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EXPLORING STUDENTS' ATTITUDE AND MOTIVATION TOWARD ONLINE LEARNING IN THE ENGLISH LEARNING PROCESS DURING COVID-19 PANDEMIC: (A CASE STUDY AT MA HASANAH PEKANBARU)

THESIS

Submitted to Sultan Syarif Kasim State Islamic University of Riau
in Partial Fulfillment of the Requirement for the Degree
of Magister in English Education



BY:

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**THE GRADUATE PROGRAM
SULTAN SYARIF KASIM
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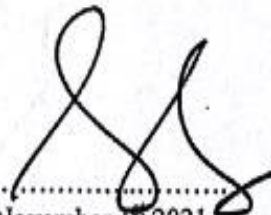
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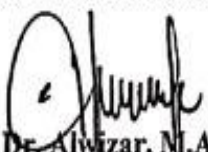
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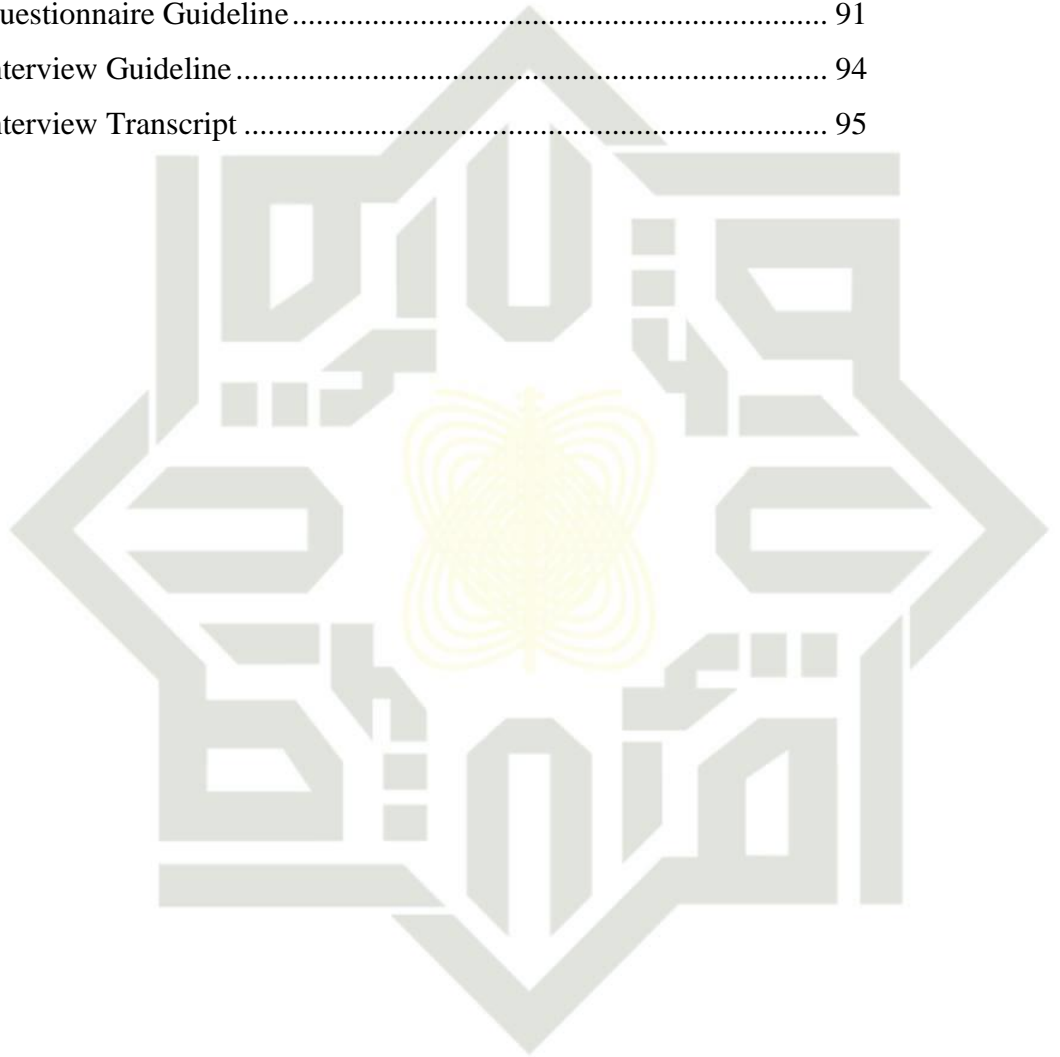
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TRANSLITERATION GUIDELINES

Single Consonant

Arabic Alphabet	Name	Latin Alphabet
	Alif	A
ب	Ba	B
ت	Ta	T
ث	Tsa	Ts
ج	Jim	J
ح	Ha	H
خ	Kha	Kh
د	Da	D
ذ	Dzal	Dz
ر	Ra	R
ز	Zai	Z
س	Sin	S
ش	Syin	Sy
ص	Shad	Sh
ض	Dhad	Dh
ط	Tha	Th
ظ	Zha	Zh
ع	‘ain	‘
غ	Ghain	Gh
ف	Fa	F
ق	Qaf	Q
ك	Kaf	K
ل	Lam	L
م	Mim	M
ن	Nun	N
و	Waw	W

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	Ha	H
	Hamzah	”
	Ya	Y

2 Double Consonant

The double consonant is written double, for instance **العامه** written *al-ammah*.

3 Short Vowel

Fathah is written *a*, for instance **شريعة** (*Syari'ah*), Kasrah is written *i*, for instance **الجبالي** (*al-Jibali*) and *dhomma* is written *u*, for instance **ظلوما** (*zhuluman*).

4 Double Vowel

او is written *aw*, **او** is written *uw*, **اي** is written *ay*, and **اي** is written *i*.

5 Ta' Marbutah

The stopped Ta' Marbutah in the last verse h, for instance **الشريعة** is written *syaria'ah*, unless it has been taken into the Indonesian standard, for instance **الميتة**: Arabic may it. However, when it is read out, it is written *t*, for instance **المايتات** in Arabic.

Article Alif Lam

The article Alif Lam followed by Qomariyah and Syamsiah letters is written *al*, for instance **المسلم** is written *al-Muslimu*, unless when it is the name of person followed by the word Allah, for instance, **عبدالله** (*'Abdullah*).

Capital Letter

The capitalization is adjusted with the enhanced Indonesian spelling

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ABSTRACT

Fitri Ayu Herfaini, (2021): “Exploring Students’ attitude and motivation toward online learning in the English learning process during covid-19 pandemic (a case study at MA Hasanah Pekanbaru)”.

This research aimed to describe students’ attitude and motivation on online learning in the English learning process during covid-19 pandemic , to explore why they have those attitudes and motivation toward learning English during covid-19 pandemic at MA Hasanah Pekanbaru. This study was conducted under the qualitative case study design. The participants of this research were the students at MA Hasanah Pekanbaru. Purposeful sampling technique was used to select the participants of this study. The results finding were students’ motivation on online learning are mostly extrinsic, there are several factors that affect the decline in students' learning motivation when viewed from the results of interviews during the covid-19 pandemic, both internal and external factors. Generally, the students of MA Hasanah Pekanbaru had a moderate level of attitude in learning English during covid-19 pandemic. The students had neither positive nor negative attitudes in learning English.

Keywords: *attitude, motivation, online learning*

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ABSTRAK

Fitri Ayu Herfaini, (2021) : “Menyelidiki Sikap dan motivasi siswa terhadap pembelajaran daring pada proses pembelajaran bahasa Inggris selama pandemi covid-19 (studi kasus di MA Hasanah Pekanbaru)”

Penelitian ini bertujuan untuk mendeskripsikan sikap dan motivasi siswa dalam pembelajaran online dalam proses pembelajaran bahasa Inggris selama pandemi covid-19, untuk mengetahui mengapa mereka memiliki sikap dan motivasi tersebut terhadap pembelajaran bahasa Inggris selama pandemi covid-19 di MA Hasanah Pekanbaru. Penelitian ini dilakukan dengan desain studi kasus kualitatif. Partisipan dalam penelitian ini adalah siswa di MA Hasanah Pekanbaru. Teknik purposive sampling digunakan untuk memilih peserta penelitian ini. Hasil temuan adalah motivasi belajar siswa pada pembelajaran online sebagian besar bersifat ekstrinsik, ada beberapa faktor yang mempengaruhi turunnya motivasi belajar siswa jika dilihat dari hasil wawancara pada masa pandemi covid-19, baik faktor internal maupun faktor eksternal. Secara umum, siswa MA Hasanah Pekanbaru memiliki tingkat sikap yang sedang dalam belajar bahasa Inggris di masa pandemi covid-19. Para siswa memiliki sikap positif maupun negatif dalam belajar bahasa Inggris.

Kata kunci: motivasi, pandemi covid-19, sikap

أبستراك

فترتي (2021) : موقف الطلاب وتحفيزهم تجاه التعلم عبر الإنترنت في عملية تعلم اللغة الإنجليزية أثناء جائحة فيروس كورونا في

Hasanah Pekanbaru".

يهدف هذا البحث إلى وصف موقف الطلاب ودوافعهم للتعلم عبر الإنترنت في عملية تعلم اللغة الإنجليزية أثناء جائحة كوفيد-19 ، لاستكشاف سبب امتلاكهم لتلك المواقف والدوافع تجاه تعلم اللغة الإنجليزية أثناء جائحة كوفيد-19 في ماجستير حسنة بيكانبارو. أجريت هذه الدراسة تحت تصميم دراسة الحالة النوعية. تم استخدام تقنية أخذ العينات Hasanah Pekanbaru في المدرسة المشاركون في هذا البحث هم طلاب الهادفة لاختيار المشاركين في هذه الدراسة. كانت النتائج التي توصلت إليها الدراسة هي أن دافع الطلاب للتعلم عبر الإنترنت خارجي في الغالب ، وهناك العديد من العوامل التي تؤثر على انخفاض دافع التعلم لدى الطلاب عند النظر إليها من نتائج المقابلات أثناء جائحة كوفيد-19 ، سواء كانت عوامل داخلية أو خارجية. مستوى معتدل من المواقف في تعلم Hasanah Pekanbaru في المدرسة بشكل عام ، كان لدى طلاب . لم يكن لدى الطلاب مواقف إيجابية أو سلبية في تعلم اللغة الإنجليزية covid-19 اللغة الإنجليزية أثناء جائحة

الكلمات المفتاحية: الدافع ، جائحة كوفيد-19 ، والموقف

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CHAPTER I INTRODUCTION

1.1 Background of the Study

In the English learning process, attitude is an important aspect for students. This is because, in addition to other aspects, the extent to which students continue to actively participate in the language learning process is also determined by their attitudes. In other words, someone who has a favorable attitude towards a certain positive behavior will gain positive results. Attitude is as a tendency to learn, positive or negative emotional tendencies from someone to objects, people, places, events, and ideas. The students' attitude and motivation toward online learning will be different from their attitudes and motivation when they participate in learning process in the classroom. Changing an attitude or habit like this is very difficult, and it is normal when changes occur very quickly and unexpectedly. This significantly changed habit of teachers and students who rely heavily on computers and internet networks. Teacher and student must be able to change the style, strategy or method of teaching and learning and communication style during online learning.

The concept of the 21st century education suggests teachers to develop their instruction to ensure their students meet the requirement of the 21st century skills. Relevant knowledge is expected to establish students' skills for competitive career and good life, skills for lifelong learning and creative innovation, and skills for literacy, information, media, and technology (Suherdi, 2012). In terms of learning strategies, teachers should be able to integrate the use of supportive technology, problem-based approaches, and higher order thinking skills. They should create



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classroom atmosphere that will support teaching and learning of 21st century. Teachers should integrate technologies with content and pedagogy. The 21st century learning involves the engagement of students in collaborative work and real-world problem solving through effective exploitation of information and communication (ICT). According to Hwee et al (2016), the 21st century learning is characterized by students' ability in developing social skills for collaboration, conflict resolution, and multicultural communication, cognitive skills to engage in critical thinking for innovation and complex problem solving, metacognitive skills to engage in self-reflection and self-learning, productivity skills to organize work effectively and efficiently, and technological skills to exploit ICT tools appropriately. Thus, teachers should be able to develop the ability to creatively use technology to meet students' learning needs. Because language learning should not only occur in the classroom, technological devices can be used by teachers and students to facilitate language learning.

Since it is easier to access social networking tools, students can receive immediate response and feedback. The use of online learning platform such as google classroom, google meet and zoom meeting has been implemented by some teachers as an attempt in integrating technology into teaching and learning process in the classroom. The online platforms promote both inquiry-based learning and independent learning since the online platforms facilitate interactions between teacher and students although they are not in the same room. Google classroom, google meet and zoom meeting are user-friendly social learning platforms that provide learners with various features allowing them to interact and collaborate with



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teacher and peers as well as to access course provided by a teacher. The teacher can distribute the assignment, set the submission deadline, and monitor students' progress. Moreover, the online platforms also allow parents to monitor their children's progress.

The outbreak of covid-19 Pandemic across the world has profoundly altered almost all aspects of life, including education, and Indonesia has not been an exception to these changes. Difficulty of handling the outbreak from spreading more widely has made world leaders develop super-strict rules so that the chain of the spread of COVID-19 can be broken. The World Health Organization (2019) has recommended some standards such as social distancing and physical distancing. In Indonesia, "large-scale social restrictions" were adopted in March 2020 due to the increasing number of people infected with COVID-19. These were followed by other regulations in the form of working from home for workers, praying from home, and homeschooling for students ranging from the early childhood education level to higher education (Regulation of Indonesian Government No.21, 2020, 2020).

The Indonesian government's implementation of large-scale social restrictions has impacted the routines of the society and students in the learning system. Distance learning or using online systems have provided solutions for schools that are starting to implement the online learning system. Online learning system is a program that migrates the learning process from school to home. Based on the instructions of the Ministry of Education and Culture, schools organize online learning to provide a meaningful learning experience for students without

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being burdened with the demands of achieving all curriculum requirements. Online Learning is implemented by considering the health and safety of students, educators, education staff, and the society.

The application of online learning has presented challenges in implementing it, especially in the use of facilities and the availability of infrastructure, which has been minimal so far. Additionally, the transition of instructional methods that traditionally have been through face-to-face to more indirect methods has forced schools to engage in a learning flow that has complexities and limitations. Various problems have included the provision of school infrastructure (Bakalar, 2018), such as an Internet network that all schools have not enjoyed previously, especially in villages, as well as the cost of purchasing expensive data packages. Although the Indonesian government recently issued a regulation that school operational funds could be allocated to buy data packages, schools still could not fully enjoy online learning. In addition to data packages, bad signals are obstacles in the implementation of learning.

On the other hand, according to Deci and Ryan (1985), when intrinsically motivated, individuals are fully self-regulated, engage in activities out of interest, experience a sense of volition, and function without the aid of external reward and/or concern constraints. Based on an interview with English teachers at MA Hasanah Pekanbaru that has been implementing online learning through google classroom, google meet, zoom meeting and E-Learning Madrasah in teaching and learning process, it was obtained information that in the process of online learning,

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the teacher faced difficulties in handling students' presence because they just came into online class for filling the attendance list and after that they would leave. Often students were late in collecting and completing assignments, and even understanding the material has become a significant problem for students.

Furthermore, according to a recent study by Docebo (2014), it appears that there is universal agreement that the worldwide e-learning market will show fast and significant growth over the next three years. Based on the phenomena above, it is timely and prudent to seek to understand how students think and feel about this medium of teaching and learning. Therefore, it is important to explore students' attitude and motivation toward online learning in the English learning process during covid-19 pandemic at MA Hasanah Pekanbaru.

1.2 Statement of the Problem

Nowadays, teaching and learning process have a big problem because of the covid-19 pandemic. English teachers should do learning process with their students via online media. However, the present situation does not look like a well-planned daily teaching process with sophisticated technological devices in the classroom, nor does it seem to be as a usual online instruction. What teachers and students have these days is a critical situation in doing teaching in a hurry with minimum sources. In the meantime, online learning media such as Google Classroom, google meet and zoom meeting offer a remote online educational environment in preparing a lesson and distributing content materials. Video conferencing also provides face-to-face synchronous communication between teachers and students in real-time interaction. Each platform gives advantages as well as has some drawbacks to fulfill

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the teaching needs. Those platforms have been widely applied for teaching language in online classrooms at MA Hasanah Pekanbaru.

Previous research on students' attitude and motivation has focused on Math and Physics and the finding of these studies mostly about the relationship between attitude and motivation in general (Dennis, 2007; Manuela, 2011; Jufrida, 2019; Guido, 2013; Morilla, 2018; Nasser, 2011; Mario, 2014), while students' attitude and motivation especially in English subject during online learning are still unknown and need to be explored.

Indeed, Chun et al. (2016) have noted that teachers should pay more attention to technology for their classes since it affects language use. Then, Hodges et al. (2020) called it Emergency Remote Teaching (ERT) to depict a temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances. Learner's motivation in learning is affected by their attitudes towards learning the subject. The relation between motivation and attitudes has been considered a prime concern in learning. According to Gardner and Lambert (1972), motivation to learn is thought to be determined by one's attitudes towards the other group in particular and by his orientation towards the learning task itself. Only when paired up with motivation, proper attitudinal tendencies relate to the levels of student engagement in learning and to attainment.

3 Limitation of the Problem

There are a lot of problems in qualitative research and those problems need to be limited so that the study can focus and can find out the goals of the investigation itself. So, it is not possible to carry out a research that covers all the

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problems due to several constraints such as sample size, time constraints, lack of manpower, finance, administration, etc.

First, this study focused on how students' attitude and motivation are toward online learning during covid-19 pandemic. Second, this study focused to describe students' attitude and motivation toward online learning during covid-19 pandemic and also the reason why the students have those attitude and motivation. Third, the study was carried out in a school that has been implementing online learning since the beginning of covid-19 pandemic, because there are some schools that do not implement online learning during covid-19 pandemic.

1.4 Research Questions

The problems explored in this study are formulated into the following research questions:

- a. How is the students' attitude toward the process of learning English online during covid-19 pandemic?
- b. How is the students' motivation in learning English online during covid-19 pandemic?
- c. Why do they have those attitudes and motivation in the process of learning English online during covid-19 pandemic?

1.5 Purpose and Objectives of the Study

The main purpose of this study is to explore students' attitude and motivation toward the process of learning English online during covid-19 pandemic at MA Hasanah Pekanbaru. Specifically, the objectives of the study can be stated as follows:

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- a. To describe students' attitude toward the process of learning English online during covid-19 pandemic
- b. To describe students' motivation in learning English online during covid-19 pandemic
- c. To explore why they have those attitudes and motivation in the process of learning English online during covid-19 pandemic at MA Hasanah Pekanbaru

1.6 Significance of the Study

The findings of the study are expected to give contribution theoretically and practically. Theoretically, it is expected that the findings of this study can support and complement previous theories related to the use of online learning for teaching and learning English.

