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Student's Motivation On English Learning After Pandemic (Covid-19) At SMP Negeri 12 Medan

Shyntia Lora Jesica Purba^{1✉}, Christina Natalina Saragi², Usman Sidabutar³

Department of English Education, Universitas HKBP Nommensen, Medan, Indonesia

Email: shyntiacantik6@gmail.com^{1✉}

Abstrak

Penelitian ini bertujuan untuk mengetahui dan mendeskripsikan motivasi siswa dalam belajar bahasa Inggris selama pandemi covid-19. Dalam penelitian ini instrumen pengumpulan datanya menggunakan angket dan wawancara yang penulis sebariskan menggunakan Google Form. Kuesioner terdiri dari dua puluh pertanyaan tentang motivasi siswa untuk belajar bahasa Inggris dan lembar wawancara berisi dua puluh pertanyaan tentang motivasi siswa untuk belajar bahasa Inggris. Sumber data dalam penelitian ini diambil oleh siswa kelas XI SMP Negeri 12 Medan. Siswa yang mengisi lembar angket berjumlah dua puluh orang dan siswa yang mengisi lembar wawancara berjumlah dua puluh orang. Penelitian ini menggunakan desain deskriptif kualitatif. Penelitian ini menggunakan kuesioner dan wawancara untuk mengumpulkan data seperti; (1) angket respon siswa; (2) pedoman wawancara untuk mendukung hasil angket respon siswa. Temuan dari analisis data, terdapat dua jenis motivasi belajar siswa, yaitu motivasi internal yaitu dengan siswa berusaha mengerjakan sendiri, belajar atas inisiatif sendiri, menganggap bahwa belajar itu penting baginya, belajar untuk mengembangkan keterampilannya, berkonsentrasi ketika belajar di tempat ramai, seperti belajar menggunakan video, kondisi ruangan menentukan semangat belajar mereka dan lebih semangat untuk meraih nilai tinggi. Sebaliknya pemberian pujian, apresiasi dan hadiah kecil kepada siswa dapat meningkatkan motivasi dalam kegiatan belajar siswa. Penulis menyarankan agar guru dan orang tua terus memberikan motivasi dan dukungan kepada siswa selama proses pembelajarannya agar kegiatan belajarnya dapat berlangsung dengan baik selama pembelajaran daring ini.

Kata Kunci : *Siswa, Motivasi, Belajar Bahasa Inggris, pascapandemi*

Abstract

This research aims to find out and describe student's motivation in learning English during the covid-19 pandemic. In this study, the data collection instrument used questionnaires and interviews which the writer distributed using Google Form. The questionnaire consist of twenty question about student's motivation to learn English and the interview sheet coonsits of twenty questions about student's motivation to learn English. The data sources in this study were taken by eleventh grade students of SMP Negeri 12 Medan. There were twenty students who had filled out the questionnaire sheet and twenty students who had answered the interview sheet. This study uses a qualitative descriptive design. This study used questionnaires and interviews to collect data such as; (1) student response questionnaire; (2) interview guidelines to support the results of student responses questionnaires. Findings from data analysis, there are two types of student learning motivation, namely internal motivation is with students trying to do their own work, learning on their own initiative, assuming that learning is important for them, learning to develop their skills, concentrating when studying in crowded places, such as learning to use video, room conditions determine their passion for learning and more enthusiasm for achieving high scores. On the other hand, giving praise, appreciation and small gift to students can increase motivation in student learning activities. The writer suggests that teachers and parents continue to provide motivation and support to students during their learning process so that their learning activities can take place well during this online learning.

Keywords: Students, Motivation, Learning English, post-pandemic

INTRODUCTION

In December 2019, there was an outbreak of a disease in Wuhan, China caused by a virus called Covid-19. This virus is a type of virus that spreads very quickly and attacks the human respiratory system. Until early 2020, the whole world was infected with this virus. Indonesia was also hit by the virus outbreak. As a result of this virus, governments in various countries have implemented the application. The Law of the Republic of Indonesia Number 6 of 2018 states that Health Quarantine is the activity of separating someone who is exposed to an infectious disease as regulated in the legislation even though he has not shown symptoms to prevent the possibility of transmitting it to people around him work and learning must be done from home.

Education is the most important aspect to generate good quality resources, if the education system in a country can be implemented well, then the country will produce good human resources as well. Law Number 20 of 2003 states that education is a conscious and planned effort carried out by educators through guidance, teaching, and training to create a learning process and learning atmosphere so that students are active mature personalities. Educational activities in Indonesia are basic education, secondary education, senior secondary

education, vocational secondary education as well as government and private higher education. Education can develop one's character through various kinds of activities, such as character development, inculcation of values, training in moral values, and so on.

