

**THE CORRELATION BETWEEN STUDENTS' MOTIVATION  
DURING ONLINE LEARNING AND THEIR LEARNING  
OUTCOMES IN ENGLISH SUBJECT GRADE XI OF  
SMK WIWOROTOMO PURWOKERTO**



**AN UNDERGRADUATE THESIS**

**Submitted to Faculty of Tarbiya and Teacher Training  
of State Islamic University of Prof. K.H.Saifuddin Zuhri Purwokerto  
as a Partial Fulfilment of the Requirements for Achieving  
the Bachelor Degree in English Education (S. Pd.)**

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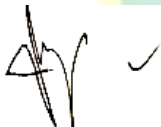
### THE CORRELATION BETWEEN STUDENTS' MOTIVATION DURING ONLINE LEARNING AND THEIR LEARNING OUTCOMES IN ENGLISH SUBJECT GRADE XI OF SMK WIWOROTOMO PURWOKERTO

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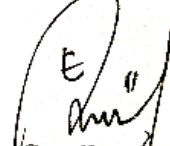
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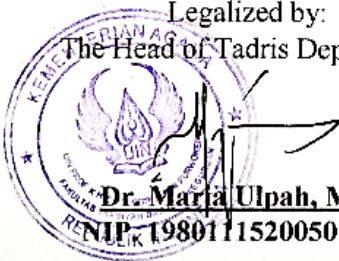
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**THE CORRELATION BETWEEN STUDENTS' MOTIVATION  
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**ABSTRACT**

The spread of pandemic COVID-19 undoubtedly change the implementing the teaching and learning process in the Indonesian vocational school. The vocational school should prepare the students' skills before they are going to the field work especially in automotive sector. SMK Wiworotomo of Engineering Transportation and Lightweight program is one of the school that maximizes the use of online learning in teaching process. This research described how the students' motivation, learning outcomes and the correlation between students' motivation during online learning and learning outcomes. The research method used in this research is quantitative method. The data obtained from questionnaire and documentation of final exams results ( UAS ) semester 1. The technique of data analysis used in this research was linearity, normality and correlation test. The results showed that students' motivation was in the "Sufficient" evidence with interval scores 82 – 91. The results of the learning outcomes was in the average 72.00 or (B-). This means that the criteria for learning outcomes obtained show a prominent category. Therefore, the coefficient test shows the value of  $r_{xy}$  (0,117) was small than  $r$  table (0,381). This means that the correlation between student learning outcomes during online learning and student learning outcomes has a relatively small effect or only about 11.7% which affects and 88.3% is influenced by other factors.

**Keywords:** *Students' Motivation, Online Learning, Learning Outcomes*

## **MOTTO**

*Live is Choices, and the Choices is Life*



## **DEDICATION**

*I dedicate this thesis to my beloved parents, my friends and sedulur of PSHT  
Komisariat UIN SAIZU*

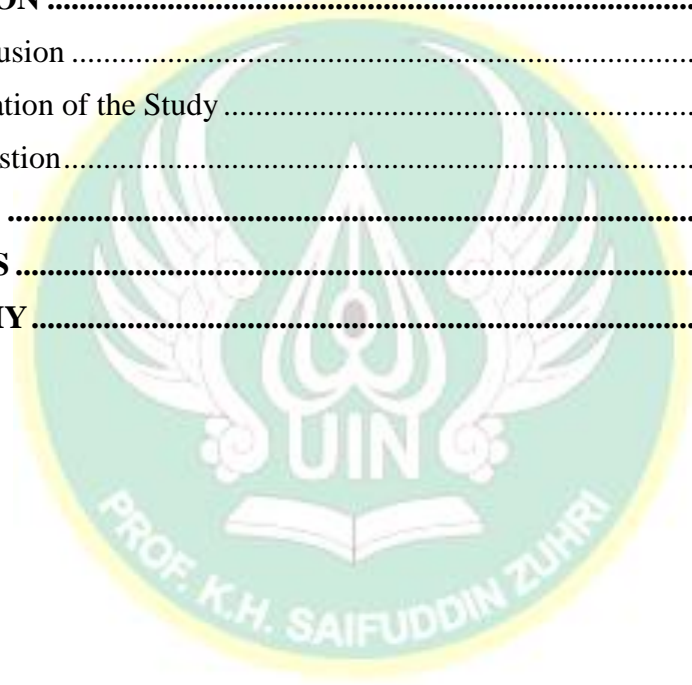


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# CHAPTER I

## INTRODUCTION

### A. Background of the Research

Using technology in the educational sector has a critical role since the government determines that learning is made remotely and maximizes internet use of Higher Education No. 1 of 2020 prevents the spread of COVID-19 in education. In this circular, the Ministry of Education and Culture instructs to organize distance learning and advises students' to learn from their homes. In E-learning, students' or learners do not need to take a cost to travel. It offers opportunities for learning the maximum number of learners without the need for many buildings that are also cost-effective<sup>1</sup>.

As an effort by educators to convey the science by organizing and creating an environmental learning system by various methods, students' can do more optimal learning activities<sup>2</sup>. Based on that statement, a teacher should create a comfortable learning environment even when students' are not in class and when learning online, thus creating optimum learning that can affect the results of students' studies. However, COVID-19 creates a variety of problems in the school. The problems such as the students' will be harder to understand the subject, teachers' ability to explain is difficult to accept by the students' or demands as the teachers should be able to use the technology for media learning. It is like learning videos using power-point and online meetings, but they do not have enough abilities to teach, impacting the students' motivation for learning.

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<sup>1</sup> Valentina Arkorful, Nelly Abaidoo." The role of e-learning, the advantages and disadvantages of its adoption in higher education", *International Journal of Education and Research*. Vol 2 No. 12 December, p. 401

<sup>2</sup>Askhabul Kirom."Peran guru dan peserta didik dalam proses pembelajaran berbasis multikultural". *Al-Murabbi: Jurnal Pendidikan Agama Islam*. Volume 3, Nomor 1, Desember 2017. p. 70

Motivation is essential in determining second language learning success because it can directly influence the frequency of using learning strategies, the willpower of learning, goal setting, and achievement in learning. It is also one of several essential factors influencing students' English achievements<sup>3</sup>. There are two types of motivation there are intrinsic and extrinsic. Intrinsic motivation plays a role in accomplishing activities to enjoy doing the activities themselves. Intrinsic motivation indicates motivation in personal enjoyment, concern, and feeling excited about the task. Extrinsic motivation is the opposite indicated to motivation that appears outside the individual. Extrinsic motivation plays a role in accomplishing activities to obtain various rewards such as money, trophies, rank, pressure, and the threat of punishment<sup>4</sup>.

In an arrangement of the classroom, the term 'motivation' indicates directly to students' learning motivation is often regarded as the degree to a students' who put more effort into learning to obtain meanwhile, Gottfried views students' academic motivation as students' satisfaction of learning characterizes of school by conquering the orientation, curiosity, determination and excited, difficulties, and unusual tasks". Whereas Karim regards students' learning motivation as the essential beliefs that lead students' to learn target, tempt the learning behavior to put up the continuous effort, strengthen the cognition, and improve the learning outcome<sup>5</sup>.

There are the various definition of learning outcomes. Lesch defined learning outcomes as statements illustrating the essential learning of students' that have been accomplished, and consistency can be revealed at the end of a

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<sup>3</sup> Bulan Meilany Invokavit."The Correlation between Students's'' Motivation and Learning Achievement of the Eleventh Graders of SMK 1 PSKD Jakarta". *Journal of English Teaching*.Volume 3, Number 2, June 2017. p. 113

<sup>4</sup> Khumaeroh Dwi Nur'aini, et.al."Students''s Learning Motivation and Learning Outcomes in Higher Education". *Atlantis Press Advances in Social Science, Education and Humanities Research*, volume 473.2020. p.463

<sup>5</sup> Khumaeroh Dwi Nur'aini, et.al."Students''s Learning Motivation and Learning Outcomes in Higher Education". *Atlantis Press Advances in Social Science, Education and Humanities Research*, volume 473.2020. p.464

program. While Donnelly and Fitzmaurice viewed learning outcome as a statement of what a students' is supposed to know, comprehend, and be capable of doing at the end of a learning period. At the same time, Bloom regarded learning outcomes based on cognitive, affective, and students' behavior<sup>6</sup>.

Mastering English is also in line with the Institution Vocational High School, which makes the competent government enhancement of foreign languages for the vocational students to prepare in their field of work. Foreign language competencies have become a focus by the Directorate of vocational high school to master the ability of foreign languages in the era of 4.0. foreign language competencies are essential for vocational high school because competing in the 4.0 era has significant challenges in the international competition industries<sup>7</sup>. SMK Wiworotomo was the school that maximize the use of online learning method in applying the learning process.

Based on the description above, the researcher is curious to find out how is the students' motivation in studying English during online learning among the students' of 11th grades at SMK Wiworotomo Engineering transportation and lightweight Purwokerto and also the researcher want to figure out the correlation between students' motivation and their learning outcomes in studying English.

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<sup>6</sup> Khumaeroh Dwi Nur'aini, et.al."Students''s Learning Motivation and Learning Outcomes in Higher Education". *Atlantis Press Advances in Social Science, Education and Humanities Research*, volume 473.2020. p.464

<sup>7</sup> Pedoman pelaksanaan fasilitasi peningkatan kompetensi bahasa asing siswa SMK.2020. Direktorat sekolah menengah kejuruan direktorat jendral pendidikan vokasi kementerian pendidikan dan kebudayaan. p. 1

## B. Operational Definition

To avoid different interpretations, the author describes the meaning words of the title as follows:

### 1. Students' Motivation

Motivation plays an essential role in learning English as a foreign language. Still, in line, motivation is one of the most critical factors that will influence students' English achievement or performance. Motivation could be defined as one of the vital factors determining learning English. Motivation can drive students' to reach learning goals. Without motivation, the purposes of learning are difficult to be achieved. By having motivation, students' will be enthusiastic in the teaching-learning process, so students' will be pushed to study English well<sup>8</sup>.

The criteria for motivation in learning English are integrative motivation and instrumental motivation. Integrative motivation means the desire to learn a language to communicate with people from another culture who speak that language. In contrast, instrumental motivation refers to the desire to learn a language because it would fulfill specific positive goals, such as getting a job, passing an examination, etc<sup>9</sup>.

### 2. Online Learning

Online learning is the education that takes place over the internet. It is often referred to as e-learning, among other terms. However, online learning is just one type of distance learning. The umbrella term for learning across distances is not in a traditional classroom. Distance learning has a long history, and several types are available today, including correspondence courses conducted through regular mail with little interaction. Second, Tele-courses where content

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<sup>8</sup> Yulfi, Ahwalusah Aalayina. "Students's''motivation in Learning English". *Linguistic, English Education and Art (LEEA) Journal Volume 4 Nomor 2*, Januari-Juni 2021. p. 402

<sup>9</sup> Yulfi, Ahwalusah Aalayina. "Students's''motivation in Learning English". *Linguistic, English Education and Art (LEEA) Journal Volume 4 Nomor 2*, Januari-Juni 2021. p. 402

is delivered via radio or television broadcast. Third, CD-room courses. Here the students' interact with static computer content. Next, Online learning internet-based courses are offered synchronously and asynchronously. The last is mobile learning employing cellular phones, PDAs, and digital audio players (iPods and MP3 players)<sup>10</sup>.

### 3. Learning Outcomes

Students' learning outcomes are one of the benchmarks of success in education. Learning outcomes can be interpreted as the results obtained from the activities. Learning outcomes are things that cannot be separated from learning activities. Learning outcomes achieved by students' have different levels. To achieve the expected learning objectives, students' learning outcomes and appropriate models must be considered<sup>11</sup>.

### C. Research Question

Based on the background of the problem above, the formulation of the research question in this study are:

1. How is the students' motivation during online learning in English subject 11<sup>th</sup> grades at SMK Wiworotomo Engineering Transportation lightweight academic year 2021/2022?
2. How are the students' learning outcomes during online learning in English subject 11<sup>th</sup> grades at SMK Wiworotomo Engineering Transportation Lightweight academic year 2021/2022?
3. Is there a relationship between learning motivation and learning outcomes in English subjects for 11<sup>th</sup> grade students' of SMK Wiworotomo Light Transportation Engineering Purwokerto in the 2021/2022 academic year during online learning?

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<sup>10</sup> Henny Yulia." Online Learning to Prevent the Spread of Pandemic Corona Virus in Indonesia". *English Teacher Journal. Volume 11, No. 1, February 2020*. p. 49

<sup>11</sup> Saihu." The Effect of Using Talking Stick Learning Model on Students' Learning Outcomes in Islamic Primary School of Jamiatul Khair, Ciledug Tangerang". *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*. p. 62



#### D. The objective of the research

The research that the author conducted aims to determine

1. To find out the students' motivation during online learning in English subject 11th grades at SMK Wiworotomo Engineering Transportation Lightweight Purwokerto academic year 2021/2022.
2. To find out the students' learning outcomes during online learning in English subject 11th grades at SMK Wiworotomo Engineering Transportation Lightweight Purwokerto academic year 2021/2022.
3. To figure out the relationship between students' motivation during online learning and their learning outcomes in English subject 11th grades at SMK Wiworotomo Purwokerto academic year 2021/2022.

#### E. Significance of the Research

The significances that can be expected from this researcher are:

##### 1. For students

This research is expected to increase students' knowledge about the influence of motivation and students' learning outcomes in studying English. This research is expected to greatly assist the students in learning English.

##### 2. For teacher

This research can be used by the teachers to achieve the success of the teaching process and they can expand their knowledge about students' motivation and their learning outcomes in learning English. So this can be reference for teachers to explore the types of students' motivation. Thus, the teachers know what to do, if they get the students with low motivation in studying English.