Practically, the finding of the research can be useful for students and teachers and school administrators. For the students, online learning can be used as a learning medium for learning English. Students can use online learning to learn English material even though in a distance way without face to face directly in the classroom so that the subject matter is not left behind. For the teacher, it is hoped that this research can provide inspiration or ideas to teachers in teaching English online. Teachers can use online learning as an alternative medium for teaching English without having to teach students face to face or directly in the classroom. Then, from the attitude of students, the teacher can know the extent of students' understanding of the material delivered through online learning, whether there are

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obstacles or not. The researcher hopes that the result of this study will be useful for other teachers in applying strategies for teaching English via e-learning methods. Thus, the teacher can improve teaching and learning English to become more active, effective, and efficient even through e-learning methods. Meanwhile, for school administrator, the result can be used to evaluate and improve the implementation of online learning media platform based on what the students need.

1.7 Rationale of the Study

One reason why there is so much discussion around online learning is that there are many purported benefits and uses of online learning. Some of the most important ones are: its effectiveness in educating students, its use as professional development, its cost-effectiveness to combat the rising cost of postsecondary education, credit equivalency at the postsecondary level, and the possibility of providing a world class education to anyone with a broadband connection (Bartley & Golek, 2004; De la Varre, Keane, & Irvin, 2011; Gratton-Lavoie & Stanley, 2009; Koller & Ng, 2014; Lorenzetti, 2013). What has received most of the attention for online learning is the postsecondary education arena.

The rising cost of postsecondary education and the importance of a postsecondary degree are well documented in the literature. The lifetime earning gap between high school graduates and college graduates is continuing to widen (Dynarski & Scott-Clayton, 2013). At the same time, the cost of college tuition is rising faster than inflation and the student loan debt is rapidly increasing. As of 2014, the total national student loan debt is over one trillion dollars (Finaid.org,

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2014). Many scholars and educators believe that online learning can be an effective tool in combating the rising cost of postsecondary education by spreading the cost of a class over a much larger number of students compared to the traditional setting, dividing the cost by tens or hundreds of thousands of students as opposed to dozens (Bowen, 2013; Bartley & Golek, 2004; Jung & Rha, 2000; Koller & Ng, 2014; Tucker, 2007). Moreover, the marginal cost of a student in an online setting is negligible relative to the traditional setting, necessarily constrained by a number of factors such as the size and availability of the physical classroom.

Last but not least, there is the hope that online learning will be able to provide a world class education to anyone, anywhere, and anytime as long as they have access to the Internet. A number of websites and companies—Khan Academy, Udacity, edX, and Coursera are some of the most prominent ones—are built on this premise, and many well-respected scholars and entrepreneurs have high hopes and expectations for online learning, particularly for massive open online courses (Bowen, 2013; Fisher, 2012; Koller & Ng, 2012; Lewin, 2012; Selingo, 2013). Central to this particular benefit—in fact, to most of the purported benefits of online learning—is the effectiveness of the online format in educating students. If online learning is generally less effective than the conventional face-to-face format, then some of the aforementioned purported claims and benefits of online learning are highly suspect.

1.8 Definition of Terms

To get a general understanding of the purpose of this research, it is important to define key terms used in in this research as follow:

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a. Attitude

According to Ajzen (2005), attitude is a way to respond positively or unpleasantly to an object, intuition or event. The characteristic attribute of attitude is evaluation (pro-con, pleasant-unpleasant), and most contemporary social psychologists agree about that. People's attitudes can be seen from how they are behaving to do something and attitude is the way how people look at things or activities. According to Khan (2016), attitude is the way an individual looks at things or activities. Attitude as a psychological construct is a mental and emotional entity that inheres in, or characterized a person (Perloff, 2003). Attitude in this study means something that arises based on someone's feelings or views of something.

b. Motivation

According to Ryan and Deci (2000), motivation concerns energy, direction, persistence and equifinality of all aspects of activation and intention. It means that motivation is something that push people to pursue what they want, and how people sustain what they will achieve. In language learning, motivation is really needed by a student. Zhao (2012) stated that one of the most important factors affecting students' performances of English learning is motivation. Motivation in this study means something that push people to pursue what they want, and how people sustain what they will achieve.

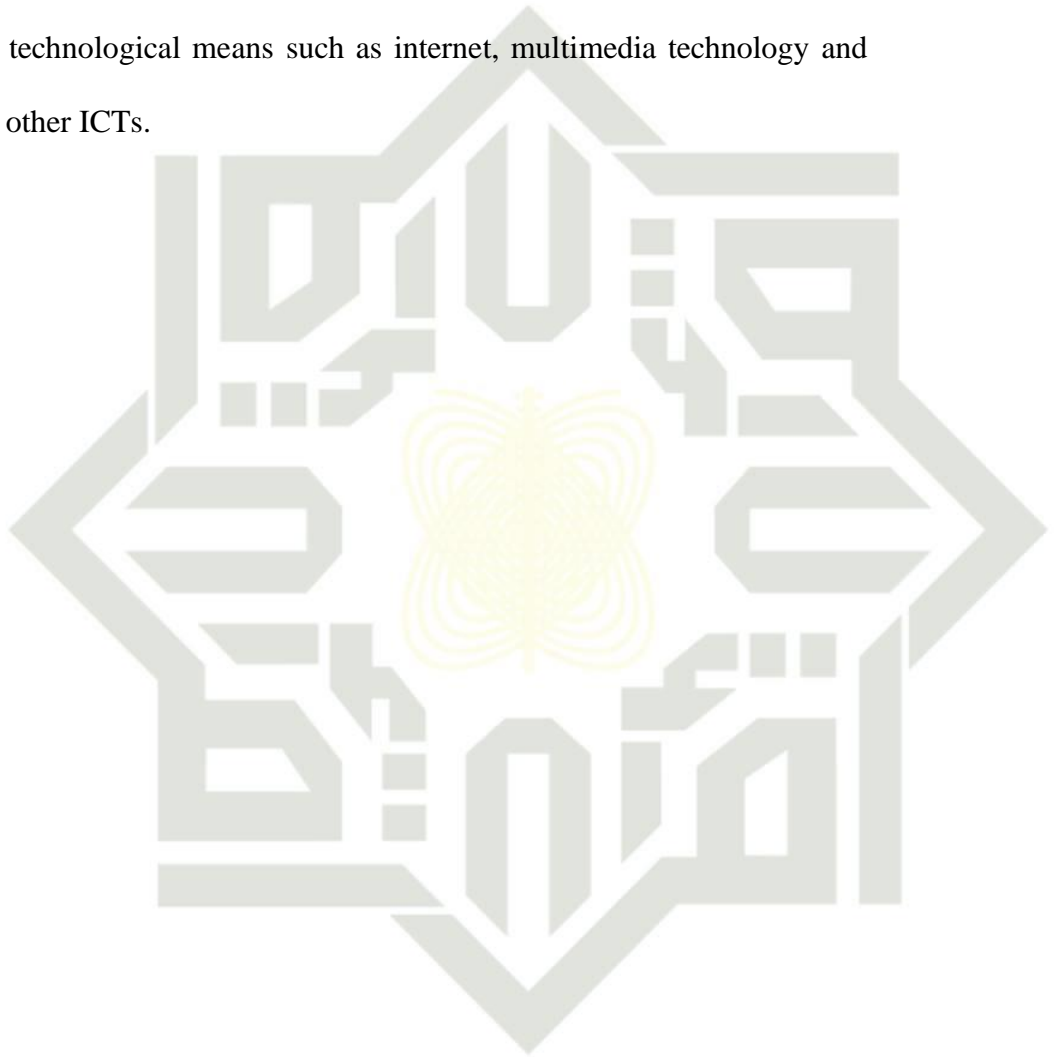
c. Online learning media platform

Greenberg (1998) defines contemporary distance learning as "a planned

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teaching/learning experience that uses a wide spectrum of technologies to reach learners at a distance and is designed to encourage learner interaction and certification of learning”. Online learning in this study means e-learning that provides an alternative to classroom/face to face learning through various technological means such as internet, multimedia technology and various other ICTs.



UIN SUSKA RIAU

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CHAPTER II REVIEW OF RELATED LITERATURE

Theoretical Framework

2.1.1 Attitude in Language Learning

According to Ajzen (2005), attitude is a way to respond positively or unpleasantly to an object, intuition or event. The characteristic attribute of attitude is evaluation (pro-con, pleasant-unpleasant) and most contemporary social psychologist agree about that. People attitudes can be seen from how they are behaving to do something and attitudes is how the way people look at things or activities. Khan (2016) defines attitude as the way an individual looks at things or activities. Attitude as a psychological construct is a mental and emotional entity that inheres in, or characterized a person (Perloff, 2003). In addition, Wenden (1991) stated that the term 'attitude' contains three components namely, cognitive, affective, and behavioral components. The cognitive component is made up of beliefs and ideas or opinions about the object of attitudes. The affective component refers to feeling and emotions that one has towards an object, like or dislike, with or against. Lastly, the behavioral component refers to actions or behavioral intentions toward an object.

Based on the theory above, attitude is something that arises based on someone's feelings or views of something. If he or she likes or dislikes it, that will be seen from how he/she behaves towards it. According to the Concise Oxford Dictionary, Ninth Edition (1995), 'attitude comes from a

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Late Latin word, in 'aptitudo', 'aptus' which means 'fit'. The word 'aptus' which is also the root of the word aptitude indicates a state of preparedness or adaptation. The word attitude is defined as a settled opinion or way of thinking or behavior reflecting this. Among the earliest definitions of attitude is that of Thomas and Znaniecki (1918) as cited in Erwin (2001): 'a state of mind of the individual towards an object.' Meanwhile in the Longman Dictionary of Contemporary English (2003) it is stated that, 'attitude means the opinions and feelings that you usually have about something. It also refers to the way that you behave towards someone or in a particular situation, especially when this shows how you feel. The Random House Thesaurus College Edition (1989) provides the synonyms of attitude as disposition, frame of mind, outlook, point of view, perspective, manner, demeanor and air.

2.1.1.1 The Formation of Attitude

According to Oskamp (1991), the term attitude formation refers to "the movement we make from having no attitude towards an object to having some positive or negative attitude towards that object". The formation of attitude occurs in several ways. Allport (1968) emphasizes that there are four conditions for which attitudes could be formed. The first condition is the accretion and integration of responses learned in the course of growing up; the second condition is the individuation, differentiation and segregation of experiences. To Allport, experiences do not merely accumulate; they become sharpened and patterned so that

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some attitudes become more specific as the individual grows up. According to him, the third condition is the adoption of ready-made attitudes. It is an undeniable fact that attitudes are learned or acquired through imitation of parents, teachers or peers.

According to Halloran (1967), attitudes are learned. Hence, they have their sources as well as formation and developmental process. To Crutchfield, Ballachey and Krech (1948), attitudes develop in the process of need or want satisfaction and in relation to the individual's group affiliations and to the information to which he is exposed.

Campbell (1966) posits that there are six modes of acquiring behavioural dispositions. He lists them as: blind trial and perception, perceptual observation of another person's responses, perceptual observation of the outcome of another's explorations, verbal instructions about responses to stimuli and verbal instruction about the characteristics of objects. According to Zajonc (1966), some attitudes may be formed and shaped through mere exposure, direct conditioning, observational learning and genetics.

Based on the above, Halloran (1967) maintains that a survey of work in this area would appear to reveal three main sources of attitudes, namely direct experience with the objects and situations, explicit and implicit learning from others, and personality development. This on the whole represents a social-psychological orientation. The sociologist would probably wish to emphasize the aspects of the environment to

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which the attitudes refer to and in contact with which they have been learned.

The content of the attitude is largely provided by the culture and sub cultures in which the individual participates and it is essential to take into account the relation of the social structure to the learning processes and their effects. It is seen that socialization is a process. It does not stop at a certain age and on the whole, social psychologists seem to think of it as an "interaction process whereby person's behaviour is modified to conform to expectations held by members of the group to which he belongs. Halloran continues to say that to a large extent, the attitude of the individual depends on the attitudes and norms of the groups which form his frame of reference. Ross (1946) points out that the anatomy of collective opinion shows it to be organized from centers and sub centers, forming a kind of intellectual feudal system. In their own personal influence, Katz and Lazarsfield (1955) drew attention not only to specific influentials, but also to general influentials or experts. The specific influentials are the ones with whom the individual has face-to-face contact. The general influential or expert is the person in whom one has confidence and whose opinions are held in high regard.

Godwin (1975), Allport (1968) and Mum et al (1972) all subscribe to the view that attitudes can also be formed through observational learning initiation. The work of several researchers has

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shown that there is direct relevance for the learning of affective outcomes such as attitudes. Observation and initiation are among the major means by which a child acquires his personal and moral values attitudes. For a child then, older children, peers and adults can serve as models. What Goodwin et al encourages is purposely providing appropriate models for young children's subsequent display of altruistic, honest or moral behavior.

It must be emphasized that some influentials are better than others- according to one's value standpoint. Halloran asserts that the common-sense approach to attitude formation usually stresses the importance of knowledge, information and facts. According to him, the information to which an individual is exposed will play some part in the formation of his attitudes, but it needs stressing that information is rarely a determinant of attitudes, except in the context of other attitudes.

First and Foremost, attitudes are learned. In relationships with other people, particularly with significant others in the socialization process. It is also important to realize that the early years in the socialization process are highly significant and that the group affiliations of an individual play an important role.

2.1.1.2 Factors Accounting for Attitudinal Changes

Halloran (1967) posits that attitudes prevalent among the individuals in various groups are derived from the value sets and special concerns of their groups. Many reflect conditions that prevailed in the

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past when their groupings are relatively less independent with others, when they were closed systems to a greater degree than now.

Again, Halloran (1967) contends that the process of attitude formation and attitude change are not separate entities but rather intertwined and continuous. That is, all the time as part of our development; we are adopting new attitudes modifying and relinquishing old ones. Ballachey, Crutchfield and Krech (1962) emphasized that attitudes, once they are formed, differ in the way they can be modified or changed and the major and the major factors which relate to this modifiability and change ability are the characteristics of pre-existing attitude, the personality of the individual and the nature and strength of the individual's group affiliations. It is also seen that attitude change again depends greatly on certain personality characteristics, such as general susceptibility to persuasion, intelligence, the cognitive needs and styles of the person, general readiness to accept change and so on.

Sheriff, et al (1969) maintains that in its simplest form, the problem of attitude change is the problem of the degree of discrepancy. In considering attitude change the following conditions must be borne in mind. That is, it is possible to change attitudes and that in order to produce change; a suggestion for change must be received and accepted. Again, reception and acceptance are more likely to occur where the suggestion meets existing personality needs or drives if

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especially the suggestion is in harmony with valued group normal and loyalties and the source of the message is perceived as trustworthy and follows certain rules of rhetoric regarding order of presentation, organization of content, nature of appeal and so on. Change in attitude is more likely to occur if the suggestion is accompanied by change in other factors underlying beliefs and attitudes.

The communicator and the communication features predominantly in attitude change. It would appear that the degree to which the communicator is perceived as being an expert and the retention of the message. According to Janis, Kelley and Hovland (1974) expertness and trustworthiness are the two major components of credibility. What matters are what are perceived? It is more of a matter of his being perceived as being an expert, trustworthy and reliable.

Another factor affecting attitude change is a group influence. As far as the group is concerned, a great deal depends on its composition. If the majority of the group is favourably inclined to the message, the reception in a group situation will tend to reinforce that message and facilitate attitude change, but if the majority of the group are against the message, then the pressure can lead to the opposite direction and the group situation need not facilitate attitude change. Receiving a message in a group situation may either impede or facilitate change. It may impede change by neutralizing the message, by lending support to existing attitude by rewarding compliance, by punishing deviance. It

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may facilitate by permitting a discussion that reveals hitherto unknown support for deviance and leads to clearer idea of what attitudes are really shared and by giving more opportunity for decision making and commitment. Krech, Crutchfield and Ballachey (1962) state that group listening is more effective than solitary listening if the majority of the group is in favour of the position of the communicator; it is less effective if the majority is opposed.

Again, there is also the personal influence on attitudinal change. According to Lazarsfield et al (1968), the great advantage of face to face communication lies in the fact that they are personal and relatively casual. The influence is often exerted unexpectedly that people are not therefore aware of being "got at". Moreover, in face to face contact, the individual can check, question, adopt, obtain immediate rewards and perceive approval and disapproval.

Irvin Janis (1966) has suggested that there might be three different classes of personality characteristics, which could influence a person's responsiveness to persuasion. The first of this is the readiness to accept favourable or unfavourable positions on a particular topic. The second is differential susceptibility (a susceptibility to particular types of arguments, appeals and presentations). The third is an overall level of susceptibility (a general trait of persuasibility which renders those who possess it more susceptible to persuasive communication no matter what the topic, the issue, or the problem at stake is).

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Writing about this different susceptibility, Cohen (1977) argues that there are consistent differences in the way people process material that is presented to them, and he examines cognitive styles and needs in an attempt to add to our understanding of the relationship between personality and attitude change. Cognitive styles refer to a characteristic and consistent way in which people can perceive, remember and think about aspects of themselves and the world around them. In addition to differences in cognitive styles, there are also differences in cognitive needs. Some people have a strong need to acquire organized knowledge, to give organized meaning and clarity to all aspects of their experiences, where as other people seem quite contempt to remain ignorant about anything and everything, and are apparently unconcerned by the fact that they can make little or nothing of a great deal of their experiences.

2.1.1.3 Attitude Toward Language Learning

The process of language learning is linked to the attitudes towards the target language; it is also crucial for success or failure of students in language learning, as Starks & Partridge (1996) pointed out. Hernick & Kennedy (1968) cited inn Gardner (1985) indicated that forcing students to learn the language hastily creates feeling of frailer, and it is noticeable that such dissatisfaction could generalize to attitudes towards learning a language among some students. Having positive attitude is knowing the importance of English language and recognizing

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it as an essential course to be learned (Cabsang, 2013). Cabsang further claimed that attitude is an important element in language learning and students grasp knowledge if students have positive outlook towards the target language; therefore, English teachers should look at students feeling, beliefs, and behavior before attempting to address the intended knowledge of the target language (Cabsang, 2013).

Attitude can distort the perception of information and affect the degree of their retention. Also, it affirmed that students' attitudes and interest could play substantial role among pupils studying science, and attitude implies a favorable or disfavorable evaluative reactions towards something, events, programmes, etc exhibited in an individual's beliefs, feelings, emotions or intended behaviors. It also shows that students' positive attitudes to science correlate highly with their science achievement. One of the utmost significant factors which affect students' academic success is their attitudes towards school, lessons and academic success. Attitude is a tendency for individuals who organize thoughts, emotions and behaviors towards a psychological object. Human beings are not born with attitudes; they learn them afterwards. Some attitudes are based on people's own experiences, knowledge and skills, and some are gained from other sources. However, the attitude does not stay the same, it changes in the course of time (Erdemir & Bakirci, 2009).

Learner's motivation in learning is affected by their attitudes

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towards learning the subject. The relation between motivation and attitudes has been considered a prime concern in learning. According to Gardner & Lambert (1972), motivation to learn is thought to be determined by one's attitudes towards the other group in particular and by his orientation towards the learning task itself. Only when paired up with motivation, proper attitudinal tendencies relate to the levels of student engagement in learning, and to attainment. Gardner (1980) elaborates attitude as the sum total of a man's instincts and feelings, prejudice or bias, preconceived notions, fears, threats, and convictions about any specified topic.

