their struggles to achieve a good performance (Madrid, 2002). Atkinson’s theory focuses on three factors which are the need for achievement or the motive for success, the probability that one will be successful at the task, and the incentive value of success results in the tendency to approach an achievement-related goal (Graham and Weiner, 1996).

So the Achievement Motivation Theory is a theory that is related to individual hard work to achieve something for success.

#### **4. Kinds of Motivation**

In the teaching and learning process in schools, motivation is one thing urgent. little or much at least the students have the motivation to learn because activities will be successful if the child concerned has strong

motivation. Then, base on the explanation theory of motivation in this research the researcher only focus to Herzberg theory. According Herzberg motivation is divided into two types; intrinsic motivation and extrinsic motivation. Below is further explanation related to both of these types of motivation.

#### a. Intrinsic Motivation

Santrock stated that intrinsic motivation involves the internal motivation to do something because of encouragement of desire or feeling from inside. According Gardner (1982) intrinsic motivation is perceived to be composed of three elements. These are effort, desire, and attitude . People do certain activities because it gives them pleasure and develops a particular skill based on their internal desire. Thus a person might be motivated by the enjoyment of the learning process itself or by desire to make themselves feel better (Harmer, 2007, P. 98). This means that intrinsic motivation is the willingness that often arises from within a person in an effort to achieve the desired goals. When students have intrinsic motivation, they will show their attitude in the classroom like they want to learn English because they like and enjoy learning it.

After knowing some definitions of intrinsic motivation then there are several factors that affect intrinsic motivation, including:

##### a) Self Desire

In this view students believe they do something of its own accord, not of success or external rewards. Internal motivation and

intrinsic interest are closely related. so that motivation arises because of need, as well as interest. so it is appropriate that interest is the principal motivational tool. the learning process will run well if accompanied by desires and interests. For example, students learn because of their own will and the results will be better because they come from themselves.

b) Satisfaction

Satisfaction is the feeling when someone gets the result or achievement of an effort made. because based on intrinsic motivation, namely motivation that comes from within a person without any external encouragement. pleh therefore a person will feel greater satisfaction with his achievement. When you achieve something, it is an added bonus for the work you have already completed. You don't start out looking for something specific in return, but with achievement comes the knowledge that you're on the right track. Pleasure and satisfaction in doing an activity or task when you only focus on the results of what you do.

c) Challenges/ Competition

Competition can be use as a motivation in support students' learning. Studies have shown that individuals are more likely to select challenging task when instrinsically motivated than when motivated to obtain an exstrinsic reward. Competition should be used by any consideration and should be appropriately to the students emotion

condition because it may grow anger, jealous and other negative emotion.

d) Good Habits

Intrinsic motivation is more likely to help you develop and build good habits because it requires no justification to work on those habits. You don't need to have a reason. So, it makes building habits much easier to accomplish as you will see by the following examples: a person is more likely to focus on a relevant task to build a habit. Such as Someone doesn't want to waste time doing things that are insignificant or things that won't get you any closer to the end. therefore, self-motivation will foster good habits.

e) Awareness

Self-Awareness is the process of identifying our motivations, choices and personality and then realizing the influence of these factors on our judgments, decisions and interactions with others. Self-awareness is the basis of emotional intelligence, which is the ability to monitor feelings from time to time.

In self-awareness learning is knowing what you feel at a moment using it to guide your own decision making. For example the desire to learn. The desire to learn means that there is an element or interest in learning. This will get better results than something that is without purpose. The desire to learn that arises from within the child will produce better results. (Sardiman, 2012)

## b. Extrinsic Motivation

Harmer 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. Furthermore, this type of motivation appears from outside and gives some influences to a person like give incentives, social pressure and punishment (Harmer, 2007, p. 98). According Gardner Extrinsic motivation: driven by external factors such as parental pressure, the role of teacher, environment. Many sources of extrinsic motivation are inaccessible to the influence of the teacher: for example, the desire of students to please some other authority figures such as parents, their wish to succeed in an internal exam, or peer groups influences (Gardner, 1982, p.14).

Seen from the understanding above, conclusions can be drawn that extrinsic motivation is influenced or stimulated from the outside individual. Factors affecting extrinsic motivation among others:

### a) Praise

When in the teaching and learning process there are students who are successful and successful in completing the assignment and the assignment is done well, then these students need to be given praise. The praise given is a form of positive motivation and good motivation. Therefore, giving praise must be appropriate, because giving message will foster a pleasant atmosphere and enhance student enthusiasm for learning and raise self-esteem. (Sardiman, 2012).

b) Advice

Advice is ordering or prohibiting someone from doing something, which is balanced with motivation or threat. For example, in the learning process there are students who have low motivation and are encouraged by giving advice so that the child has even better motivation.

c) Teacher, parents, environment

*Teacher* a factor in continue of a student's motivation is the teacher. Teacher has an important role in teaching learning activity. The teacher is not only a person who transfers the knowledge to the students, but also as a motivator who can motivate and support the students in learning activity.

*Parents* a part from the culture of the world around students, their attitude to language learning will be greatly affected by the influence of people who are close to them. The attitude of parents and older siblings will be crucial.

*Environment* outside any classroom there are attitudes to language learning and the English language in particular. The learning of English is important be considered in the society. In a school situation, the language learning is part of the curriculum of thing status, the cultural images associated with English are positive.

d) Reward

Reward is one of motivation that can strength student behavior. Many from reward can give to the students to increase their achievement in learning process. Such give verbally reward, score, prize and praise. At the classroom level, the teachers can increase students motivation to learn by usibng reward sparingly.

Rewards can also be said to be motivation, but this is not always the case. Since a reward is for a job, it might not be attractive to someone who are not happy and have no talent for the job.

e) Punishment

Punishment is one of the factors to motivate students. it's just that motivation will turn into something negative if it's not right. Therefore the teacher must understand the principles in each punishment.

Based on the explanation above, the researcher concluded that in the learning process motivation plays a very important or very important role. Motivation acts as a driving force or as a driving force in students. Motivation in students is divided into two, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation is motivation that comes from within a person to do something, for example, to learn. A student learns without any coercion from anyone and studies passionately to achieve a goal. Meanwhile, extrinsic motivation is motivation that comes from outside

the individual, namely due to external stimuli. For example, students want to learn if there is a gift or praise from others.

## **5. Function of Motivation in Learning**

Motivation of course has a function both in learning and in general. According to Sardiman, the function of motivation is divided into three, the three functions can be explained as follows:

### **a. Encourage Someone to do Activities**

What is meant by encouragement is an action and effort made by someone to do something. So based on this explanation, motivation functions as a driving force in a person in carrying out activities with the goals to be achieved.

### **b. Giving Directions**

Motivation can function as a direction, namely in the form of a goal to be achieved. In learning motivation is needed because it serves to direct them to achieve the goals they want, and the efforts they make to achieve these goals.

### **c. Define Action**

The function of determining the action is to know the action that must be taken. Actions taken are in line with the goals to be achieved. Thus students must have motivation to learn, because of good motivation, they will get good achievements and results.

(Sardiman, 2012)



From the explanation of the motivation function above, the point is that motivation is very functional to encourage students, provide direction, and take action. So a student knows what they have to do to achieve the goals they want to achieve.

#### **d. The Role of Motivation in Speaking Class**

Motivation is a very important role in one's success. In the learning process, motivation functions as a driving force for an effort to achieve an achievement. Someone does something because of motivation. (Sardiman, 2012)

In addition, the role of motivation in the learning process, student learning motivation can be analogized as fuel to drive the learning motivation engine, encouraging students to actively behave to excel in class, but motivation that is too strong can actually have a negative effect on the effectiveness of student learning efforts, because it needs a long period of time. time to absorb, appreciate and do how this theory of motivation can be applied in everyday life, especially in terms of education. (Prihartanta, 2015)

As we know in class, every student has different abilities. There are students who tend to speak, listening, reading, or writing. Therefore, the teacher must be able to choose the right method and one that is easy for students to understand. before determining the method the teacher must look at the needs of these students.

In the learning process, especially the speaking class, the teacher must provide learning motivation to students and provide them with opportunities to think. Then in the speaking class there are active and passive students. This is caused by several factors that influence, for example, internal factors and external factors.

From the explanation of the situation, motivation plays a very important role in the teaching process, without motivation to learn will never succeed. In addition, the teacher also plays a role in motivating students, especially in the speaking class.

**e. The Characteristics of Students Who Have High and Low Motivation in Learning**

- a. According to Sardiman (2007: 83). The characteristics of students who have motivation in learning are as follows:
  - a) Diligent in facing tasks (can work continuously for a long time, never stop before completion).
  - b) Resilient in facing difficulties (not giving up quickly). Not quickly satisfied with the achievements that have been achieved.
  - c) Shows interest in various problems and thinks about solutions to problems, for example issues of justice, religious development, eradicating corruption, and so on.
  - d) Prefer to work independently. Not dependent on friends for schoolwork.

- e) Quickly feel bored on routine tasks (things that just repeat themselves so they are less creative).
  - f) Can defend his own opinion (if he already believes in something) and is considered quite rational.
  - g) It is not easy to let go of what is believed, (not easily influenced by other people).
  - h) Enjoy finding and solving problems. (Sardiman, 2005)
- b. The characteristics of students who have low learning motivation The following are characteristics of students who have low motivation to learn, including:
- a) Quickly feel bored in completing school work.
  - b) Lack of self-confidence.
  - c) Giving up easily and always saying "I can't".
  - d) Not paying attention to teacher instructions.
  - e) Do not ask anyone for help when he needs it.
  - f) Often daydreaming and not actively studying.
  - g) Not responding to teacher advice to try.
  - h) Do not want to answer the teacher's questions voluntarily, more silent.
  - i) It's easy to get discouraged.
  - j) Trying to avoid assignments, for example asking permission to the school health clinic (UKS) for fever reasons, and so on. (Santrock, 2007)

Based on the theories above, the researcher can conclude that student learning motivation is an attitude that students have in learning. Students motivation can generate excited for learning, enjoyment, discipline, and on time in learning, to achieving a goal. Indicators of students motivation are :

1. Excited and interest in learning
2. Learn by self desire
3. Persistence in learning.
4. Satisfaction, challenges
5. Build good habits
6. Awareness, praise, Any advice
9. A supportive environment
10. Reward, Punishment.