##### 3. For the researcher

This study will be help enrich writer's insight and knowledge about the problem being studied and the writer can learn how to analyze the problem

#### F. Structure of the Research

To do systematic research is necessary to classify the structure of this research. The structure of this research is ordered as follows:

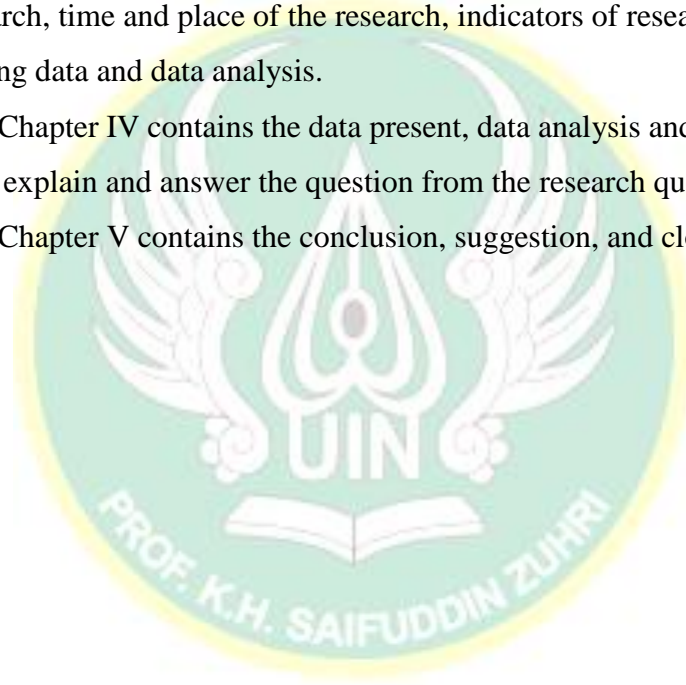
Chapter I presents the introduction, including the background of the problem, operational definition, research question, objectives and significances of the research and research structure.

Chapter II presents the theoretical review, which consist of literature review, review of relevant studies and hypothesis.

Chapter III contains the research method. This chapter contains of type of research, time and place of the research, indicators of research, technique of collecting data and data analysis.

Chapter IV contains the data present, data analysis and discussion. This chapter explain and answer the question from the research question.

Chapter V contains the conclusion, suggestion, and closing words.



## CHAPTER II

### THEORITICAL REVIEW

#### A. Motivation

##### 1. Definition

When discussing motivation, we will find several words relevant to the meaning of motivation. Our motives, needs, drives, and instincts are among the author's means. The word motive is used to show a person's condition resulting from a need. As a driving force, motives cannot stand alone but are interrelated with other factors the thing that affect the motive is motivation.

Some experts put forward the notion of motivation starting from "needs or desires, motives and only then motivation." Needs means intrinsic potential, which is very internal, motive means moving or directing one's behavior and motivation means construction which is a process of interaction between expectations and future reality in the short, medium, and long term. Based on Mc. Donald motivation is an energy change within the person characterized by affective arousal and anticipatory goal reaction.<sup>12</sup>

According to several experts, as stated in Mut'ah Mutmainah's thesis, namely: In the Big Indonesian Dictionary, motivation is defined as an effort that can cause a person or group of people to be moved to do something because they want to achieve something goals they want or get satisfaction from with his actions. M. Ngalim Purwanto explained that motivation is anything that encourages someone to do something. According to M. Alisuf Sabri, motivation is everything that moves behavior. Meanwhile, according to Muhibbin Syah,

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<sup>12</sup> Mut'ah Mutmainah."Pengaruh motivasi belajar terhadap hasil belajar siswa pada bidang studi sejarah kebudayaan Islam di Mts N 19 Jakarta",thesis. Lampung:UIN Syarif Hidayatullah.2014.p.25

motivation is the organism's internal state, both human and animal, which encourages it to do something.<sup>13</sup>

## 2. The Function of Motivation

Motivation has an essential function in learning because motivation will determine the intensity of the learning effort carried out by students'. There are three functions of motivation, there are<sup>14</sup>:

- a) Encourage the emergence of a behavior or action. Without motivation, there can be no action like learning.
- b) Learning as a director means directing action to achieve the desired goal.
- c) As a mover, it means to move a person's behavior. The strength of motivation will determine the speed of a job.

According to Sardiman in the thesis made by Elvina Bastari, there are three functions of learning motivation, namely as follows:

- a) It is encouraging Humans to Act As a mover or motor that releases energy. Motivation, in this case, is the driving force of every activity that will be carried out.
- b) Determine the direction of action, namely towards the goal to be achieved. Thus, motivation can provide direction and activities that must be carried out following the formulation of its objectives. Selecting Actions, namely determining what actions must be done that are in harmony in order to achieve the goal, by setting aside actions that are not useful for that purpose.,<sup>15</sup>

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<sup>13</sup> Mut'ah Mutmainah."Pengaruh motivasi belajar terhadap hasil belajar siswa pada bidang studi sejarah kebudayaan Islam di Mts N 19 Jakarta",thesis. Lampung:UIN Syarif Hidayatullah.2014.p.25

<sup>14</sup> Elvina Bastari."Hubungan Motivasi Belajar Dengan Hasil Belajar Peserta Didik Pada Mata Pelajaran IPS Kelas IV Sd Negeri 1 Sukabumi Indah Bandar Lampung", thesis. Lampung: Universitas Islam Negeri Raden Intan Lampung.2019 p. 30

<sup>15</sup> Elvina Bastari."Hubungan Motivasi Belajar Dengan Hasil Belajar Peserta Didik Pada Mata Pelajaran IPS Kelas IV Sd Negeri 1 Sukabumi Indah Bandar Lampung", thesis. Lampung: Universitas Islam Negeri Raden Intan Lampung.2019 p. 30

### 3. Types of Motivation

The motivation that students' have is usually more than one kind. In the learning process, some students' learn because they are motivated to like the subject. Some are motivated to get awards. According to the source, motivation is divided into two types: intrinsic and extrinsic<sup>16</sup>.

#### 1) Intrinsic Motivation

Intrinsic motivation is a motive that does not require external stimulation because it already exists within the individual, namely according to or in line with his needs. Intrinsic motivation is an impulse that comes from the heart, generally because of the awareness of the importance of something or talent drive if there is a match with the field studied. For example, there is no need to encourage someone who likes to read. He has been diligently looking for books to read. Then in terms of learning activities, a students' learns because he wants to get knowledge, grades, or skills, not because he wants to praise or reward.

#### 2) Extrinsic Motivation

Extrinsic motivation is a thing or condition that comes from outside the individual that encourages him to carry out learning activities. Extrinsic motivation is encouragement from outsides (environment), such as parents, teachers, friends, and community members. Extrinsic motivation is an active and functioning motive due to external stimuli. For example, someone studies because tomorrow will face an exam hoping to get good grades so that his parents, teachers, and friends praise him.

Based on the opinion above, it can be concluded that students' need intrinsic and extrinsic motivation in their learning activities.

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<sup>16</sup> Elvina Bastari. "Hubungan Motivasi Belajar Dengan Hasil Belajar Peserta Didik Pada Mata Pelajaran IPS Kelas IV Sd Negeri 1 Sukabumi Indah Bandar Lampung", thesis. Lampung: Universitas Islam Negeri Raden Intan Lampung. 2019 p.33

Therefore, teachers at school and parents at home need to foster and maintain students' motivation in learning by providing encouragement and a positive attitude.<sup>17</sup>

#### B. Students' Motivation

Motivation is closely related to self-actualization, so it has a role in the students' learning process to get maximum learning outcomes. If there is no learning motivation in students', it will cause a sense of laziness to learn in participating in learning and doing assignments from the teacher. In contrast to people with high learning motivation, there will be a great interest in doing assignments and building healthy attitudes and study habits by preparing study schedules and carrying them out diligently.

In learning English, the students' will succeed if they have a will to learn. This will is called motivation. Motivation plays a vital role in foreign language students' classroom performance. Motivation has the specific role of raising eagerness, willingness, and gladness in learning. It will determine students' success or failure in learning a foreign language. Motivation can directly influence the frequency of using learning strategies<sup>18</sup>.

Learning motivation is a momentous field in language pedagogy since it is seen as one of the key variables contributing to successfully acquiring a foreign language or second language. Two kinds of motivation can influence the learners. They are called integrative motivation and instrumental motivation. Integrative motivation is an interest in foreign languages, a desire to interact with native speakers of the target language, and a positive attitude toward these people and their culture. On the other hand, instrumental

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<sup>17</sup> Elvina Bastari. "Hubungan Motivasi Belajar Dengan Hasil Belajar Peserta Didik Pada Mata Pelajaran IPS Kelas IV Sd Negeri 1 Sukabumi Indah Bandar Lampung", thesis. Lampung: Universitas Islam Negeri Raden Intan Lampung. 2019 p. 32

<sup>18</sup> Irza Yuzulia. "A Study on Students's' Motivation Towards Learning English Language: A Case Study of One Senior High School in Pekanbaru". *English Community Journal* (2021), 5 (1). p. 62.

motivation is a desire to study the target language to achieve a pragmatic objective, such as improving an individual's future employment opportunities<sup>19</sup>.

Motivation to learn is the process that gives the spirit of learning, direction, and persistence of behavior. To increase learning motivation, we can identify some indicators in certain stages. There are eight kinds of indicators of motivation: 1) the duration of the activity; 2) the frequency of the activity; 3) persistence of the objectives of the activity; 4) fortitude, tenacity, and ability in the face of actions and difficulties to achieve the objectives; 5) devotion and sacrifice to achieve aims; 6) the level of aspirations to be achieved by the activities carried out; 7) the level of qualification achievement, and 8) toward its attitude toward the target activity<sup>20</sup>.

### C. Online Learning

E-learning is a form of information technology applied in education as a virtual world. E-learning is more accurately intended as an effort to transform the learning process at school or university into a digital form bridged by internet technology. E-learning has characteristics including a) Utilizing electronic technology services, b) Utilizing the advantages of computers c) Using self-study materials and then storing them on the computer to be accessed by educators and students' anytime and anywhere. d) Utilizing the learning schedule, curriculum, learning progress results, and matters relating to educational administration can be viewed on the computer<sup>21</sup>.

E-learning or electronic learning is now increasingly recognized to solve educational problems in developed and developing countries. Many

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<sup>19</sup> Irza Yuzulia."A Study on Students's' Motivation Towards Learning English Language: A Case Study of One Senior High School in Pekanbaru". *English Community Journal* (2021), 5 (1). p. 63.

<sup>20</sup> Dian Rosmayanti, Hilva Yanuarti." The Relationship Between Students's' Motivation And Their Learning Achievement". *PROJECT Volume 1, No. 6, November 2018*. p. 784

<sup>21</sup> Elisnawati."Evaluasi Penyelenggaraan E-learning dalam Pembelajaran di SMA IT Ar-Raihan Bandar Lampung", thesis.Lampung:UIN Raden Intan Lampung.2019.p.43

people use different terms for e-learning, but e-learning is learning using electronic services as a tool<sup>22</sup>.

Online learning is long-distance learning between teachers and students'. So it affects the interaction between teachers and students', which usually means that teachers can communicate directly and interact with students' teaching material, monitor students' learning progress, and the characteristics of students' at school, now with the distance learning process. Far away, students' are required to be independent in studying the material provided by the teacher through communication media connected to the internet<sup>23</sup>. Online learning is also a learning method using information technology (IT) web base that can be accessed from long-range places. The learning process is not only in the classroom but also runs everywhere and whenever<sup>24</sup>.

Online learning aims to provide quality learning services in a massive and open network to reach learning space enthusiasts more and broader<sup>25</sup>. That means that students' must be able to understand any information provided online (on the network). It is informed through assistive devices such as cellphones or computers netted by an internet assisted through applications that allow them to carry out activities such as sending files and making video calls to many people, such as google classroom. Edmodo, zoom, meet, and other.

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<sup>22</sup> Elisnawati."Evaluasi Penyelenggaraan E-learning dalam Pembelajaran di SMA IT Ar-Raihan Bandar Lampung", thesis.Lampung:UIN Raden Intan Lampung.2019.p.44

<sup>23</sup> Jovana Shelvi Nur Syafa'ati, Sucipto, Mila Roysa." Analisis Prestasi Belajar Siswa Pada Pembelajaran Daring di Masa Pandemi COVID-19", *Jurnal Educatio* Volume 7, No. 1, March 2021, p.123

<sup>24</sup> Siti Yesa Samari, et al," Analisis Hasil Belajar IPA Dalam Pembelajaran Daring di SDN Tanjungsari", *JIKAP PGSD: Jurnal Ilmiah Ilmu Kependidikan* Vol, 4. No,3. Tahun 2020, p. 228

<sup>25</sup> Oktafia Ika Handarini, S. S. (Volume 8, Nomor 3, 2020). Pembelajaran Daring Sebagai Upaya Study from Home (SFH) Selama Pandemi Covid 19. *JPAP*, p. 498.



## D. Learning Outcomes

### 1) The Definition of Learning Outcomes

Learning outcomes are an essential part of learning. Each learning process carried out by students' will produce learning outcomes. Learning outcomes are a form of interpretation of the ongoing learning process to determine how students' understand and understand learning. Sudjana argues that students' learning outcomes are abilities after receiving their learning experiences<sup>26</sup>.

Meanwhile, according to Susanto, learning outcomes are changes that occur in students', both regarding cognitive aspects as a result of learning activities, which can be interpreted as the level of students' success in studying learning materials at school, which is expressed in scores obtained from test results to identify several subject matter. Learning outcomes are the level of mastery achieved in participating in teaching and learning programs according to the educational objectives that have been set. Furthermore, according to Dimiyati and Mudjiono, learning outcomes are the results achieved in numbers or scores after a learning outcome test at the end of each lesson. The value obtained by students' becomes a reference to see students' mastery in receiving subject matter<sup>27</sup>.