In a study conducted by Shuib (2009), it was revealed that most students had positive attitudes towards the social value and educational status of learning. In addition, the findings showed the students' positive orientation toward the language learning. Ajzan (1988), ponders attitude as a disposition to respond favorably or unfavorably to an object, person, institution or event. The measurement of students' attitudes towards physics should take into account their attitudes towards the learning environment (Crawley & Black, 1992). The effect of students' attitude toward science is incredibly important, because in problem solving requires patience, persistence, perseverance and willingness to accept risk (Charles Lester & O'Daffer, 1987).

Pintrich and Maehr (2004) classify students in three groups namely the ones who avoid failure, the ones who would like to satisfy

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their curiosity, and the ones who want to get high marks. The study shows that students' their motivation degrees and strategies are different. When students have positive attitudes, they show positive behaviors and they fulfil their academic necessities. Eryilmaz, Yildiz & Akin (2011) examined the relationship between attitudes of high school students towards physics laboratory and being motivated for class engagement. They concluded that students who have high-level of motivation for class engagement also have positive attitudes towards physics laboratory. In contrast with this conclusion, students who have low-level motivation for class engagement have negative attitudes towards physics laboratory. Students' achievement, motivation, and interest are influenced by positive and negative attitudes (Miller, Abraham, Cohen, Graser, Harnack, & Land, 1961). Additionally, it was found out that students with positive attitudes towards physics had positive attitudes towards their science teachers, science curriculum and science-classroom climate. Students' attitude towards science is more likely to influence the success in science courses than success in influencing attitude (Morse & Morse, 1995).

If students have negative attitudes towards science, they also do not like physics courses and physics teachers. Based on this premise, numerous studies have been conducted to determine the factors that affect the students' attitudes in science. There are basic factors namely: teaching-learning approaches, the use of the presentation graphics, the

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type of science courses taken, methods of studying, intelligence, gender, motivation, attitudes, science teachers and their attitudes, self-adequacy, previous learning, cognitive styles of students, career interest, socioeconomic levels, influence of parents, social implications of science and achievement (Craker, 2006).

Many researchers believed that if students were allowed to demonstrate higher cognitive abilities through problem solving, either through a teacher-centered approach or a student-centered approach, their attitudes towards physics might be positively affected (Erdemir, 2009). Furthermore, it was concluded in his study that the poor student attitudes towards physics in the control group was due to the lack of information, lack of problem-solving skills, lack of self-confidence, using a formula incorrectly, and lack of acting like experts while they solve physics problems.

2.1.1.4 Attitudes Toward Online Learning

Learner attitude toward online learning also depends on system characteristic. Pituch & Lee (2006) from their empirical studies indicate that learners have greater intention to use the system if the system is user friendly. Their research also shows that system that enables learners to interact effectively and offers access to course content at the time influence them to use the system for their learning. As noted by Selim (2007), learners' attitude to engage in online learning is also related to their previous knowledge in using computer.

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In addition, learners' attitude toward internet is also important to determine their motivation, interest and performance in online learning environment (Yang & Lin, 2010). Following research from Liaw et al. (2007), there are three aspects of learner attitude that link to online learning environment. First, online learning as self-paced learning environment as learners can control their learning time and procedures. Second, online learning environment provides learners with various assisted functions such as teacher-made online instruction. This function offers opportunities for teachers to be assisted tutors. Third, online learning provides multimedia instruction environment because it uses multimedia to support online teaching. Previous research indicates that online learning methods are often less guided and self-directed (Oh & Lim, 2005).

From students' point of view, e-learning is a form of education which implies involvement, motivation, and efficiency in communication. The lack of human interaction strongly influences their performance in education. They must communicate frequently with their colleagues and teachers so as to be able to accomplish all assignments. They have to find internal resources as stimulus to overpass the difficulties of a socially isolated environment. The impact of e-learning development and its introduction as an educational system can be assessed in the light of students' characteristics.

Thus, we speak primarily of a separation of 'serious' students

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from the ‘passive’ ones. The first category is those who will use online resources to develop its knowledge, taking advantage of the benefits of e-learning, while the ‘passives’ will take advantage of the benefits of new educational establishment to obtain diplomas that might help them get a better job. Successful e-learners must have, according to a study conducted at Bloomsburg University of Pennsylvania, qualities such as self-motivation, patience, self-discipline, easiness in using software, good technical skills abilities regarding time management, communication, organizing. Of these, the largest share was registered by self-motivation—39%, and communications skills—23%. Other studies have found records that experience in computer use is another success factor in adopting e-learning. These factors have a direct impact on students’ attitude towards e-learning.

Thus, the attitude can be positive, if the new form of education fits the students’ needs and characteristics, or negative, if the students cannot adapt to the new system, because they do not have the set of characteristics required. Students’ attitude towards e-learning is influenced by its perceived advantages and disadvantages. The schedule flexibility is, without no doubt, an important advantage; students have the opportunity to learn no matter their location, no matter the time as long as they have an internet connection. Reducing costs is another benefit together with time saving, in case of students who are commuting. E-learning is a solution for students hired during

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their studies, allowing them to adapt their learning schedule to their job program.

Thus, a student has the possibility to choose how he organizes his activities. This way he is encouraged to take full responsibility for his future, being the only one responsible for assessing the knowledge and the abilities required for professional development. Still, there are disadvantages which are connected to technical aspects of the e-learning system, meaning the availability of certain technologies not only for learning institutions, but also for students. Moreover, an important disadvantage concerns students' abilities to use the technology efficiently. The basic abilities needed by a student entering an e-learning program refer to use of writing software, internet browsing, and email communication. If these are missing, learning efficiency through e-learning diminishes, and the students face a stressful feeling, which can turn into frustration and insecurity.

These emotions influencing the student's attitude toward e-learning usually appear due to the lack of human interaction with colleagues and especially with teachers who can induce a certain discipline of working for students establishing rules, deadlines, and evaluation systems throughout the whole period of learning. That is why students with low motivation, not being constrained by the presence of a teacher, by a strict program as in the traditional system, cannot adapt to e-learning.

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2.1.1.5 The Characteristics of Positive and Negative Attitudes

Table 2.1 The characteristics of positive and negative attitudes

Positive attitudes	Negative attitudes
Individuals who have a positive attitude will pay attention to the good, rather than bad in people, situations, events, etc.	People with a negative attitude ignore the good and pay attention to the bad in people, situations, events, etc.
If we think positive thoughts, we will surely experience such emotions as joy, love, gratitude, peace, and hope.	If we think negative thoughts, we will have negative feelings such as anger, disappointment, irritation, envy, etc.
It is an optimistic approach for a person to achieve good results.	It is a pessimistic mindset of a person who is not capable of handling critical issues.
It can achieve long-term goals easily and in time	It can achieve some initial goals but not the long-term goals
These persons always see opportunities.	These persons see only limitations

Ajzen (2005)

2.1.1.6 Measuring Attitude

Attitudes cannot be seen directly. Sarlito (1997) argued that to find out how a person's attitude towards an object, we have to see it through the three domains of attitude, namely knowledge (cognition), feelings (affection), and behavior (conation). In principle, attitude measurement is carried out using a list of statements about the attitude object. Subjects or respondents were asked to give the answer by stating agree, agree, like (positive attitude) with the statement or not (negative attitude). Answer form can be in the form of "Yes" and "No" (nominal scale) as in the Guttman scale (1941, 1944), and can be graded from strongly disagree to strongly agree with a score of 1-5 (Likert, 1932) or 1-7 (Thurstone, 1927a & 1927b) or -3s.d. +3 (Fishbein & Ajzen, 1975) (Interval Scale).

One of the attitude measurement techniques is a technique developed by Likert (1932) called the method of summated ratings. The

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basic theory is that one's evaluation of an attitude object can be scaled without making physical comparisons first without reducing its validity. The trick is to collect a number of statement (intuitively) about an attitude. Those statements consists of positive and negative statements and include the cognitive domain (eg: X is something useful, X makes it easy for meto do Y, X is dangerous if in Z state, and so on), the affective domain (I like X, I don't like X), and the conative domain (I'm trying to get X, or I'm avoiding X).

2.1.2 Motivation in Language Learning

According to Prihartanta (2015), motivation is a psychological phenomenon in the form of an impulse that arises in a person consciously taking action with a specific purpose. Furthermore, Saptono (2016) stated that motivation will make students moreactive in learning and obtain high learning outcomes. While students who do not have learning motivation will obtainlow learning outcomes. In activities that facilitate students, learning becomes one of the roles in it to create motivation. Ateacher should understand how important motivation is for learning and does many things to increase students' motivation (Schunk, 2012).

From the explanations of the experts above it can be concluded that student motivation is an internal energy that makes students become excited in learning to achieve goals. The word 'motivation' come from the Latin verb "mover" which means "to move" something that makes a move to make certain choices to act in the form of a real action

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(Dörnyei&ushioda, 2011). Keller (2010) stated that general motivation explains what the purpose is, or in the other words, it explains what goals people choose to pursue and renew their active or intense pursuit.

Motivation is concerned with the direction and magnitude of human behavior, and it can be defined why people do something, how long they are willing to sustain the activity, and how hard they are going to pursue it (Dörnyei&ushioda, 2011). In addition, Ryan and Deci (2000) stated that motivation is concerned with energy, direction, persistence and equifinality of all aspects of activation and intention. It means that motivation is something that push people to pursue what they want, and how people sustain what they will achieve. In language learning, motivation is really needed by a student. According to Zhao (2012), s one of the most important factors affecting students' performances of English learning is motivation.

According to Wang (2009), one of the important factors that influences English learning achievement is motivation. Hedge (2000) emphasizes that motivation is of crucial importance in the classroom, whether learners arrive with it or they acquire it through classroom experiences. To develop students' abilities, the desires of these students are needed because when students have desires and goals, motivation is formed within them.

Based on theories above, it is important to have motivation inside oneself, because if someone has motivation, s/he will know what

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her/his goals are and sustain to achieve them. Motivation can come from intrinsic or extrinsic motivation. According to Ryan and Deci (2000), intrinsic motivation refers to doing something because it is inherently interesting and enjoyable, while extrinsic motivation refers to doing something because it leads to a separable outcome.

Intrinsic motivation is behavior performed for its own sake in order to experience pleasure and satisfaction, such as the joy of doing a particular activity or satisfying one's curiosity, while extrinsic motivation is performing a behavior as a means to some separable end, such as receiving an extrinsic reward, high scores or avoiding punishment (Dörnyei & Ushioda, 2011). However, no matter which kind of motivation is, whether intrinsic or extrinsic, motivation is really needed and give a good effect.

2.1.2.1 Variables of Motivation

Fatihah (2014) stated that there are two variables of motivation which are explained as follows:

- Instrumental motivation

With instrumental motivation, humans have high motivation and want to learn languages for practical reasons such as getting a salary or college bonus.

- Integrative motivation

With integrative motivation, motivated humans want to learn languages so that they can better understand the people who speak

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using the language and also the culture associated with that language.

2.1.2.2 Types of Motivation

According to Prihartanta (2015), there are two types of motivation which are explained as follows:

- Intrinsic motivation

Intrinsic motivation is motives that become active or functioning and do not need to be stimulated from the outside because in every individual there is already an urge to do something.

- Extrinsic motivation

Extrinsic motivation is active and functioning motives due to external stimuli. It can also be said as a form of motivation in which learning activities begin and continue based on outside encouragement that is not absolutely related to learning activities.

2.1.2.3 Motivation in Language Learning

Motivation plays an important role in the process of learning a language. It is also a driving force and determinant factor for students' achievement in learning second language, and their achievement depends on the students' level of motivation to learn the language (Gardner, 1985). On the other hand, teachers do not provide the desirable language skills unless they identify and understand the role of motivation in language learning process (Oroujlou & Vahedi, 2011). The authors (Oroujlou & Vahedi) further state that students should

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understand the reason why they need to make an effort, how long they must carry on an activity, how hard they should pursue it, and how motivated they feel toward their pursuits. Similarly, the teacher has to identify students' need, purpose in learning the language as well it is significant for the teacher to provide clear instruction and has to work to bring passion as to meet the intended goals since students have different interests and expectation on the language.

Motivation, according to Gardner (2006), is a very complex phenomenon with many facets. This is because the term motivation has been viewed differently by different schools of thought. Brown (2000) identified motivation as quite simply the anticipation of reward. He also asserts that motivation of learners often refers to a distinction between two types of motivation namely, instrumental versus integrative motivation.

Students' motivation can be external or intrinsic. External motivation generally consists of recognition and praise for good work. In college, this might be in the form of sustainability of the scholarships, or good impression in the class and at home. Students' grades are one of the most prominent factors as their extrinsic goal orientation. While intrinsic motivation generally consists of an internal desire to learn about a specific topic. According to Vansteenkiste, Simons, Lens, Soenens, Matos, & Lacante (2004), students with demonstrated intrinsic motivation processed reading material more deeply, achieved

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higher grades, and showed more persistence than students with extrinsic motivation.

Learners' motivation has been widely accepted as a key factor which influences the rate and success of learning. There are many factors that might cause the students' low proficiency, one might attribute to students' motivation towards the subject. According to McDonough (1983), motivation of the students is one of the most important factors influencing their success or failure in learning.

A better understanding of students' motivation and attitudes may assist curriculum and instruction designers to devise language teaching programs that generate the attitudes and motivation most conducive to the production of more successful learners. According to Maehr & Midgley (1991), motivation for class engagement is one of the variables. Motivation has a significant role in teaching and learning. But today, according to motivational perspective, students are considered as individuals who are able to reach a decision by assessing possibilities and consequences that can transfer their aims into life and meaningform. Motivation to class engagement means that students want to engage the class activities if they have motivation. Based on the study on investigating or relationships between attitudes towards physics laboratories by Eryilmaz et al (2011), motivation and amotivation for the class engagements show that the most significant problem that teachers confront in physics lessons is that abstract or

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concrete subjects cannot be comprehended by students correctly or efficiently. A lot of techniques and methods are used to handle this situation. Application of any technique or method influencing students' attitudes towards the lesson and their knowledge that they gain previously are mainly effective in learning.

If the students do not have motivation to participate in the lesson, in many cases then, they get bored, they cannot focus their attention on the subject, and they cannot establish any connection with the studies done in the school and real life. As a result of the students become bored and their attention to the lesson decreases. It can be seen from the drop out number of students (Pintrich & Maehr, 2004).

2.1.2.4 Motivation in Online Learning

As online learning requires students' participation on their own responsibility for their own learning, they are unable to just join along the class with other students. The requirement forces them to participate in the online class with their own awareness, to gain new knowledge and information while interacting with teacher and other students (Knowles & Kerkman, 2007). Schunk et al. (2014) argued that the success of the students' learning was related to their motivation.

Furthermore, Nayakama et al. (2014) also argued that the students were differently affected by their extrinsic motivation like learning environment and intrinsic one such as personalities. Some studies reported that students were mostly influenced by their internal

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driven motivation rather than the external one. Internal factors have been identified as stable personal characteristics of successful online learners. In addition, comparative studies between online and face-to-face learners indicated that online learners were more motivated by their intrinsic motivation than their face-to-face counterpart (Artino, 2008; Keller, 2008; Wighting et al. 2008; Yukselturk & Bulut 2007). Interestingly, internal motivation namely: isolated feelings; failure in technology; and poor time management skill have been proofed as influence for unsuccessful online learners (Hara & Kling, 2003; Keller, 1999; Paulus & Scherff, 2008).

Hence, the more the unsuccessful online learners get used to technology, the lesser those barriers and fade eventually (Keller & Suzuki, 2004). Additionally, amotivation or the state of being absence for both intrinsic and extrinsic motivation is the biggest factor for unsuccessful online learners (Artino, 2008; Keller, 2008). Therefore, motivation plays crucial roles for learners in online learning and become an enormous factor that needs to be considered in conducting online learning.

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2.1.2.5 The Characteristics of Intrinsic and Extrinsic Motivation

Table 2.2 The characteristics of intrinsic and extrinsic motivation

Intrinsic motivation	Extrinsic motivation
Internally driven	Externally driven
Characteristics of activity are relevant	Focus only on the outcome of the activity
Search for certain satisfying and fulfilling aspects, such as autonomy and feedback	Search for rewards or the avoidance of punishment
Relatively hard to change	Relatively easier to change

Prihartanta (2015)

2.1.2.6 Measuring Motivation

Motivation cannot be observed directly but must be measured. In general, what is widely measured is social motivation and biological motivation. There are several ways to measure motivation, namely 1) projective tests, 2) questionnaires, and 3) behavior (Notoadmodjo, 2010). One way to measure motivation through a questionnaire is to ask the client to fill out a questionnaire containing questions that can provoke the client's motivation. An example is EPPS (Edward's Personal Preference Schedule). The client is asked to choose one of the two questions that best reflects him. From filling out the questionnaire, we can see which of the 15 types of needs in the test, which need is the most dominant from within us. Examples include the need for achievement, the need for order, the need for affiliation with others, the need to build relationships and even the need to act aggressively (Notoatmodjo, 2010).

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2.1.3 English Learning

Schunk (2012) defined learning as a process that results in long-lasting behavioral change, which from practice or other forms of experience naturally produces a variety of behaviors in certain ways and in certain capacities. Furthermore, Schunk (2012) also sees that student learning begins with the knowledge and skills brought to the situation, which are developed and refined as one of the learning functions.

Oroujlo & Vahedi (2011) stated that language, especially English, is accepted as the key to success in life if fluency in English is well mastered. English is an important instrument in fields such as scientific communication, business, cultural exchange, political matters, etc. Furthermore, Delahunty & Garvey (2010) stated that language is the main communication medium between students and teachers and between students and textbooks in educational facilities. Students who study English as second language learners will have difficulty doubling because English is simultaneously both their educational facilities and objects.

From the explanation above, it can be concluded that learning will provide experience through the knowledge and skills received during the learning process. Learning English is the key to success because of its importance in various aspects of life.

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2.1.4 Online learning

Online learning is the use of computer network technology, primarily over or through the internet, to deliver information and instructions to individuals (Ong & Lai, 2006; Welsh et al., 2003). Another similar definition is one that sees e-learning as any form of education that is facilitated by the internet and its technologies, and encompasses the use of the World Wide Web (www) to support instruction and to deliver course content (Masrom, 2007). The second set of definitions view online learning as a process facilitated and supported through the utilization of information and communication technologies (Jenkins & Hanson, 2003).

