

**AN ANALYSIS OF PSYCHOLOGICAL FACTORS ON SECOND YEAR
STUDENTS DURING PANDEMIC COVID-19 IN LEARNING ENGLISH
SUBJECT AT SMAN 5 TANAH PUTIH**

A THESIS

*Intended to fulfill one of the Requirements for the Award of Sarjana Degree
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ABSTRACT

Widya Susendang, 2021. An Analysis of Psychological Factors on Second Year Students during Pandemic COVID-19 at SMAN 5 Tanah Putih.

Attitude can be defined as a collection of behaviours and beliefs that are owned by someone and how a person reacts towards something that is faced by him or her. In language learning, attitude is a set of students' beliefs and behaviours towards the language. Attitude also relates to motivation. Motivation is a strong desire that exists in human in order to achieve the satisfaction experienced in learning process and its outcomes. According to previous research done by various researchers, it is said that attitude and motivation hold an important role in language learning. During this COVID-19 pandemic, a lot of things happened in the world which also affects the education system around the world. Schools are closed and learning system is changed. The aim of this research is to know the second year students' attitude and motivation towards English learning during Covid-19 pandemic at SMAN 5 Tanah Putih. This research was qualitative. The instrument used in this research was questionnaire based on Gardner's. There were 33 questions that can be divided into 5 aspects. They were the personal aspect, the emotional aspect, the educational aspect, the professional aspect, and the parental aspect. 30 participants were asked to fill the questionnaire. The data collection was conducted in September 2021. The result shows that most of the students were highly motivated and had positive attitude towards learning English. The students think that learning English is important because of many factors. It can be seen that 63,3% of the students want to be more educated, and if they could speak English, they believe people will also respect them more. Additionally, the students (76,7%) have a strong desire to learn English because they have curiosity to learn about other cultures and want to learn about English and its cultures. Moreover, 73,3% of the students agreed and were excited to learn English in their school because the teacher is very good at teaching them and the students think learning English at their school is not boring. They also think English is needed when they are looking for good job in the future as well as for their career (almost 90% students agreed). Their parents also tried and helped them to learn English as well because their parents think English is important.

Keywords: Attitude, motivation, English, language learning, pandemic COVID-19

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

There are so many factors that can affect the process of language learning. Those factors can also be categorized into two categories named psychological and social factors. Psychological factors consist of someone's intellectual processing, motor skills, memory, attitude, and motivation. On the other hand, social factors consist of situation, setting, and interaction. In psychological factors, intellectual processing relates to grammatical and syntax in language learning. Then, motor skills relate to communication or speaking and memory relates to vocabulary. Another two factors that include in psychological as has mentioned before, are attitude and motivation. Situation, setting, and interaction are factors that come from outside of the learners themselves. Those factors are important in the development of language learning but some people argue that psychological factors, especially attitude, and motivation, are the key to success in learning a new language.

As has been mentioned in the previous paragraph, psychological factors, especially attitude, and motivation hold important roles in the process of language learning. If a learner has a problem in intellectual processing, he or she will face difficulties in processing the grammar or the syntax of a language. A second factor, memory, relates to the learners' ability in memorizing vocabulary. Little memory difficulties harden the process of learning a language. If a learner has a lack of motor skill or the third psychological factor, she or he will face difficulties

in pronouncing vocabularies. For attitude and motivation, those factors are related to each other. Based on previous research, which will be explained in relevant studies, attitude and motivation hold important roles in language learning, because even the learners are facing difficulties in grammar, how to pronounce the vocabularies, and others, if they have a positive attitude towards the language, they can solve those problems because their motivation to learn the language is increasing. Besides the relevant studies, there is a great number of studies that show that attitude and motivation influence the process of language learning.

Attitude can be defined as someone's behaviours and beliefs towards something or someone around them. In language learning, attitude relates to someone's behavior and beliefs toward language itself. Whereas, motivation is the willingness that is owned by someone to learn or achieve something. If someone's motivation is low, it might be caused by a negative attitude in learning a language and vice versa. In learning English, the learners' attitude can affect their English score and their proficiency. If their attitudes in learning English are positive, their motivation will increase and they will be more diligent and passionate in the learning process.

Language subject in each school sometimes is different depends on policies and curriculum applied on the school. In Indonesia, the Indonesian language or bahasa and English are compulsory subjects that must be taken and followed by the students. Other language subjects that are usually taught in schools in Indonesia are Arabic, Japanese and French. The reason why English is a compulsory subject in Indonesia is that English is a universal language and is

widely used by people in the world. In Indonesia, English is a foreign language, because Indonesian's first language is mother tongue, and the second language is Indonesian language or bahasa. So, the students at their schools learn English as a foreign language (EFL).

However, there is a change which happens around the world since the beginning of 2020. COVID-19 spreads around the world, including Indonesia and this affects many sectors in human's life. One of the sectors that is affected is education. In this COVID-19 pandemic, schools are closed and students cannot go to school and they learn online. Some schools just give material and assignments to the students and the students will collect it to their teachers once a week; it depends on the schools and how is the pandemic situation around it. Sometimes, learning online is ineffective because students are confused about the material and cannot ask their teachers directly. Moreover, by using the technology itself can create other problems. As has been known, not all of the areas in Indonesia has secured internet connection. Also, apart from the internet connection, the facility is one of other problems too. As a developing country, smart phone or laptop are considered as expensive tools, which not everyone can buy them. For the schools that give material and assignments once a week cannot avoid problems too. Lack of interaction between the teachers and the students and many assignments given at once obstruct the teaching and learning process. Besides all of these problems, still, there are students who score higher in English class than their friends.

Based on the situation that has been explained above, the researcher was interested in analyzing students' attitude and motivation toward English as a

foreign language, and the title is **An Analysis of Psychological Factors of Second Year Students During Pandemic COVID-19 in Learning English Subject at SMAN 5 Tanah Putih.**

1.2 Identification of the Problem

The identification of the problem in this research is psychological factors that can influence the process in learning English. They are intellectual processing, motor skills, memory, attitude, and motivation. Psychological and social factors in language learning are also discussed in many fields of linguistics like psycholinguistics. In psycholinguistics, attitude and motivation are included in internal factors or psychological which means that the success of learning a language also comes from human's internal.

Attitude and motivation are two of factors that affect language learning whether it is learning second language or foreign language. Attitude and motivation are psychological factors that affect language learning. Other than the two, that affect language learning, are setting, situation, and interaction. Those three factors are called social factors. Also, based on the preliminary research done by the researcher, the second year students at SMAN 5 Tanah Putih are taught under the same condition and with the same teacher, yet there are some students who get higher scores than the others. It can be caused by their attitude and motivation towards English.