Learning outcomes, according to Hamalik, are the level of one's mastery of the field of science after taking the teaching and learning process. Learning outcomes are a terminal for students' personality development in education and teaching. Students' achieve this goal with a school curriculum that contains life values which include awareness and mastery of natural phenomena (lessons),

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<sup>26</sup> Elvina Bastari. "Hubungan Motivasi Belajar Dengan Hasil Belajar Peserta Didik Pada Mata Pelajaran IPS Kelas IV Sd Negeri 1 Sukabumi Indah Bandar Lampung", thesis. Lampung: Universitas Islam Negeri Raden Intan Lampung. 2019 p.39

<sup>27</sup> Elvina Bastari. "Hubungan Motivasi Belajar Dengan Hasil Belajar Peserta Didik Pada Mata Pelajaran IPS Kelas IV Sd Negeri 1 Sukabumi Indah Bandar Lampung", thesis. Lampung: Universitas Islam Negeri Raden Intan Lampung. 2019 p.40

logical thinking (mathematics lessons), social life (social studies lessons), and language acquisition<sup>28</sup>.

Learning outcomes are abilities that students' have after receiving learning experiences. Meanwhile, a person can succeed in learning if he can show changes in himself. These changes include thinking skills, ability, and attitudes towards an object<sup>29</sup>. Learning achievement that a students' achieves in learning and impacts change and formation of students' behavior is called learning outcomes. Learning outcomes can be known through daily tests (formative), the value obtained during midterm tests (sub-summative), and semester tests (summative). Learning outcomes are about value and can be changes or improvements in attitudes, habits, knowledge, persistence, reasoning, and skills leading to positive change<sup>30</sup>.

Based on some of the experts' opinions above, it can be concluded that learning outcomes are an ability that students' have after experiencing their learning experiences in the form of changes in cognitive aspects achieved in numbers or scores. Learning outcomes can be seen through evaluation activities that aim to obtain evidence data that will show the level of students' abilities in achieving learning objectives.

## 2) Factors that affect learning outcomes.

The two factors influence students' success in learning: external factors (from outside the students') and internal (from within the students'). External factors, such as the family environment, school, and community, come from outside the individual. In contrast, internal factors are three stages, namely fatigue (physical exhaustion and spiritual fatigue), physical factors (health, disability),

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<sup>28</sup> Elvina Bastari."Hubungan Motivasi Belajar Dengan Hasil Belajar Peserta Didik Pada Mata Pelajaran IPS Kelas IV Sd Negeri 1 Sukabumi Indah Bandar Lampung", thesis. Lampung: Universitas Islam Negeri Raden Intan Lampung.2019 p.41

<sup>29</sup> Siti Yesa Samari, et al,"Analisis Hasil Belajar IPA Dalam Pembelajaran Daring di SDN Tanjungsari", *JIKAP PGSD: Jurnal Ilmiah Ilmu Kependidikan* Vol, 4. No,3. Tahun 2020, p. 228

<sup>30</sup> Miftakhul Mubin,"Pengaruh pemberian motivasi guru terhadap hasil belajar siswa pada mata pelajaran sejarah kebudayaan islam di Ma Ma'arif 1 Punggur", *IAIN METRO*. 2018. p.11

and psychological factors (intelligence, attention, interests, talents, motives, maturity, skills, and learning readiness).

These factors have an impact and influence learning achievement. Students' that do not have the readiness for learning show low learning achievement. On the other hand, students' ready to learn tend to show high learning achievement. So the level of learning achievement is determined by students' readiness in the learning process<sup>31</sup>.

#### E. Review of Relevant Studies

Based on the sources related to this study, several previous kinds of research are related to this topic. The afterward discussion tends to compare the results of the previous studies.

Firstly, a journal entitled "*The Correlation between Students' Motivation and Learning Achievement of the Eleventh Graders of SMK 1 PSKD Jakarta*" written by Bulan Meilany Invokavit in Journal of English Teaching Volume . 3 Number 2, June 2017. The research was conducted to find out the correlation between students' motivation and their English learning. The type of research used in this study quantitative research. The study respondents were XI AK and AP at SMK 1 PSKD with total number of respondents was 38 students. This data shows that there was positive correlation between students' and their English learning achievement with the coefficient of correlation was 0.324. Which means that the correlations was weak. The similarity between the current Research and Bulan Meilany research lies in the type of research. Both pieces of research find the relationship between motivation and online learning<sup>32</sup>.

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<sup>31</sup> Desy Mulyani," Hubungan Kesiapan Belajar Siswa Dengan Prestasi Belajar", *KONSELOR / Jurnal Ilmiah Konseling*. Vol. 2 No. 1. tahun 2013. p. 28

<sup>32</sup> Bulan Meilany Invokavit." *The Correlation between Students' Motivation and Learning Achievement of Eleventh Graders of SMK 1 PSKD Jakarta*". Journal of English Teaching. Vol 3 No.2 June 2017

Meanwhile, the difference between the two research pieces is the study's object. The Research of Bulan Meilany's research focuses on the correlation between students' motivation and learning achievement of Eleventh graders of SMK 1 PSKD. In contrast, this research emphasized on online learning among vocational high school participants.

Secondly, a journal entitled "*Motivation and learning outcomes: a study on students' of archival subject in a vocational high school*" written by Erwin Pratama and Rini Intansari Meilani in *Jurnal Pendidikan Manajemen Perkantoran* Vol. 5 No. 1, January 2020. This article describes the research results on the impact of learning motivation on students' learning outcomes of an archival subject in one of the Private Vocational High Schools (SMK). By adopting the explanatory survey method, data were obtained by distributing questionnaires to 128 students' respondents. This research result showed that students' learning motivation was in a low category, and students' learning outcomes were not optimal because some students' were still identified to have small grades lower than the standard criteria<sup>33</sup>. The similarity between the current and Erwin Pratama and Rini Intansari Meilani's Research is in the purpose of the research. Both equally find out about students' learning outcomes in the vocational school. Meanwhile, the difference between both kinds of research lies in the focus of the subject school. Erwin Pratama and Rini Intansari Meilani's Research is on the Archival subject, and the current Research is English subject.

Thirdly, a research entitled "*Relationship between Learning Motivation to Learning Result Mathematics Students' SDN Emmy Saelan Makassar*" written by Nur Yuliany in *AULADUNA: Jurnal Pendidikan Dasar Islam* Vol. 5 No. 2, December 2018. This research is an experimental study with the type

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<sup>33</sup> Erwin Pratama and Rini Intansari Meilani. "*Motivation and learning outcomes: a study on students' s' of archival subject in a vocational high school*". *Jurnal Pendidikan Manajemen Perkantoran* Vol. 5 No. 1, January 2020

of Quasi-Experimental research with the research design used in this study is the design Non Equivalent Control Group. The sampling technique used is random sampling, and the instruments used in data collection were questionnaires and documentation. The data analysis technique used was descriptive analysis and nonparametric statistical analysis. The results of the descriptive analysis for students' motivation in the High category amounted to 53.75% of 80 Students'. While the mathematics learning outcomes of students' at the Emmy Saelan Elementary School in Makassar for intervals of grades 7-7.4 with an average of 62.5%.

To sum up, there is a relationship between learning motivation and students' learning outcomes at Emmy Saelan Elementary School of Makassar<sup>34</sup>. The similarity between current Research and Nur Yuliany's research is the results of students' learning outcomes. Meanwhile, both kinds of research differ in the research objects. The object of Nur Yuliany's Research is students' of elementary school. In contrast, this research emphasized vocational high school and focused on online learning in the English subject.

## F. Hypothesis

### 1. Null Hypothesis (Ho)

The null hypothesis stated that there is no significant positive relationship between students' motivation during online learning and their learning outcome in English Subjects in the 11<sup>th</sup> grade Transportation, Engineering and Lightweight program of SMK Wiworotomo.

### 2. Alternative Hypothesis (Ha)

The alternative hypothesis stated that there is a significant positive relationship between students' motivation during online learning and their

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<sup>34</sup> Nur Yuliany." Relationship Between Learning Motivation To Learning Result Mathematics Students's' Sdn Emmy Saelan Makassar". *AULADUNA: Jurnal Pendidikan Dasar Islam* Vol. 5 No. 2, Desember 2018

learning outcome in English Subject in the 11<sup>th</sup> grade Transportation, Engineering and Lightweight program of SMK Wiworotomo.



## CHAPTER III

### RESEARCH METHOD

#### A. Type of the Research

In this researcher a Correlational research in a quantitative design. Quantitative is a type of data that can be calculated and contains information or explanations expressed with a number<sup>35</sup>. A correlational study is to define a relationship between set of variables are related or to test hypotheses regarding expected relations<sup>36</sup>. In this research, the writer would like to find out the correlation possibility between the students' motivation during online learning as independent variable (X variable) and their learning outcomes in English subject as dependent variable (Y variable).

#### B. Sources of Data

##### 1. The Place and Time of the Research

The research was conducted in SMK Wiworotomo Purwokerto. The aim of taking this place as a research place is because this school is applying an online learning system during the pandemic of the Corona virus. Which is it will affect their motivation to study English subjects. In addition, before and during the pandemic, digital technologies were greatly maximized in learning at this school. The data were obtained from 08 December 2021 until 31 December 2021. This research is particular on the 11<sup>th</sup> grades students' of SMK Wiworotomo, Engineering Transportation, and Lightweight Purwokerto in the academic year 2021/2022.

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<sup>35</sup> Qurrot Ainy, Hendi Pratama." Teacher Social Competence, Students' Learning Motivation, and Learning Outcomes in English Subject". *Journal of English Language Teaching* 2020. p. 29

<sup>36</sup> L.R. Gay, Geoffrey E.Mills, Peter Airasian, *Educational Research Competence for Analysis and Application*.(Pearson), p.203

## 2. Population and Sample

### a. Research Population

The population of this study is the whole students of 11<sup>th</sup> grades of Engineering Transportation and Lightweight of SMK Wiworotomo Purwokerto. The population of the 11th grade of Engineering Transportation and Lightweight of SMK Wiworotomo Purwokerto is 76 students'. This grade is distributed in two classes, in each classes consist around 37 and 39 students.

### b. Research Sample

The researcher used simple random sampling to specify and determine the sample of this research. Based on the book of L.R Guy and Peter Airasian there are some characteristics of correlational research. There are<sup>37</sup>:

1. Variables to be investigated can be scored
2. Sample size at least 30 participants
3. Does not establish a causal relationship.

Because this research was included to Correlational Research, the researcher took the size of sample based on L.R Guy's theory with 30 students.

## C. Variable and Indicators of the Research

### 1. Variable of the Research

Variables are everything that will be the object of research. There are two forms of variables in this study. There are independent variable and dependent variable. Independent variable in this research is students' learning motivation during online learning and the dependent variable is students' learning outcomes of 11<sup>th</sup> grades of Engineering Transportation and Lightweight of SMK Wiworotomo Purwokerto.

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<sup>37</sup> L.R. Gay, Geoffrey E.Mills, Peter Airasian, *Educational Research Competence for Analysis and Application*.(Pearson),p.204



## 2. Research Indicators

Motivation to learn is the process that gives the spirit of learning, direction, and persistence of behavior. To increase learning motivation, we can identify some indicators in certain stages. There are eight kinds of indicators of motivation:

- a. The duration of the activity.
- b. The frequency of the activity.
- c. Persistence of the objectives of the activity.
- d. Fortitude, tenacity, and ability in the face of actions and difficulties to achieve the objectives.
- e. Devotion and sacrifice to achieve aims.
- f. The level of aspirations to be achieved by the activities carried out.
- g. The level of qualification achievement.
- h. Toward its attitude toward the target activity <sup>38</sup>.

According to Sardiman in the thesis written by Yuliana Krisnawati stated that students' learning motivation includes<sup>39</sup>:

- a. Persevere in the face of the task
- b. Tenacious in the face of adversity
- c. Show interest in the problem at hand
- d. Happy to work independently
- e. Get bored quickly on routine tasks
- f. Can defend his opinion
- g. Don't easy to let go of what you believe in
- h. Enjoys finding and solving problems.

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<sup>38</sup> Dian Rosmayanti, Hilva Yanuarti." The Relationship Between Students's'' Motivation And Their Learning Achievement". *PROJECT Volume 1, No. 6, November 2018*. p. 784

<sup>39</sup> Yuliana Krisnawati." Hubungan Motivasi Belajar dengan Hasil Belajar Muatan Pelajaran IPA Siswa Kelas V SD Kanisius Gayam". *Thesis; Universitas Sanata Dharma Yogyakarta*.p.24

Meanwhile, according to Uno, states that the indicators of learning motivation are:

- a. There is a desire and desire to succeed
- b. There is a drive and a need for learning
- c. There are hopes or aspirations for the future
- d. There is an appreciation in learning
- e. There are interesting activities in learning
- f. The existence of a conducive learning environment, so that it allows a student to learn well<sup>40</sup>.

Based on the expert opinion above, the researchers took and adopted from the research by Yuliana Krisnawati who applied the indicators of student learning motivation above including: <sup>41</sup>:

- a. There is a desire to succeed
- b. Shows interest in a variety of problems
- c. Prefer to work independently
- d. Interest in learning
- e. Encouragement in learning
- f. Happy to find and solve problems
- g. Tenacious in the face of adversity.

The motivation to learn above will be very important in supporting the learning process. The indicators above were indicators that researchers was used in the preparation of the instrument grid to reveal one of the variables in this study, namely learning motivation.

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<sup>40</sup> Yuliana Krisnawati." Hubungan Motivasi Belajar dengan Hasil Belajar Muatan Pelajaran IPA Siswa Kelas V SD Kanisius Gayam". *Thesis*; Universitas Sanata Dharma Yogyakarta.p.24

<sup>41</sup> Yuliana Krisnawati." Hubungan Motivasi Belajar dengan Hasil Belajar Muatan Pelajaran IPA Siswa Kelas V SD Kanisius Gayam". *Thesis*; Universitas Sanata Dharma Yogyakarta.p.25

## D. Techniques of Data Collection

### 1. Questionnaire

Questionnaires are written questions used to obtain information from respondents through reports about themselves or things they know.<sup>42</sup> Based on this understanding, it can be seen that the questionnaire is a method used by researchers to collect data about the variables they want to know by providing a list of questions or statements to several respondents used in the research to be answered.

The scale used in this study is a Likert scale. Likert scale is used to express attitudes and opinions towards a phenomenon. Respondents' responses were expressed in the form of a range of answers ranging from strongly disagree to strongly agree. The answer column is already available and respondents only need to choose one of the available answers<sup>43</sup>.