E-learning is further defined as instruction delivered via a computer that is intended to promote learning (Clark & Mayer, 2003). The third, online learning is defined as “the use of new multimedia technologies and the internet to improve the quality of learning by facilitating access to resources and services, as well as remote exchange and collaboration” (EC, 2001). It can be deduced that the definitions were based on the medium of delivery that the authors are familiar with. For example, the authors that think e-learning is done through the internet, their definition is concerned with that area. Similarly, the author that thinks e-learning is delivered through multi-media channels, the definition reflects this view - the first definition discussed above focusing on internet learning (otherwise online learning), the second one on learning mediated through ICT or the computer, and the third on multimedia technologies and the internet. It can

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be concluded from the above definitions that the first set of researchers' view e-learning as the delivery of education, mediated through the internet (online learning). In the second set of definitions, e-learning is seen as learning which is achieved through the use of ICT and a computer.

On the other hand, the third set of definition includes both the use of multimedia technologies and the internet in the definition. On the basis of these definitions outlined above, it is possible to conclude that e-learning provides an alternative to classroom/face-to-face learning. It can also be concluded that e-learning provides the means to augment classroom learning in order to acquire education or assist in the delivery of education, through various technological means – internet, multimedia technology and various other ICTs. As the above definitions are limited to the medium and scope of the teaching and learning used, a broader definition that is not limited to any particular medium of delivery is sought. In this regard, e-learning is defined as the delivery of education through various electronic media, including the internet, intranets, extranets, satellite TV, video/audio tape, and/or CD ROM (Koohang& Harman, 2005).

Another of such definition is that e-learning is the use of ICTs (e.g. internet, computer, radio, video, and others) in a manner that supportsteaching and learning activities (Masrom, 2007). From these definitions, it can be argued that e-learning is a general or a broad term used to describe all types of learning that use one form or the other of

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electronic technology, including the internet as a medium of educational delivery to enhance teaching and learning. E-learning, can therefore, be said to offer the chance for teaching and learning which is used to overcome barriers associated with time, space. From the above definitions, it can be concluded that compared to the face-to-face learning, e-learning gives students the chance to learn from institutions without necessarily being personally present in the same location, hence enables a larger number of people to be reached and educated.

2.1.4.1 Types of online learning

It has further been identified that online learning comes in three different types – fully online, mixed mode (also known as hybrid or blended learning), and web assisted (Anastasiades & Retalis, 2001). In fully-online learning, there are no physical contacts between the learners and the instructor, everything is done fully-online through the use of internet and its technologies.

Unlike in face-to-face learning which enables face-to-face interaction between learners and with instructors, in fully-online learning, this is not the case. Learning materials, assignments, teaching and learning are all done online (Young et al., 2008). Furthermore, unlike learning in the face-to-face mode which is mostly teacher-driven where the instructors teach on the subject area of their expertise, in fully-online mode, learning is self-directed and flexible in nature. Fully-online learning also aims at satisfying the needs, interests, learning

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styles, abilities, and aspirations of learners because it is self-directed (Buzzetto-More, 2013). Fully-online learning is asynchronous in nature, and asynchronous tools are used to foster this type of learning – this is discussed later in this chapter.

Hybrid learning, unlike fully-online learning, combines face-to-face meeting and interaction with online learning (Allen & Seaman, 2003). In this type of e-learning, some aspects of the teaching and learning are done online, while some portions are done face-to-face. For example, teaching and exams are done during the face-to-face meeting, while assignments and presentations are done online. Hybrid learning is said to be the future of learning, and is predicted that in the years to come this type of learning will cause a paradigm shift in higher education. It is further suggested that 80% to 90% of all courses will be done through hybrid learning (Allen & Seaman, 2003; Lorenzetti, 2005; Young, 2002). It can be argued that this type of learning, when adopted, will augment face-to-face learning and will also enable for courses of study that require practical exposures to be thought through this means. Web-assisted mode is the last type of e-learning, and it makes use of the synchronous tools where course website and tools are used in order to enhance teaching and learning. Web assisted learning is operated much in the same as the fully-online class with the exception that it includes online discussions and interactions between the learners and the instructors.

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By the use of the synchronous tools, live lectures and live interactions between the learners and instructors are done, just as is done in the traditional classroom, except that these interactions are not physical but are done online (Buzzetto-More, 2015). The main difference between fully online learning and web assisted learning is that web assisted is synchronous in nature and allows for live interaction, whiles fully online learning is asynchronous in nature and does not allow for live interaction. Furthermore, the difference between the web-assisted learning and hybrid learning is that, whiles both allow for interaction among participants and with instructors, hybrid learning has additional advantage for physical contact, however, in web-assisted there are no such physical meetings.

2.1.4.2 Forms of online learning

a) Synchronous Learning and its Technologies

The form of learning is done in real-time with an instructor facilitating live discussions and lectures with students in the learning process. Students 'attending' class can, in fact, be situated anywhere in the world. Participants log in at a set time and interact directly with the instructor and with the other class participants (Kalpana, 2010). This form of learning is facilitated by electronic media that are capable of engaging people in different locations at the same time. One of the major drawbacks of synchronous learning, however, is that it requires same-time participation; hence different time zones

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and conflicting schedules can create communication and presentational challenges (Obasa, 2010). To overcome the challenge of time differences, one must be familiar with time zone differences and keep abreast of the time differences in order to be able to meet deadlines and 'attend' classes. The electronic media that are available in synchronous learning and that are used to create a full, rich learning experience along with a sense of community among participants include the following (Obasa et. al., 2013; McGreal & Elliott, 2004):

1. Audio conferencing: this is real time discussion among participants or between participants and instructors. This medium helps to eliminate the need to pay huge sums of money for telephone calls. Electronic means, such as Skype and other voice over internet protocols can be employed to make audio conferencing possible. This approach enables voice discussion to be done among participants and the course instructors, just as is done in the normal classroom.
2. Chats : this enables information sharing in text and graphics formats. It also helps students to ask questions and get real time feedback, during classes. With chat services, students do not have to wait for days before receiving feedback to any questions they may ask through emails; rather, they are able to get immediate response as in conventional classroom learning.

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3. Instant messaging : these are short messages sent electronically from computer to computer. This format allows instantaneous messages to be delivered and contact is made between participants and instructors. Those who are online at the time a message is sent are able to give immediate feedback, however, those who are not online, will see the messages/message history and discussion when they next log-in and will be able to provide feedback and add their input.
4. Video conferencing: video conferencing enables real time interaction between instructors and participants, just as in the conventional classroom. With videoconferencing, the students can see their instructors live, as in the conventional classroom. The ability to see one's instructor in 'real time' can engender a feeling of academic community and belonging.
5. Web conferencing : this format allows instantaneous sharing of presentation, documents and application demonstrations. Web conferencing services allow students to make presentations on their work assignments to fellow students and course instructors just as in the conventional classroom setting.
6. White boarding : white boarding emulates the process of writing or drawing on a blackboard as in the conventional classroom setting. Using a mouse - or an electronic stylus with a tablet - instructors can explain ideas and theories through the written

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word. This service allows students in different locations to participate actively and collaboratively with the teacher in order to discuss and brainstorm ideas in real time. The instructor also uses this approach to teach and explain issues to the students.

7. Application sharing : participants have the ability to work on documents together in the same time, from different locations. With this facility, students can work in group on assignments and presentations. Application sharing is achieved when a webdocument, such as Google doc, that works just as Microsoft Word is created, and editing rights are given to all people involved in the learning process. This enables them to add ideas to the document. As such, assigned participants can add to and edit the documents that have been created. Application sharing allows students and other users to put their ideas together and come to consensus on the final outcome that is to be submitted.

The above tools allow instructors and students to experience 'real life' classroom activities, such as getting immediate feedback to questions and communicating with fellow students (from other parts of the world) in real time. By combining some of these available applications – for example, video conferencing, white boarding, and chat, instructors and students can experience conventional classroom activities. The only difference here is that there is no physical contact among participants (i.e., they do not share their learning space).

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However, since physical presence is not needed in synchronous learning, participants come from across the world and more participants are reached at the same time. On the other hand, as these processes are reliant upon technology, any failure in any one part of the technological framework can have a negative effect on the smooth running of the programme. In order to avoid such hitches, a backup plan is required to ensure the disruptive effects of technological failure is minimised. Both participants and course providers must make preparations to overcome both unforeseen and predicted challenges to ensure smooth running of the programmes.

b) Asynchronous Learning and its Tools

This form of learning involves self-paced or self-contained learning and offers greater flexibility than the synchronous learning approach. This flexibility gives participants a variety of options, allowing them to learn at their own pace and in their own time (Kocur & Kosc, 2009). In contrast with synchronous learning (or a conventional classroom setting), this form of learning links participants to referenced materials instead of live, real time instructors (Kalpana, 2010). Asynchronous learning provides the means for participants to readily access the available resources and information that they require in order to have an easier and a successful learning experience. The tools that are employed in this form of learning include the following (Obasa et al., 2013; McGreal

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& Elliott, 2004):

1. Databases: these are repositories of teaching and learning resources, which are readily available for participants to access at any time. Databases can be organized and structured, thus allowing for content management by course tutors/providers. This helps students who are not good at researching topics or who might not have time to do research themselves. A database provides access to readily available resources that students can choose from for their studies.
2. Document libraries : document libraries enable participants to track their learning and to keep abreast of how far they have progressed at any given point in time. As asynchronous learning is self-paced, students can potentially have very long breaks in their studies but, access to a document library service means that they will be able to 'pause' their study at a given point prior to easily resuming their work from the same point at a later date.
3. E-books : electronic books are available to course participants. These e-books can be downloaded and read offline. E-books serve as a supplement to other teaching and learning activities. E-books are identical to the printed book but they are available electronically on computers and can be easily read anywhere and anytime. This format eliminates the need to carrying several books at any one time. Portions of an e-book can

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be highlighted, marked and notes made on pages just as can be done to a physical book.

4. Forums : these enable easy collaboration and sharing of ideas among participants. The approach also provides the means for students to share problems and, to get feedback and assistance from fellow students and instructors.
5. Messaging (e-mail) : it enables participants to share course materials among themselves. It also provides participants with an avenue of direct contact with others and with instructors. The only potential problem comprises the fact that immediate feedback is not assured, as is the case when learning through chats and face-to-face communications in the classroom.
6. Streaming audio : audio streaming takes the form of pre-recorded lectures, interviews with experts or sound bites that are relevant to what is being studied. Audio materials are available and can be replayed several times by course students as and when needed. A potential advantage of audio streaming is that the student can replay any recording several times until he or she understands the message/learning outcome that are being relayed.
7. Streaming video : just like audio streaming, video streaming involves the streaming of videos of pre-recorded content that are relevant to the course of study. If the correct permissions are in place, videos can be downloaded and played several times until

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the student gains a full understanding of the material. This approach also enables instructors to make demonstrations of technical issues to the students with ease.

8. Web logs : webs logs enable the dissemination of ideas and comment. Blogs are mostly used in the same way as one would use a notice board; i.e. to pass information and announcements to students. In an asynchronous learning scenario, the students would have to log into their accounts and view the web logs in order to review the information that had been posted.
9. Website links: this approach creates a resource that directs users to additional resources on external web pages. Here, instead of documents being posted in the manner of an e-book, video streaming or audio streaming, the students are rather directed to links in order that they might access and download the documents located there by themselves.

Asynchronous learning tools listed above help to accommodate participants from different time zones. This is particularly the case as learning activities are done in one's own time and at one's desired pace (Hrastinski, 2008). Unlike in the synchronous learning – where the student needs to be available at the same time as the instructors are ready to teach, students engaged in asynchronous learning study at their own schedule and this is the crucial difference between the two learning modes.

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Through the use of both synchronous and asynchronous tools, learning is made possible by the help of ICT and without the physical presence of students/teachers in the same space. Furthermore, students are able to decide which of these approaches is best for them. Students for whom real time interaction with other students and course instructors is important could opt for synchronous learning.

Students who might not necessarily be interested in real time interactions, but just the acquisition of knowledge, might also opt for an asynchronous learning approach which enables them to study at their own pace, something which is not the case in the conventional classroom setting. As there are different definitions, types and also forms of e-learning, it must be noted that by the use of the term e-learning in this thesis refers to teaching and learning that is mediated by the use of electronic technologies. It must further be noted that except where explicitly indicated, by the use of the term e-learning in this thesis, it does not refer to any particular type or form. The term is used interchangeably to refer to any of the types and forms of e-learning discussed above.

Related Studies

Several previous studies have been conducted related to students' attitude and motivation on online learning media platform. A study was done of learners' acceptance of e-learning in south Korea, which concluded that perceived usefulness

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is the greatest predictor of intention to use e-learning. The study further revealed that perceived usefulness has a positive effect on the intention to use e-learning. Moreover, for learners to continue to use e-learning, it should be specifically designed and developed to deliver value to them (Lee et al., 2009). The difference from this study is on the acceptance, while the similarity is on the technology.

A study conducted at the University of Technology Malaysia (UTM) City Campus evaluates the application of Technology Acceptance Model (TAM) to e-learning (Masrom, 2007). Major finding and conclusions of this study are: there was an agreement with what TAM postulates that perceived usefulness has significant influence on students' intention to use the technology. Furthermore, the study revealed that in order to foster individual intention to use a technology, positive perception of the technology's usefulness is crucial. The study also concludes that students' attitude towards using the technology may not be of equal importance. The difference from this study is on the students' attitude toward using technology and the similarity is on the technology for study.

There was a study on the effect of distance learner-perception of course material and access to learning for professional development. This was a case study compiled by the Centre for Continuing Education at the University of Cape Coast in Ghana. The aim of this study was to discover distance learners' perceptions of the learning materials they used both in terms of the contents and in terms of design and usability. The study concluded that there was positive perception of the course materials in terms of its content, design, and usability (Essel et al., n.d.). The difference from this study is on course materials, while the similarity is on the

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students' perception.

In research at the Maryland State University to identify students' preference for the various e-learning types, it was reported that majority (51.1%) of the respondents preferred hybrid courses to traditional face-to-face courses, 25.9% were neutral on this issue, while 23% disagreed. This research further shows that majority of the respondents are interested in taking a fully online course in the future, 52.3% agree, 22.0% were neutral, and 25.7% disagreed (Buzzetto-More, 2008).

Another study that adopted the Technology Acceptance Model (TAM) as the theory attempted to get students' perceptions of incorporating e-learning into teaching and learning at the University of Ghana. The results from the study indicated that students who entered the university with relatively good computer skills were able to participate in an e-learning. It was also concluded that male students were more likely to use the internet than female students. Hence, male students are more likely to engage with e-learning. Finally, it was realized that students preferred type of e-learning was web-supplemented courses, and thus, in the immediate future, students thought that mixed-mode courses were a more attractive proposition than web-dependent online only courses (Tagoe, 2012).

A previous study conducted by Mihhailova (2005) investigated the use of e-learning as an internationalization strategy in higher education by exploring the perceptions of lecturers and students. Participants in this study involved 15 lecturers and 115 students. In conclusion, it can be said that the main problem for lecturers related to e-learning are: lack of time, lack of interest/motivation, lack of co-operation, compensation system not taking into account the specifics of e-learning,



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and lecturers concerned about the quality of teaching in a virtual environment. The most problematic causes appear to be lack of time and inappropriate compensation system. Students appear to have an interest in e-courses, but the level of knowledge regarding specifics of web-based learning as well as about e-courses offered was unexpectedly low. This is an especially problematic case as open university students were the main target group for whom the e-courses were designed in the first place. Web-based learning is 100 percent unsuitable for many subjects and the result shows that all programs taught using web-based or mixed learning programs cannot be self-directed. The discussion has and will maintain its quick feedback and responses that can only be achieved in face-to-face meetings.

Another study is from El-Seoud et al (2014) investigate students' motivation towards the effects of e-learning. In this study, there were 159 students who participated, out of which 124 questionnaires were completed and used in this study. The results obtained indicate that one of the important factors for the success of students in the e-learning process is self-motivation. The integration of information and communication technology with the learning process depends on the personal motivation of the participants. Lack of confidence and experience in using technology might be an additional obstacle for other students. In the e-learning process, students work independently and some students may find it difficult to understand its contents due to the lack of face-to-face contact with instructors and other fellow students. All these factors indicate that these students could not participate effectively and successfully in the e-learning process. In order to progress well and successfully use all of the e-learning tools to effectively access

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online information, some students need the necessary hardware and some special skills. E-learning will increase students' motivation and involvement to learn and help them become independent learners.

The lastprevious study is from Sabah (2013) conducted to investigate students' attitudes and motivation toward e-learning. In this study, the sample size of 100 students wastaken randomly 52 males and 48females. The results of this study revealed a good correlation between technical abilities and students' attitudes towards e-learning. Furthermore, influences were registered due to field of study, computer experience, and dedicated time to computer use. Therefore, students with computer experience and frequent users are more likely to accept e-learning. Students with no experience of e-learning are not aware of its importance and have weak motivation to participate in the e-learning process. Interactivity and motivation are valuable means of enhancing and improving learning effectiveness. Therefore, they suggest incorporating the three stages of the learning process. This to engage students in deep interaction in the learning environment that result in more positive attitudes towards the intended behavior.

The previous studies above have similarities with this study where they all use e-Learning in education. However, this study is slightly different from the above study where this study analyzes students' perceptions and motivations towards e-learning which can be used as an evaluation and for further research on e-learning.

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2.3 Conceptual Framework

This research is about online learning. The researcher focused on students' attitude and motivation toward online learning. In this research, the researcher describes and explores online learning not only on students' attitude, but also students' motivation toward it. Based on the theoretical concept and relevant studies, the conceptual framework of this research is presented in Figure 2.1 below.

The researcher investigated students' attitude and motivation using questionnaire that was given to the students. The questionnaire includes positive and negative statements for attitude and statements related to intrinsic and extrinsic for motivation. Then, the researcher used interview to explore more about the reason why the students had certain attitudes toward the process of learning English online.