## **B. Speaking Class**

### **1. Definition of Speaking Class**

Speaking is an interactive process for creating productive meaning involving the production, reception and processing of information. (John Comings, Barbara Garner, and Cristine Smith, 2006:124) Speaking is the skill of using language in speaking and not only as a message transfer but also as a means of communication to give and receive information. It is a skill that expresses ideas and feelings into the word of mouth. Talking is the ability that people have to communicate with each other, people have the language to convey their speech to someone and also socialites in society.

Speaking is the productive skill in the oral mode and it like the other skills more complicated than that seem at first and involves more than just pronunciation words. The student should be know some strategies to improve their speaking, because learning strategies are mental process which learners employed to learn and use the target language. The student often think that the skill to speak a language is product of language learning, but speaking is a important part of the language process. Effective instructor teach student speaking strategies, using minimal responses, recognizing scripts, and using language to talk about language, that can use to help themselves expand their knowledge of the language and their confidence in using it.

Speaking is one of the skills that students must master in learning English. because of the four skills in learning English speaking is very important. Furthermore, the class is a room where groups of students take lessons. Furthermore, the class is better known as a learning facility. then, the speaking class is where the instructor teaches students about speaking, with the hope that students in the speaking class can speak English well according to the teachings that have been taught. not only that, the next hope is that students will be able to communicate with each other using English.

In addition, (Richards, 2008:19) stated that in speaking, we tend to get things done, explore ideas, work on some aspects of the world, or just be together. If students can speak English fluently that can help them easily communicate and also explore ideas. Speaking English well also helps

students to access the latest information in any field. And, the students have mastered all components of speaking skills to speak clearly and fluently.

Based on the explanation above their various strategies in teaching speaking in the speaking class for recommended for the teachers to follow what they have the students are suggested to work in pair or group work has been widely recommended for the teacher to use teaching speaking and there are many technique in speaking as follow :

a. Audio Lingual method

The audio-lingual teaching method is defined as a method which emphasizes on repetition of the words to help the students to be able to use the target language communicatively. The purpose of the repetition/drills is to break down the troublesome sentences into smaller part. Drilling is a key feature of audio-lingual approaches to language teaching which placed emphasis on repeating structural patterns through oral practice (Brown, 1998: 137). The audio lingual method is a language learning method that prioritizes drill (repetition). (Astuti,dkk, 2016)

The audio lingual method (ALM) appear when World war ii, The Audio-Lingual method teaches language through dialogues that focus on habit formation of students. It has purpose to develop communicative competence of students through dialogues. “dialouges and patterns drills that student need to repeat are used to forms habits in learners that will allow them to develop quick and automatic responses. Drills are useful in

foreign language teaching in which they give students the opportunity to perform what they have learned.

b. Role play

One of the techniques in teaching speaking is role play. Based on previous research, role play is effective way to teach speaking. Role play is a method of acting out particular ways of interacting with others in imaginary situations (Byrne, 1986) and it promotes interaction in the classroom and increase motivation In addition, Budden (2006) says that role-play is any speaking activity when you either put yourself into somebody else's or put yourself into an imaginary situation. Based on the explanations above, role play is not only used to interactive teaching in the classroom but also to stimulate the students in real life situation. (Suryani, 107)

c. Dialogue technique

Dialogue technique is the short conversation between two speaker, consisting of four to six utterances, representing come kind communicative even. When we talks with people it is called dialogues.

d. Conversation

The learners ask answer the question about they are speak. Conversation is an awe-spiring are of investigation because it is so fast and axclusive. It is tempting merely to record a segment of conversation, transcib it, gloss it, and leave at that. Conversational style according to Tarman is not something extra or fancy, as if some people speak with

style and others speak plainly. Conversational style refers to the tool of talk. Anything that is talk should be talk in some way, and than that way is style.

According to (Widdowson, 1984: 27) speaking skills are active productive skills. It is the entry point which language is manifested in the communication function. This means that in teaching speaking students must talk a lot and the instructor (English lecturer) must provide opportunities for students to communicate with each other as much as possible using the target language. In this case the instructor (English lecturer) must provide motivation as encouragement to how students can enlarge their imagination to speak.

Furthermore, in speaking English the students express their ideas in their own sentences, and in their own delivery. As Lubis stated that students are eager to converse in language, and practical conversations because it assumes the main interest in their learning experience.

Based on the theories above, the researcher concluded that in the speaking class there are various ways or techniques that English lecturers might do in an effort to improve achievement. speak and provide opportunities for students to talk with other people or be able to interact in various situations through language in people around the world, as discussed above, one of the ways is that English lecturers implement many activities in speaking classes, to apply them in language. English



Lecturers can use learning media. for example using group discussion media, or forming a speaking group.

## **2. The Role of Students in Learning to Speak**

According to Brown, dividing several categories that can be used as the role of students in developing classroom speaking skills, namely as follows:

- a. Intensive - Goes beyond mimicking by including all show talk designed to practice some of the phonological or grammatical aspects of the language.
- b. Responsive - Consists of short answers to teacher or student-initiated questions or comments.
- c. Transactional (dialogue) - Transactional language, carried out for the purpose of conveying or exchanging certain information, is an extension of responsive language.
- d. Interpersonal (dialogue) - This is done more for the purpose of maintaining social relationships than for the transmission of facts and information. This conversation is a little more complicated for the learner because it can involve some or all of the following factors - regular lists, colloquial language, emotionally charged language, slang and sarcasm.
- e. Extensive (monologue) - Here registers are more formal and deliberative. Can be planned or impromptu. (Bahadorfar, Omidvar, 2014).

Based on the theories above, the researcher can conclude that speaking is a very important skill. The speaking class is a place for speaking

interaction between teachers and students. The teacher's role as a guide, the teacher provides examples of speaking English, and the teacher also provides opportunities for students to interact and ask questions, or answer questions that the teacher has given. Then in the speaking class the students play the role of listening to the teacher, responding to what the teacher teaches, and interacting with each other to practice speaking skills. The indicators in the speaking class are as follows:

1. Responses
2. Opportunities to interact
3. Students participation
5. Compliment

### **C. New Normal**

In 2019 the world was in an uproar with the Coronavirus 2019 (COVID-19) outbreak. COVID-19 is a new type of disease that has never existed before in humans. (Tria, 2020). COVID-19 is a respiratory disease caused by a new type of corona virus. This disease first broke out in Wuhan, China then spread almost throughout the world and caused a global pandemic. The main symptom. COVID-19 includes coughing, fever and shortness of breath. This disease attacks all groups, adults, the elderly, and children. Then on January 30, 2020, WHO declared this a public health emergency that was troubling the world. (Sari, 2020).

Furthermore, with this virus, of course it has an impact on life, both on education, the economy, and so on. All schools are closed, selling places are

also closed. This is to avoid the spread of this virus directly. Then the government also advised to always comply with all recommended health protocols, this is done to avoid this dangerous virus or COVID-19.

After several months of this virus sweeping the world, including Indonesia, the government finally issued a new normal policy. Because the economic sector is getting worse due to the closure of business access during the pandemic. With the new normal policy, the government continues to urge you to always follow health protocols until the end of the pandemic.

New normal is a policy term to reopen public activities and activities using limited health standards that previously did not exist before the pandemic. In addition, at the time of the new normal the education sector needs to adjust the learning pattern according to the current conditions by making adjustments to the e-learning learning method or online learning to face the new normal. It is hoped that the e-learning method or online learning does not interfere with the learning system by continuing to practice habits before the pandemic by making adjustments to the current situation.

Based on the explanation above, the researcher can conclude that new normal is a new way of life after a virus outbreak that has hit or is known as COVID-19. by adhering to the current health protocol.

#### D. Related Previous Studies

**Table 2.1**

**Difference and Similarities Some Related Previous Studies**

<b>No</b>	<b>Research</b>	<b>Author</b>	<b>Differences</b>	<b>Similarities</b>
<b>1.</b>	Students Motivation in Learning English: A Study at 1st Year Students of Smp It Khairunnisa Bengkulu in Academic Year 2018/2019.	Sonya Inda Mapiliana	The difference between this thesis with this research is that the type of research is that the thesis use a quantitative in the form of a survey while the researcher uses a descriptive quantitative. The second difference is that the subject is taken, in the thesis the subject is in the form of students of SMP IT Khairunnisa Bengkulu city, and the researcher takes the subject in the second semester students of IAIN Bengkulu. The third difference is	The similarities between this thesis with this research is that it refers to student learning motivation, meaning that researchers focus on student learning motivation. This thesis also uses quantitative as a research design, and the data also uses questionnaires and interviews.

			that the thesis examines motivation in the instrumental and integrative types, while the researcher focuses on the types of intrinsic and extrinsic motivations.	
2.	The Analysis of Students Motivation to be Active in Discussion Class: A Case Study of fifth Semester English Department of UMB	Kalis Annisa Rahim	The differences between this thesis with this research is that the type of research is that the thesis used descriptive qualitative while the researcher used descriptive quantitative. The second difference is that the subject is taken, in the thesis the subject is UMB's fifth semester, and the researcher takes the subject in the second semester	The similarities between this thesis with this research is that it refers to student learning motivation, meaning that researchers focus on student learning motivation. This thesis also uses interviews to obtain research data. Furthermore, this thesis focuses on the types of

			<p>student of IAIN Bengkulu. The third difference is that the thesis examines students in the discussion class and the researcher conducts research in the speaking class.</p>	<p>intrinsic and extrinsic motivation in research, the researcher also focuses on the types of intrinsic and extrinsic motivations.</p>
3.	<p>An Analysis of Students' Motivation in Studying English: A Survey Study at Uin Ar-Raniry Banda Aceh</p>	<p>Siti Fachraini</p>	<p>The difference between this thesis and the researcher is the type of research, namely the thesis using quantitative and survey methods, while the researcher uses descriptive quantitative. The second difference is that the subject is taken, in the thesis the subject is in the form of first, third, fifth, and seventh semester students at UIN</p>	<p>The similarities between this thesis with this research is that it refers to student learning motivation, meaning that researchers focus on student learning motivation. This thesis also used a questionnaire or questionare as an instrument to get data. Furthermore, this thesis focuses on the</p>

			Ar-Raniry and the researcher takes the subject in the second semester students of IAIN Bengkulu.	types of intrinsic and extrinsic motivation in research, the researcher also focuses on the types of intrinsic and extrinsic motivations. Both research use quantitative research.
	An Analysis of Students' Motivation in Studying English During Covid-19 Pandemic.2020	Gusti Ayu Vina Widiadnya Putri	The difference between this journal with this research is the type of research, namely the thesis using a quantitative survey method while the researcher uses a descriptive quantitative. The second difference is that the subject is taken, in the thesis the subject is in the form of first	The similarities between this Journal with this research is that it refers to investigating student learning motivation, meaning that researchers focus on student learning motivation. This thesis also uses a questionnaire as an instrument to obtain data.