1.3 Focus of the Problem

This research, however, has some limitations. Based on the identification above, there are some psychological factors that influence the process in learning a language. However, not all of the psychological factors were analyzed. This research investigated two of internal or psychological factors that affect language learning. The researcher focused on students' attitude and motivation in learning English.

1.4 Research Question

After the elaboration in the focus of the problem, this problem in this research could be formulated as in the following:

1. What are second year students' attitude and motivation towards English subject at SMAN 5 Tanah Putih during COVID-19 pandemic?

1.5 Objective of the Research

This research has a purpose to know the students' attitude and motivation towards English subject at SMAN 5 Tanah Putih, Rokan Hilir during COVID-19 pandemic.

1.6 Significance of the Research

After finish conducting this research, the researcher hopes that this research can be useful to the readers. The benefits can be divided into:

1. Theoretical Benefits

- a. This research can give contribution in teaching and learning process, especially in English major or subject.
 - b. This research can give information about students' attitude and motivation towards English.
 - c. This research can give information about teaching and learning in term of psychological factors called attitude and motivation.
 - d. This research can give information about students' attitude and motivation towards English to gain a better understanding about the topic.
 - e. This research can help the students who are majoring English or other languages.
2. Practical Benefits
- a. This research can help the readers to understand one of the problems in teaching and learning English.
 - b. For the teachers and the students, this research can help the teachers who teach English and other languages in general to solve the problems in teaching because from this research, teachers can find ways to improve students' attitude so that their motivation will be improved as well. For the students, this research can give information about their attitudes and motivations towards English so that they can gain more awareness to learn properly.
 - c. For the future researchers, this research can give a hint and information about students' attitude and motivation towards English.

1.7 Definitions of Key Terms

1. Attitude is someone's behavior and beliefs toward something or someone around them. It can also be defined as someone's response towards something. In language learning, attitude relates to someone's behavior and beliefs toward language itself.
2. Motivation is the willingness, desire, that is owned by someone to learn or achieve something. Someone can also have the willingness to achieve something because there might be reward of their actions.
3. Psychological factors are factors in students' language acquisition process that are mentally or spiritually concerned.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevant Theories

In language learning, there are so many factors that can affect it. Those factors can be limited time to learn English in school per week, lack of qualified teachers and others. But besides those factors, it cannot be forgotten that the problems of language acquisition can also come from the individuals too, which means the problems can come from the inside of the learners. It is because all of the students in the school are taught under the same conditions, yet some of them are succeed and some are not (Akdamar, 2020). This can be affected by psychological factors in the learning process.

Psychological factors in linguistics is discussed in the branch of psycholinguistics. As has been explained by Menn (2017), psycholinguistics deals with how human goes and does all of the things relate to a language such as how human actually produces sounds, reads a text, thinking about what word will be written next, and how human identifies a voice they hear as a language. These do not as simple as it might be. It relates to how a person understands what another speaker says, how this person will think about words that appropriates to respond it, how to construct the words so that they will have a meaning and others.

Also, Slameto (in Budianto, 2010) said that psychological factors or internal factors that affect language learning or language acquisition come from a person's internal aspect. Internal factors are physics, psychology, anxiety and others.

Budianto (2010), moreover, added that psychological factors deal with factors which are mentally or spiritually concerned in the language learning or acquisition process. According to him, there are four psychological factors; they are anxiety, attitude, aptitude and motivation.

Furthermore, Dornyei (2009) added that psychological factors that affect language learning and language acquisition related to the ability to construct the words, memory, how to produce sounds, consciousness, and attention. The ability to construct the words relate to grammar, so that the meaning of the words can be understood by people. Memory relates to someone's ability to remember the vocabularies that have been learnt. Consciousness and attention relate to the someone's willingness to learn a language.

As has been mentioned in the first chapter, there are five psychological factors that can affect the process of language learning and they come from the students' internal or their mind. Those factors are intellectual processing, memory, motor skill, attitude and motivation. From those factors, attitude and motivation are stated as the factors that play significant role in learning a language (Fakeye, 2010).

The first factor, intellectual processing deals with individual's ability in analyzing structures and rules, such as grammar and syntax in a language. If someone is lacking in intellectual processing, she or he will have difficulties in structuring words and phrases into a good sentence. For the second one, memory plays an important role if the language learning is to occur and remain. This

means that if the learners are lacking in memory, the vocabulary or the grammar that are learnt will not be remembered easily by them and they will face difficulties in learning language overall. The third one, motor skills relate to someone's ability in producing sounds in a speech (Steinberg and Sciarini, 2014). The fourth one, attitude is someone's beliefs and response towards something. The last one is motivation which is a desire to learn or achieve something (Ariyanti, 2016). Attitude and motivation will be explained more because this research focuses on the students' attitude and motivation towards English subject.

2.1.1 Attitude

Attitude is a factor in language learning that comes from human's mental or spiritual. It exists in every human because it is a form of response towards what is happening around human. Attitude is also enduring. In language learning, it means that how a learner behaves towards language that is being learnt. Here is more explanations about attitude.

a. Definitions of Attitude

Every human, when facing something, must have some kind of acts that is doing by him or her. This kind of act is called attitude. Attitude, as defined by (Oroujlou & Vahedi, 2011) is beliefs and behaviours that are owned by someone toward something and they added that attitude can be learned by human because it is relatively enduring. In learning, especially language learning, attitude is related to it because attitude can be taught to someone. It means that if someone's attitude towards a language is positive or good, she or he can be liking language that being

learned by her or him. She or he can also achieve the proficiency in language that they learn. In addition, positive attitude towards language can be built too.

Attitude, as has been explained before, is someone's acts, beliefs, and behaviours toward something and attitude is derived from two words. The words are "aptitude" (from Latin) and "atto" (from Italian). The simple meaning is "the action of aptitude". It can be concluded that attitude is the term used to explain the acts or someone's behaviours (Hovhannisyan, 2014).

In addition, the early definition of attitude came from back in 1931 from Thurstone and he stated that attitude is the effect that is produced against a psychological object. This means that someone's attitude reflects the affection towards something. Although this definition is the most basic definition in that era, this definition can be connected to the definition of attitude towards language learning. The simplest example of denition by Thurstone (1931) was given by Zavala (2017). Zavala stated that someone who shows the affection towards art museum must love art in particular. It because she/he has positive attitude towards it, and would love to visit art museum.

Also, attitude in language learning can also be defined as the response or behaviour of the speakers towards other languages or their own languages (Richards and Schmidt, 2010). The effect of the attitude towards the language learning can be the easiness or difficulty in learning process. If someone's attitude towards the language is positive, he or she will not face difficulty in the learning process. However, if the attitude is negative, it can slow down the process.

Another definition by Özer (2019) said that attitude is a form of learner's response that is constructed based on their beliefs and opinions after they evaluate something. Furthermore, Oxford Dictionary defined attitude as the way someone behaves towards something and it shows you how you think and feel.