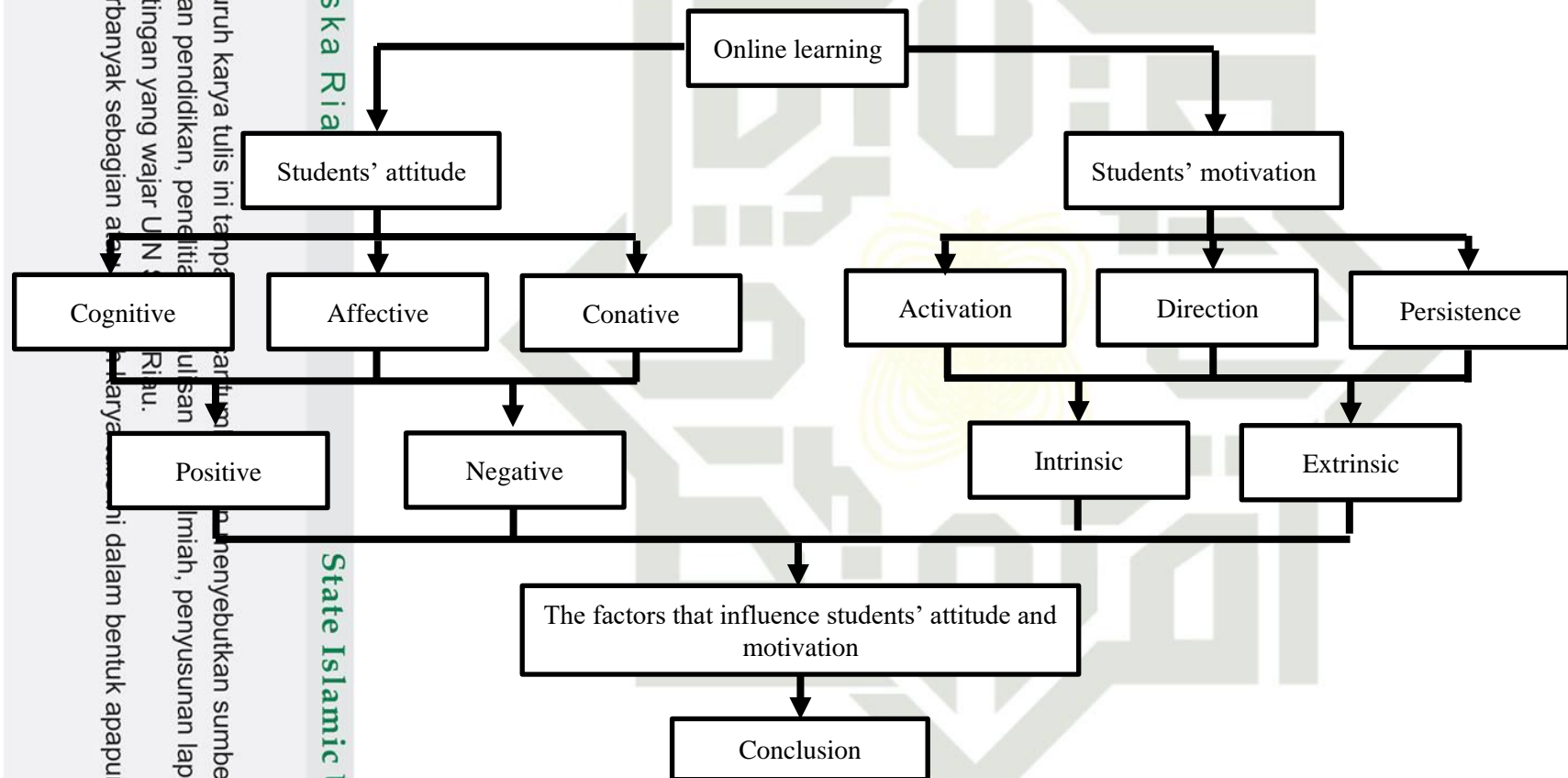


Figure 2.1 Conceptual framework

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CHAPTER III

RESEARCH METHODOLOGY

Research Design

This research conducted to explore students' attitude and motivation on online learning. In answering the research questions, the researcher used qualitative research in this study. Qualitative research is interested in understading how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experience (Merriam & Tisdell, 2016). This study also used qualitative case study because there is phenomenon that was focused on with regard to individual experiences, beliefs and perception.

Qualitative research is described as an unfolding model that occurs in a natural setting that enables the researcher to develop a level of detail from high involvement in the actual experiences (Creswell, 1994). Gay & Airasian (2000) state that qualitative research seeks to probe deeply into the research setting in order to obtain understandings about the way things are, why they are that way, and how the participants in the context perceive them. It is useful when the researcher did not know the important variables to examine. Then, Bogdan and Taylor in Setiyadi (2013) define that qualitative research is a research procedure that produces descriptive data in the form of written or oral words from humans and observable behavior. Meanwhile, Berg (2007) defines that qualitative research refers to the meaning, concepts, definitions, characteristics, metaphors, symbols, and

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descriptions of things. Furthermore, Denzin & Lincoln in Moleong (2007) state that qualitative research is a research that uses natural settings, with the intention of interpreting phenomena that occur and are carried out by involving various methods.

In addition to adopting a qualitative approach, as mentioned earlier, the researcher considered a case study as an appropriate research design for conducting this study. Creswell (2003) defines case study as research that explores in depth a program, an event, an activity, a process, or one or more individuals. Ellinger et al. (2005) characterize case study research as bounded, which means that the research problems determine and dictate the situations through which an in-depth understanding of the issue being investigated can be developed (Adelman et al., 1976). Principal advantage of adopting the case study as a method of research is that it is strong in reality and therefore likely to appeal to practitioners who will be able to identify with the issues and concerns raised (Nunan, 1992). It is the investigation of the single instance in the context in which it occurs (Nunan, 1992). It is defined by interest in individual cases, not by the methods of inquiry used (Denzin & Lincoln, 1994). According to Wiersma & Jurs (2009), a case study is a detailed examination of something: a specific event, an organization, or a school system, just to name a few example. It is used quite extensively in qualitative research.

The use of the questionnaire, which generated some quantitative data, was also part of the process. In this research, the researcher used various techniques in collecting the data as suggested by case study design. The researcher sought to

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develop an in-depth understanding of the case by using multiple forms (multiple methods) of data collection: questionnaire and interview. The fourth characteristic of case study research identified by Ellinger et al. (2005) is multiple methods. This characteristic denotes that data collection in case study research requires the use of multiple methods, which includes observations, interviews, document analysis, and surveys (Ellinger et al., 2005).

3.2

Research Site

Madrasah Aliyah Pekanbaru located at number 37, Cempedak street, Wonorejo, kecamatan Marpoyan Damai, Pekanbaru, Riau was chosen as the site of the study for two reasons. First, this school has been implementing the 2013 curriculum in teaching and learning process. Second, MA Hasanah Pekanbaru has been implementing online learning during covid-19 pandemic. The English teacher also has been using some online learning media platforms such as google classroom, google meet, and zoom in the teaching and learning process. Therefore, the student at MA Hasanah Pekanbaru has been experiencing online learning process.

3.3

Participants and Sample

The participants of this research were the students of MA Hasanah Pekanbaru in the 2021/2022 academic year. The total number of the participants were 71. In this research, the researcher sought to develop an in-depth understanding of the case by employing multiple forms (multiple methods) of data

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collection: questionnaire and (interview). The total students at MA Hasanah Pekanbaru are 71 students, so all of them were involved in this study in answering questionnaire. The total participants of the questionnaire phase were 71 students and the participants of interview were 8 students.

The sampling technique used in selecting participants in this study was *Purposeful sampling*. *Purposeful sampling* is considered appropriate for this study due to the purpose of this research to explore about students' attitude and motivation. Creswell (2003) stated that in *purposeful sampling technique*; participants are selected base on who can better inform the research questions and enhance understanding of the phenomenon under study. The selected participants are believed to have the potential to provide important facets and perspective related to the phenomenon being studied. The *purposeful sampling* selection of male and female students for the interviews was to ensure the participation of both males and females in this research.

Hence, according to Kuper et al. (2014) one of the most important tasks in the study design phase was to identify appropriate participants. Decisions regarding selection were based on the research questions, theoretical perspectives, and evidence informing the study. The subjects sampled must be able to inform important facets and perspectives related to the phenomenon being studied. For example, in a study looking at a professionalism intervention, representative participants could be considered by role (residents and faculty), perspectives (those who approve/disapprove the intervention), experience levels (junior and senior residents), and/or diversity (gender, ethnicity, other background). In this research,

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the researcher used purposeful sampling. In purposeful sampling, researchers intentionally select individuals and sites to learn or understand the central phenomenon. The standard used in choosing participants and sites is whether they are —information rich (Patton, 1990).

3.4 Data Collection Technique

The researcher used closed-ended questionnaires which enabled her to systematically measure certain factors, and qualitative semi structured-interviews which gave her access to participants' perspectives. Creswell (1998) suggests that the structure of a case study should be the problem, the context, the issues, and the lessons learned. The data collection for a case study is extensive and drawn from multiple sources such as direct or participant observations, interviews, archival records or documents, physical artifacts, and audio visual materials. The researcher must spend time on-site interacting with the people studied. In collecting the data, the researcher used questionnaire, interview, and documentation.

Questionnaire

A questionnaire is a written instrument consisting of questions to be answered or statements to be responded by respondents. It is used to gather information about fact or about opinion or attitude (Latief, 2010). This research adapted the questionnaires from previous study which investigated attitudes and motivation of Malaysian secondary students towards learning English as a second language: a case study (Ming, Ling & Jaafar, 2011). The main questions and items in the questionnaire were replicated and changed to suit the needs of this research. The samples responded to the items and statements in the

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questionnaire will show mostly in the form of Likert scale. Each item in the questionnaire was developed for the purpose of achieving the objectives of the research. This study used the close-ended question, the structure of a closed survey item that consists only of a request for an answer with explicitly mentioned answer categories (Saris, 2014). In close-ended questions surveys, the researcher poses a question and provides preset response options for the participants (Creswell, 2011).

The researcher used questionnaire to collect the data about students' attitude and motivation in online learning media platform. Fraenkel et al. (2012) defines a questionnaire as a form or an answer sheet that the subject responds to by marking on it as a self-report to collect as participation where it is a part of a study. As a means, a questionnaire filled out by the participants themselves as their report in the study. In order to measure the students' self-confidence, the writer used a Likert scale with five options (strongly agree) rated 5, (agree) rated 4, (uncertain) rated 3, (disagree) rated 2, and (strongly disagree) rated 1.

Interview

The interview was the second technique that was used in this research. It has two aims. First, it was used to elicit the data that might not completely address the research questions and accommodate unexpected issues that arise from the diverse experience of the students through a questionnaire since it did not provide the participants opportunities to elaborate further because of the restricted form of a questionnaire. This is in line with the nature of case study research; in which interview is one of the most important sources of

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information and it can be a valuable way in gaining a description of action and events (Yin, 2003). In this regard, the value of interviewing is not only because it builds a holistic snapshot, analysis words, reports detailed views of informants; but also, because it enables interviewees to speak in their own voice and express their own thoughts and feelings (Berg, 2007).

An interview is a conversation, whose purpose is to gather descriptions of the (life-world) of the interviewee with respect to interpretation of the meanings of the described phenomena' (Kvale, 1996). In a similar vein, Barbour and Schostak (2006) adds that an interview is an extendable conversation between partners that aims at having an in-depth information about a certain topic or subject, and through which a phenomenon could be interpreted in terms of the meaning interviewees bring to it. Interviews, compared to questionnaires, are more powerful in eliciting narrative data that allow researchers to investigate people's views in greater depth (Kvale, 1996; 2003). In a similar vein, Cohen et al. (2007) add that interviewing is a valuable method for exploring the construction and negotiation of meanings in a natural setting. The questions of interviews in this research focus on four aspects, namely:

1. Positive attitude
2. Negative attitude
3. Intrinsic motivation
4. Extrinsic motivation

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Documentation

Documentation method is a data collection methodology that involves obtaining and evaluating documents, whether they are written, drawn, or computerized. Documents are mostly written writings that deal with many facets of society. Official documents to private and personal records are examples of written texts or documents. In this study, documentation is the government regulation during covid-19 pandemic.

3.5 Data Analysis Technique

In study, the research step after the data had been collected was data analysis. The purpose of the data analysis was to verify the data obtained from questionnaire, interviews, and documents, to organize the data into some categories, to describe the into units, to synthesiz and to organize the data into a pattern, and to choose which is important to analyze.

Closed-ended questionnaire data analysis

This research adapted the questionnaires from previous study which investigated attitudes and motivation of Malaysian secondary students towards learning English as a second language: a case study (Ming, Ling & Jaafar, 2011). The main questions and items in the questionnaire were replicated and changed to suit the needs of this research. The samples responded to the items and statements in the questionnaire are mostly in the form of Likert scale. Each item in the questionnaire was developed for the purpose of achieving the objectives of the research. This study used the close-

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ended question, the structure of a closed survey item that consists only of a request for an answer with explicitly mentioned answer categories (Saris, 2014). In close-ended questions surveys, the researcher poses a question and provides preset response options for the participant” (Creswell, 2011). The researcher used questionnaire to collect the data about students’ attitude and motivation on online learning media platform. Fraenkel et al. (2012) defines a questionnaire as a form or an answer sheet that the participants respond by marking on it as a self-report to collect as proof of their participation in the study. As a means, a questionnaire filled out by the participants themselves as their report in the study. In order to measure the students' self-confidence, the writer will use a Likert scale with five options (strongly agree) rated 5, (agree) rated 4, (uncertain) rated 3, (disagree) rated 2, and (strongly disagree) rated 1. The data obtained from the questionnaires were analysed by using percentage analysis. This is suitable for the study in order to know the percentage answers from the students so that it facilitated interpretation of data about students’ attitude and motivation toward the process of learning English online during the covid-19 pandemic.

Open-ended interview analysis

The second type of data was gathered from open-ended (unstructured) interview. Gubrium & Holstein (2002) point out that, unlike the structured interview, this kind of interviewing was an open situation through which a greater flexibility and freedom is offered to both sides (i.e., interviewers and interviewees) in terms of planning, implementing and organizing the

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interview content and questions. Open-ended interview was needed to complement the information which were not covered in the questionnaire. The data from open-ended interview were analyzed in the form of coding or schematization (Yin, 2011; Alwasilah, 2011, Cohen, Manion & Morrison, 2007; Marshall & Rosman, 2006; Auerbach & Silverstein, 2003). Research data from students' interviews collected by the researcher through recording were later transcribed and coded for further analysis. Coding, according to Creswell (2013), is a process in which dense text or image data is aggregated into small themes, ranging from five to seven. The compiled data from the questionnaire will be presented through the computer software of Microsoft Excel for further analysis.

The steps of analyzing data in this research are :

1) Transcribing

Data gathered from interviews were recorded in Indonesia Language. In organizing the data, exact words in the data were transcribed by listening and relistening to the recording of each conversation. The interviews were transcribed in verbatim style and sent to the participants of interview to do the so-called member checking.

2) Identifying themes (Coding)

After transcribing all data from interview, the second step was the inductive coding based on the investigator's research theme. Then, the researcher categorized the data according to themes. Priority coding method was used in identifying the theme of the data, in which, some codes related to the themes

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were given at some parts of the data transcription based on the themes that have been designed.

3) Categorizing

The next step was categorizing all the data into groups in order. The data that werenot useful for the study were excluded. The researcher categorized the main themes and the sub-themes of the entire themes related to the study. After categorizing the themes, the overview of the case was drawn.

4) Interpreting

After categorizing the data, researcher had to interpret data, gave the meaning to information, evaluated, concluded, responded appropriately and predicted the result of identification and evaluation. But, before interpreting the data, the researcher had to analyze the result of the data from interview that were obtained from the teachers.

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CHAPTER V

CONCLUSIONS, IMPLICATIONS, RECOMENDATIONS

This chapter presents the conclusion based on the data analysis about the students' attitude and motivation toward online learning in the English learning process during Covid-19 pandemic. Besides the conclusion, this chapter also provides the implications of this research. The last part of this chapter is the recommendations for the teachers, policy makers, and future researcher who discuss about the teacher students' attitude and motivation toward online learning in the English learning process during Covid-19 pandemic or in the similar context.

5.1 Conclusions

Based on findings and discussion in this study, several conclusions could be drawn. The first, during online learning process, students' learning attitudes are quite good. Although online learning is not as effective as learning face to face in the classroom, students try to keep learning as well as possible. Some students felt happy to learn English with online class because it is more relaxed, but if online learning still continues, it is feared that it will affect the character of students later. Because during online learning, teachers are not fully able to pay attention to students directly and of course it will be difficult to reshape their characters. Furthermore, although students' attitudes are quite good during online class, it can be seen that students' learning motivation decreases during online learning during the Covid-19 pandemic. Almost all of the students only have external motivation where they keep trying to keep learning because of the grade factor. The factors that

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influence student learning motivation other than the learning provided by the teacher through online are also very influential, students who are accustomed to doing face-to-face learning will find it difficult to learn online especially when the teacher gives assignments with material explanations that are not optimal and students who do not understand with the material presented by the teacher. The presentation of interesting learning material will certainly attract students to learn. When the teacher only gives routine tasks with the intention that students continue to study at home, of course students will feel burdened and have difficulty in answering the question because the material obtained has not been fully understood during online learning.

The second, the attitude of students was quite good during online learning because they were aware that they must still respect the teachers who taught during this Covid-19 pandemic. Then, students also tried to keep their motivation of learning English during Covid-19 pandemic with their external motivation. For example, because English is an international language that is widely used everywhere, so they have to keep learning even though on online class. Students also realize how important English is because there are many future job prospects that they can get if they have good English skills. And then most of the students' reason for their motivation to learn English through online during the pandemic is the need for grades.

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5.2 Implications

This section presents the implication of the findings generated from this study to the teaching of English. Students' learning motivation has an influence on their attitude toward learning English. Students with high learning motivation certainly have a better learning attitude than students with moderate or low learning motivation. It is hoped that English teachers can increase students' learning motivation in various ways that are attractive to their students. It is also expected that there will be collaboration between students and teachers by finding the best solution in the online learning process to improve students' attitudes and motivation in online learning.

In this online learning process, good communication, collaboration, cooperation, and coordination are needed. Teacher competence is the main determinant of the success of the online learning process. Therefore, they must continue to enrich their competencies, skills and get supported by school policies that encourage them to continue learning. Related parties also need to evaluate the online learning so that its objectives can be achieved optimally. The learning load of students must be calculated, measured, both in terms of material and time. Teachers should not forget to appreciate the achievements of students. Another important aspect of online learning is the existence of a flexible curriculum that can be adapted for use in a pandemic situation.

5.3 Recommendations

Based on the findings of this study, there are some recommendations that are potentially useful about students' attitude and motivation toward online learning

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in the English learning process at MA Hasanah Pekanbaru. The recommendation can be useful for the teacher, the students, and future researchers investigating issues related to attitudes and motivation in learning English online.

For the teacher, teachers need to explore technological developments that can be used as online learning media. For example, presentations using video conferences, assignments done through online documents, to providing softcopies of learning materials. It will make students able to receive interesting and effective learning material. Furthermore, the teacher can convey a message to students to be tough, especially during a pandemic situation. This is because the spread of Covid-19 has significant impacts on the physical and mental health of all individuals, including school students. Thus, children need to be motivated to adapt to new habits related to efforts to prevent coronavirus transmission.