			<p>semester students and researchers take the subject in second semester students of IAIN Bengkulu.</p>	<p>Furthermore, this thesis focuses on the types of intrinsic and extrinsic motivation in research, the researcher also focuses on the types of intrinsic and extrinsic motivations. Both research use quantitative research.</p>
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From several previous studies above, there are similarities and differences, namely both researching student learning motivation. However, in the previous research, there is a difference that the research will do is to know the motivation of students, the obstacles in learning, the solution of the obstacles especially in the speaking class during the Covid-19 period in the new normal era. In this study, researcher focused on intrinsic and extrinsic motivation using descriptive quantitative methods.



## **CHAPTER III**

### **RESEARCH METHOD**

This chapter presented about design of the research, subject of the research, instrument of data collection, technique of data collection, and technique of data analysis.

#### **A. Research Design**

A research design is a plan or strategy for conducting the research. It is required to get dependable and useful information. To know what design which should be taken by the researcher, the first the researcher has to look at the problem of research.

The design of this research was a descriptive quantitative study. In which the purpose was only to describe the English students motivation in speaking class during new normal at the second semester of English department of IAIN Bengkulu Academic Year 2020/2021.

Creswell (2014) which states that quantitative research is approach to testing objective theory by examining the relationship between variables. This variable, in turn, can be measured using instruments, so that total data can be analyzed using statistical procedures. According to Sugiyono, quantitative data is data in the form of numbers, or extrapolated quantitative data (assessment). So quantitative data is data that has a tendency to be analyzed by statistical means or techniques. Data can be in the form of numbers or scores and is usually obtained using a data collection tool whose answers are ranges of scores or weighted questions. The quantitative method is also called positivistic

because it is based on the philosophy of positivism. besides this method is also called the scientific method or scientific method because it fulfills scientific principles such as empirical, measurable, objective, systematic and rational.

Based on this explanation, quantitative research is research in the form of numbers or scores which are measured using instruments and analyzed using statistical data. In this study, researchers used a quantitative descriptive method, using a questionnaire as the main data. descriptive research, which only describes a number of variables and does not perform hypothesis testing (as is done in explanatory research); means not intended to build and develop a vocabulary of theory. In processing and analyzing data, usually statistical processing is used descriptive (descriptive statistics). (Mulyadi, 2011:132).

Data were analyzed through data acquisition based on research and based on the category of students who have intrinsic and extrinsic motivation is more dominant in learning English in the speaking class. Data are presented statistically using percentages, frequency, arithmetic mean, and standards division.

## **B. Population and Sample**

### **a. Population**

The population is all research objects that will be examined during the implementation of a study, which was explained by Arikunto. What is meant by population is that in an area some objects or subjects have certain qualities and characteristics that are determined by the researcher, then they are studied and will be attached to the conclusion. (Burhan Bungin, 2005

:110) In this study, the population determined by the researcher was all second semester students of IAIN Bengkulu for the academic year 2020/2021.

**Table 3.1**  
**Population Number**

<b>No</b>	<b>Class</b>	<b>Students</b>
1.	<b>A</b>	27
2.	<b>B</b>	28
3.	<b>C</b>	15
4.	<b>Total of Population</b>	70

## **2. Sample**

A sample is part of the population that has been determined in the study. the sample taken can represent the entire population. According to Sugiyono (2017: 81), the sample is part of the overall population characteristics. Sampling was carried out because the researcher had limitations, for example, research time, personnel, funds, and a very large population. then the researcher must determine a sample that can truly represent the population. In this study, the samples taken by the researcher were all of the population.

**Table 3.1**  
**Sample Number**

<b>No</b>	<b>Class</b>	<b>Students</b>
1.	<b>A</b>	27
2.	<b>B</b>	28
3.	<b>C</b>	15
4.	<b>Total of Sample</b>	70

### **C. Research Instruments**

In this research, the researcher used questionnaire, interview, and documentation to collect the data. Data collection in this research can be done in a variety of settings, sources, and various ways. (Sugiyono, 2017) The collection of data used by researchers is based on the technique or method. The data collection techniques and instruments carried out by researchers were as follows:

#### **1. Questionnaire**

A questionnaire is a technique used by researcher to collect research data, the researcher provides a set of questions or written statements to the respondent with the aim of the respondent answering the questions or statements given. The use of a questionnaire is an efficient data collection technique if the researcher really knows the variables to be studied or the variables to be measured and knows what the respondents expect. Therefore, if the respondents are spread over a large area, then a questionnaire in the form of a questionnaire is very suitable for data collection techniques.

In this research the researcher used a questionnaire totaling 36 questions described based on indicators of the theory of intrinsic and extrinsic motivation. The following of indicators of instrinsic and exstrinsic motivation :

**Table 3.3**  
**Indicators Instrinsic and Exstrinsic Motivation**

<b>Instrinsic</b>	<b>Items number</b>	<b>Exstrinsic</b>	<b>Items number</b>
Self desire	1, 2, 3, 4	Praise	19, 20, 21
Satisfaction	5, 6, 7	Advice	22, 23, 24, 25
Challenges/ Competition	8, 9, 10, 11	Teacher, parents, Environment	26, 27, 28, 29
Good Habits	12, 13, 14, 15	Reward	30, 31, 32, 33
Awareness	16, 17, 18	Punishment	34, 35, 36

## **2. Interview**

The 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 / small. Interviews can be conducted in a structured way (researchers already know with certainty about what information will be obtained) or unstructured (researchers do not use interview guidelines that have been arranged systematically and completely as data collectors) and can be done directly (face to face) or not directly (through media such as telephone).

<b>Interview Guide</b>
<ol style="list-style-type: none"> <li>1. Do you have your own desire to be good at speaking English even though you are studying in the midst of the Covid-19 outbreak?</li> <li>2. Do you think learning English is important?</li> <li>3. Are you actively speaking in online classes because of challenges?</li> <li>4. Are you active in speaking in online classes if you like the material given?</li> <li>5. Are you active in speaking in class because you feel you are competing with other friends?</li> <li>6. Are you active in speaking because of the punishment from the lecturer?</li> <li>7. Do you find it difficult to study at the moment that makes you less active in speaking class?</li> <li>8. Do you understand the material conveyed by the lecturer in speaking lessons?</li> <li>9. Do you want gifts from friends, lecturers, and parents if you can speak English?</li> <li>10. In your opinion, what motivation is more dominant in you, intrinsic or extrinsic?</li> </ol>

### **3. Documentation**

Documentation is all activity data related to photos and photo storage.

Documentation collected by researchers at the time of conducting research.

Where photos of students when carrying out learning activities, photos of observations during teaching and learning activities, photos during discussions, online learning conditions and photos of student learning outcomes. Documentation is used to support data from the questionnaire and interviews.

### **D. Data Collection Techniques**

The main data used in this study is a questionnaire. The questionnaire consisted of 36 questions and was divided into two main sections: intrinsic motivation (items 1-18) and extrinsic motivation (items 19-36). Then the questionnaire was distributed to second-semester students by using google

form in the English Education Study Program IAIN Bengkulu, and the answers to the questionnaire were collected to see the answers. To measure student motivation, students fill in the answers by filling in each item of the question. Sources of additional data used in this study were conducting interviews. Researchers interviewed several students randomly, after getting the questionnaire results that had been distributed. Interviews were conducted to find out more and more about the motivation of students in the speaking class. There are ten questions related to motivation used by the researcher in this interview. By using a questionnaire and interview data, after that, the final data can be obtained and then analyzed.