It can be said that attitude is own by someone and it is innate and can be learnt (Akdamar, 2020). It is because attitude is a mental, behaviuoral and cognitive reaction or response. The response can be positive or negative, which will be explained in the next point.

b. Components of Attitude

1. Attitude and Gender

Attitude is often related to someone's gender. Female is often have positive attitude toward learning a language rather than male. This comparison appeared on Burstall's study in 1975, and he stated that positive attitudes that impacted on higher motivation are owned by female because in his study, there was a provement about that. This is same like (Aliakbari & Gheitasi, 2016)'s study that shown that female had more positive attitude rather than male. Moreover, female is more likely to have positive attitudes and motivation towards language learning as stated by Armin (2019). But there are some studies that found that male students have more positive attitudes than the females and gender does not play significant roles in someone's attitude and motivation (Güryay, 2016, Karataş et al., 2016).

2. Attitude and Aptitude

When talking about attitude, it cannot be separated from aptitude, motivation, and anxiety because they are related to each other. For instance, if someone's attitude towards language is positive, it will be sure that his or her aptitude and motivation will be positive too and there is no anxiety. It can be said that attitude is closely related to aptitude and motivation. Motivation will be discussed in another point, instead.

Aptitude, as explained by Budianto (2010), is someone's ability to learn, and it is own naturally by a person. Also, according to Carroll and Pimsleur in Budianto's research, there are four factors of aptitude's components, namely phonetic decoding ability, grammatical sensitivity, and inductive language learning ability and memory and learning. A language learner's aptitude also may vary from one to another.

Attitude, aptitude, and motivation, as already stated above, are closely related. Take this as an example. A learner has positive attitude towards a language that she learns. The impact of this attitude is she gains a positive motivation because she thinks she can learn the language easily and solve the problems that she faced while she is learning. The motivation makes her study hard and not give up easily. This makes her can achieve language proficiency and she can build the aptitude. Based on the phenomenon, it can be concluded that attitude holds an important role that can affect someone's motivation and aptitude. This is also supported by Gardner (1985) that stated attitude is a foundation in language learning because it is supportive for learners' orientation.

c. Positive and Negative Attitude

Attitude plays crucial role in language learning because attitude can be positive or negative. Positive attitude towards language learning can strengthen the motivation to learn the language. Whereas, negative attitude can weaken the motivation which influences the process of learning language (Imsa-ard, 2020).

Moreover, positive attitude towards language learning can bring positive impacts in classroom. Learners that have positive attitude towards English or other language that they learn might have self-confidence that can help them in learning and achieve the proficiency. This is supported by Krashen (1981) that said that positive attitude that is owned by learners can make the learners become the volunteer in learning process because they like the language or the teacher.

On the other hand, there is negative attitude. Negative attitude is the opposite of positive attitude where someone is not too passionate or has no any willingness to learn something and this affects his or her motivation and ability or the proficiency in language learning. He or she might have no interest in learning a language, lazy, or dislike the language. In the class, students with negative attitude tend to be not passionate, are not excited and do not have much desire about the language that is being learnt.

Because positive or negative attitude influence the process of learning language, other factors in learning a language depend on attitude, which means, if students have difficulties in other factors, for example intellectual processing (relates to grammar), they can overcome that problem if they have positive

attitude towards it. They will learn about grammar more diligently and can master it (Iqbal et al., 2019).

2.1.2 Motivation

Motivation is also one of the psychological factors that can influence language learning. Motivation can also be said as a learner's willingness to learn a language whether the goals of the learning process is various. More explanations about motivation will be explained in the next points.

a. Definitions of Motivation

The term "motivation" cannot be defined easily. Rather than define "motivation" itself, it is easier to define "a motivated learner" because a motivated learner means that a learner that has a passion to achieve something that she or he wants. This also stated by (Oroujlou & Vahedi, 2011) that they choose to define a motivated learner which means the learner that has willingness to achieve or invest something in learning process.

Moreover, definition of motivation is various depends on the thoughts schools (Mahdi, 2020). Motivation can be defined through the view of behaviorists, cognitists, constructivists and others. But, among the definitions from different aspect, there is one common concept that explains the term 'motivation'. It is something that is done in order get a reward that is needed.

Motivation, as defined by (Seddi, 2017), is a strong desire that exists in human in order to achieve the satisfaction experienced in learning process and its

outcomes. This indicates that motivation a feeling inside human that exist because someone wants to achieve something in learning process.

The third definition is from Gardner (1985). His definition is a little bit similar from Seddi (2017)'s definition. He stated that motivation is the extent in individual to learn the language because the learners want to do so and the satisfaction experienced in it.

Same like attitude, motivation can also be defined from behaviourism vision. For behaviourism view, Brown (2000) stated that motivation is the anticipation of the reward, which means motivation is a term that is used for something that is done as an expectancy of a reward.

Another definition, stated by Özer (2019), who said that motivation is something that can force or trigger someone to do something and in language learning, motivation also relates to someone's effort to achieve the goal. Something that trigger the learners will make them try and put effort to reach their goal.

(Seddi, 2017) stated that motivation contains three elements that are said as the fundamental of the success of language learning. They are attitude towards language learning, willingness that is owned by someone to learn the language, and the level of the motivation itself. It can be inferred that motivation contains attitude, willingness, and motivation itself to be a part of the success in learning a language. Attitude relates to learners' beliefs and behavior; willingness relates to

learners' effort to learn; and motivation relates to the learners' desires to achieve proficiency in language learning.

Even the explanation above tells about the relation between attitude and motivation, not a few experts that say both are different and can be treated separately. (Hovhannisyan, 2014), for instance, said that attitude is someone's inner favourable or unfavourable toward something that they faced. Whereas, motivation is someone's inner desire to start something in order to achieve her/his goals. Newcomb (1950) also added that the difference between attitude and motivation is only the specification. Attitude is object-specific and motivation is goal-specific. However, in researcher's perception, attitude and motivation are closely related.

b. Types of Motivation

1. Integral and Instrumental Motivation

Many experts said that there are two kinds of motivation; integral or integrative motivation and instrumental motivation. Integral motivation, is a kind of motivation where learners have willingness to learn the language that they learn because they want to be a representer of the language in their language community (Ghazvini & Khajehpour, 2011). Because they want to represent the language to other people, this integral motivation valued more by the learners because they put so much effort to learn the language. This motivation is also often related to cultural backgroundd, ethnicity, certain community, etc. Moreover, this describes that learners have high desires to learn the language and

they have a positive attitudes toward it. Krashen (1981) also added that integral motivation has a desire in learners' mind that they want to be respected in a community that speaks the language. Because learners want to be respected in that community, they will put so much effort so they goals, which is be valued and respected, can be achieved. Integral motivation is also important for the learners that come in a new community where the language is new for them and they should learn that language (Oroujlou & Vahedi, 2011).