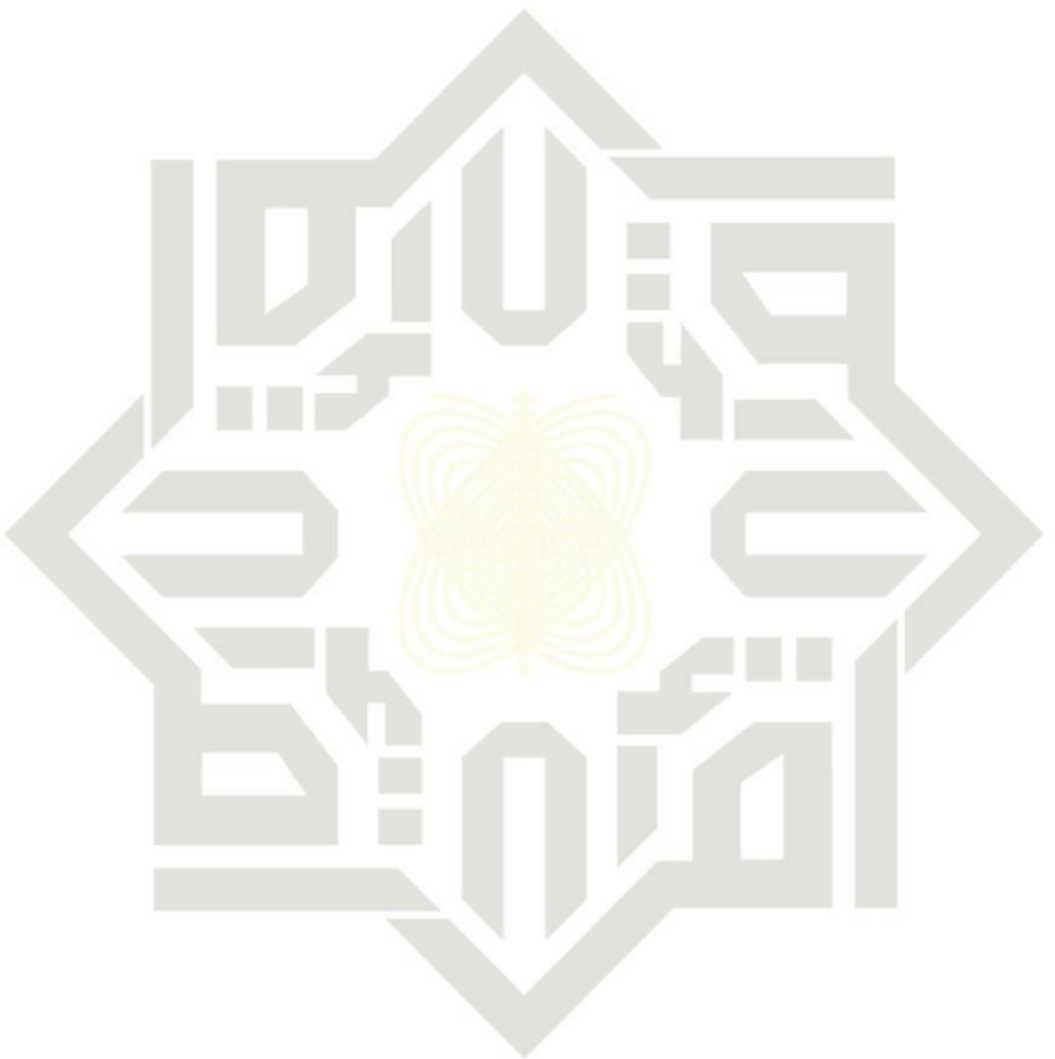
For the students, they can increase their motivation to learn English during online class because the motivation to learn can help them to be more active in participating in the learning process and be creative in every activity of teaching and learning. In the end, such process will contribute to students' improved achievement.

Meanwhile, for future researchers interested in investigating issues related to attitudes and motivation in learning English online, this research still has some limitation. Thus, the research about students' attitude and motivation toward online learning in the English learning process during Covid-19 pandemic is still an important and potential area to be pursued. The researcher suggests that future researcher explore students' attitude and motivation toward online learning in the

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English learning process during pandemic situation or other similar situations with deeper analysis, different research design, varied groups of participants, and with more valid instruments.



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APPENDICES

Appendix 1 Observational Field Note

Observational field note : english learning process on online

Setting : XI MIPA

Observer : F

Role of observer : observer of object

Time : 09 : 00 AM., february 03., 2021

Length of observation : 40 minutes

Description of the observation

Before the class begin, the teacher informed about the link of zoom meeting on whatsapp group to the students, the students log in to the link one by one. And then, the teacher checked attendance list of the students. There was three students who did not log in zoom meeting and no information about them and there was some students who were late into zoom meeting. The material was about personal later, the teacher gave example about personal later and explain about the structure of personal letter and how to write it. After 15 minutes explanation, the teacher give time to students to ask question and nobody wanted to ask. And then, the teacher asked one of the students to write about personal letter in the LKS and try to explain about the structure from the text. The student can explain well about the structure. Before log out from zoom meeting, the teacher asked students to write about personal letter.

Reflective notes

In the process of online learning through zoom meeting, the students were not enjoy and also they were not actively participate on online class. In addition, the students were also difficult to asked question related to the material because the time is limit. Furthermore, often students are late in completing and collectiong assignment and even understanding the material has become a significant problem for students.

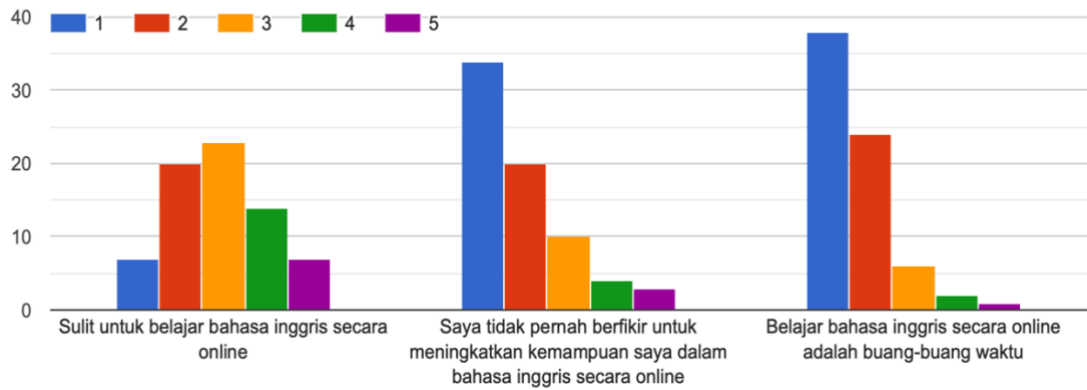
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Appendix 2 Questionnaire Data

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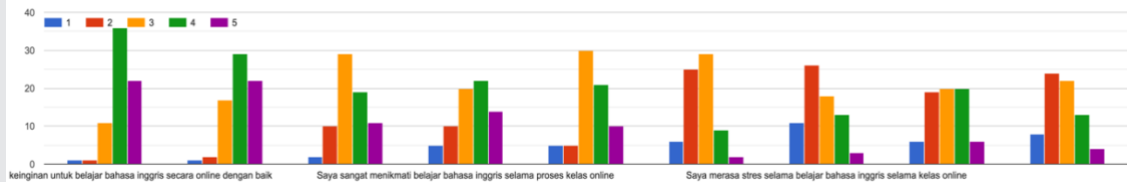
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Cognitive



AVERAGE	Q1	Q2	Q3
	2,90	1,91	1,66

Affective



Average	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
	4,09	3,97	3,39	3,43	3,37	2,67	2,60	3,01	2,74

UIN SUSKA RIAU

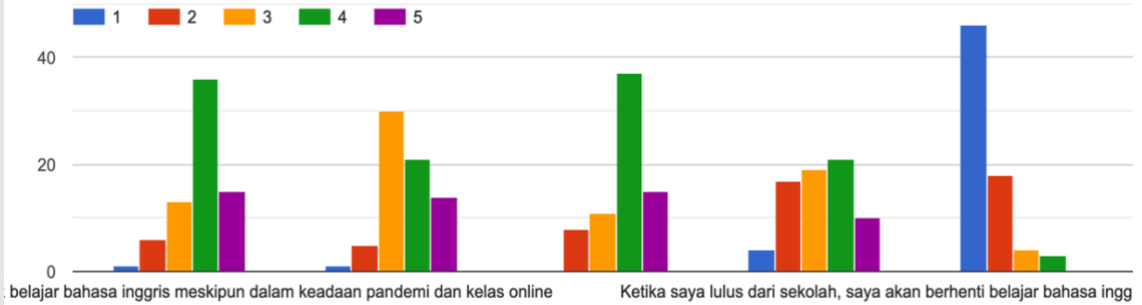
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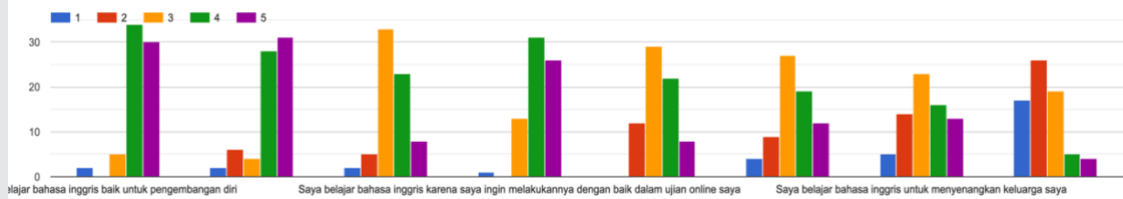
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Conative



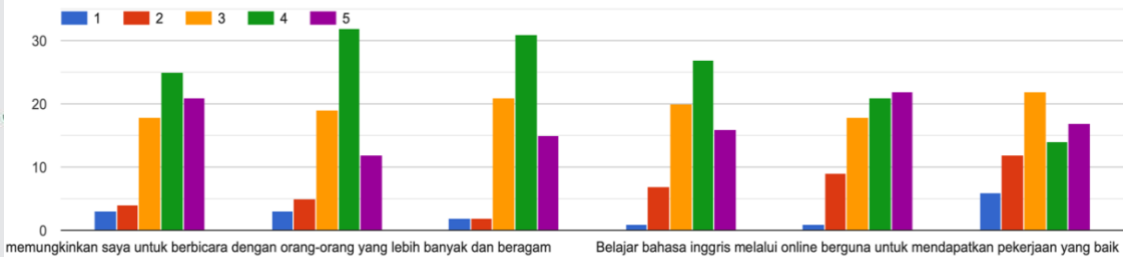
	Q1	Q2	Q3	Q4	Q5
Average	3,81	3,60	3,81	3,24	1,50

Activation



	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
Average	4,27	4,11	3,43	4,14	3,37	3,37	3,27	2,36

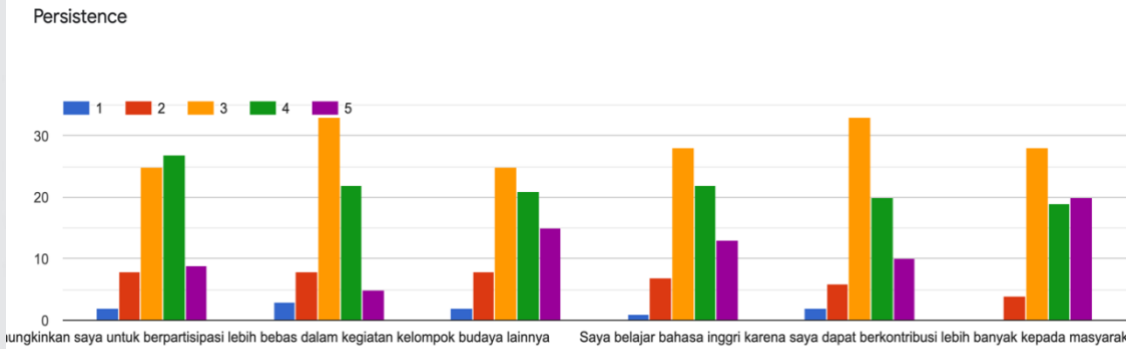
Direction



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	Q1	Q2	Q3	Q4	Q5	Q6
Average	3,80	3,63	3,79	3,70	3,76	3,34



	Q1	Q2	Q3	Q4	Q5	Q6
Average	3,47 (nt)	3,26 (nt)	3,54 (i)	3,54 (i)	3,44 (nt)	3,77

Appendix 3 Interview Theme

Participants	Excerpts from transcription	Themes
Student 1	<ul style="list-style-type: none"> - Menurut saya mis belajar bahasa Inggris secara online kurang efisien mis karena saya dan kawan yang lain merasa kesulitan dalam memahami pelajaran bahasa Inggris - Tidak effective miss, karena dalam belajar ada tiga komponen (membaca, menulis, mendengar) dan semua itu sulit tercapai bila bahasa Inggris secara online 	Cognitive
Student 2	<ul style="list-style-type: none"> - Menurut saya itu cukup menyenangkan karena siswa siswinya diajak untuk berdiskusi, walaupun ada tugas, tapi tidak memberatkan dan juga setidaknya ada ilmu yang diajarkan oleh guru kami. - Kalau menurut saya tidak lebih efektif dibandingkan belajar offline. Walaupun cukup menyenangkan dan bisa berdiskusi dengan lancar. 	
Student 3	<ul style="list-style-type: none"> - Sangat menyenangkan - Tidak juga mungkin lebih efektif jika bertatap muka 	
Student 4	<ul style="list-style-type: none"> - Gak enak karena guru hanya bisa ngasih materi dan tugas tanpa menjelaskan 	
Student 5	<ul style="list-style-type: none"> - Kurang efektif - Tidak mengerti, sulit memahami suatu materi - Tidak effective 	
Student 6	<ul style="list-style-type: none"> - Menurut saya belajar bahasa Inggris secara online bisa diilang efektif. Tapi tidak se-efektif saat tatap muka langsung - Karena kalau tatap muka kita lebih intens aja gitu belajarnya kan ada gurunya. Jadi yaa kalo ga paham juga lebih gampang aja mau nanya bahkan bisa diskusi sama teman-teman yang lain 	
Student 7	<ul style="list-style-type: none"> - Menurut saya, belajar bahasa inggris selama pandemi ini kurang efektif kak, karena bahasa Inggris ini kan termasuk bahasa international dan perlu tau banyak kosa kata, jadi karena pandemi ini, jujur aja kosakata yang didapatkan lebih sedikit dibanding ketika offline. Karna kan kalau offline kita komunikasi dengan gurunya 	

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Student 8

- pakai bahasa Inggris, jadi lebih banyak belajar, gitu kak
- Kalau untuk saya pribadi kak, pelajarannya jadinya ga paham secara mendalam, jadi setelah belajar terus dapat nilai, yaa hilang langsung gitu kak materi yang dipelajari itu, soalnya ga ada yang ngerefresh pelajarannya lagi, dan kalau refresh sendiri kurang termotivasi kak alias malas karena ga ada alasan kuat untuk ulang pelajaran. Kan kalau disekolah biasanya ada kuis atau tanya jawab gitu kak, jadi lebih termotivasi buat selalu ngulang pelajaran.
- Ini cukup sulit karena kalau dalam online ini kurang mengerti, dan juga biasanya bahasa Inggris lebih mudah dipahami jika secara langsung
- Tidak, seperti yang dibilang tadi akan lebih effective jika kita belajarnya secara langsung dan dapat dipraktekin bersama-sama

Student 1

- Rasanya agak kesulitan dalam memahami pelajaran bahasa Inggris dan juga mendapatkan vocabulary baru dalam bahasa Inggris
- Ya kurang dalam menggunakan kaidah-kaidah yang ada dalam bahasa Inggris dan juga kurang dalam memahami artinya miss karena kurang vocabulary bahasa Inggris
- Selagi dimasa pandemi ini, belajar online tidak terlalu menyenangkan jika dibandingkan dengan masa offline
- Tidak, justru jika belajar bersama pada saat offline lebih mudah untuk memahami materi karena kita bisa bertanya dan bertukar pendapat dengan guru bahkan dengan siswa yang lain dengan lebih mudah

Student 3

- Menyenangkan
- Iya benar, mungkin karena lebih santai kak bisa sekalian makan tiduran hehe

Student 4

- Kurang effective dan gak enak
- Tidak, karena memahami sendiri tugas yang diberikan

Student 5

- Seru, menyenangkan

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Student 6

- Tidak terlalu, karena saya lebih bisa mengerti suatu materi melalui pendengaran, jadi saat daring saya ga terlalu mengerti
- Enak-enak aja, Cuma ya kurang seru aja karena kalau disekolah kan suka ada conversation gitu kelompok-kelompok jadi seru
- Netral, kadang mudah kadang payah. Mungkin ini tergantung pribadi masing-masing ya kak. Tapi kadang saya suka kurang bisa paham kalo hanya dijelaskan lewat chat tentang materi yang saya ndak paham

Affective

Student 7

- Rasanya itu malas kak, tapi rasa pengen belajar lebih itu ada. Jujur aja sedih juga kak, soalnya kan kita butuh bimbingan dari guru, dan kalau secara online itu rasanya ga masuk banget pelajarannya, karena ga semua pelajaran itu dapat langsung ngerti cuma dengan penjelasan lewat chat, mau nelpun guru juga susah kak. Terus juga rada bingung kak, soalnya latihannya banyak, Cuma materinya itu jarang dijelaskan, Cuma dikasih terus diminta untuk bertanya apa yang tidak dimengerti. Kalau saya probagi alhamdulillah bisa ngerti kak, tapi kasian sama teman-teman yang ga bisa ngerti dengan cepat, mau bantu ngejelasin juga susah karena ga gampang buat jelasin detail via chat, mungkin bisa dijelaskan lewat vn atau telpon, tapi tetap aja beda dengan langsung dijelaskan secara tatap muka kak.
- Enggak kak, karena kebanyakan materinya itu cuman dikasih lalu disuruh tanyakan apa yang tidak dimengerti, tapi itu ga bisa kak, karena saya yang baca aja ga tau apa yang mau ditanyakan, jadi baca materi tu ya cuman sekedar 'ooh' udah gitu aja, mungkin agak membingungkan kak, bingung saja jelasinnya kak
- Kadang merasa kesulitan dalam memahami suatu pertanyaan
- Materi pelajarannya juga banyak yang kurang dimengerti karena kurang penjelasan

Student 8

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- Menurut saya miss itu kurang bagus bagi masa depan yang untuk generasi selanjutnya miss karena belajar kelas online tidak akan membentuk karakter anak miss
- Lumayan miss walaupun gak aktif kali miss
- Saya sangat tidak setuju kalau sekolah online akan dilaksanakan terus menerus, itu akan membuat siswa menjadi kurang minat sama pelajaran, menjadi malas, tidak disiplin
- Cukup aktif, karena semua siswa sama-sama diberikan hak untuk bertanya
- Pendapat saya jika pandemi sudah tidak ada dan sudah aman lebih baik tatap muka kak
- Iya, cukup aktif
- Sangat tidak setuju, karena menurut saya kelas online sangat tidak efektif apalagi harus beli paket internet terus dalam sistem belajarnya pun dikasih tugas terus tanpa ada penjelasan dari guru dan kami pribadi harus memahaminya
- Insyaallah cukup miss
- Tidak setuju, karena belajar tidak akan maksimal
- Disemester 1 saya cukup aktif, disemester 2 saya sering masuk rumah sakit jadi jarang aktif kesemua pelajaran
- Kurang setuju, 2 tahun belajar online jadi tau rasanya kalau kelas online semacam ini tu ndak se-worth it belajar offline untuk belajar bahasa Inggris
- Aktif
- Saya ga setuju kak, dalam waktu hampir 2 tahun online ini aja, dampaknya udah cukup buruk baik bagi siswa maupun guru, apalagi kalau ini ditetapkan berlanjut, ga mungkin kak, yang ada siswa/i akan menjadi 'bodoh'. Bukan itu aja, banyak siswa/i yang susah dalam ekonomi, kan ga mungkin karena online mereka harus membeli hp dan kuota terus menerus. Kalau diberi fasilitas mungkin bisa, tapi jujur saya meragukan hal tersebut melihat bagaimana pemerintah sekarang.