In this questionnaire, the researcher adapted from the research of Yuliana Krisnawati. Then the questionnaire were given into respondents with 15 multiple-choice questions. Each of questions consisting answer choices a, b, c, and d. Meanwhile, to provide an assessment or assessment of each alternative answer given in the questionnaire are as follows:

- a. The alternative answer "a" is given a score of 4 (very high).
- b. Alternative answer "b" is given a score of 3 (high)
- c. Alternative answer "c" is given a score of 2 (medium)
- d. Alternative answer "d" is given a score of 1 (low)

The questionnaire was addressed to students' in the 11<sup>th</sup> grade Engineering, Transportation and Lightweight program SMK

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<sup>42</sup> Suharsimi Arikunto, "*Prosedur Penelitian Suatu Pendekatan Praktik*". (Jakarta: Rineka Cipta, 2010), p.194

<sup>43</sup> Dr. Endang Mulyatiningsih." *Metode penelitian terapan bidang pendidikan*". (Bandung: Alfabeta, 2011). p.29

Wiworotomo Purwokerto to obtain data on students' learning motivation.

Table 3.1 Grid of Research Variable Instruments

| No | Variable Research                   | Indicator   | No Item | Item |
|----|-------------------------------------|---|---------|------|
| 1  | Independent (X)<br>Motivasi Belajar | a. There is a desire to succeed<br>- I try to get good grades in every lesson.<br>- I try to get the best grades in class.<br>- I use my free time to work on English lesson questions                | 1,2,3   | 3    |
|    |                                     | b. Show interest in the lesson<br>-I take English lessons with pleasure<br>-I read English course material  | 4,5     | 2    |
|    |                                     | c. Prefer to work alone<br>-I can do the task with my effort<br>-If the teacher holds a test, I try to do it myself   | 6,7     | 2    |
|    |                                     | d. Interest in learning<br>-I read a lot of subject matter on the internet<br>-I feel excited when I take English lessons   | 8,9     | 2    |
|    |                                     | e. Encouragement in learning<br>-I'm happy to get praise if I manage to answer the teacher's questions<br>-I study hard because I have aspirations to succeed   | 10,11   | 2    |
|    |                                     | f. Happy and looking for and solving problems<br>- I will ask my parents/sister if I have difficulty in answering questions<br>- I will ask the teacher if there is material that I do not understand | 12,13   | 2    |
|    |                                     | g. Tenacious in the face of adversity<br>-I do the easy questions first, then the difficult ones<br>-I try my best when working on difficult questions  | 14,15   | 2    |

|              |  |                                      |    |
|--------------|--|--------------------------------------|----|
| <b>Total</b> |  |                                      | 15 |
| 2            | Dependent (Y)<br>Hasil Belajar<br>Bahasa Inggris | Score of Final Exam (UAS) semester 1 | 30 |

The validity test is the degree of determination between the data that occurs in the research object and the authenticity that can be reported. In other words, that data is not different from the data reported by the researcher with the actual situation<sup>44</sup>.

#### 1. Validity Test

To test the level of instrument validity, the authors use the SPSS v.22 Pearson Correlation Application. The criteria for testing the validity of the instrument, if the price  $r_{hitung} > r_{tabel}$  with a significance level of 5%, the instrument is declared valid. Likewise, if  $r_{hitung} < r_{tabel}$ , then the instrument is declared invalid<sup>45</sup>.

Before testing the validity of the research instrument, the researcher first makes validation the questionnaire from Mr. Muhammad' Azmi Nuha, the lecturer of Islamic Tarbiyah Faculty of UIN Prof. Dr. Saifuddin Zuhri Purwokerto. Then distributed, the questionnaires were to 30 respondents outside the population with 15 questions for the variable of students' learning motivation. Based on the results of testing the validity of the learning motivation questionnaire that researchers have done, the results of the calculation are as follows:

Table 3.2 Recapitulation of Students' Learning Motivation Questionnaire

| No | Name | Questionnaire |   |   |   |   |   |   |   |   |    |    |    |    |    |    | Total |
|----|------|---------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|-------|
|    |      | 1             | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |       |
| 1  | S1   | 4             | 4 | 2 | 2 | 4 | 3 | 4 | 3 | 2 | 4  | 4  | 2  | 2  | 2  | 2  | 44    |

<sup>44</sup> Prof. dr. Sugiono."Metode Penelitian kuantitatif,kualitatif dan R&D".(Bandung:Alfa Beta, 2018), p. 267

<sup>45</sup> Prof. dr. Sugiono."Metode Penelitian kuantitatif,kualitatif dan R&D".(Bandung:Alfa Beta, 2018), p. 333

|    |     |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |
|----|-----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|----|
| 2  | S2  | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 2 | 2 | 2 | 54 |
| 3  | S3  | 2 | 2 | 1 | 1 | 2 | 2 | 2 | 2 | 1 | 1 | 2 | 1 | 2 | 1 | 2 | 24 |
| 4  | S4  | 3 | 3 | 1 | 1 | 1 | 4 | 4 | 2 | 4 | 2 | 4 | 1 | 1 | 1 | 1 | 33 |
| 5  | S5  | 4 | 4 | 3 | 2 | 2 | 4 | 2 | 2 | 4 | 2 | 3 | 1 | 2 | 2 | 4 | 41 |
| 6  | S6  | 4 | 4 | 3 | 2 | 3 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 3 | 54 |
| 7  | S7  | 4 | 2 | 1 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 4 | 2 | 39 |
| 8  | S8  | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 29 |
| 9  | S9  | 4 | 4 | 2 | 2 | 2 | 3 | 3 | 2 | 2 | 4 | 4 | 4 | 2 | 4 | 4 | 46 |
| 10 | S10 | 4 | 4 | 2 | 2 | 2 | 2 | 4 | 2 | 2 | 2 | 4 | 1 | 1 | 2 | 3 | 37 |
| 11 | S11 | 2 | 2 | 1 | 2 | 2 | 2 | 3 | 2 | 2 | 1 | 2 | 2 | 1 | 3 | 2 | 29 |
| 12 | S12 | 4 | 4 | 2 | 2 | 3 | 3 | 3 | 2 | 3 | 4 | 4 | 2 | 2 | 4 | 2 | 44 |
| 13 | S13 | 3 | 2 | 1 | 1 | 2 | 3 | 3 | 1 | 1 | 4 | 4 | 3 | 2 | 3 | 4 | 37 |
| 14 | S14 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 60 |
| 15 | S15 | 4 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 34 |
| 16 | S16 | 4 | 4 | 2 | 4 | 4 | 2 | 4 | 2 | 4 | 4 | 3 | 2 | 2 | 4 | 4 | 49 |
| 17 | S17 | 3 | 4 | 2 | 3 | 4 | 3 | 3 | 2 | 2 | 4 | 3 | 2 | 3 | 4 | 3 | 45 |
| 18 | S18 | 4 | 4 | 2 | 2 | 2 | 3 | 4 | 2 | 2 | 2 | 4 | 2 | 4 | 3 | 3 | 43 |
| 19 | S19 | 4 | 4 | 2 | 2 | 1 | 2 | 3 | 3 | 2 | 4 | 3 | 2 | 3 | 3 | 3 | 41 |
| 20 | S20 | 4 | 4 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 4 | 4 | 2 | 2 | 2 | 38 |
| 21 | S21 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 30 |
| 22 | S22 | 4 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 2 | 4 | 1 | 3 | 4 | 1 | 44 |
| 23 | S23 | 4 | 4 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 2 | 4 | 3 | 4 | 3 | 2 | 44 |
| 24 | S24 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 2 | 3 | 3 | 47 |
| 25 | S25 | 1 | 1 | 2 | 1 | 1 | 1 | 2 | 2 | 1 | 4 | 1 | 1 | 2 | 1 | 1 | 22 |
| 26 | S26 | 2 | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 1 | 2 | 2 | 2 | 34 |
| 27 | S27 | 3 | 2 | 2 | 2 | 2 | 3 | 4 | 2 | 2 | 2 | 3 | 2 | 2 | 3 | 2 | 36 |
| 28 | S28 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 2 | 4 | 2 | 3 | 4 | 2 | 3 | 2 | 48 |
| 29 | S29 | 4 | 4 | 2 | 1 | 1 | 2 | 4 | 2 | 1 | 1 | 3 | 1 | 1 | 4 | 3 | 34 |
| 30 | S30 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 60 |

Table 3.3 Recapitulation of Questionnaire Validity Test

The calculation of the validity of the questionnaire using the SPSS v.22 application shows that:

| Item | r Hitung | r Tabel | Keterangan |
|------|----------|---------|------------|
| K1   | 0,709    | 0,361   | Valid      |
| K2   | 0,72     | 0,361   | Valid      |
| K3   | 0,74     | 0,361   | Valid      |
| K4   | 0,784    | 0,361   | Valid      |
| K5   | 0,713    | 0,361   | Valid      |
| K6   | 0,71     | 0,361   | Valid      |
| K7   | 0,598    | 0,361   | Valid      |
| K8   | 0,687    | 0,361   | Valid      |
| K9   | 0,704    | 0,361   | Valid      |
| K10  | 0,594    | 0,361   | Valid      |
| K11  | 0,686    | 0,361   | Valid      |
| K12  | 0,68     | 0,361   | Valid      |
| K13  | 0,606    | 0,361   | Valid      |
| K14  | 0,637    | 0,361   | Valid      |
| K15  | 0,531    | 0,361   | Valid      |

Information :

K = The total score of the entire questionnaire

The table above shows that K1 to K15 are valid. In comparison, the data is said to be valid if the price of  $r_{hitung} > r_{tabel}$ , which if it refers to a significance level of 5% with a population of 30 people, the significance value is 0.361<sup>46</sup>.

## 2) Reliability

Reliability is the consistency and stability of data <sup>47</sup>. In this study, researchers used reliability calculations using Cronbach's Alpha test. Reliability testing using Cronbach's Alpha test is carried out on instruments that have more than one correct answer. To test the instrument's reliability, the author uses Chronbach's Alpha formula using the SPSS v.22 application. There are some criteria of reliability instrument. The criteria divided into 5 class based of index criteria.

<sup>46</sup> Prof. dr. Sugiono."Metode Penelitian kuantitatif,kualitatif dan R&D".(Bandung:Alfa Beta, 2018), p. 333

<sup>47</sup> Prof. dr. Sugiono."Metode Penelitian kuantitatif,kualitatif dan R&D".(Bandung:Alfa Beta, 2018), p. 268

Table 3.4 Reliability Calculation using SPSS Application v.22  
Cronbach's Alpha correlation

| Cronbach's Alpha | N of Items |
|------------------|------------|
| ,911             | 15         |

After knowing the results, then the following will be consulted

with the reliability index criteria<sup>48</sup>:

0.800 – 1.00 = Very Strong

0.600 – 0.800 = Strong

0.400 – 0.600 = Medium

0.200 – 0.400 = Low

0.00 – 0.20 = Very Low

Based on the table above, the data was 0.911 at the range 0.800 – 1.00 which mean the reliability was very strong.

## 2. Documentation

Documentation is a technique for collecting data through written relics such as archived theories, laws, and matters relating to research.<sup>49</sup> Based on that statement, documentation is a method of data gathering used in research by recording information directly documented by the school also the teacher. So it will be obtained valid data, not by mere forecasts. In this research, the documentation the researcher was used the final exam (UAS) score for Semester one. The data scores were collected on 30 December 2021.

<sup>48</sup> Husna Faizatul Umniah, "Hubungan Motivasi Belajar Dengan Hasil Belajar Mata Pelajaran Akidah Akhlak Siswa Kelas XI Madrasah Aliyah Ma'arif 1 Punggur Tahun Pelajaran 2018/2019", Thesis, Metro:IAIN Metro. 2018.p.59

<sup>49</sup> Miftakhul mubin."Pengaruh pemberian motivasi guru terhadap hasil belajar siswa pada mata pelajaran SKI".Thesis.Metro:IAIN Metro p. 38



#### E. The technique of Data Analysis

To find out about the students' motivation during online learning and their learning outcomes based on the questionnaire. Then the results of the questionnaire made a rating scale criteria. Next was explained about the results of students' learning outcomes of English Subject. The scores take from Final Exam results (UAS) of semester 1 which is consist of minimum, maximum, mean and standard deviation of the scores. After that to find out about the correlation between students' motivation during online learning and the learning outcomes firstly with following of Linearity test, Normality test and coefficient correlation using Pearson Product Moment in SPSS program V.22. The hypothesis results based on the value of significance 2 – tailed. The information will be explained as follow:

##### 1. Linearity Test

The linearity test aims to determine whether the data held follows the relationship between the variables to be analyzed<sup>50</sup>. Linearity test serves to determine whether the two variables that will be subjected to correlational statistical analysis procedures show a linear relationship or not. The basis for making decisions on the linearity test is as follows

- A. If the sig or significance on Deviation from Linearity  $> 0.05$ , then the relationship between the variables is linear.
- B. If the sig or significance on Deviation from Linearity  $< 0.05$ , then the relationship between the variables is not linear.

##### 2. Normality Test

The normality test aims to determine whether or not a data distribution is normal. In testing, the author will use the Kolmogorov-Smirnov method to

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<sup>50</sup> Haryadi Sarjono & Winda julianita.2011."SPSS vs LISREL sebuah pengantar untuk riset". Jakarta:Salemba empat.p.80

test the data from each variable. The basis for taking the normality test is as follows<sup>51</sup>:

The basis for taking the normality test is as follows:

- A. If the sig or significance test-Kolmogorov-Sminorv sig. > 0.05, then the data is normally distributed.
- B. If the sig or significance test-Kolmogorov-Sminorv sig. < 0.05, then the data is not normally distributed.

### 3. The Correlation Test

To find out about the correlation between students' motivation during online learning and their learning outcomes in English subject of Engineering Transportation and Lightweight Program of SMK Wiworotomo Purwokerto. The researcher using SPSS application V.22.