**Table 3.4**  
**The Likert Scale Rating**

Optional	Score	
	Intrinsic	Extrinsic
Strongly agree	5	5
Agree	4	4
Sometimes	3	3
Disagree	2	2
Strongly disagree	1	1

### **E. Data Analysis Techniques**

The data obtained from the questionnaire were then analyzed using the SPSS program. Data regarding the general background of the subjects and their comments were calculated and presented as a percentage. To measure the level of learning motivation in research subjects using the Likert scale points in the

questionnaire. then to determine the level of agreeing or disagree based on the following criteria Mean Range Interpretation

**Table 3.5**  
**Motivation Level**

	<b>Interpretation</b>
3.68 – 5.00	High degree of Motivation
2.34 – 3.67	Moderate degree of Motivation
.00 – 2.33	Low degree of Motivation

(wimolmas 2012:909)

After the data is obtained, then the questionnaire scores that have been filled in by the students are calculated. The data will be analyzed using descriptive methods. The results are presented in quantitative data. In the first part of the motivation questionnaire, the question consists of two parts, as follows; number 1 - 18 questions to measure intrinsic motivation; questions 19 -36 to measure extrinsic motivation. Five scales are used to measure the level of motivation of students who succeed in the first section. (strongly disagree; 1, disagree; 2, neutral; 3, agree; 4, and strongly agree: 5). From the results of data acquisition if the total value of intrinsic motivation is higher than extrinsic motivation, it means that students have intrinsic motivation, on the other hand, if the total value of extrinsic motivation is higher than the intrinsic part, it can be concluded that students have extrinsic motivation in learning. The level of motivation that is more dominant in learning English will be achieved and determined after the score for each intrinsic motivation and extrinsic motivation is calculated. Data analysis uses the following formula according to Sudijono:



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

**Notes:**

P: Percentage of Data

F: Data Frequency

N: Total Number of Samples

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

This chapter presents research findings and discussions that provide answers to research questions. The results of research conducted on students' motivation in the second semester of speaking class during the new normal era at IAIN Bengkulu in the academic year 2020/2021. Then, to answer the research questions about students motivation level, students dominant motivation intrinsic or exstrinsic, what are the obstacles in learning, than give solution to the obstacles in speaking class during the new normal era for second semester students at IAIN Bengkulu in the academic year 2020/2021. The interview result with several students were analyzed. Explanation of the answers to the research questions that exist in the results are then resolved in the discussion.

#### **A. Result**

This chapter presents the research findings. The objective is to answer the research questions in the first chapter. The purpose of this study was to determine the motivation level of students in the second semester of speaking class during the new normal era at IAIN Bengkulu in the academic year 2020/2021. To determine the students dominant motivation in the second semester of speaking class during the new normal era at IAIN Bengkulu in the academic year 2020/2021 Intrinsic or extrinsic motivation in the speaking. To know the obstacles in learning in speaking class during new normal era. Than, to describe the solution of the obstacles in learning in speaking class during new normal era.

## 1. General Information of Respondents

This section provides general data about the respondents' research.

The results based on the questionnaire are as follows.

**Table 4.1**  
**Gender of Respondents**

<b>Gender</b>	<b>Frequency</b>	<b>Percent (%)</b>
<b>Male</b>	18	25,7
<b>Female</b>	52	74,3
<b>Total</b>	<b>70</b>	<b>100</b>

There are a total of 70 respondents. The majority of respondents were male (25.7%) and the minority of respondents was female (74.3%).

**Table 4.2**  
**Age of Respondent**

<b>Age (Years)</b>	<b>Frequency</b>	<b>Percent (%)</b>
17	2	2,8
18	43	61,5
19	19	27,2
20	6	8,5
<b>Total</b>	<b>70</b>	<b>100</b>

Based on the results of the research and the respondent's answers, it can be found that the research respondents are between 17-20 years old. This is the usual age range for students at semester two level.

## 2. Level of Students' Motivation in Speaking Class During New Normal Era

From the results of the data found that students motivation level in speaking class at second semester during new normal era in IAIN

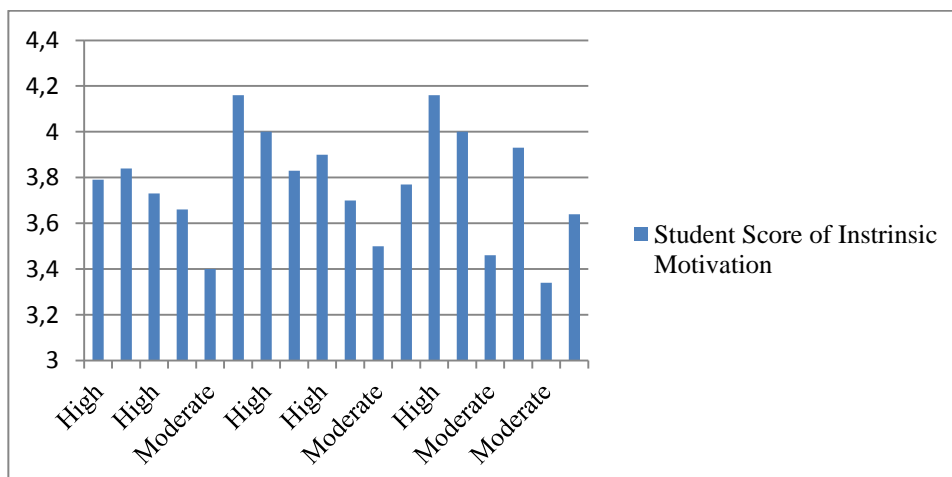
Bengkulu academic year 2020/2021 has higher motivation. To find out the result of details see the following table.

This section provides the overall research results. The following two tables (Tables 4.3 and 4.4) describe all items totaling 36 questionnaire items, the result is a detailed average score, which is calculated using descriptive statistics of the Average score and Standard Deviation (SD) by describing the level students motivation. Table 4.3 below contains 18 questions on related intrinsic motivation.

**a. *Insrinsic Motivation***

The findings of the study of intrinsic motivation to learn in the speaking class during the new normal era for the second semester students of IAIN Bengkulu in the 2020/2021 academic year are depicted in the form of a diagram.

**Chart 4.1 Student Score of Instrinsic Motivation**



Intrinsic motivation of the students in the speaking class during new normal era among second semester students of English IAIN Bengkulu Academic Year 2020/2021 is carried out based on the data above. Respondents have a high degree of intrinsic motivation, scoring an average of 4.16 on two question items from different indicators, but the average results are the same. It is included in the satisfaction and good habit indicators' question item. Then there is the moderate level, which has the lowest average value of 3.34 in the awareness indicator's question item. The graph above depicts the data acquisition rating of high data versus moderate data. Then, to see it more clearly the table 4.3 shows the results of the data analysis of intrinsic motivation, which includes 18 question items related to intrinsic motivation.

**Table 4.3**  
**Students Score of Intrinsic Motivation**

<b>Indicators</b>	<b>Items</b>	<b>Mea n</b>	<b>S.D</b>	<b>Rating of motivational level</b>
1. Self desire	1.	<b>3,79</b>	<b>.915</b>	<b>High</b>
	2.	<b>3,84</b>	<b>.773</b>	<b>High</b>
	3.	<b>3,73</b>	<b>.797</b>	<b>High</b>
	4.	<b>3,66</b>	<b>.657</b>	<b>Moderate</b>
2.Satisfaction	5.	<b>3,40</b>	<b>.824</b>	<b>Moderate</b>
	6.	<b>4,16</b>	<b>.694</b>	<b>High</b>
	7.	<b>4,00</b>	<b>.761</b>	<b>High</b>
3.Challenges /competition	8.	<b>3.83</b>	<b>.722</b>	<b>High</b>
	9.	<b>3,90</b>	<b>.705</b>	<b>High</b>
	10.	<b>3,70</b>	<b>.688</b>	<b>High</b>
	11.	<b>3,50</b>	<b>.830</b>	<b>Moderate</b>
4. Good Habits	12.	<b>3,77</b>	<b>.754</b>	<b>High</b>
	13.	<b>4,16</b>	<b>.715</b>	<b>High</b>
	14.	<b>4,00</b>	<b>.681</b>	<b>High</b>
	15.	<b>3,46</b>	<b>.652</b>	<b>Moderate</b>
5. Awareness	16.	<b>3,93</b>	<b>.873</b>	<b>High</b>
	17.	<b>3,34</b>	<b>.759</b>	<b>Moderate</b>
	18.	<b>3,64</b>	<b>.781</b>	<b>Modrate</b>
<b>TOTAL</b>		<b>3,89</b>	<b>.435</b>	<b>High</b>

Table 4.3 reveals that respondents have a high intrinsic motivation level with total of score Mean from the item of questionnaire (3,89) and Standard Deviation (S.D) is (.435). The researcher will explain about the students conception as follows:

From the indicator of self desire, there are three statements which state that student motivation is high, then there is one statement which states that students have a moderate level of motivation. Highest score from the statement is number 2 (*I didn't feel compelled when I was actively speaking in the speaking class during the Covid-19 pandemic*) with mean score (3.84) and S.D (.773) with the high motivation level. Lowest score from the statements is number 4 (*During the pandemic even outside of school hours, I continued to learn to speak English of my own accord*) with total mean score is (3.66) and total of SD (.657) this statement is moderate motivation level. Statement number 1 (*While studying online during the pandemic, I continued to speak English actively because of my own desire*) with total mean score is (3.79) and total of S.D (.915) this statement is high motivation level. Than, statement number 3 (*Every time I have homework or assignments in a speaking class I always want to do it quickly even during the Covid-19 pandemic*) with total mean score is (3.73) and total of SD (.797) this statement is high motivation level.

From the indicator Satisfaction is two statements with the high motivation level and one statement with the moderate motivation level.

The statement number 5 (*very time I have homework or assignments in a speaking class I always want to do it quickly even during the Covid-19 pandemic*) With total mean score is (3.40) and total of S.D (.824) this statement is moderate motivation level. statement number 6 (*I always try to be active in learning activities for satisfying results even though studying during the Covid-19 pandemic*) with the total mean score is (4.16) and total of S.D (.694) this statement is the highest motivation level. Statement number 7 (*Whatever the material provided by the teacher in the speaking class, I always try to understand and ask questions if I don't understand so that I feel satisfied*) with total mean score is (4.00) and total of SD (.761) this statement is high motivation level.

From the Challenges / competition indicator, there are three statements which state that student motivation is high, then there is one statement which states that students have a moderate level of motivation. Higer score from the statement is number 9 (*When I don't understand the subject matter about speaking and that is one of the challenges for me in learning during the Covid-19 pandemic*) with mean score (3.90) and SD (.705) at high motivation level. Statement get lowest score is number 11 (*when given the opportunity to ask questions I felt challenged*) with mean score (3.50) and S.D (.830) at moderate motivation level. Statement number 8 (*I was challenged to compete when given the opportunity to speak in a speaking class during the Covid-19 pandemic*) with mean



score (3.83) and S.D (.722) at high motivation level. Statement number 10 (*when given the task it is a challenge in learning during the Covid-19 pandemic*) with a mean score (3.70) and S.D (.688) at high motivation level.