To deal with this, the Ministry of Education and Culture has made several efforts, namely by providing learning houses and online education services that can be accessed easily and for free. Then in collaboration with the TVRI television channel to provide learning programs, the goal is that areas that are difficult to get internet access can be affordable and minimize the cost of buying internet credit. Not only that, the Ministry of Education and Culture also provides free internet credit to support learning activities at home. According to Panigrahi et al., (2018) online learning has many benefits for students because they can adjust the speed of the learning process according to their abilities. Learning system can be divided into several types, one of which is an online learning system. Based on the current pandemic conditions, every educational unit is encouraged to carry out online learning.

In online learning, the learning pattern that was originally face-to-face became a virtual face-to-face learning pattern (Anugrahana, 2020), so that each educational unit must innovate in developing learning media to encourage student motivation to stay enthusiastic in the learning process.

In its application, online learning cannot be separated from its advantages and disadvantages (Yuliani et al., 2020). The advantages of online learning are (1) Educational institutions can follow technological developments well, pay attention to the need for learning facilities that are suitable with online learning, can control their management information system, and invite teachers to be able to innovate in learning. (2) Students master technology more, practice independence and responsibility, save time used, can use gadgets well. (3) Parents can monitor their children's learning process and can even accompany their children's learning activities. (4) It is profitable for several companies that play a very important role in supporting online learning, such as internet service providers, electronic companies, and application development companies.

While the weakness of online learning include, (1) Health for the implementers of online learning will decline if it is not balanced with nutritious food and adequate exercise, (2) Schools must prepare everything quickly and require a lot of money, (3) Teachers are required can master various learning applications, (4) Students cannot interact directly with their friends and teachers, this will eventually make students feel bored and cannot carry out learning well.

In the learning process, some factors that influence learning. According to Slameto (2015) "Factors that affect learning are of many types but can be classified into two groups, namely internal and external factors". Internal factors are factors that come from within oneself or from

within the individual who is learning. Internal factors are classified into physical factors including health, healthy means in good condition, all parts of the body free from disease. A person's health affects his learning. A person's learning process will be disrupted if his health is disturbed. Psychological factors include (1) Intelligence, psycho-physical ability to react to stimuli or adapt to the environment through appropriate means. (2) Interest, a sense of preference, a sense of attachment to a thing or activity without anyone telling. This interest is always followed by a feeling of pleasure which finally gets satisfaction. (3) Talent, is a potential or basic skill that is brought from birth.

Each individual has different talents, for example, some are talented in painting, mathematics, physics, others. (4) Motivation, a person's encouragement to do activities or do something so that goal can be achieved. (5) Attention, student activity is shown in the subjects delivered by the teacher to improve student learning outcomes. (6) Readiness, giving a responses or reaction, this readiness arises from within a person and is also related to maturity.

Motivation is a psychological urge to take any action in achieving the goals that have been set (Badaruddin, 2015). Learning motivation can be said as an encouragement that arises both from outside and from within students to behave in achieving success in learning. High learning motivation will make students more enthusiastic and more passionate about learning so that motivation must be instilled in students from an early age so that students feel happier in learning without any coercion or pressure. Motivation to learn starts from the goals to be achieved by each individual. If the individual is determined to achieve the goals that have been set, then he will consciously form motivation. This will make the individual always comfortable in his learning activities and have a high spirit and be able to solve problem when facing difficulties in learning. This is very different from an individual who does not understand the goal, of course, there will be no motivation in him. So that in each learning process the individual only learns according to the demands given from the outside.

Based on the results of conducted by the researcher in January 2024 in class VII 1 and VII 2 via face to face luring English subjects, the motivation to learn English for class VII 1 students luring pandemic is in the category of very high motivation with a percentage of 80% while in the category of low motivation 2%. Analysis of the average value in the class got an average of above 88 in the very good category. Meanwhile, students' motivation to learn English in class VII 2 is in the fairly high category with a percentage of 65%. Analysis of the average value in the class got an average of above 75 in the good category.

This means that online learning does not reduce students' motivation and enthusiasm for learning, they are more motivated to learn because more content creators make very interesting learning video content so that students are more interested in learning English.

METHOD

A. Research Design

This section would be explains the approach and research methods that used in conducting this research. The writer used a qualitative descriptive method as a method to determine the types of Students motivation in learning English after the pandemic covid-19. Sugiyono (2015) states that qualitative research method is a type of research method based on the philosophy of post-positivism which is used to examine the condition of natural objects, and is used to obtain deep data, and emphasize meaning rather than generalizations. Qualitative research shows that the focus of descriptive and qualitative is on emphasizing meaning, description, explanation, and placing data in real context respectively usually done with words rather than numbers.