Then to prove or calculate the existing hypothesis using the product-moment correlation technique. To calculate with product-moment correlation data analysis technique, using the SPSS v.22 application. After the data is processed and analyzed using the product-moment formula above, the results are shown in the table of correlation coefficient value "r" product moment, at the 5% significance level. If  $\Gamma_{xy} > \Gamma_{tabel}$  at the 5% significance level, then the alternative hypothesis ( $H_a$ ) is accepted, and the null hypothesis ( $H_o$ ) is rejected. It's different with the result of hypothesis. If the significance (2-tailed) more smaller with 0.005 or 5% ( $\Gamma_{xy} < \Gamma_{tabel}$ ) then the alternative hypothesis ( $H_a$ ) is accepted, and the null hypothesis ( $H_o$ ) is rejected. Furthermore, to determine the level of relationship and the significance between learning motivation variables and learning outcomes, the  $r_{xy}$  value obtained then consulted with the following table<sup>52</sup>:

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<sup>51</sup> Haryadi Sarjono & Winda julianita.2011."SPSS vs LISREL sebuah pengantar untuk riset". Jakarta:Salemba empat.p.53

<sup>52</sup> Prof. dr. Sugiono."Metode Penelitian kuantitatif,kualitatif dan R&D".(Bandung:Alfa Beta, 2018), p. 184

Table 3.7 Interpretation Coefficient Correlation

| Coefficient Interval | Relationship Level |
|----------------------|--------------------|
| 0,00 – 0,199         | Very low           |
| 0,20 – 0,399         | Low                |
| 0,40 – 0,599         | Medium             |
| 0,60 – 0,799         | Strong             |
| 0,80 – 1,000         | Very strong        |



## CHAPTER IV

### FINDINGS AND DISCUSSION

In this chapter, the research presented the research findings and discussion of how the researcher analyzed the data, which were based on the research questions are "How is the students' motivation during online learning in English subject 11th grades at SMK Wiworotomo of the Engineering Transportation and lightweight program academic year 2021/2022?;" How are the students' learning outcomes during online learning in English subject 11th grades at SMK Wiworotomo of Engineering Transportation and lightweight program academic year 2021/2022?;" and is there a relationship between learning motivation and learning outcomes in English subjects 11th grades of SMK Wiworotomo in the Engineering Transportation and lightweight program Purwokerto in the 2021/2022 academic year when studying online?".

The finding below was obtained from the questionnaire and the documentation, which were collected several times. The questionnaire was distributed via Google Form for two weeks. Based on the questionnaire, 30 students' as the sample. The researcher delivered the questionnaire in class XI TKRO 2 and XI TKRO 3 11<sup>th</sup> grade of the Engineering, Transportation, and Lightweight program for getting motivation score. Meanwhile, the documentation, that is the final examination score, the researcher obtained it from the English teacher, Mrs Izzul. After the findings were displayed, they were interpreted based on each questionnaire on students' motivation when online learning as it was explained below:

#### **A. Findings**

##### **1. Students' learning motivation during the online learning in the 11th grade of Engineering Transportation and Lightweight of SMK Wiworotomo Purwokerto.**

The questionnaire was distributed to students who became a sample of 30 students. The table contains sample numbers, respondents, questionnaire indicator numbers and questionnaire item numbers. The highest score of the

questionnaire is 4 and the lowest is 1. The results students' learning motivation can be seen in the table below.

Table. 4.1 The results students' learning motivation

| No | Resp. | Questionnaire |   |   |             |   |             |   |             |   |             |    |             |    |             |    |
|----|-------|---------------|---|---|-------------|---|-------------|---|-------------|---|-------------|----|-------------|----|-------------|----|
|    |       | Indicator 1   |   |   | Indicator 2 |   | Indicator 3 |   | Indicator 4 |   | Indicator 5 |    | Indicator 6 |    | Indicator 7 |    |
|    |       | 1             | 2 | 3 | 4           | 5 | 6           | 7 | 8           | 9 | 10          | 11 | 12          | 13 | 14          | 15 |
| 1  | S1    | 4             | 4 | 2 | 2           | 2 | 2           | 4 | 3           | 2 | 3           | 4  | 2           | 2  | 2           | 4  |
| 2  | S2    | 4             | 4 | 2 | 2           | 3 | 3           | 4 | 2           | 2 | 4           | 4  | 2           | 2  | 2           | 4  |
| 3  | S3    | 4             | 3 | 2 | 2           | 2 | 4           | 4 | 2           | 2 | 2           | 4  | 2           | 2  | 3           | 2  |
| 4  | S4    | 3             | 3 | 3 | 3           | 2 | 4           | 4 | 4           | 3 | 4           | 4  | 4           | 3  | 4           | 3  |
| 5  | S5    | 1             | 4 | 2 | 3           | 3 | 4           | 4 | 4           | 3 | 2           | 3  | 3           | 2  | 3           | 4  |
| 6  | S6    | 4             | 4 | 2 | 3           | 3 | 3           | 3 | 2           | 2 | 3           | 4  | 2           | 3  | 3           | 3  |
| 7  | S7    | 4             | 4 | 3 | 4           | 4 | 3           | 3 | 3           | 3 | 4           | 4  | 4           | 2  | 4           | 2  |
| 8  | S8    | 4             | 4 | 2 | 2           | 2 | 4           | 4 | 2           | 2 | 2           | 4  | 3           | 2  | 3           | 4  |
| 9  | S9    | 4             | 3 | 2 | 2           | 3 | 2           | 2 | 2           | 1 | 2           | 3  | 3           | 2  | 4           | 3  |
| 10 | S10   | 4             | 4 | 2 | 2           | 2 | 2           | 2 | 2           | 2 | 4           | 4  | 1           | 2  | 2           | 2  |
| 11 | S11   | 4             | 1 | 2 | 2           | 1 | 2           | 2 | 2           | 2 | 2           | 2  | 4           | 1  | 2           | 1  |
| 12 | S12   | 4             | 4 | 4 | 2           | 3 | 2           | 4 | 2           | 2 | 2           | 4  | 4           | 4  | 4           | 4  |
| 13 | S13   | 2             | 2 | 2 | 1           | 2 | 2           | 4 | 3           | 1 | 1           | 3  | 3           | 1  | 3           | 2  |
| 14 | S14   | 4             | 4 | 4 | 3           | 2 | 3           | 4 | 2           | 4 | 4           | 4  | 2           | 2  | 4           | 4  |
| 15 | S15   | 4             | 2 | 2 | 2           | 3 | 3           | 4 | 3           | 4 | 4           | 4  | 3           | 2  | 3           | 3  |
| 16 | S16   | 3             | 3 | 2 | 2           | 2 | 3           | 4 | 3           | 2 | 4           | 3  | 4           | 4  | 3           | 3  |
| 17 | S17   | 4             | 4 | 2 | 4           | 4 | 4           | 4 | 3           | 4 | 3           | 4  | 2           | 2  | 3           | 4  |
| 18 | S18   | 4             | 3 | 2 | 3           | 3 | 3           | 3 | 2           | 2 | 3           | 4  | 2           | 3  | 3           | 3  |
| 19 | S19   | 4             | 4 | 4 | 4           | 4 | 4           | 4 | 4           | 4 | 4           | 4  | 4           | 4  | 4           | 4  |
| 20 | S20   | 4             | 3 | 2 | 3           | 2 | 4           | 4 | 2           | 3 | 2           | 4  | 3           | 2  | 4           | 3  |
| 21 | S21   | 2             | 3 | 1 | 2           | 1 | 4           | 4 | 3           | 1 | 2           | 4  | 1           | 2  | 1           | 3  |
| 22 | S22   | 4             | 4 | 2 | 2           | 3 | 3           | 4 | 2           | 2 | 2           | 3  | 1           | 4  | 2           | 4  |
| 23 | S23   | 4             | 4 | 2 | 2           | 3 | 3           | 3 | 3           | 2 | 2           | 4  | 4           | 4  | 4           | 4  |
| 24 | S24   | 3             | 3 | 3 | 3           | 4 | 4           | 4 | 4           | 4 | 4           | 3  | 3           | 4  | 4           | 4  |
| 25 | S25   | 4             | 4 | 2 | 1           | 1 | 2           | 4 | 2           | 1 | 2           | 4  | 4           | 2  | 2           | 4  |
| 26 | S26   | 4             | 4 | 4 | 4           | 4 | 4           | 4 | 4           | 4 | 4           | 4  | 4           | 4  | 4           | 2  |
| 27 | S27   | 2             | 2 | 2 | 2           | 2 | 2           | 4 | 3           | 2 | 1           | 2  | 3           | 2  | 3           | 2  |
| 28 | S28   | 4             | 4 | 3 | 3           | 2 | 2           | 3 | 3           | 3 | 3           | 4  | 3           | 2  | 4           | 2  |
| 29 | S29   | 4             | 4 | 4 | 4           | 4 | 3           | 3 | 3           | 3 | 3           | 4  | 3           | 4  | 3           | 4  |

|       |     |     |     |    |    |    |    |     |    |    |    |     |    |    |    |    |
|-------|-----|-----|-----|----|----|----|----|-----|----|----|----|-----|----|----|----|----|
| 30    | S30 | 3   | 3   | 2  | 2  | 4  | 3  | 4   | 3  | 2  | 4  | 3   | 2  | 3  | 3  | 4  |
| Total |     | 107 | 102 | 73 | 76 | 80 | 91 | 108 | 82 | 74 | 86 | 109 | 85 | 78 | 93 | 95 |

The data above then made a rating scale criteria. Determining the criteria not only involves setting the minimum graduation limit and giving certain grades, but also determining the rating scale used. The rating scale used is a scale of four (1-4 or D-A), a scale of ten (1-10), or a scale of one hundred (1-100). It aims to determine which achievements from the students' results of the motivation during online learning in the 11th grade of the Engineering Transportation and Lightweight program of SMK Wiworotomo Purwokerto academic year 2021/2022.

Table. 4.2. The results of criteria on the division of 4 score<sup>53</sup>

| Mastery Level | Value changes scale 4 | Information  |
|---------------|-----------------------|--------------|
| Interval      | 109 – 73              |              |
| 101 – 109     | 4                     | Very well    |
| 92 – 100      | 3                     | Well         |
| 82 – 91       | 2                     | Sufficient   |
| 73 – 81       | 1                     | Insufficient |

After finding the results of calculating criteria on 4 scores, then the result of student learning motivation applied into the 4 scores criteria in table 4.3.

Table 4.3. Average Data of Answers for all Indicators

| No | Indicator                    | Score | Evidence     |
|----|------------------------------|-------|--------------|
| 1  | There is a desire to succeed | 94    | Well         |
| 2  | Show interest in the lesson  | 78    | Insufficient |

<sup>53</sup> Burhan Nurgiyantoro. "Penilaian pembelajaran berbasis kompetensi". (Universitas Negeri Yogyakarta), p. 252

|      |  |      |              |
|------|--|------|--------------|
| 3    | Prefer to work alone                       | 99,5 | Well         |
| 4    | Interest in learning                       | 78   | Insufficient |
| 5    | Encouragement in learning                  | 97,5 | Well         |
| 6    | Happy and looking for and solving problems | 81,5 | Sufficient   |
| 7    | Tenacious in the face of adversity         | 94   | Well         |
| Mean |  | 89   | Sufficient   |

Based on the results of calculations on the division of four criteria scales, it can be concluded that the value of students' learning motivation from the 11th grades is in the "sufficient" evidence. The lowest value is found in the "Show interest in the lesson" indicator, which is only 78 or falls into the "insufficient" category. The same thing was also found on the "interest in learning" indicator which got the same value, namely 78 or on the "insufficient" criterion. While the highest score was obtained on the student's desire to "prefer to work alone" which got a score of 99.5 or entered the "Well" category.

## **2. Students' learning outcomes during online learning in the 11th grade of Engineering Transportation and Lightweight program of SMK Wiworotomo Purwokerto.**

The value used is the UAS score in semester 1. The results of UAS scores consist of 30 students'. The table contains of respondent and learning outcomes. The results of UAS in the semester 1 can be seen in the table 4.3.

Table. 4.3. Learning Outcomes of Final Exam (UAS) semester I

| Respondent | Learning Outcomes |
|------------|-------------------|
| S1         | 70                |
| S2         | 70                |
| S3         | 70                |
| S4         | 70                |

|     |    |
|-----|----|
| S5  | 80 |
| S6  | 75 |
| S7  | 70 |
| S8  | 80 |
| S9  | 70 |
| S10 | 70 |
| S11 | 70 |
| S12 | 70 |
| S13 | 70 |
| S14 | 75 |
| S15 | 70 |
| S16 | 70 |
| S17 | 80 |
| S18 | 70 |
| S19 | 70 |
| S20 | 70 |
| S21 | 70 |
| S22 | 70 |
| S23 | 85 |
| S24 | 70 |
| S25 | 70 |
| S26 | 70 |
| S27 | 70 |
| S28 | 70 |
| S29 | 70 |
| S30 | 75 |

Then, it was calculated using the SPSS application. V.22 to find out the minimum, maximum, standard deviation and mean values for these result. The calculation results can be seen in table 4.4 below.

Table 4.4 The Result of UAS Semester 1

|                    | N  | Minimum | Maximum | Mean  | Std. Deviation | Variance |
|--------------------|----|---------|---------|-------|----------------|----------|
| Hasil_Belajar      | 30 | 70      | 85      | 72,00 | 4,068          | 16,552   |
| Valid N (listwise) | 30 |         |         |       |                |          |



In the table above, the data was founded that as many as 30 students' of 11th grade Engineering, Transportation and Lightweight program of SMK Wiworotomo Purwokerto were as the samples in this study. The lowest learning outcomes obtained from 30 students' during online learning is 70 and the highest learning outcomes is 85. The average online learning outcomes are 72.00 or (B-). This means that the criteria for learning outcomes obtained show a prominent category. If the data point or standard deviation is further than the average, there will be a higher deviation in the data set. Then standard deviation showed at the 4.068 which has a value smaller than the mean. This means that the standard deviation value of the final exam (UAS) score, which is relatively smaller than the mean, which means that the data distribution is in line because the result is not greater than the mean. Standard deviation is a measure used to determine the amount of variation or distribution of a number of data values. If the value of the standard deviation is closer to the average or not more than equal to the mean, it means that the data relationship is balanced<sup>54</sup>. The Criteria for Students' Learning Outcomes can be explained in table 4.5<sup>55</sup>.