From the good habits indicator, there are three statements which state that student motivation is high, then there is one statement which states that students have a moderate level of motivation. Higher score from the statement is number 13 (*I always do the assignments given by the speaking lecturer on time*) with mean score (4.16) and S.D (.715) at the high motivation level. Statement gets lowest score is statement number 15 (*If there is an English lesson tomorrow in the speaking class, at night I always study the English material first*) with mean score (3.46) and S.D (.652) at moderate motivation level. Statement number 12 (*am actively talking to build good habits in myself despite studying in the midst of the Covid-19 pandemic*) with mean score (3.77) and S.D (.754) at high motivation level. Then statement number 14 (*I make it a habit to actively speak so that my speaking is better*) with mean score (4.00) and S.D (.681) at high motivation level.

From the indicator of awareness, there are two statements which state that student motivation is at a moderate level, then there is one statement which states that students have a high motivation level. Higher score from the statement is number 16 (*I feel sad if I don't talk actively than my friends in class*) with a mean score (3.93) and S.D (.873) at high

motivation level. The lowest mean score from the statement is number 17 (*I realize that being able to speak English is important for the future*) with mean score (3.34) and S.D (.759) at moderate motivation level. The last statement number 18 (*Without being asked, I always write down important things when English lessons in the speaking class are in progress, even though studying during the Covid-19 pandemic*) with mean score (3.64) and SD (.781) at the moderate motivation level.

**Table 4.4**  
**Average Intrinsic Motivation**

<b>No</b>	<b>Indicator</b>	<b>Mean</b>
1	Self Desire	3,75
2	Satisfaction	3,85
3	Challenges / Competition	3,73
4	Good Habits	3,84
5	Awareness	3,63
	<b>Total</b>	<b>18,8</b>

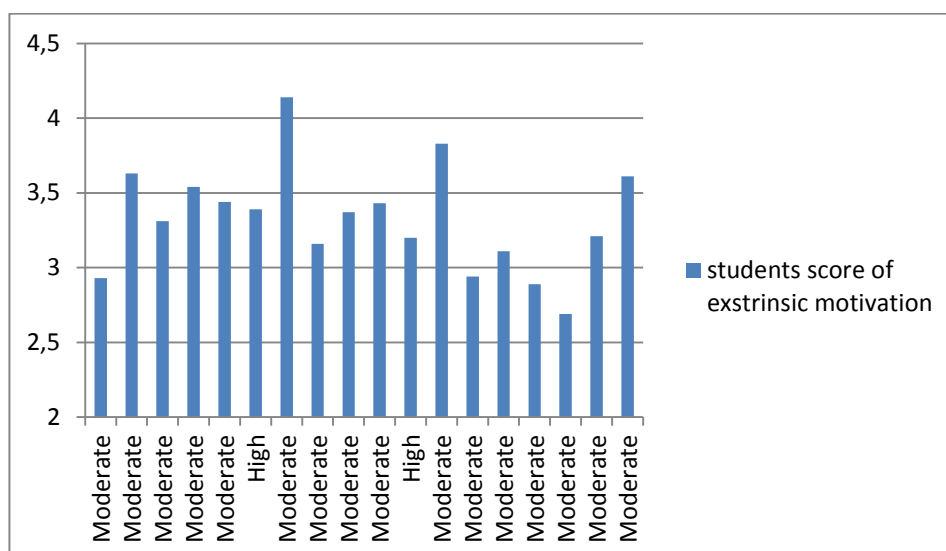
The table above shows that of the 5 indicators of intrinsic motivation, the most dominant factor possessed by students in learning English is the satisfaction indicator with an average value of 3.85. Then the next most dominant indicator is good habits with a value of 3.84 and self desire with a value of 3.75, then the challenges/competition indicator with an average of 3.73. While the lowest indicator is owned by students, namely awareness with a value of 3.63. So it can be concluded that their awareness for them in learning English is low and the desire to be good at speaking English is also low. This affects their learning habits such as

sleeping or not understanding lessons, not listening to lecturers, not taking online classes, and not doing assignments.

#### b. *Ekstrinsic Motivation*

The findings of the study of extrinsic motivation to learn in the speaking class during the new normal era for the second semester students of IAIN Bengkulu in the 2020/2021 academic year are depicted in the form of a diagram.

**Chart 4.2 Student Score of Exstrinsic Motivation**



Exstrinsic motivation of the students in the speaking class during new normal era among second semester students of English IAIN Bengkulu Academic Year 2020/2021 is carried out based on the data above. Respondents have a high degree of exstrinsic motivation, scoring an average of 4.14 of the items question from indicators Advice. Then there is the moderate level, which has the lowest average value of 2,69 in the punishment indicator's question item. The graph above depicts the

data acquisition rating of high data versus moderate data. Then, to see it more clearly the table 4.4 shows the results of the data analysis of intrinsic motivation, which includes 18 question items related to extrinsic motivation.

**Table 4.5**  
**Students Score of Extrinsic Motivation**

<b>Indicators</b>	<b>Items</b>	<b>Mean</b>	<b>S.D</b>	<b>Rating of motivational level</b>
1. Praise	19	<b>2,93</b>	<b>.840</b>	<b>Moderate</b>
	20	<b>3,63</b>	<b>.935</b>	<b>Moderate</b>
	21	<b>3,31</b>	<b>.808</b>	<b>Moderate</b>
2. Advice	22	<b>3,54</b>	<b>.958</b>	<b>Moderate</b>
	23	<b>3,44</b>	<b>.828</b>	<b>Moderate</b>
	24	<b>3,39</b>	<b>1.054</b>	<b>Moderate</b>
	25	<b>4,14</b>	<b>.889</b>	<b>High</b>
3. Teacher, Parents, Environment	26	<b>3,16</b>	<b>1.016</b>	<b>Moderate</b>
	27	<b>3,37</b>	<b>.850</b>	<b>Moderate</b>
	28	<b>3,43</b>	<b>.809</b>	<b>Moderate</b>
	29	<b>3,20</b>	<b>.926</b>	<b>Moderate</b>
4. Reward	30	<b>3,83</b>	<b>.884</b>	<b>High</b>
	31	<b>2,94</b>	<b>.961</b>	<b>Moderate</b>
	32	<b>3,11</b>	<b>1.015</b>	<b>Moderate</b>
	33	<b>2,89</b>	<b>.790</b>	<b>Moderate</b>
5. Punishment	34	<b>2,69</b>	<b>1.001</b>	<b>Moderate</b>
	35	<b>3,21</b>	<b>1.034</b>	<b>Moderate</b>
	36	<b>3,61</b>	<b>.839</b>	<b>Moderate</b>
<b>Total</b>		<b>3,39</b>	<b>.519</b>	<b>Moderate</b>

Table 4.4 reveals that respondents have a moderate extrinsic motivation level with the total of score Mean from the item of questionnaire (3,39) and Standard Deviation (S.D) is (.519). The researcher will explain about the students conception as follows:

From the praise indicator, the three statements of this indicator stated that the students' motivation was at a moderate level. Highest score from the statement is number 20 (*I get compliments from my parents, if I get good speaking scores*) with mean score (3.63) and S.D (.935) at moderate motivation level. Lowest score from the statement is number 19 (*I am actively speaking to attract the attention of lecturers in the speaking class during the Covid-19 epidemic*) with mean score (2.93) and S.D (.840) at moderate motivation level. Then statement number 21 (*If my score is good, the lecturer will give praise in the online class*) with mean score (3.31) and S.D (.808) at moderate motivation level.

From the advice indicator, the three statements of this indicator state that the student's motivation is at a moderate level. Then one statement stated that the student was at a high motivation level. Highest score from the statement is number 25 (*My parents advised me never to skip class in speaker class*) with mean score (4.14) and S.D (.889) at high motivation level. Then the lowest score from the statement is number 23 (*I am active because I am always given advice while studying*) with the mean score score (3.39) and S.D (1.054) at moderate motivation level. Statement number 22 (*I am actively speaking so that the lecturers give*

*good advice*) with mean score (3.54) and S.D (.958) at moderate motivation level. Then statement number 24 (*My friends advised me to study hard*) with mean score (3.44) and S.D (.828) at moderate motivation level.

From the teacher, parents, environment indicators, all statements from this indicator state that the student's motivation is at a moderate level. Highest score from the statement is number 28 (*Fun learning facilities so I actively speak English*) with mean score (3.43) and S.D (.809) at moderate motivation level. Then the lowest score from the statement is number 26 (*I actively speak if I like the lecturer*) with mean score (3.16) and S.D (1.016) at moderate motivation level. Statement number 27 (*Interesting material made me speak actively in class during this Covid-19 pandemic*) with mean score (3.37) and S.D (.850) at moderate motivation level. Statement number 29 (*I like the gifts from parents if I can speak English*) with mean score (3.20) and S.D (.926) at moderate motivation level.

From the reward indicator, the three statements of this indicator stated that the students' motivation was at a moderate level. Then one statement stated that the student's motivation was at the high motivation level. The highest score from the statement is number 30 (*I am active in class to get good grades*) with mean score (3.83) and S.D (.884) at high motivation level. Then the lowest score from the statement is number 33 (*I was active because I didn't get gifts from my friends*) with mean score

(2.89) and S.D (.790) at moderate motivation level. Statement number 31 (*The lecturer always gives a gift at the end of the lesson so that I am always active in class*) with mean score (2.94) and S.D (.961) at moderate motivation level. The last statement number 32 (*I am even more excited to achieve if I get a gift from my parents during Covid-19*) with mean score (3.11) and S.D (1.015) at moderate motivation level.