In this research, the researcher analyzed applies the Descriptive qualitative method as her research methodology. Then in presenting the result of the research, the writer describes the students' motivation on learning English and gives a clear reason for deciding it.

B. Subject of Research

The researchers chose 20 students of grade VII SMP NEGERI 12 MEDAN as the subjects of this research. The researchers chose 20 students as the subject. because 20 students were included in 2 criteria for selecting research subjects according ro Sugiyono (2016) which states that:

1. Informants who are rich in information: these informants are selected subjects who have more information about motivation in learning English.
2. Affordable informants: this informant is a subject who is easy to find, and is willing to share information with researchers.

C. Data Source

Riduwan (2009) states that data is a raw material that requires further processing to produce information or information, both quantitative and qualitative that show a fact. The data used by the writer was the results of student questionnaires and interviews. Suharsimi Arikunto (2013) states that the definition of data sources is the data source referred to in the study is the subject from which the data can be obtain. The data sources used by the writer was students of class VII.

D. Instrument of Data Collection

Suharsimi Arikunto (2010) states that instruments are tools or facilities used by researchers in collecting data so that their work is easier and the result are better, more

accurate, complete, and systematic so that they are easier to process.

This research instrument that used by the writer is questionnaire and interviews:

1. Interview Sheet

Sugiyono (2010) states that interview are used as a data collection technique if researchers will carry out research to find problems that must be investigated, and also researchers want to know things that are more in-depth than in-depth respondents and the number of respondents is small.

The writer made several questions to manage the time and situation of the interview.

Table 1. Student Learning Motivation Trial Interview

Aspects	Indicator
Internal Motivation	1. Student have passion and desire to succeed. 2. Student have education and needs in learning. 3. Student have hopes and aspirations for the future.
External Motivation	1. There is an appreciation in student learning. 2. There are interesting activities in student learning 3. The existence of a conducive learning environment that allows students to learn well.

2. Questionnaire Sheet

Sugiyono (2010) states that the questionnaire is a data collection technique that is done by giving several written statements to respondents to answer them. The writer used a questionnaire sheet with Google Form and would be sent to participants via Whatsapp or Google Classroom. The writer use Likert Scale quotes from the book Sugiyono (2016) that the Likert Scale is used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena. Likert Scale, the variable to be measured are translated into variable indicators. Then the indicator is used as a starting point for compiling instruments items which can be in the form of statements or questions.

The form of the Likert scale used in this study is a checklist form. The answer to each instrument item that uses a Likert scale has a graduation from very positive to very negative which can be in the form of words as follows:

Table 2. Likert Scale

Likert Scale Description	Score
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Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

E. Technique of Data Collection

Sugiyono (2005) states the data collection techniques are the most strategies steps in research because the main purpose of research is to obtain data. Maryadi et al., (2010) states that the data collection in qualitative research is a technique that allows obtaining detailed data in a relatively long time. Based on some of the definition above, the writer concluded that the data collection technique is a technique used by researchers to obtain the necessary data from sources by using a lot of time.

Data collection techniques that used in this study are interviews and questionnaires. The following explained the data collection techniques that used by the author as follows.

1. Interview

Table 3. Steps of Collecting Data Interview

No	Steps of Collecting Data
1.	The writer determined the students to be interviewed
2.	The writer made a list of questions that will be asked of the participants
3.	The writer conducted interviews with participants
4.	Next, the writer asked them some questions to get answers to their motivation to English learning.

2. Questionnaire

Table 4. Steps of Collecting Data Questionnaire

No	Steps of Collecting Data
1.	The writer created a questionnaire sheet using Google Form. The questions in the questionnaire are about students' motivation on English learning after pandemic covid-19 at SMP N 12 Medan. The questions are divided into 5 scales (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree).

2.	Then writer shared the link to the questionnaire sheet on Whatsapp or Google Classroom with participants.
3.	After that, the writer asked participants to fill in all the questionnaire correctly on the sheet and collect the answer.

F. Technique of Data Analysis

The data analysis used in this research is a descriptive analysis that aims to provide a systematic, factual, and accurate explanation of the relationship between events and phenomena being investigated.