Table 4.5

|           |                        |           |            |
|-----------|------------------------|-----------|------------|
| <b>A+</b> | <b>Sangat menonjol</b> | <b>95</b> | <b>100</b> |
| <b>A</b>  | <b>Menonjol</b>        | <b>90</b> | <b>94</b>  |
| <b>A-</b> | <b>Cukup menonjol</b>  | <b>85</b> | <b>89</b>  |
| <b>B+</b> | <b>Perlu bimbingan</b> | <b>80</b> | <b>84</b>  |
| <b>B</b>  | <b>Sangat menonjol</b> | <b>75</b> | <b>79</b>  |
| <b>B-</b> | <b>Menonjol</b>        | <b>70</b> | <b>74</b>  |
| <b>C</b>  | <b>Cukup menonjol</b>  | <b>60</b> | <b>69</b>  |
| <b>D</b>  | <b>Perlu bimbingan</b> |           | <b>59</b>  |

<sup>54</sup> Haryadi Sarjono & Winda julianita.2011."SPSS vs LISREL sebuah pengantar untuk riset". Jakarta:Salemba empat.p.53

<sup>55</sup> The criteria based of report of SMK Wiworotomo academic year 2021/2022

### 3. The Correlation between students' Motivation and learning outcomes during online learning.

To find out the relationship between student learning motivation and student learning outcomes in English subjects in the 11th grade Transportation, Engineering and Lightweight program of SMK Wiworotomo, the author will present processed data. The data is the result of distributing questionnaires on students' learning motivation during online learning (X) and the results of the UAS semester 1 (Y) of 11th grades of Transportation, Engineering and Lightweight program of SMK Wiworotomo. Calculations were performed using the SPSS V.22 application. The calculation results can be seen in the table below. Table 4.9 Research Data Tabulation.

Table 4.9 Research Data Tabulation

| Respondent | Learning Motivation | Learning Outcomes |
|------------|---------------------|-------------------|
| S1         | 42                  | 70                |
| S2         | 44                  | 70                |
| S3         | 40                  | 70                |
| S4         | 51                  | 70                |
| S5         | 45                  | 80                |
| S6         | 44                  | 75                |
| S7         | 51                  | 70                |
| S8         | 44                  | 80                |
| S9         | 48                  | 70                |
| S10        | 47                  | 70                |
| S11        | 30                  | 70                |
| S12        | 49                  | 70                |
| S13        | 32                  | 70                |
| S14        | 50                  | 75                |
| S15        | 46                  | 70                |
| S16        | 45                  | 70                |
| S17        | 51                  | 80                |
| S18        | 43                  | 70                |
| S19        | 60                  | 70                |
| S20        | 45                  | 70                |

|     |    |    |
|-----|----|----|
| S21 | 34 | 70 |
| S22 | 42 | 70 |
| S23 | 48 | 85 |
| S24 | 54 | 70 |
| S25 | 39 | 70 |
| S26 | 58 | 70 |
| S27 | 34 | 70 |
| S28 | 45 | 70 |
| S29 | 53 | 70 |

Then including the data tabulation between variable X (students' motivation during online learning) and variable Y (students' learning outcomes) into the Pearson Product Moment.

Table 4.10 The Results of the Correlation between Variable X and Y<sup>56</sup>

|                  |                     | Motivasi_Belajar | Hasil_Belajar |
|------------------|---------------------|------------------|---------------|
| Motivasi_Belajar | Pearson Correlation | 1                | ,117          |
|                  | Sig. (2-tailed)     |                  | ,538          |
|                  | N                   | 30               | 30            |
|                  |                     |                  |               |
| Hasil_Belajar    | Pearson Correlation | ,117             | 1             |
|                  | Sig. (2-tailed)     | ,538             |               |
|                  | N                   | 30               | 30            |
|                  |                     |                  |               |

From the calculation of the correlation between students' motivation during online learning and learning outcomes, the result of the research was  $r_{xy} = 0,117$ , with significant (2-tailed) 0,538, Pearson correlation was 1 and the number of subjects was 30.

<sup>56</sup> Haryadi Sarjono & Winda julianita.2011."SPSS vs LISREL sebuah pengantar untuk riset". Jakarta:Salemba empat.p.85

The result can be interpreted into:

1. According to the value of Pearson Correlation

The positive correlation means the variables move in one direction. If the variable X increase, so does the variable Y. if the variable X decrease, so does the variable Y. thus positive correlation indicated by a “1” correlation coefficient.

The negative correlation means the variables move in the opposite direction. If the variable X increase, variable Y decrease. If the variable X decrease, the variable Y increase. This negative correlation indicated by a “-“ correlation coefficient.<sup>57</sup>

According to the table 4.10 the pearson correlation showed 1, so there was positive correlation between students motivation and learning outcomes.

2. According to coefficient correlation (Rxy)

With the degree of significance 5%

Ho = there is no correlation and Ha = there is correlation

If  $R_{xy} < R_{table}$ , then Ho accepted and Ha rejected

If  $R_{xy} > R_{table}$ , then Ho rejected and Ha accepted<sup>58</sup>

According to the table 4.10, the Rxy was 0,117 with subject (n) = 30, so the Rtable was 0,361. Then,  $R_{xy} < R_{table}$  ( $0,117 < 0,361$ ) with Ho accepted and Ha rejected

3. According to significant

The hypothesis

Ho = There is no significance correlation between variable X and Y

Ha = There is significance correlation between variable X and Y

If Sig. (2-tailed)  $<$  ( $\alpha = 0.05$ ), Ho rejected, Ha Accepted

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<sup>57</sup> John.W. Creswell, *Educational Research. Conducing and Evaluating Quantitative and Qualitative Research Fourth Ed.* (United States: Pearson Education), p. 345

<sup>58</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta,2019), p.

If Sig. (2-tailed) > ( $\alpha = 0.05$ ),  $H_0$  accepted,  $H_a$  rejected<sup>59</sup>

According to the table 4.10, the significance was 0,538 more bigger than 0,05 (sig. 2 tailed 0,538 >  $\alpha$  0.05), then  $H_0$  accepted and  $H_a$  rejected, and it can be concluded that there is no significance correlation between students' motivation during online learning and learning outcomes.

Then, to determine to determine the criteria of correlation was based on the coefficient correlation or  $R_{xy}$  in the table 4.10 showed the result was 0,117. According to Table 3.7, the value of correlation included 0,000 – 0,199 that was very low correlation. This means that the correlation between student learning outcomes during online learning and student learning outcomes has a relatively small effect or only about 11.7% which affects and 88.3% is influenced by other factors.

#### 4. Normality and Linearity Test

##### a. Normality Test

In testing, the author was use the Kolmogorov-Smirnov method to test the data from each variable. Below are the results of the normality test that has been carried out as follows<sup>60</sup>: Table 4.8 Normality Test with One-Sample Kolmogorov-Sminorv Test.

**Table 4.8 Normality Test with One-Sample Kolmogorov-Smirnov Test**

|                   |                          | Unstandardized Residual |
|-------------------|--------------------------|-------------------------|
| N                 |                          | 30                      |
| Normal Parameters | Mean                     | ,0000000                |
|                   | Std. Deviation           | 6,97457925              |
|                   | Most Extreme Differences |                         |
|                   | Absolute                 | ,138                    |
|                   | Positive                 | ,094                    |
|                   | Negative                 | -,138                   |

<sup>59</sup> Haryadi Sarjono & Winda julianita.2011."SPSS vs LISREL Sebuah Pengantar untuk Riset". (Jakarta:Salemba empat).p.90

<sup>60</sup> Haryadi Sarjono & Winda julianita.2011."SPSS vs LISREL Sebuah Pengantar untuk Riset". (Jakarta:Salemba empat).p.53

|                        |      |
|------------------------|------|
| Test Statistic         | ,138 |
| Asymp. Sig. (2-tailed) | ,151 |

The basis for deciding the normality test is as follows:

- A. If the sig or significance test-Kolmogorov-Sminorv sig.  $> 0.05$ , then the data is normally distributed.
- B. If the sig or significance test-Kolmogorov-Sminorv sig.  $< 0.05$ , then the data is not normally distributed.

Based on the Kolmogorov-Smirnov-test table, it is known that the sig of the Kolmogorov-Smirnov-test is 0.151. That value is greater than 0.05 ( $0.151 > 0.05$ ). It can be concluded that the data between variable X and variable Y is normally distributed<sup>61</sup>.

b. Linearity Test

The linearity test aims to determine whether the data held follows the relationship between the variables to be analyzed<sup>62</sup>. Linearity test serves to determine whether the two variables that will be subjected to correlational statistical analysis procedures show a linear relationship or not. The basis for making decisions on the linearity test is as follows:

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<sup>61</sup> Haryadi Sarjono & Winda julianita.2011."SPSS vs LISREL sebuah pengantar untuk riset". Jakarta:Salemba empat.p.64

<sup>62</sup> Haryadi Sarjono & Winda julianita.2011."SPSS vs LISREL sebuah pengantar untuk riset". Jakarta:Salemba empat.p.80

Table 4.7 Linearity Test Results

|               |                |                          | ANOVA Table    |    |             |      |      |
|---------------|----------------|--------------------------|----------------|----|-------------|------|------|
|               |                |                          | Sum of Squares | Df | Mean Square | F    | Sig. |
| X+<br>Y       | Between Groups | (Combined)               | 283,333        | 19 | 14,912      | ,758 | ,711 |
|               |                | Linearity                | 12,276         | 1  | 12,276      | ,624 | ,448 |
|               |                | Deviation from Linearity | 271,058        | 18 | 15,059      | ,766 | ,702 |
| Within Groups |                |                          | 196,667        | 10 | 19,667      |      |      |
| Total         |                |                          | 480,000        | 29 |             |      |      |

The basis for making decisions on the linearity test is as follows:

- A. If the sig or significance on Deviation from Linearity  $> 0.05$ , then the relationship between the variables is linear.
- B. If the sig or significance on Deviation from Linearity  $< 0.05$ , then the relationship between the variables is not linear.

Based on the Anova table we get, it can be seen that the sig of Deviation from Linearity is 0.702. This value is greater than 0.05 ( $0.702 > 0.05$ ). Thus, it can be concluded that the relationship between variable X and variable Y is linear.

#### 5. Hypothesis Test

The author makes a hypothesis as already in the main discussion of the initial chapter. The researcher's hypothesis is:

- A. Null Hypothesis ( $H_0$ ) The null hypothesis stated that there is no significant positive relationship between students' motivation during online learning and their learning outcome in English Subjects in the 11th grade Transportation, Engineering and Lightweight program of SMK Wiworotomo.

B. Alternative Hypothesis (Ha) The alternative hypothesis stated a significant positive relationship between students' motivation during online learning and their learning outcome in English Subject in the 11th grade of Transportation, Engineering and Lightweight program of SMK Wiworotomo.

The data was processed and analyzed using the product-moment formula above, the results are shown in the table of correlation coefficient value "r" product moment, at the 5% significance level. If  $\Gamma_{xy} > \Gamma_{tabel}$  at the 5% significance level, then the alternative hypothesis (Ha) is accepted, and the null hypothesis (Ho) is rejected. On the other hand, if  $\Gamma_{xy} < \Gamma_{tabel}$  at the 5% significance level, then the alternative hypothesis (Ha) is rejected, and the null hypothesis (Ho) is accepted.

After doing the Pearson Product Moment test using SPSS v.22 program. The result of rcount is 0.117 and a significance value is 0.538. Then compare the calculated r value with the r table. The rtable value based on the 5% significance level of 30 students was 0.361. The data is known that rcount = 0.117 and rtable = 0.361, meaning that there is no positive relationship between variables X and Y. If it is calculated based on the significance value, then  $0.538 > 0.05$  means that there is no significant relationship between variables X and Y.

## B. Discussion

This research was conducted with the aim of finding out how students' motivation to learn when online learning is. Measuring the extent of student learning outcomes and finding out whether there is a relationship between students' learning motivation when online learning and student learning outcomes in English subjects 11th grades of the Engineering Transportation and Lightweight program of SMK Wiworotomo Purwokerto. In this study, the number of samples taken was 30 students.

This research is included in quantitative research. Obtaining data by using a questionnaire and also documentation in the form of UAS scores. Questionnaires are used to determine the value of student learning motivation and documentation to obtain data from student learning outcomes. Based on the collected questionnaire data, it can



be seen that there are two lowest indicators. The indicator is the "Show interest in the lesson" indicator, which is only 78 or falls into the "Less" category and the "interest in learning" indicator which gets the same value, which is 78 or is in the "less" criteria. While the highest score was obtained in "prefer to work alone" which got a value of 99.5 or entered the "Well" category. However, the overall learning motivation of the 11th grades of Engineering Transportation and Lightweight of SMK Wiworotomo Purwokerto is at a value of 89 which means that they are in a fairly good condition.

There are various factors that determine the acquisition of students' abilities in learning English motivation. Like the research conducted by I Gusti Ayu Agung Dian Susanthi entitled "Constraints in learning English and how to overcome them". It is stated that a student always finds it difficult and the main obstacle to learning English is pronunciation, vocabulary and grammar<sup>63</sup>. Submission of material by the teacher can also be a factor that influences student learning motivation. As mentioned by Ulfan Mulyawan<sup>64</sup> in his research stated that teachers sometimes have difficulty choosing material and delivering it in class when online. In addition, the management of learning that is not right. Based on research conducted by Vebiyanti and Sariwati<sup>65</sup> according to Kyriacou in his research, effective learning includes two things. These two things are active learning time, namely how students are active and involved in the learning process so that it is as expected. The second is the quality of learning related to the process of interaction with teachers with students, students with students and students with other learning resources.