From the punishment indicator, all statements from this indicator stated that the students' motivation was at a moderate level. Highest score from the statement is number 36 (*I always do my assignments on time to avoid being punished despite studying in the midst of the Covid-19 pandemic*) with mean score (3.61) and S.D (.839) at moderate motivation level. Than the lowest score from the statement is number 35 (*I am actively talking to avoid punishment and so my friends will know that I can*) with mean score (3.21) and S.D (1.034) at moderate motivation level. The last statement is number 34 (*I am actively speaking because there is a punishment*) with mean score (2.69) and S.D (1.001) at moderate motivation level.

**Table 4.6**  
**Average Extrinsic Motivation**

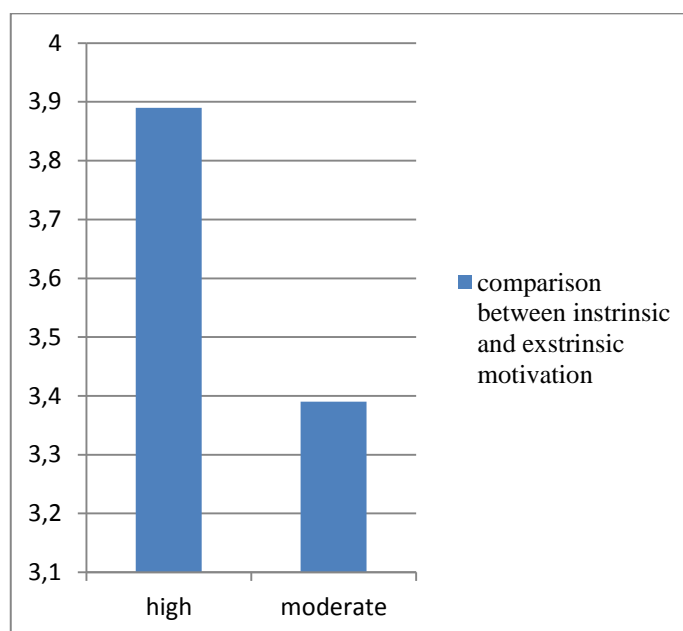
<b>No</b>	<b>Indicator</b>	<b>Mean</b>
	Praise	3,29
2	Advice	3,62
3	Teacher, Parents, Environment	3,29
4	Reward	3,19
5	Punishment	3,17
	<b>Total</b>	<b>16,56</b>

Factors or indicators that become extrinsic motivation or encouragement from outside are praise, advice, (teachers, parents, environment), reward, punishment, and imitating something. Among these indicators, the most dominant indicator is the advice given by parents/teachers/friends to the individual. They will study hard and be active in speaking English if they continue to be given advice in learning by the people closest to them. So if they don't give good advice then they are less motivated to actively speak English. This causes them to easily lose their enthusiasm in learning English if they are not advised. Therefore, their success in learning English will be difficult to achieve.

### **3. Dominant Intrinsic or Extrinsic Motivation in Speaking Class During New Normal Era**

The following table and chart illustrates the more dominant motivation students have in the speaking class, intrinsic motivation or extrinsic motivation of learners in the speaking class during the new normal era of the second semester students of IAIN Bengkulu for the 2020/2021 academic year. The researcher made a comparison chart on the comparison score between intrinsic and extrinsic motivation which can be seen in the chart below:



**Chart 4.3 Comparison Between Intrinsic and Extrinsic Motivation**

The study findings include intrinsic and extrinsic motivation in the speaking class during the new normal era for second semester English students at IN FAS Bengkulu for the 2020/2021 academic year, based on the data above. According to the results, students are generally highly motivated and have a higher level of intrinsic motivation. Intrinsic motivation has the highest average value of 3.89, while extrinsic motivation has the lowest average value of 3.39. then, to see the effects of the study of student motivation in the speaking class with intrinsic and extrinsic motivation, which is summarized in the table below.

**Table 4.7**  
**Comparison Between Intrinsic and Extrinsic Motivation**

<b>Motivation</b>	<b>Mean</b>	<b>S.D</b>	<b>Meaning</b>
Intrinsic Motivation	3,89	.435	High
Extrinsic Motivation	3,39	.519	Moderate
<b>Total</b>	<b>3,68</b>	<b>.478</b>	<b>High</b>

From the table 4.5 present the comparison between intrinsic and extrinsic motivation. Intrinsic motivation get score (3,89) and S.D (.435) this present that intrinsic motivation at high motivation level. Than Extrinsic Motivation get score (3,39) and S.D (.519) this present that extrinsic motivation at moderate motivation level. So from the table it can be seen that the average score from intrinsic motivation (3,89) is higher than the average from extrinsic motivation (3,39).

**Table 4.6**  
**Difficulties Language Skills**

<b>Area of Language Difficulties</b>	<b>Frequency</b>	<b>Percent (%)</b>
Listening Problem	29	41,4
Speaking Problem	36	51,4
Reading Problem	3	4,3
Writing Problem	2	2,9

From the table above, it can be seen that in the learning process students have their respective difficulties with English language skills. The most dominant difficulty they have is speaking skills. This difficulty of

course will affect the level of learning motivation that students have in learning.

Listening Problems (41.4%) are assessed by students because listening is one of the skills in English that is important, but because of these skills students are required to be able to understand while listening to English lessons.

Speaking problem (51.4%), the difficulty in these skills is the most dominant because in every presentation students must be able to speak English, and must have confidence in themselves. However, many find it difficult because of a lack of self-confidence.

Writing problem (2.9%) Students most likely face this problem because they have to complete class assignments, quizzes, midterm exams and final assignments in writing in all subjects. The difficulty they feel when it's hard to put together correct grammar.

Reading problems (4.3%) in these skills students find it difficult to understand the reading they read.

#### **4. The Obstacles Faced in Learning in the Speaking Class During New Normal Era**

Learning process with the new method applied, of course it cannot be separated from the obstacles or inhibiting factors experienced by students participating in learning and receiving subject matter. In addition to the inhibiting factors, of course there are also supporting factors in the implementation of learning speaking during new normal era. The following

are the obstacles or obstacles in the implementation of speaking class learning during the covid-19 pandemic in the new normal era.

According to the results of the interview with DD, the obstacles he/she experienced were as follows:

“Yes, I feel a little difficult to study online at this time. I feel unable to experience effective reciprocal communication between myself and the lecturer while studying online. Than I feel the atmosphere is monotonous, unlike when studying in a class with a fun atmosphere.”

Based on DD statement above, namely the lack of effective feedback and also a monotonous learning atmosphere, it is difficult to understand the material provided. SYFTR also expressed the same thing, which stated as follows:

“Yes, I find it difficult to study at the moment. My difficulty when studying is that I often lose my signal while studying and spend too much quota when using learning applications and often feel bored while studying because of the current online learning model”.

Other factors experienced by FTRH in the interview stated that:

“Yes, I often find it difficult to study at this time because the learning is done online, the most important problem is the connection problem or the network is not good.”

Based on the results of the interview, FTRH experienced difficulties in terms of networking when participating in speaking class lessons during the COVID-19 pandemic in the new normal era. DMLNA also expressed the same thing, which stated as follows:

“Yes, I find it difficult, if I go home, because at home I have difficulty signaling, especially when the lights turn of.”

Learning speaking class of course requires all students to be connected to the internet, and to connect to the internet students must have a data

package. Therefore, the data package is an important thing that must be prepared when participating in the learning process. And if the data package is not owned, it will be an obstacle in following the learning process.

Speaking subjects also certainly cannot be separated from direct practice. Practices that are usually carried out are usually supervised directly by lecturers in the classroom, but currently only learning is carried out through online learning.

#### **5. The Solutions to the Obstacles Faced by Learning in the Speaking Class During New Normal Era**

The solution to overcome some obstacles or barriers to learning in the speaking class in the new normal era, first is the application of interesting and fun speaking learning materials in class, for students, various ways are still needed to develop learning innovations, especially in learning conditions in the midst of this covid-19 outbreak. Second, lecturers must create a learning atmosphere that is not monotonous so that students remain enthusiastic in learning. Especially in learning to speak, students must have high spirits so that they can communicate in English well.

Third, for some problems with the internet network or difficult signal, based on these factors, students must find an effective place that allows a strong signal to be achieved, and must prepare before the learning process begins. On the one hand, this is contrary to government programs which are required to avoid crowds and carry out activities around the house as much as possible, but with obstacles like this they are forced to leave the house in

order to participate in online learning properly. and smooth. So based on some of these obstacles, lecturers should understand what students are experiencing and must provide convenience and high tolerance. And agencies must also help support by forming or providing quotas to support the learning process during the pandemic in this new normal era. According to Sadikin (2020:216) online learning is learning that uses the internet network with accessibility, connectivity, flexibility, and the ability to bring up various types of learning interactions. Therefore, it is necessary to take advantage of good technology at the time of the current learning system, and create an interesting learning atmosphere by using technology because of conditions that do not allow face-to-face learning.

## **6. *Result of Interview***

The researcher conducted interviews to validate and support the data from the questionnaire. Several students were interviewed. The total number of students interviewed was to several students. The ten questions in the interview section were asked of students to find out their answers about motivation while studying in the speaking class in the second semester of the English Education Study Program at IAIN Bengkulu academic year 2020/2021.

Based on their answers with the interview questionnaire, the majority of those who were interviewed were more motivated by the intrinsic motivation in learning in the speaking class during this new normal era. Students who have intrinsic motivation are students learning English in the

speaking class because they have their own desire to be good at speaking English, even though currently the learning process is different from the usual learning system. As we know, online or online learning is a result of the Covid-19 outbreak where students are far from teacher assistance, so they motivate themselves so they can become active students in the speaking class. The following are the results of the answers to interviews with several students:

**Student 1:**

Based on the first question asked during the interview, students answered based on their opinion "I have my own desire to be good at speaking English even though I am studying in the midst of the covid-19 outbreak whose learning system is online"

Then the student's answer to the second question "I think English is important because it is an important international language to learn and when we are abroad, for example, and when we meet Caucasians." The answer to question number three "at this time of study I feel challenged to speak English." Then the answer to question number four "I am still active in speaking in the speaking class even though there is or no punishment from the lecturer." Then in the current learning system, of course, I feel there are difficulties. And when I study based on my own wishes without expecting gifts or anything. And the motivation that is more dominant in me is intrinsic motivation, because motivation comes from within myself."