Conative

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- Iyaa kak, Alhamdulillah cukup aktif, karena pastinya aktif juga termasuk dalam perhitungan nilai, dan menghargai kerja guru kak, soalnya banyak siswa/i yang guru chat ga dijawab, walaupun mungkin alasannya capek, kan bukan berarti guru ga capek ya kak, makanya saya tu berusaha sebisa mungkin untuk selalu aktif dalam proses pembelajaran. Bukan hanya karna diri sendiri, tapi juga untuk guru kak.
- Tidak masalah, asalkan guru bisa memberi penjelasan yang bisa dimengerti oleh murid
- Alhamdulillah cukup aktif
- sudah miss
- Biasanya aplikasi yg di gunakan wa, classroom, zoom dan google meet tapi yang sering di gunakan dalam belajar bahasa Inggris adalah via wa dan classroom
- Sudah
- kalau untuk sarana belajar kami memakai WA sebagai komunikasi, Google classroom untuk mengumpulkan tugas
- sudah kak
- Google translate kak
- Iya , selama pendemi kami belajar bahasa inggris secara online
- Whatsapp dan google classroom
- Alhamdulillah sudah
- Whatapps & google classroom
- Sudah
- Whatsapp, google classroom
- sudah kak, dari awal pandemi sudah mulai online
- kadang pake whatsapp aja, tapi ada juga pake google classroom
- sudah
- Aplikasi google meet, pernah kak cuma ya sekali atau 2 kali gitu
- Dengan coba berusaha mencari materi dari buku yang seperti buku kakak atau bisa lihat dari yutub dan semisal nya miss. Dan juga bertanya dengan saudara yg lebih besar seperti kakak apa bila tidak memahami sebuah materi pelajaran.

Activation

Direction

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- Ya seperti biasa miss pukul tujuh udah mulai belajar online sesuai mapel dan ketika istirahat antar pelajaran saya bisa manfaat kan untuk makan bantu orang tua atau istirahat sambil lihat sosmed miss dan biasa nya pelajaran semasa pandemi gini sampai siang aja. dan ketika malam hari lihat pelajaran bentar atau ngerjain tugas kalau di kasih di pagi hari tadi.
- Cara saya dengan belajar latihan mengerjakan soal sebanyak banyak nya, dan kemudian di pahami lagi hingga paham dan diamati ulang prosesnya.
- Biasanya saya langsung mengerjakan tugasnya, ketika ada tugas langsung dikerjain. Kecuali kalo misalkan lagi tidak bisa mengerjakan karena urusan tertentu. Biasanya saya kerjakan siang hari menjelang malam
- Caranya seperti membaca suatu materi jika ada kata yg tidak paham ditranslate kak
- Dengan cara Menyelesaikan tugas lebih awal kak
- Mempersiap kan dengan cara berusaha memahami materi yang bersangkutan dengan tugas yang di kasih guru kalau saya tidak ngerti saya bertanya kepada teman dan kepada guru yang bersangkutan sesuai dengan materi dan tugas yg di beri kan
- Biasa nya saya mengerjakan tugas setelah selesai membantu orang tua
- Meminta bantuan teman atau mencari info di google dan lks
- Mengerjakan tugas dimalam hari setelah semua pekerjaan (beribadah,bantu ortu) selesai
- Nonton video materi yg dikasih miss
- Hmm ga ada bagi-bagi waktu, Yang penting lihat tenggat. Yg paling dekat tenggatnya itu yg duluan dikerjakan
- pertama itu, tau materi yang dipelajari dulu, setelah itu baru cari sumber pembelajaran, bisa dari youtube atau sekedar cari di google. kalau biasanya itu saya pakai youtube untuk memahami materinya kak, kalau untuk jawab soal, carinya di google.

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Tapi ini saya lakuin cuman ketika materi yang di buku susah buat dimengerti. kalau dari baca buku aja uda ngerti, biasanya saya cukupkan aja si kak, jadi gaada cari2 di internet. ooh iya juga, untuk materi yang susah dimengerti walaupun ada di internet ataupun di buku, saya langsung hubungi ke guru yang bersangkutan kak.

- Saya cuma bagi pagi dan malam belajar, terus sisanya untuk yang lain kak
- Biasanya kalau guru ngasih tugas langsung dikerjain
- Tergantung waktu yang dikasih gurunya sih kak
- motivasi saya tetap semangat belajar bahasa inggris walau belajar online karna bahasa inggris sangat bermanfaat dalam lingkungan pekerjaan miss
- motivasi yg paling penting bisa membahagiakan ke dua orang tua.
- Berpikirlah bahwa bahasa inggris itu bahasa kedua
- Tetap semangat dalam belajar bahasa inggris, karena banyak prospek kerja yang bisa didapatkan dengan belajar bahasa inggris
- Belajar bahasa inggris sangat penting
- Karena bahasa inggris merupakan bahasa internasional, dan jika ingin melanjutkan pendidikan keluar negeri kita sudah mudah untuk berkenalan dan lain lain
- Jalani aja
- Saya ingin memperdalam ilmu bahasa inggris saya, dikarenakan itu saya tetap semangat walaupun belajar online
- Pahami suatu materi supaya berguna untuk masa depan
- Belajar biar mendapatkan nilai yg bagus
- Takut bodoh
- Hmm kebanyakan yang terjadi kann dari teman-teman saya aja mereka itu malas kak. Menurut saya, jangan biarkan kita jadi gak belajar atau bahkan gak ngerjain tugas gara-gara gak ada guru yg mantau dan nagih tugas. Juga gak belajar itu bikin kita jadi ketinggalan sama orang lain. Yang

Persistence

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harusnya kita udah paham sama pelajaran tsb jadi gatau apa2 cuma karna malas.

Gitu si kak..lebih kurang

- Motivasinya, sadar kalau masih sangat kurang dalam inggris dan takut menyesal di masa depan
- alasannya karena sekarang itu kan bahasa inggris semakin sering digunakan, jadi mau tidak mau harus bisa dalam berbahasa inggris, apalagi bahasa inggris itu kan bahasa internasional
- Untuk mendapatkan nilai yang memuaskan
- Supaya orang tua bangga

Appendix 4 Questionnaire Guideline

Attitude

Komponen

Pernyataan

Cognitive

Affective

Conative

1. Sulit untuk belajar bahasa Inggris secara online
2. Saya tidak pernah berfikir untuk meningkatkan kemampuan saya dalam bahasa Inggris secara online
3. Belajar bahasa Inggris secara online adalah buang-buang waktu
1. Saya mempunyai keinginan untuk belajar bahasa inggris secara online dengan baik
2. Sayamempunyairencanabelajarbahasainggrissebanyak yang sayabiasmelalui kelas online
3. Belajarbahasainggrissecara online sangatmenyenangkan
4. Sayasangatmenikmatibelajarbahasainggris selama proses kelas online
5. Sayamerasabelajarbahasainggrissecara online sangatmenarik
6. Sayalebihsukamembacamateridalam bahasa lain daripadabahasainggris
7. Sayamerasastressdalambelajarbahasainggrissecara online
8. Sayamerasasulitdalammemahamimateribahasainggris selama kelas online
9. Selama proses pembelajaran online, sayamerasasangatbosan
1. Sayaberusahakerasuntukbelajarbahasainggrismeskipun dalam keadaan pandemi dan kelas online
2. Sayaakanbelajarberbahasainggrissecara online sesering mungkin
3. Ketikasayamempunyai tugas online, sayaakansegeramenyelesaikan



Motivation

Komponen

Activati on

Directio n

Persiste nce

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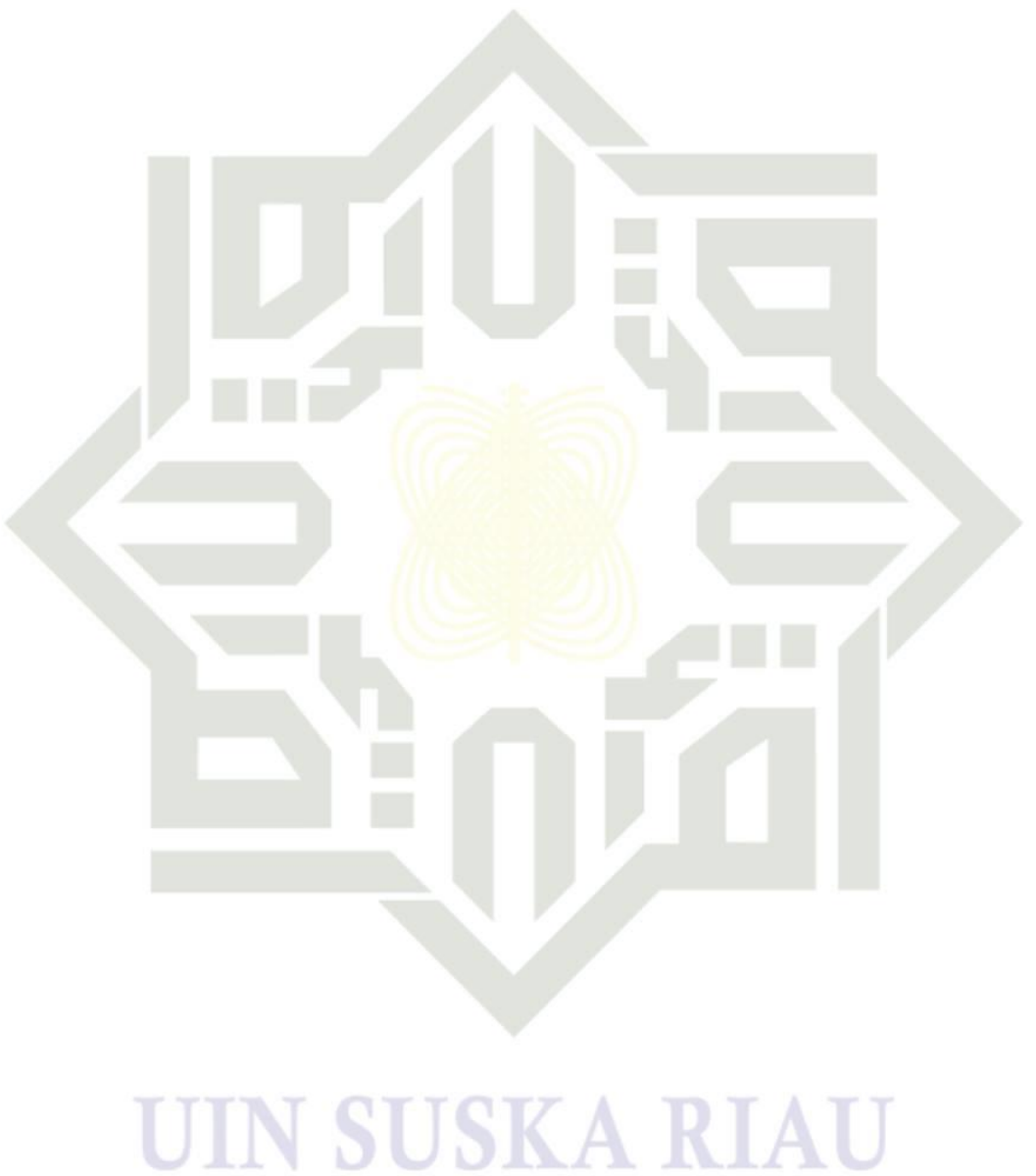
4. Saya mengalami kesulitan dalam memusatkan perhatian pada pelajaran bahasa inggris selama online
5. Ketika saya lulus dari sekolah, saya akan berhenti belajar bahasa Inggris sepenuhnya karena saya tidak tertarik

Pernyataan

1. Belajar bahasa Inggris baik untuk pengembangan diri
2. Saya belajar bahasa Inggris untuk meningkatkan skill bahasa Inggris
3. Saya merasa pedes dalam belajar bahasa Inggris di kelas online
4. Saya belajar bahasa Inggris karena saya ingin melakukannya dengan baik di alam ujian online saya
5. Saya harus belajar bahasa Inggris melalui online karena itu membuat saya menjadi orang yang lebih berprestasi
6. Belajar bahasa Inggris sangat penting bagi saya karena orang lain akan menghormatinya jika saya pandai berbicara dalam bahasa Inggris
7. Saya belajar bahasa Inggris untuk menyenangkan keluarga saya
8. Saya merasa tidak ada yang benar-benar terpelajar kecuali dia fasih dalam berbicara bahasa Inggris
1. Belajar bahasa Inggris melalui online akan memungkinkan saya untuk berbicara dengan orang-orang yang lebih banyak dan beragam
2. Belajar bahasa Inggris melalui online akan memungkinkan saya untuk lebih mandiri dengan penutur bahasa Inggris
3. Belajar bahasa Inggris melalui online akan memungkinkan saya untuk mendapatkan pemahaman yang lebih baik dan menghargai bahasa Inggris
4. Belajar bahasa Inggris melalui online sangat penting untuk karir saya di masa depan
5. Belajar bahasa Inggris melalui online berguna untuk mendapatkan pekerjaan yang baik
6. Saya belajar bahasa Inggris secara online karena saya membutuhkannya untuk melanjutkan studi ke luar negeri
1. Belajar bahasa Inggris melalui online memungkinkan saya untuk berpartisipasi lebih bebas dalam kegiatan kelompok budayanya
2. Saya belajar bahasa Inggris melalui online karena itu sesuatu yang selalu saya ingin lakukan
3. Saya belajar bahasa Inggris melalui online karena saya senang mempelajarinya
4. Saya memanfaatkan waktu saya untuk belajar bahasa Inggris melalui kelas online
5. Saya belajar bahasa Inggris karena saya dapat berkontribusi lebih banyak

epadamasyarakat

6. SayaperlubelajarbahasaInggris melalui online
untukmenyelesaikanstudisaya



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Appendix 5 Interview Guideline

Attitude

Komponen

Cognitive

Affective

Conative

Motivation

Komponen

Activation

Direction

Persistence

Pertanyaan

1. Bagaimana pendapat ananda belajar bahasa inggris secara online?
2. apakah menurut ananda belajar bahasa inggris secara online lebih effective?
1. Apa yang ananda rasakan ketika belajar bahasa inggris secara online?
2. Apakah belajar bahasa inggris secara online membuat ananda lebih mudah dalam memahami materi yang diberikan oleh guru?
1. Bagaimana pendapat ananda jika kelas online ini terus berlanjut meskipun diluar masa pandemi?
2. Apakah ananda cukup aktif mengikuti proses pembelajaran bahasa inggris secara online?

Pertanyaan

1. Apakah disekolah ananda sudah belajar bahasa inggris secara online selama pandemi?
2. Aplikasi apa saja yang digunakan selama belajar bahasa inggris?
1. Bagaimana cara ananda belajar mandiri secara online?
2. Bagaimana cara ananda membagi waktu dalam mengerjakan tugas online?
1. Apa motivasi ananda untuk tetap semangat dalam belajar bahasa inggris meskipun online?
2. Apa alasan ananda untuk tetap semangat dalam belajar bahasa inggris meskipun online?

Appendix 6 Interview Transcript

Date : 26 June 2021
Student 1 (Eliza)

R: Assalaamu'alaikum warahmatullaahi wabarokatuh. Hallo dek eliza, perkenalkan nama kakak fitri, yang akan interview adek melalui chat whatsapp. Sebelumnya miss sista sudah konfirmasi ke kakak katanya adek bersedia untuk di interview. Jika tidak mengganggu waktunya, bisa kita mulai interviewnya dek? Terima kasih sebelumnya yaa

S: Wa'alaikumussalam kak, bisa kak

R: Baik dek, ohya kita santai aja interview nya dek hehehee, kita mulai ya dek

S : Iya kak

R. Bagaimana pendapat ananda belajar bahasa inggris secara online dimasa pandemi covid-19?

S: ini cukup sulit karena kalau dalam online ini kurang mengerti,,dan jga biasa nya bahasa inggris lebih mudah di pahami jika secara lsgg

R : Betul itu dek, kalo secara langsung kan bisa ngomong bahasa inggris langsung dengan guru dan teman2 ya dek, Apakah menurut ananda belajar bahasa inggris secara online dimasa pandemi lebih effective?

S : Tidak, seperti yang di bilang tadi akan lebih effective jika kita bljr nya secara langsung dan dapat di praktekkan bersama sama

R : Oke sip, next, Apa yang ananda rasakan ketika belajar bahasa inggris secara online dimasa pandemi covid-19?

S : Kadang merasa kesulitan dalam memahami suatu pertanyaan

R : Kalo materi pelajaran bagaimana dek?

S : Materi pelajarannya juga banyak yang kurang dimengerti

R : Apa yang membuat adek kurang mengerti materinya? Apakah karena kurang penjelasan dari guru atau gmna ya dek?

S: Karena kurang penjelasana

R: Bagaimana pendapat anda jika kelas online ini terus berlanjut meskipun diluar masa pandemi?

5. Tidak masalah, asalkan guru bisa memberi penjelasan yang bisa dimengerti oleh murid

Q: apakah ananda cukup aktif mengikuti proses pembelajaran secara online dimasa pandemi covid-19?

S: Alhamdulillah cukup aktif

R: apakah disekolah ananda sudah belajar bahasa inggris secara online dimasa pandemi covid-19?

S: Sudah

R: aplikasi apa saja yang digunakan selama belajar bahasa inggris?

S: Aplikasi google

R: Google meet mksdnya dek? Atau aplikasi google lainnya?

\$: Google biasa kak, untuk translate

R: Kalo belajar sama gurunya pake apa biasanya dek?

S: Cuma di grup aja nyo kak, jarang pakai aplikasi lain

R : Jarang brtti pernah dek?

S: Pernah kak cuma ya sekali atau 2 kali gitu

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soalnya kan kita butuh bimbingan dari guru, dan kalau secara online itu rasanya ga masuk banget pelajarannya, karena ga semua pelajaran itu dapat langsung ngerti cuma dengan penjelasan lewat chat, mau nelpun guru juga susah kak, terus juga rada bingung kak, soalnya latihannya kan banyak, cuma materinya itu jarang dijelasin, cuma dikasih terus diminta untuk bertanya apa yang tidak dimengerti. kalau saya pribadi alhamdulillah bisa ngerti kak, tapi kasian sama teman2 yang gabisa ngerti dengan cepat, mau bantu ngejelasin juga susah karena ga gampang buat jelasin detail via chat, mungkin bisa dijelasin lewat vn atau telepon, tapi ttp aja beda dengan langsung dijelasin secara tatap muka kak.

R: Apakah belajar bahasa Inggris secara online membuat ananda lebih mudah dalam memahami materi yang diberikan oleh guru?

S: enggak kak, karena seperti yang udah saya tulis di atas kak, kebanyakan materinya itu cuma dikasih lalu disuruh tanyakan apa yang tidak dimengerti, tapi itutu gabisa kak, karna saya yang baca aja gatau apa yang mau ditanyakan, jadi baca materi tu ya cuma sekedar 'ooh' udah gitu aja,, mungkin agak membingungkan kak, bingung saya jelasinnya kak

R: Bagaimana pendapat ananda jika kelas online ini terus berlanjut meskipun diluar masa pandemi?