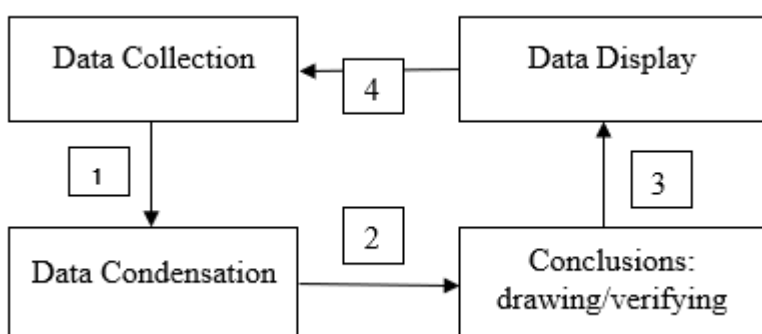


Figure 1. Component of Data Analysis Model (Miles, Huberman and Saldana, 2014;33)

Based on the technique of analyzing the data above, the writer needed some steps in analyzing the data. Therefore, after collecting the data through the technique of collecting data, data condensation, data display, and also drawing and verifying conclusions will be needed to identify the data regarded. All of these steps above are the most needed to identify the data later.

The Steps In Analyzing Data

In analyzing the data, researcher used the theory of Halawa F.J (2022) into four steps occur together, the first was data collection, the second was condensation, the third was drawing and verifying conclusion and the last step is data display. Below the details of the theory are shown in the chart as follows:

1. Data Condensation

Data condensation refers to the process of selecting, simplifying, abstraction and transformation of data close to the whole field from written field notes, interview transcripts, documents, other empirical materials.

The following is the process in data condensation:

1. Selection: At this stage, the writer selected data from students' motivation on learning English.
2. Focus: At this stage, the writer focused on the students' motivation on English learning.

3. Simplification: By using this method, the writer converted the data to be simplified into clauses. Clauses from the results of interview and questionnaires on students' motivation on English learning.
4. Abstract: In this process, the data to be evaluated is the students' motivation to English learn which is then classified into two types, namely intrinsic motivation and extrinsic motivation.
5. Abstraction: At this stage, the writer analyzed the data by selecting each students' motivation to English learn based on the type of motivation.

2. Data Display

After the data is compressed, the next step is to display the data. Data display is an organized and compressed collection of information that supports inferring and displaying activities. The writer presented the data in the analysis which displayed in tabular form, to make it easier for researchers to understand it. The following are the steps taken in presenting the data through grouping the data into the types of student motivation in learning English in two types, namely intrinsic motivation and extrinsic motivation.

3. Draw and Verify Conclusions

Drawing and verifying conclusions is one of the important steps in this research. After the withdrawal of some of the data is decided as absolute data, verification of conclusions is the right way to unite all the data collected, reduced, and displayed. This is way to know the result of the data after the data is displayed. In this step, the writer made a conclusion after completely identifying the types of students' motivation in learning English.

RESULTS AND DISCUSSION

Results

The findings of students' internal motivation to learn English are. First, student have the enthusiasm and desire to succeed, as evidenced by trying to do their own assignments, dare to ask the teacher if they don't understand the material, try to study hard to get good grades in class, don't cheat on their friends' assignments. Second, students have the drive and need to learn, as evidenced by students learning on their own initiative without coercion from their parents, thinking that learning is important to them. Third, students have hopes and aspiration in the future, as evidenced by students learning to achieve goals and learning to develop their abilities.

The findings of external motivation are First, there is appreciation and appreciation in student learning, as evidenced by students being more enthusiastic if they receive small prizes or praise for their achievements. Second, there are interesting activities in student learning, as

evidenced by students being more enthusiastic when they like the subject, student prefer learning by using video media. Third, the existence of a conducive learning environment that allows students to learn well, as evidenced by the lack of concentration when the learning environment is noisy.

Discussion

Based on the result of the study, it was found that students had internal and external motivation during the process of learning English. For the internal motivation of students with initials A.A, this students has the spirit and desire to succeed, has motivation and need in learning, has hopes and aspirations in the future, as evidenced by the student trying to do her own English assignments, she dared to ask the teacher if she did not understand material, she thought that learning is important for her, she learned to achieve her goals. But on the other hand, sometimes when she was lazy to study she cheated on her friend's work, she felt pessimistic about getting good grades, she could read textbooks for a long time if the book is interesting, she also thought online makes it difficult to get good grades, and she learned according to his mood.

For external motivation, the student will be more enthusiastic about learning if she was given a small gift or praise for her achievement, this student will be more enthusiastic about learning if it was her favorite subject, she was more comfortable studying in a clean room and not too noisy. On the other hand, this student thought that by studying not only her skills will develop, but also to get good grades, according to this student, learning by using videos is sometimes easier to understand.