**Student 2:**

Based on the first question asked to the second student during the interview, the second student answered based on his opinion “ of course I have my own desire to be good at speaking English even though I am currently studying during the covid-19 pandemic. ”Then the second student argued with the second question given by the researcher "In my opinion, of course English and being good at speaking English are important, because to communicate with outsiders and the fierce competition in the world of work later.” Students' answers and opinions from question number three "for now I am actively speaking in speaking class because there are challenges, maybe it's because currently learning is using an online system, so sometimes my enthusiasm in speaking class is not much. “For the answer to question number four students answered “and when I like the material, of course I will be active, sometimes if the method or the way the lecturer explains it well, then I will also be active in the speaking class.”

Furthurmore, when asked about the difficulty of learning with this online system, students answered “when learning online I felt a little difficult, I couldn't feel effective reciprocal communication between me and the lecturer while studying, plus the atmosphere was monotonous.” Regarding the material presented by the lecturer, yes, I understand it. And while studying and when I am actively speaking in the speaking class I do not expect any prizes. And the more dominant motivation from within me is intrinsic and extrinsic motivation. It happened because of the



encouragement from within me and also the encouragement from outside as well.”

**Student 3:**

Based on the first question asked of the third student during the interview, the third student answered based on his opinion “Yes, I am always eager to learn to speak English well, even though currently being hit by covid-19 with online learning.” The answer to the second question is “I have my own way of learning, for example, so that I can speak well, I first memorize vocabulary and get used to speaking in front of a mirror. Then if asked if English is important then the third student answered “yes, because I think learning English is very important, especially in education because for example we can introduce cultural diversity, language and communication with foreigners.” Then the answer to the next question is “I am not very active in speaking classes in this online learning.”

Then some of the difficulties experienced by the third student when asked about the difficulties he felt “ when the learning process I felt some difficulties or obstacles because it was difficult to manage learning time and slow responses between classmates. Then I also felt challenged because of many difficulties or obstacles in learning at this time. Then I was more active in speaking, it also depended on the material given by the lecturer. Then while studying, especially in speaking class, I also feel competitive with my friends because they are also actively speaking English. And the

learning material that I understand is especially speaking lessons because I learn orally. Then while studying I did not expect any gifts. and the motivation that is more dominant than myself is extrinsic motivation because it is based on a general and broader emphasis.”

**Student 4:**

Based on the first question asked of the fourth student during the interview, the fourth student answered based on his opinion “ I have my own desire to be good at speaking English, even though I studied during the Covid-19 outbreak.” Then the researcher asked whether English is important or not and the fourth student answered “English is very important in my opinion, because after we graduate from education we will meet the world of work which is very competitive. The answer to the next question from the fourth student is “in speaking class I am not very active, but I try to be active. I am active in speaking, for example there are presentations, and so on.” In studying, I do not compete with friends because we both learn. And the lecturer himself never gave punishment, I was active because of my own will. “With an online learning system like this, I experienced difficulties and some obstacles, for example the signal in my place was lacking, the sound was often intermittent when learning started. And I try to be active in speaking without wanting gifts from other people. Furthermore, the most dominant motivation in me is intrinsic motivation.”

**Student 5:**

Based on the first question asked of the fifth student during the interview, the fifth student answered based on his opinion “In my opinion speaking English should be practiced and based on our own desires for maximum results despite learning conditions with the Covid-19 outbreak.” The answer to the second question is that students answer “I think English is very important, because it is an international language that must be learned.” “Sometimes I actively speak in speaking class, but sometimes I have limited time and I understand the lesson again after the learning process is complete.” The answer to the next question "Maybe because of the interesting way the lecturers become more enthusiastic in learning and understanding the material." In my opinion, they are not competing, because they are actively talking to each other. Then it doesn't depend on the punishment, because if I am required to be active in speaking class then I will be active. With the current condition, of course, I find it difficult, for example, I study at home alone, the time is also less effective, so I get bored easily. Furthermore, when I study I do not want gifts from others, because it is based on my own desires. And the more dominant motivation in me is intrinsic motivation.”

Based on the results of interviews conducted by researcher, the researcher concluded that the answer from the respondents were answer based on the opinions of each respondent. They learn English and actively speak English in the speaking class based on the will and desire that arise from within themselves. Then the students answered that English is very

important to learn because it is a language that is widely used and that it is international. Then some of them also answered that they actively spoke English in the speaking class because the material was interesting and some of them answered that they were not very active because they still lacked vocabulary, but still tried to be active.

Furthermore, based on the results of interview, students also felt the difficulties they experienced during online learning, in their opinion they did not understand the material explained because sometimes the time was relatively short, then the internet connection was bad because the lights often went out, and the internet quota ran out. Then from the results of the interview, students were more dominant in having intrinsic motivation, it was from the opinions they answered at the time of the interview.

## **B. Discussion**

### **1. Level of Students Motivations in Speaking Class During New Normal Era**

Motivation to learn is an encouragement in students who are motivated in carrying out learning activities for continuity and determining the direction of learning in order to achieve learning success. The several indicators of intrinsic motivation in learning include: 1) self desire 2) satisfaction; 3) Challenges / Competition; 4) good habits; 5) awareness, and indicators of extrinsic motivation in learning include: 1) praise, 2) advice, 3) teacher, parents, environment, 4) reward, 5) punishment. Some of these

indicators can be used to see how the students' motivation to learn in the speaking class during the new normal era.

Based on data from the results of the questionnaires and interviews described above, the speaking class learning process during the Covid-19 pandemic was given remotely or online. The material is delivered through google meet.

However, students still prefer learning that is done directly in the classroom as usual. Because when compared to e-learning that was obtained during the *Covid-19* pandemic, direct learning in the classroom is considered more effective and makes it easier to understand the subject matter delivered by the lecturer. Distance learning speaking class is relatively new for students of IAIN Bengkulu. This is due to the *Covid-19* pandemic emergency, making students have to adapt to new learning methods. So that it causes some students to feel uncomfortable because they are used to learning face to face in the classroom. In addition, students also find it difficult to receive subject matter just by online only.

The learning method can have an influence on the learning motivation experienced by students during the learning process in the speaking class. However, even though they have difficulties and some obstacles with the current learning system, the learning motivation of IAIN Bengkulu students in the second semester is still high. That is because their desire to be able to speak English arises because of the desire that arises from within themselves.

From the data presented above, it can be seen that second semester English students of IAIN Bengkulu academic year 2020/2021 have higher level motivation in learning English, especially in the speaking class. Based on the discussion, motivation is divided into two, namely intrinsic motivation and extrinsic motivation. Thus a person might be motivated by the enjoyment of the learning process itself or by desire to make themselves feel better (Harmer, 2007, P. 98). Harmer 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. Furthermore, this type of motivation appears from outside and gives some influences to a person like give incentives, social pressure and punishment (Harmer, 2007, p. 98).

Then this is in line with the opinion of psychologists that to see the level of motivation or measure and which can affect a person's motivation it can be seen from two factors that can affect a person's learning motivation. For example, intrinsic factors that come from within a person, then extrinsic factors such as the school environment, support from family, learning facilities, etc. (Badriah, 2021)

Based on the results of this study, it was found that intrinsic motivation indicators were categorized at a high level of motivation, which means that students have an interest and enthusiasm in studying further material to gain achievement in learning and there is a strong will from within students. Then the extrinsic motivation indicators are categorized at

the moderate motivation level based on the average value obtained from the overall results of the question items from each indicator, meaning this shows that students do think that learning English and speaking English is a challenging lesson, but students have willingness and tenacity in learning.

The first indicator of intrinsic self-desire is categorized at the high motivation level based on the average of the question items, which means this shows that students have an internal desire to actively speak and learn while studying during the *Covid-19* pandemic. The second indicator is satisfaction, which means that this shows that students learn in the speaking class and actively speak during the *Covid-19* pandemic because of satisfaction, the satisfaction indicator is categorized at the high motivation level based on the average calculation of all question items. The third indicator, namely challenges / competition, is categorized at the high motivation level, which means that this shows that students have challenges and competitions when learning in the speaking class during the *Covid-19* pandemic, this is because the learning methods are relatively different so that students feel challenged in learning. The fourth indicator, good habits, is categorized at the high motivation level based on the average of all question items, this shows that when studying in the speaking class during the *Covid-19* pandemic, students remained active in learning and speaking English to build good habits from within them. Furthermore, the fifth indicator, namely, awareness is categorized at the high motivation level based on the average of all question items. This shows that when learning in

the speaking class during the Covid-19 pandemic, students remained active in speaking because they realized that speaking English was important and were aware of independent learning. Then based on the overall category of the indicators of student learning motivation in the speaking class during the pandemic period in the new normal era, this was categorized as high.

Furthermore, the first indicator of extrinsic motivation, namely praise is categorized at the moderate motivation level based on the average of the question items, which means this shows that students are at a moderate level of motivation, because when actively speaking in class during this pandemic they do not expect praise, but they are active because they think that being able to speak English is important. The second indicator is advice, categorized at the high motivation level based on the average of the question items, this means that they are enthusiastic about learning and actively speaking in the speaking class while studying during the Covid-19 pandemic because of good advice from lecturers, friends, and parents. The third indicator is teacher, parent, environment which is categorized at the moderate motivation level based on the average of all question items, which means this shows that students are motivated if they like the subject matter, a pleasant environment with appropriate facilities, lecturers who are not boring, while studying. in the speaking class during the Covid-19 pandemic.

The fourth indicator is the reward which is categorized at the moderate motivation level based on the average of the question items, which means that this shows that students do not expect gifts when they are actively



speaking and during learning, and when speaking actively it arises because of self-desire not to expect gifts. in the learning period of this new normal era. The fifth indicator is punishment which is categorized at the moderate motivation level based on the average of the question items, which means that this shows that students actively spoke in the speaking class during the Covid-19 period not because of punishment, but because they wanted to be good at speaking English. Then based on the overall category of the indicators of student learning motivation in the speaking class during the pandemic period in the new normal era, this was categorized as moderate.