Whereas, there is a kind of motivation that is owned by learners just because they only learn that language for certain needs like social recognition or economical status. This motivation is called instrumental motivation. Learners that have this motivation usually need to learn the language for certain benefits like high salary, higher status, political status, or others. This kind of motivation can also be said as a kind of motivation that may relate into language proficiency or practical reasons, as added by Krashen (1981).

2. Intrinsic and Extrinsic Motivation

Besides integral and instrumental motivation, there are two other kinds of motivation namely intrinsic and extrinsic motivation. Intrinsic, that can be defined as internal, is a kind of motivation that comes from human's mind. Intrinsic motivation makes someone who owns this happy to learn a language, having pleasure in learning a language, and ready to face the problems that are going to come in the learning process. On the other side, there is external motivation. It comes from outside of human that means this kind of motivation mostly comes

from pleasurable outcomes like reward or compliment from other people. It can be said that extrinsic motivation exists in society (Seddi, 2017).

2.1.3 Aspects of Attitude and Motivation That Can be Analyzed

According to Imsa-Ard (2020), there are five aspects of attitude and motivation that can be analyzed. Also, these aspects are suitable for EFL context.

1) The Personal Aspect

This aspect relates to students' view about how English can affect their private life. For instance, learning English is important because it is an important language in the world.

2) The Emotional Aspect

This aspect is about students' concerns, worry, anxiety and anything in learning process that can affect their emotions.

3) The Educational Aspect

This second aspect relates to the process of learning English. The teacher, the students' effort and desire in learning are example of this aspect.

4) The Professional Aspect

This aspect relates to how the students' view towards learning English can affect their future career.

5) The Parental Aspect

The last aspect relates to how the students' parents can affect their attitude and motivation towards learning English. For example, do they parents provide and help them learning English? And others.

2.1.4 Language Learning Process during COVID-19 Pandemic

The world is hit by Corona virus since the beginning of 2020. To stop the spread of the Corona virus, or the disease called COVID-19, many countries around the world enforced lock down; Indonesia also one of the countries which did it. Even though the lock down is not enforced all the time, this virus still affects many sectors in human's life. One of the sector which gets the impact is education system.

As has been known that since COVID-19 pandemic, schools are closed to prevent the spread of Corona virus. Teaching and learning process was stopped for a while, then distance-learning is done so that the teaching and learning process still can be done between the teachers and the students. Distanced learning, or can also be called as distance education, is an education type where the students and the teacher cannot meet face-to-face to do the learning process because the teachers and the students are far from each other, and the learning process must be done through a medium (Pgri et al., in Subakthiasih and Putri, 2020). This type of education needs a medium to be an intermediary in delivering the knowledge from the teachers or the educators to the students. The medium can be applications like Zoom, Google Meet, and others. Using medium like those can be beneficial for both teachers and students. It is because distance education is flexible; it can be used everywhere as long as the internet connection is secured, and it also provides many tools that help students in learning process and giving feedback. Based on the research done by Harahap and Ratmanida (2021), teachers and students have positive perception and attitude towards online learning,

because by using online media, it makes the teaching and learning process easier. Furthermore, the students believed that using online media can help them to develop their knowledge.

However, using distance learning can also have challenges. According to Chadi and Chorfi (2021), beside the flexibility that it has, distance learning or distance education requires the medium as well. This medium which relates to the advanced technology, has weaknesses and challenges, such as insufficiencies of its technicians, limited engagement, difficulties in communication, and lack of teachers' training on technology. Harahap and Ratmanida (2021) also stated that even though the teachers and the learners perceived positive attitude towards English learning, they also admitted that internet can be a problem in the learning process sometimes.

But in Indonesia, not all of the areas can do distance learning by using medium like has been mentioned in paragraphs above. Indonesia, as a developing country, has some areas where internet connection is not really good there, or even there is no internet connection at all. Moreover, in rural areas, the facilities for online learning like laptops and computers are inadequate. In this condition, schools in rural areas do not do online learning. The teachers give learning materials and assignments to the students once a week. Then, the students must submit the assignments next week on a specified date. Sometimes, the students are given multiply assignments too in a week.

There are some studies, like the one conducted by Wedayanthi et al (2021) where the educators give counseling to parents so that they can apply some methods and techniques in teaching and learning process at home, such as Montessori method which utilises facilities or stuffs around the students to learn English. But this method is mostly only beneficial for elementary students, since the material for higher education students is not always accordance for this method. The situations that have been elaborated in previous paragraphs will affect students' attitude and motivation towards learning English.

2.2 Relevant Studies

There are several studies that discussed about students' attitude and motivation toward English. These relevance studies help the researcher in conducting the research. According to edglossary.org relevance study is a learning experiences that relate to personal relevance like interest, cultural background and others; or it relates to life relevance such as real-life issues, problems, and context. It means that there are two relevances is relevance study. Life relevance is more about the acquisition of the language skill than personal relevance because life relevance's context is more universal.

The first study in this research's relevance study is a study that conducted in Thailand by Pariwat Imsa-Ard in 2020. The title is "**Motivation and Attitudes towards English Language Learning in Thailand: A Large-Scale Survey of Secondary School Students**". The aim of this study is to examine 640 secondary school students' attitude and motivation towards English. The participants come

from all over schools in Thailand. The finding of this study is also explained in a descriptive analysis and content analysis study and used 34 questions adapted from Gardner's Attitude/Motivation Test Battery to collect the data. The result shows that Thai EFL students are highly motivated to learn and improve their English. However, the teaching and learning process in class does not fulfill their needs to improve their English proficiency.