Student learning outcomes in English subjects are also known to be at an average of 72.00 or (B-). This means that the criteria for learning outcomes obtained show a prominent category. The lowest learning outcomes obtained from 30 students'

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<sup>63</sup> I Gusti Ayu Agung Dian Susanthi."Kendala dalam belajar bahasa Inggris dan cara mengatasinya". *Linguistic Community Service Journal*. Vol. 1, No. 2, 2021. p. 66

<sup>64</sup> Ulfan Mulyawan."Problematika online learning:Hambatan pembelajaran bahasa Inggris siswa". *Hospitality*. Vol.9 No. 2 Desember 2020 p.303

<sup>65</sup> Vebiyanti Nasir & Sariwati Muhamad."Kendala guru bahasa Inggris dalam pembelajaran daring pada masa pandemi COVID-19". *Jurnal Ilmiah Wahana Pendidikan*.vol. 7, No. 8. Desember 2021 p.12

during online learning is 70 and the highest learning outcomes is 85. This is inseparable from the motivation that students have. According to Atkinson in a study conducted by Leni Marlina and Sholehun<sup>66</sup> explained that motivation is a tendency of an action to produce one or more than one. In its application, students are often faced with difficulties when learning English. This is in accordance with research conducted by Gunawan and Yusniaty<sup>67</sup>. In his research, it is stated that the most difficult English subject matter is grammar, the second is vocabulary and the third is pronunciation. There are many factors that influence the success of learning. As research conducted by Dr. Andewi Suhartini, M.Ag<sup>68</sup> mentions that cleanliness of heart, perseverance, ability to understand values, goals and the relationship between learning materials and the relationship between educators and students in the learning process.

Based on the processing and analysis of the data that has been collected in this study, using the product moment formula shows that the result of the value of  $N = 30$  at a significance level of 5% obtained  $r_{table} = 0.361$ . It turns out that the obtained  $r_{xy}$  is 0.117, which means it is smaller than  $r_{table}$ . So that we get  $r_{table} > r_{xy}$  which is  $0.361 > 0.117$ . Then it can be seen the level of closeness of the relationship between variable X and Variable Y, namely the relationship between learning motivation when online learning and student learning outcomes 11th grades of Engineering Transportation and Lightweight Program of SMK Wiworotomo Purwokerto with a coefficient value ( $r_{xy}$ ) = 0.117 is in the very weak category.

Based on the calculation of the significance test above, it was known in the table 4.10. Based on the table the relationship between students' learning motivation during online learning and students' learning outcomes in English subjects is bigger

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<sup>66</sup> Lina Marlina dan Sholehun."Analisis factor – factor yang mempengaruhi Hasil belajar bahasa Indonesia pada siswa kelas IV SD Muhammadiyah Majaran Kabupaten Sorong".*Universitas pendidikan Muhammadiyah Sorong*.p.70

<sup>67</sup> Gunawan Tambunsaribu & Yusniaty Galingging."Masalah yang dihadapi pelajar bahasa Inggris dalam memahami pelajaran bahasa Inggris".*DIALEKTIKA:Jurnal bahasa, sastra dan budaya* vol. 8 No. 1 tahun 2021.p.37

<sup>68</sup> Dr. Andewi Suhartini, M.Ag."Faktor – factor keberhasilan menurut pemikiran Al-Ghazali". Pusat penelitian dan penerbitan lembaga penelitian dan pengabdian kepada masyarakat: UIN Sunan Gunung Jati.2014 p.15

than  $\alpha$  (alpha) of the value of Significant (2-tailed). The value of Significant (2-tailed) is 0,583. Based on these results, if the value of sig. (2-tailed)  $\geq \alpha$  (alpha) is  $0,538 \geq 0,05$   $H_0$  accepted and  $H_a$  rejected. which states there is no relationship between students' learning motivation during online learning and students' learning outcomes in English subjects 11th grades in the Engineering, Transportation and Lightweight SMK Wiworotomo Purwokerto is accepted and  $H_a$  which states there is a relationship between students' learning motivation when online learning on students' learning outcomes in English subjects 11th grades in the Engineering, Transportation and Lightweight SMK Wiworotomo Purwokerto was rejected. Which means there is no significant relationship between variable X and variable Y.

This is in line with research conducted by Erwin Pratama and Rini Intansari Meilani which states that there is no strong correlation because the acquisition value in learning outcomes has not yet reached its maximum ability.<sup>69</sup> The things cannot be separated from the factors that exist in students. In line with Ahmadi & Supriyono in a journal written by Gunawan Tambunsaribu & Yusniaty Galingging stated that the causes of learning difficulties can be classified into two factors. Those factors are internal and external factors. Internal factors are factors that come from within oneself in the form of physiological factors or a matter related to one's body and psychological factors or matters relating to one's psychological condition. While external factors are things that come from outside the human body such as non-social factors in the form of learning facilities, study room conditions can also be curriculum and social factors such as family, school, playmates and the surrounding environment<sup>70</sup>.

This was reinforced by Darsiana in a journal written by I Gusti Ayu Agung Dian Susanthi. In the journal, Darsiana said that there are 3 factors that make learning

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<sup>69</sup> Erwin Pratama and Rini Intansari Meilani. "Motivation and learning outcomes: a study on students' s' of archival subject in a vocational high school". Jurnal Pendidikan Manajemen Perkantoran Vol. 5 No. 1, January 2020

<sup>70</sup> Gunawan Tambunsaribu & Yusniaty Galingging. "Masalah yang dihadapi pelajar bahasa Inggris dalam memahami pelajaran bahasa Inggris". *DIALEKTIKA: Jurnal bahasa, sastra dan budaya* vol. 8 No. 1 tahun 2021.p.34

English difficult. These factors are the students' unfamiliarity with speaking English, not having the desire to learn English and finding it difficult to speak English so that they have not been able to communicate<sup>71</sup>. Mohammed in the journal written by Nuraeni that students experienced difficulties in learning English due to uncommon differences between the local language and the target language such as cultural differences, accent, arbitrary language, grammar and vocabulary and pronunciation<sup>72</sup>.



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<sup>71</sup> I Gusti Ayu Agung Dian Susanthi."Kendala dalam belajar bahasa Inggris dan cara mengatasinya". *Linguistic Community Service Journal*. Vol. 1, No. 2, 2021. p. 67

<sup>72</sup> Nuraeni""Problems encountered by learners and how to deal with them in learning English as a foreign language". UHAMKA International Conference on ELT and CALL (UICELL).2019.p.80

## CHAPTER V

### CONCLUSSION

This chapter was outlined the summary related to this research. Conclusion of this research was drawn based on the data findings and the discussion gathered from answer to the research question. Chapter V is divided into two parts, namely conclusion and suggestions.

#### A. Conclusion

As mentioned in the first chapter, this research is intended to answer three purposes of research: (1) to determine the students' motivation during online learning in English subject 11<sup>th</sup> grades at SMK Wiworotomo of Engineering Transportation and Lightweight program academic year 2021/2022.(2) to determine the students' learning outcomes during online learning in English subject 11<sup>th</sup> grades at SMK Wiworotomo of Engineering Transportation and Lightweight program academic year 2021/2022. (3) to find out the correlation between students' motivation during online learning and their learning outcomes in English subject 11<sup>th</sup> grades at SMK Wiworotomo of Engineering Transportation and Lightweight program academic year 2021/2022.

In terms of the first research question, based on the results on the division, it can be concluded that the value of the students' learning motivation from the 11th grades is in the "Sufficient" evidence. The lowest value is found in the "Show interest in the lesson" indicator, which is only 78 or falls into the "Insufficient" category. The same thing was also found on the "interest in learning" indicator which got the same value, namely 78 or on the "Insufficient" criterion. While the highest score was obtained on the student's desire to "prefer to work alone" which got a score of 99.5 or entered the "Well" category.

The data was founded that as many as 30 students' of 11th grade Engineering, Transportation and Lightweight program of SMK Wiworotomo Purwokerto were as the samples in this study. The lowest learning outcomes obtained from 30 students' during online learning is 70 and the highest learning outcomes is 85. The average online

learning outcomes are 72.00 or (B-). This means that the criteria for learning outcomes obtained show a prominent category. From the description and explanations in the previous discussion regarding the correlation between students' motivation and learning outcomes of 11<sup>th</sup> grades of Engineering Transportation and Lightweight of SMK Wiworotomo Purwokerto. The researcher found that the quality of students' motivation was in the interval 82 and 91 (enough).

Therefore, the coefficient test shows that the value of  $r_{xy}$  (0,117) was smaller than (0,381). Which mean there was low impact of the variables. Meanwhile, the result of the sig. (2-tailed) 0,538 was higher than 0,05. Therefore, it could be drawn a conclusion that "there is no significant correlation between students' motivation during online learning and their learning outcomes".

#### B. Limitation of the Study

Although this research was conducted as thoroughly as possible, it still has a limitation of the process of collecting data questionnaires. Some students' fill out the questionnaires randomly without any consideration. Such as checklist all of the first or the last answers from the questionnaires. That thing can be influenced in the statistical calculation between both variable.

#### C. Suggestion

After conducting the research and looking at the conclusion above, the researcher would like to give suggestion as follow:

##### 1. For the Teacher

The teacher should motivate, support and guide the students in the learning process particular in English subject. In addition, the teachers should make the English subject classes interesting and make the students more enthusiastic.

##### 2. For the Students

The students should practicing English every times. The most important thing is that they must always struggling with a strong desire in learning English.

### 3. For other Researcher

It is hoped that the research could be an illustration, information and input the correlation between the students' motivation and Learning outcomes as the further of study.



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## APPENDICES



Appendix 1 : The Values of rtable

| N  | The Level of Significance |       | N    | The Level of Significance |       |
|----|---------------------------|-------|------|---------------------------|-------|
|    | 5%                        | 1%    |      | 5%                        | 1%    |
| 3  | 0.997                     | 0.999 | 38   | 0.320                     | 0.413 |
| 4  | 0.950                     | 0.990 | 39   | 0.316                     | 0.408 |
| 5  | 0.878                     | 0.959 | 40   | 0.312                     | 0.403 |
| 6  | 0.811                     | 0.917 | 41   | 0.308                     | 0.398 |
| 7  | 0.754                     | 0.874 | 42   | 0.304                     | 0.393 |
| 8  | 0.707                     | 0.834 | 43   | 0.301                     | 0.389 |
| 9  | 0.666                     | 0.798 | 44   | 0.297                     | 0.384 |
| 10 | 0.632                     | 0.765 | 45   | 0.294                     | 0.380 |
| 11 | 0.602                     | 0.735 | 46   | 0.291                     | 0.376 |
| 12 | 0.576                     | 0.708 | 47   | 0.288                     | 0.372 |
| 13 | 0.553                     | 0.684 | 48   | 0.284                     | 0.368 |
| 14 | 0.532                     | 0.661 | 49   | 0.281                     | 0.364 |
| 15 | 0.514                     | 0.641 | 50   | 0.279                     | 0.361 |
| 16 | 0.497                     | 0.623 | 55   | 0.266                     | 0.345 |
| 17 | 0.482                     | 0.606 | 60   | 0.254                     | 0.330 |
| 18 | 0.468                     | 0.590 | 65   | 0.244                     | 0.317 |
| 19 | 0.456                     | 0.575 | 70   | 0.235                     | 0.306 |
| 20 | 0.444                     | 0.561 | 75   | 0.227                     | 0.296 |
| 21 | 0.433                     | 0.549 | 80   | 0.220                     | 0.286 |
| 22 | 0.432                     | 0.537 | 85   | 0.213                     | 0.278 |
| 23 | 0.413                     | 0.526 | 90   | 0.207                     | 0.267 |
| 24 | 0.404                     | 0.515 | 95   | 0.202                     | 0.263 |
| 25 | 0.396                     | 0.505 | 100  | 0.195                     | 0.256 |
| 26 | 0.388                     | 0.496 | 125  | 0.176                     | 0.230 |
| 27 | 0.381                     | 0.487 | 150  | 0.159                     | 0.210 |
| 28 | 0.374                     | 0.478 | 175  | 0.148                     | 0.194 |
| 29 | 0.367                     | 0.470 | 200  | 0.138                     | 0.181 |
| 30 | 0.361                     | 0.463 | 300  | 0.113                     | 0.148 |
| 31 | 0.355                     | 0.456 | 400  | 0.098                     | 0.128 |
| 32 | 0.349                     | 0.449 | 500  | 0.088                     | 0.115 |
| 33 | 0.344                     | 0.442 | 600  | 0.080                     | 0.105 |
| 34 | 0.339                     | 0.436 | 700  | 0.074                     | 0.097 |
| 35 | 0.334                     | 0.430 | 800  | 0.070                     | 0.091 |
| 36 | 0.329                     | 0.424 | 900  | 0.065                     | 0.086 |
| 37 | 0.325                     | 0.418 | 1000 | 0.062                     | 0.081 |

## Appendix 2: Validity Test of Students' Motivation

Table 3.3 Recapitulation of Questionnaire Validity Test

| Item | r Hitung | r Tabel | Keterangan |
|------|----------|---------|------------|
| K1   | 0,709    | 0,361   | Valid      |
| K2   | 0,72     | 0,361   | Valid      |
| K3   | 0,74     | 0,361   | Valid      |
| K4   | 0,784    | 0,361   | Valid      |
| K5   | 0,713    | 0,361   | Valid      |
| K6   | 0,71     | 0,361   | Valid      |
| K7   | 0,598    | 0,361   | Valid      |
| K8   | 0,687    | 0,361   | Valid      |
| K9   | 0,704    | 0,361   | Valid      |
| K10  | 0,594    | 0,361   | Valid      |
| K11  | 0,686    | 0,361   | Valid      |
| K12  | 0,68     | 0,361   | Valid      |
| K13  | 0,606    | 0,361   | Valid      |
| K14  | 0,637    | 0,361   | Valid      |
| K15  | 0,531    | 0,361   | Valid      |