## **2. Students Dominant Intrinsic or Extrinsic Motivation in Speaking Class During New Normal Era**

The overall mean scores from all items was high degree and moderate level of motivation. So that it can be concluded that second semester English students of IAIN Bengkulu academic year 2020/2021 have high motivation and are more motivated to intrinsic.

Based on the results of the calculation of the score between intrinsic and extrinsic motivation of the students above, it was found that the total average score for intrinsic motivation was (3.89) and the total average score for extrinsic motivation was (3.39). The results of this study indicate that the second semester English students of IAIN Bengkulu during the new normal era have higher intrinsic motivation than extrinsic motivation in learning English, especially in the speaking class. So thus even though learning with the new system due to the *Covid-19* outbreak that hit, students still have

good motivation, so that in the learning process they learn based on desires that arise from within themselves and not because of external encouragement, even though there are many the difficulties they experience during the learning process.

### **3. The Obstacles Faced in Learning in the Speaking Class During New Normal Era**

Online-based learning that is applied as an alternative to face-to-face learning certainly experiences challenges in its implementation.

According to Sadikin (2020:218), the challenges in online-based learning include:

- 1) Availability of internet services, some students who live in urban areas allow the availability of an internet network that supports online learning, students who live in rural areas or in remote areas are most likely not to get a signal even if there is a signal, the signal obtained is very weak.
- 2) Lecturer instructions that are not understood by students. According to Dewi (2020: 59) stated that online learning has an impact on students, teachers, and parents. Some of the impacts felt by students include:
  - (1) Students do not yet have a distance learning culture because so far learning has been carried out face-to-face
  - (2) Students need adaptation in online learning which indirectly affects students' learning absorption. The impacts felt by parents and teachers in online learning include:

- (1) The additional cost of purchasing internet quota increases because online technology requires a network connection to the internet, therefore the increasing level of internet quota usage will certainly cause parental expenses to increase.
- (2) The impact felt by lecturers is that not all are proficient in using internet technology or social media as a learning tool. Then the lecturers are also more difficult to supervise students during online learning because it is limited to the media, so there may be students who fall asleep when the lecturer delivers the material or students just leave it to be present but are not listened to.

Based on the explanation above, the learning process in the speaking class only took place during the Covid-19 period during this new normal, there were several obstacles faced by students. First, from the preparation of lecture learning materials, many have not been prepared, both in terms of the material to be taught and in terms of the students themselves who are less responsive when online lectures take place (students are less active). Second, in terms of understanding sometimes because the explanations given during online lectures are different from face-to-face lectures, if with a direct learning system students can easily listen and communicate related to the material delivered by lecturers while online learning is sometimes not conveyed properly and maximally because of the limited time. limited. because learning speaking material they understand the material online is much more difficult and complicated, because they do not follow direct

practice and are also far from direct mentoring by lecturers. This is in line with the results of Ely Satiyasih Rosali's research which states that students have difficulty understanding learning materials. The teaching materials given in the form of readings are not easily understood completely by students with the assumption that the materials and assignments are not enough without a direct explanation from the lecturer.

The third obstacle, namely network disruption when learning online. Network conditions are very important for the ongoing online learning process today. Generally, many students complain of problems with unstable networks. Network conditions are very important for the online learning process to take place. The lack of network access is not only complained of by students who live in remote areas, but also by students who are in urban areas, especially when the location where they live experiences a power outage, where this can also have an impact on an unsupported network. So that students in participating in online learning become a little hampered when they want to load to take part in learning activities and some even cannot load at the specified time. This can result in students experiencing delays in the learning process and can result in the learning process that they follow online is not optimal. This is in line with the research that has been done by Nur Hadi Waryanto which states the network (internet, LAN, WAN) as a method of delivery, interaction, and facilitation. So, if the network conditions are unstable, online learning becomes ineffective.

Network facilities are the main thing in online learning, because they are related to the smooth learning process. The existence of students who are far from the city center or far from the reach of the provider network certainly makes students unable to carry out the learning process smoothly. Network instability is an obstacle for students in participating in online learning. As a result, while studying from home, many students prefer to do other activities (work) rather than taking online courses.

#### **4. The Solutions to the Obstacles Faced by Learning in the Speaking Class During New Normal Era**

Online learning has several difficulties experienced by students, teachers, parents of students. Then some parties certainly make alternative solutions to minimize the difficulties experienced. According to Dewi (2020: 60) states several alternative solutions to student difficulties in online learning, including:

- 1) Using a learning application that only uses a small quota, such as the wharsapp group, this alternative is used because it is considered an online learning application that uses the least data quota, and most of them are used to operating the Whatsapp application.
- 2) There needs to be assistance and training in advance for lecturers in operating applications and online-based learning methods. So that teachers have interesting online-based learning innovations and creations.

3) Making Lesson plans, lecturers provide schedules to students in distributing schedules using google meet and structured assignments to reduce online data quota consumption.

Based on the explanation above, the solution to overcome some obstacles or barriers to learning in the speaking class in the new normal era where these obstacles are based on the results of student interviews, then several solutions are given for difficulties and obstacles. First, the application of speaking learning materials in class is interesting and fun because students still need various ways to develop learning innovations, especially in learning conditions in the midst of this covid-19 outbreak. second, the teacher must create a learning atmosphere that is not monotonous so that students remain enthusiastic in learning. Especially in learning to speak, students must have high enthusiasm so that students can communicate in English well.

The third solution is, for some problems with the internet network or difficult signal, based on these factors, students must find an effective place that allows achieving a strong signal, and must prepare themselves. On the one hand, this is contrary to government programs which are required to avoid crowds and carry out activities around the house as much as possible, but with obstacles like this they are forced to leave the house in order to participate in online learning properly. and smooth. So based on some of these obstacles, lecturers should understand what students are experiencing and must provide convenience and high tolerance. And agencies must also

help support by forming or providing quotas to support the learning process during the pandemic in this new normal era.

According to Sadikin (2020:216) online learning is learning that uses the internet network with accessibility, connectivity, flexibility, and the ability to bring up various types of learning interactions. Therefore, it is necessary to take advantage of good technology at the time of the current learning system, and create an interesting learning atmosphere by using technology because of conditions that do not allow face-to-face learning.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the research that has been done regarding student learning motivation in the second semester of speaking class during new normal era, from the data exposure and data analysis that has been presented, it can be concluded based on the research focus as follows:

1. Level of English students motivation in second semester IAIN Bengkulu intrinsic and extrinsic motivation. that means they have different goals in learning English in speaking class. Some have the motivation because it arrives from within themselves to speak active in English, then because of external factors.
2. Student learning motivation in the second semester in speaking class during the new normal era. Most of the students of the English Education Study Program at IAIN Bengkulu in the second semester is higher than have intrinsic motivation in learning English, especially in the speaking class. This can be seen from the average score of intrinsic motivation (3.89) which is higher than the average score of extrinsic motivation (3.39). That means they learn English because of their inner desire to be good at speaking English even though the learning system is slightly different from the previous one, namely the online learning system.
3. Learning speaking during new normal era is done online. During the learning process students experience difficulties in the form of :



- a. The difficulty of interacting with fellow students and students with lecturers, students continue to give good responses to lecturers about the delivery of material as well as lecturers provide online learning innovations so that students study from home remain comfortable and interested in the learning process. students hope that they can go to school as usual in order to gain more understanding and knowledge than online learning because self-study can be carried out but studying with lecturer and meeting directly with other friends students gain more knowledge because they can ask questions and be responded to directly without anyone obstacle.
  - b. Furthermore, the researcher interviewed with several students the responses given in the second online learning difficulty, namely the signal was less stable because the house was far away, did not understand the material presented by the teacher because the explanation was short, when learning was started, they often left the application because they were constrained by running out of quota.
4. The solutions to overcome some of the obstacles or barriers to learning speaking online in the new normal era are based on the results of student interviews. Students' difficulties. For this reason, the application of learning speaking material in the classroom is interesting and fun, for students, various ways are still needed to develop learning innovations, especially in learning conditions in the midst of this covid-19 outbreak.

- a. Lecturers must create a learning atmosphere that is not monotonous so as to keep students enthusiastic in learning. Especially in learning speaking, you must have a high spirit so that students can communicate in English well.
- b. Furthermore, for some problems with the internet network or difficult signal, based on these factors, students should find an effective place that allows for the achievement of a strong signal, and must prepare themselves. On the one hand, this is contrary to government programs which are required to avoid crowds as much as possible and carry out activities around the house, but with obstacles like this, they are forced to leave their homes in order to participate in online learning well and smoothly.

## **B. Suggestion**

Based on the research results regarding the analysis of the second semester students' learning motivation during the new normal era that has been described, the suggestions of this research can be conveyed, namely as follows:

1. For students, students must adapt and be active in all the methods used by the lecturers. Passive students can learn actively, they can be more active in speaking class. Students must be more active in speaking class by increasing intrinsic motivation and extrinsic motivation. Students should not be shy and lazy to try to speak English in class. Then, students are expected to be able to follow the learning that has been conveyed well, even though there are obstacles experienced during the learning process. The importance of

managing time so that you can stay focused while participating in learning and in doing assignments given by the lecturer in the speaking class.

2. For lecturers, you should choose an interesting topic by asking for input from students so that students are more motivated to be active in the speaking class even though the current learning process is slightly different, namely online learning and far from direct lecturer supervision. Lecturers pay more attention to learning method that are interested in students so that students are enthusiastic in learning and do not feel bored.
3. For researchers, it is hoped that prospective researchers can carry out the same research on a wider population and sample than before. Because the level where other research will have different results. However, this thesis is still useful to provide contributions and information for further research. So that other researchers can also feel the advantages and benefits.

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