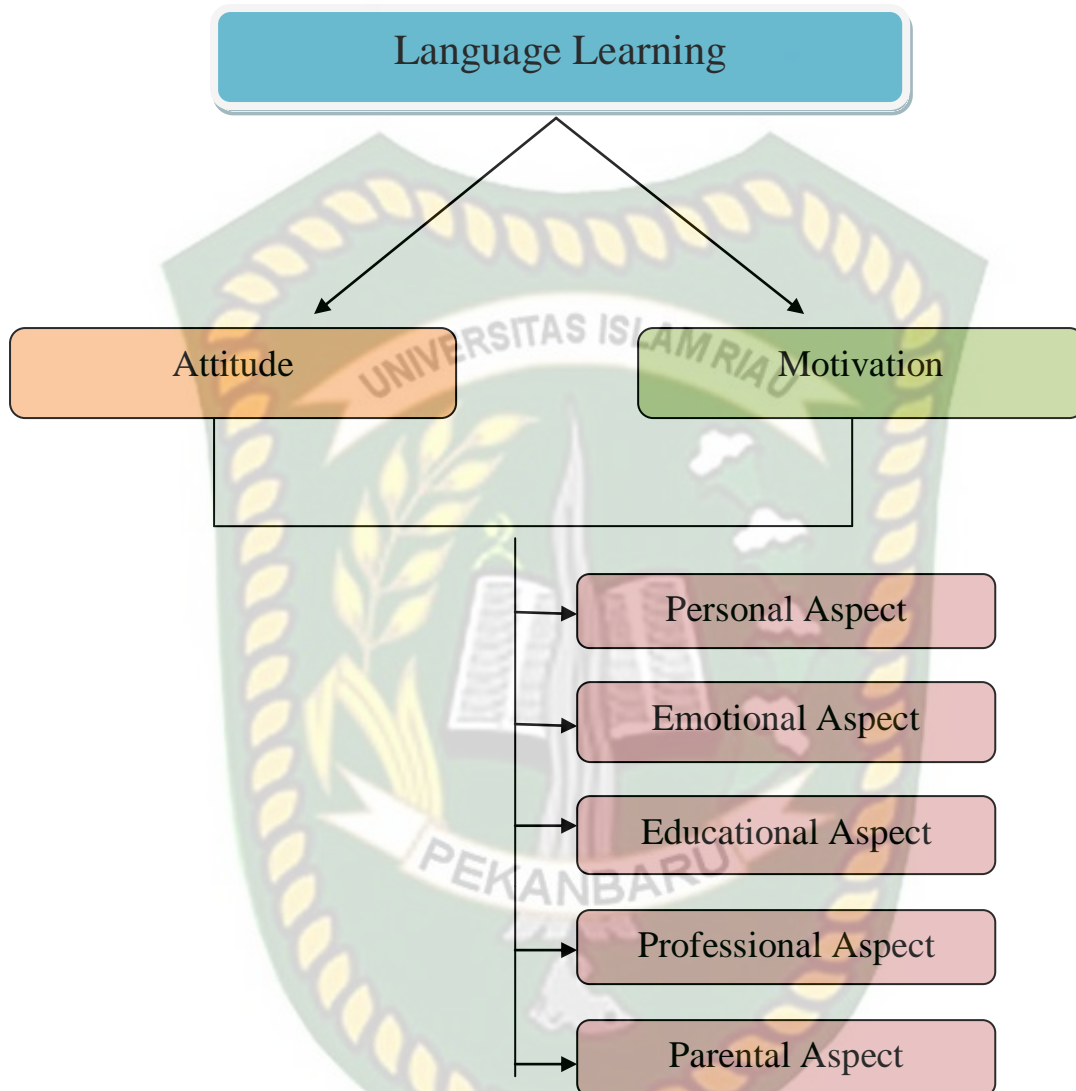
The second relevant study is a study conducted by Hulya Seren Akdamar in 2020. The title is **"Students' Attitudes Towards English in The Turkish Secondary School Context"**. The purpose of this study is to examine secondary school students' attitudes towards learning English. Akdamar investigated whether gender, parents' level on education, parents' employment status, weekly English lesson hours, and grade level can affect students' attitudes towards learning English. There are 353 participants and the data was collected by using Smiley Face Language Attitude Scale by Çelik (2015). The result indicates that students' attitude towards English is positive but female students have more positive attitudes towards learning English. In addition, English intensive class students' attitudes were more positive than regular class students' attitudes. Moreover, fifth grade students' attitudes were found to be more positive than sixth and seventh grade students' attitudes. Also, the education level of father and students' attitudes were found to be related. On the other hand, no relationship was found between the education level of mother and students' attitudes. Likewise, no relationship was found between the employment status of parents and students' attitudes.

The third study is from Arwin in 2019 and the title is **“Law Department Students’ Attitude and Motivation in Learning English as A Foreign Language”**. This descriptive study was conducted in Halu Oleo University and there were 130 participants. The questionnaire that was used was adapted from Attitude/Motivation Test Battery from Gardner theory. From the analysis, it can be seen that (1) the participants have positive attitude towards learning English as foreign language. (2) The level of participants’ motivation as sample of this study was high. (3) The integrative motivation is more dominant than instrumental motivation. (4) Female is more motivated than male students.

Another study from outside Indonesia is a study by Ahmet Çolak (2008) with title **“Attitude, Motivation and Study Habits of English Language Learners: The Case of Baskent University Second-Year Students”**. The approach of the study is qualitative approach and the instrument is survey. The result is students’ mostly have positive attitude that lead into good motivation and good achievement. The similar result is also can be found in another study that conducted by Oroujlou and Vahedi (2011) and Pineda (2011) under the titles **“Motivation, Attitude, and Language Learning”** and **“Attitude, Motivation, and English Language Learning in A Mexican College Context”**. Oroujlou and Vahedi (2011) used descriptive and analytical approach in their research in order to make the role of attitude and motivation clear in language learning. They looked for the informations through the books, journals, websites, and others. Even they don’t analyze the students’ attitude and motivation in this research, researcher includes them as a relevance

theories since their research is well-written and can be used as a reference to analyze students' attitude and motivation. The last is a research from Pineda (2011) in Mexican College Context. She used mixed method in her research which includes semi-structured interview, class-observations, survey, mini questionnaire and an adapted version of ATMB. The result of the research shows that students in Mexican College have positive attitude towards foreign language, namely English in particular. In her research it is also said that it is important to keep students' attitude and motivation high since they invest 80 hours of English instruction in every one of the first four semesters. In addition, if students have graduated, they must be able to speak English.

2.3 Conceptual Framework



2.4 Assumption

During this COVID-19 pandemic, the teaching and learning process at SMAN 5 Tanah Putih is changed due to the spread of Corona virus. For all of the subjects, including English, the students are given materials and assignments once a week. The students must submit their assignments on the following week. From this pandemic situation, the change of learning system in the school is assumed has an effect towards the second year students' attitude and motivation towards English subject.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research is a qualitative research. According to (Huberman et al., 2014) it is a type of research that has a purpose to investigate everyday or exceptional lives of individuals or even society by doing communication with the participants, observing the participants of the research in naturalistic setting. It means that qualitative research investigates the cause of a problem and the participants of this research can be individual or a large group of people.

In addition, Creswell (2014) stated that qualitative research has some characteristics. One of the characteristics is qualitative research is done in natural setting. This means that the researchers who conduct qualitative research and while collecting the data, they collect in a place where the participants experienced the problems. The researchers do not bring them to the specific location such as laboratorium etc. The data also can be obtained from multiple sources, such as from interview, documentation, and others.

Furthermore, according to Leavy (2017), qualitative research has an aim to explore, investigate, describe the meaning behind activities, phenomenon, events, and others to gain more in depth understanding. It means that when there is an activity, event, problem or others, qualitative can be an approach to analyse it.

Another definition of qualitative research is by (Lapan et al., 2012) who said that qualitative research is a research that is done by the researcher by analyzing the phenomena in society through the perspective of insiders. This means that qualitative research analyzes the phenomena in depth by using the methods that are appropriate through the participants.