## Appendix 3: The Results of Students' Learning Motivation

Table. 4.1 The Results of Students' Learning Motivation

| No | Resp. | Questionnaire |   |   |             |   |             |   |             |   |             |    |             |    |             |    |
|----|-------|---------------|---|---|-------------|---|-------------|---|-------------|---|-------------|----|-------------|----|-------------|----|
|    |       | Indicator 1   |   |   | Indicator 2 |   | Indicator 3 |   | Indicator 4 |   | Indicator 5 |    | Indicator 6 |    | Indicator 7 |    |
|    |       | 1             | 2 | 3 | 4           | 5 | 6           | 7 | 8           | 9 | 10          | 11 | 12          | 13 | 14          | 15 |
| 1  | S1    | 4             | 4 | 2 | 2           | 2 | 2           | 4 | 3           | 2 | 3           | 4  | 2           | 2  | 2           | 4  |
| 2  | S2    | 4             | 4 | 2 | 2           | 3 | 3           | 4 | 2           | 2 | 4           | 4  | 2           | 2  | 2           | 4  |
| 3  | S3    | 4             | 3 | 2 | 2           | 2 | 4           | 4 | 2           | 2 | 2           | 4  | 2           | 2  | 3           | 2  |
| 4  | S4    | 3             | 3 | 3 | 3           | 2 | 4           | 4 | 4           | 3 | 4           | 4  | 4           | 3  | 4           | 3  |
| 5  | S5    | 1             | 4 | 2 | 3           | 3 | 4           | 4 | 4           | 3 | 2           | 3  | 3           | 2  | 3           | 4  |
| 6  | S6    | 4             | 4 | 2 | 3           | 3 | 3           | 3 | 2           | 2 | 3           | 4  | 2           | 3  | 3           | 3  |
| 7  | S7    | 4             | 4 | 3 | 4           | 4 | 3           | 3 | 3           | 3 | 4           | 4  | 4           | 2  | 4           | 2  |
| 8  | S8    | 4             | 4 | 2 | 2           | 2 | 4           | 4 | 2           | 2 | 2           | 4  | 3           | 2  | 3           | 4  |
| 9  | S9    | 4             | 3 | 2 | 2           | 3 | 2           | 2 | 2           | 1 | 2           | 3  | 3           | 2  | 4           | 3  |
| 10 | S10   | 4             | 4 | 2 | 2           | 2 | 2           | 2 | 2           | 2 | 4           | 4  | 1           | 2  | 2           | 2  |
| 11 | S11   | 4             | 1 | 2 | 2           | 1 | 2           | 2 | 2           | 2 | 2           | 2  | 4           | 1  | 2           | 1  |
| 12 | S12   | 4             | 4 | 4 | 2           | 3 | 2           | 4 | 2           | 2 | 2           | 4  | 4           | 4  | 4           | 4  |
| 13 | S13   | 2             | 2 | 2 | 1           | 2 | 2           | 4 | 3           | 1 | 1           | 3  | 3           | 1  | 3           | 2  |
| 14 | S14   | 4             | 4 | 4 | 3           | 2 | 3           | 4 | 2           | 4 | 4           | 4  | 2           | 2  | 4           | 4  |
| 15 | S15   | 4             | 2 | 2 | 2           | 3 | 3           | 4 | 3           | 4 | 4           | 4  | 3           | 2  | 3           | 3  |
| 16 | S16   | 3             | 3 | 2 | 2           | 2 | 3           | 4 | 3           | 2 | 4           | 3  | 4           | 4  | 3           | 3  |
| 17 | S17   | 4             | 4 | 2 | 4           | 4 | 4           | 4 | 3           | 4 | 3           | 4  | 2           | 2  | 3           | 4  |
| 18 | S18   | 4             | 3 | 2 | 3           | 3 | 3           | 3 | 2           | 2 | 3           | 4  | 2           | 3  | 3           | 3  |
| 19 | S19   | 4             | 4 | 4 | 4           | 4 | 4           | 4 | 4           | 4 | 4           | 4  | 4           | 4  | 4           | 4  |
| 20 | S20   | 4             | 3 | 2 | 3           | 2 | 4           | 4 | 2           | 3 | 2           | 4  | 3           | 2  | 4           | 3  |
| 21 | S21   | 2             | 3 | 1 | 2           | 1 | 4           | 4 | 3           | 1 | 2           | 4  | 1           | 2  | 1           | 3  |
| 22 | S22   | 4             | 4 | 2 | 2           | 3 | 3           | 4 | 2           | 2 | 2           | 3  | 1           | 4  | 2           | 4  |
| 23 | S23   | 4             | 4 | 2 | 2           | 3 | 3           | 3 | 3           | 2 | 2           | 4  | 4           | 4  | 4           | 4  |
| 24 | S24   | 3             | 3 | 3 | 3           | 4 | 4           | 4 | 4           | 4 | 4           | 3  | 3           | 4  | 4           | 4  |
| 25 | S25   | 4             | 4 | 2 | 1           | 1 | 2           | 4 | 2           | 1 | 2           | 4  | 4           | 2  | 2           | 4  |
| 26 | S26   | 4             | 4 | 4 | 4           | 4 | 4           | 4 | 4           | 4 | 4           | 4  | 4           | 4  | 4           | 2  |
| 27 | S27   | 2             | 2 | 2 | 2           | 2 | 2           | 4 | 3           | 2 | 1           | 2  | 3           | 2  | 3           | 2  |
| 28 | S28   | 4             | 4 | 3 | 3           | 2 | 2           | 3 | 3           | 3 | 3           | 4  | 3           | 2  | 4           | 2  |
| 29 | S29   | 4             | 4 | 4 | 4           | 4 | 3           | 3 | 3           | 3 | 3           | 4  | 3           | 4  | 3           | 4  |
| 30 | S30   | 3             | 3 | 2 | 2           | 4 | 3           | 4 | 3           | 2 | 4           | 3  | 2           | 3  | 3           | 4  |

|       |     |     |    |    |    |    |     |    |    |    |     |    |    |    |    |
|-------|-----|-----|----|----|----|----|-----|----|----|----|-----|----|----|----|----|
| Total | 107 | 102 | 73 | 76 | 80 | 91 | 108 | 82 | 74 | 86 | 109 | 85 | 78 | 93 | 95 |
|-------|-----|-----|----|----|----|----|-----|----|----|----|-----|----|----|----|----|

Appendix 4: Learning Outcomes of Final Exam (UAS) semester I

Table. 4.3. Learning Outcomes of Final Exam (UAS) semester I

| Respondent | Learning Outcomes |
|------------|-------------------|
| S1         | 70                |
| S2         | 70                |
| S3         | 70                |
| S4         | 70                |
| S5         | 80                |
| S6         | 75                |
| S7         | 70                |
| S8         | 80                |
| S9         | 70                |
| S10        | 70                |
| S11        | 70                |
| S12        | 70                |
| S13        | 70                |
| S14        | 75                |
| S15        | 70                |
| S16        | 70                |
| S17        | 80                |
| S18        | 70                |
| S19        | 70                |
| S20        | 70                |
| S21        | 70                |
| S22        | 70                |
| S23        | 85                |
| S24        | 70                |
| S25        | 70                |
| S26        | 70                |
| S27        | 70                |
| S28        | 70                |
| S29        | 70                |
| S30        | 75                |



## Appendix 5: Research Instrument of Students' Motivation during Online Learning

Table 3.1 Grid of Research Variable Instruments

| No | Variable Research                   | Indicator   | No Item | Item |
|----|-------------------------------------|---|---------|------|
| 1  | Independent (X)<br>Motivasi Belajar | a. There is a desire to succeed<br>- I try to get good grades in every lesson.<br>- I try to get the best grades in class.<br>- I use my free time to work on English lesson questions                | 1,2,3   | 3    |
|    |                                     | b. Show interest in the lesson<br>-I take English lessons with pleasure<br>-I read English course material  | 4,5     | 2    |
|    |                                     | c. Prefer to work alone<br>-I can do the task with my effort<br>-If the teacher holds a test, I try to do it myself   | 6,7     | 2    |
|    |                                     | d. Interest in learning<br>-I read a lot of subject matter on the internet<br>-I feel excited when I take English lessons   | 8,9     | 2    |
|    |                                     | e. Encouragement in learning<br>-I'm happy to get praise if I manage to answer the teacher's questions<br>-I study hard because I have aspirations to succeed   | 10,11   | 2    |
|    |                                     | f. Happy and looking for and solving problems<br>- I will ask my parents/sister if I have difficulty in answering questions<br>- I will ask the teacher if there is material that I do not understand | 12,13   | 2    |
|    |                                     | g. Tenacious in the face of adversity<br>-I do the easy questions first, then the difficult ones<br>-I try my best when working on difficult questions  | 14,15   | 2    |
|    |                                     | <b>Total</b>  |         |      |

|   |  |                                      |    |
|---|--|--------------------------------------|----|
| 2 | Dependent (Y)<br>Hasil Belajar<br>Bahasa Inggris | Score of Final Exam (UAS) semester 1 | 30 |
|---|--|--------------------------------------|----|



## Appendix 6: Validation of Expert

**VALIDATION SHEET**

Title : The Correlation between Students Motivation During Online Learning and Their Learning Outcomes in English Subject Grade XI at SMK Wisorotomo Engineering Transportation Lightweight Purwokerto Academic Year 2021/2022

Name : Syahrul Jihad

NIM : 1717404078


Study Program : Tadris Bahasa Inggris

Validitor :

Penilaian *Expert Judgement* Kuesioner Motivasi Belajar

| No | Komponen Penilaian  | Expert Judgement |
|----|---|------------------|
| 1  | Kelengkapan unsur-unsur skala                             | 4                |
| 2  | Kesesuaian antara indicator dengan item-item pernyataan   | 3                |
| 3  | Ketepatan pemilihan kata                                  | 3                |
| 4  | Kejelasan perintah dalam skala                            | 3                |
| 5  | Penggunaan Bahasa Indonesia dan tata tulis baku           | 4                |
| 6  | Pernyataan tidak bermakna ganda                           | 3                |
| 7  | Pernyataan tidak membuat responden berpikir terlalu berat | 3                |
| 8  | Pernyataan tidak terlalu panjang                          | 4                |
| 9  | Kesesuaian konstruk dengan tujuan penelitian              | 4                |
|    | Jumlah  |                  |
|    | Rata-rata   |                  |

Purwokerto, 13 Desember 2022

  
 Muhammad Xzmi Mdo, M.  
 Validitor

## Appendix 7: The Questionnaire

## KUESIONER PENELITIAN KORELASI ANTARA MOTIVASI BELAJAR SISWA KETIKA ONLINE LEARNING DAN HASIL BELAJAR SISWA PADA MATA PELAJARAN BAHASA INGGRIS KELAS XI SMK WIWOROTOMO TEKNIK KENDARAAN RINGAN TAHUN PELAJARAN 2021/2022

**PETUNJUK PENGISIAN QUESIONER**

1. Tuliskan identitas pada tempat yang tersedia.
2. Bacalah pernyataan angket ini dengan sungguh – sungguh
3. Semua jawaban yang kamu jawab itu benar, sehingga tidak perlu ragu atau terpengaruh teman lain saat menjawab.
4. Berilah tanda centang (✓) pada kolom untuk menjawabnya.

Login ke [Google](#) untuk menyimpan progres. [Pelajari lebih lanjut](#)

\* Wajib

**Nama \***

Jawaban Anda

---

**Kelas \***

Jawaban Anda

---

**No. Absen \***

Jawaban Anda

---

**Jenis Kelamin \***

Laki - laki

Perempuan

---

**1. Saya berusaha mendapatkan nilai yang bagus \***

Tidak Pernah

Kadang - kadang

Sering

Selalu

---

**2. Saya berusaha mendapatkan nilai terbaik di kelas \***

Tidak Pernah

Kadang - kadang

Sering

Selalu

---

**3. Saya berlatih kembali dengan soal berdasarkan materi yang diberikan ketika pembelajaran online \***

Tidak Pernah

Kadang - kadang

Sering

Selalu

---

**4. Saya bersemangat mengikuti pembelajaran online \***

Tidak Pernah

Kadang - kadang

Sering

Selalu

5. Saya memperhatikan ketika guru menjelaskan materi pada saat kelas online \*

- Tidak Pernah  
 Kadang - kadang  
 Sering  
 Selalu

6. Saya mampu mengerjakan tugas dengan usaha sendiri \*

- Tidak Pernah  
 Kadang - kadang  
 Sering  
 Selalu

7. Saya mengerjakan sendiri saat ulangan \*

- Tidak Pernah  
 Kadang - kadang  
 Sering  
 Selalu

8. Saya banyak membaca materi pelajaran di internet \*

- Tidak Pernah  
 Kadang - kadang  
 Sering  
 Selalu

9. Saya merasa bersemangat ketika mengikuti pembelajaran online \*

- Tidak Pernah  
 Kadang - kadang  
 Sering  
 Selalu

10. Saya senang mendapat pujian jika saya berhasil menjawab pertanyaan dari guru \*

- Tidak Pernah  
 Kadang - kadang  
 Sering  
 Selalu

11. Saya belajar dengan giat untuk meraih cita-cita \*

- Tidak Pernah  
 Kadang - kadang  
 Sering  
 Selalu

12. Saya akan bertanya kepada orangtua/kakak jika mengalami kesulitan dalam menjawab soal \*

- Tidak Pernah  
 Kadang - kadang  
 Sering  
 Selalu

13. Saya bertanya pada guru jika ada materi yang belum saya pahami \*

- Tidak Pernah  
 Kadang - kadang  
 Sering  
 Selalu

14. Saya mengerjakan soal yang mudah terlebih dahulu kemudian soal yang sulit \*

- Tidak Pernah  
 Kadang - kadang  
 Sering  
 Selalu

15. Saya berusaha menyelesaikan soal-soal yang sulit \*

- Tidak Pernah  
 Kadang - kadang  
 Sering  
 Selalu

## BIOGRAPGHY

### A. Identitiy

1. Name : Syahrul Jihad
2. NIM : 1717404078
3. Place & date of the birth : Cilacap, 25 Desember 1998
4. Address : Planjan village, Rt 02/15, Kec. Kesugihan
5. Father: : Syahid
6. Mother :Uswatun Hasanah

### B. Educational

1. MI Yappi Planjan (2005-2011)
2. MTs N Planjan (2011-2014)
3. MAN 1 Cilacap (2014-2017)
4. S1 UIN Prof.K.H.Saifuddin Zuhri Purwokerto (2017-2022)