S: saya ga setuju kak, dalam waktu hampir 2 tahun online ini aja, dampaknya uda cukup buruk baik bagi siswa maupun guru, apalagi kalau ini ditetapkan berlanjut, ga mungkin kak, yang ada siswa/i akan menjadi 'bodoh'.. bukan itu aja, banyak siswa/i yang susah dalam ekonomi, kan ga mungkin karena online mereka harus membeli hp dan kuota terus menerus. kalau diberi fasilitas mungkin bisa, tapi jujur saya meragukan hal tersebut melihat bagaimana pemerintah sekarang.

R: apakah ananda cukup aktif mengikuti proses pembelajaran bahasa inggris secara online?

S: iyaa kak, Alhamdulillah cukup aktif, karena pastinya aktif juga termasuk dalam perhitungan nilai, dan menghargai kerja guru kak, soalnya banyak siswa/i yang guru chat ga dijawab, walaupun mungkin alasannya capek, kan bukan berarti guru ga capek ya kak, makanya saya tu berusaha sebisa mungkin untuk selalu aktif dalam proses pembelajaran.

Bukan hanya karna diri sendiri, tapi juga untuk guru kak.

R: apakah disekolah ananda sudah belajar bahasa inggris secara online selama masa pandemi?

S: sudah kak, dari awal pandemi sudah mulai online, kadang pake whatsapp aja, tapi ada juga pake google classroom

R: bagaimana cara ananda belajar mandiri secara online dimasa pandemi covid-19?

S: pertama itu, tau materi yang dipelajari dulu, setelah itu baru cari sumber pembelajaran, bisa dari youtube atau sekedar cari di google. kalau biasanya itu saya pakai youtube untuk memahami materinya kak, kalau untuk jawab soal, caranya di google. Tapi ini saya lakuin cuman ketika materi yang di buku susah buat dimengerti. kalau dari baca buku aja uda ngerti, biasanya saya cukupkan aja si kak, jadi gaada cari2 di internet, ooh iya juga, untuk materi yang susah dimengerti walaupun ada di internet ataupun di buku, saya langsung hubungi ke guru yang bersangkutan kak.

R: bagaimana cara ananda membagi waktu dalam mengerjakan tugas online?

S: mida cuma bagi pagi dan malam belajar, terus sisanya untuk yang lain kak

R: apa motivasi ananda untuk tetap semangat dalam belajar bahasa inggris meskipun online?

S: motivasinya, sadar kalau masi sangat kurang dalam inggris dan takut menyesal di masa depan

R: Lalu apa alasannya dek?

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S: alasannya karena sekarang itu kan bahasa inggris semakin sering digunakan, jadi mau tidak mau harus bisa dalam berbahasa inggris, apalagi bahasa inggris itu kan bahasa internasional

R: Terima kasih banyak sudah mau meluangkan waktu nya untuk menjawab semua pertanyaannya ya dek

S: Iya sama-sama kak

Date : 26 June 2021

Student 3 (Salsa)

R : Assalaamu'alaikum warahmatullaahi wabarokatuh. Hallo dek salsa, perkenalkan nama kakak fitri, yang akan interview adek melalui chat whatsapp. Sebelumnya miss sista sudah konfirmasi ke kakak katanya adek bersedia untuk di interview. Jika tidak mengganggu waktunya, bisa kita mulai interviewnya dek? Terima kasih sebelumnya yaa

S: Boleh kak, ayok kita mulai

R. Bagaimana pendapat ananda belajar bahasa inggris secara online dimasa pandemi covid-19?

S: Menurut saya belajar bahasa inggris secara online bisa dibilang efektif. Tapi tidak seefektif saat tatap muka langsung

R : Apa alasannya tidak se-efektif ketika belajar tatap muka dek?

S : Karena kalau tatap muka kita lebih intens aja gitu belajarnya kan ada gurunya..jadi yaa kalo ga paham juga lebih gampang aja mau nanya bahkan bisa diskusi sama teman2 yang lain

R : apa yang ananda rasakan ketika belajar bahasa inggris secara online dimasa pandemi covid-19?

S : Enak2 aja..cuma ya kurang seru aja karena kalau di sekolah kan suka ada conversation gitu kelompok2 jadi seruu

R : apakah belajar bahasa inggris secara online dimasa pandemi covid-19 membuat ananda lebih mudah memahami materi yang diberikan oleh guru?

S : kadang mudah, kadang payah

R: Alasan "payah" nya apa yaa dek?

S: Mungkin ini tergantung pribadi masing2 ya kak.. Tapi kadang salsa suka kurang bisa paham kalo hanya dijelaskan lewat chat tentang materi yang salsa ndak paham

1. bagaimana pendapat ananda jika kelas online ini terus berlanjut meskipun diluar masa pandemi?

S: Kurang setuju. 2 tahun belajar online jadi tau rasanya kalau kelas online semacam ini tidak se-worth it belajar offline untuk belajar bahasa inggris terutama pelajaran2 IPA.

Menurut salsa sih gitu ya.

P: apakah ananda cukup aktif mengikuti proses pembelajaran bahasa inggris secara online?

S: Aktif

R: apakah disekolah ananda sudah belajar bahasa inggris secara online?

S: Sudah

R: aplikasi apa saja yang digunakan selama belajar bahasa inggris?

S: Whatsapp, google classroom

R: bagaimana cara ananda belajar mandiri secara online?

S: Nonton video materi yg dikasih mis

R: bagaimana cara ananda membagi waktu dalam mengerjakan tugas online?

S: Hmm..gaada bagi2 waktu.. yg penting lihat tenggat. Yg paling dekat tenggatnya itu yg duluan dikerjkn



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R : apa motivasi ananda untuk tetap semangat dalam belajar bahasa inggris meskipun online?

S : Hmm kebanyakn yg terjadi kann dr temen2 salsa aja...mereka itu malas kak.. Menurut salsa, jangan biarkan kita jadi gak belajar atau bahkan gak ngerjain tugas gara2 gak ada guru yg mantau dan nagih tugas. Juga gak belajar itu bikin kita jadi ketinggalan sama orang lain.. Yg harusnya kita udh paham sama pelajaran tsb jadi gatau apa2 cuma karna malas.

Gitu si kak..lebih kurang

R : Terima kasih sudah meluangkan waktunya untuk menjawab semua pertanyaan interview

S : sama-sama kak

Date : June 26 2021

Student 4 (Ayu)

R : Assalaamu'alaikum warahmatullaahi wabarokatuh. Hallo dek ayu, perkenalkan nama kakak fitri yang akan interview adek melalui chat whatsapp. Sebelumnya miss sista sudah konfirmasi ke kakak katanya adek bersedia untuk di interview. Jika tidak mengganggu waktunya, bisa kita mulai interviewnya dek? Terima kasih sebelumnya yaa

S : Baik kak

R : Bagaimana pendapat ananda belajar bahasa inggris secara online dimasa pandemi covid-19?

S : Sangat menyenangkan

R : apakah menurut ananda belajar bahasa inggris secara online lebih effective?

S : Tidak juga mungkin lebih efektif jika bertatap muka

R : Jadi belajar online kurang effective dek?

S : Efektif kak tapi lebih kalau tatap muka

R : apa yang ananda rasakan selama belajar bahasa inggris secara online dimasa pandemi covid-19?

S : Menyenangkan

R : Apakah belajar bahasa inggris secara online membuat ananda lebih mudah dalam memahami materi yang diberikan oleh guru?

S : Iya Benar

R : Jadi adek lebih mudah paham belajar bahasa inggris melalui online yaa, alasannya kenapa ya dek?

S : Mungkin karena lebih santai kak bisa sekalian makan, tiduran hehe

R : bagaimana pendapat ananda jika kelas online ini terus berlanjut meskipun diluar masa pandemi covid-19?

S : Diluar masa pandemi maksudnya jika pandemi tidak ada lagi gitu ya kak?

R : Iya dek. Misalnya masa pandemi sudah tidak ada namun pemerintah tetap mengatur untuk belajar online, bagaimana pendapat adek?

S : Pendapat saya jika pandemi sudah tidak ada dan sudah aman lebih baik tatap muka kak

R : apakah ananda cukup aktif mengikuti proses pembelajaran bahasa inggris secara online?

S : Iya, cukup aktif kak

R : apakah disekolah ananda sudah belajar bahasa inggris secara online?

S : Sudah kak

R : aplikasi apa saja yang digunakan selama belajar bahasa inggris?

S : Google translate kak

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R : bagaimana cara ananda belajar mandiri secara online dimasa pandemi covid-19?
S : Caranya seperti membaca suatu materi jika ada kata yg tidak paham ditranslate kak
R : bagaimana cara ananda belajar mandiri secara online dimasa pandemi covid-19?
S : Sudh buk
R : bagaimana cara ananda membagi waktu dalam mengerjakan tugas online?
S : Dengan cara Menyelesaikan tugas lebih awal kak
R : apa motivasi ananda untuk tetap semangat dalam belajar bahasa inggris meskipun online?
S : Belajar bahasa inggris sangat penting
R : Alasan lainnya dek?
S : Karena bahasa inggris merupakan bahasa internasional, dan jika ingin melanjutkan pendidikan keluar negeri kita sudah mudah untuk berkenalan dan lain lain
R : Terima kasih sudah meluangkan waktunya untuk menjawab semua pertanyaan interview dari kakak
S : iya sama sama kak

Date : 27 June 2021
Student 5 (Rafli)

R : Assalaamu'alaikum warahmatullaahi wabarokatuh. Hallo dek rafli, perkenalkan nama kakak fitri, yang akan interview adek melalui chat whatsapp. Sebelumnya miss sista sudah konfirmasi ke kakak katanya adek bersedia untuk di interview. Jika tidak mengganggu waktunya, bisa kita mulai interviewnya dek? Terima kasih sebelumnya yaa
S : Waalaikum salam kak fitri. Ya bisa kak
R : apakah disekolah ananda sudah belajar bahasa inggris secara online selama masa pandemi?
S : Sudah buk,
R : aplikasi apa saja yang digunakan selama belajar bahasa inggris?
S : Kalau kami tidak memakai aplikasi khusus seperti zoom, Google meet, dll. Tapi kami hanya memakai WA grup Kelas XI Bahasa inggris kami kak
R : Ooo begitu dek, apakah pernah memakai aplikasi lain selain WA dek? Walaupun hanya sekali mngkin
S : Oiya maaf ralat kak, kalau untuk sarana belajar kami memakai WA sebagai komunikasi, Google classroom untuk mengumpulkan tugas
R : Bagaimana pendapat ananda belajar bahasa inggris secara online dimasa pandemi covid-19?
S : Menurut saya itu cukup menyenangkan karena siswa siswinya diajak untuk berdiskusi, walaupun ada tugas, tapi tidak tidak memberatkan dan juga setidaknya ada ilmu yang diajarkan oleh guru kami.
R : Lalu apakah menurut ananda belajar bahasa inggris secara online lebih effective?
S : Kalau menurut saya tidak lebih efektif dibandingkan belajar offline. Walaupun cukup menyenangkan dan bisa berdiskusi dengan lancar.
R : Kalo boleh tau diskusinya bagaimana ya dek kalo secara online?
S : Kalau kami berdiskusi nya dengan chat di grup Kelas XI English kami, gurunya akan bertanya dan menjelaskan tentang materi, siswanya yang menjawab dan mempelajari nya. Apabila siswanya tidak mengerti maka kita boleh untuk bertanya langsung dengan gurunya di grup dalam bentuk chat WA.
R : Apa yang ananda rasakan ketika belajar bahasa inggris secara online dimasa pandemi Covid-19?
S : Selagi di masa pandemi ini, belajar online tidak terlalu menyenangkan jika

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bandingkan dengan masa offline.

R: Apakah belajar bahasa Inggris secara online membuat ananda lebih mudah dalam memahami materi yang diberikan oleh guru?

S: Tidak, justru jika belajar bersama pada saat offline lebih mudah untuk memahami materi karena kita bisa bertanya dan bertukar pendapat dengan guru bahkan dengan siswa yang lain dengan lebih mudah

R: Bagaimana pendapat ananda jika kelas online ini terus berlanjut meskipun diluar masa pandemi?

S: Saya sangat tidak setuju kalau sekolah online akan dilaksanakan terus menerus, itu akan membuat siswa menjadi kurang minat sama pelajaran, menjadi malas, tidak disiplin

R: apakah ananda cukup aktif mengikuti proses pembelajaran bahasa inggris secara online?

S: Cukup aktif, karena semua siswa sama sama diberikan hak untuk bertanya

R: bagaimana cara ananda belajar mandiri secara online dimasa pandemi covid-19?

S: Cara saya dengan belajar latihan mengerjakan soal sebanyak banyak nya, dan kemudian di pahami lagi hingga paham dan diamati ulang prosesnya.

R: bagaimana cara ananda membagi waktu dalam mengerjakan tugas online?

S: Biasanya saya langsung mengerjakan tugasnya, ketika ada tugas langsung dikerjain. Kecuali kalo misalkan lagi tidak bisa mengerjakan karena urusan tertentu. Biasanya saya kerjakan siang hari menjelang malam

R: apa motivasi ananda untuk tetap semangat dalam belajar bahasa inggris meskipun online?

S: Tetap semangat dalam belajar bahasa inggris, karena banyak prospek kerja yang bisa didapatkan dengan belajar bahasa inggris, dan berpikirlah bahwa bahasa inggris itu bahasa kedua

R: Terima kasih banyak sudah meluangkan waktunya untuk menjawab semua soal interview dari kakak

S: iya sama sama kak



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Appendix 7. Letters



PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
 Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
 Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 PEKANBARU
 Email : dpmpstp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPSTP/NON IZIN-RISET/41870
 TENTANG



**PELAKSANAAN KEGIATAN RISET/PRA RISET
 DAN PENGUMPULAN DATA UNTUK BAHAN TESIS**

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : Direktur Program Pascasarjana UIN Suska Riau, Nomor : 1192/Un.04/PS/PP.00.9/2021 Tanggal 16 Juni 2021, dengan ini memberikan rekomendasi kepada:

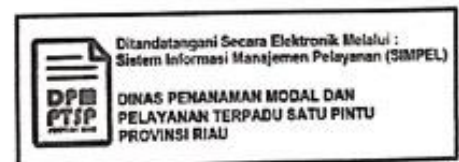
- | | |
|----------------------|---|
| 1. Nama | : FITRI AYU HERFAINI |
| 2. NIM / KTP | : 21990125593 |
| 3. Program Studi | : PENDIDIKAN AGAMA ISLAM S2 |
| 4. Konsentrasi | : PENDIDIKAN BAHASA INGGRIS |
| 5. Jenjang | : S2 |
| 6. Judul Penelitian | : STUDENTS' ATTITUDE AND MOTIVATION TOWARD ONLINE LEARNING IN THE ENGLISH LEARNING PROCESS DURING COVID-19 PANDEMIC AT MA HASANAH PEKANBARU |
| 7. Lokasi Penelitian | : MA HASANAH PEKANBARU |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
 Pada Tanggal : 18 Juni 2021



Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Walikota Pekanbaru
 Up. Kaban Kesbangpol dan Linmas di Pekanbaru
3. Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan



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YAYASAN AMIL HASANAH
MADRASAH ALIYAH HASANAH PEKANBARU
 JENJANG AKREDITASI : A
 NSM : 131214710005
 Jl. Cempedak No. 37 Telp. (0761) 7870161 Pekanbaru 28128
 E-mail : ma_hasanah37@yahoo.com

Nomor : 035 /MA-YAH/12/2021
 Sifat : Penting
 Lampiran : -
 Perihal : Balasan Surat Riset/Penelitian

Kepada Yth,
 Rektor Universitas Islam Negeri Sulthan Syarif Kasim Riau
 Cq. Fakultas Tarbiyah dan Keguruan

Assalamu'alaikum Wr.Wb

Dengan Hormat,

Sehubungan Dengan Surat Fakultas Tarbiyah dan Keguruan UIN Suska Riau Pekanbaru No.1192/Un.04/Ps/PP.00.9/2021 tanggal 16 Juni 2021 dan Dinas Penanaman Modal dan Pelayanan terpadu satu Pintu No. 5003/DPMPSTP/NON IZIN-RISET/41870 tanggal 18 Juni 2021 ,tentang Rekomendasi Penelitian

Dengan ini Menerangkan bahwa :

Nama : FITRI AYU HERFAINI
 NIM : 21990125593
 Fakultas : TARBIYAH DAN KEGURUAN UIN SUSKA RIAU
 Program Studi : PENDIDIKAN BAHASA INGGRIS
 Jenjang : S2
 Alamat :Jl. Gunung Kidul Bukit Barisan Pekanbaru

Nama tersebut di atas adalah benar melakukan Riset/Penelitian,guna untuk mendapatkan data yang diperlukan sebagai bahan penulisan Skripsi mulai tanggal 16 Juni s.d 01 Desember 2021 dengan judul :

" STUDENTS' ATTITUDE AND MOTIVATION TOWARD ONLINE LEARNING IN THE ENGLISH LEARNING PROCESS DURING COVID-19 PANDEMIC AT MA HASANAH PEKANBARU "

Demikian surat balasan Riset/Penelitian, ini kami sampaikan atas kerja samanya kami ucapkan terima kasih.

Wassalamu'aaikum Wr.Wb

Pekanbaru, 26 Rabi'ul Akhir 1443. H
 01 Desember 2021

Kepala Madrasah,

RONI JUNAIDI, SE



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UIN SUSKA RIAU

KARTU KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI MAHASISWA

NAMA	: FITRI AYU HERFAINI
NIM	: 21990125593
PROGRAM STUDI	: PEND. AGAMA ISLAM
KONSENTRASI	: PEND. BAHASA INGGRIS
PEMBIMBING I / PROMOTOR	: Dr. BUKHORI . S.Pd.I . M. Pd
PEMBIMBING II / CO PROMOTOR	: Dr. FAURINA AMASTASIA, M. Hum
JUDUL TESIS/DISERTASI	: Students' attitude & motivation toward online learning in the English learning process during covid-19 pandemic (a case study at MA Hasanah Pekanbaru)

PROGRAM PASCASARJANA
UNIVERSITAS ISLAM NEGERI
SULTAN SYARIF KASIM RIAU



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NO.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing/ Co Promotor	Keterangan
1.	09/21 /04	Research problem		
2.	11/21 /04	Related study		
3.	12/21 /04	Research design		
4.	16/21 /07	Participants and sample		
5.	15/21 /08	Instrument		
6.	17/21 /08	Bibliography		

Catatan :

*Coret yang tidak perlu

Pekanbaru, 02 - September 2021

Pembimbing II / Co Promotor*

Dr. Fauziah A. M. H. H.

Kasim Ria



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KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI *				
NO.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing/ Promotor	Keterangan
1.	09/21/04	Research problem		
2.	11/21/04	Research methode and question		
3.	12/21/04	Conceptual framework		
4.	16/21/04	Data collection technique		
5.	03/21/05	Instrument		
6.	14/21/07	finding and discussion		

Catatan
*Coref yang tidak perlu

Pekanbaru, 01 - September 2021

Pembimbing / Promotor *