Moreover, qualitative research has variation of methods to examine the cause and effect of a problem. The methods are unlimited, from usual observation to videotaping. This is supported by (Berg, 2014) who stated that qualitative research deals with studies that are done in natural setting and the methods are observation, historical analysis, document and textual analysis, videographic techniques and others.

Last but not least, this research used descriptive qualitative method, to be exact. Descriptive qualitative is a part of qualitative research which describes the events, the facts or the cause and the effect of a phenomenon and the description is described systematically and must be accurate (Zuriah, 2006).

From definitions above, it can be concluded that qualitative research is a kind of research that has a purpose to investigate the cause of the phenomena in human's daily life. The phenomena can happen from individuals' life or even in the society. Moreover, this type of research explores the problem in depth in order to understand it deeply. Because of these various methods, it's easier for the researcher to conduct the research and the result of this research would be presented by the researcher's own words.

3.2 Subject of the Research

This research used quota sampling to select the subject. Quota sampling is chosen because by using this kind of sampling, it is more convenient to select the subject to make the analyzing process easier. (Kumar, 2015) said that the easiness in accessing the sample is the biggest consideration of choosing quota sampling. Moreover, he also added that the researcher can choose the location that is convenient to the researcher and whenever the researcher sees someone or something with relevant characteristic, he or she can be asked to be a sample of the research.

There are many schools in Riau. In this research, the researcher chose SMAN 5 Tanah Putih in Rokan Hilir as the object of this research. It is because this school does not do online learning in teaching and learning process. Due to the lack of communication between the teachers and the students, this situation definitely has an influence on students' attitude and motivation. To be exact, the participants of this research were second year students of SMAN 5 Tanah Putih. There were 30 students in total from XI IPS 1.

3.3 Data Collection Technique

Data collection technique as one of the steps in conducting a research has many methods. The methods basically can be used both in quantitative and qualitative research. What differs them is in term of flexibility, structure, depth and freedom (Kumar, 2015). Flexibility, structure, depth and freedom are important in defining a method of data collection and to decide which method that

is suitable for a research. For example, if observation is used as a method of data collection and then the result is explained in a form of the researcher's own words, then it is a qualitative research. For the opposite, if observation is used and the result is in a form of scale, then it is a quantitative research.

The first thing that was done by the researcher was observing the students in SMAN 5 Tanah Putih and taking a look of how are their attitude and motivation towards learning English. Because of the COVID-19, teaching and learning process in SMAN 5 Tanah Putih is done by the teachers give material and assignments once a week, and the students submit their assignments on next week. After that, the researcher will share the questionnaire to the students. The result will be explained by the researcher's own words.

3.4 Instrument of the Research

Non-measurement instrument is a kind of tool that is used to collect the data and the data is in a form of nominal. Nominal data can be written texts from various sources such as announcement, book and others. Pictures and videos are also the kind of nominal data. In this research, the researcher used non-measurement instrument. This is because the result of the research will be explained in a form of text. The result was also explained by the researcher's own words. Non-measurement instrument can also be divided into interview, questionnaire, observation and others.

However, from those three instruments that are possible to be used in this research, the researcher used one instrument. It was questionnaire. Johnson and

Christensen (2014) explained the definition of questionnaire. They said that questionnaire is a tool used by the researcher which is filled out by the participants and the questionnaire is in a form of self-report data.

Additionally, Richards and Schmidt (2010) said that questionnaire is a tool that is used in many branches of linguistics that contains a set of questions of specific questions to be answered by the respondents. In linguistics research, questionnaire is used in language surveys, the study of attitude and motivation, needs analysis and others.

The questionnaire contains 104 questions, but only 33 questions were chosen because they are suitable to see students' attitude and motivation in English as a Foreign Language (EFL) context (Imsa-Ard, 2020). The questionnaire is adapted from Gardner's theory and the questionnaire is called Attitude/Motivation Test Battery. There are 5 aspects of attitude and motivation that will be analyzed. They are personal aspect, emotional aspect, educational aspect, professional aspect and parental aspect.

Table of Indicator of Attitude in Imsa-Ard (2020)

Name	Indicator
Attitude and Motivation	Personal aspect
	Emotional aspect
	Educational aspect
	Professional aspect
	Parental aspect

Table of Indicator of Motivation in Sari (2019)

Name	Dimension	Indicator
Motivation	Instrumental	Assignment
		Knowledge
		Good job
		Education
		Travelling abroad
		Achievements
		People view
	Integrative	Understanding
		Communicating
		Join a group
		Skill

3.5 Data Analysis Technique

The next step after collecting the data is analyzing it. Kumar (2015) stated that data analysis technique in qualitative research is developed from the research design and methods that are used in collecting the data itself. Ali and Asrori (2014) also added that data in qualitative is in a form of words and explanation, so this makes the data of the qualitative rich. Ali and Asrori also explained that there are some steps in analyzing the data:

1. Data reduction. Attitude and motivation consist of some types. However, the researcher selected the data and make the data focused on attitude and motivation on general only. The researcher did not discuss integral motivation, aptitude and others.
2. Display the data. The researcher displayed the result of the questionnaire that has been answered by the participants.
3. Concluding the data. The last step was make a conclusion after describing the data about attitude and motivation.

CHAPTER IV

RESEARCH FINDINGS

4.1 Findings

The general result from each aspect.

Name	Indicators	The Result
Attitude and Motivation	The personal aspect	The majority of the students had positive attitude
	The emotional aspect	More than half of the students did not get anxious if they had to speak English
	The educational aspect	The majority of the students were highly motivated to learn English
	The professional aspect	The majority of the students agreed that English is important for their future career
	The parental aspect	The majority of the students believed that their parents think that English is important

This chapter presented the result of the students' attitude and motivation towards English during COVID-19 pandemic. The researcher analyzed the data and then described it based on research design. Questionnaire was used to collect the data. The questionnaire, which is based on Gardner's, contains 33 questions that can be divided to five aspects. The aspects are the personal aspect, the

emotional aspect, the educational aspect, the professional aspect, and the parental aspect.