For the internal motivation of initial S. students, the student have the passion and desire to succeed, have the drive and need for learning, have hopes and aspirations in the future, as evidenced by this student willing to try to do their own English assignments to hone their abilities, students dare to ask questions. to the teacher if they do not understand the material to increase their knowledge, these students study think that learning is important for them, students learn to achieve their goals. But on the other hand, sometimes when this student is lazy to think he is cheating on his friend's work, he feels pessimistic about getting good grades when the lesson is difficult, he gets bored if he reads textbooks too often, he will play his cellphone if he is bored of studying but he still limits the hours in class playing phone.

For external motivation, this student has interesting activities in learning as evidenced by the way teacher teaches also does not affect his learning activities, these students study hard to make their parents proud. One the other hand, even though not being given a gift or praise will not affect their learning activities, these students will continue to study even though their

parent's wishes are not fulfilled, these students will feel pessimistic if no one supports them, sometimes these students can learn in various situations and conditions.

For the internal motivation of students initial L.M, this students has hopes and aspirations in the future, as evidenced by these students learning to achieve their goals, and these students learning to develop their skill. But in the other hand, this student tries to do this own work, he studies hard to get good grades in class, he think that's studying is very important for him. Sometimes when this student gets a difficult assignment, he is lazy to do it so he cheats on his friend's assignment, he also doesn't dare to ask when the teacher is cruel, reading textbooks for a long time makes him feel bored, when this student is bored with his study activities, he plays cellphone, this student feels pessimistic about the lessons he doesn't understand, sometimes these students also feel pessimistic that their dreams can come true.

For external motivation, this student will be more enthusiastic about learning when given small prizes or praise for their achievements, have interesting activities in their studies, have a conducive learning environment, as evidenced by this student will be more appreciated when he gets small prizes for his achievements. learn to make his parents proud, he like to learn to use video media, he will be more enthusiastic about learning if it is a lesson he likes, he feels comfortable studying in a place that is not noisy, clean, and tidy. But on the other hand, he will continue to study even if his wishes are not fulfilled, and the way the teacher teaches can affect the grades he gets.

For the internal motivation of the initial D.R.Y student, this students has the spirit and desire to succeed, has hopes and aspirations in the future, as evidenced by this student trying to do his own to better understand what he doesn't understand, he doesn't cheat on his friend's assignment, he dared to ask the teacher, he studied to achieve his goals, he tried to study hard to get good grades in class especially in today's online learning era, he studied without being asked by his parents, and he studied to develop his skills. But on the other hand, this student is tired of reading his textbooks for a long time, according to him besides studying health is the most important thing for him, and he usually plays cellphone 2-3 hours a day. Sometimes, these students feel pessimistic that their dreams can come true.

For external motivation, these students will be more enthusiastic about learning when given small gift, have interesting activities in their studies, and a conducive learning environment. This is evidenced by when this student gets an achievement in class and then he is given a gift, then this student will be more enthusiastic in learning, this student prefers to learn by using video media, this student prefers to study even if his parents do not obey his request, he will feel sleepy when the teacher's way of teaching is very boring. Sometimes, these students can also learn, even in crowded situations.

For the internal motivation of the initial C.N, these have the desire to succeed, also have hopes and aspirations in the future. This is evidenced by, this student wants to try to do his own work to find out his abilities, this student also wants to ask his teacher if there is material he doesn't understand, this student is optimistic about his abilities, this student will continue to study hard to get good grades in his class. This student also prefers to study alone, because if he is asked to study it makes him lazy to study, this student also learns to develop his skills and pursue his goals, this student is also sure what he wants can be achieved. But on the other hand, before starting learning activities, these students usually make a schedule in advance, because these students are bored of reading their textbooks for a long time. For this student, besides studying health, it is also important for him.

For external motivation, namely, giving gift or praise, interesting learning activities, and a conducive learning environment can affect the spirit of learning. This is evidenced by, this student will feel very appreciated if he is given a prize when he achieves an achievement in class. However, when his parents cannot fulfill what he wants, it will not make him lazy to study. This student prefers to study using video media, he will more enthusiastic about learning if it is his favorite subject, and this student also likes to study in a clean and tidy room.

CONCLUSION

After doing research and analyzing the data on students' motivation to learn English, it can be concluded that student motivation is divided into two types, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation is motivation that comes from within students. Extrinsic motivation is motivation that comes from outside the student. The intrinsic motivation is that students have a desire to get good grades in class, students have self-awareness in learning, students have goals in the future. The extrinsic motivation is that students are given praise, awards or prizes in their learning activities, the preferred subjects affect student learning activities, and the influence of a conducive learning environment. The students still have the motivation to continue online learning activities, and will keep their learning motivation so that their learning can continue to run well even though it is still in a pandemic situation.

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