Table 4.1: The results of the personal aspect

No.	Statements	Strongly Disagree	Disagree	Agree	Strongly Agree	Interpretation
1.	Studying English is important because it will make me more educated.	0%	0%	63.3%	36.7%	Agree
2.	Studying English is important because other people will respect me more if I know English.	0%	0%	63.3%	36.7%	Agree
3.	I wish I were fluent in English.	0%	0%	76.7%	23.3%	Agree
4.	I wish I could have many native English-speaking friends.	0%	10%	73.3%	16.7%	Agree
5.	I want to learn other cultures to understand the world better.	0%	6,7%	76.7%	16.7%	Agree
6.	I want to get grade “A” in my English class all the time.	0%	0%	10%	90%	Strongly Agree
7.	If I can speak	0%	0%	63.3%	36.7%	Agree

	English, I will use it for travelling abroad.					
8.	Knowing English would help me to become a more knowledgeable person.	0%	0%	76.7%	23.3%	Agree
9.	I learn English because English plays a role as an important language in the world.	0%	0%	76.7%	23.3%	Agree
10.	I like to learn English because I like to watch films in English.	16.7%	30%	33.3%	20%	Agree
11.	I like to learn English because I like to listen to songs in English.	10%	23.3%	50%	16.7%	Agree
12.	Knowing English isn't really an important goal in my life.	0%	40%	46.7%	13.3%	Agree
13.	Studying English is important because it will allow me to meet and converse with more and varied people.	0%	6.7%	70%	23.3%	Agree
14.	I want to learn	0%	0%	83.3%	16.7%	Agree

English so well that it will become more natural to me.					
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As seen in Table 4.1, the students' attitude and motivation towards English were positive in terms of the personal aspect. The students think that studying English is important because they will be respected by other people if they know or can speak English (item 2). They also think that learning English will make them be more educated (items 1 and 8, respectively). 90% of the students want to get "A" in their English class. It can be concluded that the students think that English is an important language. Because they think that way, they want to learn English and the culture (item 5) and want to use the language for traveling abroad (item 7). 76.7% wish that they are fluent in English.

However in item 12 (Knowing English isn't really an important goal in my life.), it contains a statement of negative attitude and 46.7% of the students chose "agree". This means that they love learning English and think that it is important, but they have other things that come to number one priority in their life.

Table 4.2: The results of the emotional aspect

No.	Statements	Strongly Disagree	Disagree	Agree	Strongly Agree	Interpretation
15.	I get anxious when I have to speak in English to foreigners.	33.3%	30%	33.3%	3.3%	Strongly Disagree and Agree
16.	I get anxious when I have to speak in English in class.	33.3%	26.7%	36.7%	3.3%	Agree

17.	It embarrasses me to volunteer answers in English class.	23.3%	36.7%	36.7%	3.3%	Disagree and Agree
18.	It worries me that other students in my class seem to speak English better than I do.	23.3%	30%	43.3%	3.3%	Agree
19.	I am sometimes anxious that the other students in class will laugh at me when I speak English.	26.7%	30%	40%	3.3%	Agree

It can be seen that nearly the half of the students feel anxious when they have to speak in front of their classmates or foreigners. In item 15, 33.3% of the students agree that they get anxious if they have to speak English to foreigners. However, on the same item, 33.3% students also don't feel anxious, as they chose Strongly Disagree. This similarity also applies in item 17 (It embarrasses me to volunteer answers in English class). 36.7% agrees that they feel embarrassed when they want to answer questions voluntarily during the class, but other 36.7% students do not feel the same way. They disagree if answering the questions voluntarily during their class makes them feel embarrassed.

In term of speaking English in class, 36.7% of the students chose agree (item 15). They feel anxious because they worry if their classmates speak English better than themselves (43.3% in item 18) and the students are afraid if they make mistakes in pronouncing something and then their classmates will laugh at them (40% in item 19). As can be seen from Table 4.2, the difference of percentage

between the students who chose agree, disagree or strongly disagree is not too far.

This means that although the majority of the students feel anxious if they had to speak English, they still have strong motivation.

Table 4.3: The results of the educational aspect

No.	Statements	Strongly Disagree	Disagree	Agree	Strongly Agree	Interpretation
20.	I spend much effort in learning English.	33.3%	30%	36.7%	0%	Agree
21.	I pay much attention to feedback I receive in my English class.	40%	20%	40%	0%	Strongly Disagree and Agree
22.	I look forward to go to English classes because my English teacher is so good.	3.3%	20%	73.3%	3.3%	Agree
23.	Learning English is really great.	0%	6.7%	80%	13.3%	Agree
24.	I have a strong desire to know all aspects of English.	0%	13.3%	76.7%	10%	Agree
25.	My English class at school is really a waste of time.	43.3%	50%	6.7%	0%	Disagree
26.	Studying English is not enjoyable.	40%	56.7%	3.3%	0%	Disagree
27.	I think my	36.7%	50%	13.3%	0%	Disagree

	English class at school is boring.					
28.	My English teacher has dynamic and interesting teaching style.	3.3%	23.3%	63.4%	10%	Agree
29.	My English teachers are great source of inspiration for me.	0%	33.3%	60%	6.7%	Agree

In item 20 (I spend much effort in learning English), there is slight difference. 36.7% of the students put much effort in learning English and 33.3% of the students strongly disagree with this statement. This also happens in item 21 where there are students who paid much attention to the feedback they received during English class and there are also some students who don't really think about the feedback (40% each, respectively). Despite these two first items, it still can be concluded that the majority of the students have a strong attitude and desire towards learning English since they think learning that language is great; they also want to learn all of the aspects of English (80% and 76.7% of the students in items 23 and 24, respectively). Moreover, teacher who teaches their English class is very good, so 73.3% of the students look forward to their English class. Because their teacher is very good at teaching them, they take their teacher as a great source of inspiration for them (60% respectively).

There are three items that stated negativity towards learning English (items 25, 26 and 27), but more than half of the students disagree with those statements.

This means that the students have a strong motivation and positive attitude towards English.

Table 4.4 : The professional aspect

No.	Statements	Strongly Disagree	Disagree	Agree	Strongly Agree	Interpretation
30.	Studying English is important because I will need it for my career.	0%	0%	90%	10%	Agree
31.	Studying English is important because it will be useful in getting a good job.	3.3%	3.3%	83.4%	10%	Agree

From Table 4.4, it can be seen that the majority of the students think that English is important for their career in the future. This is supported by the percentage of item 30 which 90% of the students agree that they will need English for their career and studying it is important. They also agree by studying English, it will be easier for them to get a good job in the future (83.4% respectively). This concludes that the importance of English for the students' future career affects their attitude and motivation towards English.

Table 4.5: The parental aspect

No.	Statements	Strongly Disagree	Disagree	Agree	Strongly Agree	Interpretation
32.	My parents try to help me to learn English.	3.3%	6.7%	60%	30%	Agree

33.	My parents feel that it is very important for me to learn English.	0%	10%	50%	40%	Agree
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As can be seen from Table 4.5 above, more than a half of the students believed that their parents think that English is important and their parents try to help them learn English. This parental aspect can also be considered as the extrinsic motivation for the students to learn English. The result shows that 50% of the students chose 'agree' and 40% chose 'strongly agree', which means they believe that their parents think learning English is important (item 33). This causes their parents to try to help them to learn English (60% in item 21 respectively).

From the data descriptions, it revealed that the students were very motivated and they have positive attitude towards learning English. First, from the personal aspect, the students think English and learning it is very important. It is because if they are fluent in English or know English's aspect, they will be more educated and will be respected by other people. 76.7% of the students also wish that they are fluent in that language. They also want to get "A" in their English class, want to use English to travel abroad, so the students have positive attitude and motivation.

Second, for the emotional aspect, there is a slight difference in item 16 (I get anxious when I have to speak in English in class) where 36.7% of the students

agree with that statement, and 33.3% of the other students chose 'strongly disagree' which means that they aren't anxious if they have to speak English in class. There are two more items where the percentage of chosen statement is the same as the other. They are items 15 and 17. This means there are quite a lot of students who don't get anxious if they have to speak English. This indicates that they have positive attitude towards English which leads to strong motivation to speak the language and sign of low anxiety.

Third, although there is only slight difference between the students who put much effort in learning English and some don't (36.7% and 33.3%), and the students who paid attention to feedback during class are on the same amount with those who don't (40% each), the result of the educational aspect shows that the students have strong willingness to learn English. This happens because the students have a great teacher who teaches them. The students also have a strong desire to know all aspects of English and they think learning English is great.

Fourth, the majority of the students think English is important for their future career. This also influences them to learn English. They will need it if they look for a job. Not only for looking a job, English is also important for their career in the future if they want to have a promotion in their job etc.

Last but not least, the majority of the students believed that their parents try to help them to learn English because their parents think that English is important for their children and their children's future.

In addition to the five aspects above, the researcher would also explain ten questions or statements about the attitude and motivation, but these specifically are questions based on Subakthiasih and Putri (2020) that are adapted to even more fit the COVID-19 pandemic. The questions are still on likert scale. The students chose ‘strongly disagree’, ‘disagree’, ‘agree’, and ‘strongly agree’.

The first one is ‘I learn English in order to improve my English language skills during the COVID-19 pandemic.’. This one relates to the students’ attitude and motivation whether they have willingness to learn to improve their English during the pandemic or not. The second one is ‘Knowing English helps me become a better person.’ This is about the students’ point of view about learning English during the COVID-19 pandemic will help them to become a better person or not by learning the language. The third one is ‘I used the free time to learn English in COVID-19 pandemic.’. This statement is asked to know how the students spend their time during the pandemic. From this statement, it will be seen if the students spend their free time to learn English or doing another thing. Their attitude and motivation will be seen through this statement. The fourth one is ‘I still study English during COVID-19 pandemic because I enjoy studying it.’. This can be a reference about the students’ attitude. Is it positive or negative? If they had positive attitude they enjoy studying English. The fifth one is about the importance of learning English in statement ‘Learning English is very important during COVID-19 pandemic.’ The sixth one is about the students’ willingness to learn by their own if they could not go to school, or in this situation, the schools are closed, as stated ‘If I could not go to school, I would learn English by

myself.’. The seventh one relates to the students’ view which affects their attitude and motivation towards whether learning English can help them finding a good job during the pandemic. It is ‘Learning English is useful in getting a good job in COVID-19 pandemic’. The eighth one is about the feeling the students feel if they learn English during the pandemic, as stated in ‘Knowing English gives me a feeling of success especially in COVID-19 pandemic.’. The ninth one is ‘In an English class, the teacher personality is important in COVID-19 pandemic.’ which relates to the students’ attitude towards their teacher’s personality during the learning process in this pandemic. The last one relates to their teacher’s method during learning. It is stated as ‘In an English class, the teacher’s method is important.’

4.2 Discussion

To answer the research question, it will be elaborated in this sub-title. From the overall findings, it can be concluded that the second year students at SMAN 5 Tanah Putih were highly motivated towards learning English during COVID-19 pandemic. Because this research has an aim to know the students’ attitude and motivation towards learning English, it will be discussed on the next paragraphs.

The students have positive attitude towards learning English. It is because they think learning English is important and they have strong desire to learn it. They also show interest in learning English as they want to learn about the language’s aspects and wants to know the culture. Positive attitude leads to high motivation. The students were highly motivated to learn English. They think

English is an essential tool for them in educational aspect and when they will look for the job (career) in the future. Their parents are also supportive in learning English. This finding is compatible with last year's study conducted by Imsa-Ard (2020).

Concerning the personal aspect, most of the students think that English is an essential tool that can help them to be more educated or knowledgeable person. If they know or can speak English, the students believe that people will respect them more. Most of them also wish that they had native-speaking friends. This might be because if they had a friend who is a native speaker, they can learn English through him/her and it can help the students' English. This shows positive attitude towards English subject. Another study that shows similar result on positive attitude is a study by Akdamar (2020). Even though the students do not have a chance to learn English at school because of pandemic, they still show positive attitude towards English subject.

In term of the emotional aspect, there was only a slight difference between the students who worry about other students who speak English better than them and if the other classmates will laugh at them if their English is bad. On the other items, more than a half of the students do not get anxious if they had to speak English to a foreigner or speak in front of the class. This means that even though there are some students who face anxiety, the other students are brave and feel confident if they had to speak English. This might be because the environment for instance, in their school, their friends or teachers will not laugh at them if they made a mistake.

For the educational aspect, although more than a half students do not pay attention to feedback from their friends or their teacher and they also do not put much effort in learning English, their attitude and motivation towards English still can be considered as high, because they are excited to learn English and think that learning English is not boring. Concerning the professional aspect, the students think that English is important for them to open more job opportunities. A study conducted in 2019 by Iqbal et al. also have a result that the students are aware of the importance of English. They believed English is an important skill for looking a job in the future. In term of the parental aspect, most of the students received support to learn English from their parents because their parents also think that English is important for their children.

CHAPTER V

IMPLICATION AND SUGGESTION

5.1 Implication

The present research is intended to contribute in teaching and learning field and literary field as well. According to the finding of the research, attitude and motivation of secondary students at SMAN 5 Tanah Putih towards English during COVID-19 pandemic were positive. They were highly motivated and had positive attitude as can be seen in chapter four, they are excited to learn English, like to go class, and want to learn all aspects of English.

However, there are some students who were anxious if they have to speak English in front of the class or to foreigners. Although they still have positive attitude and motivation, it is profitable for the teachers or future researchers to try to overcome this problem. It is because the students really have strong desire to learn English, and if they do not get anxious when they are speaking, it will be better because it can help them to master speaking and other English skills.

5.2 Suggestion

As has been stated previously, this study revealed that the attitude and motivation of the second year students at SMAN 5 Tanah Putih were highly positive. For the future researcher, it will be more useful to use more extensive research to investigate the students' attitude and motivation. For the educators like teachers or tutors and others, it will be profitable to use the result from the previous researches as the guide to improve students' English by taking a look at

their attitude and motivation. Attitude and motivation can also help to reduce the problems that are faced by the students during the learning process.



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Perpustakaan Universitas Islam Riau

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